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Self-Regulated Learning and Listening Achievement of Turkish EFL Learners

ABSTRACT

Flipped classroom model has been an important pedagogical tool that has been widely incorporated and researched in recent years. Current studies have scrutinized the effect of the model on the achievement of language learners. The purpose of the present study is two-fold: (i) to examine whether the flipped classroom model has an impact on B1 level Turkish students attending English preparatory program at school of Foreign Languages in a state university, and (ii) to investigate if the flipped classroom model yields different results on the self-regulated learning levels of the participants. The participants of the study consist of 60 B1 level prep-class students attending B1 level Listening course, with 2 classes each including 30 students. Firstly, the students in one class were classified as control group (CG) and the ones in the other class as experimental group (EG). During the 8-week B1 module process, the listening lesson was taught with the traditional method in the CG and with the flipped classroom model (FCM) in the EG. The data were gathered through pre and post-tests of listening skills achievement exam and self-regulated learning scale. As for data analysis, mixed ANOVA analysis was used. The findings showed no significant difference on self-regulated learning levels but on listening skills achievement scores. Suggestions were discussed accordingly.

KEYWORDS

flipped classroom model, self-regulated learning, listening skills achievement, EFL, Common European Framework of Reference for Languages (CEF)

1. Introduction

Language skills are of great importance in foreign language learning. One of the language skills, listening, plays a crucial role in foreign language learning since the input we take while learning our mother tongue begins with listening (Akdemir, 2010). Today, listening is a compulsory course required by the Council of Higher Education for Preparatory Schools to teach English and other languages in Turkey. However, such factors as limited class hour, official language of country, different learning techniques of each individual may limit the opportunities for students to practice listening. In this case it is emphasized that students should

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organize their learning activities individually. Especially during the COVID-19 pandemic period, the transition to online education has allowed students to learn individually. The individual organization of the learning activities that takes place in the classroom or school is defined as self-regulated learning (Pintrich, 2000, p. 451). Self-regulated learning (SRL) allows students to monitor their progress and evaluate their own learning. SRL involves regulating one's feelings, cognitive behavior, and acquiring needful and covetable skills appropriate to the learning experience (Rasheed et al., 2020)

To date, more and more college students are expected to take a responsibility in their own learning by effectively benefiting from information and communication technologies, which makes online learning tools to be strongly recommended for students before coming to the class (Öztürk & Çakıroğlu, 2018). At this point, the importance of using the flipped classroom model (FCM) instead of traditional model has begun to be emphasized. In a traditional model, teachers explain the subjects, students listen to the teacher and take notes. After that, students study on their assignment at home. FCM (also known as inverted classrooms) reverse this language learning process. FCM is a blended learning approach in which students first watch online lectures at home and then complete their homework and practical work in face-to-face classes. Students are responsible for their own learning process. In FCM, teachers act as a facilitator. That is, they assist students throughout the lesson and enable students to help each other. Classroom learning activities include inquiry-based learning, active learning, and peer learning (Danker, 2015, p. 172).

FCM has been studied in many areas and a great amount of research showed that FCM affects students' learning in a positive way (Çakıroğlu & Öztürk, 2017; Liu et al., 2019). According to Fulton (2012), the most important advantage of FCM is that it increases the interaction time in the classroom. Teachers use videos for interaction between teacher and student. In this way, teachers can devote more time to fulfilling the learning and emotional needs of the students (Goodwin & Miller, 2013). In FCM, students can discuss the subjects with their teachers, which is not possible in traditional model (Bergmann & Wadell, 2012). It is expected that this interaction and discussion environment will contribute to students' listening skills. In FCM, teachers use differentiated instruction, problem/project-based learning, inquiry-based study models, that's why flipped learning is student-centered (Bergmann & Sams, 2014). Flipped classroom model has been an important pedagogical tool that has been widely incorporated and researched in recent years. Thus, the contribution of the present study might have been significant in the field in terms of the influence of the model on the development of listening skills and self-regulated learning of the EFL students because using FCM in lessons also requires students' SRL. While watching online lectures at home or completing homework and practical work in a class, students should monitor their own learning process

so that they achieve their learning goals. According to the studies, students who self-regulate their learning process have some characteristics such as having lot of cognitive strategies like repetition, organization, and elaboration, controlling the time to be used on tasks and directing learning processes for the achievement of their goals, all of which point out the importance of SRL in language teaching/ learning (Torrano Montalvo, & González Torres, 2004). Considering the benefits of FCM and SRL found in the relevant research, the present study aimed to shed some light upon the existing literature on FCM and SRL by narrowing down its focus on Turkish EFL learners attending to English Preparatory classes at B1 Level and their listening achievement scores on the basis of 6-week intervention program.

2. Literature review
2.1. Theoretical framework
In recent years, the role of SRL in education has elicited much interest as a product of successful learning (e.g., Schraw et al., 2006; Zimmerman, 2000). SRL has been defined as a cyclical and recursive period which activates feedback mechanisms for students to understand, control, and adjust their learning accordingly (e.g., Zimmerman, 2000). To be a self-regulated student means to be responsible for, and capable of, one's own development, using "self-generated thoughts, feelings, and actions which are planned and cyclically adjusted to the achievement of personal goals" (p. 14).

Although there have been different approaches towards self-regulated learning, most researchers agree that self-regulation involves some basic components: "self-regulation involves cognitive, affective, motivational and behavioural components that provide the individual with the capacity to adjust his or her actions and goals to achieve the desired results in light of changing environmental conditions" (Zeidner et al., 2000, p.751).

Cognitive processes include information processing strategies such as rehearsal, elaboration, and organization. In terms of metacognitive processes, self-regulated students are good strategy users. They plan, set goals, choose strategies, organize, monitor, and evaluate at different points during the acquisition process. The motivational processes include students' emotions, willingness to learn, and desire to reach academic self-efficacy. Finally, the learning context refers to learning domains, methods, or environments (Zimmerman, 2000). Students can actively take the responsibility in their learning process by using SRL strategies such as planning learning activities, self-motivation, organizing, repeating, self-monitoring, and evaluating their own learning (Artino & Stephens, 2009).

FCM is a student-centered teaching approach used by teachers to reverse the traditional classroom model into a more active classroom environment (Keengwe et al., 2014, p. xviii). The idea of the FCM is that it includes both inside and

outside classroom activities (Alsowat, 2016). Students watch online videos at home. In this process, students are expected to scan different sources and do research about the subject. Then, they complete their homework and hands-on activity in an interactive face-to-face class. During the lessons, the subjects are discussed with teacher and other students and students reinforce their knowledge. After the lessons, students are expected to do more comprehensive research on the subject. Figure 1 shows the stages in SRL development process.
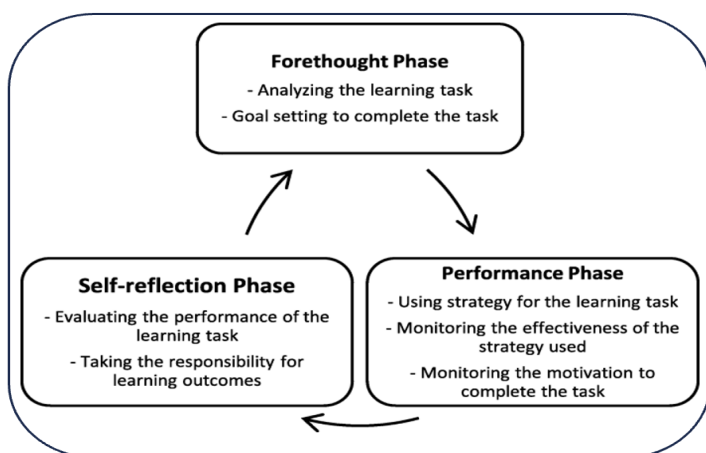

Figure 1: Self-regulated learning phases (adapted from Zumbrunn et al., 2011)

In the forethought phase, students work on the learning task and determine its aim to complete the task. In the performance phase, students use strategies to motivate themselves and to complete the learning tasks. They may need feedback during the process. In the self-reflection phase, students evaluate their performance in the learning tasks and their feelings about the strategies they used.

Building its rationale on the three phases of self-regulated learning discussed above, in the present study Self-Regulated Learning Scale (Erdogan & Senemoglu, 2016) was used to examine whether the intervention yielded impact on the participants' self-regulated learning levels. Table 1 presents the scale used in the study.

The Self-Regulated Learning Scale (Erdogan & Senemoglu, 2016) consists of 67 items and it has two subscales, self-regulated learning skills/strategies (45 items) and motivational factors (22 items). The first subscale included 3 subheadings: before study, during study and after study. On the other hand, the second subscale which includes motivational dimensions consists of five subheadings: self-efficacy, goal-orientations, task value, attributions for failure, and anxiety. The questionnaire has a 5-point Likert-type response format. The

Table 1. Self-Regulated Learning Scale (Erdogan & Senemoglu, 2016) used in the study

Dimensions	Number of items	Sample items
Before study		
Environmental structuring	4	I usually study where I can focus.
Planning	5	I write my weekly to-do-list in my notebook.
Arrangement of study time	4	I do my homework when I know our teacher will control them.
During study		
Organization and transforming	5	I find the key points in the text and draw connections between them.
Seeking appropriate information	3	I read the sources I find after class.
Seeking peer, teacher or adult assistance	3	When I don't understand, I seek the assistance of peer or an adult.
Seeking easily accessible information	2	I try to find the easiest way of doing my homework.
Self-monitoring	2	While reading a book or reviewing my notes, I sometimes stop and ask myself. "Do I understand the point here?"
Rehearsing and memorizing	4	I teach the topic I study to another person.
After study		
Self-evaluation	6	Generally I don't revise a homework I have finished.
Self-consequences after success	4	I promise to award myself after I get a good grade from an exam or homework.
Self-consequences after failure	3	Failures make me sad, but I don't do anything to change them.
Motivation		
Task value	5	I believe we'll use the things we learn in class in the future.
Self-efficacy	5	I think I'll succeed in the courses.
Anxiety	5	I get so excited in exams that I forget everything.
Attributions for failure	4	Extreme load of homework and exams makes me fail.
Goal orientations	3	The most satisfactory thing for now is getting a high grade

Cronbach's Alpha was computed 0.91 for the whole scale. The factor loadings of the items range from 0.47 to 0.91.

2.2. Previous Studies conducted on FCM and SRL

After the COVID-19 pandemic, the importance of the concepts such as online education, digital materials, use of digital programs, online assessment, etc. has started to be emphasized even more (Pavanelli, 2018; Wiginton, 2013). Specially in these days when the concept of online education comes to the fore, it has been more and more currently discussed in the literature how effective it is to keep the education both in terms of space and time within the classroom hours (Alsowat, 2016; Quint, 2015). Based on this centrality, the term flipped classroom model (FCM) has once again been widely studied and discussed in the relevant literature by relating it to the central topics such as ChatGPT, AI, SRL, and so on.

According to Bergmann and Sams (2012), FCM will help students' self-regulated learning. Bergmann and Sams (2012), in their study, adapted the lecture and explanation of the subjects in the course material into the FCM with activities and interactive tasks to be done in the classroom, and collected positive opinions from the students in terms of the effectiveness of the course. They obtained the opinion from educators who use the FCM that the theoretical topics are conveyed in advance through videos and the lesson time is quite effective in terms of giving more space to the relevant exercises and discussions.

There are other current studies in the field which point out that FCM has positive effect to the listening skills' development (Turan & Akdag-Cimen, 2020). In another study, Martin (2012) pointed out that FCM has many advantages such as encouraging collaborative learning environments, improving language skills (reading, listening, speaking, writing) and providing immediate feedback.

Similarly, according to Wu et al. (2017), students can work collaboratively on the tasks in FCM, through which cooperative environment will contribute to students' listening skills.

A great deal of research has been conducted on the self-regulated learning, especially after the outbreak of the COVID-19 pandemic. For example, Altas and Mede (2021) conducted a quasi-experimental study in which they examined the FCM and its impact on writing achievement and SRL levels of students at university level. They found that self-regulated learning showed no significant difference between the groups. In another study, Lastochkina and Smirnova (2017) suggest that developing a self-regulated model for getting ESP listening skills makes the listening process clear and provides scaffolding related to the topic. According to their study, this is the efficient way of improving students' performance. Likewise, Ngo (2019) carried out a study to examine the EFL learners' SRL and their L2 listening skill competence. At the end of the study SRL activities were found to be considerably connected with the L2 listening competence of EFL learners. The results of these studies revealed that SRL processes were positively associated with L2 competence and students' listening skills achievement.

These studies show the effectiveness of FCM on the self-regulated learning of students and they lead teachers to use FCM, especially after the pandemic, because of the limited face-to-face class hours within the scope of measures. There are many studies examining the effect of the FCM on the success of listening skills in foreign language education. However, there is a gap in the existing literature in that there is lack of research examining the effect of the FCM on the development of the self-regulated learning of B1 level Turkish EFL learners. Besides, the present study goes one step beyond by comparing the difference between the success of the students in the class in which the flipped classroom approach and the traditional method are used in the listening lesson by seeking an answer to the question: "Does the use of FCM have a statistical and meaningful contribution to the listening skills achievements of B1 level English preparatory class students?"

3. Method
3.1. Research context and participants
The research has been carried out in the fall semester of the 2022–2023 academic year. The participants of this this exploratory study were B1 level Turkish students attending English preparatory program at school of Foreign Languages in a state university. Listening course is a compulsory course required by the Council of Higher Education for Preparatory Schools to teach English and other languages in Turkey. The course consists of five hours in total per week and lasts 8 weeks in a given module. This course aims at providing students with the basic and necessary listening skills they are expected to develop in B1 level with reference to CEFR.

The participants of the study consist of sixty (N=60) B1 level prep-class students attending B1 level Listening course, with 2 classes each including 30 students. Demographic information about the participants is summarized in Table 2.

Table 2. Demographic information about the participants

Demographic		Control Group		Experimental Group		Total	
Variables		Frequency	%	Frequency	%	Frequency	%
Gender	Male	19	58	14	42	33	100
	Female	11	41	16	59	27	100
Department	Education	6	55	5	45	11	100
	Science and Letters	7	47	8	53	15	100
	Economics and Administrative Science	8	47				
		9	53	9	53	17	100
	Engineering			8	47	17	100
Age	18	15	47	17	53	32	100
	19	9	53	8	47	17	100
	20	6	53	5	45	11	100

Firstly, the students in one class (n:30) were classified as control group (CG) and the ones in the other class (n:30) as experimental group (EG). During the 8-week B1 module process, the listening lesson was taught with the traditional method in the CG and with the flipped classroom model (FCM) in the EG. At the beginning and in the end of the 8-week module, listening skills achievement scores and self-regulated learning levels of the students from CG and EG were examined to determine if FCM yielded differences between the groups. In this respect, the research was aimed to answer the following research questions:

1) Is there any difference between EG and CG in terms of English listening skills achievement scores (After the implementation of the flipped classroom model)?
2) Is there a difference between the self-regulated learning of CG and EG students?

To answer the aforementioned research questions and to build on evidence of the described earlier studies, the present study will shed some light upon the effect of flipped classroom model on self-regulated learning. Therefore, and extending prior research, the goal of this study was twofold: it was aimed to examine in a quasi-experimental design if providing the flipped classroom model influenced mean values of students' post-test scores in listening and if the FCM had impact on the participants' self-regulated learning levels.

3.2. Data collection and procedure

Grant of application was received from the Board of Ethics before the implementation of the study (by the Grant 68282350/22021/G021, the board of Ethics/Pamukkale University). The data of the study were collected by examining the achievements of B1 level preparatory class students in the Listening course they took in the fall term of the 2022–2023 academic year. The data of this quasi-experimental study comprises of two different types of quantitative data as data collection instruments. Table 3 shows the intervention and the procedure of the study.

Table 3. The intervention and the procedure of the study

		Experimental Group	Control Group
Pre-test	1st week	a listening skills assessment exam self-regulated learning scale	a listening skills assessment exam self-regulated learning scale
intervention	2nd-7th week	Flipped classroom model	Traditional in-class model
Post-test	8th week	a listening skills assessment exam	a listening skills assessment exam
		self-regulated learning scale	self-regulated learning scale

According to the accepted concept of the flipped classroom model, the intervention process of the experimental group consists of three phases: pre, while, and post class. First, the pre-class phase contains two tasks: watching Videos and online quizzes in return. In order to acquire the basic information before class, students watched the brief videos provided for the next lecture each week. On each recording, they had the chance to comment and debate troublesome pieces in the chat-box. Each of the short videos was accompanied by an online questionnaire, intended to document the participation of each student, provide him/her further chances to revisit what he/she has learned, and offer him/her immediate input on whether he/she skipped any important points, in order to maximize the possibility that students will come ready for class. Next, in the while-class phase, the researcher used the time saved as a motivating incentive to involve the participants more fully in the process of learning the milestone concepts of the lesson band. By answering questions, each week the researcher started class time, both to check the comprehension of participants about the content in the given videos. Furthermore, in the online quiz, the teacher analyzed the results of her participants and answered any points of potential uncertainty. After getting students' feedback, the researcher used the time left in the session to have extra listening and speaking activities. Through student-centered active learning activities, she enabled active engagement of the students with the course material, where they created, cooperated, and put into practice what they learned from the videos they watched. Finally, in the

post-class, students at home logged into an online debate group where both the videos they watched, and the active study sessions focused on their experience. The aim of that phase was to get students' reflections by asking them questions such as: "Did you like the flipped class?", "What questions do you still have about the topic or exercise?", and "What suggestions do you have for improving the activity?" In addition, students had the chance to post questions for the researcher to answer.

The first quantitative data of the research were collected with a listening skills assessment exam as the pre-test and post-test in which the same test was administered, and the second data collection instrument was self-regulated learning scale, again as the pre-test and post-test. The listening skills assessment exam was used to determine whether FCM had an impact on the success of the participants, and it included two parts: one with ten multiple choice questions and the other with ten note taking questions. Self-Regulated Learning Scale (Erdogan & Senemoglu, 2016) was used to investigate if the intervention resulted in positive impacts on the participants' self-regulated learning levels. The scale consists of 67 items, and it has two subscales, self-regulated learning skills/strategies (45 items) and motivational factors (22 items). The first subscale included 3 subheadings: before study, during study and after study. On the other hand, the second subscale which includes motivational dimensions consists of five subheadings: self-efficacy, goal-orientations, task value, attributions for failure, and anxiety. The questionnaire has a 5-point Likert-type response format. The participants were asked to evaluate themselves between (1) corresponds exactly and (5) does not correspond at all.

3.3. Data analysis

The post-test control group design was used in the study. Firstly, students in CG and EG took a listening skills assessment exam and the self-regulated learning scale in the first week of the module. The results of the pre-test scores of the listening exam were tested by scrutinizing the listening skills pre-test scores (sum score) of the experimental group and the control group to examine if there was a significant difference in the success rate of both classes. Then, the same listening skills assessment exam and self-regulated learning scale were applied as the post-test in the last week of the module to examine the impact of FCM on the listening achievements of the participants. The participants in the EG followed FCA, reading the articles, studying the PowerPoint presentations, watching the videos, and doing the research when shared by the instructor before attending to the classes each week. Finally, self-regulated learning scale was applied again to both classes in the last week of the module to collect another quantitative data of the study (Erdogan & Senemoglu, 2016). It was aimed to examine whether there was a significant difference between the two classes at the end of the module.

The scale was transferred to Survey Monkey and the link was shared with the participants, and the participants were asked to complete it until the end of the first lesson of that day.

The quantitative data which were collected through Listening Skills Assessment Exam and Self-Regulated Learning Scale were analysed by means of SPSS 23 (Statistics Package for Social Sciences) data analysis program. To investigate the significance level of pre-tests and post-tests, ANOVA was used to analyse if there was statistically significant difference between the two groups. The significance level was accepted as $p<0.05$ in the study and discussions on the findings of the study were carried out based on this significance level. Descriptive statistics were used, and ANOVA was applied to compare pre and post listening skills exam scores and self-regulated learning scores between and within groups. The level of significance for the statistical analyses was accepted as .05.

4. Results

4.1. Preliminary analyses

In order to inspect whether our experimental design was equal at the beginning, we conducted preliminary analyses and tested whether the listening skills pre-test scores (sum score) of the experimental group and the control group differed significantly. Results showed no statistically significant differences, that is, the sum score ($t(58) = 1.10$; $p = .27$). Descriptive statistics for the listening skills pre-test scores are presented in Table 4.

Table 4. Descriptive statistics of the listening skills pre-test scores

	Entire Sample				Experimental Group				Control Group			
	M	SD	α	n	M	SD	α	n	M	SD	α	N
Sum score	42.58	18.76	.95	60	40.63	17.22	.94	30	44.54	20.16	.95	30

The sum scores and p value of the listening pre-test scores revealed that the EG and CG of the experimental design used in the study included participants with similar degree of proficiency level with regard to their listening skills performance (with max 50 points).

4.2. Findings about the listening skills achievement

In order to determine whether the FCM yielded a significant difference between the listening skills achievement scores of the two groups, the between group statistics were given and a comparative analysis was made. As mentioned earlier, the listening skills assessment exam included two parts: one with ten multiple

choice questions (each 2 points and max 20 points) and the other with ten note taking questions (each 3 points and max 30 points). The participants' maximum score on the test is in total 50. Table 5 shows the comparison of listening skills achievement with mixed ANOVA.

Table 5. Comparison of listening skills achievement with mixed ANOVA

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Between Groups						
Group (CG / EG)	509.346	1	509.346	4.027	.050*	.075
Error	6705.338	53	121.453			

Note. *p<.05, **p<.01

Table 5 displays that there is statistically significant difference between the groups with respect to the pre and post-tests of the listening skills achievement exam (p=0.05, η_p^2 = .075). As a result, it can be claimed that FCM yielded a positive impact on the listening achievement of the experimental group. The findings also show that both groups made progress in the post-test (CG: M=45.74, SD=13.84 / EG: M=46.13, SD=12.75) compared to the pre-test (CG: M=44.54, SD=20.16 / EG: M=40.63, SD=17.22).

4.3. Findings about the effect of FCM on self-regulated learning

The self-regulated learning scale (Erdogan & Senemoglu, 2016) was used as pre-test in the first week of the module, and post-test in the last week of the module to examine the effect of FCM on the self-regulated learning levels of the experimental group, to find out whether there will be statistically significant difference between the pre-test and post-test scores of the control and experimental group after the intervention. In order to determine whether the FCM yielded a significant difference between the self-regulated learning levels of the two groups, the between group statistics were given in Table 6, and a comparative analysis was made.

Table 6. Comparison of overall self-regulated learning scores with mixed ANOVA

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Between Groups						
Group (CG / EG)	.245	1	.146	1.302	.314	.032
Error	9.354	48	.185			

Note. *p<.05, **p<.01

Table 6 displays that there was not statistically significant difference between the groups with respect to their pre and post-tests of self-regulated learning levels ($p=0.314>0.5$, $\eta_p^2=.032$). Hence, it can be concluded that FCM did not yield any difference between the experimental and control groups' self-regulated learning pre-test (CG: M=3.33, SD=0.38 / EG: M=3.29, SD=0.39) and post-test (CG: M=3.33, SD=0.38 / EG: M=3.43, SD=0.42) scores.

5. Discussions and conclusion

The first research question of the study sought to answer if there was any difference between EG and CG in terms of English listening skills achievement (after the implementation of the flipped classroom model). The findings of the study revealed that FCM yielded a positive impact on the listening achievement of the experimental group.

These findings are in line with the study of Turan and Akdag-Cimen (2020), in which they also discussed the positive effect of FCM on the listening skills' development of the students. Similarly, in his study, Martin (2012) also emphasized the advantages of FCM such as improving language skills. Additionally, Wu et al. (2017) also revealed that students can work collaboratively on the tasks in FCM, through which cooperative environment will contribute to students' listening skills. The significant difference between the groups and the impact of FCM found in the present study might be due to the nature of FCM which increases the input flood of the participants and also makes it more individualized for them to study on their own.

The second research question aimed to investigate if there was a difference between the self-regulated learning of CG and EG students. The findings showed that FCM did not create any difference between the experimental and control groups' self-regulated learning pre-test and post-test scores. These findings support the study of Altas and Mede (2021), in which they also concluded that self-regulated learning showed no significant difference between the control and the experimental group after the implementation of the FCM. In a quasi-experimental study, Elakovich (2018) also compared students in a lecture remedial math course by utilising the Motivated Strategies Learning Questionnaire to explore control of learning, self-efficacy and self-regulation. The findings showed no significant difference between the classes, which was discussed by the fact that the requirements of the flipped classroom did not encourage learners to become more independent learners than the learners in the control group. Similar to those studies, the characteristics of the participants might be the reason for the insignificant differences. As also indicated by the studies of Altas and Mede (2021) and Alsancak-Sirakaya (2015), there could have been different self-regulated learning levels if participants from average or below average had participated in the study.

As a final remark, it can be concluded that flipped classroom model is an important pedagogical tool that should been widely incorporated and researched in language education. Thus, the contribution of this reviewed study might have been significant in the field in terms of the influence of the model on the development of listening skills because it was found that increased input flood and creating more individualized environment yields positive effect on language learners.

6. Limitations and suggestions

Although the findings of the study contribute significantly to the existing research, it also suffered from some limitations. First, this study is limited to B1 level prep-class students. More research on FCM at graduate and postgraduate level could be useful. It is also noteworthy to indicate that FCM comprises different components and factors and it can be difficult to control confounding factors such as materials, tasks, teachers' abilities, and so on.

The findings of the study revealed that FCM increased participants' listening skills achievement. Considering these advantageous impacts of FCM, English practitioners are supposed to spend more time in "flipped teaching" of listening. Although teaching listening might seem to be difficult and rather burdensome to any practitioner, it is a "pass-way" for the ones who favour classrooms without borders. To examine this and expand the research, more studies are needed to make a comparative survey with students from different L1 backgrounds.

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