WHAT ARE THE EFFECTS OF USING "*FLIP*" ON A1 LEVEL UNIVERSITY PREPARATORY SCHOOL STUDENTS IN TERMS OF THEIR SPEAKING ANXIETY LEVEL?

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MASTER'S THESIS

Department of Foreign Language Education
English Language Teaching Master Programme with Thesis
Advisor: Prof. Dr. Aysu Aryel ERDEN

İstanbul
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JÜRİ VE ENSTİTÜ ONAYI

HANDE İZEL AKŞAHİN'ın ""Flip" kullanımının üniversite hazırlık A1 (Başlangıç) seviye sınıfındaki yabancı dil öğrencileri üzerinde konuşma kaygısı düzeyleri açısından etkileri nelerdir ?" başlıklı tezi 18.07.2024 tarihinde aşağıdaki jüri tarafından değerlendirilerek "Maltepe Üniversitesi Lisansüstü Eğitim ve Öğretim Yönetmeliği" nin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans/Doktora/Sanatta Yeterlik tezi oy birliğiyle/oy çokluğuyla, başarılı/başarısız olarak kabul edilmiştir.

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Enstitü Müdürü

ETİK İLKE VE KURALLARA UYUM BEYANI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

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Finally, this thesis is dedicated to the memory of my deceased cousin, Oğuz Akguş. After his passing, the determination and perseverance to keep his memories alive motivated me throughout the duration of my studies. This achievement is evidence of his enduring influence on my life and a homage to all the good virtues and humane qualities that he embodied…

For each of you, I am extremely grateful, without your encouragement and assistance, this accomplishment would not have been possible.

Hande İzel AKŞAHİN

July, 2024

ÖZET

‘‘*FLIP*’’ KULLANIMININ ÜNİVERSİTE HAZIRLIK A1 (BAŞLANGIÇ) SEVİYE SINIFINDAKİ YABANCI DİL ÖĞRENCİLERİ ÜZERİNDE KONUŞMA KAYGISI DÜZEYLERİ AÇISINDAN ETKİLERİ NELERDİR?

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Araştırmanın amacı dijital video teknoloji uygulaması olan *Flip* ’in üniversite İngilizce hazırlık sınıfında öğrenim gören Türk öğrencilerin yabancı dil konuşma kaygısı ve üzerindeki etkisini araştırmak, öğrencilerin *Flip* teknolojisi hakkındaki düşüncelerini öğrenmektir. Bu çalışmada hem nicel hem nitel veri kullanılmış olup ve tek gruplu deneysel desen türünden faydalanılmıştır. Bu araştırmanın katılımcıları, İstanbul’da özel bir üniversitede öğrenim görmekte olan hazırlık sınıfı öğrencileridir. Araştırmaya araştırmacının İngilizce öğretmeni olduğu sınıftan toplam 21 gönüllü öğrenci katılmıştır. Katılımcıların ortalama yaşı 18-23 aralığında olup, seviyeleri 2023-2024 akademik yılı başında yapılmış olan sınav sonucuna göre başlangıç seviye olarak belirlenmiştir. Araştırma öncesinde çalışmaya katılan öğrenciler yabancı dil kaygısı ölçeği ön testini yanıtlamıştır. Katılımcılardan sonrasında, derslerinde kullandıkları kitaplarından ve günlük hayattan uyarlanan konuşma aktivitelerini *Flip* uygulaması üzerinde konuşma pratiği yapması beklenmiştir. Beş haftalık uygulamanın ardından, araştırmayı oluşturan bu katılımcılara yabancı dil kaygısı ölçeği tekrar verilmiş ve sonrasında on bir öğrenci ile görüşmeler de yapılmıştır. Sonuçlar *Flip* ‘in genel olarak konuşma kaygısını azalttığını ancak cinsiyete göre konuşma kaygı düzeyinde büyük oranda farklılık olmadığını göstermiştir.

Anahtar Sözcükler: *Flip*, yabancı dil kaygısı, konuşma kaygısı, dijital video teknoloji uygulaması, Yabancı dil olarak İngilizce

ABSTRACT

WHAT ARE THE EFFECTS OF USING "*FLIP*" ON A1 LEVEL UNIVERSITY PREPARATORY SCHOOL STUDENTS IN TERMS OF THEIR SPEAKING ANXIETY LEVEL?

Hande İzel Akşahin

Master Thesis

Department of Foreign Language Education

English Language Teaching Master Programme with Thesis

Thesis Advisor: Prof. Dr. Aysu Aryel Erden

Maltepe University Graduate School, 2024

This study seeks to look into the impact of *Flip*, a digital video technology tool, on foreign language speaking the anxiousness experienced by students attending Turkish university preparatory schools and to learn the students' perceptions about *Flip* technology. This study included both quantitative and qualitative data and a one-group experimental design was utilized. The study included individuals who were students enrolled in a preparatory school of a private foundation university in Istanbul A total of 21 volunteer students from the class where the researcher was an English teacher participated in the study participated in the study. The participants' average age varied between 18-21 years, and their level was determined as beginner level a based on the test results obtained at the start of the 2023-2023 academic year. Prior to the study, the students who were involved in the research completed a pre-test for the FLA scale. Afterwards, the participants were expected to practice speaking activities adapted from the books they use in their classes and daily life on the *Flip*. After five weeks of practice, these participants were given the foreign language anxiety scale again and interviews were conducted with eleven volunteer students. The results showed that *Flip* reduced speaking anxiety in general, but there was no substantial disparity in the level of speaking anxiety based on gender.

Keywords: *Flip*, FLA, speaking anxiety, a digital video technology tool , EFL

GENİŞLETİLMİŞ TÜRKÇE ÖZET

‘‘*FLIP*’’ KULLANIMININ ÜNİVERSİTE HAZIRLIK A1 (BAŞLANGIÇ) SEVİYE SINIFINDAKİ YABANCI DİL ÖĞRENCİLERİ ÜZERİNDE KONUŞMA KAYGISI DÜZEYLERİ AÇISINDAN ETKİLERİ NELERDİR?

Bu araştırma, *Flip* adında bir Web 2.0 teknolojisinin, yabancı dil olarak İngilizce öğrenen öğrencilerinin konuşma kaygısını azaltmadaki etkinliğini değerlendirmeyi amaçlamaktadır. İngilizce öğrenimine erken yaşlarda başlamış olmalarına rağmen, üniversite hazırlık sınıfındaki öğrenciler arasında konuşma kaygısını tetikleyen faktörlerin belirlenmesi hedeflenmiştir. *Flip*'in dil öğretiminde kullanılmasının esnekliği artıracağı ve öğrenme sürecini iyileştireceği düşünülmektedir. Teknolojinin, öğrencilerin bağımsız ve kendine güvenen öğrenenler haline gelmesine katkı sağladığı bilinmektedir.

Bu çalışma da teknolojinin eğitimle harmanlanabilmesine olanak sunan, *Flip*'in özelliklerini ve işlevselliğini değerlendirerek, eğitimcilere ve kurumlara yönelik değerli bilgiler sunmayı amaçlamaktadır. Aynı zamanda, A1 seviyesindeki üniversite hazırlık öğrencileri arasında etkili iletişimi teşvik eden ve kaygıyı azaltan etkileşimli bir öğrenme ortamı yaratmayı hedeflemektedir.

Çalışma, *Flip* gibi Web 2.0 araçlarının Türk üniversite hazırlık okulu öğrencilerinin yabancı dil sınıfındaki kaygı düzeyleri üzerindeki etkisini araştırmayı amaçlamaktadır. Araştırma, katılımcıların *Flip* deneyimleri ve bunun dil öğrenme süreçleri üzerindeki etkisi hakkında fikir toplamak için yarı yapılandırılmış görüşmeler kullanacaktır. Bulgular, teknolojinin dil öğretimine entegrasyonunun etkililiğinin aydınlatılmasına yardımcı olacak ve bu alanda gelecekteki araştırmalara rehberlik edecektir.

Araştırma aynı zamanda teknolojinin dil öğrenimine entegrasyonuna ilişkin mevcut literatürü geliştirecek ve eğitimcilere dil öğrenenler için elverişli bir atmosfer oluşturma konusunda değerli rehberlik eder. *Flip*'in öğrencilerin motivasyonu ve katılımı üzerindeki etkisini anlamak, eğitmenlerin geniş bir öğrenci yelpazesinin ihtiyaçlarını daha iyi karşılamak için öğretim yaklaşımlarını özelleştirmelerine yardımcı olabilir.

Araştırma sürecinde, A1 düzeyi İngilizce yeterliliğine sahip yabancı dil öğrencilerinden İkinci Dil (İngilizce) Konuşma Kaygısı Ölçeği aracılığıyla toplanan tüm veriler, hatalar ve eksik değerler açısından kontrol edilmiştir. Tüm veriler kodlanarak SPSS versiyon 26.0 istatistik paket programına girilmiş ve ölçeğin ve alt boyutlarının bu araştırma için güvenilir olup olmadığını görmek amacıyla Cronbach Alfa katsayıları hesaplanmıştır. Parametrik/parametrik olmayan test seçimi için öğrencilerin ön ve son test puan dağılımları kontrol edilmiştir. Araştırma sorularına göre, öğrencilerin konuşma kaygısı düzeylerini belirlemek amacıyla İkinci Dil (İngilizce) Konuşma Kaygısı Ölçeği ön ve son test puanlarının ortalama (M) ve standart sapma (SS) değerleri hesaplanmıştır. Beş haftalık *Flip* aracı kullanımı sonrasında öğrencilerin ön test ve son test konuşma kaygı düzeyleri arasında anlamlı bir fark olup olmadığını belirlemek amacıyla eşleştirilmiş örnekler t-testi uygulanmıştır. Ayrıca, kız ve erkek öğrencilerin son test konuşma kaygısı düzeyleri arasında anlamlı bir fark olup olmadığını görmek amacıyla bağımsız gruplar için parametrik olmayan Mann-Whitney U testi uygulanmıştır.

Son olarak, öğrencilerin konuşma kaygısını azaltmaya yönelik *Flip* aracının entegrasyonuna ilişkin deneyim algılarını öğrenmek için içerik analizi yapılmıştır. Öğrencilerin araştırmacı tarafından geliştirilen, kodlanan ve kategorilere ayrılan beş açık uçlu soruya verdikleri yanıtlar belirlenmiş ve daha sonra bu yanıtlar hesaplanan frekanslar ve yüzdeler kullanılarak yorumlanmıştır. Beş haftalık *Flip* aracını kullanarak yapılan tedavi öncesi ve sonrası konuşma kaygısı düzeyleri karşılaştırıldığında, eşleştirilmiş örneklem t-testi sonucunda, iki konuşma kaygısı düzeyi arasında hem alt boyutlar hem de genel konuşma kaygısı açısından anlamlı farklar bulunmuştur. Bu bulgular, *Flip* kullanımının öğrencilerin konuşma kaygısını azaltmada etkili olduğunu göstermektedir.

Araştırma, *Flip* gibi teknolojik araçların dil öğretiminde kullanımının, öğrencilerin kaygı seviyelerini düşürerek daha etkili bir öğrenme süreci sağladığını ortaya koymaktadır. Eğitimciler, bu tür araçları derslerine entegre ederek, öğrencilerin motivasyon ve katılımını artırabilir ve böylece daha başarılı öğrenme sonuçlarına ulaşabilirler. Bu çalışma, *Flip* aracının eğitimdeki potansiyelini vurgulayarak, gelecekteki araştırmalara ve uygulamalara ışık tutmaktadır.

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ABBREVIATIONS

FLA **:** Foreign Language Anxiety

SLSAS **:** Second Language Speaking Anxiety Scale

ESL **:** English as a Second Language

EFL **:** English as a Foreign Language

L2 **:** Second Language

1. INTRODUCTION

This chapter intends to provide essential background information for the current research and outline the statement of the problem. After sharing the theoretical background and problem, the researcher states the goal of the study. The hypotheses, and relevance of the study are provided in the following paragraphs. The chapter concludes with definitions of terminology.

1.1 Statement of the Problem

Due to technological advancements, globalization now occurs more rapidly than in earlier eras. People can communicate by various means, such as participating in organizations, travelling internationally, reading texts in other languages, and engaging in international trade. All of these circumstances have been made possible by technology. Nevertheless, it led to new necessities. As interaction grows between individuals from many countries, they must engage in communication with each other. To fulfil this need, people adopted English as a lingua franca in most situations and it is widely acknowledged that it is frequently employed as the main method of communication among individuals with different native languages.

Acquiring a new language is essential in today's world, and its advantages are not insignificant compared to other benefits. Effective communication is vital when studying a second or foreign language. The extensive use of English due to increased interaction and the necessity for effective communication motivates people to learn the language. It is an indisputable truth that individuals need English in various situations. Due to this requirement, countries were compelled to create a thorough English language teaching program, Türkiye, too, inevitably has undergone significant transformations in English language education and political and economic advancements. The most recent improvement has been the inclusion of English into the curriculum for second graders. And it is now an obligatory subject in all national schools in Türkiye, and children begin learning English in primary school.

However, the teaching of a second or foreign language causes a lot problems in the teaching practices selecting methods raising competent teachers preparing curriculum, using technological devices and finding books. In addition to all these individual differences are observed throughout teaching-learning process which may come out as hesitancy, shyness and anxiety. Notably, the current study's aim is to seek answer the common issue speaking anxiety, specially encountered by the EFL students who are enrolled to preparatory schools at universities face a common issue. Despite the implementation of the latest teaching methods in Türkiye and early exposure to English, students still struggle with high anxiety levels, especially when it comes to speaking in a foreign language. These students struggle to speak English fluently despite the comprehensive They exhibit reluctance to engage in communication using a foreign language because of elevated levels of anxiety. Moreover, the majority of preparatory students experience feelings of anxiety when they are expected to answer a teacher's question or participate in a speaking activity.

Given the complex nature of the topic, it can be easily observed that some students become hesitant to communicate and it is not difficult to identify these students. According to Sokolov (2020), it is indicated that students body language shows they may be experiencing various symptoms. They can experience physical symptoms such as sweating, shaking hands, and shivering. Introverted individuals may avoid making eye contact and prefer sitting at the rear. The students are lined up in a row, waiting the sound of the bell, which will signal the teacher to call out their names for speaking. It is disheartening for language teachers to witness their tranquil classroom environment transform into a site of anxiety for students experiencing foreign language classroom anxiety. As practitioners and institutions, it must be provided multiple beneficial and practical ways to address this prevalent issue in foreign language classrooms. Instructors must assist students in overcoming foreign language fear in the classroom and encourage them to communicate more voluntarily.

1.2 Aim of the Study

The aim of this study is to examine the influence of *Flip*, a digital video technology tool, on decreasing foreign language (English) speaking anxiety among students enrolled in Turkish university preparatory institutions. This study addresses a prominent challenge in English as a Foreign Language (EFL) Education on the issue of speaking anxiety, which frequently impedes students' self-confidence and proficiency. Even though the early implementation of English into language education, a significant number of students in preparatory programs continue to encounter difficulty in speaking. Thus, the objective of this research is to examine the efficacy of *Flip* technology as a potential solution to alleviate this anxiety.

Additionally, the study investigates an everyday obstacle in EFL education; the apprehension that students experience when communicating in a foreign language. This type of anxiety can have a substantial impact on the confidence of learners and obstruct their language acquisition. The current research also aims to identify and analyze the factors that contribute to speaking anxiety, particularly among students in university preparatory programs. It investigates the potential of incorporating *Flip*, a Web 2.0 utility, as an innovative method of reducing speaking anxiety. Furthermore, the research seeks to investigate the extent to which *Flip* can cultivate a learning environment that is both engaging and supportive, thereby promoting active student engagement in language practice. It is imperative to assess the efficacy of digital technologies in improving the outcomes of language learning as they become more deeply ingrained in educational environments. This study evaluates the precise features and capabilities of *Flip* that have the potential to enhance learners' confidence and alleviate anxiety. The study endeavors to enhance the overall speech abilities and comfort of students by transitioning from traditional, passive learning methods to more dynamic and self-directed approaches. Additionally, the research endeavors to offer practical recommendations for educators and institutions that are interested in improving their language teaching methodologies, as well as valuable insights into the transformative potential of technology in language learning.

Ultimately, the study's primary objective is to evaluate the effectiveness of *Flip* in reducing speaking anxiety among A1 level university preparatory students, thereby making a substantial contribution to the field of EFL instruction and the integration of technological advancements in educational practices and practices.

1.3 Significance of the Study

The importance of creating an optimal environment for English as a Foreign Language students to participate in speaking activities in a language that is not their native tongue should not be disregarded. A large percentage of EFL students face obstacles in their pursuit of opportunities to engage in meaningful conversation in the language when they are expected use this language outside of the classroom. To handle this issue, it is imperative to inspire students to actively participate in language practice by reducing the emotional barrier and fostering a supportive environment both in and out of the class setting. Building such an environment can enhance students' self-confidence and comfort them in employing the English language. In order to facilitate language study beyond traditional classroom settings, Web 2.0 tools are becoming increasingly important. These tools offer innovative methods to improve their speaking abilities by utilizing platforms that incorporate text, audio, or video elements. To be more precise, video-based Web 2.0 technologies like *Flip* enable individuals to practice at their own tempo and in a flexible manner. This provides opportunities for peer feedback and cooperation, in addition to accommodating a variety of learning preferences.

The utilization of Web 2.0 tools has been shown to enhance the results of language acquisition, as evidenced by prior research conducted by Lee (2015) and Smith & Johnson (2018). In the foreign language classroom, however, there is still a paucity of understanding regarding the impact of these techniques on motivation and speaking anxiety. This investigation is designed to investigate the influence of *Flip* on the reduction of foreign language classroom apprehension among Turkish university preparatory school students, thereby satisfying a research gap in this field.

The researcher assumes that the integration of *Flip* into language learning will significantly reduce anxiety in foreign language classrooms. In this study, the prospective impact of *Flip* on students' learning outcomes is examined, with a particular emphasis on

the role of gender. Since it was anticipated that female students would be more anxious, the researcher decided to investigate the anxiety levels of the males and females separately from the beginning of the study. In this regard, she took care to choose topics that would be of equal interest to male and female students. In conclusion, since the aim of this study was to determine whether the integration of *Flip* into language teaching can increase students' engagement and motivation in the learning process, the researcher anticipated that students would perceive this method as enjoyable, enlightening, and productive.

1.4 Limitations of the Study

The study was carried out at the preparatory school of a foundation university in Istanbul, Turkey. The participants are at a rudimentary A1 proficiency level. This study is limited to a particular cohort of learners. This method is not universally applicable to all EFL learners. Also, the study is constrained by the use of two data-collecting tools: scales and interviews. The selection of data collection tools was limited due to time limitations and environmental issues. Another limitation is the duration of the treatment. The researcher administered the treatment for only five weeks because of the project assignments and final examinations that students must complete at the end of each track, which will commence after five weeks of practice.

1.5 Keywords and Identification

This study seeks to answer the question of whether the utilization of *Flip* tool can have an effect on the reduction of speaking anxiety among A1-Level preparatory school students. So, the keywords of the research are as follows:

Flip, A1-Level, speaking anxiety, language learning, EFL learners, educational technology, speaking skills, Technology-Enhanced Language Learning, anxiety reduction, student perceptions, Online learning.

L2: Second language (Au, 1988). It was used to refer to English in this research paper.

TELL: Technology-enhanced language learning involves the utilization of technical tools for the aim of learning a language (Zhou and Wei, 2018).

FLA: Foreign Language Anxiety is defined as a psychological obstacle that arises when learning a new language (Horwitz et al., 1986)

Anxiety: Anxiety is a state of apprehension characterized by a vague fear that is not directly related to a specific item or situation Scovel (1991).

Communication Apprehension: Shyness is a reaction to the dread or anxiety that emerges from social interactions. (Horwitz et al., 1986)

Fear of Negative Evaluation: Experiencing anxiety or concern about how others perceive you, and holding the belief that others would judge you unfavorably (Horwitz et al., 1986).

Flipgrid (known by its new name *Flip*): A video discussion platform that promotes enjoyable and collaborative social learning in-class (Flipgrid, 2022).

2. LITERATURE REVIEW

This chapter provides an in-depth examination of the review of literature, which is crucial for acquiring a thorough comprehension of the study. The content is organized into two main sections: Firstly, the studies on anxiety are examined to establish fundamentals. Subsequently, attention is directed to the background of language anxiety which impacts learning a foreign language. Additionally, the basis for a deeper examination of speaking anxiety in which individuals confront the difficulties when they are expected to give their speeches in L2 that is not their native language, will be addressed. During the second part, this chapter examines and presents experimental research on foreign language speaking anxiety, with particular emphasis on integrating technology. Specifically, the subject matter centers on the utilization of the Web 2.0 tool application *Flip* and its potential effects on reducing speaking anxiety. To summarize, this paper presents studies on foreign language anxiety, explicitly focusing on speaking anxiety, from both Turkish and international contexts.

2.1 Theoretical Background

This part presents the theoretical framework, specifically focusing on anxiety pertaining to non-native languages learning, oral communication, and the incorporation of technology within the educational setting for language instruction. Additionally, it explores the implementation of the Web 2.0 tool "*Flip*" in language education. The following piece of literature provides definitions and classifications.

2.1.1 Anxiety

Prior to anything else, it is vital to have a precise comprehension of the concept of anxiety. Anxiety, as a psychological phenomenon, has a deeply entrenched history that spans centuries of human thought, encapsulating both philosophical inquiries and scientific investigations into the nature of human fear and worry. Anxiety is a subjective state characterized by feelings of tension, anxiety, worry, and nervousness and it is connected to the activation of the autonomous nervous system (Spielberger, 2013, p.24).

According to Barlow (2004), anxiety is a psychological condition characterized by heightened emotional distress. And itlooks towards the future and is linked to preparing for potential approaching occurrences. In a similar way, Scovel (1991, p.3) that anxiety is a complex emotional disorder marked by sensations of unease. unease, or worry. The typical signs of anxiety, as identified by structural analysis, encompass worry, prevention, and tension in the muscles (Craske, Rauch, Ursano, Prenoveau, Pine, & Zinbarg, 2011).

Historically, anxiety has been a concept of intrigue and complexity, viewed through various lenses that reflect the evolving understanding of human psychology and behaviour. In ancient civilizations, anxiety was often intertwined with spiritual and philosophical interpretations of human existence. The 19th century marked a significant turning point, with the advent of more systematic approaches to studying the human mind. Pioneers like Sigmund Freud (1926) brought anxiety to the forefront of psychological discourse, theorizing it as a fundamental element of the human mind during the late 19th and early 20th centuries. Freud's research established the basis for psychoanalytic viewpoints on anxiety, suggesting that it originates from suppressed internal conflicts. (Freud, 1926)

As Freud's theories gained popularity, anxiety became a key focus in understanding the human condition, shaping the psychological study and leading to the creation of several theoretical frameworks to explain anxiety and how it is expressed. Freud's enduring impact is underscored by the ongoing citation of his research, as demonstrated by his recognition as the most often referenced psychologist of the 20th century (Yeung, 2021). The lasting significance of Freud's ideas is emphasized by the deep influence they have had on psychology, particularly in explaining the intricate relationships between anxiety and the human mind. Advancements in psychology and psychiatry over the 20th century brought about a substantial transformation in the manner of anxiety is understood, with a greater emphasis on scientific principles. Behaviorism, led by John B. Watson (1923) and later advanced by B.F. Skinner (1920), focused on observable behaviors.

Behaviorism and subsequent cognitive-behavioral theories brought fresh insights into anxiety, focusing on its visible signs and the influence of cognitive processes in its origin and continuation. From the latter part of the 20th century to the present day, the field of

anxiety research has made significant progress in terms of both breadth and sophistication. This includes the identification of different anxiety disorders and a more profound comprehension of their causes, prevalence, and methods of treatment. Anxiety is now acknowledged as a multifaceted phenomenon that involves the interaction of biological, psychological, and environmental elements. This includes not only the conventional fear-response mechanisms but also wider cognitive and social aspects. The historical evolution of the concept of anxiety reflects the broader trajectory of mental health discourse, from philosophical pondering to a multidisciplinary scientific investigation, highlighting the dynamic nature of human understanding and the ongoing quest to decipher the intricacies of the human mind. In accordance with the definitions offered by the researchers, the indication of anxiety is a common and frequent emotional state, and it is inevitable to encounter in life and especially during the process of acquiring knowledge and skills. In terms of these perspectives and proposed definitions a natural degree of anxiety is a typical component of the human condition, but excessive and prolonged apprehension can have detrimental effects on mental and physical well-being.

2.1.2 Types of anxiety

The contradictory findings of the studies paved the path for distinguishing various forms of anxiety. The types were classified into three distinct categories. The first group is centered around trait anxiety, which is tied to personality. The second group is focused on state anxiety, while the third group is focused on situation-specific anxiety. Trait anxiety has a connection to personality. It is described as a non-specific anxiety that occurs in various contexts, a tendency to see situations as hazardous, and a consistent emotional state (Greenberg, 2006). Phillips (1991) defined trait anxiety as a persistent state of anxiety that is experienced in all situations. Similarly, trait anxiety involves a continuous tendency to view circumstances as threatening and, as a result, experience increased levels of anxiety (Sánchez et al., 2001).

Obviously, in the existing literature indicate that trait anxiety is characterized by persistent feelings of anxiety, independent of any specific circumstances. Consequently, it has a detrimental impact on individuals' memory and cognitive abilities (MacIntyre & Gardner, 1991, p. 90). Conversely, state anxiety refers to the sensation of apprehension

that arises at a particular time and is specific to a given scenario (Spielberger, 1983). In simpler terms, it is a temporary experience of anxiety (MacIntyre, 1999). ‘‘State anxiety is a temporary condition that is triggered by certain circumstances’’ (Young, 1991 p. 428). It persists as long as the causes of anxiety are there and does not go away .

In addition, Keramida and Tsiplakides (2009, p.39) provided a definition for state anxiety as a form of social anxiety that arises within acceptable boundaries under specific circumstances. State anxiety, as Spielberger (1983) defined it, is the feeling of uneasiness that occurs in certain situations and is specific to a particular situation. It is defined as a momentary state of anxiety, elicited by specific conditions, and continues as long as the anxiety-inducing factors exist. This momentary state of anxiety is correlated with particular conditions and is connected to social anxiety within reasonable boundaries in specific scenarios. As the difference seen from state anxiety, trait anxiety is a persistent psychological state characterized by a tendency to perceive situations as hazardous, leading to heightened levels of anxiety. It is characterized as a persistent personality trait that is distinct from temporary anxiety that occurs in response to certain anxiety-provoking situations. Trait anxiety is also chronic feeling of anxiety that is present in various situations, while state anxiety is temporary and only occurs in specific conditions. Understanding the distinction between trait and state anxiety is essential for understanding the different kinds of anxiety and its impact on individuals' mental well-being. In conclusion, it is possible to infer that trait anxiety is characterized by a generalized sense of anxiety that is present in all contexts, whereas state anxiety is restricted to specific circumstances that are experienced at a specific instant. The specific sensation of unease or fear that arises in response to particular situations and occurrences is present in addition to these situation-specific anxiety symptoms (Ellis, 1994).

MacIntyre and Gardner (1991) demonstrated that the experience occurs within a well-defined framework. Situation-specific anxiety is a form of anxiety that is comparable to trait anxiety, but it is specifically linked to a particular context or circumstance rather than a general concern, as defined by Young (1999).

The anxiety that learners experience when learning a language is often specific to particular situations, as they lack sufficient knowledge of the language (MacIntyre &

Gardner, 1991). Throughout the language acquisition process, Foreign Language Anxiety, also referred to as situation-specific anxiety, is a persistent form of anxiety (Balemir, 2009). Public speaking, participating in class activities, and taking exams are all examples of situation-specific anxiety (Zhanibek, 2001). Foreign language anxiety is a unique and individual sensation of disquiet that occurs during the process of learning a new language. It encompasses a multifaceted amalgamation of emotions, actions, beliefs, and self-perceptions. This type of anxiety is also known as context-specific anxiety, as it is restricted to the language learning environment. Science has conducted an analysis of its influence on the academic success, emotional well-being, and cognitive functions of individuals who are acquiring a language. Teachers and professionals must have a comprehensive understanding of the essence and the unique manifestations of foreign language anxiety in the language learning environment in order to effectively manage and mitigate its adverse effects on language learners. Leading figures have expressed that concern can have both beneficial and detrimental effects on the language learning process, as indicated by their diverse perspectives.

According to Brown (1994), learners may experience an advantageous outcome when anxiety is intentionally induced during a task. Furthermore, Bekleyen (2004) underscored that learners have the potential to surpass their anticipated performance and may demonstrate increased attentiveness and engagement when dread is used as a facilitator. Although anxiety can facilitate learning, it does not serve as an incentive for language acquisition, as it causes learners to actively avoid or evade new learning tasks. Consequently, while anxiety can have a positive effect on performance, learners' skills are likely to deteriorate as a consequence of severe anxiety.

2.1.3 Foreign language anxiety

FLA is a term that frequently refers to a particular form of anxiety that individuals experience when learning or utilizing a foreign or second language. This phenomenon has been the subject of extensive research for years, as a result of the recognition that anxiety is a critical component of the language acquisition process. FLA is a multidimensional emotional condition that encompasses feelings of anxiety, unease, fear of negative judgment, and a sense of inadequacy when interacting with a

language that is not one's native tongue. It has been acknowledged as a critical factor that affects the overall achievement of learners, as well as their performance and language acquisition. Mastering a second or foreign language is primarily a source of stress, as per Dewaele (2013). Foreign Language Anxiety covers several classifications put forward by experts. Nevertheless, it is widely accepted that FLA refers to the particular state of psychological unease experienced by a learner when acquiring a foreign language or executing a task in the designated language. Aida 1994, Gardner & MacIntyre 1993, Horwitz et al.,1986, and Young 1999). Gardner and MacIntyre (1993) proposed that language learning is mostly determined by an individual's response to a challenging situation while speaking or conducting a task in the desired language.

Studies on FLA has been conducted since the 1970s, as demonstrated by the publications of Curran (1976), Gardner, Smythe, Clément, and Gliksman (1976), and Scovel (1991). Prior studies held in this field confirmed that it is arduous to detect the primary reasons of anxiety in the process of acquiring a foreign language due to the difficulty in quantifying anxiety.

Similarly, Horwitz, et al. (1986) characterize FLA as ‘‘a comprehensive concept that encompasses self-perceptions, beliefs, feelings, and behaviors related to language learning in the classroom’’ (p.128). This definition emphasized the reasons of affective factors and recognizes the unique nature of the language learning process.

On the other hand, Arnold (1999) stated the uncertainty of the precise origin of FLA Nevertheless, situations involving foreign or second language learning are especially prone to this form of anxiety. Students in foreign language schools may encounter a substantial level of nervousness when trying to communicate due to their limited language competence.

Since FLA’s nature is an emotional state defined by feelings of nervousness and fear that occur when studying a foreign language it can detrimental impact language learning process. According to Arnold (1999), the presence of anxiety in a classroom leads to a negative and worsening impact, worry induces distress and unease among students, leading to subpar academic outcomes. This forms a vicious cycle, as underperformance further exacerbates worry, resulting in even more dismal performance. Gaining

knowledge about the possible factors that trigger FLA might be advantageous in the language learning process.

Young (1991) identified six probable reasons for foreign language anxiety such as personal and interpersonal anxiety, learner attitudes regarding language learning, teacher views regarding language teaching, interactions between instructors and learners, classroom protocols, and language assessment. Young (1991) revealed that personal and interpersonal concerns, such as diminished self-worth and a need to outperform others, greatly influence learner anxiety. Piechurska-Kuciel (2008) argued that students who strive for perfect production of forms in a foreign language often struggle to accomplish this job, leading to heightened anxiety and diminished self-esteem.

Kralova-Soradova (2015) highlighted other reasons such as individuals with poor self-esteem experience apprehension towards unfavourable feedback and evaluation from their peers. Regarding competitiveness, Kralova and Soradova (2015) asserted that when students engage in self-comparison with their peers, a competitive disposition generates a tense environment. Additonally, Ergün (2011) contended that learners hold inaccurate views and opinions regarding language learning, often harboring unrealistic and illogical expectations. And ‘‘in this condition, there occurs discrepancy between beliefs and reality and this leads to anxiety’’ (Ergün,2011, p.53). Horwitz (as cited in Young, 1991, p.428) suggested that learners may have the belief that they must possess immaculate pronunciation and may not be inclined to acquire proficiency in a foreign language .

These self-perceptions have a detrimental effect on both individuals learning and the teaching process. To comprehend and handle FLA, one must acknowledge its diverse catalysts, including the apprehension of unfavorable assessment, apparent complexity, and previous adverse encounters.

In order to mitigate the effects of FLA and enhance language study outcomes, it is imperative to create an ideal learning environment where mistakes are viewed as integral to the learning process rather than as instances of failure. As stated by Young (1991), if teachers constantly correct students' faults and do not allow them to collaborate together in teams or pairs, they may hinder the students' progress and perhaps cause a rise in their

anxiety levels. Piechurska-Kuciel (2008) contends that the emergence of negative feelings towards language learning is a consequence of this interaction.

For instance, an examination of error correction in this setting is crucial due to its potential to significantly influence students' emotions. Nevertheless, the paramount aspect is in the method of correcting the mistakes that were made by students. When the teacher corrects mistakes in a rigorous manner, children may feel apprehensive. Offering affirmative and productive feedback can enhance learners' self-assurance and direct their attention towards their advancement. By integrating diverse pedagogical methods that accommodate various learning preferences, one can also mitigate anxiety by enhancing the educational encounter and reducing its threatening nature.

As to Piechurska-Kuciel (2008), the relationship between the learner and teacher might lead to negative emotions towards foreign language learning. Young (1991) suggested that in order to enhance learner productivity and reduce anxiety, instructors should adopt a facilitator role rather than a strict approach. Learners should be encouraged to collaborate, and the instructor should provide appropriate feedback at regular intervals to correct mistakes.

Furthermore, teaching anxiety management methods, including deep breathing and mindfulness in conjunction with cognitive behavioural strategies to reframe negative thoughts regarding language acquisition, can have a substantial effect on their capacity to handle stress and anxiety. Teachers should make a concerted effort to provide assistance to their students (Chastain, 1975).

It is essential for students to acknowledge that all learners may encounter challenges such as anxiety but it is crucial to develop strategies to manage these difficulties (Dalkılıç, 2001). Promoting learner autonomy, allowing individuals to establish their own objectives, and implementing self-regulation techniques can empower them and mitigate sense of incompetence.

On the contrary, certain researchers contend that anxiety can serve as a driving force and a contributing element in language lessons, provided that learners possess the skills to effectively manage their concerns and unease while engaging in language-related

activities. Therefore, anxiety can act as a motivating elements for learners, serving as an accelerator during the process of mastering a language (Gardner & MacIntyre, 1993; Scovel, 1991; Young, 1999).

According to Scovel (1991), there are two distinct forms of anxiety: facilitating anxiety and debilitating anxiety. Facilitating anxiety serves as an incentive for the learner's motivation to do the language learning task while debilitating anxiety compels the learner to avoid the work and fosters a mindset of avoidance.

In her study, Moyer (2008) found that facilitating anxiety leads to optimal performance, but debilitating anxiety prevents pupils from finishing a task. Another contentious issue of concern in the foreign language classroom is whether anxiety is a causing factor or a consequence of teaching a second language. According to Javorsky Sparks, and Ganschow (2002), FLA is not a cause but rather a result of inadequate performance in FLA. It is suggested that a mild cognitive learning handicap contributes to low performance in foreign language classes, which subsequently leads to worry among students. It is believed that individuals who are identified as having FLA may also have this language learning issue, which in turn causes anxiety.

However, Horwitz (2000) strongly opposed this idea. Although she recognizes that some individuals may have a language disorder, she argued that it is not reasonable to classify everyone with FLA as having a language disorder. She asserted that the acquisition of language is a social activity that is influenced by a variety of factors. Ignoring these elements in the examination of anxiety is shortsighted and detrimental.
In order to effectively resolve FLA, it is essential to employ a comprehensive approach that incorporates a profound understanding of its psychological underpinnings. Additionally, it is essential to employ pedagogical strategies that promote self-reliance and persistence, utilize technological resources, and improve students' emotional well-being. Educators can considerably enhance the learning experience and outcomes by establishing inclusive and effective language learning environments that incorporate a variety of perspectives when addressing FLA.

2.1.4 Speaking anxiety

Effective communication is essential and significantly impacts proficiency in a foreign language. Active participation in conversations that employ the language under study is essential for achieving fluency in a foreign language. Communication apprehension is a critical component of foreign language anxiety in language classes, and it is imperative to employ the target language. Communication apprehension is a type of hesitancy that is defined by a feeling of dread or unease when engaging with others, as stated by Horwitz et al. (1986). It is a distinctive mental condition that is primarily associated with the acquisition of speaking a foreign language. MacIntyre and Gardner (1989) defined communication apprehension as the sensation that learners experience when they are unable to effectively explain themselves or comprehend other learners in a foreign language, resulting in feelings of apprehension and concern. Various researchers, such as Aida (1994), Ergün (2011), Horwitz et al. (1986), Levine (2003), and Young (1990), confirmed this viewpoint.

MacIntyre (1999) indicated that speaking is the primary source of apprehension during the acquisition of a foreign language. Additionally, Ergün (2011) corroborated this situation by asserting that communication in the target language is inevitable during the language acquisition process.s. As a result, learners experience anxiety in language classes as a result of their concern about not being understood in the target language and feel bad about that and having difficulty comprehending their classmates in the classroom. Another interesting perspective offered by Horwitz et al. (1984) , who observed that individuals who are often chatty in their social interactions may experience this irritation, leading them to become quiet in a language class.

Communication apprehension also challenges individuals while speaking with a partner or work as a team, experiencing nervousness onstage, and feeling anxious when trying to understand a verbal message. In short, communication apprehension is considered a crucial aspect of FLA is caused by the anxiety that learners experience during the learning process. communicating in a language other than their original language.

Most of the students may experience anxiety in language classes due to their apprehension of being misunderstood in the target language and struggling to comprehend their peers

in the classroom. For instance, learners lack real conversation skills and are insufficiently equipped to express themselves effectively in-class (Brown, 2009; MacIntyre & Gardner, 1989). In addition, Bekleyen (2009) discovered that specific linguistic challenges, the behaviour of teachers, and overcrowded classrooms can contribute to this anxiety. On the other hand, Young (1990) identified low self-esteem, error correction, and the nature of activities, and tasks as potential causes of communication fear. Furthermore, Aydın (2008) asserted that communication apprehension arises in language learners who possess numerous opinions to express but lack the necessary communication skills. Consequently, foreign language learners tend to exhibit heightened communication apprehension when interacting with both teachers and peers.

2.1.5 Incorporating technology into language classrooms

The term 'technology' originated from the Greek word 'techne', which originally referred to the art of craftsmanship. Both the semantics and the usage of the term have undergone significant transformations throughout history.

In contemporary times, technology holds a prominent position in the lives of individuals. Walker and White (2013) said that individuals have begun incorporating it into educational environments to achieve specific educational goals, owing to its broadening range and inventive characteristics. Although the utilization of technology in educational environments is not a novel concept, the need for integrating technology in-classrooms has significantly risen in recent times. The COVID-19 outbreak necessitated rapid improvement in technical literacy among students and teachers (Francom et al., 2021). While online learning has its own advantages, the concept of Emergency Remote Teaching (ERT) is relatively unfamiliar to many educators in higher education globally (Metscher et al., 2020). Only schools that are acquainted with digital systems like (LMS), Web 2.0 technologies specifically tailored for educators and technology-integrated resources, are able to benefit from their resources. Nevertheless, it is widely recognized by institutions, administrators, and practitioners worldwide that integrating technology is essential in educational environments. This is because their aim is to develop effective strategies to address emergencies and ensure that students do not encounter any academic difficulties (Bates, 2013). According to Groff (2013), there has been a continuous change

in educational environments, and it is inevitable that technology has become an essential component of modern education systems. The process of learning a language is extensive and sophisticated. Language learners put significant effort both within and outside the confines of their classroom. According to the Communicative Language Teaching approach, the responsibilities of language instructors is to facilitate the classroom (Littlewood and Swan, 1981). Hence, it is anticipated that educators would provide their students with a diverse range of interactive exercises and generate numerous chances for learning. Technology can be advantageous for teachers since it offers significant and pertinent content, genuine materials, and user-friendly platforms for pupils. Teachers are recognized for their pivotal role in the incorporation of technology (Teo, 2011).

By incorporating technology into the classroom, teachers can enrich their students' learning experiences and offer them chances to participate in significant communication and cooperation. Through the utilization of diverse technology tools and resources, educators have the ability to establish a dynamic and engaging learning environment. Ultimately, employing technology in language learning can effectively bridge the divide between the classroom and the real world and allow students to enhance their language proficiency in genuine and useful situations.

2.1.5.1 The Significance of Web 2.0 tools in the process of language learning

The advancement of Information and Communication Technology (ICT) in today's digital era provides language schools with increased opportunities to utilize various tools and resources (Houcine, 2011). In previous decades, instructors utilized technology as a counterpart within the physical confines of classrooms. In recent times, there has been a redefinition of learning boundaries by surpassing traditional contexts and including learners in the learning process through the use of Web 2.0 resources like podcasts, games, wikis, and virtual reality programs (McDonough et al., 2013).

Tim O'Reilly (2005) introduced the term Web 2.0 tools in 2004. Web 2.0 tools means a collaborative platform where users may share their knowledge online and contribute to the enhancement of web-based products. According to this description, learners who utilize Web 2.0 tools can actively engage in language learning by connecting with others and creating their own paths. Web 2.0 tools enhance educational opportunities both inside

and outside the boundaries of the classroom, providing many sorts of learning experiences (Kukulska-Hulme, 2009). According to Lee (2005), The primary objective of language acquisition is to establish a learner-centric atmosphere in which learners actively participate in interactions with others utilizing the desired language. Hence, engaging in online activities can enable learners to enhance their linguistic skills within a technology-driven environment that promotes a learner-centric approach (Arikan, 2008). To achieve this objective, Web 2.0 tools facilitate the connection between learners and real-life situations, as well as promote engagement with other individuals. The various features provided by Web 2.0 technologies create an environment conducive to intelligent learning, where learning may happen anywhere, anytime, and at any individual's preferred speed (Sing & Hassan, 2017).

2.1.6 Definition of *Flip*

Flip (formerly *Flipgrid*) is an online and mobile application developed by Microsoft. It has been utilized by schools worldwide for over a decade to facilitate cooperative learning in the educational setting. The program allows users to create, modify, and distribute video assignments (*Flip*, 2022). On this platform, teachers can create various subjects for discussion in 'grids', which are classrooms on the internet. They can also specify the length of videos that students will shoot, ranging from 15 seconds to 5 minutes. Subsequently, students are given the chance to express their thoughts and ideas in accordance with the guidelines provided by teachers, and submit their videos. The program also offers the option for students to respond using only audio recordings, for those who choose not to use films to express themselves. Using this Web 2.0 tool, learners actively engage in discussions while instructors have the chance to observe learners' recorded videos and provide feedback. In addition to educators, students also have the ability to provide comments to one another following the viewing of the movies.

Flip offers an opportunity for learners to engage in communication and cooperation in a more entertaining manner, in contrast to platforms that solely consist of traditional features (Saçak & Kavun, 2020). *Flip* is a suitable medium for users due to its similarity to other platforms which are regularly used. The platform's interface shares similarities with *YouTube*, *Facebook*, and *Snapchat*, making it a practical video-mediated

communication tool suitable for use in education with young learners (Stoszkowski, 2018). Moreover, *Flip*'s compatibility with *Google Classroom* enables educators to effortlessly transfer students' email addresses to the platform, allocate topics within *Google Classroom*, and keep parents well-informed about their children's assignments. Furthermore, this platform has been implementing enhancements to facilitate its use by students and teachers ever since transitioning from traditional classroom instruction to online learning. *Flip* effectively fulfils its mission of "Empower every voice" through the provision of these services. *Flip* which is a user-friendly Web 2.0 tool that allows learners to effortlessly and pleasurably create videos on themes provided by educators. The platform has the capacity to engage all learners and motivate them to engage in communication using the desired language. Furthermore, it is worth mentioning that *Flip* is an influential platform that encourages students to actively engage in their learning both inside and outside the classroom.

2.1.6.1 Utilizing *Flip* in language education

Early development of communication skills and the ability to speak fluently in the target language among learners lead to future confidence and ease in self-expression (Derakhshan et al., 2015). Furthermore, there is general acceptance that the sensible and practical use of technological applications significantly influences students' educational achievements (Sharma et al., 2011). Recently, online platforms like *Flip* have been commonly utilized as a means to enhance learners' language confidence and capabilities along their language learning journey. According to McClure and McAndrews (2016), *Flip* is perceived as a compact platform where learners can practice their verbal presentation and speaking skills abilities. Although students may not have a physical audience in front of them while shooting videos, observing themselves engage in a debate on a certain topic fosters self-assurance and establishes a genuine conversational atmosphere based on a strong groundwork.

Therefore, utilizing *Flip* as a platform is a remarkably efficient method to boost one's self-assurance in speaking the target language, both inside and outside of the educational setting. (Petersen et al., 2020).

In recent years, EFL instructors have been increasingly utilizing Web 2.0 tools like *Flip* to captivate and include learners during language instruction, particularly as education shifts to online platforms in response to the worldwide pandemic. According to Johnson and Skarphol's (2018) study, *Flip* effectively enhances learner engagement and communication with the class, which aligns with the documented favourable benefits of utilizing Web 2.0 tools on students. Thus, *Flip* can be utilized to take advantage of the collaborative spirit of the classroom, not just in language instruction but also in other academic subjects (Keiper et al., 2020). Bañados (2013) showed that the utilization of video recording tools improves learners' capacity to concentrate on their output by enabling them to contemplate the significance and structure of the desired language subsequent to receiving feedback from instructors and peers. Studies have also shown that utilizing a personalized method for language learning can foster heightened enthusiasm and involvement among students.

Furthermore, Difilippantonio-Pen (2020) found students can enhance their proficiency in acquiring a second language by utilizing video-integrated platforms such as *Flip*, as long as they receive appropriate guidance and supervision from their teachers. Kleinschmit and Rembold (2020) argued that *Flip* improves interpersonal ties by enhancing communication and increasing social presence. According to Tuyet and Khang (2020), *Flip* helps learners decrease their fear of speaking and gain more self-assurance as individuals acquire greater proficiency in a second language. As Lowenthal and Moore (2020) states, the user interface of *Flip* is characterized by its high level of user-friendliness and accessibility, making it suitable for students of all age groups. Since the platform is user-friendly and accessible through smartphones or other devices, it is also convenient for educators and learners to utilize once they have downloaded the programIn addition, *Flip* offers unique features, including GIFs, filters, and emojis that contribute to a comfortable environment. If learners are dissatisfied with their videos, Ahmad and Lidadun (2017) underlined that they have the capacity to create new recordings of themselves.

This allows individuals to rehearse their presentation skills until they are satisfied with the outcome. Students are capable of recognizing and correcting any errors before completing and submitting their work by employing this innovative language

teaching method. This phenomenon encourages learners to become proactive, autonomous, and cooperative participants in the acquisition of language skills, thereby motivating them to actively participate (Tuyet & Khang, 2020). It is advisable to incorporate video-based Web 2.0 tools into the lesson objectives in order to effectively enhance the language skills of digital native learners. Ultimately, this is advised. *Flip* is a video-based platform that demonstrates the advanced features of Web 2.0 and offers an interactive platform to alleviate speaking anxiety. It also serves as a tool for learners to enhance their capacity to remember and apply the knowledge they have acquired in language learning.

2.2 Experimental Studies

This subsection examines the studies that pertain to the subject matter. What follows is a theme-based summary of the literature that has been reviewed from various countries, including Türkiye.

2.2.1 Research on foreign language speaking anxiety

Anxiety detrimentally affects the language learning abilities of individuals, particularly when it comes to speaking tasks. Gardner and MacIntyre (1993), Horwitz et al. (1986), and D. J. Young (1986) are the researchers who conducted studies to explore the causes of anxiety when speaking in front of others and also to find solutions to this widespread problem in language courses. A speaking anxiety questionnaire that was developed by Horwitz et al. (1986) was given to 54 first-year English language learners as part of a study conducted by Melouah. A. (Melouah. A. 2013). The aim of this investigation was to evaluate the factors that induce anxiety during public speaking. The survey results and the self-reports provided an extensive variety of explanations for the fear experienced by students in language institutions. The study's results suggest that the observed outcomes are influenced by the classroom environment and specific events in speaking courses. Additionally, there were concerns regarding a lack of self-assurance, anxiety regarding peer evaluation and criticism, and anxiety regarding making errors. An identical questionnaire was administered to 240 postgraduate students in Pakistan, with an equal number of male and female participants. The questionnaire was administered in a consistent manner. Ahdmed et al. (2017) discovered that students who are learning a

foreign language experience speaking anxiety as a consequence of engaging in speaking activities in the classroom. In addition, the findings suggested that students experienced tension as a consequence of the interlanguage meaning system and their concern regarding the possibility of making grammatical errors during their speeches. Additionally, learners expressed concern regarding the possibility of getting poor scores as a result of their inadequate comprehension of grammar.

The author concluded that anxiety is not the result of a single cause, and as a result, language teachers should be aware of this fact. Incorporating innovative technology and activities into the courses, providing positive feedback, facilitating small group discussions, and creating a pleasant classroom environment were among the recommendations. Additionally, Şenel's (2012) research illustrated that the content of the lessons, the instructional methods, and the negative attitudes of the instructors had a substantial impact on the anxiety levels of the students. Furthermore, Marzec-Stawiarska (2015) found that a significant number of students enrolled in master's degree programs suffered from anxiety when conversing with native speakers of the language. The learners' anxiety was precipitated by their apprehension regarding obtaining unfavorable social evaluations as a consequence of their interactions with native speakers. Moreover, the findings of this investigation indicated that even proficient learners may experience substantial anxiety when they confront circumstances in which they perceive themselves as being judged and lack confidence in their communication abilities. The students exhibited a variety of physical symptoms as a result of their severe anxiety, including cognitive impairment, an elevated pulse rate, and changes in their facial expressions and voice. Additional research has investigated the relationship between learners' academic success, their spoken language proficiency, and the apprehension they experience when presenting in public. Aghajani and Amanzadeh (2017) conducted a study to investigate the relationship between spoken language performance and speaking anxiety.

The study demonstrated a substantial inverse relationship between language competency and anxiety levels among the forty adult students of English as a foreign language who were at the upper-intermediate level. The researchers were compelled to conclude that apprehension can significantly impede the oral performance of learners by serving as a

hinderance to their advancement, as a result of the study's findings. Demirtaş and Bozdoğan conducted a study in 2013 to examine the correlation between speaking anxiety and anxiety. The data suggested a substantial negative correlation between language performance and apprehension associated with the acquisition of a foreign language. Khan (2015) observed that learners who possess the capacity to generate their own ideas and sentiments may be impeded in their ability to do so in the presence of severe anxiety. The research findings indicate that the factors of tension and anxiety regarding unfavorable evaluations significantly impeded language practice and had a negative impact on the development of communicative competence. It is imperative to establish a positive learning environment and encourage instructors to adopt positive attitudes in order to address the language anxiety issues that are frequently observed in language schools.

2.2.2 Research on the integration of technology into language classrooms

Language instructors have a positive perspective on the integration of advanced technology. Nomass (2013) conducted a survey to evaluate the extent to which technology can enhance the academic performance of Iraqi students who are studying English as a Foreign Language. The results indicated that the majority of students preferred the integration of technology into their language classes. The survey participants, eighty-eight percent, conveyed their belief that technology will speed up their language acquisition. In 2018, Tzotzou conducted a study to investigate the perspectives of EFL instructors employed at a public school on the utilization of Web 2.0 technologies and technology. The majority of participants expressed a favorable attitude toward the integration of Web 2.0 tools into their educational institutions, as indicated by the results of the study.

It is possible to conclude that individuals who are learning a second language provide evidence in favour of integrating technology into educational environments after conducting a comprehensive analysis of relevant studies.

Numerous researchers have investigated the influence of technology utilization on the academic accomplishments of students who study ESL or EFL (Hussain et al., 2010; Khrisat and Mahmoud, 2013; Kuzucu and Kartal, 2020; Song, 2008).

Hussain et al. (2010) conducted a study in which they provided the experimental group with a technologically enhanced educational environment. The results indicated that the experimental group's pupils exhibited superior performance in comparison to the control group. Students' academic performance can be significantly improved through the implementation of technology, which also plays a critical role in the development of language skills. Personalized and convenient language practice options are provided by the use of technology, such as language learning applications. As a result, this improves the accessibility and enjoyment of learning for both language instructors and learners.

2.2.2.1 Research on the significance of Web 2.0 tools in the process of language learning

Morgan's investigation investigated the potential of Web 2.0 technologies to improve the autonomy of students in the acquisition of a foreign language. According to Morgan (2012), the utilization of Web 2.0 technologies such as VoiceThread enhanced the capacity of learners to work independently and bolstered their self-assurance in their abilities. This was accomplished by encouraging learners' self-regulation through activities such as lectures and journals. Additionally, the research underscored the necessity of incorporating information and communication technology (ICT) into language programs to assist students in the development of their ICT literacy skills. Web 2.0 applications enable users to create and distribute content on a worldwide basis, enabling students to engage with a more extensive network in order to seek help and offer feedback. By offering engagement and assistance during language usage, web 2.0 tools improve the educational experience for students of the target language. According to Selwyn (2007), a significant number of students believe that the integration of Web 2.0 materials is a critical component of language acquisition.

Kurose (2019) conducted a study that demonstrated that digital applications promote the development of linguistic skills and speaking confidence in the target language, as well as the comprehension of vocabulary and grammar. By utilizing Web 2.0 resources, educators can motivate and involve students in a shift from teacher-centered learning to a learner-centered approach. The objective of every educator is to amplify the voices of students who are acquiring a language, ensuring their active participation in the language

learning process. Due to technological breakthroughs like computers, cellphones, and smartboards, the importance of Technology Enhanced Language Learning has surpassed that of traditional language training methods. The ongoing advancements in technology never cease to astonish educators , especially in the field of language instruction and their daily interactions.

Therefore, it is important to examine the advantages that can be obtained by using technology for collaborative learning and Web 2.0 activities in the language learning process. Utilizing Web 2.0 technologies can be advantageous for language acquisition; nonetheless it is crucial to be conscious of potential challenges that may develop when using these tools. Teachers have a responsibility to address these issues by considering the students' readiness in using technology. They should also incorporate well-designed Web 2.0 activities that align with the lesson objectives.

2.2.3 Research on the use of the Web 2.0 Tool *Flip* in overcoming speaking anxiety

Over the past few decades, the impact of integrating technology into the classroom on the learning process by leading figures. (Warschauer and Healey; Bula Villalobos, Tuyet and Khang's) Bula Villalobos (1998) expressed that the integration of technology in the language classroom coincided with an alteration in teaching methodology. Teachers began to adopt integrative approaches, combining communicative activities with the use of technological tools to practice multiple skills simultaneously. Technological tools not only enable students to practice grammar and vocabulary, but also receive comprehensible information, engage with local communities, and utilize search functions.

For this reason, teachers should select resources that are both authentic and meaningful to students, while also aligning with the pedagogical goals to enhance learning outcomes (Bula Villalobos, 2012).

There are several studies examining the impact of technological tools on reducing speaking anxiety in an EFL classroom to enhance oral skills by minimizing speaking fear. *Flip* was one of these technological tools designed by a professor at the University of Minnesota just a few years ago.

Therefore, it is unsurprising to observe that research on *Flip* is still in its early stages. Nevertheless, multiple research studies have been carried out on *Flip* and its effects in language classes up to this point.

For example, in a study conducted with university students, they recognized that this tool-assisted them in practicing speaking and listening skills in a low-pressure setting, enabling them to monitor their language progress and enhance their confidence (Mango, 2021). Also, in an EFL high school setting, Tuyet and Khang's (2020) research demonstrated a decrease in anxiety levels among EFL high school students when learning English speaking after using the *Flip* for speaking method.

Tuyet and Khang (2020) stated ‘‘*Flip* can help EFL high school learners reduce their anxiety in learning English. The results from the interviews then help strengthen this finding’’ (p.142). In a similar study, *Flip* was found to enhance students' comfort levels and reduce demotivation in speaking up in-class, thereby enabling them to express themselves more freely (Octarani, 2021). Students who spend more time on *Flip* by reviewing their recordings and assessing their speaking skills tend to become better prepared and at ease when speaking, as indicated by similar studies on this subject.

This is because video recording platform not only captivates students during the learning process but also boosts their attitude, enthusiasm, and confidence.

3. METHODOLOGY

This chapter provides essential details regarding the research questions, design, participants, and setting. Besides that, the reliability and validity of the data collection tools and research process, including the intervention procedure and data collection processes, have been thoroughly explained. Lastly, the data analysis procedure, comprising quantitative and qualitative research techniques, is described at the end of the chapter.

3.1 Research Questions

This study sought to examine the potential influence of creating *Flip* videos on students' levels of anxiety when speaking a foreign language, specifically English. The study aimed to address the following research inquiries:

Q1. What is the effect of utilizing *Flip* among A1-level preparatory school students on reducing speaking anxiety?

Q2. Does *Flip* tool integration reduce speaking anxiety differently for male and female A1-Level preparatory school students?

Q3. What are the students' perceptions and experiences regarding the integration of the *Flip*?

3.2 Research Design

This study sought to investigate the effects of integrating the *Flip* into language learning activities on reducing foreign language speaking anxiety among English language learners at the A1-Level. In addition, the aim is to investigate the influence of *Flip*, a digital video technology tool, on decreasing foreign language speaking anxiety among students enrolled in Turkish university preparatory institutions. For these reasons, the current study was developed as quasi-experimental research. The independent variable of the study is the five-week-long treatment program utilizing the *Flip* tool. The study's dependent variable are the students' scores on the Second Language Speaking Anxiety Scale (SLSAS).

In order to meet the necessity for both quantitative and qualitative data collection instruments and methodologies to investigate the research topics, the study implemented a mixed-method research design. Mixed methods have been the subject of debate in the field of social science research since the beginning of the 21st century, and their utilization has increased in recent years. Academic literature, including Cresswell's (2015) work, asserted that this assertion is supported. Mixed methods research incorporates both quantitative and qualitative methodologies to achieve a comprehensive and significant understanding of complicated phenomena by utilizing the benefits of each. Creswell (2009) provided a comprehensive analysis of mixed methods research, which involves the integration of qualitative and quantitative methodologies.

In addition, Heyvaert et al. (2013) emphasized the necessity of conducting a comprehensive assessment of mixed methods studies, with a particular emphasis on the importance of methodological rigor and accord among raters in these types of investigations. Sells et al. (1995) contended that the integration of qualitative and quantitative methodologies in research can establish a framework that unites various research methodologies and broadens the purview of studies. Based on the literature's emphasis on the advantages of mixed methods research in generating comprehensive and diverse insights that can improve comprehension in a variety of disciplines and study settings, the researcher elected to employ this research methodology. Semi-structured interview questions were administered to eleven enthusiastic participants as part of the qualitative investigation. The researcher conducted five open-ended queries with each participant during face-to-face interviews. The study implemented an experimental design to accumulate both quantitative and qualitative data.

Table 1. Experimental Design of the Study

Group	***n***	**Pre-Test**	**Experimental Treatment**	**Post-Test**
One Group Design	21	SLSAS*	5 Weeks Treatment Program	SLSAS*
	11		Semi-structured interviews with willing students	

**Second Language (English) Speaking Anxiety Scale*

3.3 Participants

This study was conducted with 21 students who were assessed as having a proficiency level of A1 in English as a Foreign Language (EFL) by the Common European Framework of Reference (CEFR) scale and took part in EFL learning. These students were enrolled in the School of Foreign Languages at a private foundation university in Istanbul, Türkiye. The institution offers a preparatory program for students whose majors necessitate a minimum of 30% of the courses to be instructed in English. This program is compulsory for students pursuing degrees in the departments of History, Turkish Language and Literature, English Language and Teaching, English Language and Literature, Psychology, and Translation and Interpreting Studies. In order to graduate and receive their diplomas, they must complete this four-year program. At the start of the academic year, every student takes a proficiency examination and is then placed into classes of A1, A2, B1, or B2 level according to their scores. The preparatory program is divided into four eight-week segments, and students must achieve at least a 70% total score at the end of each segment to progress. The curriculum involves an intense 28-hour weekly schedule, structured into six lessons for the first four days and four classes on the final day of each week. The research group, which included 21 people (seven males and fourteen females) ranging in age from 18 to 23, is the subject of the study.

Based on the results of their assessment, it has been determined that they are proficient at the A1-Level. The researcher has made significant efforts to mitigate any potential bias that could impact the participants' responses during the data collection lessons she conducts. The participants' demographic characteristics are provided below.

Table 2. Distribution of the Study Group by Gender: Frequency and Percentage

Variable	**Group**	***n***	***%***
Gender	Female	14	66.7
	Male	7	33.3
	Total	21	100.0

33.3% of the participants were male, while 66.7% were female.

3.4 Data Collection

The research aims of this study required gathering data through both quantitative and qualitative methods. The researcher utilized the SLSAS as both a pre-test and post-test in order to collect quantitative data. The collection of qualitative data involved conducting semi-structured interviews with eleven students who willingly expressed their desire to participate.

3.4.1 Data collection tools

The research aims of this study required gathering data through both quantitative and qualitative methods. The researcher utilized the Second Language (English) Speaking Anxiety Scale (SLSAS) as both a pre-test and post-test in order to collect quantitative data. Although English is not an official second language in Türkiye, the present study utilizes the SLSAS to address the issue of notably English-speaking anxiety among Turkish foreign language students. The SLSAS, an adapted scale specifically designed to measure anxiety related to speaking in English, is employed due to the lack of available scales tailored to this context.

The primary aim of this study is to evaluate the effectiveness of implementing *Flip* in reducing speaking anxiety by comparing quantitative data results (students' pre-test and post-test scores) and to provide insights into how well *Flip* mitigates anxiety associated with speaking English, contributing valuable data to the field of language learning in non-native contexts. The collection of qualitative data involved conducting semi-structured interviews with eleven students who willingly expressed their desire to participate. In order to mitigate the likelihood of misunderstandings that may arise as a result of language barriers and to enhance the students' confidence in providing precise responses, all instruments were administered in Turkish, their native language.

The researcher concentrated on establishing a familiar environment during the interview session to guarantee that the participants felt at ease and could freely express their thoughts and emotions.

3.4.1.1 Second language speaking anxiety scale (SLSAS)

The "English Speaking Anxiety Scale" was implemented to collect quantitative data regarding students' levels of speaking anxiety. This scale was developed by Woodrow (2006). The scale was adapted into Turkish by Alkan, Bümen, and Öner (2019). Necessary permissions and approvals were obtained for the scale before starting the application. The researchers who developed and adapted the scale to Turkish conducted the necessary validity and reliability tests. The construct validity of the SLSAS was assessed through the use of exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). The participants who will respond to the scale are expected to express the extent to which they feel anxious in 12 situations by choosing the most appropriate option from (5) Extremely anxious, (4) Very anxious, (3) Anxious, (2) Somewhat anxious and (1) Not anxious at all. The maximum score achievable on the scale is computed as 60 while the minimum score is computed as 12. The fit indices obtained from the CFA results are within the acceptable range for moderate fit. The scale's factor loadings varied from 0.43 to 0.96. This measurement shows that the item factor loadings of the scale are at the desired level. The anxiety scale is a two-factor scale. That is, it measures both speaking anxiety in the classroom and speaking anxiety outside the classroom.

The scale's reliability was determined to be 0.83 for in-class speaking anxiety and 0.85 for out-of-class speaking anxiety. Given the predicted reliability level of 0.70 for measurement tools used in research, the data indicate that the scale's reliability level is satisfactory (Alkan et al., 2019).

3.4.1.2 Semi-structured interviews

In order to collect qualitative data and gain a deeper understanding of students' perspectives and experiences using *Flip*, the researcher prepared five open-ended questions for the semi-structured interview.

In addition, the researcher believed that the qualitative data obtained from these interview questions would not only enhance the statistical analysis but also shed light on potential factors contributing to students' high levels of foreign language learning anxiety despite their high levels of self-confidence (Cousin, 2009). During the interviews, participants were prompted with semi-structured questions to encourage them to provide detailed explanations of their perspectives. The questions are presented in Appendix D**.** The interview was carried out with a group of 11 individuals who volunteered to participate. The participants of the study were invited to attend an in-person interview session to share their responses. The participants are eager to take part in the researcher's study. The participants were instructed to independently attend the interview, adhering to a prearranged timetable of designated time slots. Each student's meeting lasted around 5 minutes. Throughout the interview, the researcher utilized audio recording to record the participants' responses, which were subsequently stored on the researcher's laptop. The researcher recorded the interviews and subsequently transcribed them for the purpose of analysis.

3.4.2 Data collection procedure

Prior to launching the study, the research design and data collection instruments were presented to the head of the preparatory program in a private meeting to obtain approval. Additionally, the program coordinator was properly informed about all aspects of the research.

After receiving approval, the researcher acquired proficiency in utilizing *Flip* through online training and practice sessions such as following educational websites, and reading teacher-authored blogs, and watching *Flip* related *YouTube* videos. This enabled the researcher easily incorporate *Flip* into the study. One group design of the research consisting of twenty-one students was the university preparatory class A1-level learners who are taught by the researcher. The researcher continued the study only with this group of students. The researcher applied this model in order to determine the rate of change in students' speaking anxiety levels. The researcher applied this model to investigate the rate of change in students' levels of speaking anxiety.

The researcher chose a one group design because of the environmental issues at the university and the concern for having all the students being exposed to the same type stimulus. The students who took the exam at the beginning of the year and whose level was A1 according to the results of this exam were included in the researcher's class while the classes were formed. Since there were students in other A1-Level classes who did not take the exam and whose level was found not to be A1, the researcher conducted her study with this design type. The objective was to assess the anxiety levels of the student group prior to and following the study. In this study, an educational model supported by the *Flip* application was employed. The study lasted 5 weeks and a total of 5 tasks were assigned, with at least 1 *Flip* speaking task each week during the study. Table 3 shows the research process chronologically.

Table 3. Research process

Pre-test	Start of Implementation	End of Implementation	Post-test
23.11.2023	27.11.2023	25.12.2023	29.12.2023

Prior to implementation, the researcher used *Google Forms* to create online surveys for SLSAS and gather data, which allowed for time savings.

In order to guarantee that every participant provided informed consent, the researcher incorporated a specific checkbox signifying their voluntary participation in the study. Additionally, the participants granted permission for the study's use and storage of the collected data from the questionnaires and interviews. The students were initially given the English-speaking anxiety pre-test by the researcher. Following that, the students received information flow along with examples from the *Flip* application that they could utilize in the treatment process. The first task that the students in the experimental group were supposed to finish during the first week was explained to them. (See Appendix.E) The purpose of the first speaking activity was to teach participants how to use *Flip* and was more or less geared to assist them grasp how it works. Students were told that the tasks would be simple for them to do and that they would require their own computer, tablet, or mobile phone to finish this exercise. The other tasks were taken directly from the textbooks (Natgeo Outcomes Elementary Student's Book) or modified from them. The speaking tasks mostly of a broad inquiry concerning the topic of each unit and its relevance to daily life, along with a few follow-up inquiries that served as cues for students to provide more detailed responses. Every week on Monday, the tasks were assigned to the participants in this research and they had six days a week, from Monday to Sunday, to complete each task.

The experimental group was able to finish these speaking exercises outside of class at their own convenience because the tool is asynchronous. The following section contains specifics regarding the weekly tasks assigned as well as the guidelines provided to the study group.

Table 4. Treatment process

Treatment process	**Experimental Group**
Week I	Pretest (SLSAS) Tutorial on *Flip* Introduce Yourself (on *Flip)*
Week II	Celebrating Birthdays (on *Flip*)
Week III	Emotions in Daily Life (on *Flip*)
Week IV	Food Preferences (on *Flip*)
Week V	Impacts of Social Media (on *Flip*)

Week One: The research participants underwent instruction on how to effectively utilize *Flip* during the current week. Subsequently, the researcher allocated an introductory task to the study group. Task examples are presented in Appendix E. Firstly, the participants were required to join the *Flip* classroom by utilizing the class code in order to complete their first official speaking activity. The task necessitates that the participants explain their personality by providing details on their past, interests, and interesting anecdotes about themselves. Given the asynchronous nature of *Flip*, the researcher notified the participants that they had the freedom to complete the assigned task at their convenience before the deadline. The researcher confirmed that the individuals involved in the study submitted their responses on *Flip* tool.

Week Two:The participants were assigned the second task, which involved discussing celebrations such as birthdays, anniversaries, or special occasions celebrating a country's independence. By the end of the week, the researcher ensured that the students completed the task on *Flip* tool.

Week Three: This week, the participants were given the task of delivering a speech on emotions in daily life by responding to specific questions. By the end of the week, the researcher ensured that the students submitted their responses on the *Flip* tool.

Week Four: The participants were required to consider their food preferences and experiences for this week's task. By the end of the week, the researcher ensured that the students submitted their comments on the *Flip* platform.

Week Five: The participants were given the last speaking task this week. For this exercise, the participants were instructed to engage in a conversation regarding the impacts of social media. After the participants finished their last tasks, they were given the post-tests. In order to finalize the data collection procedure, the researcher conducted a semi-structured interview with eleven individuals who were selected from the pool of participants.

A customized interview schedule was created for every participant. The participants were individually interviewed to prevent their responses from being influenced by one another.

3.4 Data Analysis Procedure

All the data collected via Second Language (English) Speaking Anxiety Scale from the EFL students who have A1 Level of English Proficiency (CEFR) had been checked for errors and missing values before any further analysis. Then all the data coded and entered to statistical package program SPSS version 26.0.

After that in order to see if the scale and its' sub dimensions were reliable or not for this research their Cronbach's Alfa coefficients were calculated and for choosing parametric/non-parametric test, students pre and post-test scores distribution checked. According to the research questions the below statistical analysis was conducted;

1. The mean (*M*) and standard deviation (*SD*) values of the pre and post-test scores of the Second Language (English) Speaking Anxiety Scale were calculated in order to determine the students' level of speaking anxiety.

2. In order to find out if there was a significant difference between students' pre-test and post-test speaking anxiety level after treatment (utilizing *Flip* Tool) of 5 weeks a paired samples *t-test* applied.

3. To see if there was a significant difference between females' and males' post-test speaking anxiety level after treatment (utilizing *Flip* Tool) of 5 weeks an independent groups non-parametric Mann-Whitey *U* test applied.

4. Finally, to find out, students' perception of experiences regarding the integration of the *Flip* Tool for reducing speaking anxiety level content analysis was conducted. Students' responses to five open-ended questions, developed by the researcher, first coded and categories were determined, after then students' perception of experiences regarding the integration of the *Flip* Tool for reducing speaking anxiety level interpreted using the computed frequencies (*n*) and percentages (*%*).

   For the all the statistical tests, significant level set to be .05.

4. FINDINGS AND DISCUSSION

4.1 Findings

This chapter covers the research findings based on the research questions. After checking the reliability and normality of the Second Language (English) Speaking Anxiety Scale, descriptive statistics on students' pre- and post-speaking anxiety scores were shown. Then, students' speaking anxiety levels were compared before and after using the *Flip* tool. After that, students' perspectives and experiences concerning the integration of the *Flip* were checked by five open questions.

4.1.2 Reliability and normality tests of the second language (English) speaking anxiety scale (SLSAS)

Before proceeding with the analyses in order to see if the Second Language (English) Speaking Anxiety Scale was a reliable (internal consistency) tool for this research, Cronbach's alpha (α) coefficient values were calculated.

Table 5. Reliability Analysis for the Second Language (English) Speaking Anxiety Scale

Scale	Number of Items	Cronbach's Alpha	Corrected Item-Total Correlation
In-class speaking anxiety	6	.878	.550-.834
Out-of-class speaking anxiety	6	.,867	.463-.834
General speaking anxiety	12	.,908	.303-.826

According to Kalaycı (2006), in order to achieve a good level of internal consistency reliability, Cronbach's alpha (α) should be equal to or above .60. *"If the alpha value is within the range of the 0.60 and 0.80, the scale/dimension is very reliable and if the alpha value lies between the range of 0.80 to 1.00, the scale or dimension can be considered extremely reliable."* (Kalaycı, 2006, pp.405).

Table 5 displays the alpha coefficient. for the sub-scale *In-class speaking anxiety* was .878. For the sub-scale Out-of-class speaking anxiety, it was .867, and for the general speaking anxiety, it was .908. Thus, none of the items required to be deleted from the scale. And the correlations were between the .303 and .826. Item-total correlation should equal to or above .30 (Bursal, 2017).

Table 6. Normality Statistics of the Scale

TEST		Shapiro-Wilk Test		
		Statistic	**df**	**Sig. (*p*)**
Pre-Test				
	In-class speaking anxiety	.970	21	.741
	Out-of-class speaking anxiety	.942	21	.235
	General speaking anxiety	.930	21	.135
Post-Test				
	In-class speaking anxiety	.930	21	.141
	Out-of-class speaking anxiety	.853	21	.115
	General speaking anxiety	.890	21	.123

To determine the scores of the Second Language (English) Speaking Anxiety Scale, were normally distributed, a Shapiro-Wilk Test was conducted.

According to the Bursal, for the groups under 50, the Shapiro-Wilk Test's statistics should be used. Scores are normally distributed if the p>.05 (Pallant, 2005). So, all the *p* values indicate that the pre and post-test scores of the Second Language (English) Speaking Anxiety Scale follow a normal distribution. Thus, a parametric test (paired samples *t*-test) was chosen to determine whether the students' speaking anxiety levels differed significantly.

4.2 Analyses of the Research Questions Findings

Items in the SLSAS were scored as '1' for the lowest anxiety level (not anxious at all) and '5' for the highest anxiety level (extremely anxious). Accordingly, mean scores were calculated for *in-class speaking anxiety, out-of-class speaking anxiety* and *general*

speaking anxiety. Therefore, the higher mean score of the study group means the higher level of speaking anxiety.

Such as;

Score Range	**Speaking Anxiety Level**
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

Table 7. Descriptive Statistics of the Students

Factors	**Pre-Test**			**Post-Test**		
	M	***SD***	**Anxiety L.**	***M***	***SD***	**Anxiety L.**
In-class speaking anxiety	3.24	.97	Moderate	2.40	.93	Low
Out-of-class speaking anxiety	3.33	.92	Moderate	2.65	.96	Moderate
General speaking anxiety	**3.28**	**.85**	**Moderate**	**2.52**	**.88**	**Low**

Table 8. Pre-Test Descriptive Statistics for the Items of the Scale

Item/Factor	***M***	***SD***
01. When the teacher asks me a question in English in-class	3.19	1.21
02. When I talk to my English teacher informally outside of class	2.52	1.08
03. When I participate in a group discussion in-class	3.05	1.43
04. When I participate in a role-play or conversation in front of my class	3.57	1.17
05. When I give an oral presentation to the rest of the class	3.86	1.15
06. When I am asked to contribute to an academic discussion in-class	3.24	1.30
In-class speaking anxiety	**3.24**	**0.97**
07. When I speak English to the administrative staff of my language school	3.76	1.14
08. When I participate in a conversation with multiple native English speakers outside of class	3.19	1.08
09. When I start a conversation with a native English-speaking friend or colleague outside of class	3.00	1.18
10. When a lecturer/advisor in the department I will study asks me a question in English	3.71	1.27
11. When I ask for English advice from a lecturer/advisor in the department I will study in	3.05	1.28
12. When a native English speaker I don't know asks me questions	3.24	1.18
Out-of-class speaking anxiety	**3.33**	**0.92**
General speaking anxiety	**3.28**	**0.85**

Table 9. Pre-Test Descriptive Statistics for the Items of the Scale

Item/Factor	***M***	***SD***
01. When the teacher asks me a question in English in-class	3.19	1.21
02. When I talk to my English teacher informally outside of class	2.52	1.08
03. When I participate in a group discussion in-class	3.05	1.43
04. When I participate in a role-play or conversation in front of my class	3.57	1.17
05. When I give an oral presentation to the rest of the class	3.86	1.15
06. When I am asked to contribute to an academic discussion in-class	3.24	1.30
In-class speaking anxiety	**3.24**	**0.97**
07. When I speak English to the administrative staff of my language school	3.76	1.14
08. When I participate in a conversation with multiple native English speakers outside of class	3.19	1.08
09. When I start a conversation with a native English speaking friend or colleague outside of class	3.00	1.18
10. When a lecturer/advisor in the department I will study asks me a question in English	3.71	1.27
11. When I ask for English advice from a lecturer/advisor in the department I will study in	3.05	1.28
12. When a native English speaker I don't know asks me questions	3.24	1.18
Out-of-class speaking anxiety	**3.33**	**0.92**
General speaking anxiety	**3.28**	**0.85**

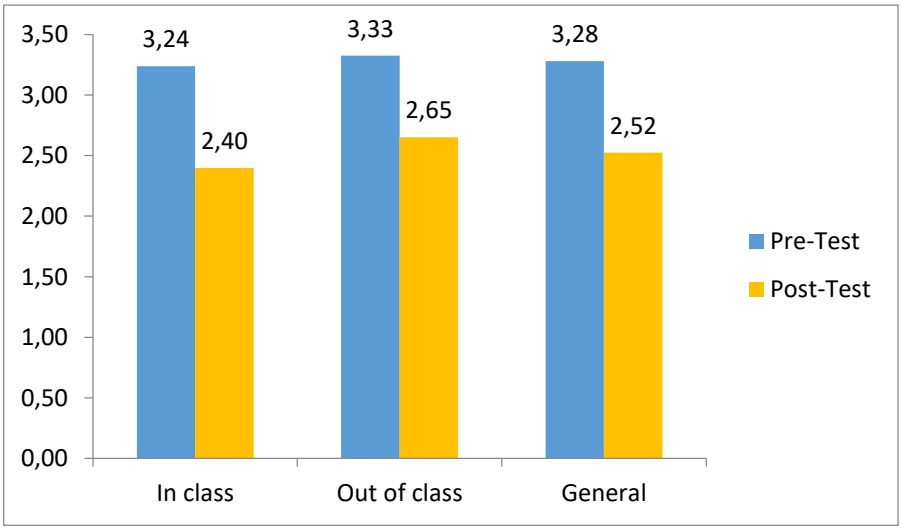


Figure 1. Students' Mean Score for the Scale

– In Table 7 and Figure 1, the mean score (M) and standard deviation (SD) values of the Second Language (English) Speaking Anxiety Scale were given (for the mean scores of the scale's items, see Tables 8 and 9).

So;

– Students' In class speaking anxiety level was 'moderate' (M=3.24, SD=.97) for the pre-test (before the treatment program) and 'low' for the post-test (M=2.40, SD=.93) (after the treatment program).

– Students' Out of class speaking anxiety level was 'moderate' (M=3.33, SD=.92) for the pre-test and 'moderate' for the post-test (*M*=2.65, *SD*=.96).

– Finally, students' *General speaking anxiety* level was 'moderate' (*M*=3.28, *SD*=.85) for the pre-test and 'low' for the post-test (*M*=2.52, *SD*=.88).

In general, it may be stated that the levels of speaking anxiety among students (from pre-test to post-test) decreased for the general and sub-scales.

RQ1: What is the effect of utilizing *Flip* tool among A1-level preparatory school students on reducing speaking anxiety?

In order to compare the levels of speaking anxiety experienced by the students before and after a certain event. 5-week treatment, utilizing the *Flip* tool, to see if there was a notable disparity (effect), a paired samples t-test was applied.

Table 10. Comparing Students' Pre-Test and Post-Test Speaking Anxiety Levels

Factors	**Test**	**Descriptive S.**			**Paired *t* test**			***Effect Size r***
		n	***M***	***SD***	***t***	***df***	***p***	
In-class speaking anxiety	Pre-test	21	3.24	.97	4.76	20	.000***	.636
	Post-test	21	2.40	.93				
Out-of-class speaking anxiety	Pre-test	21	3.33	.92	4.10	20	.001**	.679
	Post-test	21	2.65	.96				
General speaking anxiety	**Pre-test**	**21**	**3.28**	**.85**	**4.92**	**20**	**.000*** **	**.669**
	Post-test	**21**	**2.52**	**.88**				

***p<.01, ***p<.001*

It compared students' speaking anxiety levels before and after five weeks of treatment (utilizing the *Flip* tool). A paired samples t-test was conducted, and it indicates that there was a significant difference between the two speaking anxiety levels in terms of both the sub-scales and the general speaking anxiety (Table 10).

It was discovered that there was a notable discrepancy between the pre and post-test scores of the students' levels of anxiousness when speaking in class. The post-test results were more favorable ($t_{(20)}$=4.76, p<.001). Students' *in-class speaking anxiety* levels decreased from 3.24 (*SD*=.97) to 2.40 (*SD*=.93). When there was a substantial disparity in the students' scores an effect size was calculated. Effect size is 'very low' when the *r* coefficient is between.00 and .10, 'low' between .10 and .30, 'moderate' between .30 and .50, 'large' between .50 and .70, and 'very large' between .70 and 1.00" (Jawlik, 2016,

pp.132). The effect size of utilizing the *Flip* tool on *in-class speaking anxiety* was found to be 'large' (*r*=.636).

It was also found that there was a significant difference between the pre and post-test scores of the students' *out-of-class speaking anxiety* levels which was in favor of the post-test scores ($t_{(20)}$=4.10, *p*=.001). Students' *out-of-class speaking anxiety* levels decreased from 3.33 (*SD*=.92) to 2.65 (*SD*=.96). The effect size of the utilizing *Flip* tool on the *out-of-class speaking anxiety* was found to be 'large' (*r*=.679).

There was a notable difference in the students' pre- and post-test results *general speaking anxiety* levels, which was again in favor of the post-test scores ($t_{(20)}$=4.92, *p*<.001). Students' *general speaking anxiety* levels decreased from 3.28 (*SD*=.85) to 2.52 (*SD*=.88). The effect size of the utilizing *Flip* tool on *general speaking anxiety* was found to be 'large' (*r*=.669).

Following the effect size, it can be said that utilizing the *Flip* tool among A1-Level preparatory school students to reduce speaking anxiety had more considerable effect on the *out-of-class speaking anxiety* (*r*=.679) than on the *general speaking anxiety* (*r*=.669) and lastly on the *in-class speaking anxiety* (*r*=.636) levels.

RQ2: Does *Flip* tool integration reduce speaking anxiety differently for male and female A1-level preparatory school students?

To see if the students' post-test speaking anxiety scores were significantly different according to their gender (female/male), a non-parametric Mann-Whitney *U* test was conducted.

Table 11. Comparing Post-Test Speaking Anxiety Levels by Gender

Factors	Gender	Descriptive Sta.			Mann-Whitney U		
		n	Mean Rank	Sum of Ranks	*U*	*Z*	*p*
In-class speaking anxiety	Female	14	11,00	154,00	49,00	0,00	1,000
	Male	7	11,00	77,00			
Out-of-class speaking anxiety	Female	14	11,68	163,50	39,50	-0,71	0,477
	Male	7	9,64	67,50			
General speaking anxiety	**Female**	**14**	**11,29**	**158,00**	**45,00**	**-0,30**	**0,764**
	Male	**7**	**10,43**	**73,00**			

It was revealed that male and female students' post-test speaking anxiety scores weren't significantly different ($p>.05$). In other words, utilizing the *Flip* tool for five weeks had no different effects on reducing speaking anxiety levels of the males and females. The effects were similar for both genders.

RQ3: What are the students' perceptions and experiences regarding the integration of the *Flip*?

Students' answers to the five open-ended questions about their perspectives and experiences about integrating *Flip* tool were examined and coded first, and then the main themes/categories were determined. During the content analysis, the steps suggested by Yıldırım and Simsek (2008) were followed.

1. Coding of data
2. Determination of categories
3. Organizing data according to codes and categories
4. Interpretation of the findings (Yıldırım and Simsek, 2008, p.228)

Table 12. Students' Perception toward the Learning and Speaking English

Q1: Is learning and speaking English difficult or easy? Explain with reasons.			
Main Categories	**Codes**	***n***	***%***
Not difficult	1. Depends on the hard work	5	38.5
	2. Easy to learn	3	23.1
	3. Ear familiarization is required	2	15.4
	4. There is prejudice	2	15.4
	5. There must be desire	1	7.7
	Total	**13**	**100.0**
Difficult	6. Depends on environment	2	33.3
	7. Proper training is required	1	16.7
	8. Diversification needed	1	16.7
	9. Must be able to practice	1	16.7
	10. Must be able to express himself	1	16.7
	Total	**6**	**100.0**

A total number of 11 students participated in this research. Five codes were discovered under the 'not difficult' category and five under the 'difficult' category. So, while students reported 13 times learning and communicating in English was not challenging only six times they reported that learning and speaking English was difficult.

For the "*Q1: Is learning and speaking English difficult or easy? Explain with reasons*." question, it was found that 38.5% (*n*=5) students did not find learning and speaking English difficult but related it with hard work. Students who found it struggling to learn and speak English stated the importance (insufficiency) of the environment the most twice (33.0%).

Table 13. Students' Perception toward Weaknesses and Strengths When Speaking English

Q2: What are your weaknesses and strengths when speaking English? What situations make you anxious?			
Main Categories	**Codes**	***n***	***%***
Weaknesses	1. Hesitancy to speak	6	31.6
	2. Not being able to explain yourself	3	15.8
	3. Vocabulary	2	10.5
	4. Grammar knowledge	2	10.5
	5. The other person's native language is English	2	10.5
	6. Being caught off guard	1	5.3
	7. Don't make a joke	1	5.3
	8. Excessive excitement	1	5.3
	9. Exam anxiety	1	5.3
	Total	**19**	100.0
Strengths	10. Motivation increases as you succeed	2	100.0
	Total	**2**	**100.0**

Nine codes were revealed to be under the 'weakness' category and one code under the 'strengths' category. So, while students reported 19 times 'weaknesses' in speaking English, only two times they reported 'strengths' in speaking English.

For the "*Q2: What are your areas of weakness and areas of strength? when speaking English? What situations make you anxious?*" question, it was found that 31.6% (*n*=6) students reported 'Hesitancy to speak' as their main weakness while speaking English. Reporting their strengths, only two students stated that as they found themselves successful, their motivation was increasing (100.0%, *n*=2).

Table 14. Students' Perception toward Making Mistakes While Speaking English

Q3: Are you afraid of making mistakes while speaking?			
Main Categories	**Codes**	***n***	***%***
Afraid	1. Being misunderstood	2	25.0
	2. Not being able to express what is on your mind	1	12.5
	3. From speaking exams to withdrawal	1	12.5
	4. Depends on the other person's English level	1	12.5
	5. To be forgiven	1	12.5
	6. Based on grammar	1	12.5
	7. Don't be a perfectionist	1	12.5
	Total	**8**	100.0
Not Afraid	8. Not afraid	3	100.0
	Total	**3**	**100.0**

Seven codes were discovered to be under the 'afraid' category and one code under the 'not afraid' category making mistakes while speaking. So, while students reported eight times 'afraid' for making mistakes while speaking, only three times they reported 'not afraid' for making mistakes while speaking.

For the "*Q3: Do you have anxiety or fear when it comes to making errors during speaking?*" question, it was found that 25.0% (*n*=2) students reported 'being misunderstood' as their main reason to be afraid while speaking English. Just three of the students reported that they were not afraid while speaking English (100.0%, *n*=3).

Table 15. Students' Perception toward Integration of the *Flip* Helping to Reduce Their Speaking Anxiety

Q4: Did the integration of the application called *Flip* help you in reducing your speaking anxiety?			
Main Categories	**Codes**	***n***	***%***
Helped/Useful	1. Provides opportunity to speak	7	53.8
	2. Increases self-confidence	3	23.1
	3. Providing the opportunity to correct errors	2	15.4
	4. Increases motivation	1	7.7
	Total	**13**	100.0
Not helped/useful	5. No	3	100.0
	Total	**3**	**100.0**

Four codes found to be under 'Helped/Useful' category and one code under the 'Not helped/useful' category integration of the *Flip* helping to reduce their speaking anxiety. So, while students reported 13 times integrating of the *Flip* was 'Helped/Useful' reducing their speaking anxiety, only three times they stated that integrating of the *Flip* was 'Not helped/useful' for reducing their speaking anxiety.

For the *"Q4: Did the integration of the application called Flip help you in reducing your speaking anxiety?"* question, it was found that 53.8% (*n*=7) students reported 'provides opportunity to speak' as their main reason they found integrating *Flip* tool helpful/useful reducing their speaking anxiety. There were only three students reported that they found integrating *Flip* tool 'Not helped/useful' for reducing their speaking anxiety (100.0%, *n*=3).

Table 16. Students' evaluation of their speaking anxiety level before and after they started working

Q5: If you were to evaluate your speaking anxiety level before and after you started working, how would you rate it from 1 to 10?		
Before	**After**	**Speaking Anxiety**
6	2	Decreased (Student 1)
No respond	2	Decreased (Student 2)
7	2	Decreased (Student 3)
No respond	3	Decreased (Student 4)
7	3	Decreased (Student 5)
No respond	3	Decreased (Student 6)
5	3	Decreased (Student 7)
4	6	***Increased (Student 8***)
No respond	3	Decreased (Student 9)
2	5	***Increased (Student 10)***
9	4	Decreased (Student 11)

It was found that students' evaluation of their degree of anxiousness when speaking, both before and after. started working was mostly positive. Only 2 (Student 8 and 10) out of 11 students stated that after utilizing *Flip* tool their level of speaking anxiety increased even though they, too, found the tool helpful. As;

> Since I didn't know much at first, I seemed to be able to speak more easilyAt that time, I was conscious of the fact that I was unaware; however, after integration process, some things changed positively in my language level and now I know more, but this caused me to have a fear of saying it wrong. Frankly, I started to be afraid that I might say what I know wrong. (Student 8).

"*I would say 2 at first, there was almost none, but then I feel like 5.*" (Student 10)

4.3 Discussion

This chapter presents a comprehensive analysis of the current research. The primary objective of this study is to investigate how *Flip*, a digital video technology tool, affects the reduction of foreign language speaking anxiety among students in Turkish university

preparatory programs. Another aim of this research is to have a deeper understanding of students' perspectives on the instrument itself. The researcher conducted this study as a quasi-experimental investigation, collecting both quantitative and qualitative data through the use of a questionnaire and a semi-structured interview. The current study's pre-test and post-test scores, which were collected to measure the students' speaking anxiety levels in three contexts: in-class, out-of-class, and in general and semi-structured interviews, suggest that the application of a Web 2.0 tool, such as *Flip*, has the potential to reduce speaking anxiety in university students. The following sections will contain more thorough commentary.

4.3.1 Discussion of quantitative data

Upon analyzing the quantitative data collected from this study, it was discovered that *Flip* significantly reduced speaking anxiety among A1-level preparatory school students in a variety of scenarios. The subsequent sections will include more comprehensive analysis. The subsequent sections will include more comprehensive analysis.

4.3.1.1 Discussion on research question 1: What is the effect of utilizing *Flip* tool among A1-Level preparatory school students on reducing speaking anxiety?

The first research question concerns the influence of employing the *Flip* as an intervention on reducing levels of speaking anxiety among preparatory school students at the A1-level after a 5-week intervention. To address the initial research topic, the researcher collected data by utilizing the adapted version of SLSAS developed by Alkan, Bümen, and Oner (2019).

The participants were instructed to select options that varied from "not at all anxious" to "extremely anxious". After conducting a paired sample t-test to measure the levels of speaking anxiety among students before and after a five-week intervention utilizing the *Flip*. The results of the current research study, which investigated the efficacy of the *Flip* in alleviating speaking anxiety among A1-level university preparatory school students, were analyzed using SPSS. The pre-and post-tests revealed a substantial statistical disparity.

The results of the current research study, which investigated the efficacy of *Flip* in alleviating speaking anxiety among A1-level university preparatory school students, were analyzed using SPSS. The pre-and post-tests revealed a substantial statistical disparity. The pre-test and post-test ratings for the students' in-class speaking apprehension levels were significantly different. *Flip's* implementation resulted in a substantial decrease in students' anxiety, as indicated by the t-test's t-value of 4.76 and p-value of less than.001. The mean anxiety levels have decreased from 3.24 to 2.40, as shown by the standard deviations of 0.97 and 0.93 prior to and subsequent to the treatment. This decrease indicates a statistically significant and practically meaningful reduction in the level of in-class speaking anxiety among students. Additionally, an effect size was calculated to assess the treatment's impact. A correlation coefficient of r=.636 is classified as a 'high' effect size according to the scale established by Jawlik (2016). As a result, *Flip* tool had a significant impact on the reduction of speaking anxiety, surpassing its statistical significance. The post-test scores indicate that students experienced a decrease in their levels of speaking anxiety following the use of *Flip*, as opposed to their anxiety levels prior to the tool's implementation. The results suggest that *Flip* tool is a successful method for reducing speaking anxiety in university preparatory school students at the A1-Level. The findings of the present study are consistent with specific studies that were cited in the literature review. Nguyen (2021) conducted a study that specifically investigated the impact of *Flip* on speaking anxiety. The results indicated a substantial decrease in anxiety levels among ESL students who consistently employed the tool for speaking practice.

The present study underscores the platforms' capacity to establish a secure and interactive environment for language practice, which facilitates the review and practice of recordings prior to submission, thereby reducing students' anxiety (Nguyen, 2021). Thompson and Lee (2020) conducted a study that conducted an examination of the experiences of non-native English speakers using *Flip*, which supports these findings. The study found that as students became more familiar with the video-based format, they reported feeling more comfortable and experiencing less anxiety, indicating that repeated exposure to a supportive digital environment can gradually reduce anxiety levels over time (Thompson & Lee, 2020). Tuyet and Khangs's (2020) found similar results; for instance, *Flip* relieved students' communication apprehension at the end of the nine week treatment. Moreover, the majority of the learners demonstrated their positive sentiments toward the utilization

of *Flip*. in learning English speaking and expected that *Flip* should be employed frequently to make learning English speaking become more motivating.

In a study conducted by Johnson and Skarphol (2018), the findings and interpretations of their data regarding *Flip* were predominantly positive. Upon examining their reflection journals, it was observed that the majority of students expressed contentment and enthusiasm about *Flip*. Instead of feeling timid, most students felt as if they were Internet famous while using *Flip*. In a similar vein, McLain's (2018) findings showed similar results after researching the relations between speaking anxiety and the use of *Flip*. From an educational perspective, these findings can be crucial for language teaching instructors and curriculum designers, particularly those working with language learners at the beginner or preparatory levels and incorporating tools that have been demonstrated to reduce anxiety could lead to better learning outcomes and more positive language learning experiences. In conclusion, the potential for the adoption of similar innovative tools, such as *Flip*, has been inevitable. The use of *Flip* to teach A1-level students in a preparatory school context is highly effective in reducing their speaking anxiety. It has the potential to enhance student confidence and improve learning outcomes in language use situations. In addition, methodologies that are employed in comparable educational environments or subjects can improve the quality of learning experiences and outcomes by making them more engaging and less intimidating.

Additionally, the integration of technology into the classroom can enhance student motivation and engagement, resulting in a more interactive and dynamic learning environment. In general, the implementation of tools such as *Flip* has the potential to transform language teaching methodologies and provide students with a variety of advantages.

4.3.1.2 Discussion on research question 2: Does *Flip* tool integration reduce speaking anxiety differently for male and female A1-Level preparatory school students?

The results of this study suggest that the integration of *Flip* tool had similar impacts on the reduction of speaking anxiety among male and female A1-Level preparatory school

students. This finding is in accordance with numerous other studies that have investigated the impact of digital tools on speaking anxiety in both genders.

For example, Altunkaya and Topuzkanamış (2018) examined the impact of digital storytelling tools on speaking anxiety among Turkish EFL students. In terms of anxiety reduction, their results did not indicate a significant difference between male and female students, which is consistent with our findings. In the same vein, Özütürk and Hürsen (2014) investigated the influence of Skype-based language exchange on speaking anxiety and discovered that the digital intervention was equally beneficial to both male and female students, irrespective of gender.

Kukulska-Hulme and Viberg (2018) also reported that the use of mobile applications for language practice resulted in a similar decrease in speaking anxiety for male and female students in a study that focused on mobile-assisted language learning (MALL). This further supports the current study's conclusions that digital tools such as Flip can be effective regardless of gender. These results collectively suggest that digital tools, such as *Flip*, can be effective in reducing speaking anxiety, irrespective of gender. This is especially significant because it implies that educators can employ these tools without worrying about the potential gender biases that could affect the effectiveness of the digital tools. Nevertheless, it is important to acknowledge that the current study and the literature did not identify any substantial gender disparities. The efficacy of digital tools in reducing speaking anxiety may still be influenced by individual factors, including prior experience with technology, personal learning preferences, and cultural background.

Future research could further investigate these individual factors to gain a more complex understanding of the impact of digital tools on speaking anxiety in diverse student populations. In conclusion, the current study’s findings, supported by similar results in the existing literature, suggest that digital tools like *Flip* can be valuable resources for reducing speaking anxiety in language learning contexts, offering equal benefits to both male and female students.

4.3.2 Discussion of qualitative data

During the examination of the qualitative data collected from this study, the use of the *Flip* demonstrated the large majority of the willing participants had a positive perception of the use of the *Flip* tool. There will be a more comprehensive discussion in the subsequent sections.

4.3.2.1 Discussion on research question 3: What are the students' perceptions and experiences regarding the integration of the *Flip*?

Firstly, this research question is inquiring about how students perceive and experience the integration of the *Flip* in their learning environment. It aims to gather insights into students' views and reactions to the implementation of this tool within an educational setting. In order to respond to the research question, the researcher collected data by conducting semi-structured interviews with eleven participants from the study group. The participants were required to respond to five primary questions concerning their overall perspectives on the tool and its potential impact on their speaking anxiety. Upon analyzing the qualitative data, it was evident that the large majority of the respondents held a favorable view of the tool. *Flip* significantly relieved speaking anxiety. In order to evaluate the perceptions and experiences related to the incorporation of the *Flip*, students were initially asked to indicate whether they found learning and speaking English challenging or easy.

When they were asked to provide explanations, the most of them expressed that learning and speaking English was primarily challenging. Additionally, they highlighted intrinsic factors could help ease the language learning process, such as diligence, ease of languages' systems, familiarity with it, overcoming stereotyped biases, and having a strong desire to learn. When all of these factors are taken into consideration it was obviously beneficial to employ digital tools like *Flip*, for this reason researcher conducted such a study. As a result of this integration, students can have chance to participate in language learning process at their preferred speed, this type of integration can also create a less intimidating environment that may enhance their self-assurance and reduce the stress linked to immediate interaction like speaking. Many studies in the existing literature provide similar findings to those of the present research, highlighting the

advantages of using asynchronous video technologies and akin digital tools in language learning. Studies assertively claim that the utilization of online resources, including video sharing platforms, can decrease the sense of urgency and nervousness associated with in-person encounters (Gacs, Goertler, & Spasova, 2020). This creates a more comfortable learning environment that prioritizes self-paced learning and reflection (Sun & Yang, 2020). Similarly, Subaşı (2010) suggested a separate investigation that demonstrates how EFL learners refrain from speaking in order to avoid being perceived as unintelligent in the classroom. If individuals are provided with a secure setting, such as asynchronous platforms like *Flip*, they are likely to experience reduced self-criticism and increased inclination to express oneself with effectiveness.

The findings from the interview questions indicate an overall favorable attitude towards the learning and usage of the English language, with a notable influence from the utilization of *Flip*. The majority of the participants agreed on how this application enabled to alleviate the stress related to speaking a new language. It allowed learners to engage with content at their own speed in a non-intimidating setting. These digital tools have the potential to be further developed and investigated in order to develop more efficient methods of alleviating speaking anxiety. This can improve the learning process, making it more motivating, enjoyable, and pleasurable for students of all proficiency levels.

When the participants were requested to respond to the second interview question, "What are your strengths and weaknesses in conversing in English?" In what circumstances do you experience anxiety? The data indicated that students recognized a greater number of weaknesses rather than strengths in their language abilities, emphasizing crucial areas for enhancement in educational approaches. The primary weakness among students was identified as "Hesitancy to talk" by 31.6% of the responses. This reluctance is frequently the result of apprehension about making mistakes and facing criticism, which is consistent with the findings of language acquisition studies. Additionally, difficulties in articulating thoughts, restricted vocabulary, and grammatical ambiguities were noteworthy concerns. In addition, the participants reported that conversing with native English speakers exacerbated their anxiety, underscoring the existence of psychological impediments that extend beyond basic language skills. This study also emphasized the impact of various emotional and environmental factors on students' behavior, including the inability to use

humor, the overwhelming excitement, and the anxiety associated with being tested by teachers and peers. The language acquisition process is influenced by a wide variety of factors, as evidenced by these effects. The efficacy of language learning and self-assurance can be adversely affected by anxiety, as demonstrated by research. In contrast, the participants rarely acknowledged their positive attributes, with the exception of the fact that motivation increases as they achieve, which was acknowledged by all of them. This implies that the pursuit of success in linguistic activities can enhance motivation, thereby corroborating Dornyei's (2015) hypothesis that success fosters positive cycles of motivation in language learning. Educational interventions that prioritize the mitigation of speaking anxiety are imperative, as indicated by these findings. To encourage students to acknowledge their progress, effective strategies may include the implementation of positive reinforcement and the provision of specialized programs, such as psychological support seminars, to equip them with coping mechanisms for anxiety. Promoting more fluent language usage and reducing reluctance may be achieved by creating supportive and engaged environments for conversational practice.

During the third interview, the participants were asked about their concern of making mistakes while speaking. Only a small number of them expressed a lack of fear. The results indicated that specific anxieties that lead to this anxiety include the fear of being misinterpreted (reported by 25% of students), feelings of inadequacy, encountering criticism or mockery, and experiencing embarrassment or humiliation as a consequence of errors. The results of this study are consistent with the influential research conducted by Horwitz et al. (1986) on foreign language anxiety. The study emphasized that the fear of being negatively judged is a significant factor contributing to anxiety in language learning.

The restricted group of students who demonstrated no apprehension toward making errors possessed substantial adaptability and self-assurance, attributes that research suggests can facilitate the acquisition of language more effectively (MacIntyre & Gardner, 1994; Tsui, 1996). These results underline the importance of educational strategies that address both psychological and linguistic challenges. By establishing a supportive learning environment, cultivating a mindset that views mistakes as opportunities for growth, providing specific feedback and tools for error correction, and incorporating

communicative activities that simulate real-life scenarios, students' concerns and anxieties can be effectively alleviated. These approaches are supported by research that demonstrates the advantages of adopting a progressive learning mindset in language acquisition (Lou & Noels, 2019), the efficacy of communicative language teaching techniques (Richards & Rodgers, 2014), and the beneficial effects of a low-stress classroom environment (Young, 1991). Educators can create an improved learning atmosphere for language acquisition by embracing mistakes as a natural aspect of the learning process and encouraging students to take risks. This method is consistent with Krashen's (1982) affective filter hypothesis and Clement's (1980) social context model of language anxiety, as it enables students to overcome their fears and develop the confidence necessary for effective communication in L2. The fourth question indicates that the integration of *Flip* application into language learning contexts has the potential to alleviate students' speaking fear. The results suggest a positive response, as most participants reported that the tool effectively alleviated their speaking fear.

A substantial 53.8% of students decided on "provides an opportunity to speak" as the primary reason they found *Flip* to be beneficial in reducing their anxiety. This aligns with the principles of communicative language education (Richards & Rodgers, 2014), which emphasize the importance of facilitating authentic language practice. The most recent interview question has yielded promising results in terms of reducing students' level of anxiety when speaking. A varied perspective emerged as some students reported a rise in their speaking anxiety despite finding the tool beneficial. Although most participants had a favorable experience, as *Flip* provided opportunities for low-stakes practice and reduced negative evaluation fear, a few students experienced an unexpected effect. In particular, two students (Student 8 and Student 10) indicated that their levels of anxiety in speaking had risen after using *Flip*, despite recognizing the tool's utility. As learners advance and acquire more linguistic information, they may better understand their own inadequacies and the complex nature of the language, resulting in increased self-awareness and anxiety. The reflection of Student 8 exemplifies this phenomenon:

> Since I didn't know much at first, I seemed to be able to speak more easily. During that period, I possessed the understanding that I lacked knowledge., but

> with the process, some things changed positively in my language level, and now I know more, but this caused me to have a fear of saying it wrong (Student 8).

When Student 10 asked to determine the anxiety level his response was similar to the student 8;

"I would say two at first, there was almost none, but then I feel like 5," highlights the potential for anxiety to increase as learners become more invested and aware of the challenges in language acquisition" (Student 10).

These findings align with the research conducted by Poza (2011), who noted that although digital tools can offer an ideal environment for practice, they may not completely eradicate anxiety, especially as learners advance and establish higher self-expectations. The experiences of Students 8 and 10 align with Arnold's (2021) focus on individual differences, which is particularly applicable in this context.

Although *Flip* created a nurturing atmosphere for numerous children, it is evident that its influence on anxiety levels was not consistent. This highlights the necessity of employing a customized strategy when incorporating digital resources, considering the unique psychological profiles and learning preferences of each learner.

The study, backed by current research in ELT, shows that *Flip* and akin digital technologies provide substantial advantages in alleviating speaking anxiety and aiding language learners. *Flip* successfully creates a low-pressure setting for practicing speaking skills, which can improve the learning process by making it more comfortable. This, in turn, has the capacity to enhance language acquisition and increase self-assurance. The significance of *Flip* as a complementary tool to traditional training is underscored by most participants' positive experiences. This learning method's asynchronous nature enables learners to progress at their own pace, which is especially advantageous for those who may experience anxiety during real-time interactions.

Further, *Flip's* integration of video technology simulates authentic communication scenarios, thereby preparing students for real-world language use. Even though a small number of students experienced increased anxiety, this discovery should not diminish the tool's overall beneficial impact. Rather, it highlights the importance of a sophisticated,

student-centered approach to the integration of technology into language instruction. In order to optimize advantages, educators should consider strategies to help learners manage enhanced self-awareness, such as engaging in direct conversations about the process of language acquisition. It is essential to consider the intricate psychological effects of *Flip* when it is implemented. Nevertheless, the efficacy of this tool in reducing speaking anxiety and enhancing language acquisition is strongly supported by extensive research.

The potential to enhance language teaching is demonstrated by the strategic integration of these technologies into the language curriculum, which enables educators to cultivate more self-assured and skilled language users.

5. CONCLUSION AND RECOMMENDATIONS

The current study has undertaken a comprehensive examination of the impact of integrating *Flip* on reducing speaking anxiety among A1-level students in a university preparatory school. The results of this study have important consequences for language teachers, educators, and researchers, and offer novel insights on the possible advantages of incorporating *Flip* into language learning. The study's findings also suggest that *Flip* can be a useful tool for reducing speaking anxiety among university preparation school pupils at the A1 level. *Flip* can enhance students' self-assurance and transform their perspectives on the process of acquiring language by providing an engaging practice environment. For example, a group of students at a university preparatory school with a beginner-level language proficiency participated in the *Flip* integrated language learning program. As a result of regular practice sessions, these students showed a significant decrease in their fear or nervousness when speaking. The participants demonstrated heightened ease and confidence during the speaking exercises.

Furthermore, the students expressed their satisfaction in using *Flip* as it allowed them to engage in speaking exercises in a comfortable setting. This educational experience facilitated their ability to overcome their fear of public speaking and enhanced their level of drive. Furthermore, the research findings indicate that there is no significant distinction based on gender, which may be of interest to certain readers. This finding suggests that providing a safe and supportive atmosphere for language learners can lead to equal advantages for both male and female students. This inclusive pedagogy for language acquisition fosters a sense of unity and collaboration among students, regardless of their gender. Fostering a sense of security and comfort among teachers can help students overcome their worries and develop self-assurance in their language acquisition process. Additionally, the current study's findings indicate that integrating *Flip* into language learning can effectively alleviate speaking anxiety in individuals from diverse cultural backgrounds, socioeconomic levels, genders, and interests.

The rationale behind this is that *Flip* enables and can be beneficial for students in cultivating self-confidence and enthusiasm to participate in additional practice within a safe and supportive environment. This study has paved the way for many other studies that try to examine the effects of using similar digital tools in reducing speaking anxiety, especially in the setting of language acquisition. These findings can be used by curriculum designers, researchers, and educators to provide a rationale for directing resources towards technology infrastructure, teacher training, and digital educational resources. This, in turn, will help promote fair and inclusive possibilities for language learning. Conducting comparative studies with other digital tools or traditional techniques could assist in determining the most effective strategies in language education. Finally, technology developers can utilize these discoveries to better educational tools by enhancing user interfaces, accessibility, and features that facilitate instructor feedback and student involvement.

This section examines the limitations and suggests recommendations to enhance the existing findings and advance the understanding of the possible advantages and difficulties of utilizing digital technologies such as *Flip* in language learning for future research. Moreover, it is imperative to recognize specific limitations that need to be discovered, in addition to the previously indicated benefits of the study. These limitations can offer useful insights and guidance for future inquiries in this domain. Firstly, the study's sample size was confined to a small number of kids attending A1-level university preparation schools. In order to address the issue of limited applicability to other populations, such as students with advanced language skills or students in diverse educational settings, the study can be replicated utilizing a diverse range of participants. Also, to improve the applicability of the results, it is recommended to increase the sample size and include a more diverse group of participants, including students with different levels of competence and from various educational backgrounds. Furthermore, the study included qualitative data that was collected through self-reported information and semi-structured interviews. While this study provided valuable insights into individuals' experiences with *Flip*, it may not have captured the complete spectrum of emotions and attitudes that participants encountered. Participants may have been influenced by social desirability bias when remembering their experiences or may have had incomplete recollections of their emotions and attitudes during the study.

Future research should explore the incorporation of other data collection methods to enhance the broadness and objectivity of participants' experiences. By integrating physiological indications such as heart rate variability, it is possible to gather objective data on the anxiety levels and emotional states of users during their usage of *Flip*. In addition, the study did not investigate the long-term effects of using *Flip* on language acquisition outcomes. While the study found that *Flip* reduced speaking anxiety in the short term, it is unclear if these benefits persist in the long run. Further research should be conducted to determine the long-term sustainability of the advantages of *Flip*, as well as to identify any potential adverse effects associated with its prolonged use. Despite these limitations, the study provides valuable insights regarding the potential benefits of integrating *Flip* and similar tools into language learning to improve its efficacy. The effectiveness of using *Flip* and other technologies in the educational environment lies in its ability to empower students to take on difficulties, make mistakes, and ultimately grow as skilled language users.

Moreover, the application of cutting-edge instruments like as *Flip* has the potential to transform language instruction and enable students to achieve their maximum capabilities. A study of the impact of technology on traditional language teaching approaches and an examination of successful techniques for incorporating modern tools into curriculum design and instruction can offer valuable insights for educators aiming to enhance their teaching methods. By staying up-to-date with the newest technological innovations and continually adjusting to fit the requirements of their students, instructors can establish dynamic and captivating learning environments that promote language acquisition and mastery. Incorporating innovative concepts and techniques in language instruction not only enables students to gain crucial skills for the future, but also enhances the whole teaching experience for educators. To fully harness the possibilities of technology in the classroom, educators need to have an open-minded attitude and be willing to explore unique tools and approaches to guarantee the achievement of their students.

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APPENDICES

APPENDIX 1: Approval Form Received from Maltepe University Social Sciences Ethics Committee

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

APPENDIX 2: English Speaking Anxiety Scale Use Consents

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

APPENDIX 3: English Speaking Anxiety Scale

İNGİLİZCE KONUŞMA KAYGISI ÖLÇEĞİ

Aşağıda belirtilen durumlarda *İngilizce konuştuğunuzda* kendinizi ne kadar kaygılı hissettiğinizi *Kaygı* sütununda yer alan **sayıları yuvarlak içine alarak** belirtiniz.
Lütfen hiçbir maddeyi boş bırakmayınız.

1.**Hiç** kaygılı **değil**	2.**Biraz** kaygılı	3.Kaygılı	4.**Çok** kaygılı	5.**Aşırı** kaygılı

Durum	*Kaygı*
1. Öğretmen derste bana İngilizce bir soru sorduğunda	1 2 3 4 5
2. İngilizce öğretmenimle ders dışında gayri resmî bir biçimde konuştuğumda	1 2 3 4 5
3. Derste bir grup tartışmasına katıldığımda	1 2 3 4 5
4. Sınıfımın önünde bir canlandırmaya ya da karşılıklı konuşmaya katıldığımda	1 2 3 4 5
5. Sınıfın geri kalanına sözlü bir sunum yaptığımda	1 2 3 4 5
6. Sınıfta akademik bir tartışmaya katkıda bulunmam istendiğinde	1 2 3 4 5
7. Dil okulumun yönetici kadrosuyla İngilizce konuştuğumda	1 2 3 4 5
8. Ders dışında **anadili İngilizce olan** birden çok kişiyle sohbete katıldığımda	1 2 3 4 5
9. Ders dışında **anadili İngilizce olan** bir arkadaş ya da meslektaşla sohbete başladığımda	1 2 3 4 5
10. Okuyacağım bölümdeki bir öğretim görevlisi/danışman bana İngilizce bir soru sorduğunda	1 2 3 4 5
11. Okuyacağım bölümdeki bir öğretim görevlisinden/danışmandan İngilizce tavsiye istediğimde	1 2 3 4 5
12. **Anadili İngilizce olan** tanımadığım bir kişi bana sorular sorduğunda	1 2 3 4 5

APPENDIX 4: English Speaking Anxiety Interview Questions

İNGİLİZCE KONUŞMA KAYGISI GÖRÜŞME SORULARI

1. Sizce İngilizce öğrenmek ve konuşmak zor mudur, kolay mıdır? Nedenleri ile birlikte açıklayınız.

2. İngilizce konuşurken zayıf ve güçlü yanlarınız nelerdir? Hangi durumlar sizi kaygılandırır?

3. Konuşurken hata yapmaktan korkar mısınız?

4. ‘‘*Flip*’’ isimli uygulamanın entegrasyonu konuşma kaygınızı azaltma üzerinde size yardımcı oldu mu ?

5. Konuşma kaygı seviyenizi çalışmaya başlamadan öncesi ve sonrası değerlendirecek olsanız 1’den 10’a kadar kaç verirsiniz?

APPENDIX 5: Weekly tasks assigned on *Flip*

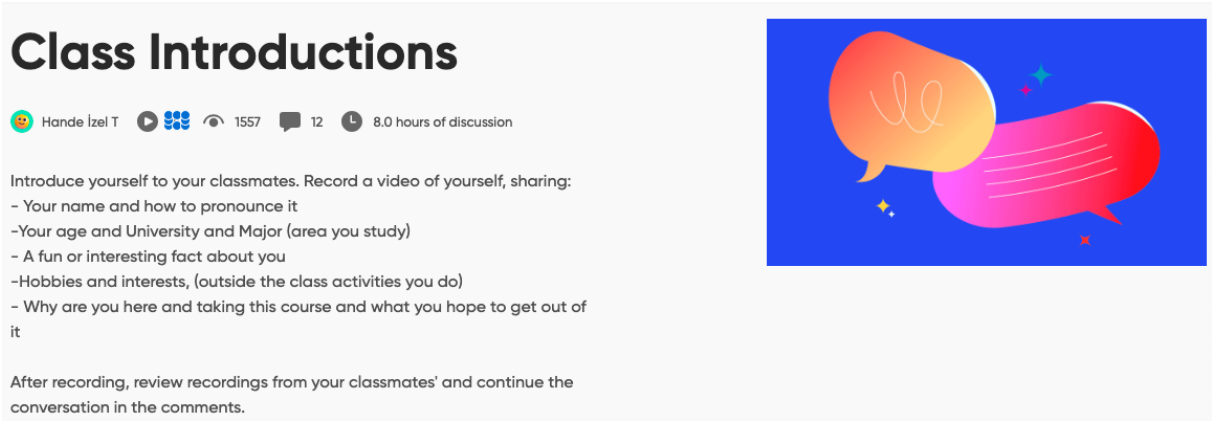


Figure 2. Introduce Yourself

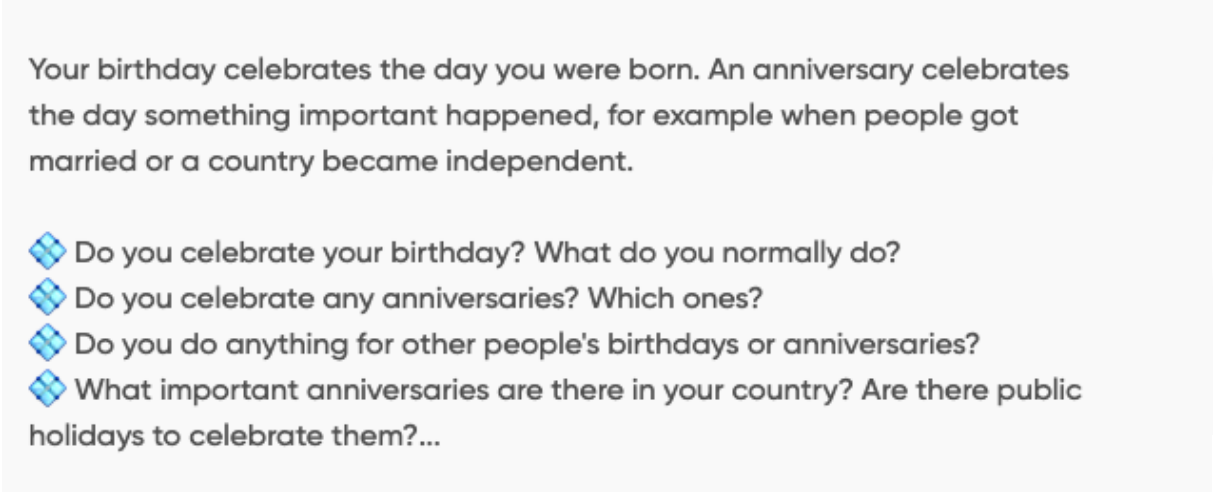


Figure 3. Celebrating Birthdays

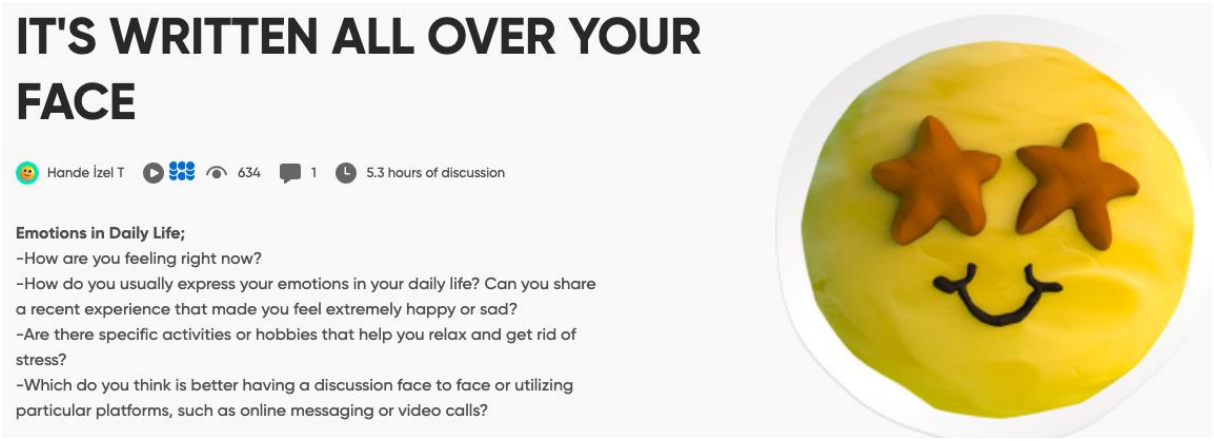


Figure 4 Emotions in Daily Life

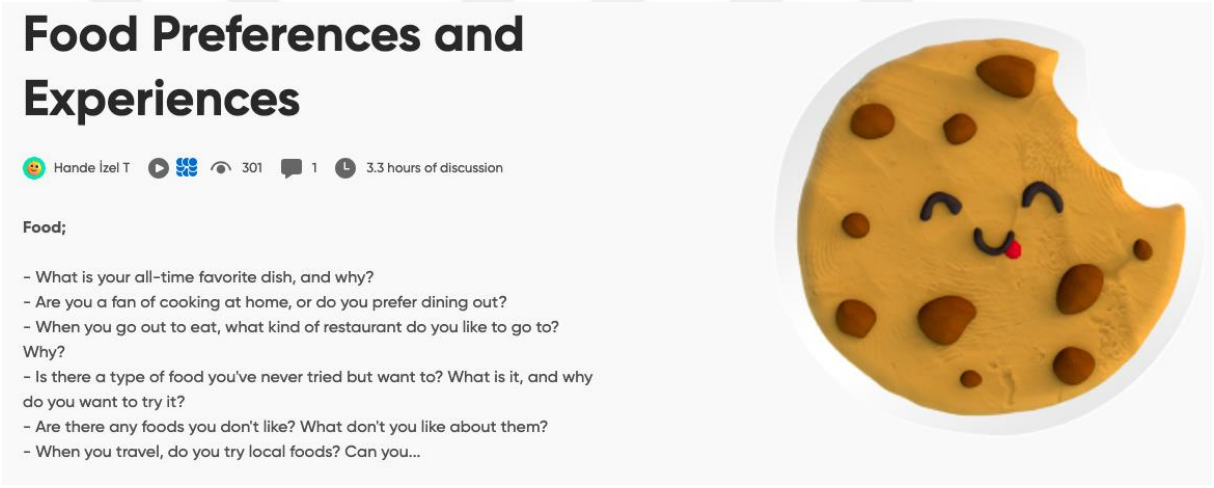


Figure 5. Food Preferences



Figure 6. Impacts of Social Media

CURRICULUM VITAE

Hande İzel AKŞAHİN

Education

Degree	Year	University, Department
Master	2024	Maltepe University, Social Sciences Institute, English Language Teaching with thesis.
Bachelor	2018	Marmara University, Faculty of Education, Teaching of English Language

Professional Experience

2018-2020 September	Cihangir Koleji, Çekmeköy
2020-2022 October	Biruni University, English Preparatory School
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