

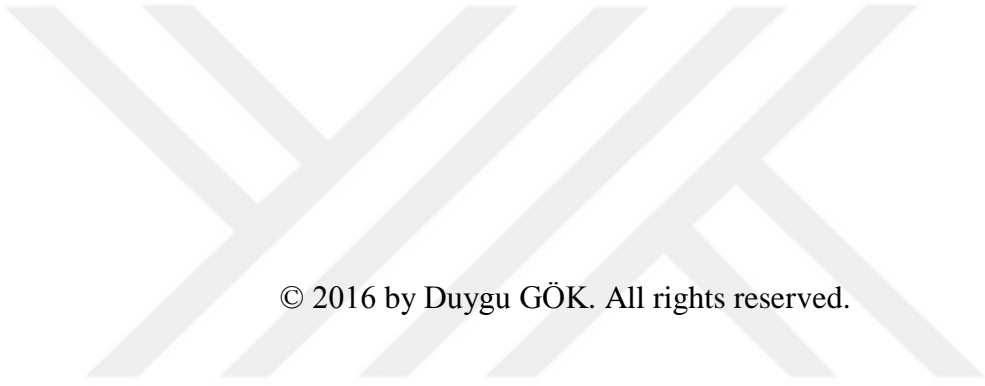
**T. C.**  
**SÜLEYMAN DEMIREL UNIVERSITY**  
**GRADUATE SCHOOL OF EDUCATIONAL SCIENCES**  
**DEPARTMENT OF FOREIGN LANGUAGE EDUCATION**

**THE EFFECT OF AN ONLINE FLIPPED READING CLASSROOM MODEL  
ON PRE-SERVICE ENGLISH LANGUAGE TEACHERS' FOREIGN  
LANGUAGE READING ANXIETY**

**Duygu GÖK**

**Advisor: Assist. Prof. Dr. Hilal BOZOĞLAN**

**MASTER'S THESIS**  
**ISPARTA 2016**



© 2016 by Duygu GÖK. All rights reserved.

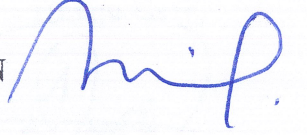
## CERTIFICATE OF COMMITTEE APPROVAL

We certify that this thesis under the title of “**The Effect of an Online Flipped Reading Classroom Model on Pre-Service English Language Teachers’ Foreign Language Reading Anxiety**” prepared by is satisfactory for the award of the degree of Master of Arts in the Department of Foreign Language Education.

**Advisor**

**Assist. Prof. Hilal BOZOĞLAN**

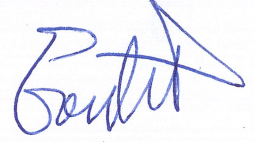
Süleyman Demirel University



**Committee Member**

**Assist. Prof. Ersen VURAL**

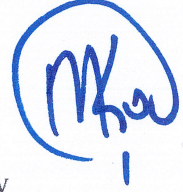
Akdeniz University



**Committee Member**

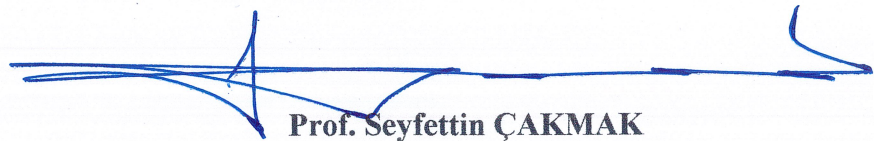
**Assoc. Prof. Mustafa KOÇ**

Süleyman Demirel University



**Director**

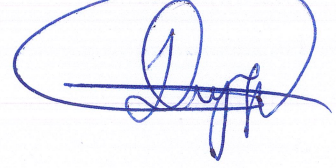
**Prof. Seyfettin ÇAKMAK**



## COMMITMENT

I declare that this thesis has been written by taking ethical rules into consideration and by giving all the references cited from the field by referring them in the thesis.

Duygu GÖK



## TABLE OF CONTENTS

TABLE OF CONTENTS.....	i
ABSTRACT.....	iv
ÖZET .....	vi
ACKNOWLEDGEMENTS .....	viii
LIST OF TABLES.....	ix
LIST OF FIGURES .....	x
LIST OF ABBREVIATIONS.....	xi
1. INTRODUCTION .....	1
1.1. Statement of the Problem.....	1
1.2. Purpose of the Study .....	3
1.3. Significance of the Study .....	6
1.4. Assumption .....	7
1.5. Limitations .....	7
2. CONCEPTUAL FRAMEWORK AND RELATED STUDIES.....	8
2.1. Anxiety.....	8
2.1.1. Foreign language anxiety.....	9
2.1.2. Foreign language classroom anxiety.....	11
2.1.3. Foreign language anxiety and other language skills .....	12
2.1.4. Foreign language reading anxiety.....	13
2.2. Online Reading .....	16
2.2.1. Reading comprehension in conventional texts .....	16
2.2.2. Teaching reading comprehension in conventional texts.....	18
2.2.3. New literacies .....	19
2.2.4. Online reading comprehension in hypertexts .....	20
2.2.5. Review of studies on online reading strategies.....	22
2.3. Flipped Classroom Model .....	24
2.3.1. What is flipped classroom model?.....	25
2.3.2. How did flipped classroom start? .....	28
2.3.3. How to design a flipped classroom? .....	30
2.3.4. Studies on flipped classroom model .....	37
2.3.5. Flipped classroom model in foreign/second language education context .....	40
2.3.6. Related studies on flipped classroom in Turkey .....	44
2.4. Theoretical framework.....	45
3. METHODOLOGY .....	48
3.1. Research Design .....	48

3.2. Participants.....	49
3.3. Data Collection Process .....	50
3.4. Data Collection Tools .....	57
3.5. Data analysis .....	59
4. RESULTS .....	61
4.1. Quantitative Results.....	61
4.1.1. Does online foreign language reading instruction based on flipped classroom model have an effect on preservice English language teachers’ foreign language classroom anxiety?.....	62
4.1.2 Does online foreign language reading instruction based on flipped classroom model have an effect on preservice English language teachers’ foreign language reading anxiety?.....	65
4.2. Qualitative Research Results .....	68
4.2.1. Do you prefer online or print reading? Why?.....	68
4.2.2 Is flipped classroom an effective model for teaching/learning reading skills and strategies? Why?.....	72
4.2.3. What are the advantages and disadvantages of online flipped reading instruction? .....	73
4.2.4. Do you think flipped classroom decreased your foreign language classroom anxiety ? Why ? .....	76
4.2.5. Were you anxious about foreign language reading before this lesson? Why? .....	78
4.2.6. Do you think flipped classroom had an effect on your foreign language reading anxiety? Why? .....	79
5. DISCUSSION AND CONCLUSION .....	81
5.1. Traditional Classroom vs. Flipped classroom.....	81
5.2. The effect of flipped classroom model on preservice English language teachers’ foreign language classroom anxiety .....	82
5.3. The effect of flipped classroom model on preservice English language teachers’ foreign language reading anxiety.....	86
5.4. Pedagogical implications .....	89
5.5. Recommendations for further research.....	92
REFERENCES .....	93
APPENDICES .....	110
APPENDIX A.....	111
APPENDIX B .....	112
APPENDIX C .....	121
APPENDIX D.....	122
APPENDIX E .....	134
APPENDIX F .....	136
APPENDIX G.....	138

APPENDIX H..... 139  
CURRICULUM VITAE..... 142



## **ABSTRACT**

### **THE EFFECT OF AN ONLINE FLIPPED READING CLASSROOM MODEL ON PRE-SERVICE ENGLISH LANGUAGE TEACHERS' FOREIGN LANGUAGE READING ANXIETY**

**Duygu GÖK**

**Master's Thesis, Süleyman Demirel University, Graduate School of Educational  
Sciences, Department of Foreign Language Education**

**Advisor: Assist. Prof. Dr. Hilal BOZOĞLAN**

**2016, 143 pages**

Given recent advances in educational technology, there have been many innovative trends in teaching. A current pedagogic approach is “Flipped classroom model” which depends on the use of asynchronous video lectures and practice problems as lesson at home, and active, group-based problem solving activities as homework in the classroom. As a new paradigm in educational settings, flipped classroom model promotes student engagement and active learning with an emphasis on the development of problem solving skills and discovery-based learning. However, the role of flipped classroom model in foreign language teaching remains relatively unexplored in literature. In the present study, we aimed to take traditional foreign language reading instruction one step further and integrated flipped classroom model into “Advanced Reading and Writing”, a required course for 1st year English language teaching students in Turkey. This study involved two groups of participants: the flipped group was composed of 34 freshmen English language teachers studying at Süleyman Demirel University; whereas, the non-flipped group was composed of 32 freshmen English language teachers studying at Balıkesir University. The flipped group followed flipped classroom model for 12 weeks, which included presentation of reading skills and strategies at home through videos and power point presentations uploaded on the website specifically designed for this study. The classroom time was allocated for online and offline practice activities (considered as homework in traditional classrooms) carried out under the guidance of the teacher. The non-flipped group, on the other hand, followed a parallel traditional lecture based model for 12 weeks, which included presentation of reading skills and strategies at school by the



teacher through a hardcopy course book. The participants were expected to complete their homework at home. Besides integrating flipped classroom model into foreign language reading instruction, the main purpose of this project was to investigate the effect of flipped classroom model on preservice English language teachers' foreign language classroom anxiety and foreign language reading anxiety. Within this framework, Foreign Language Classroom Scale and Foreign Language Reading Scale were employed to determine preservice English language teachers' foreign language classroom anxiety and foreign language reading anxiety levels before and after the treatment in the flipped and the non-flipped groups comparatively. Additionally, with an aim to better understand the findings and triangulate the data, semi-structured interviews were conducted with 30 participants in the flipped group.

It was found out that there was a significant decrease in the foreign language classroom anxiety and foreign language reading anxiety levels in the flipped group in the end of the flipped reading instruction held for 12 weeks. However, there was no significant change in the foreign language classroom anxiety and foreign language reading anxiety levels in the non-flipped group in the end of the traditional reading instruction. The qualitative results also supported these findings and indicated that preservice English language teachers were in favor of flipped reading instruction, and they believed that flipped classroom model helped to alleviate their anxiety in the foreign language classroom. The results suggest that the flipped model has the potential to bring radical changes to language teaching and learning practices in future. The current study contributes to literature with the presentation of an online flipped reading instruction model to be used in the foreign language classrooms. Moreover, this study is also significant in terms of the alternative method it suggests to diminish foreign language classroom anxiety and foreign language reading anxiety among prospective English language teachers who are critical members of the English Language teaching (ELT) world.

**Keywords:** Preservice English Language Teachers, Flipped Classroom Model, Foreign Language, Education, Foreign Language Anxiety, Foreign Language Reading Anxiety, Reading Strategies.

## ÖZET

### ONLINE TERS YÜZ OKUMA DERSİ MODELİNİN İNGİLİZCE ÖĞRETMEN ADAYLARININ YABANCI DİLDE OKUMA KAYGISINA ETKİSİ

Duygu GÖK

**Yüksek Lisans Tezi, Süleyman Demirel Üniversitesi, Eğitim Bilimleri Enstitüsü,  
Yabancı Diller Eğitimi Anabilim Dalı**

**Danışman: Yrd. Doç. Dr. Hilal BOZOĞLAN**

**2016, 143 sayfa**

Eğitim teknolojisinde meydana gelen son gelişmeler ile birlikte öğretimde pek çok yenilikçi eğilimler ortaya çıkmıştır. Yeni bir pedagojik yaklaşım olan “Ters-Yüz Eğitim Modeli”, eş zamanlı (asenكرون) video dersler ve uygulamalı problemler ile evde ders ve grup tabanlı problem çözme aktivitelerine dayalı okulda ödev uygulamasıdır. Eğitim ortamlarında yeni bir paradigma olarak Ters-Yüz Eğitim modeli problem çözme becerileri ve keşif tabanlı öğrenme gelişimi üzerine odaklanarak öğrencinin katılımının artırılması ve aktif öğrenmenin gerçekleştirilmesini sağlar. Ancak, ters-yüz eğitim modelinin yabancı dil eğitimindeki rolü, alanyazında yeterince araştırılmamıştır. Bu çalışmada; Türkiye’deki İngiliz dili eğitimi 1. sınıflarında zorunlu dersi olan “İleri Okuma ve Yazma I-II” dersine geleneksel yabancı dil okuma eğitimine yeni bir basamak eklenerek ters-yüz eğitim modeli entegre edilmiştir. Çalışmanın katılımcıları iki gruptan oluşmaktadır. Ters-yüz eğitim alan grup Süleyman Demirel Üniversitesi’nde okuyan 34 kişi İngilizce öğretmenliği 1.sınıf öğrencilerinden oluşurken, ters-yüz eğitim grup almayan Balıkesir Üniversitesi’nde okuyan 32 kişi İngilizce öğretmenliği 1. sınıf öğrencileridir. Bu çalışmada, ters-yüz eğitim alan grup okuma beceri ve stratejilerini gerçekleştirmek için özel tasarlanmış websitesine yüklenen videolar ve slaytlar aracılığıyla evde yapılan dersleri içeren 12 haftalık ters-yüz eğitim modelini takip etmişlerdir. Öğretmenin rehberliğinde sınıfta zaman çevrimiçi ve çevirimdışı aktiviteleri (geleneksel sınıflarda ödev olarak düşünülmüştür) sürdürmek için ayrılmıştır. Ters-yüz eğitim almayan grup ise, okuma beceri ve stratejileri eğitimini okulda kitabın basılı hali

kullanılarak öğretmen tarafından 12 hafta sürdürülen geleneksel derse dayalı modelle takip etmişlerdir. Öğrencilerin ödevlerini evde tamamlaması beklenmiştir.

Ters-yüz eğitim modelinin İleri Okuma Yazma dersine entegre edilmesinin yanı sıra, çalışmanın ana amacı İngilizce öğretmen adaylarının yabancı dil kaygısı ve yabancı dil okuma kaygısının azaltmaktır. Bu çerçevede, Yabancı Dil Sınıf Kaygısı ve Yabancı Dil Okuma Kaygısı ölçekleri İngilizce öğretmen adaylarının yabancı dil kaygısını ve yabancı dil okuma kaygısını deneysel girişimden önce ve sonra tespit etmek için ters-yüz eğitim alan grup ile ve ters-yüz eğitim almayan gruba karşılaştırmalı olarak uygulanmıştır. Bulguları daha iyi anlamak ve veri çeşitlemesi amacıyla yarı-yapılandırılmış mülakat ters-yüz eğitim alan 30 öğrenciye uygulanmıştır. 12 haftalık ters-yüz okuma eğitiminin gerçekleşmesinin ardından, ters yüz eğitim alan grubun yabancı dil sınıf ve yabancı dil okuma kaygısında anlamlı derecede azalma olduğu bulunmuştur. Ancak, geleneksel yöntemlerle okuma eğitimin sonunda ters-yüz eğitim almayan grubun yabancı dil sınıf ve yabancı dil okuma kaygısında anlamlı bir değişiklik bulunmamıştır. Nitel çalışma sonuçları da İngilizce öğretmen adaylarının ters-yüz eğitimden yana olduklarını ve ters-yüz eğitim modelinin yabancı dil sınıfında kaygıyı azaltmaya yardımcı olduğuna inandıklarını göstermiştir.

Sonuçlar, ters yüz eğitim modelinin gelecekte dil eğitimi ve öğreniminde yenilikçi ve köklü değişiklikler yapacağını öngörmektedir. Bu güncel çalışma yabancı dil sınıflarında çevrimiçi ters-yüz okuma eğitiminin tanıtımıyla alanyazına katkı sağlamıştır. Aynı zamanda, bu çalışma özellikle İngilizce öğretmenliği adayları gibi önemli bir hedef kitle içerisinde yabancı dil sınıf kaygısı ile yabancı dil okuma kaygısının azaltılmasına yönelik önemli bir girişim olması bakımından önemlidir.

**Anahtar Kelimeler:** İngilizce Öğretmen Adayları, Ters-Yüz Eğitim Modeli, Yabancı Dil Eğitimi, Yabancı Dil Kaygısı, Yabancı Dil Okuma Kaygısı, Okuma Stratejileri.

## ACKNOWLEDGEMENTS

This study and my master education process would not have been possible if it were not for the support and guidance of many people.

First of all, I would like to thank my advisor Assist. Prof. Hilal BOZOĞLAN for her sincere support, guidance and suggestions throughout the process of writing this thesis. She gave me the initial push to pursue the degree. She was there the entire time to pick me up whenever I wanted to quit, and helped me realize that this was an achievable goal.

Secondly, special thanks to Lecturer Mustafa Ali Akça working at Computer and Instructional Technologies Department for creating “onlineflippedreading” website and providing technological support in every step of this process. Additionally, I would like to pay special thanks to Assoc. Prof. Dr. Mustafa Koç for his valuable guidance and contribution in the research process.

I also would like to thank Assoc.Prof. Dilek INAN for her valuable support and positive approach while selecting non-flipped groups students in Balıkesir University and I would also like to thank Assoc. Prof. Selami AYDIN for his words of encouragement and his belief in my capacity.

I would also like to thank my dear family and friends for their support throughout this process. I express my gratitude and deep appreciation to my family and friends who consistently helped me keep perspective in what is important in life and maintain the dedication to achieve this goal.

Of course, special thanks to my dissertation committee, for generously giving their time and expertise to enhance my work. I thank them for their contribution and beneficial support.

Lastly, I would like to thank to BAP (Scientific Research Project) for the financial support I received during my thesis.

## LIST OF TABLES

Table 1. The alignment of nine design principles.....	31
Table 2. The design considerations of flipped classroom model.....	32
Table 3. Some tools used in flipped classroom .....	35
Table 4. Descriptive statistics on the participants' gender .....	49
Table 5. Descriptive statistics on the participants' duration of English study.....	49
Table 6. Descriptive statistics on the participants' knowledge of another language.....	50
Table 7. The design of flipped classroom model.....	56
Table 8. The cronbach's alpha of the FLCAS and FLRAS .....	61
Table 9. Normality analysis of FLCAS and FLRAS .....	61
Table 10. The Descriptive Statistics of FLCAS and FLRAS .....	62
Table 11. Comparison of pre-FLCAS scores in the flipped and the non-flipped group.	63
Table 12. Comparison of post-FLCAS scores in the flipped group and the non-flipped group .....	64
Table 14. Comparison of pre-FLCAS post-FLCAS scores in the non-flipped group ....	64
Table 15. Comparison of pre-FLRAS scores in the flipped group and the non-flipped group .....	65
Table 16. Comparison of post-FLRAS scores in the flipped group and the non-flipped group .....	67
Table 17. Comparison of pre-FLRAS and post-FLRAS scores of flipped group .....	66
Table 18. Comparison of pre-and post-FLRAS scores in the non-flipped group.....	67
Table 19. Preservice English language teachers' reading preferences .....	68
Table 20. Reasons for preferring online and print reading texts .....	69
Table 21. Perceptions of preservice English language teachers' about the efficacy of flipped classroom model in teaching reading .....	72
Table 23. Pros and cons of online flipped reading instruction as suggested by preservice teachers .....	73
Table 24. "Do you think flipped classroom decreased your foreign language classroom anxiety?" .....	76
Table. 24. Were you anxious about foreign language reading before this lesson?.....	78
Table 25. Do you think flipped classroom has an effect on foreign language reading anxiety?.....	79

## LIST OF FIGURES

Figure 1 Types of anxiety .....	8
Figure 2. The subtitles of Foreign Language Classroom Anxiety Scale .....	11
Figure 3. Linguistic, Cognitive and Affective Factors which influence Foreign Language Reading (FLR) .....	14
Figure 4. Heuristic Thinking of Reading Comprehension by Rand Reading Study Group .....	17
Figure 5. The "Loop" Diagram of Reading Comprehension Strategies .....	21
Figure 6. The interrelation between student engagement, student participation and student achievement in flipped classroom model.....	26
Figure 7. Overview of lessons from the literature on flipped classroom model.....	37
Figure 8. Overview of Research Procedure .....	51
Figure 9. The outlook of main menu from the website, “onlineflippedreading.com”	53
Figure 10. Intervention process .....	55

## LIST OF ABBREVIATIONS

FL	Foreign Language
FLA	Foreign Language Anxiety
FLCA	Foreign Language Classroom Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
FLR	Foreign Language Reading
FLRA	Foreign Language Reading Anxiety
FLRAS	Foreign Language Reading Anxiety Scale
FLN	Flipped Classroom Network
L2	Second Language
TOEFL®	Test of English as Foreign Language

## **1. INTRODUCTION**

Foreign language anxiety is an affective factor which has a significant effect on the foreign language learning process (Aida, 1994; Aydın, 2008; Horwitz, Horwitz & Cope, 1986). Foreign language research has focused on the role of anxiety in foreign language learning for more than 50 years (Cheng, 2004). Previous studies indicate that foreign language learning often triggers more anxiety compared to other fields of education (Horwitz et al., 1986). Among all language skills, however, early studies in foreign language anxiety specifically focused on speaking skills rather than reading, writing or listening skills. Speaking skill was accepted as the most anxiety-provoking skill (Young, 1986), yet in 1990s, other skills also started to be considered as important sources of anxiety (Saito, Horwitz, & Graza, 1999). Despite the increasing number of studies on anxiety in other language skills, there is still limited number of research on foreign language reading anxiety (Saito et al., 1999). Additionally, to our knowledge, there is a hardly any study with a focus on alleviating foreign language reading anxiety. Thus, more research is needed to shed light on the relationship between foreign language anxiety and foreign language reading anxiety. In this regard, this study aimed to alleviate students' foreign language anxiety and more specifically foreign language reading anxiety. In line with the needs of the students in the 21<sup>st</sup> century, with an aim to involve learners actively in their learning process and advocate a student-centered approach (Yemma, 2015) in the foreign language classroom, "flipped classroom model" has been employed as a framework in this study. It is considered that in an area which requires teachers to seek alternative ways of teaching the digital natives, who use computers and internet as sources of information and communication nearly in every part of their lives (Leu, 2002), an online reading class conducted within flipped classroom framework, could help to decrease foreign language reading anxiety.

### **1.1. Statement of the Problem**

Students' needs and their learning styles are important determinants of an effective teaching and learning process. It is believed that if the teachers' teaching methods match with students' learning styles, they learn the best (Borg & Shapiro, 1996). Clearly, the outcomes of the learning process is closely related to how the lecture was planned, dealt



and presented (Pang, Linder, & Fraser, 2006). However, although the core participants of this process are the learners, teaching has been carried out with lectured centered approaches for ages (Fink, 2003). In a typical traditional lecture based approach, the teacher stands in front of the classroom teaching or writing something on the board, and the students silently sit in their desks taking some notes, which requires the teacher to pull the strings and take all responsibility in the classroom (Brame, 2013; Zygmunt & Schaefer, 2005). Thus, in a teacher-centered approach, the teacher takes the role of a “sage on the stage”. Weimer (2013). Talbert (2012) also describes a typical university classroom where students come together at the class meetings in order to listen to the professor and take some notes, and do homework outside of the classroom. Since the learning process depends on teachers’ decision and choice in a traditional lecture classroom, teachers may sometimes transmit only expert knowledge to the students which increases the passivity of the students in return (McDonald, 2003). In a traditional classroom, students spend their class time listening to the teacher and on condition that the time of lecture is suitable, they have a chance to do some exercises related to the lectures (Fulton, 2012).

In a teacher centered classroom, since the limited time of lecture could inhibit conceptual learning (Smith & Cardaciotto, 2012) students do not have a chance to learn critical thinking skills most of the time (Shumsky & Shumsky, 1968). Moreover, “twelve minute average human attention span” could create problems in “representing complex material verbally” in “presenting diverse, multimedia sources” (Brinkley, Dessants, Flamm, Fleming, Forcey & Rothschild, 1999; p. 159). Students may not attend the lessons actively sometimes, and their attention may decrease quickly (Meyer & Jones, 1993). Additionally, the capacity of classroom is also a problem for both teachers and students. Berrett (2012) suggests that even proponents of new methods accepted that the lecture is not going away with crowded settings. Moreover, direct teaching methods in traditional classroom may decrease interaction in the classroom and higher order learning skills (Garver & Roberts, 2013). Berrett (2012) also criticizes teacher centered traditional classrooms and argues that transmitting knowledge should not be the center of instruction. Alternatively, the main purpose of teaching should be to help students to comprehend and clarify unknown concepts.

Additionally, there is a close relationship between a teacher centered environment and foreign language anxiety, as revealed in past studies. In traditional classrooms, students may be afraid of making mistakes in the classroom, hesitant to speak in front of the classroom, and worried about being evaluated negatively by his/ her peers or teacher (Horwitz, et al., 1986), which in return, has the potential to increase foreign language anxiety among students. Homework can also add to the foreign language anxiety of the students. Additionally, Roehl, Reddy and Shannon (2013) hold the idea that lecturing at schools and assigning homework to students to do at home may not supply the needs of the 21<sup>st</sup> century students. Goodwin and Miller (2013) also point out that teacher sets homework and students “perform in a private hell of frustration and confusion” (p.78). Apart from these, especially, the obligation to read a text in a limited time, may lead to comprehension and motivation problems on the part of students, and increases foreign language reading anxiety (Kern, 1988). Evidences presented here indicate that the dominance of teacher on students’ learning process may inhibit students’ higher thinking skills and increase their foreign language anxiety.

In this regard, in order to confront these problems, alternative methods are required to involve the students in the learning process more actively (Berrett, 2012; Fulton, 2012). A current pedagogic approach, that has the potential to realize this aim is “Flipped classroom model”, which depends on the use of asynchronous video lectures and practice problems as homework at home, and active, group-based problem solving activities to be completed in the classroom. As a new paradigm in educational settings, flipped classroom model promotes student engagement and active learning with an emphasis on the development of problem solving skills and discovery-based learning (Bergman & Sams, 2012, Berrett, 2012; Overmyer, 2012).

## **1.2. Purpose of the Study**

The general goal of this study is to provide a new perspective to preservice English language teachers’ problems, and specifically foreign language anxiety and foreign language reading anxiety with the help of technology and the “flipped classroom model”. This study focused on foreign language classroom anxiety and foreign language reading anxiety in the context of “Advanced Reading and Writing” course taught in the first year

of English preservice teachers. In order to reduce English preservice teachers' foreign language classroom and foreign language reading anxiety, the present study integrates technology into a reading class lesson and teaches reading strategies through an online platform. In parallel with this, it was aimed to take traditional lecture instruction one step further and integrate flipped classroom model into the lesson. Within the context of flipped classroom model, lessons were taught at home via videos and power point presentations and students did their homework in the classroom environment instead of learning at school study at home model. It is hypothesized that with the help of flipped classroom model, the students will be more engaged in the reading lesson, and the teacher will guide the students, give them immediate feedback and see their improvement more easily. Additionally, we also expect that the flipped classroom model will provide students with a chance to discover reading strategies whenever and wherever they want with the help of technology without the obligation of reading the passages in a given time in the classroom.

To summarize; the main purpose of this study is to reduce preservice English language teachers' reading anxiety with the help of an online flipped classroom model. In order to examine effects of online flipped classroom model, a quasi-experiment research design, which includes a pre-test and a post test, (Büyüköztürk, 2001) was employed. Data was gathered from two groups (a flipped and a non-flipped group) through questionnaires and semi-structured interviews. The flipped group will receive online foreign language reading instruction based on flipped classroom model, while the non-flipped group will follow the same reading curriculum within a traditional classroom framework. Under these conditions, this research answers to the following research questions;

#### Quantitative Research Questions:

1. Does online foreign language reading instruction based on flipped classroom model have an effect on preservice English language teachers' foreign language classroom anxiety?

- Is there any significant difference between non-flipped and flipped groups' pre-test scores in terms of foreign language classroom anxiety?

- Is there a significant difference between pre-test and post-test scores of the flipped group in terms of foreign language classroom anxiety?
- Is there a significant difference between pre-test and post-test scores of the non-flipped group in terms of foreign language classroom anxiety?
- Is there any significant difference between non-flipped and flipped groups' post test scores in terms of foreign language classroom anxiety?

2. Does online foreign language reading instruction based on flipped classroom model have an effect on preservice English language teachers' foreign language reading anxiety?

- Is there any significant difference between non-flipped and flipped groups' pre-test scores in terms of foreign language reading anxiety?
- Is there a significant difference between pre-test and post-test scores of flipped in terms of foreign language reading anxiety?
- Is there a significant difference between pre-test and post-test scores of the non-flipped group in terms of foreign language reading anxiety?
- Is there any significant difference between non-flipped and flipped groups' post-test scores in terms of foreign language reading anxiety?

Qualitative research questions

3. What are preservice English language teachers' feelings and ideas on online foreign language reading instruction based on flipped classroom model?

- Do preservice English language teachers think flipped classroom model has an effect on their foreign language classroom anxiety?
- Do preservice English language teachers think flipped classroom model has an effect on their foreign language reading anxiety?

### **1.3. Significance of the Study**

Despite the prevailing literature on foreign language anxiety, there are only a limited number of studies that focus on foreign language reading anxiety. Besides, though the reasons or sources of foreign language classroom or foreign language reading anxiety have been determined or presented in literature with several studies, to our knowledge, there is hardly any research that investigates alternative instructional methods and proposes solutions to the problem of foreign language anxiety particularly among preservice English language teachers who are the main actors of the foreign language education. For this reason, this study aims to contribute to the literature on preservice English teachers' foreign language reading anxiety with a focus on a current technology enhanced approach, i.e. flipped classroom model.

Additionally, to our knowledge, the present study is the first attempt to design an online reading course for preservice English language teachers within a flipped classroom framework in Turkey. Despite the rapid expansion of flipped classroom model in several fields of education, there is only a limited number of empirical research on the use of this new model in the foreign language classrooms. Thus, we expect that this study will pave the way for future studies on the implementation of flipped classroom model in the foreign language teaching contexts in Turkey.

Another significant contribution of the current study is that it brings two prominent issues in foreign language context, foreign language reading instruction and foreign language reading anxiety, and investigates the effect of online flipped reading on foreign language reading anxiety in Turkey. It is assumed that this study will contribute to the literature by suggesting a new model to confront foreign language anxiety. It will also shed light on Turkish preservice English Language Teachers attitudes towards flipped classroom model. Finally, this study will present a model to teach an advanced level reading course through flipped classroom model.

#### **1.4. Assumption**

In the context of this dissertation,

1. Firstly, it is assumed that the methods and procedures chosen were suitable for the study.
2. Given the high validity and reliability of the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986), and Foreign Language Reading Anxiety Scale (FLRAS) (Saito et al., 1999), both of them were assumed to be reliable and valid instruments to measure foreign language classroom anxiety and FL reading anxiety of the participants.
3. The students were sincere in their reflections and they responded honestly to the questions in the scales and the interviews. In this manner, the collected data were assumed to be accurate, complete and reflective.

#### **1.5. Limitations**

This study is limited to 1<sup>st</sup> year students studying in English Language Teaching Department at Suleyman Demirel University and Balıkesir University. Another limitation of the study is related to the study design. Though both groups were preservice English language teachers, they were studying in different schools, and they were taught by different teachers.

While the researcher led the flipped group and conducted the reading lessons herself in the flipped group, the non-flipped group was taught by another instructor. However, in order to eliminate the effect of the teachers, an identical curriculum was followed by both teachers to ensure reliability and validity of the study. Additionally, students' English proficiency levels were assessed prior to the study, and it was verified that there wasn't a statistically significant difference between the two groups in terms of their English proficiency.

## 2. CONCEPTUAL FRAMEWORK AND RELATED STUDIES

### 2.1. Anxiety

There are several definitions of anxiety in the literature. Psychologists generally describe anxiety as “a state of apprehension, an ambiguous fear that is only indirectly associated with an object”. The definition of anxiety among language researchers, on the other hand, differs to some extent. Spielberger (1976) defines anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry that are experienced by an individual,” and the “heightened activity of the autonomic nervous system that accompanies these feelings” (p. 5). Horwitz, Horwitz and Cope (1986) identify anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 125).



Figure 1 Types of anxiety

Different types of anxiety have been suggested in literature. These are; trait anxiety, state anxiety, and situation-specific anxiety. Especially trait anxiety and state anxiety are related to each other. Whereas “state anxiety” is described as a short term feeling, “trait

anxiety” is considered to be a long term feeling. In the anticipation of threatening situations; trait anxiety shows a constant inclination to respond with state anxiety. There is a strong relationship between anxiety and personality trait of neuroticism. Trait anxiety is also a constant characteristic of personality (Scovel, 1978), and people having this type of anxiety are usually anxious. State anxiety, on the other hand, is a temporal anxiety (Spielberger, 1983). Individuals bearing this type of anxiety are not usually anxious. The last type of anxiety is situation-specific anxiety, which is related to specific events, as understood from the name itself. This type anxiety occurs during a specific type of situation, for example; while speaking in front of the public some students may have this kind of situation-specific anxiety (Spielberg, Anton & Bedell, 1979).

### **2.1.1. Foreign language anxiety**

Especially, in language learning process anxiety is a big problem for foreign language learners, as noted by MacIntyre and Gardner (1991), who state that “anxiety poses several potential problems for the student of a foreign language because it can interfere with the acquisition, retention, and production of the new language” (p.86). Foreign language educators and researchers have investigated the reasons behind students’ hardships during learning a foreign language, they have carried so many research and developed many scales and theories in order to understand and prevent the defined problems (Horwitz, Horwitz & Cope, 1986). It is evident that each student comes to the foreign language classroom with different feelings and motivation levels. While some students are willing to, interested in or wonder about learning a foreign language, some are anxious, scared or worried (Baez-Holley, 2013). Especially, students’ “motivation, attitudes, and anxiety” have an effect on students’ performance in foreign language class (Tallon, 2009). Among these individual factors, anxiety could have the most detrimental effect on students’ language learning process, academic performance and self-esteem (Von Worde, 2003). For this reason, foreign language anxiety has gained importance in literature. However, in 1986, Horwitz et al. stated that no researchers could exactly define foreign language anxiety and they could not interpret the specific consequences of anxiety on foreign language learning. Therefore Horwitz et al. (1986) defined the Foreign Language Anxiety as “self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p.128). MacIntyre



& Gardner (1994) described it as “the feeling of tension and apprehension specifically associated with second language context, including speaking, listening and learning” (p.35).

Foreign Language Anxiety (FLA) is considered to occur in a particular context of a problem, and in this regard, it is categorized as a specific-situated anxiety (Clement, Dornyei, & Noels, 1994) The students who are usually anxious in learning a foreign language, may feel free in other contexts. Rodriguez and Abreu (2003) clarified this point and suggested that FLA specifically happens in Foreign language formal setting because of students’ low level of self confidence in their interpretation skills in foreign language.

Lin (2012) stated that students generally go to lectures unwillingly and they subconsciously show a weakness attitude during learning process. Although their passivity and reluctance make educators worried, a certain theory or method to motivate students has not been found. Schalge and Soga (2008) proposed that the weak position of students often derives from anxiety related to lectures or classrooms such as unanticipated contents and ambiguous objectives of syllabus. These handicaps often lower students’ motivation and promote their anxiety. Researchers have recognized that foreign language anxiety is generally derived from classrooms (Horwitz et al., 1986; MacIntyre & Gardner, 1989), and thus they specifically focus on foreign language classroom settings. It is claimed that students’ foreign language anxiety could be affected by test anxiety, trait anxiety and communication anxiety (Horwitz & Young, 1991; MacIntyre, 1999). For instance, when students are supposed to speak in target language, they have a tendency to feel anxious in foreign language classrooms (Young, 1986). Speaking in foreign language classrooms is one of the most problematic issues for students. (Horwitz et al., 1986). According to Djigunovic (2006) language anxiety has a direct influence on language learners’ communication skills in a foreign language.

Test anxiety is another element of foreign language anxiety. The evaluation process can result in anxiety among the students during exams and quizzes, and even the cleverest and successful students may make errors. Moreover, oral exams can lead to both test anxiety and communication anxiety (Horwitz et.al., 1986). In essence, fear of negative evaluation is related to text anxiety, however, it is accepted as a proponent of foreign language anxiety. It is defined as “apprehension about others’ evaluations, avoidance of

evaluative situations and expectation that would evaluate negatively’’ (Watson & Friend, 1969; p.449).

### 2.1.2. Foreign language classroom anxiety

According to growing body of literature, the most extensively used foreign language anxiety scale was designed by Horwitz, Horwitz and Cope (1986). In order to measure individuals’ anxiety, they developed Foreign Language Classroom Anxiety Scale (FLCAS), which includes 33 items with a 5point Likert ranging from strongly agree to strongly disagree. Items measure test anxiety, communication anxiety and fear of negative evaluation related to experiences of students in the foreign language classroom. The main goal of this scale is to measure students’ anxiety on specific situations, such as; fear of making mistakes in class, not understanding teacher, having difficulties in speaking in front of others (Horwitz et al., 1986; Sparks & Ganschow, 2007). Tallon (2009) revealed that this scale is specifically related to language learners’ anxiety in the classroom. Before the development of FLCAS, researchers generally used scales in the field of psychology. With the development of FLCAS, studies on the relationship between language anxiety and language achievement have attained more reliable findings (Horwitz, 2001).

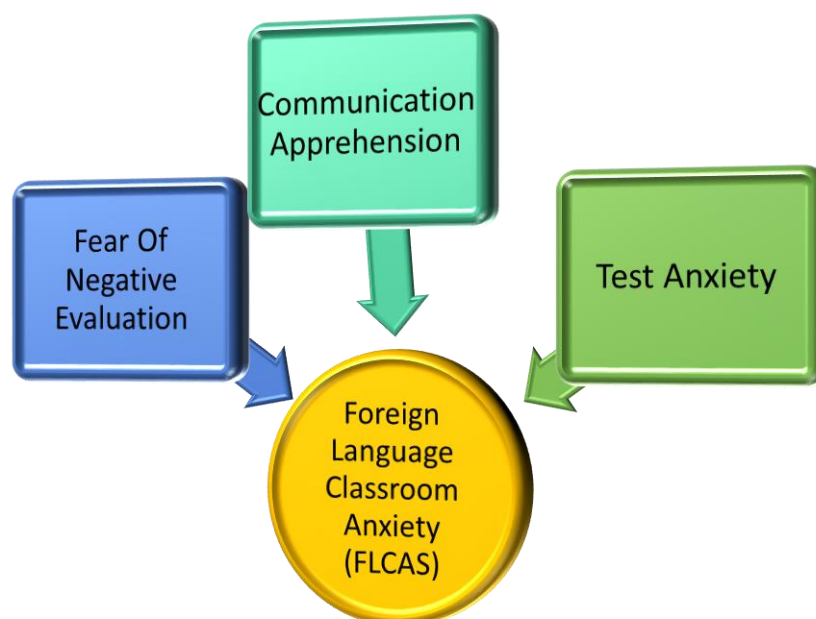


Figure 2. The Components of Foreign Language Classroom Anxiety Scale

### **2.1.3. Foreign language anxiety and other language skills**

Though there is a growing body of literature on foreign language anxiety, researchers specifically focused on oral communication anxiety. Since there is a correlation between language skills and foreign language anxiety, researchers have investigated foreign language classroom anxiety in relation to language skills and focused on speaking anxiety, listening anxiety, reading anxiety and writing anxiety separately.

A review of literature on anxiety reveals that students experience the highest level of anxiety during speaking a foreign language (Seller, 2000). According to the findings of Pimsleur, Sundland and MacIntyre (1964), when students are supposed to speak in a foreign language classroom, they become more anxious than they do in the other classes. Furthermore, Young (1990) suggest that students feel most anxious when they have to speak in the foreign language classroom. Throughout the world; this phenomenon has been examined in different cultures. For instance; Huang (2004) investigated Taiwanese students' speaking anxiety, Liu and Jackson (2008) focused on the Chinese students' speaking anxiety, Tsiplakides and Keramida (2009) reported the Greek students' experiences related to speaking anxiety. Additionally, in Turkish context there have been a plenty number of studies on speaking anxiety (Ay, 2010; Dalkılıç, 2001; Öztürk & Gürbüz, 2014; Saltan, 2003). The results generally report high level of speaking anxiety in the foreign language classroom (Price, 1991; Koch & Trelle, 1991; Huang, 2004; Liu & Jackson, 2008). Though there have been plenty of studies on speaking anxiety, only a few of them have focused on the sources of speaking anxiety (Kitano, 2001).

When it comes to, it is listening anxiety in a foreign language believed that listening anxiety is related to the problems in listening comprehension (Campbell, 1999). In foreign language classrooms, students are expected to understand each word during listening and the misunderstandings or unclear parts may make them angry and anxious (Vogely, 1999). In order to measure students' foreign language listening anxiety, Kim (2000) developed Foreign Language Listening Scale (FLLAS), which consists of 33 items in the form of a five point Likert scale. Tension and worry over English listening and lack of confidence in listening are the two factors of this scale. FLLA has gained importance and

and it has been used frequently in literature (Atasheneh & Izadi, 2012; Kim, 2000; Mills, Pajares & Herron, 2006). Foreign language listening anxiety has a negative influence on the language learning process just like speaking anxiety (Kim, 2000).

Thirdly, writing anxiety is considered to lead to the the least level of anxiety among other anxiety types related to language skills (Leki, 1999). Individuals' control on writing skills plays an important role in writing anxiety (Raisman;1982). The reasons behind the writing anxiety could be interchangeable. Students with poor writing skills may have writing anxiety. Similarly, students under the control of the instructor could also have writing anxiety. Especially, paying attention to grammar rules in writing lessons may make students anxious. (Leki, 1999; Bekleyen, 2004). Based on the literature review; Daly-Miller Writing Apprehension Test was found to be as a measurement for writing anxiety (Lee, 2005; Wu, 1992).

Finally, the last anxiety type related to language skills is reading anxiety, which will be mentioned in more detail in the next part.

#### **2.1.4. Foreign language reading anxiety**

Reading among four skills has many difficulties and complications for learners, therefore, reading can be another significant source of anxiety in foreign language classrooms (Kuru Gönen, 2005). Kern (1988) listed some factors that have an influence on students' foreign language reading skills such as linguistic, cognitive and affective factors.

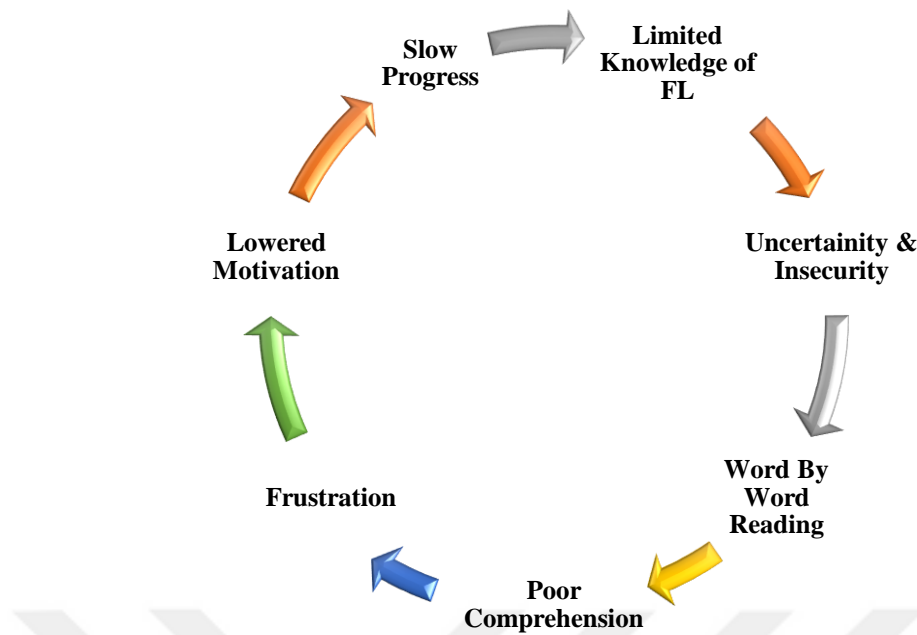


Figure 3. Linguistic, Cognitive and Affective Factors which influence Foreign Language Reading (FLR) (Kern, 1988)

Kern (1988) pointed out that the different writing styles between native language and foreign language can put students linguistically in difficult conditions, as reading in FL demands extra memory, attention and carrying out perceptual and comprehension process. With the help of bottom-up or top-down strategies; students try to read and comprehend the texts with a limited mental energy. Some affective factors, such as attitude, interest, motivation and anxiety could also influence students' FLR. Other factors that can lead to Foreign Language Reading Anxiety (FLRA) can be summarized in the following way (Kern, 1988; Oh, 1990; Saito, Garza, & Horwitz, 1999).

- Being required to read the text in a limited period of time
- Being required to perform a task in a social group; reading aloud to class
- Being required to comprehend foreign language material.
- Being unfamiliar to foreign language culture and unknown contexts;

Based on the interpretations of Kern (1988), it is evident that students are likely to have hardships in FLR. As a result of reading anxiety, students' metacognitive abilities could be hindered, which may substantially destroy their "controls center" in reading. Resulting from their inadequate reading skills in a foreign language students may feel insecure to comprehend the text. This is consistent with Carrell's (1983) results that, students studying English as a Second Language (ESL) at advanced level could not comprehend the meaning of a reading text, which stem from students' deficiency of background knowledge. All these factors together may bring about the students' anxiety, frustration and, poor comprehension in reading.

In line with foreign language anxiety studies, researchers have started to investigate the relationship between foreign language classroom anxiety and foreign language reading anxiety ( Saito, Garza, & Horwitz, 1999; Sellers, 2000). In the history of foreign language reading anxiety, Oh (1990) investigated the relationship between anxiety and foreign language reading anxiety via different scales. Foreign Language Reading Anxiety Scale (FLRAS) first developed by Saito, Garza and Horwitz is considered to be a pioneering study in this field. FLRAS is the most prominent and widely used scale in literature. FLRAS has 20 items with 5 point Likert scale ranging from "strongly agree" to "strongly disagree". It specifically measures students' foreign/second language anxiety on reading skill (Saito et al., 1999). The authors examined French, Japanese and Russian students' foreign language reading anxiety and concluded that anxious students generally had difficulty in reading in foreign language classrooms and they had low grades in reading with regard to their reading anxiety. Moreover, Vande Berg (1993) reported that even advanced students had reading anxiety arising from unfamiliar topics. Sellers (2000) also found that reading anxiety negatively influenced reading cognitive process and reading comprehension. Matsuda and Gobel (2004) examined the correlation between foreign language classroom anxiety and foreign language reading anxiety with regard to demographic variables, such as classroom performance, experiences, and gender. Their findings revealed that foreign language reading anxiety is different from foreign language anxiety and that there is no correlation between the two anxiety types. Additionally, gender was not found to be a determinant factor for FLRA. Experiences, on the other hand, could have an effect on FLA. Additionally, Huang (2001) investigated Chinese students' FLRA and the results indicated that students' worry in foreign language reading was a source of their reading anxiety. In Turkish context, Kuru Gonen (2005) found the

FLRA among EFL Turkish students and researchers have found the source of FLA as, the reading text, reading lesson and personal factors. Ahmad, Al-Shboul, Nordin, Rahman, Burhan, and Madarsha (2013), on the other hand, defined the sources of FLRA as personal features and text factors. Personal factors include being worried about the reading and being afraid of making mistakes, while text features include being unfamiliar with the culture, topic or the vocabulary.

As a result of this literature review, it is possible to conclude that even advanced level foreign language learners may have FLRA (Carrell, 1983; Vande Berg, 1993). Foreign Language Anxiety and Foreign Language Reading Anxiety play a crucial role for educators, researchers and language learners. Although, there have been plenty of studies on these two concepts, there is limited number of studies on solutions to alleviate students' anxiety. In order to confront these problems, this thesis specifically focuses on foreign language reading anxiety of preservice English language teachers in Turkey.

## **2.2. Online Reading**

### **2.2.1. Reading comprehension in conventional texts**

Comprehension is described as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (RAND Reading Study Group [RRSG], 2002, p. 11). Particularly, comprehension is required in reading, as it comprises a large variety of skills and strategies. In order to comprehend a text, students should have the ability to decode and define the words and enter text integration process to build meaning and maintain them related to the content in long term memory (Cunningham & Stanovich, 1988). Students' linguistic and conceptual knowledge are constructed within this process (Griffin, Burns, & Snow 1998). In essence, comprehension abilities should be taught by means of connecting students' background knowledge to reading strategies such as previewing, predicting, summarizing, choosing main ideas and self-monitoring (Griffin et al., 1998).

Reading in a foreign language might be problematic for some language learners due to different reasons. For instance, readers are required to remember the words and sentences

mentioned before. In order to comprehend the text, readers give extra effort for decoding, which results in too much metabolic activity of brain. In this regard, readers are supposed to connect the words, sentences and paragraphs. Furthermore, without the ability of connecting words and sentences with previous and later, it would be difficult for readers to comprehend a reading text (Long & Chong, 2001). The interrelation between reader, text and the activity during the reading comprehension process is presented in Figure 4.

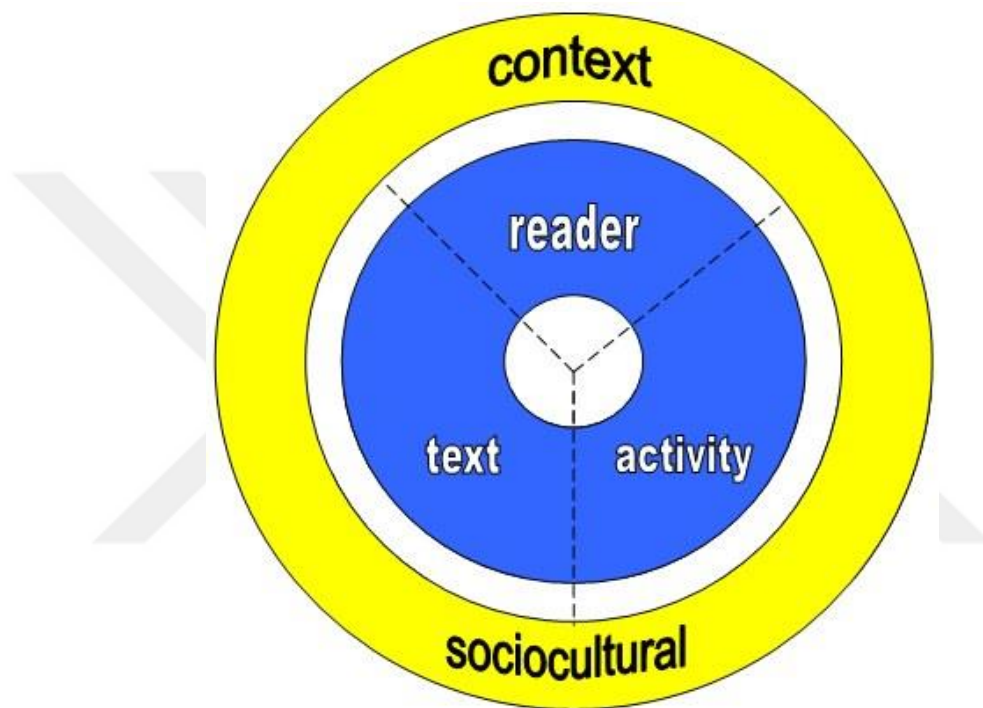


Figure 4. Heuristic Thinking of Reading Comprehension by Rand Reading Study Group (Snow, 2002)

As seen in Figure 4, reader, text and activity are milestones of the reading comprehension process. Especially, emphasis is placed on reading the reader's skill to get the message or main ideas from the reading passage (Williams, 2003). The reader's background knowledge also plays a significant role in the reading comprehension of print texts. (Pressley & Hilden, 2004). Background or prior knowledge enables the reader to predict a word and specific information to comprehend the text (Anderson & Pearson, 1984). For instance, reader should connect the previous word knowledge with the text (Smith, 1971).



Accordingly, reading comprehension is affected by the reader's knowledge of reading subject and the acquaintance with the main themes of a text (Anderson & Pearson, 1984).

### **2.2.2. Teaching reading comprehension in conventional texts**

Studies on cognitive psychology have indicated that students learn more effectively if they are conscious of what they are doing in the lesson (Brown, Armbruster, and Baker, 1986). When students have knowledge on the process, they could conduct suitable strategies to text by monitoring their comprehension (Brown, 1978). However, it is essential to teach students how to comprehend a text with strategies. Thus, reading comprehension could be improved via particular reading strategies. One of the reasons behind the instruction of reading comprehension strategies is that when students have difficulty in comprehending what they read, using strategies related to the cognitive process will promote their comprehension (Williams, 2005). According to Pressley and McCormick (1995), reading strategy instruction helps students better comprehend the text.

In the history of reading comprehension strategy instruction, "direct instruction" is preferred mostly. Among all the reading strategies present in literature, "thinking aloud" is considered to be the most common among the educators (William, 1993). Thinking aloud is described as "a moment-by-moment description which an individual gives his or her own thoughts and behaviours during the performance of a particular task" (Gerloff, 1987, p.137). Students are supposed to employ this strategy with the help of their teachers. Thinking aloud method aims to promote students' performance in reading comprehension tasks (William, 1993). While teaching how to comprehend a text, teaching modelling of comprehension strategies specifically ensure students to learn identification of reading comprehension strategies. Teacher mirrors students how to comprehend a text with the help of these strategies. The main goal behind modelling is to make the strategy clear and understandable. While modelling the strategy, teachers can demonstrate the steps of strategies with thinking aloud protocols (Willis, 2008).

With the help of modelling, students have a chance to see a sample and grasp the point of integrating strategies into texts. Then, students may take advantage of seeing the usage of

the strategy in the familiar materials. Teachers are advised to demonstrate the sample of modelling at least a few times, and then select volunteer students. Students can also work on reading comprehension strategies with their peers as a group work. In the next stage, teacher feedback is required. Students can also share their ideas on using reading comprehension strategies. This reflection activity can help students to comprise their own personal strategy list (Willis, 2008).

### **2.2.3. New literacies**

Increasing reading comprehension level is a crucial point in academic achievement of learners as (RAND Reading Study Group, 2002) academic achievement is closely related to learners' skills to read and comprehend at high levels (Bransford, Brown, & Cocking, 2000). However, a great deal of literature on reading comprehension focused on traditional print texts and traditional academic tasks. Internet and information and communications technologies (ICT), on the other hand, have only recently been accepted as reading comprehension tools among the reading community (Cairo, 2003).

Although technology has taken its place in the classroom settings, the majority of students do not have new literacy skills which are essential to write and read with the new technologies (International Reading Association [IRA], 2001). The use of skills and strategies among new literacies need to be investigated in more detail (Eagleton & Guinee, 2002). The report published by RAND Reading Study Group (2002) explains that "accessing the Internet makes large demands on individuals' literacy skills; in some cases, this new technology requires readers to have novel literacy skills" (p.4 ).The importance of new literacies has also been pointed out by Larson (2008), who suggests that "In addition to more traditional literacies of paper, pencil and books, today's students encounter and interact with new literacies" (p. 121). New literacies enable students to interact with the technology and help them use their skills and strategies together with the internet ( Leu, 2002).

In the 21st century, it is essential to accept the new ways of literacy which will ensure student's academic achievement. In this regard, engaging students with new literacy activities can help teachers to provide "richer and more complex learning opportunities

for both themselves and their students” (Leu, 2002, p. 329). Especially, internet could be used to promote students’ reading experience (Castek, Bevans-Mangelson & Goldstone, 2006). Additionally, internet promotes learners’ higher order thinking and literacy skills (Gunning, 2008). Furthermore, Cope & Kalantzis (2000) have also proposed that new literacies increase students’ awareness and proficiency of symbolic and or cultural contexts by means of technology. Overall, as an important part of reading comprehension today, new literacies continually change as technology and the internet continue to expand (Reinking, 1998). As resources of internet have been growing rapidly, (Leu, 2002) teachers are expected to regard technology as a fundamental part of the classroom setting (Fox, 2010) and catch up with the new developments.

#### **2.2.4. Online reading comprehension in hypertexts**

In parallel with the developments in technology, online learning environments have become more popular among educators and learners, owing to various visual and audial representations they offer (Hsieh & Dwyer, 2009). Today, online learning has become a current platform which could promote learning (Romero, Berger, Healy & Aberson, 2000). In the same way, educators and researchers have started to investigate whether conventional print literacy texts could equip students with the required reading comprehension skills (Kymes, 2005).

As World Wide Web (www) has increasingly become a vital part of our life, online reading has been a dominant source of information for second language (L2) readers (Huang, Chern, & Lin, 2008). Internet has provided an acceleration in teaching and learning reading skills. Internet ensures new goals for reading and new forms for language learners. . Particularly, electronic texts support the reading process. (Coiro, 2003). In this regard, wide use of Internet in language learning contexts have raised the question of whether readers can apply the same reading strategies to both print and online materials (Kim, 2010).

With an aim to explain the rationale for online reading strategies, **hypertext** should be reviewed and discussed first. Hypertext is a text that can be read from the screen of a computer or other technological tools (Chen, 2009). As Burbules and Callister (2000) remark, it is “a kind of information environment in which textual materials and ideas are linked to one another in multiple ways” (p.43). It is also “a network of links between words, ideas and sources, one that has neither a center nor an end” (Snyder, 1998, p. 127). The term, Hypertext first appeared in Nelson’s research report (1963), where it is described as a non-linear and user-assigned text. It can be reasonable to assume that the most prominent hypertext is World Wide Web (WWW) including a range of textual types (Spires & Estes, 2002). The reading of hypertexts requires readers to commit and compound text and non-text elements such as, graphics, image, diagrams (Chen, 2009). Chen (2009) explains the differences between conventional texts and a hypertext as in Figure 5.

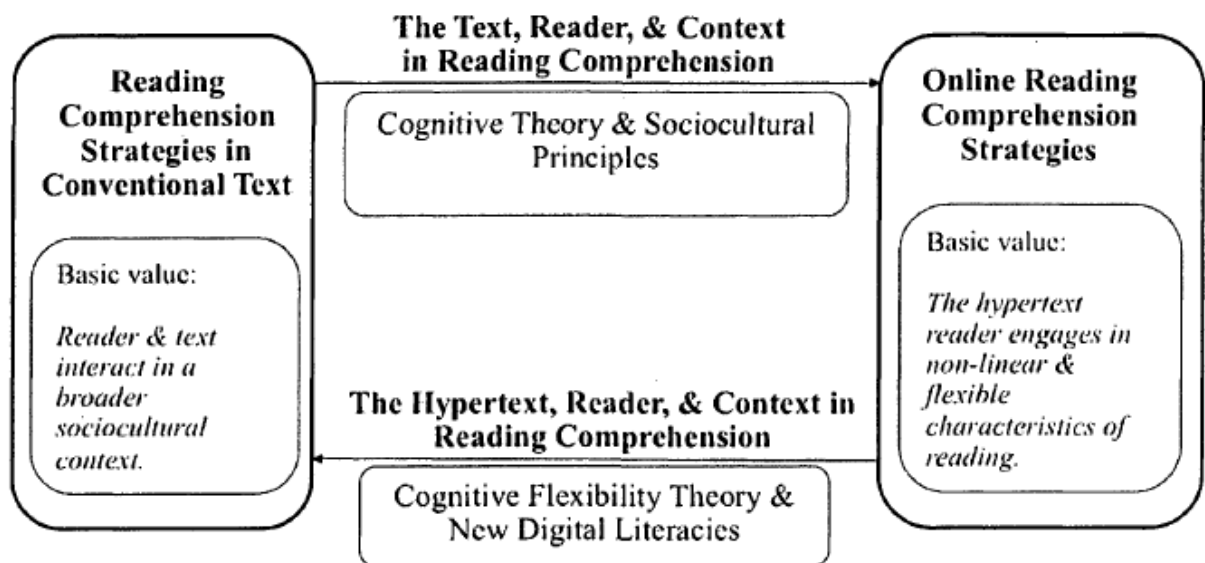


Figure 5. The "Loop" Diagram of Reading Comprehension Strategies (Chen, 2009)

Based on the literature review, it is possible to conclude that hypertextual reading has some benefits for readers such as easing lexical retention (Chun & Plass, 1996), enhancing deeper understanding, (Lomicka, 1998), showing some tracks to researchers for collecting data on learners’ reading process (Lyman-Hager 2000). Additionally, Bouvet and Close (2011) claim that hypertextual reading interrupts readers lesser than print texts. In other words, hypertexts play an important role in reading.

### **2.2.5. Review of studies on online reading strategies**

Today, internet has a significant role in L2 reading context (Anderson, 2003). Leu (2002) argues that “Internet has entered our classroom faster than books, television, computers, the telephone, or any other technology for information and communication” (p.311). Lebo (2003) also highlights the entrance of internet technologies into students’ daily lives. However, a review of literature on reading in foreign language classrooms reveals that there isn’t enough research on online reading strategies (Akyel & Erçetin, 2008; Anderson, 2003; Chen, 2009; Coiro, 2003; Coiro & Dobler, 2007; Huang, Chern & Lin; 2009; Leu, Kinzer, Cairo & Cammack, 2004).

To mention some studies on online reading strategies, Anderson (2003), for example, developed Online Survey of Reading Strategy (OSORS) in his study based on Survey of Reading Strategy (SORS). All similar surveys have three important dimensions; Global Strategies, Support Strategies and Problem solving strategies. Global strategies are pertaining to readers planning, regulating and evaluating of their reading to activate background knowledge. Problem solving strategies are mainly related to adjusting reading rate, rereading difficult text, and stopping to think about what one is reading and support strategies are handled after failure of problem solving strategies, they are carried out as taking some notes, using dictionary to support the text. Anderson (2003) investigated 247 students studying English as a foreign language (EFL) and English as second language (ESL). The students carried out their reading lessons on online platform. As a consequence of this study, students’ responses revealed that there was not any correlation between ESL and EFL in terms of global and support strategies use. However, EFL learners were found to use problem solving strategies more than than ESL learners did.

Furthermore, Alhaqbani and Riazi (2012) investigated Arab EFL students’ online reading strategy use, and Lee (2012) focused on Korean EFL learners’ online reading strategy use. Additionally, Jaengsaengthong (2007) explored 152 graduate Thailand students’ online metacognitive reading strategies. As a research instrument, a review of literature reveals that OSORS was generally employed to examine metacognitive online reading

strategies. Findings have indicated that the majority of students used a higher number of problem solving strategies than global and support strategies. The comparison between high level and low level readers also revealed that high proficiency readers used all strategies while low proficiency readers used them at a limited level. Lastly, in the Turkish context, the findings of Inceçay (2013) revealed similar results and indicated that Turkish EFL students employed problem solving strategies more than other strategies. New literacies continually change as technology and the internet continue to expand (Reinking, 1998). As resources of internet have been growing rapidly, (Leu, 2002) teachers are expected to regard technology as a fundamental part of the classroom setting (Fox, 2010) and catch up with the new developments.

Similar to Anderson, researchers (Alhaqbani & Riazi, 2012; Inceçay, 2013; Jaengsaengthong, 2007; Lee, 2012) have found that EFL learners used problem solving strategies more than global and support strategies. On the other hand, Huang, Chern and Lin (2009) have concluded that especially advanced level Taiwanese EFL graduate students widely adopted global strategies while low level students used support strategies. Taki (2015) also aimed to explore the use of metacognitive online reading strategies in both L1 and L2 context. The researcher aimed to determine 38 Iranian readers' L1 Farsi and L2 (English) and 52 Canadian readers' L1 (English) and L2 (Farsi) online metacognitive reading strategy usage. Interview, checklists and a modified version of Online Survey of Metacognitive Reading Strategies were employed to gather data. As a result, it was found out that, metacognitive reading strategies were transferred from L1 to L2, and that there was a correlation between L1 and L2 strategy knowledge.

Secondly, a great deal of literature on reading strategies focus on the comparison between print (offline) reading strategies and reading strategies. As an answer to this question, Shapiro and Niederhauser (2004) suggest that "how we learn from hypertext is more complicated than that of how we learn from traditional text" (p. 605). Coiro and Dobler (2007) also administered in depth interviews to 11 sixth grades students in tandem with observation and think aloud protocols. They aimed to describe the reading process of skilled readers. An analysis of data indicated that students read Internet with the similar cognitive strategies as they do so with printed texts. Kymes (2007) wanted to determine whether 36 high school students' online reading strategies usage was similar to print reading strategies and found that there was a significant difference between online and

print reading strategy usage. Students employed strategies more in online reading texts than in print texts. While strategic readers were able to critically analyze, build textual coherence and use extra materials within the online text, other students ignored these strategies while reading online texts.

Finally, within the web based learning environment context, there is limited number of studies on the instruction of online reading strategies. Huang et al. (2008), for example, designed a web based reading program called as *English Reading Online*. The researcher divided 30 students into high proficiency and low proficiency level readers, and assigned them to four authentic online reading texts. The students had difficulty in comprehending the texts. Additionally, Ramli, Darus and Bakar (2011) investigated Malaysian students' metacognitive reading strategy usage on Learning Management Systems (LMS) a learning platform. With the help of LMS, instructors and administrators could monitor students. The researchers conducted Online Survey of Reading Strategy and concluded that students commonly used global reading strategies instead of support and problem solving strategies. Huang (2013) also designed a technology-enhanced reading strategy program, which included global, support, problem solving and socio- affective strategies. 40 college teachers and 32 EFL students in Taiwan were included in the study. Reflection of participants and results of survey indicated that participants had positive feedbacks about the reading program. On the other hand, while teachers were in favor of global strategies, students preferred the support strategies. Additionally, while high level students generally used global strategies in contrast, low level used support strategies. Overall, reading strategy instruction is an important component of foreign language reading instruction, and more research is needed on the instruction of online reading strategies in line with the demands of today's rapidly changing technologies.

### **2.3. Flipped Classroom Model**

This body of literature review starts with definition of flipped classroom model. Second, history of flipped classroom is presented. Third, design and implementation of flipped classroom model is explained based on the literature review. Next, the use of flipped classroom model in the context of foreign/second language teaching is reviewed and discussed. Finally, the place of flipped classroom in Turkish context is mentioned.

### **2.3.1. What is flipped classroom model?**

Although “flipped teaching” has only recently appeared in the field of education, it is not a completely new teaching method (Berrett, 2012; Kong, 2014; Roach, 2014). Various names have been suggested for the concept of flipped teaching in literature such as “just in time teaching” (Novak, 2011), “interactive learning” (Crouch, Watkins, Fagen, & Mazur, 2007), “inverted classroom” (Lage, Platt & Treglia, 2000), “inverted learning” (Davis, 2013), “The Inverted Classroom” (Baker, 2000), “Flipped Classroom” (Bergman & Sams, 2012) and “Flipped learning” (Flipped Learning Network, 2013). Indeed, each term used to entitle flipped teaching attributes to a different characteristic of this teaching method.

In line with the name “inverted classroom”, shifting the places of lecture with homework lies in the heart of the flipped classroom model. Traditional teaching methods, which include a lecture at school and homework at home design are reversed in flipped classroom model. In other words, what happens inside a traditional classroom is replaced with outside of the classroom in flipped teaching (Ash, 2012; Berrett, 2012; Bergmann & Sams, 2012; Tucker, 2012). In a typical flipped classroom, students are taught outside of the classroom by the means of video recordings and power point presentations prepared by the teacher. The lecture time at school, on the other hand, is allocated for homework, which enables students to revise what they have learnt at home under the guidance of the teacher at school (Lage et al., 2000; Talbert, 2012; Strayer, 2007).

In parallel with the term “interactive learning”, the role of the teacher in a flipped classroom is described as “guide on the side” rather than “sage on the stage” (Bergmann, Overmyer & Wilie, 2012; Overmyer, 2014). Bishop and Verleger (2013) focus on the discovery-based aspect of flipped learning and defines the flipped classroom in the following way:

The flipped classroom is a new pedagogical method, which employs asynchronous video lectures and practice problems as homework, and active, group-based problem solving activities in the classroom. It represents a unique combination of



learning theories once thought to be incompatible — active, problem-based learning activities founded upon a constructivist ideology and instructional lectures derived from direct instruction methods founded upon behaviorist principles. (p. 1)

The interactive and discovery based nature of flipped classroom model enhances student engagement, which in return develops student participation, which in return contributes to students' achievement (Bergmann & Sams, 2014; Hamdan, McKnight, McKnight, & Arfstrom (2013) Flipped classroom model, also named as Just-in-Time Teaching (JiTT), blends the best aspects of traditional in-class instruction with the communication and resource potential present on the Web. It is based on applying the latest technology to provide different methods of teaching and evaluation that promotes students' interaction and engagement (Yemma, 2015). The interrelation between student engagement, student participation and student achievement can be summarized in Figure 6.

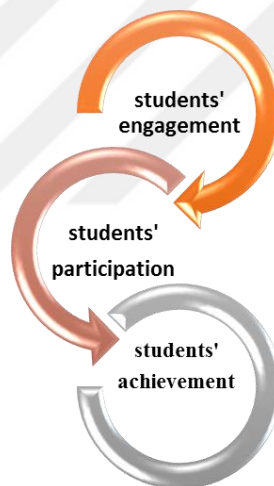


Figure 6. The interrelation between student engagement, student participation and student achievement in flipped classroom model

Though the terms flipped classroom model and flipped learning are used interchangeably in literature, it is necessary to make a distinction between the two. According to Sams, Bergmann, Bennett, Marshall, and Arfstrom (2013), there are some distinctions between “Flipped classroom model” and “Flipped Learning” and flipping a class does not automatically give rise to Flipped Learning. In essence, there was not any concrete or formal definition of flipped classroom model in the literature. For this reason,

Flipped Learning Network (FLN) was created and designed in order to illustrate and interpret the unclear parts and misconceptions to researchers, leaders, media and educators. Flipped Learning Network has described flipped learning as “a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter” (Sams et al., 2014). In order to better explain flipped learning, Sams et al., (2014) defined four categories related to “flip” acronym as shown below:

**F**lexible Environment

**L**earning Culture

**I**ntentional Content

**P**rofessional Educator

In the first pillar of flipped learning; instructors are supposed to design a flexible learning environment. The time and the place of the teaching is planned according to the needs and preferences of the students in flipped learning. In the second pillar, traditional teacher centered approach is replaced with the student centered approach which provides students with learning facilities and activities that engage students in the learning culture. In Flipped learning, students become hearth of their own learning construction and they are actively included in the learning process by participating in and assessing their process. The third pillar means that instructors usually improve this model with an aim of mastery learning of students. While instructors act as the determiners of students’ needs and the materials to be used, students are the masters of their own learning process. In order to support the second pillar, instructors evaluate the teaching content according to the students’ needs and skills. With the help of this pillar, teachers are able to maximize classroom time to maintain various patterns of teaching such as problem based learning, inquiry based learning or peer instruction. Finally, the last pillar is related to the position of instructors in a flipped learning environment. Flipped learning requires professional educators who can give immediate feedbacks, assess students effectively and put the

assessment into practice (Sams et al., 2014). Overall, the four pillars of flipped learning represent the roles of environment, culture, content and educator in flipped classroom model.

### **2.3.2. How did flipped classroom start?**

The flipped classroom model is a rather new form of instruction which includes shifting the traditional methods of classroom discipline (Alvarez, 2012; Bergmann & Sams, 2012; Brame, 2013, Brunsell & Horejsi, 2012; Kong, 2014; Roach, 2014). A review of literature concerning the birth of flipped classroom model reveals division among researchers. A group of researchers hold the idea that flipped classroom has its roots in constructivism and it has been carried out for fifteen years, but it started to gain popularity in recent years (Kim, Kim, Khera & Getman, 2014; Moran & Milsom, 2015). Another group of researchers, on the other hand, argue that the flipped classroom model appeared in the early 90s. (Correa, 2015; Lambert, 2012; Merrill, 2015; Rozycki, 1999; Wiginton, 2013).

Actually, the birth of flipped classroom model dates back to Gregor Novak who divided the physics lesson into different parts in 1960s with an aim to promote students' problem solving skills and active learning strategies, which are the core stones of of flipped classroom model. With the increasing number of personal computers, Novak adapted his approach and designed a software program which enabled his students to study physics problems outside of the classroom in 1980s (Wiginton, 2013). In the early 2000s, he created Web-based classroom strategy, which he called Just-in-Time Teaching (JiTT). Within the framework of JiTT, the place of traditional classroom setting is reversed and students prepare for the lesson before the class. Thus, the instructor can follow and assess the students during the class actively (Novak, 2011).

Another pioneering figure of flipped classroom model is Eric Mazur, a physics professor. Mazur developed his own teaching style, the same as Novak, in order to increase students' engagement and active learning in 1990. His main aim was to engage students collaboratively and actively around a discussion on physics, which he called "peer instruction" or "interactive learning" (Correa, 2015; Lambert, 2012). Similar to Novak's design, students read the books before the class and discussed the unclear parts during the

classroom. This new strategy increased the amount of time students spent with their peers, decreased the lecture time and enabled students to follow their own learning pace (Crouch, Watkins, Fagen, & Mazur, 2007, p. 14). Further developing this new concept, Baker (2011) used electronic tools to convey materials outside of the classroom, and used online quizzes to promote discussion among the students (Strayer, 2007). He called this new concept “The Classroom Flip” and presented his method at various conferences from 1996 to 1998 (Baker, 2011). In 2000, Lage, Platt and Treglia worked on a similar design, which they called “inverted classroom model”. They hold the same concept as giving materials of lecture to the students prior to class and spending lecture time to illuminate and interpret unclear and unknown concepts with their peers under the guidance of the instructor (Lage, et al. 2000).

Although flipped classroom model has been present in the literature for a long time, it gained popularity with two chemistry teachers; Jon Bergmann and Aaron Sams, who are considered to be the pioneers of ‘flipped classroom model’ (Brunsell & Horejsi, 2012, Schaffhauser, 2009; Smith, 2015; Wiginton, 2013). In 2007, Bergmann and Sams recognized that covering the issues handled previously one more time for the students who were absent before in the class took too much lecture time. For this reason, they started to record their lessons. A sample dialogue between a student who was absent during the last lecture time, and the instructor is modeled by the authors in the following way:

*Student asked: Mr. Sams, I was gone last class. What did I miss?*

*Mr. Sams said: I tell you what, go to my website, watch the video I posted and come to see me with any question you have.*

*Student said: OK. (Bergmann & Sams, 2012, p.4)*

As shown in the dialogue, Bergmann and Sams note that absent students had a chance to follow the lecture they missed via videos or records (Bergmann & Sams, 2012). Additionally, not only absent students but also the rest of the class could watch and revise the topic with the help of the records. Though the main goal of recording was to provide revision for absent students to catch the content and compensate for the lecture, other students who were in the lecture could also take advantage of these records (Bergmann & Sams, 2012).

Finally, with a goal of clarifying “flipped learning” Overmyer (2013) developed a social website for educators who are interested in this new concept of teaching. Today, ‘Flipped Learning Network’ is supported by Pearson and it has more than 16.000 members. Within this network, reserachers focus on the theories and methods of flipped learning and illustrate various examples of flipped learning (Overmyer, 2013, 2015).

### **2.3.3. How to design a flipped classroom?**

In recent years, flipped classroom model has started to gain popularity in different fields of education. Although there is promising work in this area of ongoing investigation, a precise description of the flipped classroom model design remains to be found in literature (Kim, Kim, Khera & Getman, 2014). O’Flaherty and Phillips (2015) have touched upon the problems with flipped classroom design and noted that “there is a risk that flipped classroom curriculum approaches may ‘wither on the vine’ through a lack of pedogogical integrity” (p.94). Brame (2013), on the other hand, summarizes the three main principles of flipped classroom model design as providing an opportunity for students to gain first exposure prior to class; providing an incentive for students to prepare for class; providing a mechanism to assess student understanding. Thus, an effective flipped clasrroom model requires full engagement of the staff and the students throughout the learning process.

With an aim to offer a more precise pattern of flipped classroom model design, Kim et al. (2015) examined three flipped classrooms from the disciplines of engineering, sociology and humanities through Revised Community of Inquiry (RCOI), a theory-driven analytic framework. Researchers collected data from three instructors and 115 students via surveys and interviews, and ultimately theorized four elements that contribute to a successful learning environment in flipped classroom model: Cognitive Presence, Social Presence, Teaching Presence, and Learner Presence (see Table 1). Cognitive presence is described as building knowledge, which includes critical and creative thinking. Social presence is defined as “encouraging collegia setting” such as discourses among students and the instructors that promote positive interaction. Teaching presence is explained as “instructional orchestration”, whereas, learner presence is identified as “self and co-regulation of learning” (p.9) .

On the basis of these four core elements, Kim et al. (2014) adopted and validated the first three design principles of flipped classroom model suggested by Brame (2013), added six new principles to better foster student-centered learning, and finally proposed nine design principles for the flipped classroom.

Table 1. The alignment of nine design principles (Kim et al., 2014)

<b>Type of Presence</b>	<b>Design Framework</b>	<b>Explanation</b>
Cognitive Presence	1. Provide an opportunity for students to gain first exposure prior to class	With the using online tools, students are able to access the lesson before the lecture.
Teaching Presence	2. Provide an incentive for students to prepare for class	Using online discussions with low-stakes grading ensures this principle.
Teaching Presence	3. Provide a mechanism to assess student understanding	With the maintaining formative assessment tools and low-stakes quizzes, student's background knowledge could be evaluated.
Cognitive Presence	4. Provide clear connections between in-class and out-of-class activities	Questions pertaining to prior class' content are asked to self-assembled groups in the class.
Cognitive Presence	5. Provide clearly defined and well-structured guidance	Setting of clear instructions and structure facilitate a balance between in-class and out-class activities.
Learner presence	6. Provide enough time for students to carry out the assignments	Allocated time for both in class and out-of class activities should be arranged accordingly.
Social presence	7. Provide facilitation for building a learning community	With the facilitator role of teacher and under the guidance of his/her, peer or group collaborations could be organized.
Teaching Presence	8. Provide prompt/adaptive feedback on individual or group works	Giving supporting feedbacks are crucial to integrate students into in class activities.
Social presence	9. Provide technologies familiar and easy to access	Using familiar technologic tools and selecting suitable technology to objectives ease the process.

McLaughlin, White, Khanova, and Yuriev (2016), on the other hand, investigated the benefits, challenges and success of the flipped classroom model in two different faculties and described the design considerations of flipped classroom model in three main categories: pre-class learning, in-class active learning and assessment (see Table 2). The first step in designing an effective flipped classroom is to determine objectives of lectures.

McLaughlin et al emphasized the prerequisite of designing a flipped classroom as “a systematic and outcomes-based approach to design instruction” which includes “a clear definition of objectives” (p.25). Based upon the flipped classroom rationale, “writing objectives from the student perspective assists in assuring that the course is centered on active student learning and not just teacher-directed activities” and replaces the teacher-directed paradigm to a learner-centered one” (McGee & Reis, 2012, p.11). The second stage is the adjustment of activities and tasks which are the milestones of student engagement to designate when, where, and how they will be actively employed (McGee & Reis, 2012). “Learning activities (that) are aligned to achieve the desired outcomes” (p.25) in an effective flipped classroom model (McLaughlin et al., 2016). The third step includes assessment. In contrast to traditional methods, assessment methods in flipped classroom should measure students’ mastery level of the objectives. As Calderon, Ginsberg and Ciabocchi (2012) remark, “assessments in the blended classroom must be multidimensional and encompass data from direct and indirect measures of learning, with information gathered from faculty, students, and other stakeholders” (p. 23). In order to determine students’ pre-class task performance, low-stake assessments or quick quizzes could be applied at the beginning of the lesson. Teachers are required to monitor and “track and verify students’ use of the flipped classroom” (Hawks, 2014, p. 265). In tracking process, teachers are responsible for building metacognitive abilities. Thus, student reflections and interacting with the students to non-flipped their progress play a crucial role in flipped learning (Roehl, Reddy & Shannon, 2013).

Table 2. The design considerations of flipped classroom model (McLaughlin et al. 2016 p.25-32)

<b>Pre-class learning</b>	<b>In-class active learning</b>	<b>Assessment</b>
Selection and organization of pre-class content	Expanding opportunities for engagement	Aligning assessments with desired outcomes
Time required to complete pre-class material.	Providing opportunities to practice and assess mastery during class	Diversifying assessment approaches
Student access to pre-class resources	Scaffolding or supporting students intellectually as they transition from simple concepts learned prior to class toward	Closing the loop.

	complex ideas and application during class
Connections between the pre- class and in-class activities.	Avoiding double lecturing
Competing interests on a daily or weekly basis	
Student accountability for completing pre-class assignments	

---

After determining the objectives, activities and the assessment, which are the guiding principles of a flipped classroom model, teachers are supposed to prepare video lectures in a flipped classroom. The core of flipped classroom is generally based on videos. Since creating a video for each lesson could be time consuming or hard for teachers, some videos are available on internet. Especially, for English Language Teaching, teachers could use ready videos for grammar, vocabulary, reading and other skills. YouTube, Teacher tube, Grammar Bytes, Khan Academy offer a great deal of videos related to EFL context (Helgeson, 2015; Mehring, 2016). Teachers could also create their own videos by the means of different tools such as HapYak ([www.corp.hapyak.com](http://www.corp.hapyak.com)), eduCanon, Zaption, EDpuzzle (Mehring, 2016). Bandicam, Camtasia, HyperCam, CamStudio or ScreenCam. The videos should prepare the students for the next day of lecture. In this regard, the arrangement and the presentation of content are the cornerstones of videos. Ng (2014) suggests that in a well-designed flipped classroom video “the content is sufficiently well explained and illustrated so that students across a range of abilities are able to grasp the concepts that need to be learnt” (p.18). If the students do not have internet access, they can watch flipped classroom videos in the computer lab of the school. (Green, 2012),

In addition to the video tools, several other technological classroom tools are also employed in the flipped classroom design. Some of the tools used in flipped classroom are listed in Table 3. To give specific examples, Google Docs, Moodle or Google Drive are useful tools which can be employed in any field of education. Leis, Cooke and Tohei (2015), in their study, used Google Docs in the context of a writing lesson. The students watched a video and wrote their feelings and ideas about the video as a composition using Google Docs. WebQuests are also frequently used in flipped classroom model. Hung



(2015), for instance, used Ted-Ed, a video tool, and different webquest tools in his study including WebQuest.org, Zunal.com and QuestGarden.com to create an online network among the teacher and the students. In addition to the tools with a general scope, there are also some tools that have a more specific scope such as foreign/second language teaching tools. Flocabulary, Vocabulary Spelling City, Quizlet and Memrise are some of the tools which focus on the development of vocabulary through quizzes, games and other materials. These tools enable students to learn new vocabulary at home and make practice with their peers and the teacher at school (Helgeson, 2015).

As an important extension of technology enhanced learning, smart phones and smart phone applications have also a crucial place in flipped classroom design. Kahoot, Pear Deck and Socrative are some of the free of charge mobile tools which can be used either to teach the subject at home or practice it at school in flipped classroom (Mehring, 2015). In order to provide online learning platform, Chen, Wu and Marek (2016) used LINE, a smart phone application, in their flipped classroom design. The researchers first created a group, where they brought together native English speakers and the students on an online platform. Before the lesson, students watched the video and read the assigned chapter about English idioms, then they wrote a short story using the idioms they learnt, and finally recorded their voices and uploaded the videos on LINE. The students could also discuss the story among each other. In the end of the activity, the researchers gave feedback to the students. Thus, researchers could observe the students' online peer interaction and their improvement. In a nutshell, as also noted by McLaughlin et al. (2016), designing or resigning a flipped classroom requires a great deal of commitment and several resources such as time, skill and technology (p.32).

Table 3. Some tools used in flipped classroom

Tool	Description of the tool	Tool	Description of the tool
	Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments.		Memrise is an online learning tool with courses created by its community. Its courses are mainly used to teach languages,
	ED's education initiative — makes short video lessons worth sharing, aimed at educators and students		Zaption makes online video come alive in the classroom. Zaption's intuitive web app to quickly add images, text, quizzes, and discussions to existing videos from YouTube.
	QuestGarden provides step-by-step direction and examples. Supporting documents in Inspiration, Word, PowerPoint, etc. can be attached to your WebQuest. Hosting is provided, and you can also download a zipped archive of your lesson and move it to another server.		PlayPosit (fka eduCanon) is an online learning environment to create and share interactive video lessons.
	An application for instant communications on electronic devices such as smartphones, tablet computers and personal computers. Line users exchange texts, images, video and audio, and conduct free VoIP conversations and video conferences		A digital reading platform where digital texts —articles — have an interactive layer of questions, quizzes, annotations, and multimedia. Data dashboards allow teachers to track standards attainment and personalize learning for students.
	Google Docs is an online word processor that lets you create and format text documents and collaborate with other people in real time.		YouTube is a website designed for sharing video. Millions of users around the world have created accounts on the site that allow them to upload videos that anyone can watch.
	Sakai is a free, community source, educational software platform designed to support teaching, research and collaboration.		HapYak is the world-leading interactive video platform. Enterprises, Universities and large Organizations of all types use HapYak to make their video strategy effective.



Turnitin is an electronic text matching system that compares text in a student assignment against a database of sources. The database contains copies of electronic text on the Internet, in published works, on commercial databases, and in assignments previously submitted to



Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Teacher can see everything that is posted on Edmodo. Also parents can join the class to bring a level of transparency that is difficult to achieve without technology.



EDpuzzle is a very simple tool that walks teachers through the video lesson creation process, teacher can make the most of the video assets he or she has access to, plus everything the Internet has to offer..



Actively Learn is an e-reading platform that improves students' reading comprehension and retention by empowering teachers to reach students inside a book.



Zunal is a Web Quest, which is similar to a web search, see: Google. Where Zunal and other Web Quests differ is that web quests are instructional tools for a controlled classroom environment



The Khan Academy is a non-profit educational organization that provides free video tutorials and interactive exercises. The Academy's declared mission is "changing education for the better by providing a free world-class education to anyone anywhere."



A WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web.



A free game-based learning platform, as educational technology. It is a collection of questions on specific topics. Created by teachers, students, business-people and social users, they are asked in real-time, to an unlimited number of "players", creating a social, fun and game-like learning environment. .



Socrative is a teaching tool that allows teachers to disseminate questions to students through any device with a web browser.



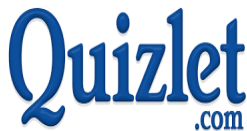
TeacherTube is a video sharing website similar to, and based on, YouTube. It is designed to allow those in the educational industry, particularly teachers, to share educational resources such as video, audio, documents, photos, groups and blogs.



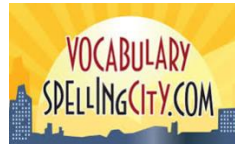
Covering grammar terms and usage through exercises, handouts, presentations, YouTube videos and other resources, Grammar Bytes! will help any educator teach grammar in ways that are both engaging and unique.



A web-based learning program for all grades and subjects that uses educational hip-hop music to engage students and increase achievement..



Quizlet provides an application programming interface that allows others to access Quizlet data. Available functions include uploading and downloading flashcards, modifying users' flashcards, and finding definitions created by Quizlet users



VocabularySpellingCity provides spelling, vocabulary, writing, and language arts activities for K-12 cross-curricular word study. We work closely with our members to continually refine our offerings and welcome feedback and suggestions

### 2.3.4. Studies on flipped classroom model

Even though flipped classroom model has recently showed up at K-12 education (Ash, 2012), it is evident that there have been wide range of studies on the use of flipped classroom model in higher education. Figure 7. provides an overview of different fields of education, where flipped classroom model has been applied up to now. It is clear that flipped classroom model is quite flexible to be adapted to nearly all fields in education.

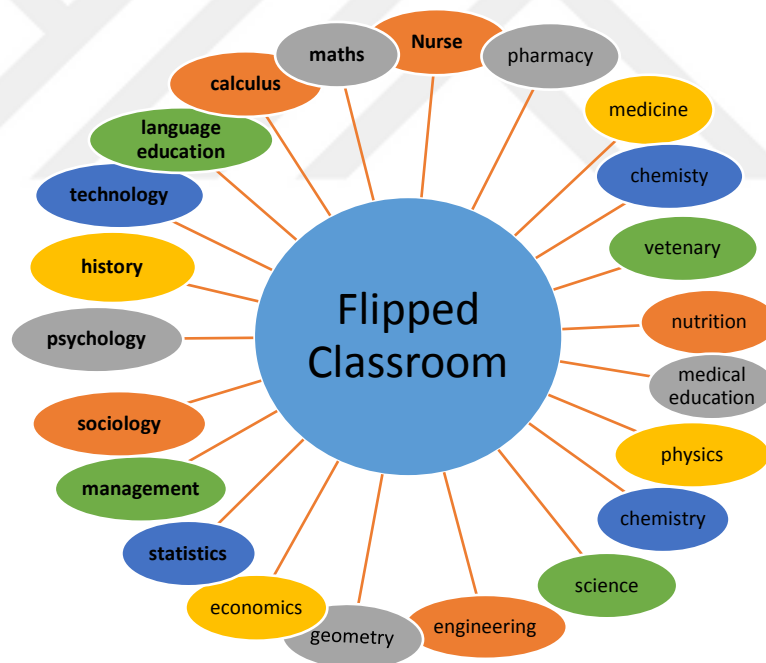


Figure 7. Overview of lessons from the literature on flipped classroom model

An overview of the studies on flipped classroom in literature indicates that the studies that have been carried out so far on the flipped classroom model can be categorized based on their focus in the following way:

- comparison between traditional classroom and flipped classroom model through the analysis of perceptions about flipped classroom model
- investigations about the efficacy of flipped classroom model.

A great deal of literature on flipped classroom model focus on the comparison between flipped classroom model and traditional classroom model with lecture at school homework at home design. These studies investigate flipped classroom model in comparison to the traditional classroom model in various fields. For example, Moffett and Mill (2014) assessed flipped classroom model for veterinary students in comparison to traditional classroom model using Kirkpatrick's effectiveness of training framework. A questionnaire was conducted on 197 veterinary students. The results of the questionnaire indicated that a majority of the veterinary students were in favour of flipped classroom model and they rated flipped classroom model more positively than a traditional classroom. In another study, Chen and Chen (2014) investigated statistics students' perception about cooperative learning in flipped classroom compared to the traditional classrooms. Researchers conducted a 16 week treatment on 45 students followed by semi-structured interviews. The results of the study revealed that flipped statistics classroom were favoured more than the traditional classroom with its multidimensional nature. Researchers also emphasized that students' concerns need to be taken into consideration to implement the appropriate flipped classroom model. Additionally, Mason, Shuman and Cook (2013) aimed to compare traditional classroom setting with the inverted classroom model in terms of students' performance on conventional quizzes and exams, students' attitudes towards inverted classroom and content coverage. The researchers employed both a qualitative and quantitative design. Twenty mechanic engineering students took part in the study. The results demonstrated that although students generally attained the lessons and quizzes, they had difficulty with adjusting the new pedagogy initially. However, later they got used to inverted classroom and the authors concluded that this new paradigm enabled instructors cover more materials. Strayer, (2007) and McLaughlin, Roth, Glatt, Glarkholonareha, Davidson, LaToya, Esserman and Mumber (2014) also compared the traditional classroom model and flipped classroom model in their studies

and concluded that flipped classroom model promoted teacher encouragement, students' engagement, and active learning. In a recent study, Gilboy, Heinerichs, and Pazzaglia (2014) explained and demonstrated the flipped classroom model to their students (n=142) with an aim to investigate their attitudes towards this model. The authors based the theoretical framework of their study on Bloom's taxonomy. They found that the majority of the students were in favour of flipped classroom model instead of the traditional model. Additionally, they defined the process a success for both the faculty and the students.

Despite the majority of studies in literature which suggest that flipped classroom model is favoured more than the traditional classroom model, there are also some studies which suggest the opposite. Ferreri and O'connor (2013), for instance, found out that although students' grades increased and communication skills were improved in the flipped classroom model, they still held negative attitudes towards it. In the same way, Missildine, Fountain, Summers and Gosselin (2013) compared traditional classroom and flipped classroom models in their study and concluded that students and the staff prefer lecture based approach rather than the flipped classroom. The reason behind the preference for traditional over the flipped classroom model in these studies has been explained through the familiarity of the students and the staff with the traditional methods. However, the number of studies that portray the traditional model as more favourable compared to the flipped model is very limited. Thus, based on the literature review, it is possible to conclude that flipped classroom model has gained acceptance over the traditional models in the pedagogical fields.

The second group of research on flipped classroom model investigates the efficiency of the flipped classroom model. See and Conry (2014), for example, aimed to investigate the efficacy of flipped classroom through workshops. The researchers sent videos of 'how to make a paper crane' to the participants and asked them to watch the video, make a crane and send the photo of the crane they made till the assigned deadline as a homework. Twenty three faculty participated in the workshop. In the end of the activities, nearly 84 % of the faculty accepted the efficacy of flipped classroom model. Joanne and Lateef (2014) dealt with Asian students whose learning styles are different from Western students. Researchers examined twelve case studies performed in Asia, and concluded that even though the flipped classroom model is new in Asia, it is gaining popularity. The purpose of Kong (2014) was to improve students' literacy competency and critical

thinking skills by means of a digital classroom. He conducted a 13-week trial teaching with 107 students. Findings of this study revealed that digital classroom fostered students' information literacy, competency and critical thinking skills. McLaughlin and Rhoney (2015) investigated students' (n=106) performance, engagement and perception in a flipped neurologic pharmacotherapy course in order to compare an interactive online tool and a traditional hand out tool. They divided the students randomly into two class and conducted an in-class quiz and a final exam. The results indicated that the students scored the interactive online tool higher than the handout tool. The authors also noted that the students' engagement with the online tool was related to their course success.

In addition to the empirical studies on flipped classroom model, qualitative research has also been used to investigate the efficacy of flipped classroom model. Several qualitative studies have been carried out with an aim to investigate students' perceptions on flipped classroom model. In these studies, students reported positive attitudes towards flipped classroom model, since it increased their engagement and promoted their learning experiences (McLaughlin et al., 2013), enhanced their critical thinking skills, enabled them to see their own mistakes and made them more autonomous (Critz & Knight, 2013) and increased the productivity in the classroom (Forsey, Low & Glance, 2013). Despite the challenges of the flipped classroom reported by the students such as increased amount of time on homework, the students still stated that they were content with the flipped classroom model, and they wanted to attend the flipped classroom (Davies, Dean & Ball, 2013; Pierce & Fox, 2012). Given these findings, it is possible to conclude that flipped classroom has a positive impact on students' learning process in different disciplines.

### **2.3.5. Flipped classroom model in foreign/second language education context**

A growing body of literature review on flipped classroom presents that flipped classroom model has gained acceptance and popularity in the world in nearly every field of science. However, there is limited number of research on the use of flipped classroom model in foreign/second language classrooms. Moreover, there is relatively little research focusing specifically on English as a Foreign Language (EFL) context. Mehring (2016) also emphasizes the lack of studies on the use of flipped classroom in EFL, and highlights the potentials of flipped classroom model in this context.

Despite the limited number of research on the use of flipped classroom in foreign/second language education, in essence, flipped classroom model fits language classrooms quite well as it provides a flexible environment and a learning culture that is suitable for language education (Egbert, Herman & Lee, 2015). Helgeson (2015) hold the idea that flipped classroom model could be integrated into all levels of foreign language education

Existing studies on integration of technology into language learning suggests that use of technology in the language classroom can increase students' confidence and contributes to their learning (Savaş, 2012). Helgeson (2015), in his study, examined the use of flipped classroom model in language education, and made some suggestions about how to implement flipped classroom model into a foreign language teaching environment. With a particular focus on teaching grammar, vocabulary, writing and speaking, he listed some tools which can be used in a flipped language classroom. For example, TeacherTube or YouTube are some of the tools that teachers can employ in grammar lessons if they are not willing to create their own videos. Grammar Bytes also offers many videos on grammar topics. Quizlet, VocabularySpelling City, Memrise and Focabulary, on the other hand, include games and guidance for vocabulary. Furthermore, Google Docs and Turnitin programs may be used to submit writings. Finally, Edmodo may be used for online group discussion. Similarly, Mehring (2016) presents a review of flipped classroom in EFL context and lists some tools that can be employed in flipped classroom model such as eduCanon, EDpuzzle, HapYak programs, Actively Learn, Curriculet websites, Kahoot, Pear Deck and Socrative applications. Additionally, he presents a sample for a flipped foreign language reading class and undermines the necessity of flipped classroom in the EFL classroom.

In addition to this article, Mehring (2014) focused on the integration of flipped classroom model into the foreign language education in his Ph.D thesis. The aim of the study was to find out the challenges and benefits of flipped classroom model in Japan. He also investigated higher education EFL students' impressions on the use of flipped classroom model. He employed a case study research design which included analysis of journals, observations and interviews. The results of the study indicated that EFL students in Japan held positive attitudes towards the use of flipped classroom. In another thesis on flipped classroom model, Gross (2014) designed a flipped English lesson with an aim to develop 12<sup>th</sup> grade students' reading skills. The researcher specifically focused on Shakespeare's



plays and tried to determine the efficacy of flipped classroom model. Research design included a flipped group, who received instruction in the flipped classroom model and a non-flipped group who received instruction in the traditional model. In the control group, students read the passages loudly in the class and completed the exercises as homework. In the flipped group, on the other hand, reading passages were assigned to the students prior to class and they were asked to read the passages aloud and record their voice at home. The students completed the exercises in class with their peers and the teacher. While summative assessment was used in the control group, formative assessment was employed in the flipped group. It was found out that the flipped classroom model was more beneficial than the traditional model for the improvement of the students' reading skills, and the students included in the flipped classroom model enjoyed the reading lessons more than the students involved in the traditional classroom model did. Correa (2015) highlighted the limited number of studies which investigate the use of flipped classroom model in language classroom and presented a review of flipped classroom literature on foreign language education. She based her discussion on critical pedagogy; comparison of banking education and problem-solving education, scaffolding and Zone of Proximal Development (ZPD) and liability of students' own learning. Researcher presents the features of flipped classroom model compared with critical pedagogy. The benefits of flipped classroom for both teachers and students were indicated, finally, recommendations and limitations were also discussed.

Hung (2015), on the other hand, conducted a quasi-experimental research design in which he compared a flipped classroom, a semi-flipped classroom and a non-flipped classroom. In the flipped classroom, WebQuest was actively used prior to the lessons and activities were carried out in the class. In the semi-flipped classroom, while TED-ed videos were employed to deliver instruction outside the classroom, in-class worksheets were delivered in print format. In the traditional classroom, on the other hand, no technological tool was used and the students were taught in the classroom with the help of in-and-out-of-class learning materials delivered in print format. Both in flipped class and semi-flipped class, students were required to watch the videos related to lesson context. During the 8 week treatment, for the first week students in flipped and semi-flipped groups were first introduced to WebQuests and Ted-Ed sites. In the following 6 weeks, the students participated in the English lessons. Additionally the final week was allocated for the evaluation. The main goal of his study was to investigate potential effects of flipped

classroom model on English language learners' academic performance, learning attitudes and participation level. Participants (n=75) were freshmen studying at Taiwan. The author evaluated the students' performance through vocabulary quizzes, multiple choice questions, oral presentations and writing assignments. A lesson study log with three questions was employed to guide students to self-monitor and regulate their learning. Additionally, a Study Process Questionnaire (SPQ) and semi-structured interviews with the students were also used to assess their academic performance, learning attitudes and participation level. The results revealed that flipped and semi-flipped classrooms were more efficient than non-flipped classroom. Students' academic performance, participation levels and their attitudes towards learning English improved in both flipped classroom models.

Though flipped classroom model seems to fit in the foreign/second language education context, there is only a limited number of studies on the use of flipped classroom in language education. Inadequate number of research on the flipped language classroom may be related to several factors such as the misconceptions about the model, technology based on nature of the model or low motivation of students and the teachers (Correa, 2015; Hung, 2015; Helgeson, 2016; Mehring, 2016). Concerning the promotion of flipped classroom model in foreign/second language classrooms, Egbert, Herman and Lee (2015) presented some alternatives. The authors observed a flipped classroom environment and tried to define the problems and misconceptions about the model. They concluded that teacher education is an essential part of flipped classroom model and that new strategies or maxims are required to replace the old fashioned, limited and inflexible strategies and maxims present in teacher education with flipped instruction.

Evidence presented here indicates that flipped classroom model can be effective in foreign language education. Despite its well fit into the foreign language education context, the flipped classroom model is still relatively unexplored in foreign language education compared to the other fields of education. Thus, the present study aims to fill this gap and contribute to the literature on the use of flipped classroom model in foreign language education.

### **2.3.6. Related studies on flipped classroom in Turkey**

Though flipped classroom model is scattering around the world rapidly, it hasn't received the same reputation in Turkey yet. There is still only a very limited number of studies with a focus on the use of flipped classroom in Turkey. Gençer, Gürbulak, and Adıgüzel (2014) tried to explain the reasons behind the limited studies on flipped classroom in Turkey. They suggest that the lack of knowledge or misconceptions on flipped classroom model, the insufficient sources of related studies, demanding integration of technology into education and lack of motivation are some of the reasons that can explain the inadequate research on flipped classroom model in Turkey.

Filiz and Kurt (2015) aimed to present a theoretical framework of flipped learning and the benefits and drawbacks of flipped classroom model. Additionally, they emphasized the misconceptions about the flipped classroom model based upon literature. The reserachers tried to integrate flipped classroom model into the "Movement of Enhancing Opportunities and Improving Technology", abbreviated as FATİH Project within the Turkish context.

Turan and Göktaş (2015) aimed to determine students' perceptions towards flipped classroom model following a 10 weeks flipped classroom application. The study was conducted on 58 university students studying at early childhood department in Turkey. They collected data via semi-structured interviews and a questionnaire. The results indicated that the flipped classroom model increased students' retention of learning and provided a flexible learning environment. However, they also found out that there were some drawbacks of the model such as technical tools and time consuming videos.

Boyraz (2014) conducted an empirical research with an aim to find out the effect of flipped classroom model on the academic success of English language learners. The participants were prep-class students whose ages ranged from 18 to 20 (Mean:19). Within the Grammar lesson context, two subjects (reported speech and relative clause) were taught with flipped classroom model. Students' exam results and their interview outcomes were collected as data. The results yielded that there was an increase in the students' academic success. Additionally, a majority of the students (73,77%) were in favour of the flipped classroom model and only a small percentage (17,39 %) reported negative

comments. The researcher concluded that this model could be integrated into foreign language classes.

Similarly, Basal (2015) aimed to introduce the implementation of flipped classroom into English class and explored prospective teachers' perceptions about the flipped classroom model. Within this context, videos related to Academic Reading and Writing lesson were sent on the LMS platform prior to class, and padlet.com was used to answer questions. With an aim to investigate perceptions towards flipped classroom model, 47 prospective Turkish teachers studying at English Language Teaching Department were asked open-ended questions. Results of the content analysis revealed four dimensions concerning students' perceptions about flipped classroom model: "learning at one's own pace, advance student preparation, overcoming the limitations of class time, increasing the participation in the classroom". Thus, the researcher concluded that prospective teachers held positive attitudes towards flipped classroom model.

#### **2.4. Theoretical framework**

In order to meet the needs of the learners in the 21st century, teachers need to come up with new solutions apart from traditional methods. Instead of lectured based or teacher-centered classrooms, in line with the constructivist approach, learner-centered classroom and active student engagement play crucial role in an effective learning environment. Constructivist approach focuses on the construction of knowledge in the learning environment. Within the constructivist framework, learners construct knowledge and create their own understanding by filtering new ideas through their background knowledge (Cannella & Reiff, 1994; Richardson, 1997). Accordingly, new knowledge is acquired through interactions with the concepts, not via imitation or repetition (Kroll & LaBoskey, 1996). Wheatley (1991) states that "As much as we would like to, we cannot put ideas into students' heads; they will have to construct their own meanings" (p. 9). In essence, the main rationale of constructivism suggests that "learners are more apt to remember information if their constructions are personally meaningful to them" (Ormrod, Schunk, & Gredler, 2009, p. 221). Constructivist approach also suggest that using interactive activities helps to engage students in the learning process, and increase their motivation. In this regard, Wheatley (1991) proposed two principles of constructivist approach:

Principle one states that `knowledge is not passively received, but is actively built up by the cognizing subject ... Principle two states the function of cognition is adaptive and serves the organization of the experimental world . . . ( p. 9).

Clearly, constructivist approach of learning describes the learning process as creating and constructing knowledge by being an active learner in contrast to penetrating knowledge by being a passive receiver of transmitted knowledge (Hung, 2001; Ormrod, 2008).

Flipped classroom model fits the general framework of constructivist approach well. In line with Wheatley's (1991) suggestions, instructional activities play two important roles in constructivism; first students must have solid foundational rationale of knowledge. That is, in traditional environments, this knowledge would be constructed by means of reading texts or traditional lecture methods. In flipped classroom model, on the other hand, foundational knowledge is acquired via digital instruction such as videos or slides in a flexible learning environment. Then, this knowledge is constructed and delved into each part in the classroom setting. Gardner and Boix-Mansilla (1994) also advocate that "we learn most easily when we already know enough to have organizing schemas that we can use to interpret and elaborate upon new information" (p.5). Thus, within a constructivist learning framework, flipped classroom model gives learners a chance to have enough knowledge prior to the class time to organize their schemas through videos and slides watched at home and interpret and elaborate upon new information through in class activities completed with peers and the instructor at school.

Secondly, active construction of new knowledge depends on learners' experience (Paily, 2013). Çubukcu (2012) explains that "the active involvement of students helps them to construct knowledge" (p.52). Learner-centered activities in the flipped classroom model advocates the constructivist approach of knowledge learning via learners' active and reflective experiences (Paily, 2013). In other words, the learning environment of constructivism promotes social learning rather than passive or individual learning (Pritchard & Wollard, 2010). Additionally, the flipped classroom model and online videos ensure the assumption of constructivism by loosening class time for inquiry-based learning (Brandt, 1997). Flipped classroom model also enables students to be involved in interactive and collaborative activities during class time in line with the constructivist

approach. Thus, the present study applies flipped classroom model on an online reading lesson designed for preservice English language teachers within the framework of flipped classroom.



### **3. METHODOLOGY**

This section will provide information on research design and the intervention. Features of the participants, data collection process, the instruments and the data analysis will also be described in detail.

#### **3.1. Research Design**

This study utilized a quasi-experimental research design including the implementation of the flipped classroom instruction and the collection and analysis of both qualitative and quantitative data to evaluate the effect of flipped classroom model on English language teaching students' foreign language classroom anxiety and foreign language reading anxiety. It was considered that combining quantitative data with qualitative data and this data triangulation would enable the researcher to explore the impact of flipped classroom model on English language teaching students' foreign language classroom anxiety and foreign language reading anxiety.

1. Non-flipped group (non-intervention): In the non-flipped group, students were taught reading strategies using the print version of the course book via traditional method which includes lecture at school, homework at home design.
2. Flipped group (intervention): In the flipped group, students were taught online reading strategies using a website via flipped classroom instruction which includes instruction at home, homework at school design.

The quantitative data collection process included the administration of FLCAS and FLRAS which were employed both as pre-test and post-test instruments. The qualitative data collection process included semi-structured interviews conducted with the flipped group participants. Thus, while the dependent variables in this study were students' foreign language classroom and foreign language reading anxiety, the independent variable was instruction type: flipped classroom model.

### 3.2. Participants

As mentioned above, the participants of this study were composed of a flipped group and a non-flipped group. The sample for the study was purposefully selected from 1<sup>st</sup> year students studying at English Language Teaching (ELT) Department in Turkey. Creswell (2005) notes that “in purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon” (p. 205). In this regard, purposeful sampling was considered to be suitable for the present study. This study was conducted during 2015-2016 fall semester of academic year in the context of “Advanced Reading and Writing I” course which is taught as a required course in the first year of ELT training program in Turkey. The participants in the flipped group were studying in ELT department at Süleyman Demirel University. The participants in non-flipped group, on the other hand were studying in ELT department at Balıkesir University. Initially, the study included 42 participants in the non-flipped group and 36 participants in the flipped group. However, since some participants did not complete some parts thoroughly, they were excluded from the data. The final number of participants was 66 in total (flipped group: 34, non-flipped group: 32). Demographic questionnaire (Appendix A) provided information about the characteristics of the participants such as gender, age, duration of English study and knowledge of another language. These points are explained below.

Table 4. Descriptive statistics on the participants’ gender

			Male	Female	Total
Group	Flipped group	Count	11	23	34
		% within group	32.4%	67.6%	100.0%
	Non-flipped group	Count	8	24	32
		% within group	25.0%	75.0%	100.0%
Total		Count	19	47	66
		% within group	28.8%	71.2%	100.0%

The distribution of cross tabulation descriptive statistics in terms of the participants’ gender is provided in Table 4. The participants included 19 male and 47 female preservice teachers. Accordingly, females constituted the majority of the sample (71.2 %). In addition, participants’ age ranged from 18 to 28 with a mean age of 23.



Table 5. Descriptive statistics on the participants' duration of English study

Duration of English study	Frequency (F)	Percentage (%)
6-8	13	19.70
9-11	47	71.2
+12	6	9.1
Total	66	100.0

Additionally, as shown in Table 5, the majority of the participants (71.2 %) students had a duration of English study between 9 and 11 years. There were only a few students with a duration of English study more than 12 years (9.1%). Thus, it is possible to say that most of the participants started to learn English at primary level.

Table 6. Descriptive statistics on the participants' knowledge of another language

Knowledge of Another Language	Frequency (F)	Percentage (%)
YES	52	78.79 %
NO	14	21.21%
Total	66	100.0%

Additionally, a majority of the participants (N= 52) knew a second foreign language other than English such as German, French, Arabic or Russian. There were only 14 participants out of 66 who did not know any foreign language other than English.

Lastly, none of the students received any training related to online reading or other subjects.

### 3.3. Data Collection Process

Data collection process in the present study consisted of several parts. Figure 8 provides an overview of the research procedure, and each part is explained in detail below.

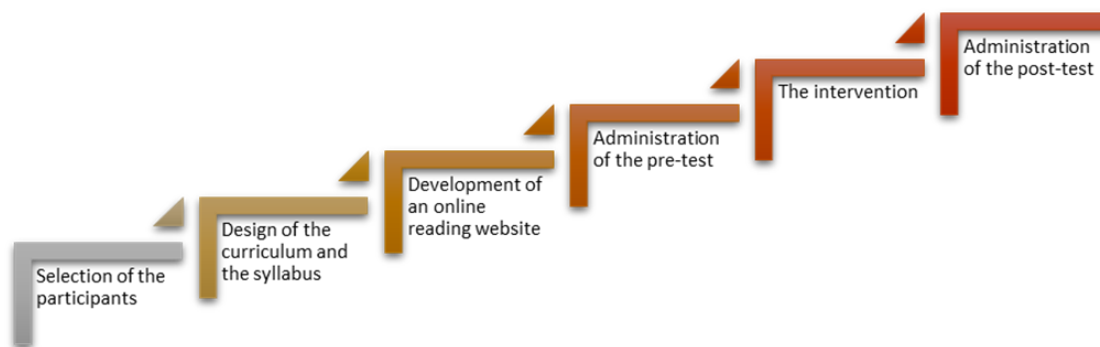


Figure 8. Overview of Research Procedure

#### 1. Selection of the participants:

The first step in the procedure included selection of the participants and setting the environment. With an aim to investigate the effect of flipped classroom model on the participants' foreign language classroom anxiety and foreign language reading anxiety, different learning environments were set for each group (Gonzalez & Griffin, 2002). Thus, the setting of this study took place in two different state universities in Turkey. In order to ensure the reliability and the validity of the study, the participants' general English proficiency levels were assessed through their university placement test scores. According to Assessment Selection and Placement Center results (ÖSYM, 2015), the minimum and maximum points of university entrance exam of non-flipped group ranged from 398.971 to 465.510 with a mean point of 432.240. Additionally, the minimum and maximum points of university entrance exam students' in flipped group ranged from 380.930 to 479.786 with a mean point of 430.358. A comparison of the two groups' university entrance exam scores indicated that they had similar levels of general English proficiency. Additionally, a reading comprehension level test was employed to check their level of reading in English language (see Appendix B). The results of the reading comprehension level test of TOEFL showed that the scores of non-flipped group ( $M=12.64$ ,  $SD=2.15$ ) and flipped group ( $M= 12.44$ ,  $SD= 2.91$ ) were close to each other.

According to independent t-test results, there was not a significant difference between flipped and non-flipped group in terms of reading comprehension level ( $t_{(64)} = -.331$ ,  $p > 0.05$ ). Thus, both groups had similar levels of English proficiency, which can be described as B2 (upper-intermediate).

## 2. Design of the curriculum and the syllabus:

After determining the participants, the second step in procedure included design of the curriculum and the syllabus in line with the course “Advanced Reading and Writing I”, which was designed with a focus on reading mostly, considering that students can focus on writing mostly during the second part of the course, “Advanced Reading and Writing II” in the second term. A parallel curriculum design and an identical syllabus were used for the flipped group and the non-flipped group. The syllabus was designed based on the book, “Making Connection 3” published by Cambridge to develop reading skills in English and teach reading strategies in the upper-intermediate level. Whereas the non-flipped group used the print version of the book, the flipped group used an online version of the book on a website, designed specifically for the current study. The instructor for the flipped group was the researcher herself. The instructor in the non-flipped group was another full-time lecturer working at English language teaching department. The second instructor was also informed about the study design to ensure that a parallel curriculum was followed in the non-flipped group.

## 3. Development of an online reading website

The next step included development of an online reading website ([onlineflippedreading.com](http://onlineflippedreading.com)) to be used in the flipped group. The framework of the website was developed by an expert on Computer Technologies and an expert on Foreign Language Instruction. Figure 9 provides an outlook of the main menu on the website. The content of the website can be outlined in the following way:

- A “forum” part, where student teachers could discuss and answer open ended questions related to the assigned reading passage.
- Links to dictionaries, where student teachers could search unknown words
- A “recommendations” part, where student teachers could ask questions to each other or the teacher or give suggestions

- A “chat” part, where student teachers could interact with the course instructor and their peers about the course.
- A “your page” part where student teachers could read the assigned passages, watch related videos, download informatory slides on reading strategies and the course and complete the required exercises online. Videos and slides were mainly selected from Youtube, TeacherTube, Study.com and other educational online platforms related to reading strategy of the week. However, sometimes the researcher also prepared the videos and slides to be uploaded on the website herself. Each student had an ID number and a password to enter the website.
- A “latest news” part, where student teachers could follow the news related to the course through their computers or mobile phones.

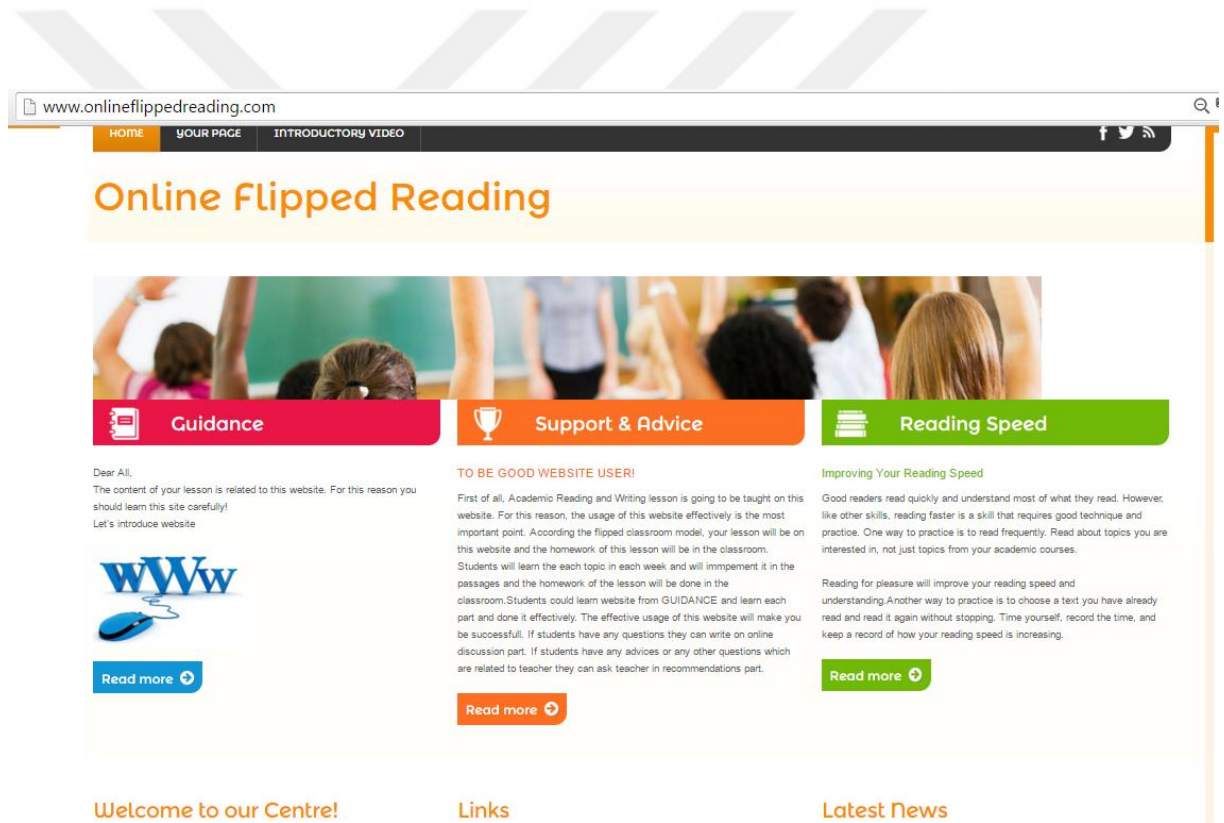


Figure 9. The outlook of main menu from the website, “onlineflippedreading.com”

#### 4. Administration of the pre-test:

Having designed the curriculum syllabus and the website for the course, a pre-test was administered to both groups to determine their foreign language classroom and foreign language reading anxiety in the first week of the term. The test were administered by the researcher herself at both universities. The participants were informed about the research

broadly, and their consent was ensured for ethical issues. The participants completed the foreign language classroom scale and foreign language reading anxiety scale in the classroom on the assigned class time, and returned the forms to the researcher.

#### 5. The intervention:

The intervention was carried out during the first term in 2015-2016 education year, and it lasted for 12 weeks. Figure 8 gives an outline of the intervention process. In the first week, following the administration of the pre-test both groups were informed about the course design and the requirements. Additionally, the participants of the flipped group were informed about the flipped classroom model and they watched an introductory video on how to use the website. Both groups covered 10 individual chapters in the assigned book, each of which addressed a specific reading strategy. The following reading skills and strategies were introduced and practiced each week:

- Identifying Main Idea
- Cause And Effect
- Managing Unknown Vocabulary
- Continuing Ideas
- Point of View
- Identifying the Thesis of a Reading
- Definition and Classification
- Problem Solution
- Graphical Material
- Nominalization in Subjects

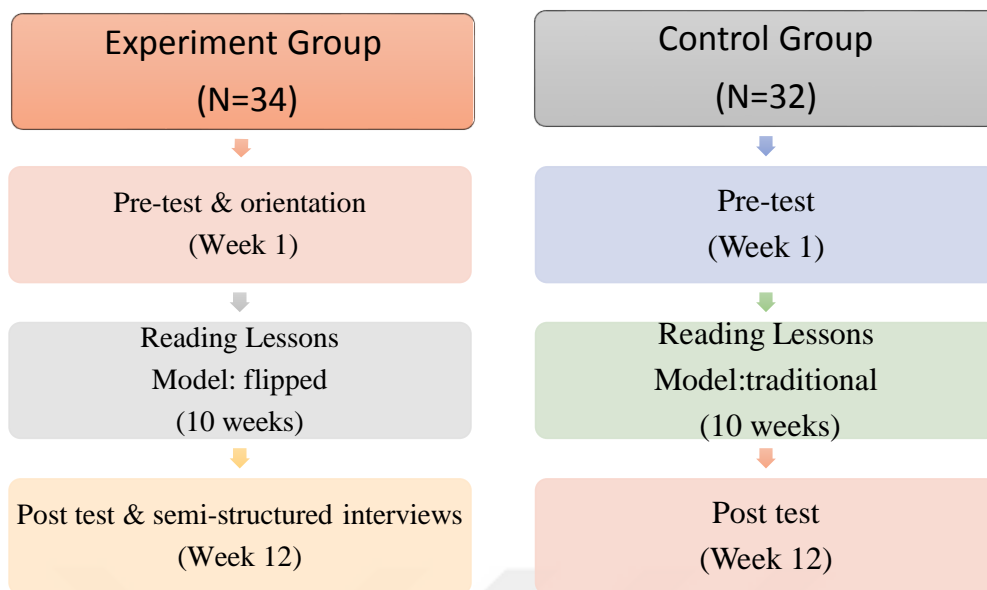


Figure 10. Intervention process

The non-flipped group followed a traditional model, which required the students to listen to the teacher at school and complete the homework at home. They were taught the reading strategies given above in the classroom by the teacher. They completed the related pre-reading and while reading activities in the book with their peers and the teacher in the classroom. Post-reading activities were assigned as homework to be completed at home. A course sample of non-flipped group related to how it was conducted and carried out could be seen in Appendix C.

The flipped group, on the other hand, followed a flipped classroom model. They were taught the reading strategies through the videos and slides prepared by the teacher. Prior to class, students watched the videos and slides uploaded on the website. They completed the related pre-reading and while reading activities online. Students were required to complete the assigned task in order to see the next task. So, the students completed the following procedures before coming to the class:

- Entered the website and opened their own accounts
- Watched related videos and slides
- Answered the forum questions and pre-reading questions related to the reading text online
- Answered the while-reading questions online

The design of the flipped classroom model for the flipped group was based on the design considerations of flipped classroom suggested by McLaughlin et al. (2016). Each week intervention was carried out within the context of flipped classroom model and all details of intervention can be seen in Appendix D. Additionally, a detailed explanation of the flipped classroom model followed in the current study is provided in Table 7.

Table 7. The design of flipped classroom model

<b>Prior to class</b>	<b>In-class</b>	<b>Assessment</b>
Organization of pre-class content and design of the website related to the topic of the week.	Creating small groups, giving nickname and entering with common account to online Website  Enhancement of students' engagement to class with group activities.	Checking students' progress through an online system which shows to what extent each student completed the online tasks.
Providing students' access to pre-class videos, slides or texts	Providing opportunities to practice and assess mastery with giving immediate feedbacks.	Checking students' previous knowledge on topic of the week. Asking students to write a short paragraph.
Drawing students' attention to before reading activities with ' <i>forum</i> ' part in order to activate their prior knowledge providing their online interaction.	Scaffolding or supporting students intellectually with multiple choice, fill in the gaps, true/false, matching activities.	Assessing each paragraph in their portfolios as students' mid-term grade.
Providing connection between texts and reading skills and strategies while reading text.		In-class and prior-to class performance will be examined, evaluated and graded as final grade of the course

#### 6. Administration of the post-test and the interviews:

Finally, a post-test, identical to the pre-test, was conducted to both groups (n=66) to determine the effect of flipped classroom model on English language teaching students' foreign language classroom anxiety and foreign language reading anxiety. To triangulate and clarify the findings, semi-structured interviews were also conducted with the participants of the flipped group.

### 3.4. Data Collection Tools

The instruments employed in the current study can be listed as:

- University Placement Test Scores
- TOEFL reading Test
- Demographic Questionnaire
- FLCAS
- FLRAS
- Semi-structured interviews

First, the participants' university placement test scores were evaluated in the participant selection process of the study, as mentioned above. The scores were accessed through the website of Assessment Selection and Placement Center (ÖSYM). The mean of students in non-flipped group was 432.240 and the mean of students in flipped group was 430.358. Second, to ensure the reliability and validity in the study, a TOEFL reading test was applied to both groups. The test included 3 reading texts in the B2 level and 25 multiple-choice questions related to the reading passages. The participants were required to complete the test in 60 minutes. Third, a demographic questionnaire was employed with an aim to investigate the participants' demographic characteristics. Demographic questionnaire included multiple choice or yes-no questions focusing on the participants' gender, age, duration of English study and knowledge of another language (see Appendix A). Additionally, two instruments were used to investigate the effect of flipped classroom model on the participants' foreign language classroom anxiety and foreign language reading anxiety. The first instrument was Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz and Cope (1986). The FLCAS consists of 33



items (see Appendix E) with 5 point Likert scale including “strongly agree, agree, neither agree nor disagree, disagree, strongly disagree”. FLCAS contains three domains: communication apprehension, test anxiety and fear of negative evaluation. The second instrument was FLRAS developed by Saito, Horwitz and Garza (1999). FLRAS contains 20 Likert scale items with 5 point scale ranging from “strongly agree” to “strongly disagree” (see Appendix F). As also stated by Saito et al. (1999), FLRAS “elicits students' self-reports of anxiety over various aspects of reading, their perceptions of reading difficulties in their target language, and their perceptions of the relative difficulty of reading as compared to the difficulty of other language skills” ( p.204). The internal coefficient of FLCAS was .94 and .86 for FLRAS with 383 participants. For the current study, the internal coefficient of FLCAS was .87 and .78 for FLRAS with 66 students. Both instruments were administered in English as pre-tests and post-tests.

Finally, following the post-test, the second data collection instrument, a semi-structured interview was used to delve into flipped classroom model and students’ attitudes towards foreign language classroom and reading anxiety. Stenar (1996) proposed that an interview is a definite way of personal communication providing knowledge to progress through dialogue. The reason of selecting semi-structured interview was that it provides the researcher with flexibility and practicability (Nunan, 1992) by allowing the researcher to both follow a track and ask questions having deeper answers with extra questions. With conducting this method, it is possible to allow participants to broaden and reflect based on guided questions (Creswell, 2012). Interview questions were designed by the researcher based on the literature. Later, they were evaluated by an expert in English Language Teaching and another expert in Computer and Instructional Technologies. Interview questions were reviewed in line with the feedback from the experts. In the end, there were 6 questions focusing on the participants’ preferences in terms of print or online texts, attitudes towards flipped classroom model and evaluation of online reading instruction with flipped classroom and the effects of flipped classroom on students’ FLCA and FLRA (see Appendix G). Overall, among 36 participants of the flipped group 30 students voluntarily accepted to participate in the interview. Six of them did not want to attend and it was declared that it would not influence their grades. After confirming their consent, students were asked in their mother tongue to feel themselves free to reflect their ideas.

### 3.5. Data analysis

The main purpose of this study was to determine the effect of flipped classroom model on English language teaching students' foreign language classroom anxiety and foreign language reading anxiety. For quantitative data analysis, statistical procedures were conducted using Statistical Program for Social Sciences (SPSS) 21. Variables were identified and defined based on the scales that were administered to the participants at the beginning and in the end of the study as pre-test and post-test. When items of the FLCAS and FLRAS were positively worded, response of participants were reversed and changed as Horwitz (2008) suggested that "For these items, you will need to switch your students" response. Fives should be scored ones, fours to twos, ones to fives, and twos to fours. Of course, 3"s will not have to be switched" (p. 235).

Two instruments measure anxiety of learners in the context of foreign language learning. FLCAS has three dimensions related to test anxiety, negative evaluation and communication apprehension. However, the validity and reliability study of the FLCAS revealed that the Cronbach's Alpha coefficient of .93 with all items producing significant corrected item-total scale correlations (Horwitz et al. 1986). For this reason sub-factors of scale were not analysed comparatively. Moreover FLRAS was improved accordance with FLCAS having high correlation. All in all two instrument were conducted to students with item total scale correlations. Firstly, the pre-test data for both FLCA and FLRA were examined for normality between the non-flipped and the flipped group. In order to determine normality for the two groups, Kolmogorov-Smirnov's coefficient was examined in SPSS. The post test data for FLCA and FLRA were analysed to find out the mean scores and standard deviations for both groups of participants. Since there is high positive correlation between FLCAS and FLRAS ( $r= 73.5$ ), MANOVA using for medium correlation was not administered to two dependent variables for flipped and non-flipped groups. In order to identify whether there was a statistically significant difference in the post-test scores between two groups, two independent t-tests and a paired samples t-test analysing pre and post test of each group were administered and analysed in SPSS. Conducting t-test on dependent variables might result in serious inflation of type I error, for this reason Bonferroni correction was adapted and the significance value was adjusted as  $p < 0.025$ . (The cut off is  $0.05 / 2$ : two dependent variables)

Finally, the qualitative data gathered through student interviews were also analysed with descriptive statistics. The records of interviews with the students were translated and transcribed then organized using thematic analysis. In order to analyse the data, some recurring themes were defined and examined through thematic analysis. The students' responses were analyzed and revisited until the point of saturation, the point where major themes are identified and no new information is added to the lists of themes (Creswell, 2008). In this regard, the researcher first coded the transcriptions. During the coding process, recurring themes were examined and coded based upon literature review. An expert on English language teaching checked the coding schema and the themes in terms of reliability and validity. Following the mutual confirmation of the themes, the transcribed data were re-read and coded.



## 4. RESULTS

This study was administered to investigate the effect of flipped classroom model on preservice English language teachers' foreign language classroom anxiety and foreign language reading anxiety. The results of the study are presented in this section. This section is designed into two-fold; the quantitative findings and the qualitative findings.

### 4.1. Quantitative Results

Prior to the analysis of quantitative findings, the internal consistency of FLCAS and FLRAS were investigated using Cronbach's alpha values for both scales. As shown in Table 8, the internal consistency of FLCAS and FLRAS was good and acceptable respectively.

Table 8. The Cronbach's alpha of the FLCAS and FLRAS

Instrument	Number of items	Cronbach's Alpha
FLCAS	33	0.87
FLRAS	20	0.78

Additionally, the normality tests of FLCAS and FLRAS were examined in terms of pre- and post-test results in both groups. Normality tests for FLCAS and FLRAS are reported in Table 9.

Table 9. Normality analysis of FLCAS and FLRAS

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-FLRAS	,10	66	,20*	,96	66	,04
Post-FLRAS	,08	66	,20*	,99	66	,70
Pre- FLCAS	,08	66	,20*	,97	66	,10
Post-FLCAS	,08	66	,20*	,97	66	,12

In line with the literature review, If  $p$  is more than .05, we can be 95% certain that the data are normally distributed. However, If  $p$  is less than .05, we can be 95% certain that the data are not normally distributed. As seen in Table 2, the  $p$  value for Kolmogorov-Smirnov is acceptable (when sample is above 50, Kolmogorov-Smirnov is taken into consideration). Thus, the sample is distributed normally.

To further investigate the distribution of FLCAS and FLRAS, descriptive statistics of both instruments are also presented in Table 3 in terms of pre- and post-test. The skewness and kurtosis values are expected to be between +1 and -1 to support the normality of the test (Tabachnick, Fidell, & Osterlind, 2001). Skewness and kurtosis values between +1 and -1, also support that both scales are distributed normally. Since the scales range from strongly agree (1) to strongly disagree (5), a higher mean indicates lower anxiety in both instruments.

Table 10. The Descriptive Statistics of FLCAS and FLRAS

Instrument	M	SD	Median	Skewness	Kurtosis
Pre-Flras	3.16	.48	3.13	.38	-.80
Post-Flras	3.23	.51	3.23	.28	-.27
Pre-Flcas	3.08	.53	3.02	.42	.59
Post-Flcas	3.17	.64	3.12	.61	.32

#### **4.1.1. Does online foreign language reading instruction based on flipped classroom model have an effect on preservice English language teachers' foreign language classroom anxiety?**

With an aim to find out whether online foreign language reading instruction based on flipped classroom model has an effect on preservice English language teachers' foreign language classroom anxiety or not, non-flipped and flipped groups' pre-test scores were compared in terms of foreign language classroom anxiety. The results of the FLCAS given to both groups as a pre-test were analysed with independent-samples t-test.

Table 11. Comparison of pre-FLCAS scores in the flipped and the non-flipped group

Pre-tests	Groups	N	M	SD	t	$\eta^2$
FLCAS	Flipped	34	3.19	0.49	1.80	0.05
	Non-flipped	32	2.96	0.55		

As seen in Table 11, there was not a significant difference between the two groups' pre-test results [ $t_{(64)}=1.80$ ,  $\eta^2=0.05$ ,  $p>0.05$ ] in terms of foreign language classroom anxiety. In other words, the flipped group and the non-flipped group had a similar level of foreign language classroom anxiety prior to the intervention.

Secondly, to understand whether online foreign language reading instruction based on flipped classroom model has an effect on preservice English language teachers' foreign language classroom anxiety or not, pre-FLCAS and post-FLCAS scores of the flipped group were compared using paired-samples t-test. Table 12 presents the comparison of pre-FLCAS and post-FLCAS scores in the flipped group.

Table 12. Comparison of pre-FLCAS and post-FLCAS scores in the flipped group

Flipped group	Tests	N	M	SD	t
FLCAS	Pre-Test	34	3.19	0.49	-2.63*
	Post-Test	34	3.35	0.55	

\* $p<0.025$

As reported in Table 12, there was a significant difference between pre-FLCAS post-FLCAS scores of the flipped group ( $t_{(33)} = -2.63$ ,  $p<0.02$ ). A comparison of the pre-test mean scores ( $M=3.19$ ,  $SD=0.49$ ) and the post-test mean scores ( $M=3.35$ ,  $SD=0.55$ ) reveal that the post-test mean scores increased after the intervention. In other words, after the

flipped reading instruction, preservice English language teachers' foreign language classroom anxiety decreased significantly.

Thirdly, pre-FLCAS and post-FLCAS scores of the non-flipped group were also compared to investigate the effect of online foreign language instruction with flipped classroom model on the participants' foreign language classroom anxiety. A paired-samples t-test was performed to compare the results. Table 13 reports the comparison of pre-FLCAS and post-FLCAS scores in the non-flipped group.

Table 13. Comparison of pre-FLCAS post-FLCAS scores in the non-flipped group

Non-flipped group	Tests	N	M	SD	t
FLCAS	Pre-Test	32	2.96	0.55	- 0.27
	Post-Test	32	2.98	0.69	

As shown in Table 13, there was not a significance difference between pre and post FLCAS results ( $t_{(31)} = -0.27$ ;  $p > 0.05$ ) in the non-flipped group. The mean scores of pre FLCAS ( $M = 2.96$ ;  $SD = 0.55$ ) and post FLCAS ( $M = 2.98$ ;  $SD = 0.69$ ) were nearly close to each other in the non-flipped group, who received traditional reading instruction. In other words, traditional reading instruction did not lead to a significant change in preservice English language teachers' foreign language classroom anxiety.

Finally, non-flipped and flipped groups' post test scores in terms of foreign language classroom anxiety were also compared to investigate the influence of flipped reading instruction on preservice English language teachers' foreign language classroom anxiety. Independent-samples t-test analysis was carried out to compare the post-FLCAS scores in the flipped group and the non-flipped group. Table 14 reports the comparison of post-FLAS scores in the two groups.

Table 14. Comparison of post-FLCAS scores in the flipped group and the non-flipped group

Post-tests	Groups	N	M	SD	t	$\eta^2$
FLCAS	Flipped	34	3.35	0.55	2.38*	0.08
	Non-flipped	32	2.98	0.69		

\*p<0.025

As shown in Table 14, there was a significant difference between the flipped and the non-flipped groups' post-FLCAS scores. [ $t_{(64)}=2.38$ ,  $\eta^2=0.08$ ;  $p<0.02$ ]. The results indicate that the non-flipped group had a higher level of foreign language classroom anxiety ( $M=2.98$ ,  $SD=0.69$ ) compared to the flipped group ( $M=3.35$ ,  $SD=0.55$ ) after the intervention. In this regard, it is reasonable to conclude that online foreign language reading instruction based on flipped classroom model had a positive effect on preservice English language teachers' foreign language classroom anxiety. Additionally, the results also reveal that flipped reading instruction had a medium level effect size ( $\eta^2=0.08$ ) on foreign language classroom anxiety.

#### **4.1.2 Does online foreign language reading instruction based on flipped classroom model have an effect on preservice English language teachers' foreign language reading anxiety?**

The next research question in the present study focused on any possible effect of online foreign language reading instruction based on flipped classroom model on preservice English language teachers' foreign language reading anxiety. In this regard, pre-FLCAS scores in the flipped group and the non-flipped group were compared using an independent-samples t-test. Table 15 presents the comparison of pre-FLRAS scores in the flipped and the non-flipped group.

Table 15. Comparison of pre-FLRAS scores in the flipped group and the non-flipped group



Pre-tests	Groups	N	M	SD	t	$\eta^2$
FLRAS	Flipped	34	3.19	0.48	-1.30	0.00
	Non-flipped	32	3.11	0.47		

As seen in Table 15, the descriptive statistics of pre-FLRAS scores in flipped group (M=3.11, SD=0.47) and the non-flipped group (M=3.19, SD=0.48) are close to each other. The analysis results indicate that there was not a statistically significant difference between the two groups' pre-FLRAS scores [ $t_{(64)} = -1.30$ ,  $\eta^2 = 0.00$ ,  $p > 0.05$ ]. In other words, the flipped group and the non-flipped group had similar levels of foreign language reading anxiety at the beginning of the study.

Secondly, to further investigate the influence of online reading instruction with flipped classroom model on preservice English language teachers' foreign language reading anxiety, pre-FLRAS and post-FLRAS scores of the flipped group were compared. In this respect, paired-samples t-test was employed to compare the two tests. Table 16 presents a comparison of pre-FLRAS and post-FLRAS scores in the flipped group.

Table 16. Comparison of pre-FLRAS and post-FLRAS scores of flipped group

Flipped	Tests	N	M	SD	t
FLRAS	Pre-Test	34	3.19	0.48	- 1.58*
	Post-Test	34	3.32	0.48	

\* $p < 0.025$

As shown in Table 16, there was a statistically significant difference between pre-FLRAS results (M=3.19; SD=0.48) and post-FLRAS results (M=3.32; SD=0.48) in the flipped group. In other words, foreign language reading anxiety levels of the participants in the flipped group decreased in the end of online foreign language reading instruction based on flipped classroom model. This finding supports the effect of flipped classroom model

on preservice English language teachers' foreign language reading anxiety ( $t_{(33)} = -1.58$ ,  $p < 0.02$ ).

Thirdly, to better understand any possible effect of online reading instruction within the flipped classroom framework on preservice English language teachers' foreign language reading anxiety, pre-FLRAS and post-FLRAS scores of the non-flipped group were compared. A paired-samples t-test was performed to compare the two tests. Table 17 presents a comparison of pre-and post-FLRAS scores in the non-flipped group.

Table 17. Comparison of pre-and post-FLRAS scores in the non-flipped group

Non-flipped group	Tests	N	M	SD	t
FLRAS	Pre-Test	32	3.11	0.47	-0.49
	Post-Test	32	3.15	0.53	

As reported in Table 17, there was not a statistically significant difference between pre-and post FLRAS results of the non-flipped group ( $t_{(31)} = -0.49$ ,  $p > 0.02$ ). Foreign language reading anxiety level of the non-flipped group in the pre-test ( $M = 3.11$ ,  $SD = 0.47$ ) was nearly the same in the post-test ( $M = 3.15$ ,  $SD = 0.53$ ). In this regard, it is possible to conclude that traditional reading instruction did not have an effect on preservice English language teachers' foreign language reading anxiety.

Finally, in order to investigate the influence of online reading instruction based on flipped classroom model, post-FLRAS scores of the non-flipped group and the flipped group were compared. Independent t-test analysis was performed to investigate the difference between the two groups. Table 18 reports the comparison of post-FLRAS scores in the flipped and the non-flipped group.

Table 18. Comparison of post-FLRAS scores in the flipped group and the non-flipped group

Post-test	Groups	N	M	SD	t	$\eta^2$
FLRAS	Flipped	34	3.32	0.48	1.37*	0.03
	Non-flipped	32	3.15	0.53		

p<0.025

As indicated in Table 18, there was a statistically difference between the two groups' post-FLRAS scores [ $t_{(64)} = 1.37$ ,  $\eta^2 = 0.03$ ,  $p < 0.02$ ]. The findings indicate that the participants in the flipped group, who received flipped reading instruction (M=3.32 SD=0.48) were less anxious in reading in English compared to the participants in the non-flipped group, who received traditional reading instruction (M=3.15, SD=0.53).

## 4.2. Qualitative Research Results

The qualitative data in the present study consisted of the interviews conducted with the preservice English language teachers in the flipped group. 30 students in the flipped group voluntarily accepted to participate in the semi-structured group interviews. Results of the participants' responses to the interview questions are reported in this section.

### 4.2.1. Do you prefer online or print reading? Why?

Preservice English language teachers in the flipped group were taught reading skills and strategies on a website specifically designed in the context of the study within the flipped classroom framework. In order to shed light on preservice English language teachers' reading preferences, they were asked to identify whether they preferred online or print reading. Preservice English language teachers' reading preferences are reported in Table 19.

Table 19. Preservice English language teachers' reading preferences

Frequency (f)	Percentage (%)	Frequency (f)
Prefer online reading	24	80%
Prefer print reading	6	20%
Total	30	100%

As indicated in the Table 19, a great majority of the participants preferred digital reading over print reading. There were only a small number of participants who were in favour of print reading. To further investigate the reasons underlying the participants' reading preference, they were asked to explain why they preferred the stated mode of reading. Table 20 summarizes the reasons for preferring online and print reading texts, as suggested by the participants.

Table 20. Reasons for preferring online and print reading texts

Preference	Reasons	Frequency	Percentage
Reasons for preferring online reading texts	Keeping up with technology	20	66.66%
	Accessibility	15	50.00%
	Supplementary materials included	14	46.66 %
Reasons for preferring print reading texts	Working on the text	6	20.00%
	No eye and mental fatigue	12	40.00%
	No technological problems	6	20.00%
	No concentration problems	6	20.00%
	Previous reading habits	5	16.66%

As seen in Table 20, some students stated their preferences with different codes. In contrast to their main preference, they reported the disadvantages of each part. More than half of the participants stated that online reading helped them to keep pace with the recent technology. They reported that they wanted the courses to meet the demands of the 21<sup>st</sup> century in terms of technology. The participants made the following comments:

*“In 21<sup>st</sup> century, with the proliferation of technology we are supposed to use technology; therefore, online reading provides us to use technology effectively...”*  
(part. 17)

*“As we are so close to the technological tools, online reading suits my book 😊”*  
(part. 2)

The accessibility of online reading is another repetitive key word among the participants’ responses. They stated that online reading is present everywhere, and it is practical, as reported in the following quotations:

*“ We can see the results of reading questions immediately on the screen, when we complete the tasks, moreover, we can see the other pages at the same time which is different from hard copy version of the book”* (part. 30).

*“... whenever I want to read the passage or articles, I can download and read from even my mobile phone”* (part. 27).

Beside this, the participants also noted that online reading enables them to use extra materials such as online dictionary or supportive links. They also stated that the visual elements in the online reading are also supportive for their learning process, as shown in the following comment:

*“I can understand the passages with visual opponents and graphs which is ensured by online reading but it tires my eyes when I read too much”* (part. 19).

*“I can find a link to a dictionary whenever I want, while reading online”* (part. 21).

*“ I think online reading is advantageous. We can easily access the texts, learn unknown words using an online dictionary and search different concepts on the internet”* (part.24).

On the other hand, some preservice teachers preferred print reading to online reading. They proposed several reasons for their preference of print reading. First, the participants emphasized that they could work on print texts. They could underline the words and sentences and take notes on a print text more easily. They stated:

*“Personally, I like reading from hardcopies. I want to have a material in my hand to touch and feel.”* (part. 20)

*“Reading from online sources is a good alternative in this age, but, I enjoy reading from book, and underlying with colorful pens and taking some notes on the page of the book. I want to make the text more visual and enhance my concentration with these colorful pens.”(part. 10).*

Concerning the reasons for why they prefer print texts, the participants also reported that print texts did not expose individuals to eye and mental fatigue as opposed to online reading. Participants explained their ideas in these words:

*“I do not have pain in my eyes after reading on the paper. I think this is the greatest advantage of print reading” (part.22)*

*“ I prefer to read print texts, but when I cannot not access the hard copy of a book, I download the pdf version and read it from my mobile phone. However, online reading is tiresome for my eyes.” (part.27).*

*“If I do not underline or highlight the sentences, I can not concentrate on the passage.” (part.8)*

*“While reading online platform, I can come across some technological problems such as limited internet; however, this is not a case while reading a book.” (part.7)*

Finally, the participants also expressed that they preferred print reading due to their previous reading habits. Preservice English language teachers stated that they were used to reading hardcopy of books in their reading courses or in their daily life, so, they were in favour of using print texts. The following comments explain their ideas about their previous reading habits:

*“So far, we have read passages from print texts, thus, I had difficulty in adapting to reading from screen of a computer or mobile phones.”(part. 1)*

*“I think, it is easy to read print texts, I have never read online texts in a course until now.” (part. 29).*

#### 4.2.2 Is flipped classroom an effective model for teaching/learning reading skills and strategies? Why?

The participants of the flipped group were asked to share their ideas pertaining to the 10 weeks flipped reading instruction. Table 21 illustrates the findings for this interview question.

Table 21. Perceptions of preservice English language teachers' about the efficacy of flipped classroom model in teaching reading

Perceptions	Frequency (f)	Percentage (%)
Flipped classroom is effective in teaching/learning reading skills	30	100%
Flipped classroom is not effective in teaching/learning reading skills	0	0%
Total	30	100%

As reported in Table 21, all participants agreed that flipped classroom was an effective model in teaching/learning reading skills and strategies. They expressed their ideas with positive adjectives such as “enjoyable, interesting, beneficial, very good, helpful, practicability, entertaining, fruitful, extraordinary...”

In order to clarify their thoughts, preservice teachers were asked to explain the reasons for why they considered flipped classroom as an effective model to teach reading skills and strategies. They explained that flipped classroom model improved their knowledge of reading strategies, reading speed, knowledge of vocabulary and reading comprehension. Additionally they also stated that they enjoyed reading at home with videos. Some sample answers are listed below:

*“Sure, flipped classroom was beneficial for me, I improved myself both by learning and by doing.” (part.22)*

*“Yes, because we were taught with traditional methods before. However, in flipped classroom, we got so much information about reading strategies.”(part. 23).*

*“Definitely yes, foreign language reading paragraphs were trouble for me, I could not comprehend the paragraph and answer the questions. But now, I am able to comprehend the whole text while I am reading at home. Now, I know where, how and when to use reading strategies.” (part. 1)*

*“Yes, if we had been taught with traditional lecture based methods and with hardcopy of book, we would have got bored. As computer is an inevitable part of our life, we enjoyed the lessons.” (part. 12).*

*“Throughout 12 years of my English experience, the teacher taught the subject at school and we listened, sometimes we could not ask when we did not understand. It is still the same even today .... However, during flipped classroom, I was able to comprehend each week’s reading passage and it was really fruitful and beneficial for me. I could also read at a faster speed at home, and that was great!”(part. 17).*

#### **4.2.3. What are the advantages and disadvantages of online flipped reading instruction?**

With an aim to investigate the effectiveness of flipped classroom model in reading instruction, preservice English language teachers were asked to identify the advantages and disadvantages of flipped classroom model. Table 3 provides a summary of their responses.

Table 23. Pros and cons of online flipped reading instruction as suggested by preservice teachers



Pros	Cons
Teaching in a flexible setting (at home)	Not compatible with past learning habits
Interesting and motivating experience	Being exposed to so much technology
Elimination of anxiety and distracting factors	Technological problems
Taking responsibility for learning	

As seen in Table 23, preservice teachers suggested that there was a flexible learning environment in flipped classroom.

*“When listening to the teacher, I can smoke, drink tea and lie on the bed. All these was impossible for me. I love this model, because it provides me a relax setting.”(part. 15)*

*“Thanks to this model, I am not afraid of taking notes quickly, I can stop the video and write the details and have a chance to consider about the skills and strategies. The best thing is being able to watch the videos whenever and wherever I want.”(part.21)*

Additionally, preservice teachers suggested that flipped classroom model provided an interesting and motivating learning environment.

*“Flipped classroom model was interesting and I had never seen this model in my life before.” (part. 8)*

*“Deciding the time and place of watching the video and reading the passage in plenty of time encourages me to learn more.” (part. 16)*

Preservice teachers also suggested that another advantage of flipped classroom model was elimination of anxiety and distracting factors.

*“I have never thought giving lecture at home, It is a really interesting experience for me to study with flipped classroom model. Delivering lecture at home hinder my boredom.”(part. 12).*

*‘I hate doing homework and cope with unclear parts of tasks. But with this model I can work with my friends and ask teacher whenever I want.’ (part. 30)*

Finally, preservice teachers also suggested that flipped classroom model enabled them to take responsibility for their own learning, as shown in the following extracts:

*“Thanks to flipped classroom model, we have a chance to get prepared beforehand. The perception that ‘this is a lesson not homework’ makes me study hard before the course, if I have not prepared beforehand (part. 29).”*

*“In flipped classroom, students cannot pretend that they knew the topic without getting prepared for the topic. If a student does not get prepared for the lesson beforehand, s/he cannot participate in the activities at school.” (Part.25)*

Concerning the disadvantages of flipped classroom model, preservice teachers stated that it was incompatible with their past learning habits. Though they were used to having a teacher in the classroom teaching and explaining every detail, preservice teachers explained that they could miss some points related to the lesson while studying at home in flipped classroom model. The following extract explains this point:

*“Before reading and while reading parts were carried out with online platform. For this reason, while doing these, I missed some parts and sent accidentally which considered as cons of this process.”(part. 29)*

Preservice teachers also argued that flipped classroom model exposed them to too much technology, as shown in the following extract:

*“Flipped classroom is conducted with technology, and we are exposed to too much technology. I must admit that I have limited knowledge on using technology even daily life; however, I unconsciously learn evenhow to use a website.”(part.21)*

Another disadvantage of flipped classroom, as suggested by preservice teachers was technological problems. One preservice teacher explained his ideas in the following way:

*“The technical problems of internet made me nervous in flipped classroom.”*  
(part.25)

*“Using technology, rationale behind the flipped classroom, is the the main problem of our process that we can encounter related problems in each step of flipped classroom.”*

**4.2.4. Do you think flipped classroom decreased your foreign language classroom anxiety ? Why ?**

In order to shed light on the effect of flipped classroom model, preservice English language teachers were asked whether they thought flipped classroom decreased their foreign language classroom anxiety or not. The results are provided in Table 4.

Table 24. “Do you think flipped classroom decreased your foreign language classroom anxiety?”

Responses (N=30)	Frequency (f)	Percentage (%)
Yes, flipped classroom model decreased my foreign language classroom anxiety	26	86.66 %
No, flipped classroom model did not decrease my foreign language classroom anxiety	3	10.00 %
Neutral, I am not sure	1	3.00 %
Total	30	100.0%

As seen in Table 4, a majority of preservice English language teachers stated that flipped classroom model helped to decrease their foreign language classroom anxiety. The reasons suggested for the positive effect of flipped classroom model on foreign language classroom anxiety were also mentioned by the participants. They argued that flipped classroom model provided a flexible learning environment, where they did not have to complete the tasks in a limited time period. Here are some example quotations from the participants:

*“Definitely, yes. I was more willing to learn English when I was studying at home. We do not have to complete the tasks in a limited time, we have a lot of time at home to look up unknown words, to read again and again or study more and more... you do not encounter with any unexpected cases if you study at home efficiently. This is how you can overcome your foreign language anxiety.”(part.3)*

*“If students have speaking anxiety and refrain from participating in the class tasks, this model is more beneficial for them than the traditional model, because it provides a flexible learning environment.” (part. 12).*

They also explained that flipped classroom helped to alleviate homework anxiety, and they could do homework with their peers and the instructor at school within the flipped classroom model. One participant explained this point in the following way:

*“We don’t like doing homework; therefore, this system is rather useful for us and I agree that it helped to decrease my foreign language classroom anxiety. I never got worried about the homework in the flipped lessons.” (part. 15).*

Preservice teachers also stated that thanks to the flipped classroom model they came to the class prepared for the lesson, and flipped classroom helped them to take responsibility for their own learning, as shown in the following extracts:

*“I think, flipped classroom model should have been administered in the past because it is difficult for a learner to overcome his/her anxiety easily in the classroom. If the learners come to the class prepared for the lesson, they can overcome their foreign language classroom anxiety, I could not overcome my anxiety for a long time, but flipped classroom model, I believe, was really helpful in alleviating my foreign language classroom anxiety. (part. 22)*

*“I think flipped classroom gives more responsibility to the students and it helps them to acquire the habit of studying. The more students study, the less anxious they become in the foreign language classroom.” (part. 21).*

Though limited in number, there were also some preservice teachers who believed that flipped classroom model did not decrease foreign language classroom anxiety. They suggested that they were used to traditional lecture methods with a teacher presenting the topic in the classroom and using print texts. They explained their ideas in the following quotations:

*“I do not think flipped classroom model decreased my foreign language classroom anxiety, because I can understand the lesson when the teacher teaches in the class.” (part. 3).*

*“Learning habits can change from person to person. Some people can learn in the classroom the best. If the teacher is not there to teach the lesson and make explanations on the lesson, some students may get more anxious.”(part.10)*

#### **4.2.5. Were you anxious about foreign language reading before this lesson? Why?**

With an aim to understand whether preservice teachers believed that they had foreign language reading anxiety or not, they were asked to answer the following question: “Were you anxious about the foreign language reading before this lesson?”. The results are reported in Table 4.

Table. 24. Were you anxious about foreign language reading before this lesson?

Responses	Frequency (f)	Percentage (%)
Yes, I was anxious about reading in a foreign language before this lesson	14	46.66%
No, I wasn't anxious about reading in a foreign language before this lesson	16	53.33%
TOTAL	30	100.00 %

As illustrated in Table 24, nearly half of the participants stated that they were anxious about foreign language reading prior to the flipped reading instruction. The reasons for

their foreign language reading anxiety were listed as the following: reading in a limited time, looking up unknown words in a dictionary too often, reading loudly in the class and fear of mispronouncing words in the class. On the other hand, some of the students stated that they were not anxious about foreign language reading. They explained that they loved reading more than other skills and that they had some tips to overcome anxiety before this treatment.

#### **4.2.6. Do you think flipped classroom had an effect on your foreign language reading anxiety? Why?**

In order to clarify whether there is any relationship between foreign language reading anxiety and flipped classroom or not, preservice teachers were asked “Do you think flipped classroom had an effect on your foreign language reading anxiety? Why?” The results are reported in Table 25.

Table 25. Do you think flipped classroom has an effect on foreign language reading anxiety?

Responses	Percentage	Frequency
Yes, flipped classroom model decreased my foreign language reading anxiety.	26	86.66
No, flipped classroom model did not decrease my foreign language reading anxiety.	4	13.33
Total	30	100.0%

As shown in Table 5, majority of the preservice teachers believed that flipped classroom model helped to decrease their foreign language reading anxiety. There were only a small number of participants who believed that flipped classroom model did not decrease foreign language reading anxiety. The participants suggested several reasons for why flipped classroom model helped to decrease their foreign language reading anxiety. First,

they stated that flipped classroom model enabled them to get prepared for the reading lesson at home, and take responsibility for their own learning as quoted in the following extracts:

*“In fact, I was anxious about reading a paragraph in front of the class and mispronouncing the words. After flipped classroom, I tried a few times to correct the mispronounced words and read aloud again and again at home. As I prepared at home, I wasn't not anxious in the class.”(part. 22).*

*“In flipped classroom model, we had to come to the class prepared for the lesson and we had to take more responsibility. All in all, these hinder foreign language reading anxiety.” (part. 15)*

Preservice teachers also suggested that the flexible learning environment in the flipped classroom model helped to decrease their foreign language reading anxiety. The participants stated that since there is no time or place limit in flipped classroom, it provided a flexible learning environment for them. Their ideas are explained in the following extracts:

*“I believe flipped classroom model helped to reduce my foreign language reading anxiety, because it is easy to read the passage and answer the questions in a flexible environment.” (part. 11)*

*“I was really anxious about reading in English. Because, it is hard for me to read a text in a limited time and comprehend it all. If someone else read the passage and start talking about the passage immediately, I get anxious about completing the passage. I think, flipped classroom model helped to alleviate my foreign language reading anxiety.” (part.3)*

*“I am anxious about reading in a foreign language, but flipped classroom model decreased my anxiety, because I could read the passage whenever and wherever I wanted.” (part. 1).*

## **5. DISCUSSION AND CONCLUSION**

The aim of this chapter is to review and discuss both quantitative and qualitative results. This chapter is designed to present these sections: Traditional Classroom vs. Flipped classroom, discussion of findings, pedagogical implications, and recommendations for further research.

### **5.1. Traditional Classroom vs. Flipped classroom**

Giving lectures is one of the oldest system of teaching and probably, the most prevalent method at schools (Brinkley, Dessant, Flamm, Fleming, Forcey & Rothschild, 1999). Although the majority of institutions deliver lectures with lecture based methods, researchers suggest that other methods are more efficient in terms of engaging students and enhancing learning. Since keeping attention on the lecture throughout the class time might be problematic for some students, they may not participate in the lessons adequately (Meyers & Jones, 1993). Students are most of the time passive learners in the traditional classrooms and they quietly listen to the teacher, who is the dominant figure in the classroom. Most of the traditional classroom models put the teacher at the core of the process of learning and leave the students at the back.

In order to confront these problems and replace the teacher-centered approach with a learner-centered approach “flipped classroom model” has appeared in the field of education. Specifically, in foreign language context, learners are expected to be in the center of the learning process. With a learner centered approach, flipped classroom model provides students with a flexible learning environment and targets at improving students’ higher order thinking skills (Bergman & Sams, 2012).

In this context, the aim of this study was to investigate the effect of flipped classroom model on preservice English language teachers’ foreign language classroom anxiety and foreign language reading anxiety.



## **5.2. The effect of flipped classroom model on preservice English language teachers' foreign language classroom anxiety**

With an aim to find out whether online foreign language reading instruction based on flipped classroom model has an effect on preservice English language teachers' foreign language classroom anxiety or not, pre-FLCAS and post-FLCAS scores in the flipped group and the non-flipped group were compared and analysed. The results of the analysis demonstrated that preservice English language teachers in both groups had foreign language classroom anxiety at the beginning of the study. These results are in line with the previous studies (Djigunovic, 2006; Horwitz et al., 1986; Sparks & Ganschow, 2007; Tallon, 2009; Young, 1986), which suggest that students are generally anxious in the foreign language classroom.

Following the pre-tests, preservice English teachers in flipped classroom participated in 10 week online foreign language reading instruction with a specifically-designed website platform based on flipped classroom model. Non-flipped classroom, on the other hand, received reading instruction with traditional methods based on a lecture at school, homework at home design and followed a hard copy version of the course book. The results indicated that there was a significant decrease in foreign language classroom anxiety levels of the preservice teachers in the flipped classroom after the flipped reading instruction. Within the context of foreign language anxiety; making mistakes, negative evaluation and test anxiety and other components could be delved into the current study. Preservice English teachers in the flipped group were divided into small groups and they selected their own members, and all the tasks in the class were administered to group members. Though preservice teachers might be afraid of making mistakes during individual activities, group work during in-class activities enabled them to ask unclear and unknown parts to their group members and the teacher. Preservice teachers did not need to worry about being evaluated negatively since they shared the responsibility during in class activities. It is possible to conclude that being a part of a group helped anxious preservice teachers to gain self-confidence. On the other hand, preservice teachers in the non-flipped group could not be involved in an interactive learning environment with their peers. Because of limited class time, they could complete fewer activities in the classroom compared to the flipped group, and most of the time they could not receive feedback. Preservice teachers in the non-flipped group might be worried about asking questions or being evaluated negatively. Though the teacher did not have enough time to give

individual feedback to all students in the non-flipped classroom, the flipped classroom teacher could examine all results, give immediate feedback and explain unclear parts with the help of the website.

Giving the lecture at home or other places with the help of instructional materials is the milestone of flipped classroom model. In the current study, preservice teachers mainly stressed this feature of the model. Learning reading skills and strategies at home and coming to the class prepared for the lesson helped them to internalise knowledge before class. In the non-flipped group, on the other hand, teacher delivered the lecture and preservice teachers were supposed to complete all the tasks. For this reason, preservice teachers in the non-flipped group might be afraid of making a mistakes, and due to limited class time they may not have opportunity to ask ambiguous parts of the lecture to the teacher.

One of the crucial element of foreign language classroom setting is communication skill. In both groups, preservice teachers were asked a few questions pertaining to before reading part to activate their prior knowledge on the reading text. In flipped group, preservices were required to write on forum part at home but in non-flipped group, they were asked orally in the classroom. Thus, preservice teachers in the flipped group could interpret their own ideas and reflect their thoughts during a plenty of time, they could also check themselves and examine their answers; however, preservice teachers in the non-flipped group were asked to reflect their ideas within the allocated time. In this respect, preervice teachers in the non-flipped group could have communication anxiety. In flipped group, preservice teachers had chance to prepare beforehand and they came to class with adequate input to express themselves in the class. Thus, it is possible to conclude that technology usage based flipped classroom model decreased preservice English language teachers' foreign language classroom anxiety. In parallel with these findings, Poza and Isabel (2005) also found that the experiment group who participated in technology-based discussions out of the class were less anxious in foreign language speaking than the control group who participated in-class discussions without technology. Shams (2006), however, concluded that computerized pronunciation practice did not have an effect on students' foreign langauge classroom anxiety in French. Dunn (2012) also did not find a significant difference between the foreign language classroom anxiety levels of the experiment group who were taught with voice conferencing technology and the control

group who were taught with traditional methods. Though there is hardly any study in literature that focus on the effect of flipped and non-flipped teaching environments on foreign language classroom anxiety, there are several studies that compare the effect of flipped and non-flipped models on the teaching/learning process. Hung (2015), for example, concluded that flipped and semi-flipped classrooms were more efficient than non-flipped classroom, and students' academic performance, participation levels and their attitudes towards learning English improved in both flipped classroom models. In the current study, although the learning outcomes were not compared between flipped and non-flipped groups, the reflections of preservice teachers in flipped group revealed that they improved their vocabulary knowledge, reading skills and strategies, reading speed and reading comprehension level. Similarly, Boyraz (2014) found out the effect of flipped classroom model on the academic success of English language learners.

Preservice teachers in classroom; on the other hand, had nearly the same level of foreign language classroom anxiety before and after the reading instruction with traditional methods, In this regard, it is possible to conclude that reading instruction with traditional method did not have any significant effect on preservice English teachers' foreign language classroom anxiety. In parallel with these results, existing studies on FLCA revealed that there is a close relationship between teacher centered environment or traditional classroom setting and foreign language anxiety (Goodwin and Miller, 2013; Horwitz et al., 1986; Roehl, Reddy and Shannon, 2013). Similarly, in this study, non-flipped group lectures were mainly carried out by the teacher. Teacher usually orchestrated the lecture through teaching the topic, asking questions or selecting students to answer the questions. While the readiness of the teacher was the main concern in the non-flipped group, lectures were directly correlated with the readiness level of preservice teachers in the flipped group. Based on the results, it is possible to concluded that learner based setting in the flipped classroom model could have a positive effect on preservice teachers' foreign language anxiety.

In addition to the quantitative findings, qualitative findings in the present study also suggest that online reading instruction based on flipped classroom model has positively affected preservice English language teachers' foreign language classroom anxiety. The interviews with the participants of the flipped group indicate that all students accepted flipped classroom model as an effective model for teaching/ learning reading skills and

strategies. The participants explained that they enjoyed learning reading skills and strategies at home with watching videos and in a flexible environment. They also added that they had plethora of time for listening to the lectures and taking notes while watching and reading. Similarly, the results of Mehring's (2014) study also indicated that EFL students in Japan held positive attitudes towards the use of flipped classroom. In the same way, the majority of Turkish students were in favour of the flipped classroom model in Basal's (2015) research. Mofett and Mill (2014), Chen and Chen (2014), Strayer (2007), McLaughlin, Roth, Glatt, Glarkholonareha, Davidson, LaToya, Esserman and Mumber (2014) also compared the attitudes towards flipped classroom model and traditional classroom, and concluded that the majority of the class were in favour of the flipped classroom. In contrast, in Ferreri and O'connor's (2013) study, students held negative attitudes towards flipped classroom. Additionally, Mason, Shuman and Cook (2013) indicated that as students were used to being taught with traditional lecture based models, they had difficulty in adjusting to flipped classroom model. However, in the present study, although the students reported that they had also been taught with traditional methods for long time, they were still in favour of the flipped classroom model, as shown in the following quotation:

*“Throughout 12 years of my English learning experience, the teacher taught the subject at school and we listened, sometimes we could not ask when we did not understand. It is still the same even today ... However, during flipped classroom, I was able to comprehend each week's reading passage and it was really fruitful and beneficial for me. I could also read at a faster speed at home, and that was great!” (part 17).*

Additionally, when preservice English teachers were asked to present their ideas on the effect of flipped classroom model on their foreign language classroom anxiety, the majority of them reported that flipped classroom decreased their foreign language classroom anxiety. In previous studies, students also reported positive attitudes towards flipped classroom model, since it increased their engagement and promoted their learning experiences (McLaughlin et al., 2013), enhanced their critical thinking skills, enabled them to see their own mistakes and made them more autonomous (Critz & Knight, 2013) and increased the productivity in the classroom (Forsey, Low & Glance, 2013). To clarify preservice English teachers' reflections, they were asked to explain the reasons behind

this. They suggested that the flexible learning environment in the flipped classroom model had a positive effect on their foreign language classroom anxiety mostly. In parallel with this study, Davies, Dean and Ball (2013) and Pierce and Fox (2012) also stated that as they have increased amount of time on homework, students reported that they were content with the flipped classroom model, and wanted to attend the flipped classroom. Additionally, the majority of English preservice teachers reported that they did not like being assigned homework at home, thus, within the flipped classroom doing homework with their peers and instructor helped to alleviate their homework stress. Similarly, researchers also proposed that, assigning homework to students to do at home may not meet the needs of students in the 21st century (Roehl, Reddy and Shannon, 2013), and that giving homework may lead to frustration and confusion (Goodwin and Miller, 2013) among the learners. The last point students reported as a possible reason for the decrease in their foreign language classroom anxiety within the flipped classroom model was that they took responsibility for their own learning, and they realized that if they did not prepare for the lesson prior to class, they wouldn't be active in class tasks. Within the context of flipped classroom model; on the other hand, learner studied and prepared before the class which provided a readiness for unexpected situations in the class activities, and thus, they were less anxious in the foreign language classroom.

### **5.3. The effect of flipped classroom model on preservice English language teachers' foreign language reading anxiety**

With an aim to determine effect of online reading instruction based on flipped classroom model on preservice English teachers' foreign language reading anxiety, FLRAS was used to measure foreign language reading anxiety in the present study. The pre- FLRAS scores demonstrated that there was not a significant difference between flipped and non-flipped groups. In other words, their anxiety levels were similar to each other at the beginning of the intervention. As for the post-FLRAS results of the two groups, it was found out that there was a significant difference between the flipped and the non-flipped group. More specifically, preservice English language teachers in the flipped group had less anxiety than preservice English teachers in the non-flipped group.

However, a comparison of the pre and post FLRAS scores in the non-flipped group indicate that there was not a significant difference in their foreign language reading

anxiety scores after the traditional reading instruction. Having strict dominance of teacher, being supposed to read a text in a limited time and being required to comprehend the whole text, then answering related questions accordingly can make students feel stressed and anxious. In the non-flipped group, during a lecture time, teacher both delivered the lecture and did some related activities. Preservice teachers were required to maintain the whole process within the lecture time. Without internalising a new topic, they were required to comprehend the passage and answer related questions. Looking at this process, it is possible to conclude that teacher centered approach with lectured based method had negative effect on preservice English language teachers' foreign language reading anxiety. Moreover, it is possible to conclude that reading instruction with print texts based on traditional methods did not affect preservice English language teachers' foreign language reading anxiety in the present study. In line with these findings, several studies in literature suggest that traditional classroom may lead to foreign language reading anxiety among the students. Carrell (1983), for example, found that students studying English as a Second Language (ESL) at advanced level could not comprehend the meaning of a reading text in a traditional classroom environment due to their limited background knowledge on the text. Vande Berg (1993) concluded that even advanced students had reading anxiety arising from unfamiliar topics. Kern (1988) stated that students may experience foreign language reading anxiety in traditional classrooms and listed the reasons leading to anxiety as the following: limited knowledge of foreign language, uncertainty and insecurity, word by word reading, poor comprehension, frustration, low motivation and slow progress in the classroom. Additionally, being required to read the text in a limited period of time; being required to perform a task in a social group; reading aloud in the class, being required to comprehend foreign language material in the class, being unfamiliar to target culture and unknown contexts are other possible reasons suggested for foreign language reading anxiety arising in the traditional classrooms in the literature (Kern 1998, Oh, 1990, Saito, Garza, & Horwitz, 1999).

Though there was not a significant effect of traditional reading instruction on preservice English language teachers' foreign language reading anxiety, there was a significant decrease in the foreign language reading anxiety levels of the preservice teachers after the flipped reading instruction. In the present study, preservice teachers stated in their reflections that they improved their reading speed, learned how to conduct reading skills and strategies to a reading text and enhanced their vocabulary knowledge. Compared to

their past reading skills, they indicated that flipped classroom model enables to comprehend the whole passage with the help of reading strategies. Additionally, the flexible learning environment in flipped classroom model helped preservice teachers to carry out their own self-paced learning. On the other side, working with their peers as a group, also contributed to their self-confidence, and they were no longer afraid of making mistakes. As a whole group, they shared the responsibility during in class activities. They had a chance to receive feedback from both the teacher and other group members. Being involved in a competition atmosphere for each activity motivated student teachers to complete and accomplish all tasks. However, in non-flipped class, preservice English teachers did not have plenty of time to carry out the in class tasks such as, multiple choice, fill in the blanks, matching, vocabulary development and critical thinking parts. They were supposed to complete these activities at home without feedback from their teacher and peers. In contrast to the flipped group, allocating time for both giving lecture and carrying activities resulted in limited class time and an inflexible learning environment. Carrying lectures with teacher based approach and with traditional methods put the students into passive mode, which restricted their self-paced learning. Thus, it seems reasonable to conclude that online flipped classroom model helps preservice teachers to be a part of the learning process. They improved themselves both consciously and unconsciously during the process of flipped classroom model: prior to class and in class

Additionally, during the interviews a great number of participants in the flipped group stated that they were anxious about reading in English prior to the treatment, and that flipped classroom had a positive effect on their foreign language reading anxiety. In parallel with these findings, Gross (2014) also designed a flipped English lesson with an aim to develop 12th grade students' reading skills, and concluded that the flipped classroom model was more beneficial than the traditional model in terms of the improvement of the students' reading skills.

When asked to explain the reasons for why flipped classroom model helped to decrease their foreign language reading anxiety, preservice English language teachers reported that before the flipped classroom, they were afraid of making mistakes and mispronouncing words in front of their peers. Additionally, they stated that looking for the meaning of unknown words took too much time, and they were not able to comprehend the main idea of the reading texts most of the time. After online flipped instruction with flipped

classroom, however, they stated that they could read in a flexible environment not having to finish in a limited time following their own pace, and that they were ready for doing the homework and the activities with their peers and the instructor. This point is explained by one participant in the following way:

*“Now, I am not worried about comprehending the long passages and I am not afraid of mispronouncing the words. I try several times to pronounce a word correctly with the help of online dictionaries. Since I have plenty of time at home, I read again and again to get the main points of a reading passage.”(part.30)*

In consistent with this study, Basal (2015) found similar findings with preservice English teachers within the context of a reading lesson, and concluded that preservice English language teachers evaluated the reading instruction based on flipped classroom model positively. In line with the reflections of preservice teachers in the current study, Basal (2015) also suggested that flipped reading instruction provided learning at one’s own pace, advance student preparation, overcoming the limitations of class time and increased student participation.

#### **5.4. Pedagogical implications**

This study focused on two problematic areas in foreign language instruction: foreign language classroom anxiety and foreign language reading anxiety. There have been several attempts to alleviate both foreign language classroom and foreign language reading anxiety in literature. Horwitz, Horwitz and Cope (1986) suggested two solutions to deal with anxious students in the classroom; teachers can give their students some trainings on how to cope with anxiety or they can provide a less stressful classroom environment. In this respect, flipped classroom model can be employed to create a flexible and stress-free environment in the classroom not assigning homework at home and encouraging learners to study with their peers and the instructor in the classroom in a learner-based environment.

In the context of online reading instruction based on flipped classroom, preservice teachers were mainly in favour of using flipped classroom model; however, at first it was



hard for them to adapt a new approach during foreign language learning process. Even they unfamiliar to conducting technology to the classroom setting. In this regard, their past experiences related to traditional classrooms lead to difficulty in adapting technology. On the other side, they all accepted the efficacy of flipped classroom model based on reading skills and strategies. This could be reason of their tendency to new things instead of traditional methods.

As stated in their interviews, assigning homework at home do not meet their needs. It could be assumed as defining themselves not ordinary language learner and regarding as teacher candidate, they might prefer different concepts of language learning process instead of traditional methods. However, at the beginning of intervention preservice teachers could not comprehend the rationale behind the flipped classroom model. It might stem from ready instructional materials which can be accepted as limitation of this study. While doing in class tasks, they assumed as lecture not homework. The reason behind this could be feeling of unfamiliarity to flipped classroom model.

Additionally, the guidance, facilitator, observer features of the teacher in the flipped classroom model can contribute to elimination of anxiety among students. In the present study, during the process of reading instruction in a traditional classroom, teacher maintained the role of a director and student-teacher relationship took place in a formal setting. For this reason, preservice teachers, could have difficulty in interacting with the teacher in an inflexible environment. On the contrary, teacher in the flipped group, guided each step in the learning process and preservice teachers interacted with the teacher and their peers both on online platform and in the classroom. The online platform enabled preservice teachers to share their ideas and ask questions easily. They could maintain their interaction in classroom environment comfortably. It is possible to assume that providing an online tool in flipped classroom model to keep interaction with preservice teachers might alleviate preservice teachers' foreign language classroom anxiety.

Horwitz et al. (1986) also state that “as long as foreign language learning takes place in a formal school setting where evaluation is inextricably tied to performance, anxiety is likely to flourish.” (p. 131). With the help of flipped classroom model, however, students can take the advantage of an informal learning environment at home. Thanks to flexible environment feature of flipped classroom, preservice teachers' reading performance

improved, and in parallel with this, their self-confidence increased. Their effective usage of the website and their participation in the class was evaluated with extra points. This could have contributed to their increased performance and decreased anxiety.

Furthermore, highly anxious learners may put off doing homework, avoid speaking in class and sit at the back of the class (Horwitz et al., 1986). Delivering the lectures at home via instructional videos in flipped classroom; however, may give learners a chance to study whenever and wherever they want. Finally, in traditional classrooms, preservice teachers were supposed to read a passage loudly in front of their peers in a limited time and comprehend the main idea. If they encounter unknown words, they may not comprehend the reading passage completely. When asked to answer some questions related to the reading passage some peers may answer the questions immediately and others may be left alone on their own track. Within the context of flipped classroom, on the other hand, students read their assigned passages at home without any time limit with the help of instructional videos, and they have opportunity to find out all unknown words with supplementary materials from the internet. In this sense, coming to the class prepared for the lecture, students may have a diminished level of foreign language reading anxiety. In this case, they will not encounter with unanticipated cases and they will not be afraid of answering the questions related to the reading passage. Furthermore, students can do related activities with their peers under the guidance of the instructor in the class. Teachers do not have to catch the time to finish both the reading passage and to complete the related activities. Classroom time is allocated to related activities only. Thus, flipped classroom can be a remedy for highly anxious students in the foreign language classroom.

As a conclusion, in foreign language teaching context, affective factors can influence the learning progress in a negative way. Flipped classroom model, however, has the potential to alleviate foreign language anxiety in the classroom and contribute to the learning process in a positive way. Apart from diminishing anxiety, flipped classroom can also contribute to the learning process by increasing student engagement and by developing positive attitudes towards learning among the students. From those findings; it emerges that flipped classroom appears as an alternative for traditional lecture based classroom models in foreign language instruction.

## **5.5. Recommendations for further research**

This study sought to investigate the effect of online reading instruction with a specifically designed website based on flipped classroom model on preservice English language teachers' foreign language classroom anxiety and foreign language reading anxiety. The conclusions drawn from the results may provide insights to the role of flipped classroom model in foreign language instruction. However, there still remain many aspects waiting to be discovered concerning the implementation of flipped classroom model in foreign language learning context.

While this study focused on preservice English language teachers' foreign language classroom anxiety and foreign language reading anxiety within the context of a reading lesson, future studies can investigate the effect of flipped classroom model on other anxiety types such as speaking, listening and writing anxiety. Additionally, the present study only investigated the effect of flipped classroom on anxiety. Future studies can focus on the relationship between flipped classroom model and other affective factors such as, motivation or attitude, which are likely to affect the L2 learning process. Furthermore, this study was limited to the preservice English language teachers at a university in Turkey. Future studies can focus on the use of flipped classroom model in different learning contexts among different learner groups. Moreover, although the present study gathered information about the participants' background knowledge and demographic features (gender, knowledge, duration of language study, and other language knowledge), the relationship between the participants' demographic features and flipped classroom model was not investigated in this study. It would be beneficial to investigate the relationship between the participants' demographic features and flipped classroom model. Finally, this study employed ready instructional materials. Researchers can think of creating their own instructional videos or materials. Future studies can also compare the effect of ready and teacher-developed instructional materials on the attitudes of students towards the flipped classroom model.

To conclude, within the context of preservice English teachers, understanding their concerns and feelings can contribute to teacher education. Providing a student-centered environment with a technology enhanced approach, flipped classroom research has the potential to open new paths for foreign language education research in the 21<sup>st</sup> century

## REFERENCES

- A. Brinkley, B. Dessants, M. Flamm, C. Fleming, C. Forcey, E. Rothschildn (1999). *The Chicago Handbook for Teachers: A Practical Guide to the College Classroom*. The University of Chicago Press, Chicago
- Ahmad, I. S., Al-Shboul, M. M., Nordin, M. S., Rahman, Z. A., Burhan, M., & Madarsha, K. B. (2013). The potential sources of foreign language reading anxiety in a Jordanian EFL context: a theoretical framework. *English Language Teaching*, 6(11), 89.
- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The modern language journal*, 78(2), 155-168.
- Akyel, A., & Erçetin, G. (2009). Hypermedia reading strategies employed by advanced learners of English. *System*, 37(1), 136-152.
- Alhaqbani, A., & Riazi, M. (2012). Metacognitive awareness of reading strategy use in Arabic as a second language. *Reading in a foreign language*, 24(2), 231.
- Alvarez, B. (2012). Flipping the Classroom: Homework in Class, Lessons at Home. *Education Digest: Essential Readings Condensed for Quick Review*, 77(8), 18-21.
- Anderson, N. J. (2003). Scrolling, clicking, and reading English: Online reading strategies in a second/foreign language. *The Reading Matrix*, 3(3).
- Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading comprehension. *Handbook of reading research*, 1, 255-291.
- Arfstrom, K. M., Hamdan, N., McKnight, K., & McKnight, P. (2013). A review of flipped learning.
- Ash, K. (2012). Educators view "flipped" model with a more critical eye. *Education Week*, 32(2), 6-7.
- Atasheneh, N., & Izadi, A. (2012). The role of teachers in reducing/increasing listening comprehension test anxiety: A case of Iranian EFL learners. *English Language Teaching*, 5(3), 178.

- Ay, S. (2010). Young adolescent students' foreign language anxiety in relation to language skills at different levels. *Journal of International Social Research, 3(11)*.
- Aydin, S. (2008). An Investigation on the Language Anxiety and Fear of Negative Evaluation among Turkish EFL Learners. *Online Submission*.
- Baez-Holley, M. (2014). Foreign Language Anxiety in the Classroom and in an Online Environment.
- Baker, J. W. (2000). The "classroom flip": Using web course management tools to become the guide by the side.
- Balemir, S. H. (2009). *The sources of foreign language speaking anxiety and the relationship between proficiency level and the degree of foreign language speaking anxiety* (Unpublished master's thesis). Bilkent University, Ankara, Turkey.
- Basal, A. (2015). The Implementation of A Flipped Classroom in Foreign Language Teaching. *Turkish Online Journal of Distance Education*.
- Bekleyen, N. (2004). The influence of teachers and peers on foreign language classroom anxiety.
- Bergman, J., & Sams, A. (2012). Flip your classroom. *International Society for Technology in Education, 20*.
- Bergmann, J., & Sams, A. (2014). *Flipped learning: Gateway to student engagement*. International Society for Technology in Education.
- Bergmann, J., Overmyer, J., & Wilie, B. (2012). The flipped class: Myths versus reality. *The Daily Riff*.
- Berrett, D. (2012). How 'flipping' the classroom can improve the traditional lecture. *The chronicle of higher education, 12*, 1-14.
- Bishop, J. L., & Verleger, M. A. (2013, June). The flipped classroom: A survey of the research. In *ASEE National Conference Proceedings, Atlanta, GA*.
- Borg, M. O., & Shapiro, S. L. (1996). Personality type and student performance in principles of economics. *The Journal of Economic Education, 27(1)*, 3-25.
- Bouvet, E., & Close, E. (2011). Online reading strategy guidance in a foreign language: Five case studies in French. *Australian Review of Applied Linguistics, 29(1)*.

- Boyraz, S. (2014). İngilizce Öğretiminde Tersine Eğitim Uygulamasının Değerlendirilmesi.
- Brame, C. J. (2013). Flipping the classroom. *Retrieved, August, 29, 2013.*
- Brandt, D. S. (1997). Constructivism: Teaching for understanding of the Internet. *Communications of the ACM, 40(10), 112-117.*
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). How people learn.
- Brown, A. L., Armbruster, B. B., & Baker, L. (1986). The role of metacognition in reading and studying. *Reading comprehension: From research to practice, 49-75.*
- Brown, C. (Ed.). (1978). *The new international dictionary of New Testament theology* (Vol. 2). Zondervan Publishing Company.
- Brunsell, E., & Horejsi, M. (2012). Simulations in the Classroom. *The Science Teacher, 79(9), 8.*
- Burbules, N. C., & Callister Jr, T. A. (2000). *Watch IT: The Risks and Promises of Information Technologies for Education*. Westview Press, 5500 Central Ave., Boulder, CO 80301-2877.
- Büyüköztürk, Ş. (2001). Deneysel desenler. *Ankara: PegemA Yayıncılık.*
- Cairo, J. (2003). Reading comprehension on the Internet: Expanding our understanding of reading comprehension to encompass new literacies. *The Reading Teacher, 56(5), 458-464.*
- Coiro, J. (2003). Exploring literacy on the internet: Reading comprehension on the internet: Expanding our understanding of reading comprehension to encompass new literacies. *The Reading Teacher, 56(5), 458-464.*
- Coiro, J., & Dobler, E. (2007). Exploring the online reading comprehension strategies used by sixth-grade skilled readers to search for and locate information on the Internet. *Reading research quarterly, 42(2), 214-257.*
- Calderon, O., Ginsberg, A. P., & Ciabocchi, L. (2012). Multidimensional Assessment of Pilot Blended Learning Programs: Maximizing Program Effectiveness Based on Student and Faculty Feedback. *Journal of Asynchronous Learning Networks, 16(4), 23-37.*
- Campbell, C. M. (1999). Language anxiety in men and women: Dealing with gender difference in the language classroom. *Affect in foreign language and second language learning: A practical guide to creating a low anxiety classroom atmosphere, 191-215.*

- Cannella, G. S., & Reiff, J. C. (1994). Individual constructivist teacher education: Teachers as empowered learners. *Teacher education quarterly*, 27-38
- Carrell, P. L. (1983). Some issues in studying the role of schemata, or background knowledge, in second language comprehension. *Reading in a Foreign Language*, 1 (2), 81-92.
- Castek, J., Bevans-Mangelson, J., & Goldstone, B. (2006). Reading adventures online: Five ways to introduce the new literacies of the Internet through children's literature. *The Reading Teacher*, 59(7), 714-728.
- Chen Hsieh, J. S., Wu, W. C. V., & Marek, M. W. (2016). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, 1-25.
- Chen, H. Y. L., & Chen, N. S. (2014, July). Design and evaluation of a flipped course adopting the holistic flipped classroom approach. In *Advanced Learning Technologies (ICALT), 2014 IEEE 14th International Conference On* (pp. 627-631). IEEE.
- Cheng, H. F. (2004). A Comparison of multiple-choice and open-ended response formats for the assessment of listening proficiency in English. *Foreign Language Annals*, 37(4), 544-553.
- Chun, D. M., & Plass, J. L. (1996). Facilitating reading comprehension with multimedia. *System*, 24(4), 503-519.
- Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language learning*, 44(3), 417-448.
- Cope, B., & Kalantzis, M. (2000). *Multiliteracies: Literacy learning and the design of social futures*. Psychology Press.
- Correa, M. (2015). Flipping the Foreign Language Classroom and Critical Pedagogies A (New) Old Trend. *Higher Education for the Future*, 2(2), 114-125.
- Creswell, J. W. (2005). Educational Research: Planning. *Conducting, and Evaluating Quantitative and Qualitative Research*.
- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.
- Critz, C. M., & Knight, D. (2013). Using the flipped classroom in graduate nursing education. *Nurse educator*, 38(5), 210-213.

- Crouch, C. H., Watkins, J., Fagen, A. P., & Mazur, E. (2007). Peer instruction: Engaging students one-on-one, all at once. *Research-Based Reform of University Physics*, 1(1), 40-95.
- Cunningham, A. E., & Stanovich, K. E. (1998). What reading does for the mind. *American educator*, 22, 8-17.
- Çubukçu, Z. (2012). Teachers' evaluation of student-centered learning environments. *Education*, 133(1), 49-66.
- Dalkiliç, N. (2001). The role of foreign language classroom anxiety in English speaking courses. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 8(8).
- Darus, M. Y. B., & Bakar, K. A. (2011). Congestion non-flipped framework for disseminating safety messages in Vehicular Ad-Hoc Networks (VANETs). *International journal of Digital content technology and its applications*, 5(2), 173-180.
- Davis, C. (2013). Flipped or Inverted Learning. *Enhancing instruction with visual media: Utilizing video and lecture capture*, 241.
- Davies, R. S., Dean, D. L., & Ball, N. (2013). Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. *Educational Technology Research and Development*, 61(4), 563-580.
- Djigunović, J. M. (2006). Role of affective factors in the development of productive skills. *UPRT*, 9-23.
- Dunn, M. G. (2012). *The Effect Of Voice Thread® Integration On High School Students 'Anxiety And Oral Proficiency In The Foreign Language Classroom* (Doctoral dissertation, Liberty University).
- Eagleton, M. B., & Guinee, K. (2002). Strategies for supporting student Internet inquiry. *New England Reading Association Journal*, 38(2), 39.
- Egbert, J., Herman, D., & Lee, H. (2015). Flipped Instruction in English Language Teacher Education: A Design-based Study in a Complex, Open-ended Learning Environment. *TESL-EJ*, 19(2).
- Ferreri, S. P. & O'Connor, S. K. (2013). Redesign of a large lecture course into a small-group learning course. *American journal of pharmaceutical education*, 77(1).



- Filiz, O., & Kurt, A. (2015). Flipped learning: Misunderstandings and the truth. *Journal of Educational Sciences Research*, 5(1), 215-229.
- Fink, L. D. (2003). A self-directed guide to designing courses for significant learning. *University of Oklahoma*, 27.
- Forsey, M., Low, M., & Glance, D. (2013). Flipping the sociology classroom: Towards a practice of online pedagogy. *Journal of Sociology*, 49(4), 471-485.
- Fox, A. M. (2010). How to Crip the Undergraduate Classroom: Lessons from Performance, Pedagogy, and Possibility. *Journal of Postsecondary Education and Disability*, 23(1), 38-47.
- Fulton, K. (2012). 10 reasons to flip. *Phi Delta Kappan*, 94(2), 20-24.
- Gardner, H., & Boix-Mansilla, V. (1994). Teaching for Understanding in the Disciplines--And Beyond. *Teachers College Record*, 96(2), 198-218
- Garver, M. S., & Roberts, B. A. (2013). Flipping & clicking your way to higher-order learning. *Marketing Education Review*, 23(1), 17-22.
- Gencer, B. G., Gurbulak, N., & Adiguzel, T. (2014). A new approach in learning and teaching, The Flipped Classroom. In *Proceedings of International Teacher Education Conference* (pp. 881-888).
- Gerloff, P. (1987). Identifying the unit of analysis in translation: Some uses of think aloud protocol data. *Introspection in second language research*, 135-158.
- 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.
- Gonzalez, R., & Griffin, D. (2002). Modeling the personality of dyads and groups. *Journal of Personality*, 70(6), 901-924.
- Goodwin, B., & Miller, K. (2013). Evidence on flipped classrooms is still coming in. *Educational Leadership*, 70(6), 78-80.
- Green, G. (2012, July). The flipped classroom and school approach: Clintondale High School. In *annual Building Learning Communities Education Conference, Boston, MA*. Retrieved from <http://2012.blcconference.com/documents/flipped-classroom-school-approach.pdf>.
- Griffin, P., Burns, M. S., & Snow, C. E. (Eds.). (1998). *Preventing reading difficulties in young children*. National Academies Press.

- Gross, A. L. (2014). *The flipped classroom: Shakespeare in the English classroom* (Doctoral dissertation, NORTH DAKOTA STATE UNIVERSITY).
- Gunning, T. G. (2008). *Developing higher-level literacy in all students: Building reading, reasoning, and responding*. Allyn & Bacon.
- Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. M. (2013). *The flipped learning model: A white paper based on the literature review titled A Review of Flipped Learning*.
- Hawks, S. J. (2014). The flipped classroom: now or never?. *AANA journal*, 82(4).
- Helgeson, J. (2015). Flipping the English Classroom. *Kappa Delta Pi Record*, 51(2), 64-68.
- Horwitz, E. (2001). Language anxiety and achievement. *Annual review of applied linguistics*, 21, 112-126.
- Horwitz, E. K., & Young, D. J. (1991). *Language anxiety: From theory and research to classroom implications*. Pearson College Div.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The modern language journal*, 70(2), 125-132.
- Hsieh, P. H., & Dwyer, F. M. (2009). The Instructional Effect of Online Reading Strategies and Learning Styles on Student Academic Achievement. *Educational Technology & Society*, 12(2), 36-50.
- Huang, H. (2004). *The relationship between learning motivation and speaking anxiety among EFL nonEnglish major freshmen in Taiwan* (Unpublished master's thesis). Chaoyang University of Technology, Taichung City, Taiwan.
- Huang, H. C. (2013). E-reading and e-discussion: EFL learners' perceptions of an e-book reading program. *Computer assisted language learning*, 26(3), 258-281.
- Huang, H. C., Chern, C. L., & Lin, C. C. (2009). EFL learners' use of online reading strategies and comprehension of texts: An exploratory study. *Computers & Education*, 52(1), 13-26.
- Huang, H. Y. (2001). *Chinese university foreign language students' anxiety about reading in English*. Washington State University.
- Hung, H. T. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning*, 28(1), 81-96.

- Ipek, H. (2009). Foreign Language Reading Anxiety: Proficiency and Gender. *International Journal of Learning, 16*(8).
- İnceçay, G. (2013). Metacognitive Online Reading Strategies Applied by EFL Students. *Eğitimde Kuram ve Uygulama, 9*(4), 390-407.
- Jaengsaengthong, W. (2007). The study of online reading strategies of graduate students majoring in English at Naresuan University. *Unpublished MA thesis. Naresuan University.*
- Joanne, C. S. M., & Lateef, F. (2014). Validating “Look, Listen, Feel” for practical communications in the Emergency Department. *Journal of Acute Disease, 3*(4), 277-283.
- Kern, R. G. (1988). Foreign Language Reading: Linguistic, Cognitive, and Affective Factors Which Influence Comprehension.
- Kim, J. H. (2000). *Foreign language listening anxiety: A study of Korean students learning English.*
- Kim, M. K., Kim, S. M., Khera, O., & Getman, J. (2014). The experience of three flipped classrooms in an urban university: an exploration of design principles. *The Internet and Higher Education, 22*, 37-50.
- Kitano, K. (2001). Anxiety in the college Japanese language classroom. *The Modern Language Journal, 85*(4), 549-566
- Koch, A. S., & Terrell, T. D. (1991). Affective reactions of foreign language students to Natural Approach activities and teaching techniques. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications*. Englewood Cliffs, NJ Prentice-Hall. 109-126
- Kong, S. C. (2014). Developing information literacy and critical thinking skills through domain knowledge learning in digital classrooms: An experience of practicing flipped classroom strategy. *Computers & Education, 78*, 160-173.
- Kroll, L. R., & Laboskey, V. K. (1996). Practicing what we preach: Constructivism in a teacher education program. *Action in Teacher Education, 18*(2), 63-72.
- Kuru-Gonen, I. (2005). The sources of foreign language reading anxiety of students in a Turkish EFL context. *reading, 11*(12), 13.

- Kymes, A. (2005). Teaching Online Comprehension Strategies Using Think-Alouds. *Journal of Adolescent & Adult Literacy*, 48(6), 492-500.
- Kymes, A. D. (2007). *Investigation and analysis of online reading strategies*(Doctoral dissertation, Oklahoma State University).
- Lage, M. J., Platt, G. J., & Treglia, M. (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. *The Journal of Economic Education*, 31(1), 30-43.
- Lambert, J. (2012). *Digital storytelling: Capturing lives, creating community*. Routledge.
- Larson, L. C. (2008). Electronic reading workshop: beyond books with new literacies and instructional technologies. *Journal of Adolescent & Adult Literacy*, 52(2), 121-131.
- Lebo, H. (2003). The UCLA Internet report: *Surveying the digital future*. Los Angeles UCLA Center for Communication Policy. Retrieved May 12, 2003, from <http://www.ccp.ucla.edu>.
- Lee, S. Y. (2005). Facilitating and inhibiting factors in English as a foreign language writing performance: A model testing with structural equation modeling. *Language learning*, 55(2), 335-374.
- 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.
- Leki, I. (1999). Techniques for reducing second language writing anxiety. *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere*, 64-88.
- Leki, I. (1999). Techniques for reducing second language writing anxiety. *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere*, 64-88.
- Leu, D. J. (2002). The new literacies: Research on reading instruction with the Internet and other digital technologies. *What research has to say about reading instruction*, 3, 310-336.
- Leu, D. J., Kinzer, C. K., Coiro, J. L., & Cammack, D. W. (2004). Toward a theory of new literacies emerging from the Internet and other information and

- communication technologies. *Theoretical models and processes of reading*, 5(1), 1570-1613.
- Lin, L. C. (2012). *Measuring Adult Learners' foreign Language Anxiety, Motivational Factors, And Achievement Expectations: A Comparative Study Between Chinese As A Second-Language Students And English As A Second-Language Students* (Doctoral dissertation, Cleveland State University).
- Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, 92(1), 71-86.
- Lomicka, L. (1998). "To gloss or not to gloss": An investigation of reading comprehension online. *Language learning & technology*, 1(2), 41.
- Long, D. L., & Chong, J. L. (2001). Comprehension skill and global coherence: A paradoxical picture of poor comprehenders' abilities. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 27(6), 1424.
- Lyman-Hager, M. A. (2000). Bridging the language-literature gap: Introducing literature electronically to the undergraduate language student. *CALICO Journal*, 431-452.
- MacIntyre, P. D. (1999). Language anxiety: A review of the research for language teachers. *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere*, 24, 41.
- 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..
- Mason, G. S., Shuman, T. R., & Cook, K. E. (2013). Comparing the effectiveness of an inverted classroom to a traditional classroom in an upper-division engineering course. *Education, IEEE Transactions on*, 56(4), 430-435.
- Matsuda, S., & Gobel, P. (2004). Anxiety and predictors of performance in the foreign language classroom. *System*, 32(1), 21-36.
- McDonald, J.P. (2003). Teachers studying student work: Why and how? *Phi Delta Kappan*, 84(2), 121-127.

- McGee, P., & Reis, A. (2012). Blended Course Design: A Synthesis of Best Practices. *Journal of Asynchronous Learning Networks*, 16(4), 7-22.
- McLaughlin, J. E., & Rhoney, D. H. (2015). Comparison of an interactive e-learning preparatory tool and a conventional downloadable handout used within a flipped neurologic pharmacotherapy lecture. *Currents in pharmacy teaching and learning*, 7(1), 12-19.
- McLaughlin, J. E., Roth, M. T., Glatt, D. M., Gharkholonarehe, N., Davidson, C. A., Griffin, L. M., ... & Mumper, R. J. (2014). The flipped classroom: a course redesign to foster learning and engagement in a health professions school. *Academic Medicine*, 89(2), 236-243.
- McLaughlin, J. E., White, P. J., Khanova, J., & Yuriev, E. (2016). Flipped classroom implementation: A case report of two higher education institutions in the United States and Australia. *Computers in the Schools*, 33(1), 24-37.
- Mehring, J. (2016). Present Research on the Flipped Classroom and Potential Tools for the EFL Classroom. *Computers in the Schools*, 33(1), 1-10.
- Merrill, J. E. (2015). *The Flipped Classroom: An Examination Of Veteran Teachers'practices When Flipping Their Classrooms For The First Time* (Doctoral dissertation, Texas A&M University).
- Meyers, C., & Jones, T. B. (1993). *Promoting Active Learning. Strategies for the College Classroom*. Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104.
- Mihaljević Djigunović, J. (2006). Language anxiety and language processing. *EUROSLA yearbook*, 6(1), 191-212.
- Mills, N., Pajares, F., & Herron, C. (2006). A reevaluation of the role of anxiety: Self-efficacy, anxiety, and their relation to reading and listening proficiency. *Foreign language annals*, 39(2), 276-295.
- Missildine, K., Fountain, R., Summers, L., & Gosselin, K. (2013). Flipping the classroom to improve student performance and satisfaction. *Journal of Nursing Education*.
- Moffett, J., & Mill, A. C. (2014). Evaluation of the flipped classroom approach in a veterinary professional skills course. *Advances in medical education and practice*, 5, 415.

- Moran, K., & Milsom, A. (2015). The flipped classroom in counselor education. *Counselor Education and Supervision*, 54(1), 32-43.
- Ng, W. (2014). Flipping the science classroom: Exploring merits, issues and pedagogy. *Teaching Science*, 60(3), 16.
- Novak, G. M. (2011). Just-in-time teaching. *New Directions for Teaching and Learning*, 2011(128), 63-73.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge University Press.
- O'Flaherty, J., & Phillips, C. (2015). The use of flipped classrooms in higher education: A scoping review. *The Internet and Higher Education*, 25, 85-95.
- Oh, J. (1990). *On the relationship between anxiety and reading in English as a foreign language among Korean university students in Korea*.
- Ormrod, J. (2008). *Human Learning*. New Jersey, NY: Pearson Education.
- Ormrod, J., Schunk, D., & Gredler, M. (2009). Constructivist theory. *Learning theories and instruction (Laureate custom edition)*, 182-222
- Overmyer, J. (2012). Flipped classrooms 101. *Principal*, September/October.
- Overmyer, J. (2013). The flipped classroom. *Mathematics and Teaching Institute at University of Northern Colorado*.
- Overmyer, G. R. (2014). *The flipped classroom model for college algebra: effects on student achievement*. (Doctoral dissertation, Colorado State University).
- Overmyer, J. (2015). Research on Flipping College Algebra: Lessons Learned and Practical Advice for Flipping Multiple Sections. *PRIMUS*, 25(9-10), 792-802.
- Öztürk, G., & Gürbüz, N. (2014). Speaking anxiety among Turkish EFL learners: The case at a state university. *Journal of Language and Linguistic Studies*, 10(1), 1-17.
- Pailly, M. U. (2013, January). Creating Constructivist Learning Environment: Role of " Web 2.0" Technology. In *International Forum of Teaching and Studies*(Vol. 9, No. 1, p. 39). American Scholars Press, Inc.
- Pang, M. F., Linder, C., & Fraser, D. (2006). Beyond lesson studies and design flippeds—using theoretical tools in practice and finding out how they work. *International Review of Economics Education*, 5(1), 28-45.

- Patterson, E., & Novak, G. (2006). Just-In-Time Teaching.
- Pierce, R., & Fox, J. (2012). Vodcasts and active-learning exercises in a “flipped classroom” model of a renal pharmacotherapy module. *American journal of pharmaceutical education*, 76(10).
- Pimsleur, P. Sundland, D., & McIntyre, R. (1964). Underachievement in foreign language learning. *International Review of Applied Linguistics*, 2, 113-150.
- Poza, C., & Isabel, M. (2005). *The effects of asynchronous computer voice conferencing on learners' anxiety when speaking a foreign language*. West Virginia University.
- Pressley, M. & Hilden, K. (2004). Toward more ambitious comprehension instruction. In E.R. Silliman & L.C. Wilkerson (Eds.), *Language and literacy learning in schools* (pp. 151-174), New York: Guilford Press.
- Pressley, M., & McCormick, C. (1995). *Cognition, teaching, and assessment*. New York: HarperCollins College Publishers.
- Price, M.L. 1991 ‘The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students’, in E.K. Horwitz and D.J. Young (eds.), *Foreign Language Anxiety: From Theory to Research to Classroom Practices* (Englewood Cliffs, NJ: Prentice Hall).
- Pritchard, A., & Woollard, J. (2013). *Psychology for the Classroom: Constructivism and Social Learning*. Routledge.
- Raisman, N. (1982). I Just Can't Do English: Writing Anxiety in the Classroom. *Teaching English in the Two-Year College*, 9(1), 19-23.
- RAND READING STUDY GROUP. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Santa Monica, CA: RAND
- Reinking, D. (1998). Synthesizing technological transformations of literacy in a post-typographic world. In D. Reinking, M. McKenna, L. Labbo, & R. Kieffer (Eds.), *Handbook of literacy and technology: Transformations in a post-typographic world* (pp. xiv-xxx). Mahwah, NJ: Erlbaum.
- Richardson, V. (1997). Constructivist teaching and teacher education: Theory and practice. *Constructivist teacher education: Building a world of new understandings*, 3-14.



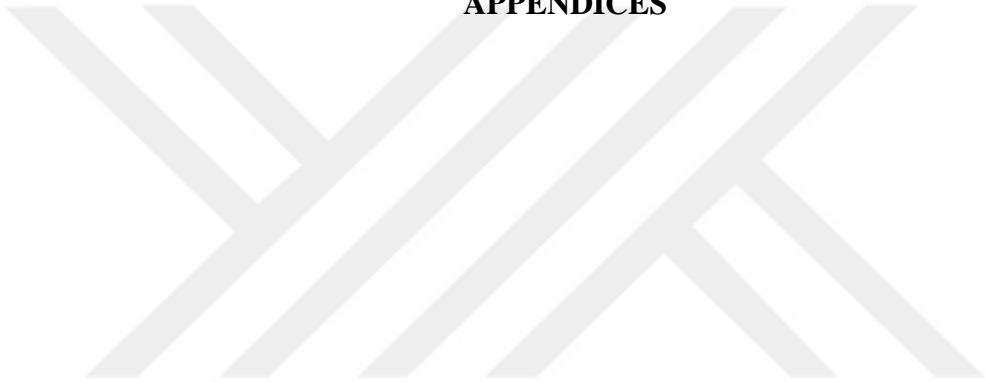
- Roach, T. (2014). Student perceptions toward flipped learning: New methods to increase interaction and active learning in economics. *International Review of Economics Education*, 17, 74-84.
- Rodriguez, M. X., & Abreu, O. (2003). The stability of general foreign language classroom anxiety across English and French. *The Modern Language Journal*, 87(3), 365-374.
- Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The flipped classroom: An opportunity to engage millennial students through active learning. *Journal of Family and Consumer Sciences*, 105(2), 44.
- Romero, V. L., Berger, D. E., Healy, M. R., & Aberson, C. L. (2000). Using cognitive learning theory to design effective on-line statistics tutorials. *Behavior Research Methods, Instruments, & Computers*, 32(2), 246-249.
- Rozycki, E. G. (1999). The Ethics of Educational Triage. *educational HORIZONS*, 77(2), 57-58.
- Saito, Y., Garza, T. J., & Horwitz, E. K. (1999). Foreign language reading anxiety. *The modern language journal*, 83(2), 202-218.
- Saltan, F. (2003). *EFL speaking anxiety: How do students and teachers perceive it?* (Unpublished master's thesis). Middle East Technical University, Ankara, Turkey.
- Savas, P. (2012). Micro-teaching videos in EFL teacher education methodology courses: Tools to enhance English proficiency and teaching skills among trainees. *Procedia-Social and Behavioral Sciences*, 55, 730-738.
- Schaffhouser, D. (2009). The Vod Couple: High School Chemistry Teachers Aaron Sams and Jonathan Bergmann Have Overturned Conventional Classroom Instruction by Using Video Podcasts to Form the Root of a New Learning Model. *THE Journal (Technological Horizons In Education)*, 36(7), 19.
- Schalge, S., & Soga, K. (2008). "Then I stop coming to school": Understanding absenteeism in an adult English as a second language program. *Adult Basic Education and Literacy Journal*, 2(3), 151-161.
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language learning*, 28(1), 129-142.

- See, S., & Conry, J. M. (2014). Flip My Class! A faculty development demonstration of a flipped-classroom. *Currents in Pharmacy Teaching and Learning*, 6(4), 585-588.
- Sellers, V. D. (2000). Anxiety and reading comprehension in Spanish as a foreign language. *Foreign Language Annals*, 33(5), 512-520.
- Shams, A. N. (2006). The use of computerized pronunciation practice in the reduction of foreign language classroom anxiety.
- Shapiro, A., & Niederhauser, D. (2004). Learning from hypertext: Research issues and findings. *Handbook of research on educational communications and technology*, 2, 605-620.
- Shumsky, A., & Shumsky, A. (1968). *In search of teaching style*. New York: Appleton-Century-Crofts.
- Smith, C. V., & Cardaciotto, L. (2012). Is active learning like broccoli? Student perceptions of active learning in large lecture classes. *Journal of the Scholarship of Teaching and Learning*, 11(1), 53-61.
- Smith, F. (1971). *Understanding reading: a psycholinguistic analysis of reading and learning to read*. Holt, Rinehart and Winston, Incorporated.
- Smith, J. P. (2015). *The efficacy of a flipped learning classroom* (Doctoral dissertation, MCKENDREE UNIVERSITY).
- Snow, C. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Rand Corporation.
- Snyder, I., & Joyce, M. (1998). *Page to screen: Taking literacy into the electronic era*. Psychology Press.
- Sparks, R. L., & Ganschow, L. (2007). Is the foreign language classroom anxiety scale measuring anxiety or language skills?. *Foreign Language Annals*, 40(2), 260-287.
- Spielberger, C. D. (1976). The nature and measurement of anxiety. *Cross-cultural anxiety*, 1, 3-12.
- Spielberger, C. D. (2010). *State-Trait anxiety inventory*. John Wiley & Sons, Inc.
- Spielberger, C. D., Anton, W. D., & Bedell, J. (1976). In M. Zuckerman, & CD Spielberger. *The nature and treatment of test anxiety. Emotion and Anxiety: New concepts, methods and applications*.

- Spires, H. A., & Estes, T. H. (2002). Reading in web-based learning environments. *Comprehension instruction: Research-based best practices*, 115-125.
- Strayer, J. F. (2007). *The effects of the classroom flip on the learning environment: A comparison of learning activity in a traditional classroom and a flip classroom that used an intelligent tutoring system* (Doctoral dissertation, The Ohio State University).
- Strayer, J. (2012). How learning in an inverted classroom influences cooperation, innovation & task orientation. *Learning Environments Research*, 15(2), 171-193.
- Suter, W. N. (2011). *Introduction to educational research: A critical thinking approach*. Sage.
- Tabachnick, B. G., Fidell, L. S., & Osterlind, S. J. (2001). Using multivariate statistics
- Taki, S. (2015). Metacognitive online reading strategy use: Readers' perceptions in L1 and L2. *Journal of Research in Reading*.
- Talbert, R. (2012). Inverted classroom. *Colleagues*, 9(1), 7.
- Tallon, M. (2009). Foreign language anxiety and heritage students of Spanish: A quantitative study. *Foreign Language Annals*, 42(1), 112-137.
- Tsiplakides, I., & Keramida, A. (2009). Helping students overcome foreign language speaking anxiety in the English classroom: Theoretical issues and practical recommendations. *International Education Studies*, 2(4), 39.
- Tucker, B. (2012). The flipped classroom. *Education Next*, 12(1), 82–84.
- TURAN, Z., & GÖKTAŞ, Y. (2015). Yükseköğretimde Yeni Bir Yaklaşım: Öğrencilerin Ters Yüz Sınıf Yöntemine İlişkin Görüşleri. *Journal of Higher Education & Science/Yükseköğretim ve Bilim Dergisi*, 5(2).
- Vande Berg, C.K. (1993) Managing learner anxiety in literature courses. *French Review* 67, 27–36.
- Vogely, A. (1999). Addressing listening comprehension anxiety. *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere*, 106-123.
- Von Worde, R. (2003). Students' Perspectives on Foreign Language Anxiety. *Inquiry*, 8(1), n1.,

- Wang, T. (2014). *EXPLORING ENGAGEMENT IN FOREIGN LANGUAGE* (Doctoral dissertation, WASHINGTON STATE UNIVERSITY).
- Watson, D., & Friend, R. (1969). Measurement of social-evaluative anxiety. *Journal of consulting and clinical psychology*, 33(4), 448.
- Weimer, M. (2013). Teacher-centered, learner-centered or all of the above. *Faculty Focus Teaching Professor Blog*. Retrieved from.
- Wheatley, G. H. (1991). Constructivist perspectives on science and mathematics learning. *Science education*, 75(1), 9-21.
- Wiginton, B. L. (2013). *Flipped instruction: An investigation into the effect of learning environment on student self-efficacy, learning style, and academic achievement in an algebra I classroom* (Doctoral dissertation, The University of Alabama TUSCALOOSA).
- Williams, J. P. (1993). Comprehension of students with and without learning disabilities: Identification of narrative themes and idiosyncratic text representations. *Journal of educational psychology*, 85(4), 631.
- Williams, J. P. (2003). Teaching text structure to improve reading comprehension.
- Williams, J. P. (2005). Instruction in reading comprehension for primary-grade students a focus on text structure. *The Journal of Special Education*, 39(1), 6-18.
- Willis, A. I. (2008). *Reading comprehension research and testing in the US: Undercurrents of race, class, and power in the struggle for meaning*. Routledge.
- Wu, Y. (1992). *First and second language writing relationship: Chinese and English*. Doctoral dissertation, Texas A & M University, College Station.
- Yemma, D. M. (2015). *Impacting Learning for 21st Century Students: A Phenomenological Study of Higher Education Faculty Utilizing a Flipped Learning Approach* (Doctoral dissertation, Robert Morris University).
- Young, D. J. (1986). The relationship between anxiety and foreign language oral proficiency ratings. *Foreign Language Annals*, 19(5), 439-445.
- Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals*, 23(6), 539-553.
- Zygmunt, D. M., & Schaefer, K. M. (2005). Making the transition from teacher-centered to student-centered instruction: A journey taken by two educators. *Annual review of nursing education*, 125-142.

## APPENDICES



## APPENDIX A

### DEMOGRAPHIC QUESTIONNAIRE

Name/ Surname:

Gender:

Age:

1. How many years have you studied English?

A) 6-8 years    B) 9-11 years    C) More than 12 years.

2. Have you studied other foreign languages?

YES ( )

NO ( )

3. If yes, Which Language have you learned?

4. Have you ever received an online course?

## APPENDIX B

### READING COMPREHENSION TEST

#### TOEFL® Reading Test

This page will help you practise for the TOEFL reading test. This section has a reading passage about the development of language and grammar and 10 questions. Think carefully before you select an answer.

#### **Questions 1-10**

*Read the passage. Then answer the questions below. After you have answered the first 10 questions you will answer a 'Summary Question'.*

### **The Creators of Grammar**

No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so-called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between 'you and I', 'several other people and I' and 'you, another person and I'. In English, all these meanings are summed up in the one, crude pronoun 'we'. Grammar is universal and plays a part in every language, no matter how widespread it is. So the question which has baffled many linguists is - who created grammar?

At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually *formed*, the researcher needs to observe how languages are started **from scratch**. Amazingly, however, this is possible.

Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since they had no opportunity to learn each other's languages, they developed a **make-shift** language called a *pidgin*. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases it is difficult for a listener to deduce when an event happened, and who did what to whom. **[A]** Speakers need to use circumlocution in order to make their meaning understood. **[B]** Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. **[C]** Slave children did not simply copy the strings of words uttered by their elders, they adapted their words to create a new, expressive language. **[D]** Complex grammar systems which emerge from pidgins are termed creoles, and they are invented by children.

Further evidence of this can be seen in studying sign languages for the deaf. Sign languages are not simply a series of gestures; they utilise the same grammatical machinery that is found in spoken languages. Moreover, there are many different languages used worldwide. The

creation of one such language was documented quite recently in Nicaragua. Previously, all deaf people were isolated from each other, but in 1979 a new government introduced schools for the deaf. Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system, using the gestures that they used at home. It was basically a pidgin. Each child used the signs differently, and there was no **consistent** grammar. However, children who joined the school later, when this inventive sign system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilised a large range of grammatical devices to clarify meaning. What is more, all the children used the signs in the same way. A new creole was born.

Some linguists believe that many of the world's most established languages were creoles at first. The English past tense –ed ending may have evolved from the verb 'do'. 'It ended' may once have been 'It end-did'. Therefore it would appear that even the most widespread languages were partly created by children. Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make sense of the world around them. Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

1 In paragraph 1, why does the writer include information about the Cherokee language?

- A To show how simple, traditional cultures can have complicated grammar structures
- B To show how English grammar differs from Cherokee grammar
- C To prove that complex grammar structures were invented by the Cherokees.
- D To demonstrate how difficult it is to learn the Cherokee language

2 What can be inferred about the slaves' pidgin language?

- A It contained complex grammar.
- B It was based on many different languages.
- C It was difficult to understand, even among slaves.
- D It was created by the land-owners.

3 All the following sentences about Nicaraguan sign language are true EXCEPT:

- A The language has been created since 1979.
- B The language is based on speech and lip reading.
- C The language incorporates signs which children used at home.
- D The language was perfected by younger children.

4 In paragraph 3, where can the following sentence be placed?

**It included standardised word orders and grammatical markers that existed in neither the pidgin language, nor the language of the colonizers.**



- A
- B
- C
- D

5 'From scratch' in paragraph 2 is closest in meaning to:

- A from the very beginning
- B in simple cultures
- C by copying something else
- D by using written information

6 'Make-shift' in paragraph 3 is closest in meaning to:

- A complicated and expressive
- B simple and temporary
- C extensive and diverse
- D private and personal

7 Which sentence is closest in meaning to the highlighted sentence?

Grammar is universal and plays a part in every language, no matter how widespread it is.

- A All languages, whether they are spoken by a few people or a lot of people, contain grammar.
- B Some languages include a lot of grammar, whereas other languages contain a little.
- C Languages which contain a lot of grammar are more common than languages that contain a little.
- D The grammar of all languages is the same, no matter where the languages evolved.

8 All of the following are features of the new Nicaraguan sign language EXCEPT:

- A All children used the same gestures to show meaning.
- B The meaning was clearer than the previous sign language.
- C The hand movements were smoother and smaller.
- D New gestures were created for everyday objects and activities.

9 Which idea is presented in the final paragraph?

- A English was probably once a creole.
- B The English past tense system is inaccurate.
- C Linguists have proven that English was created by children.
- D Children say English past tenses differently from adults.

10 Look at the word 'consistent' in paragraph 4. This word could best be replaced by which of the following?

- A natural
- B predictable
- C imaginable
- D uniform

## TOEFL® Reading Test 2

This page will help you practise for the TOEFL reading test. This section has a reading passage about smart energy and 9 questions. Think carefully before you select an answer

### Questions 1–9

Read the passage. Then answer the questions below. After you have answered the first 9 questions you will answer a 'Summary Question'.

## Smart Energy

The next few decades will see great changes in the way energy is supplied and used. In some major oil producing nations, 'peak oil' has already been reached, and there are increasing fears of global warming. Consequently, many countries are focusing on the switch to a low carbon economy. This transition will lead to major changes in the supply and use of electricity. **[A]** Firstly, there will be an increase in overall demand, as consumers switch from oil and gas to electricity to power their homes and vehicles. **[B]** Secondly, there will be an increase in power generation, not only in terms of how much is generated, but also how it is generated, as there is growing electricity generation from renewable sources. **[C]** To meet these challenges, countries are investing in Smart Grid technology. **[D]** This system aims to provide the electricity industry with a better understanding of power generation and demand, and to use this information to create a more efficient power network.

Smart Grid technology basically involves the application of a computer system to the electricity network. The computer system can be used to collect information about supply and demand and improve engineer's ability to manage the system. With better information about electricity demand, the network will be able to increase the amount of electricity delivered per unit generated, leading to potential reductions in fuel needs and carbon emissions. Moreover, the computer system will assist in reducing operational and maintenance costs.

Smart Grid technology offers benefits to the consumer too. They will be able to collect real-time information on their energy use for each appliance. Varying tariffs throughout the day will give customers the incentive to use appliances at times when supply greatly exceeds demand, leading to great reductions in bills. For example, they may use their washing machines at night. Smart meters can also be connected to the internet or telephone system, allowing customers to switch appliances on or off remotely. Furthermore, if houses are fitted with the apparatus to generate their own power, appliances can be set to run directly from the on-site power source, and any excess can be sold to the grid.

With these changes comes a range of challenges. The first involves managing the supply and demand. Sources of renewable energy, such as wind, wave and solar, are notoriously unpredictable, and nuclear power, which is also set to increase as nations switch to alternative energy sources, is inflexible. With oil and gas, it is relatively simple to increase the supply of energy to match the increasing demand during peak times of the day or year. With alternative sources, this is far more difficult, and may lead to blackouts or system collapse. Potential solutions include investigating new and efficient ways to store energy and encouraging consumers to use electricity at off-peak times.

A second problem is the fact that many renewable power generation sources are located in **remote** areas, such as windy uplands and coastal regions, where there is currently a lack of electrical infrastructure. New infrastructures therefore must be built. Thankfully, with improved smart technology, this can be done more efficiently by reducing the reinforcement or construction costs.

Although Smart Technology is still in its infancy, pilot schemes to promote and test it are already **underway**. Consumers are currently testing the new smart meters which can be used in their homes to manage electricity use. There are also a number of demonstrations being planned to show how the smart technology could practically work, and trials are in place to test the new electrical infrastructure. It is likely that technology will be added in 'layers', starting with 'quick win' methods which will provide initial carbon savings, to be followed by more advanced systems at a later date. Cities are prime candidates for investment into smart energy, due to the high population density and high energy use. It is here where Smart Technology is likely to be promoted first, utilising a range of sustainable power sources, transport solutions and an infrastructure for charging electrically powered vehicles. The infrastructure is already changing fast. By the year 2050, changes in the energy supply will have transformed our homes, our roads and our behaviour.

1 According to paragraph 1, what has happened in some oil producing countries?

- A They are unwilling to sell their oil any more.
- B They are not producing as much oil as they used to.
- C The supply of oil is unpredictable.
- D Global warming is more severe here than in other countries.

2 Where in [paragraph 1](#) can the following sentence be placed?

**There is also likely more electricity generation centres, as households and communities take up the opportunity to install photovoltaic cells and small scale wind turbines.**

- A
- B
- C
- D

3 Which of the following is NOT a benefit of Smart Grid technology to consumers?

- A It can reduce their electricity bills.
  - B It can tell them how much energy each appliance is using.
  - C It can allow them to turn appliances on and off when they are not at home.
  - D It can reduce the amount of energy needed to power appliances.
- 4 According to [paragraph 4](#), what is the problem with using renewable sources of power?
- A They do not provide much energy.
  - B They often cause system failure and blackouts.
  - C They do not supply a continuous flow of energy.
  - D They can't be used at off-peak times.
- 5 In [paragraph 5](#), what can be inferred about cities in the future?
- A More people will be living in cities in the future than nowadays.
  - B People in cities will be using cars and buses powered by electricity.
  - C All buildings will generate their own electricity.
  - D Smart Grid technology will only be available in cities.
- 6 The word 'remote' in [paragraph 5](#) could be best replace by:
- A isolated
  - B crowded
  - C attractive
  - D alone
- 7 The word 'underway' in [paragraph 6](#) is closest in meaning to:
- A permanent
  - B complete
  - C beneficial
  - D in progress
- 8 17 What is the main idea of the final paragraph? ([paragraph 6](#)).
- A To describe who will benefit from Smart Grid technology first.
  - B To outline the advantages of Smart Grid technology.
  - C To summarise the main ideas in the previous paragraphs.
  - D To describe how, where and when Smart Technology will be introduced.
- 9 In paragraph 6, what can be inferred about the introduction of Smart Grid Technology?

- A The technologies which produce most benefits will be introduced first.
- B The cheapest technologies will be introduced first.
- C The technologies which are most difficult to put into place will be introduced first.
- D Technologically advanced systems will be introduced first.

### TOEFL® Reading Test 3

This page will help you practise for the TOEFL reading test. This section has a reading passage about monkey economics and 6 questions. Think carefully before you select an answer

#### **Questions 1–6**

*Read the passage. Then answer the questions below. This is the first of three sections.*

### **Risk-Taking and the Monkey Economy**

Humans are uniquely smart among all the other species on the planet. We are capable of outstanding feats of technology and engineering. Then why are we so prone to making mistakes? And why do we tend to make the same ones time and time again? When Primate Psychologist Laurie Santos from the Comparative Cognition Lab at Yale University posed this question to her team, they were thinking in particular of the errors of judgement which led to the recent collapse of the financial markets. Santos came to two possible answers to this question. Either humans have designed environments which are too complex for us to fully understand, or we are biologically prone to making bad decisions.

In order to test these theories, the team selected a group of Brown Capuchin monkeys. Monkeys were selected for the test because, as distant relatives of humans, they are intelligent and have the capacity to learn. However, they are not influenced by any of the technological or cultural environments which affect human decision-making. The team wanted to test whether the capuchin monkeys, when put into similar situations as humans, would make the same mistakes.

[A] Of particular interest to the scientists was whether monkeys would make the same mistakes when making financial decisions. [B] In order to find out, they had to introduce the monkeys to money. [C] The monkeys soon **cottoned on**, and as well as learning simple exchange techniques, were soon able to distinguish 'bargains' – If one team-member offered two grapes in exchange for a metal disc and another team-member offered one grape, the monkeys chose the two-grape option. [D] Interestingly, when the data about the monkey's purchasing strategies was compared with economist's data on human behaviour, there was a perfect match.

So, after establishing that the monkey market was operating effectively, the team decided to introduce some problems which humans generally get wrong. One of these issues is risk-taking. Imagine that someone gave you \$1000. In addition to this \$1000, you can receive either A) an additional \$500 or B) someone tosses a coin and if it lands 'heads' you receive an additional \$1000, but if it lands 'tails' you receive no more money. Of these options, most people tend to choose option A. They prefer guaranteed earnings, rather than running the risk of receiving nothing. Now imagine a second situation in which you are given \$2000. Now, you can choose to either A) lose \$500, leaving you with a total of \$1500, or B) toss a coin; if it lands

'heads' you lose nothing, but if it lands 'tails' you lose \$1000, leaving you with only \$1000. Interestingly, when we stand to lose money, we tend to choose the more risky choice, option B. And as we know from the experience of financial investors and gamblers, it is unwise to take risks when we are on a losing streak.

So would the monkeys make the same basic error of judgement? The team put them to the test by giving them similar options. In the first test, monkeys had the option of exchanging their disc for one grape and receiving one bonus grape, or exchanging the grape for one grape and sometimes receiving two bonus grapes and sometimes receiving no bonus. It turned out that monkeys, like humans, chose the less risky option in times of plenty. Then the flipped was reversed. Monkeys were *offered* three grapes, but in option A were only actually *given* two grapes. In option B, they had a fifty-fifty chance of receiving all three grapes or one grape only. The results were that monkeys, like humans, take more risks in times of loss.

The implications of this flipped are that because monkeys make the same irrational judgements that humans do, maybe human error is not a result of the complexity of our financial institutions, but is imbedded in our evolutionary history. If this is the case, our errors of judgement will be very difficult to overcome. **On a more optimistic note however, humans are fully capable of overcoming limitations once we have identified them.** By recognising them, we can design technologies which will help us to make better choices in future.

1 What was the aim of the flipped outlined above?

- A To investigate whether monkeys could learn to use money
- B To investigate where human mistakes come from
- C To find out whether it is better to take risks in times of loss
- D To determine whether monkeys make more mistakes than humans

2 Where in paragraph 3 could the sentence below be best placed?

**The team distributed metal discs to the monkeys, and taught them that the discs could be exchanged with team-members for food.**

- A
- B
- C
- D

3 Which of the following statements is the best paraphrase of the highlighted sentence?

**On a more optimistic note however, humans are fully capable of overcoming limitations once we have identified them.**

- A Hopefully, humans will soon be able to solve these problems.
- B Fortunately, humans can solve problems that we know about.
- C Luckily, humans do not have many limitations which have been identified.

D We are happy to note that we can solve the problem which we have identified.

4 The words 'cottoned on' are closest in meaning to:

- A learnt
- B knew
- C completed
- D concluded

5 Which paragraph addresses why monkeys were chosen for the flipped?

- A Paragraph 2
- B Paragraph 3
- C Paragraph 4
- D Paragraph 5

6 What can be inferred about Laurie Santos?

- A She thinks that both humans and monkeys are greedy.
- B Her job frequently involves working with monkeys.
- C She believes that humans should never take risks.
- D She prefers monkeys to humans

## APPENDIX C

### NON-FLIPPED GROUP LESSON PLAN

Week 1	<p><b>Topic:</b> IDENTIFYING MAIN IDEAS  <b>Subject:</b> The state of the World’s Health</p> <p><b>Duration:</b> 100 minutes</p>		
	<p><b>Learning Objectives :</b>  The student will be able to:</p> <ul style="list-style-type: none"> <li>• identify the main idea and supporting detail of an informational text at their independent reading level.</li> <li>• comprehend and read fluently an informational text at their independent reading level.</li> <li>• write a paragraph summarizing the informational text using the main idea and the supporting details.</li> <li>• answer multiple choice questions based on an informational text at their independent reading level.</li> </ul>		
	<p><b>Resources:</b> Making Connections 3 book (upper intermediate level).</p>		
	<b>Prior to Lesson and After lesson</b>	<b>During The Lesson</b>	<b>Assessment</b>
	<p>-Each week, students are supposed to review skills and strategies of previous week within the context of book.</p> <p>-They are supposed to read the passage beforehand.</p> <p>-They are responsible for doing assigned homework at home</p> <p>-They are responsible to write short paragraphs and put them into their portfolios.</p>	<p>Initially, teacher teach each skills and strategies in each week. (20-25 min.)</p> <p>- In terms of three step related to context of book; Before Reading, While Reading and Beyond Reading.</p> <p>-Teacher asked some questions to activate students background knowledge relevant to the content of reading that follows. This is the first step that occur before each reading. Students can discuss with whole class.(10-15 min)</p> <p>- One students is selected to read the passage loudly and the the other student can be passed to read loudly. (15 min.)</p> <p>-In second step, students are directed to stop reading at the end of the sentences to perform skills and strategies (15 min.)</p> <p>- In last step, students are selected their group members and with their group members. They identify main ideas of paragraph by matching the paragraph number in Main Idea Check part (15 min.)</p> <p>Then they do some activities from Vocabulary Development part by filling the blanks. (15 min).</p> <p>-Teacher asked them write a short paragraph at home within the context of reading passage.</p>	<p>-Students’ portfolios will be assessed as their mid-term grade.</p> <p>- The active students in the class will also be rewarded with extra point.</p> <p>- They will take final exam related to all weeks reading skills and strategies.</p>



**APPENDIX D**  
**FLIPPED GROUP LESSON PLAN**

Week 1	<p><b>Topic:</b> IDENTIFYING MAIN IDEAS  <b>Subject:</b> The state of the World’s Health  <b>Duration:</b> 100 minutes</p>		
	<p><b>Learning Objectives :</b>  The student will be able to:</p> <ul style="list-style-type: none"> <li>• identify the main idea and supporting detail of an informational text at their independent reading level.</li> <li>• comprehend and read fluently an informational text at their independent reading level.</li> <li>• write a paragraph summarizing the informational text using the main idea and the supporting details.</li> <li>• answer multiple choice questions based on an informational text at their independent reading level.</li> </ul>		
	<p><b>Resources :</b> Videos, power point presentations, Making Connections 3 book (upper intermediate level) Laptop, mobile phones, and projections</p> <p><b>Links:</b> <a href="http://www.onlineflippedreading.com">www.onlineflippedreading.com</a>.  <a href="https://www.youtube.com/watch?v=j104XC8JF4s">https://www.youtube.com/watch?v=j104XC8JF4s</a>  <a href="https://www.youtube.com/watch?v=JS29h3ABBqs">https://www.youtube.com/watch?v=JS29h3ABBqs</a>  <a href="https://www.youtube.com/watch?v=Mjvrhxid_j8">https://www.youtube.com/watch?v=Mjvrhxid_j8</a></p>		
	<b>Before Reading</b>	<b>While Reading</b>	<b>Beyond the Reading</b>
	<p>The purpose of this activity is to get students to activate background knowledge related to the reading of that week. Effective Reading occurs when readers are able to place new information they already possess.</p>	<p>While you read tasks encourage students to adapt the new styles/strategies. These tasks focus students’ attention on the strategic nature of the reading process during the first read through of a text</p>	<p><u>Critical thinking skills:</u>  Students engage in thoughtful, reflective and independent thinking in order to make sense of a text. Critical thinking skills enable students to evaluate what they read, make connections, ask questions, solve problems and apply that information to new situations.</p>
	<b>Prior to class</b>		<b>During the class</b>
	<p>-All students register the online system with their ID and student number. They enter their account with their password and their name and surname is written in the website.  -Before reading the passage, students watch related videos, and ppt, take some notes.  -In the context of the book, they are supposed to answer the pre-reading questions in the <b>forum</b> part. They discuss their ideas with other students before reading the text. If they do not answer this part, they cannot skip to the next part.  -In the next stage, students read an informatory paragraph on“skills and strategies” pertaining to the topic of the week, and they examine a sample passage to learn how to find main idea of a passage in “<b>your page</b>” part.  - In while reading part, they start reading the passage, While reading, they are required to conduct skills and strategies and underline the related part and send to the teacher. During this</p>		<p>- In the first week of the lesson, students create their own group, then they give a nickname to their group and register to the website with their group name.  -Students sit with their group members to see each other and discuss their ideas and see their mobile phones while doing the activities. They enter their common account with their own nickname and password and they send the answers from their mobile phones.  -In order to check students’ preparedness before reading , Main Idea Check part is presented online. Students are required to match the sentences with the paragraphs’ main idea on the website. They are required to finish this activity in 15 minutes.  - In reading skill development part, students answer multiple choice questions related to the reading passage in 15-20 minutes with</p>

<p>process, if they have any problems, they can ask the teacher directly from “<b>your recommendation</b>” part.</p> <p>-Additionally, if they want to discuss the passage or the reading strategies with their peers, they can write to the “<b>chat</b>” part.</p> <p><b>Assessment criteria</b></p> <ul style="list-style-type: none"> <li>-Teacher prepare each topic of the week at least 3 days ago. If there is any unexpected or different cases, teacher announces it in “<b>The latest news</b>” part. Prior to class and during class are evaluated accordingly. Prior to class, students are required to read the passages and watch the videos before the lesson.</li> <li>- Teacher can check who entered the website, read the passage and answered the forum questions online.</li> <li>- Until the deadline (course date) students are allowed to enter their account. Students not entering the account and not watching the videos do not receive points for this part.</li> <li>- In class, students will be assessed by the teacher with related questions. The relationship between group performance and individual performance are evaluated accordingly.</li> <li>-The winner of day is chosen and the students are rewarded for their active participation in the activities.</li> <li>- Students’ portfolios will be assessed as their mid-term grade.</li> <li>- The effective website users will also be rewarded with extra point.</li> <li>- Students’ in-class and prior-to class performance will be examined, evaluated and graded as final grade of the course.</li> </ul>	<p>their group members. The best group is selected for each section. If students have questions, they can immediately ask the teacher.</p> <ul style="list-style-type: none"> <li>- Next two activities are allocated to improve students’ vocabulary knowledge. During these activities, they can use their mobile phone actively to access additional materials such as dictionaries or other links.</li> <li>-In the first vocabulary activity, students are supposed to match the definitions with words which were emphasized in the text with bold color. They have 20-25 minutes to complete this activity. Afterwards, the teacher reflects the passage on the screen in the class, and the students are supposed to recall the words and match them with their definitions on their mobile phones. Teacher reflect the scores of each group on the screen as a feedback. The best group is selected after each part.</li> <li>- In ‘Words In Context’ part, students fill in the blanks with given words. They are supposed to finish this part in 15-20 min.</li> <li>-Finally, students are required to write a short paragraph, related to the reading passage. In the first week, for example, the students wrote about ‘ ‘ Why life expectancy is increasing generally throughout the world.’ ’ They chose one country which was not mentioned in the passage, and then searched some information about that country from their mobile phones. Later, they started to write their paragraphs (in last 20 min.) If they do not finish the task at this stage, they can finish it at home and add to their portfolios.</li> </ul>
---	---

<p>Week 2</p>	<p><b>Topic:</b> CAUSE AND EFFECT</p> <p><b>Subject:</b> Medicine and Genetic Research</p>	
	<p><b>Learning Objectives:</b> The student will be able to:</p> <ul style="list-style-type: none"> <li>• Use strategies before, during, and after reading to aid in the construction and enhancement of meaning</li> <li>• Develop reading comprehension skills by identifying cause-and-effect relationships from sample book text.</li> <li>• Formulate cause-and-effect relationships using an online tool to conduct while reading part.</li> <li>• Gain knowledge by defining cause and effect, learning key words that indicate cause-and-effect relationships in expository text, and reviewing a text containing these relationships.</li> <li>• Identify and interpret cause-and-effect relationships of individual original work.</li> <li>• Apply Cause- and Effect- Markers and Cause and Effect Connectors and demonstrate comprehension of it by locating cause-and-effect relationships within expository text, using the organizers to write a paragraph.</li> </ul>	
	<p><b>Resources :</b> Videos, power point presentations, Making Connections 3 book (upper intermediate level) Laptop, mobile phones, and projections</p> <p><b>Links:</b> <a href="http://www.onlineflippedreading.com">www. onlineflippedreading.com</a>.  <a href="https://www.youtube.com/watch?v=ftC3pfrBwnk">https://www.youtube.com/watch?v=ftC3pfrBwnk</a>  <a href="https://www.youtube.com/watch?v=ZJHsV_-sL6M">https://www.youtube.com/watch?v=ZJHsV_-sL6M</a>  <a href="http://www.slideshare.net/ljclifford/cause-and-effect-presentation">http://www.slideshare.net/ljclifford/cause-and-effect-presentation</a>  <a href="http://www.slideshare.net/ewaszolek/cause-and-effect-powerpoint?next_slideshow=1">http://www.slideshare.net/ewaszolek/cause andeffectpowerpoint?next_slideshow=1</a>  <a href="http://www.slideshare.net/KKDavis/cause-and-effect-relationships">http://www.slideshare.net/KKDavis/cause-and-effect-relationships</a>  <a href="http://www.slideshare.net/mralfonso/causeeffect-signal-words">http://www.slideshare.net/mralfonso/causeeffect-signal-words</a></p>	
<p><b>Prior To Lesson</b></p>	<p><b>During The Lesson</b></p>	<p><b>Assessment</b></p>
<p>-Entering the website and watching the videos and the slides related to Cause and Effect.  - Answering the before reading part in <b>forum</b> part.  -Reading the <b>Skills and Strategies Part</b> within the context of the book and taking the notes on Cause-and Effect- Markers and Cause and Effect Connectors.</p>	<p>-Answering students' questions about the related videos, slides or online reading passage.  -Sitting according to group members and entering their account.  - Main Idea Check ; matching the main ideas with five of the paragraphs. Writing the numbers of the paragraph from their mobile phones.</p>	<p>-Examining previous week results, and removing all previous materials and links.  -Checking students' prior knowledge and readiness for the lesson.  -Evaluating students during in class and prior to class tasks.</p>

<ul style="list-style-type: none"> <li>-Paying attention to sample of conducting Cause and Effect markers.</li> <li>-Taking notes while reading such as using C and E to mark cause and effect.</li> <li>-Answering the questions related to the reading passage through underlining sentences on the online reading passage and sending the answers to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>-A Closer Look Part pertaining to reading passage, students answer multiple choice questions.</li> <li>- In Skill review part, rereading one paragraph and finding four cause and effect relationship through highlighting the effects with their group members.</li> <li>-Vocabulary Development part; matching words with definitions and filling in the blanks with the given words.</li> <li>-In Critical Thinking Part; writing a short report on the patient's life story related to the following questions: <ul style="list-style-type: none"> <li>- What is the disease?</li> <li>-What are the symptoms?</li> <li>-Is there any therapy available for this disease? Surgery? Medication? Gene Therapy?</li> <li>-What happened to patient?</li> </ul> </li> <li>-Searching the internet.</li> <li>- Students are allowed to complete the writing part at home and add it into their portfolios.</li> </ul>	
---	---	--

<p>Week 3</p>	<p><b>Topic:</b> MANAGING UNKNOWN VOCABULARY</p> <p><b>Subject:</b> The Health Care Divide</p> <p><b>Learning Objectives:</b> The student will be able to:</p> <ul style="list-style-type: none"> <li>• Develop inferential comprehension skills by "solving" unknown words using context clues</li> <li>• Enhance their word knowledge by selecting and generating words for semantic gradients (i.e., groupings of related words placed along a continuum)</li> <li>• Develop appropriate group processing skills as they verbalize their thinking.</li> </ul> <p><b>Resources :</b> Videos, power point presentations, Making Connections 3 book (upper intermediate level) Laptop, mobile phones, and projections</p> <p><b>Links:</b> www. onlineflippedreading.com.</p> <p><a href="https://www.youtube.com/watch?v=8J76DqOczbA">https://www.youtube.com/watch?v=8J76DqOczbA</a>  <a href="https://www.youtube.com/watch?v=ZONE11UdTgw">https://www.youtube.com/watch?v=ZONE11UdTgw</a>  <a href="https://www.sophia.org/tutorials/reading-around-an-unknown-vocabulary-word">https://www.sophia.org/tutorials/reading-around-an-unknown-vocabulary-word</a></p>	
<p><b>Prior To Lesson</b></p> <p>-Entering the website and watching the videos and the slides related to the topic.          -Reading the <b>Skills and Strategies Part</b> within the context of the book.          -Examining the sample reading passage with strategies on how to cope with unknown words.          -While reading the assigned passage, underlying some sentences in the direction of the questions.</p>	<p><b>During The Lesson</b></p> <p>-Answering students' questions about the related videos, slides or online reading passage.          -Sitting according to group members and entering their account.          - Main Idea Check ; matching the main ideas.          - answering true/ false and multiple choice questions.          - Vocabulary Development part ; matching words with definitions. Completing the sentences with related words through matching the sentences. Filling the blanks in Academic Word List part.          - In Critical Thinking Part; writing a short paragraph describing one of the diseases.          - Students are allowed to complete the writing part at home and add it into their portfolios.</p>	<p><b>Assessment</b></p> <p>-Examining previous week results, and removing all previous materials and links.          -Checking students' prior knowledge and readiness for the lesson.          -Evaluating students during in class and prior to class tasks.</p>

Week 4	<b>Topic:</b> CONTINUING IDEAS	
	<b>Subject:</b> The Age of Immigration	
	<b>Learning Objectives:</b> The student will be able to: <ul style="list-style-type: none"> <li>• Learn the general words for continuing ideas</li> <li>• Be aware of connection between sentences</li> <li>• Improve their academic reading</li> </ul>	
	<b>Resources :</b> Videos, power point presentations, Making Connections 3 book (upper intermediate level) Laptop, mobile phones, and projections	
	<b>Links:</b> www. onlineflippedreading.com.	
	<a href="https://www.youtube.com/watch?v=jjrwi_FCQS4">https://www.youtube.com/watch?v=jjrwi_FCQS4</a> <a href="https://www.youtube.com/watch?v=42SJTk2XSi4">https://www.youtube.com/watch?v=42SJTk2XSi4</a> <a href="https://www.youtube.com/watch?v=T1R5sdk1x9w">https://www.youtube.com/watch?v=T1R5sdk1x9w</a> <a href="https://www.youtube.com/watch?v=yJ0gUjFugOE">https://www.youtube.com/watch?v=yJ0gUjFugOE</a> <a href="https://www.youtube.com/watch?v=vv53n9H-fvU">https://www.youtube.com/watch?v=vv53n9H-fvU</a> <a href="https://www.youtube.com/watch?v=1IilfIagSko">https://www.youtube.com/watch?v=1IilfIagSko</a> <a href="https://www.youtube.com/watch?v=sJDNMkdwLu8">https://www.youtube.com/watch?v=sJDNMkdwLu8</a>	
<b>Prior to Lesson</b>	<b>During The Lesson</b>	<b>Assessment</b>
<p>-Entering the website and watching the videos and slides related to the topic.</p> <p>-Reading the <b>Skills and Strategies Part</b> within the context of the book.</p> <p>-Examining the sample reading passage with strategies how to cope with unknown words.</p> <p>-While reading assigned passage , underlying some sentences in the direction of questions.</p>	<p>- Answering students’ questions about the related videos, slides or online reading passage.</p> <p>-Sitting according to group members and entering their account.</p> <p>- Main Idea Check ; matching the main ideas.</p> <p>- answering true/ false and multiple choice questions.</p> <p>- Vocabulary Development part ; matching words with definitions, Filling the blanks with given synonyms.</p> <p>- In Critical Thinking Part; writing a short paragraph related to importance of immigration on the history students’ country.</p> <p>- Students are allowed to complete the writing part at home and add it into their portfolios.</p>	<p>-Examining previous week results, and removing all previous materials and links.</p> <p>-Checking students’ prior knowledge and readiness for the lesson.</p> <p>-Evaluating students during in class and prior to class tasks.</p>

Week 5	<b>Topic:</b> POINT OF VIEW	
	<b>Subject:</b> The Meeting of Cultures	
	<b>Learning Objectives:</b> The student will be able to: <ul style="list-style-type: none"> <li>• Identify point of view in a passage by examining the text and illustrations, thinking about how the meeting the culture.</li> <li>• Demonstrate that they understand point of view by finding specific examples or evidence from of the writer point of view in the text</li> <li>• Conduct View Markers, Contrast Markers, Assessment Markers to reading passage.</li> <li>• Apply their knowledge and understanding of point of view by underlying the sentences and writing a paragraph to present their point of view.</li> </ul>	
	<b>Resources :</b> Videos, power point presentations, Making Connections 3 book (upper intermediate level) Laptop, mobile phones, and projections	
	<b>Links:</b> www. onlineflippedreading.com. <a href="https://www.youtube.com/watch?v=5Gu5O5ro7zs">https://www.youtube.com/watch?v=5Gu5O5ro7zs</a> <a href="https://www.youtube.com/watch?v=SKi56cPUSFk">https://www.youtube.com/watch?v=SKi56cPUSFk</a> <a href="https://www.youtube.com/watch?v=VVaoCd-S3Ko">https://www.youtube.com/watch?v=VVaoCd-S3Ko</a> <a href="https://www.youtube.com/watch?v=5Gu5O5ro7zs">https://www.youtube.com/watch?v=5Gu5O5ro7zs</a>	
<b>Prior to Lesson</b>	<b>During The Lesson</b>	<b>Assessment</b>
<p>-Entering the website and watching the videos and slides related to topic.</p> <p>-Reading the <b>Skills and Strategies Part</b> within the context of book.</p> <p>-Examining the sample reading passage with strategies on how to cope with unknown words.</p> <p>-While reading assigned passage , underlying some sentences in the direction of questions.</p>	<p>Answering students’ questions about the related videos, slides or online reading passage if they have.</p> <p>-Sitting according to group members and entering their account.</p> <p>- Main Idea Check ; matching the main ideas.</p> <p>- answering true/ false and multiple choice questions.</p> <p>- Vocabulary Development part ; matching words with definitions, Filling the blanks with given synonyms.</p> <p>- In Critical Thinking Part; writing a short paragraph related to culture and cultural diversity.</p> <p>- Students are allowed to complete the writing part at home and add it into their portfolios.</p>	<p>-Examining previous week results, and removing all previous materials and links.</p> <p>-Checking students’ prior knowledge and readiness for the lesson.</p> <p>-Evaluating students during in class and prior to class tasks.</p>

<p>Week 6</p>	<p><b>Topic:</b> IDENTIFYING THE THESIS OF A READING</p>	
<p><b>Subject:</b> When Does Language Learning Begin?</p>		
<p><b>Learning Objectives:</b> The student will be able to:</p> <ul style="list-style-type: none"> <li>• Use strategies before, during, and after reading to aid in the construction and enhancement of meaning</li> <li>• Identify the main idea and supporting detail of an informational text at their independent reading level.</li> <li>• Comprehend and read fluently an informational text at their independent reading level.</li> <li>• Write a paragraph summarizing the informational text using the main idea and the supporting details.</li> </ul>		
<p><b>Resources :</b> Videos, power point presentations, Making Connections 3 book (upper intermediate level) Laptop, mobile phones, and projections</p>		
<p><b>Links:</b> <a href="http://www.onlineflippedreading.com">www. onlineflippedreading.com</a>.  <a href="http://study.com/academy/lesson/what-is-a-thesis-statement.html">http://study.com/academy/lesson/what-is-a-thesis-statement.html</a>  <a href="https://www.youtube.com/watch?v=d1MVRDJe3bA">https://www.youtube.com/watch?v=d1MVRDJe3bA</a>  <a href="http://study.com/academy/lesson/understanding-performance-art-finding-the-thesis-narrative-meaning.html">http://study.com/academy/lesson/understanding-performance-art-finding-the-thesis-narrative-meaning.html</a>  <a href="http://www.slideshare.net/johnarunski/thesis-statement-ppt?qid=71e14ea8-84fc-4787-a039-d45abf3b88c6&amp;v=qf1&amp;b=&amp;from_search=7">http://www.slideshare.net/johnarunski/thesis-statement-ppt?qid=71e14ea8-84fc-4787-a039-d45abf3b88c6&amp;v=qf1&amp;b=&amp;from_search=7</a>  <a href="http://www.slideshare.net/ctomlins/strong-thesis-statements?next_slideshow=1">http://www.slideshare.net/ctomlins/strong-thesis-statements?next_slideshow=1</a></p>		
<p><b>Prior to Lesson</b></p>	<p><b>During The Lesson</b></p>	<p><b>Assessment</b></p>
<p>-Entering the website and watching the videos and slides related to topic.          -Reading the <b>Skills and Strategies Part</b> within the context of book.          -Examining the sample reading passage with strategies on how to cope with unknown words.          -While reading assigned passage , underlying some sentences in the direction of questions.</p>	<p>-Answering students’ questions about the related videos, slides or online reading passage.          -Sitting according to group members and entering their account.          - Main Idea Check ; matching the main ideas.          - Answering true/ false and multiple choice questions.          - Vocabulary Development part ; matching words with definitions, Filling the blanks with given synonyms.          - In Critical Thinking Part; writing a short paragraph related to when do most children begin to speak, make sentences and read?          - Students are allowed to complete the writing part at home and add it into their portfolios.</p>	<p>-Examining previous week results, and removing all previous materials and links.          -Checking students’ prior knowledge and readiness for the lesson.          -Evaluating students during in class and prior to class tasks.</p>



<p>Week 7</p>	<p><b>Topic:</b> DEFFINITION AND CLASSIFICATION</p>	
<p><b>Subject:</b> Rules of Speaking</p>		
<p><b>Learning Objectives:</b> The student will be able to:</p> <ul style="list-style-type: none"> <li>• Use strategies before, during, and after reading to aid in the construction and enhancement of meaning</li> <li>• Managing to divide and classify unfamiliar technical words and definitions.</li> <li>• Learn different spech acts from text and use one of them in the writing.</li> <li>• Comprehend and read fluently an informational text at their independent reading level.</li> <li>• Conduct definition markers, Classification markers to wring passage.</li> </ul>		
<p><b>Resources :</b> Videos, power point presentations, Making Connections 3 book (upper intermediate level) Laptop, mobile phones, and projections</p>		
<p><b>Links:</b> www. onlineflippedreading.com.</p> <p><a href="https://www.youtube.com/watch?v=oAFHwZU9TY4">https://www.youtube.com/watch?v=oAFHwZU9TY4</a>  <a href="https://www.youtube.com/watch?v=pSkjHMs9GjY">https://www.youtube.com/watch?v=pSkjHMs9GjY</a>  <a href="https://www.youtube.com/watch?v=NKN4GNV3GqI">https://www.youtube.com/watch?v=NKN4GNV3GqI</a></p>		
<p><b>Prior to Lesson</b></p>	<p><b>During The Lesson</b></p>	<p><b>Assessment</b></p>
<p>-Entering the website and watching the videos and slides related to topic.  <b>-Reading the Skills and Strategies Part</b> within the context of book.          -Examining the sample reading passage with strategies on how to cope with unknown words.          -While reading assigned passage , underlying some sentences in the direction of questions.</p>	<p>- Answering students’ questions about the related videos, slides or online reading passage if they have.          -Sitting according to group members and entering their account.          - Main Idea Check ; matching the main ideas.          - Answering true/ false and multiple choice questions.          - Vocabulary Development part ; matching words with definitions, Filling the blanks with given synonyms.          - In Critical Thinking Part; writing a short paragraph related to description of a speech act and how it should be performed?          - Students are allowed to complete the writing part at home and add it into their portfolios.</p>	<p>-Examining previous week results, and removing all previous materials and links.          -Checking students’ prior knowledge and readiness for the lesson.          -Evaluating students during in class and prior to class tasks.</p>

Week 8	<b>Topic:</b> PROBLEM SOLUTION TEXTS  <b>Subject:</b> Ecology, Overpopulation and Economic Development	
<b>Learning Objectives:</b> The student will be able to: <ul style="list-style-type: none"> <li>• Use strategies before, during, and after reading to aid in the construction and enhancement of meaning</li> <li>• Identify Problem Markers, Solution Markers and read closely to determine the specific problem or solution.</li> <li>• Apply these markers to writing text.</li> <li>• Analyse some cause –and-cause analysis of problems.</li> <li>• Find the logical connection between the cause of a problem and suggested solution.</li> </ul>		
<b>Resources :</b> Videos, power point presentations, Making Connections 3 book (upper intermediate level) Laptop, mobile phones, and projections  <b>Links:</b> www. onlineflippedreading.com. <a href="https://www.youtube.com/watch?v=B4CWwm_Kdbw">https://www.youtube.com/watch?v=B4CWwm_Kdbw</a> <a href="https://www.youtube.com/watch?v=AXDiA5mif-8">https://www.youtube.com/watch?v=AXDiA5mif-8</a> <a href="https://www.youtube.com/watch?v=jR-e3VWYSwg">https://www.youtube.com/watch?v=jR-e3VWYSwg</a> <a href="https://www.youtube.com/watch?v=hEITPqFYtTM">https://www.youtube.com/watch?v=hEITPqFYtTM</a> <a href="https://www.youtube.com/watch?v=3ZdmMP3oslE">https://www.youtube.com/watch?v=3ZdmMP3oslE</a>		
<b>Prior to Lesson</b>	<b>During The Lesson</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>-Entering the website and watching the videos and slides related to topic.</li> <li>-Reading the <b>Skills and Strategies Part</b> within the context of book.</li> <li>-Examining the sample reading passage with strategies on how to cope with unknown words.</li> <li>-While reading assigned passage , underlying some sentences in the direction of questions.</li> </ul>	<ul style="list-style-type: none"> <li>-Answering students' questions about the related videos, slides or online reading passage if they have.</li> <li>-Sitting according to group members and entering their account.</li> <li>- Main Idea Check ; matching the main ideas.</li> <li>- Answering true/ false and multiple choice questions.</li> <li>- Vocabulary Development part ; matching words with definitions, Filling the blanks with given synonyms.</li> <li>- In Critical Thinking Part; writing a short paragraph related to Why is the development sustainable and environmentally friendly?</li> <li>- Students are allowed to complete the writing part at home and add it into their portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>-Examining previous week results, and removing all previous materials and links.</li> <li>-Checking students' prior knowledge and readiness for the lesson.</li> <li>-Evaluating students during in class and prior to class tasks.</li> </ul>

<p>Week 9</p>	<p><b>Topic:</b> GRAPHIC MATERIAL</p> <p><b>Subject:</b> Biodiversity and Tropical Rainforest</p>	
<p><b>Learning Objectives:</b> The student will be able to:</p> <ul style="list-style-type: none"> <li>• Use strategies before, during, and after reading to aid in the construction and enhancement of meaning</li> <li>• Connect information in graphs and charts to the text more efficiently. and interpret information presented in maps, charts, graphs</li> <li>• Figure out the main idea of table, graphs.</li> </ul>		
<p><b>Resources :</b> Videos, power point presentations, Making Connections 3 book (upper intermediate level) Laptop, mobile phones, and projections</p> <p><b>Links:</b> www. onlineflippedreading.com.</p> <p><a href="http://www.wideo.co/en/view/8861401427822043695-text-complexity-edit">http://www.wideo.co/en/view/8861401427822043695-text-complexity-edit</a>  <a href="https://learnzillion.com/lesson_plans/5801-use-diagrams-and-graphic-aids-to-understand-a-text-s-meaning">https://learnzillion.com/lesson_plans/5801-use-diagrams-and-graphic-aids-to-understand-a-text-s-meaning</a>  <a href="http://dwwlibrary.wested.org/media/instruction-planner-using-graphic-organizers-for-r">http://dwwlibrary.wested.org/media/instruction-planner-using-graphic-organizers-for-r</a></p>		
<p><b>Prior to Lesson</b></p>	<p><b>During The Lesson</b></p>	<p><b>Assessment</b></p>
<p>-Entering the website and watching the videos and slides related to topic.          -Reading the <b>Skills and Strategies Part</b> within the context of book.          -Examining the sample reading passage with strategies on how to cope with unknown words.          -While reading assigned passage , underlying some sentences in the direction of questions.</p>	<p>-Answering students' questions about the related videos, slides or online reading passage if they have.          -Sitting according to group members and entering their account.          - Main Idea Check ; matching the main ideas.          - Answering true/ false and multiple choice questions.          - Vocabulary Development part ; matching words with definitions, Filling the blanks with given synonyms.          - In Critical Thinking Part; writing a short paragraph describing some different ecotorism destination.          - Students are allowed to complete the writing part at home and add it into their portfolios.</p>	<p>-Examining previous week results, and removing all previous materials and links.          -Checking students' prior knowledge and readiness for the lesson.          -Evaluating students during in class and prior to class tasks.</p>

Week 10	<b>Topic:</b> NOMINALIZATION IN SUBJECTS	
	<b>Subject:</b> Managing Earth's Greenhouse	
	<b>Learning Objectives:</b> The student will be able to: <ul style="list-style-type: none"> <li>• Use strategies before, during, and after reading to aid in the construction and enhancement of meaning</li> <li>• Identify Markers of Nominalization and apply them in writing text.</li> <li>• Find the logical connection between the cause of a problem and suggested solution.</li> </ul>	
	<b>Resources :</b> Videos, power point presentations, Making Connections 3 book (upper intermediate level) Laptop, mobile phones, and projections  <b>Links:</b> <a href="http://www.onlineflippedreading.com">www. onlineflippedreading.com</a> . <a href="https://www.youtube.com/watch?v=am37FqPZkMg">https://www.youtube.com/watch?v=am37FqPZkMg</a> <a href="https://www.youtube.com/watch?v=82MHOBvovmo">https://www.youtube.com/watch?v=82MHOBvovmo</a> <a href="http://www.cgu.edu/PDFFiles/Writing%20Center/Writing%20Center%20Resources/Nominalizations.pdf">http://www.cgu.edu/PDFFiles/Writing%20Center/Writing%20Center%20Resources/Nominalizations.pdf</a>	
<b>Prior to Lesson</b>	<b>During The Lesson</b>	<b>Assessment</b>
-Entering the website and watching the videos and slides related to topic. -Reading the <b>Skills and Strategies Part</b> within the context of book. -Examining the sample reading passage with strategies on how to cope with unknown words. -While reading assigned passage , underlying some sentences in the direction of questions.	-Answering students' questions about the related videos, slides or online reading passage if they have. -Sitting according to group members and entering their account. - Main Idea Check ; matching the main ideas. - Answering true/ false and multiple choice questions. - Vocabulary Development part ; matching words with definitions, Filling the blanks with given synonyms. - In Critical Thinking Part; writing a short paragraph related to Why is the development sustainable and environmentally friendly? - Students are allowed to complete the writing part at home and add it into their portfolios.	-Examining previous week results, and removing all previous materials and links. -Checking students' prior knowledge and readiness for the lesson. -Evaluating students during in class and prior to class tasks.

## APPENDIX E

### FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

Statements 1 through 20 refer to how you feel about reading English. For each statement, please indicate whether you **(1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, or (5) strongly disagree** by marking the appropriate number on the line following each statement. Please give your first reaction to each statement and mark an answer for every statement

FLCAS	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1. I never feel quite sure of myself when I am speaking in English.	1	2	3	4	5
2. I don't worry about making mistakes in language class.	1	2	3	4	5
3. I tremble when I know that I'm going to be called on English in class.	1	2	3	4	5
4. It frightens me when I don't understand what the teacher is saying in English	1	2	3	4	5
5. It wouldn't bother me at all to take more English classes.	1	2	3	4	5
6. During English class, I find myself thinking about things that have nothing to do with the course.	1	2	3	4	5
7. I keep thinking that the other students are better at English than I am.	1	2	3	4	5
8. I am usually at ease during tests in my English class.	1	2	3	4	5
9. I start to panic when I have to speak without preparation in class.	1	2	3	4	5
10. I worry about the consequences of failing my English class.	1		3	4	5
11. I don't understand why some people get so upset over class.	1	2	3	4	5
12. In English class, I can get so nervous I forget things I know.	1	2	3	4	5
13. It embarrasses me to volunteer answers in my English class.	1	2	3	4	5
14. I would not be nervous speaking English with native speakers.	1	2	3	4	5
15. I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5
16. Even if I am well prepared for language class, I feel anxious about it.	1	2	3	4	5
17. I often feel like not going to my English class.	1	2	3	4	5

18. I feel confident when I speak in my English class.	1	2	3	4	5
19. I am afraid that my language teacher is ready to correct every mistake I make.	1	2	3	4	5
20. I can feel my heart pounding when I am going to be called on in my English class.	1	2	3	4	5
21. The more I study for English test, the more confused I get.	1	2	3	4	5
22. I don't feel pressure to prepare very well for English class.	1	2	3	4	5
23. I always feel that the other students speak English better than I do.	1	2	3	4	5
24. I feel very self-conscious about speaking English in front of other students.	1	2	3	4	5
25 English class moves so quickly I worry about getting left behind	1	2	3	4	5
26. I feel more tense and nervous in my English class than in my other classes.	1	2	3	4	5
27. I get nervous and confused when I am speaking in my English class.	1	2	3	4	5
28. When I'm on my way to language class, I feel very sure and relaxed.	1	2	3	4	5
29. I get nervous when I don't understand every word the English teacher says.	1	2	3	4	5
30. I feel overwhelmed by the number of rules you have to learn to speak English	1	2	3	4	5
31. I am afraid that the other students will laugh at me when I speak English	1	2	3	4	5
32. I would probably feel comfortable around native speakers of English	1	2	3	4	5
33. I get nervous when the English teacher asks questions which I haven't prepared in advance.	1	2	3	4	5

## APPENDIX F

### FOREIGN LANGUAGE READING ANXIETY SCALE

Statements 1 through 20 refer to how you feel about reading English. For each statement, please indicate whether you **(1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, or (5) strongly disagree** by marking the appropriate number on the line following each statement. Please give your first reaction to each statement and mark an answer for every statement

FLRAS	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
I get upset when I'm not sure whether I understand what I am reading in English	1	2	3	4	5
2. When reading English, I often understand the words but still can't quite understand what the author is saying.	1	2	3	4	5
3. When I'm reading English, I get so confused I can't remember what I'm reading	1	2	3	4	5
4. I feel intimidated whenever I see a whole page of English in front of me	1	2	3	4	5
5. I am nervous when I am reading a passage in English when I am not familiar with the topic.	1	2	3	4	5
I get upset whenever I encounter unknown grammar when reading English.	1	2	3	4	5
When reading English, I get nervous and confused when I don't understand every word.	1	2	3	4	5
8. It bothers me to encounter words I can't pronounce while reading English.	1	2	3	4	5
9. I usually end up translating word by word when I'm reading English	1	2	3	4	5
10. By the time you get past the funny letters and symbols in English, it's hard to remember what you're reading about.	1	2	3	4	5
11. I am worried about all the new symbols you have to learn in order to read English .	1	2	3	4	5
12. I enjoy reading English .	1	2	3	4	5

13. I feel confident when I am reading in English .	1	2	3	4	5
14. Once you get used to it, reading English is not so difficult.	1	2	3	4	5
15. The hardest part of learning is English learning to read.	1	2	3	4	5
16. I would be happy just to learn to speak English rather than having to learn to read as well.	1	2	3	4	5
17. I don't mind reading to myself, but I feel very uncomfortable when I have to read English aloud.	1	2	3	4	5
18. I am satisfied with the level of reading ability in English that I have achieved so far.	1	2	3	4	5
19. English culture and ideas seem very foreign to me.	1	2	3	4	5
20. You have to know so much about English history and culture in order to read.	1	2	3	4	5



## APPENDIX G

### INTERVIEWS QUESTIONS

1. Do you prefer online or print reading? Why?
2. Is flipped classroom an effective model for teaching/learning reading skills and strategies? Why?
3. What are the advantages and disadvantages of online flipped reading instruction?
4. Do you think flipped classroom decreased your foreign language classroom anxiety? Why?
5. Were you anxious about the foreign language reading before this lesson? Why?
6. Do you think flipped classroom has an effect on your foreign language reading anxiety? Why?

## APPENDIX H

### THE SCREENSHOTS OF “ONLINEFLIDDEREADING” WEBSITE

www.onlineflippedreading.com/?islem=baler&id=11

HOME YOUR PAGE INTRODUCTORY VIDEO

## Online Flipped Reading

Synonyms

- 1) Because immigrants want to succeed in their new country, they often encourage their children to (fit in) \_\_\_\_\_ to their new culture.
- 2) There was a (failure) \_\_\_\_\_ in the discussions between the workers and the company managers.
- 3) Researchers presented a/an (data-based) \_\_\_\_\_ report that showed the role of age in second language learning.
- 4) Immigrant children do not always understand the language of their new country so their teachers often have to (change) \_\_\_\_\_ their lesson plans for them.
- 5) It is important to (record) \_\_\_\_\_ any changes in your health so you can \_\_\_\_\_
- 6) Every culture has its own (customs) \_\_\_\_\_ regarding social interaction
- 7) The students showed their (thanks; appreciation) \_\_\_\_\_ by giving their teacher a gift.
- 8) Children learn their first language (without thinking) \_\_\_\_\_
- 9) The speaker asked what would do in a/an (imagined) \_\_\_\_\_ situation
- 10) many health professionals believe that patients' attitude (control) \_\_\_\_\_ how quickly they recover from surgery

[CEVAPLA]

Kelimeler :

unconsciously empirical gratitude document conform breakdown govern modify hypothetical conventions

www.onlineflippedreading.com

### A screenshot from teacher's admin page

Online Flipped Reading Admin

www.onlineflippedreading.com/ad.asp?islem=raporlar

Unit 10: Nominalization in subjects				
#	Adı	Doğru	Yanlış	#
1	a2 (closer look 10)	4	2	[Sİ]
2	gris (closer look 10)	6	0	[Sİ]
3	hardworkers (closer look 10)	2	4	[Sİ]
4	hunters (closer look 10)	5	1	[Sİ]
5	superboys (closer look 10)	5	1	[Sİ]
UNIT 9: GRAPHICAL MATERIALS				
#	Adı	Doğru	Yanlış	#
1	a2 (skill review)	2	1	[Sİ]
2	a2 (closer look9)	4	1	[Sİ]
3	confused (skill review)	2	1	[Sİ]
4	confused (closer look9)	3	2	[Sİ]
5	gris (skill review)	2	1	[Sİ]
6	gris (closer look9)	4	1	[Sİ]
7	hunters (skill review)	2	1	[Sİ]
8	hunters (closer look9)	2	3	[Sİ]
9	superboys (skill review)	3	0	[Sİ]
10	superboys (closer look9)	3	2	[Sİ]
Unit 8: Problem-Solution Texts				
#	Adı	Doğru	Yanlış	#
1	a2 (closer look 8)	3	2	[Sİ]
2	confused (closer look 8)	3	1	[Sİ]
3	gris (closer look 8)	3	1	[Sİ]
4	hardworkers (closer look 8)	2	2	[Sİ]
5	hunters (closer look 8)	2	2	[Sİ]
6	superboys (closer look 8)	3	1	[Sİ]
UNIT 7: DEFINITION AND CLASSIFICATION				
#	Adı	Doğru	Yanlış	#
1	a2 (closer look 7)	2	2	[Sİ]
2	confused (closer look 7)	2	3	[Sİ]
3	gris (closer look 7)	3	2	[Sİ]
4	hardworkers (closer look 7)	3	2	[Sİ]
5	hunters (closer look 7)	3	2	[Sİ]

## A screenshot of ‘Your page ‘ part. Online Flipped Reading

**UNIT:2 CAUSE AND EFFECT**

- > ✓ Forum : Read the definition of genes, and then discuss the following questions with a partner. gene (n) a basic unit consisting of DNA, which is received from one's parents and controls a particular characteristic in an animal or plant.
- > ✓ Forum : 1 Discuss some characteristics that genes control in humans.
- > ✓ Forum : What characteristics have you inherited from your mother? Your father?
- > ✓ Forum : You can also inherit bad characteristics or diseases. What are some genetic diseases that you are familiar with?

**READING SKILL DEVELOPMENT**

- > Closer look 2
- > Closer look
- > WHILE YOU READ2
- > WHILE YOU READ3
- > WHILE YOU READ 4
- > WHILE YOU READ cause and effect
- > WHILE YOU READ 4
- > WHILE YOU READ 4
- > WHILE YOU READ 4
- > WHILE YOU READ 4
- > WHILE YOU READ 4

**Menüler**

- > Chat
- > Your Recommendations
- > Güvenli Çıkış

## A sample of skill and strategy

← → 🔄 📄 [www.onlineflippedreading.com/?islem=yazilar&id=33](http://www.onlineflippedreading.com/?islem=yazilar&id=33)

### Definition and Classification

As you read academic textbooks, you will meet unfamiliar technical words and their definitions. You will also find that writers use classification to divide general concepts into a number of different types. Identifying and understanding texts that contain definitions and classifications will help your academic reading.

Examples & Explanations

Phonetics is the study of speech sounds made in human language.  
Matter is defined as anything that occupies space and weight.  
National fertility rates and mortality rates (i.e., the number of births and deaths in a country per year) are used to predict future population growth.  
Research shows that there is a relationship between a healthy lifestyle and cognitive ability, the ability to think and to reason.  
A hypothesis refers to an idea or explanation for something that is based on known facts but has not yet been proven.  
Here the writer uses the verb to be to introduce the definition of the term phonetics. In this example, the verb phrase is defined as introduces the definition of matter. Here two technical terms are defined by words that follow the marker i.e., which means that is, and are enclosed in parentheses. The writer explains the term cognitive ability by providing the definition in a noun phrase that follows the term. The noun phrase is always set off by a comma. The definition marker refers to introduces the meaning of the term hypothesis.

The Language of Definition and Classification  
Here are some common definition and classification markers.

DEFINITION MARKERS		CLASSIFICATION MARKERS	
Verbs	Others	Verbs	Nouns
to be	i.e.	to categorize	category · kind
to be called	in other words	to classify	class · part
to be known as	+ a comma between a technical term and its	to distinguish	component · section

## Students' responses for the before reading part in "Forum"

www.onlineflippedreading.com/?islem=forumkonu&id=51

**ZEYNEP KÜBRA YAVUZ** 16 Kasım 2015 18:38:54 #1074  
I have had dialouge with tourist but it wasnt about request. But as i understand they dont talk formal. They say just "towel please" i think they dont use grammar rules. They say just what they want to say

**BÜŞRA GÜNDAĞ** 16 Kasım 2015 19:08:29 #1082  
yes , i have but i can't remember it exactly now what he request me. i think that was not impolite because they think about the words in their mind before they ask, say or request it but about the pronounce i think it sounds strange .

**SAMYA TAŞCI** 16 Kasım 2015 19:11:37 #1083  
2 weeks ago a woman asked me how can i go to town center . and i try to describe but she didnt understand and she didn't say me thank you or smile and i think its a rude behavior .

**SELDA DURDU** 16 Kasım 2015 19:11:40 #1084  
Yes. my high school friend lives antalya since he was 15 years old and he dont know turkish very well .He always making imperative sentences to us ,even our teacher. In fact he didnt know doing wrong .

**MERVE SEVEN** 16 Kasım 2015 19:37:19 #1089  
my cousin was working in AVEA shop. a woman wants to something but my cousin didnt understand. i helped to woman. woman said thank you many times and also she apologised incommode. of course i said you re welcome.

**RAZİYE KISSACIK** 16 Kasım 2015 20:02:19 #1095  
Yes i have heard some nonnative turkish speakers.Because that can not manage the details of the turkish language, they may make mistakes. As they don't know where to use formal speech or daily speech and they may not use subject-verb agreement which sounds impolite. But when they get the basics of the language, the number of the mistakes decreases.

**AYŞENUR ULUYOL** 16 Kasım 2015 20:07:25 #1098  
I want to share a memory of mine. As you know French people are really nationalist.They don't answer you if you speak in another language. When I was living in France I went to Sacré Coeur (it means sacred hearth,people believe that Sacré Coeur is a place in which they can purify from their sins.)There was a lot of tourist there.One of them wanted to ask the time.He asked in English to the lady who was in front of me but the lady ignored him and went away. The tourist was shocked and tried to speak in French.It was cute but rough.I thought that he was waiting for the ceremony which would take place in the church which is in Sacré Coeur. I went next to him and said him the time in English.He stayed grateful to me.

## A sample of fill in the blanks for the Vocabulary Development part.

www.onlinetippedreading.com/?islem=bdler&id=11

HOME YOUR PAGE INTRODUCTORY VIDEO

### Online Flipped Reading

Synonyms

- 1) Because immigrants want to succeed in their new country, they often encourage their children to (fit in) \_\_\_\_\_ to their new culture.
- 2) There was a (failure) \_\_\_\_\_ in the discussions between the workers and the company managers.
- 3) Researchers presented a/an (data-based) \_\_\_\_\_ report that showed the role of age in second language learning.
- 4) Immigrant children do not always understand the language of their new country so their teachers often have to (change) \_\_\_\_\_ their lesson plans for them.
- 5) It is important to (record) \_\_\_\_\_ any changes in your health so you can \_\_\_\_\_
- 6) Every culture has its own (customs) \_\_\_\_\_ regarding social interaction
- 7) The students showed their (thanks; appreciation) \_\_\_\_\_ by giving their teacher a gift.
- 8) Children learn their first language (without thinking) \_\_\_\_\_
- 9) The speaker asked what would do in a/an (imagined) \_\_\_\_\_ situation
- 10) many health professionals believe that patients' attitude (control) \_\_\_\_\_ how quickly they recover from surgery

(CEVAPLA)

Kelimeler :

unconsciously empirical gratitude document conform breakdown govern modify hypothetical conventions

www.onlineflippedreading.com

## CURRICULUM VITAE

**Name Surname:** Duygu GÖK

**Birth Place and Date:** Kars, 1989

**Marital Status:** Single

**Foreign Language:** English

### Education

**Bachelor's Degree:** Balıkesir University, English Language Education, 2008-2012

### Publications (Books, Articles and Presentations)

Bozođlan, H., & Gök, D. (March 2015) Use of Whatsapp to Promote Linguistic Diversity: A Mobile Assisted Dialect Awareness Training Model. In *Rethinking Language, Diversity, and Education*. Rhodes, Greece. Retrieved from <http://rlde.aegean.gr/ocs/index.php/RLDE/RLDE/paper/view/247>

Gök, D. (2015) Foreign language anxiety among pre-service English language teachers. *The Self in Language Learning –SILL Conference*.

Büyükyavuz, O., Öcal, H.M., & Gök, D. (May 2015) Miracle Touches Establishment of a Speaking Club. In *3rd International Conference on Applied Linguistics, Çanakkale, Turkey*.

Bozoglan, H. Gok, D. (October 2015). Reflections of Prospective English Language Teachers on A “Teaching Laboratory” Model. In *ICSER-International Conference on Social Sciences and Education Research, Antalya, Turkey*.

Bozoglan, H., Gok, D. (February 2016). A Comparative Investigation of Emoticon Use in L1 and L2. In *16th International Educational Technology Conference, Dubai, UAE*.

Gök, D., Bozoglan, D. (May 2016). Prospective English Language Teachers' Perceptions towards a New Paradigm in Foreign Language Education: Flipped Classroom Model. *In 6th Foreign Language Teaching and Applied Linguistics (FLTAL) Conference, Sarajevo, Bosnia-Herzegovina.*

Gök, D., Akça, M.A. (May 2016). Designing a Website for Foreign Language Reading Class to Teach Reading Strategies at Advanced Level. *In 6th Foreign Language Teaching and Applied Linguistics (FLTAL) Conference, Sarajevo, Bosnia-Herzegovina.*

Bozoglan, H., Gok, D. (May 2016). Evaluation of Flipped Classroom Model in Teaching Foreign Language Reading and Vocabulary Comparatively. *In 2nd Sarajevo International Conference, Sarajevo, Bosnia-Herzegovina.*

Gök, D., Bozoglan, D. (2016). A Real Practicum Training for Prospective English Language Teachers: Teaching Laboratory. *British Journal of Education, Society & Behavioural Science*, 16(1), 1-15. DOI : 10.9734/BJESBS/2016/26112