



**THE EFFECTS OF TEACHING SPEAKING SKILLS  
THROUGH FLIPPED CLASSROOM ON EFL  
STUDENTS' AUTONOMY, WILLINGNESS TO  
COMMUNICATE AND SPEAKING ANXIETY**

**Tevfik DARIYEMEZ**

**Doctoral Dissertation**

**English Language and Literature**

**Advisor: Assist. Prof. Dr. Oktay AKARSU**

**2020**

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**ATATÜRK UNIVERSITY  
INSTITUTE OF SOCIAL SCIENCES  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

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WILLINGNESS TO COMMUNICATE AND SPEAKING ANXIETY**

**DOCTORAL DISSERTATION**

**DISSERTATION ADVISOR  
Assist. Prof. Dr. Oktay AKARSU**

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TEZ BEYAN FORMU



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1- *Atatürk Üniversitesi Lisansüstü Eğitim ve Öğretim Uygulama Esaslarının ilgili maddelerine* göre hazırlamış olduğum "**The effects of teaching speaking skills through flipped classroom on EFL students' autonomy, willingness to communicate and speaking anxiety**" adlı tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kâğıt ve elektronik kopyalarının Atatürk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

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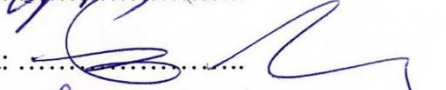


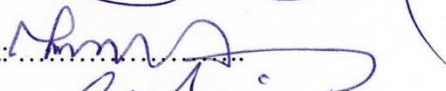
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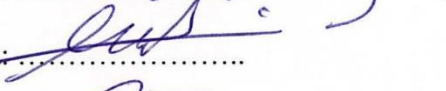
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**ABSTRACT****DOCTORAL DISSERTATION****THE EFFECTS OF TEACHING SPEAKING SKILLS THROUGH FLIPPED CLASSROOM ON EFL STUDENTS' AUTONOMY, WILLINGNESS TO COMMUNICATE AND SPEAKING ANXIETY****Tevfik DARIYEMEZ****Advisor: Assist. Prof. Dr. Oktay AKARSU****2020, Page: 146****Jury: Assist. Prof. Dr. Oktay AKARSU  
Assoc. Prof. Dr. Muzaffer BARIN  
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Assist. Prof. Dr. Oktay YAĞIZ  
Assist. Prof. Dr. Ali DİNCER**

This study aims to examine the effects of teaching speaking skills through Flipped Classroom Model on EFL students' autonomy, willingness to communicate, and anxiety while speaking English. Moreover, the students' perceptions towards the flipped speaking instruction were explored to pave the way for further studies.

A mixed-method study was conducted with the participation of 55 EFL students in the spring term of 2016-2017 education year at a public university in Turkey. With a quasi-experimental design, one control (n=27) and one experimental group (n=28) were created for the quantitative phase of the study. The participants were pre-tested at the beginning of the term with three scales (i.e., learner autonomy, willingness to communicate, and L2 speaking anxiety). After ten weeks of treatment in the experimental group, both groups were also post-tested at the end of the term. In the qualitative phase, the students' ideas about their experience in the flipped learning were gathered with four open-ended interview questions at the end of the intervention.

Quantitative data were analyzed with SPSS 21.00. Paired sample t-tests and independent sample t-tests were run in order to test the effectiveness of the intervention. Qualitative data were analyzed manually through thematic analysis. The results of this study indicated that, if implemented well in L2 speaking classes, the Flipped Classroom Model could increase students' autonomous learning levels and willingness to communicate levels significantly. Moreover, it could lower students' speaking anxiety considerably. When compared to the traditional classroom model, flipped learning has provided various advantages to language learners, especially those who aim to develop their speaking skills. Therefore, this model could be implemented in EFL speaking classes to increase students' exposure to English both in and out of the classroom.

**Key Words:** Flipped Classroom Model, Flipped Learning, Learner Autonomy, Willingness to Communicate, Speaking Anxiety



**ÖZET****DOKTORA TEZİ****KONUŞMA BECERİLERİNİN TERS YÜZ SINIF MODELİYLE ÖĞRETİLMESİNİN  
YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN ÖĞRENCİLERİN ÖZERKLİK,  
İLETİŞİM KURMA İSTEKLİLİĞİ VE KONUŞMA KAYGISI ÜZERİNE ETKİLERİ****Tevfik DARIYEMEZ****Tez Danışmanı: Dr. Öğr. Üyesi Oktay AKARSU****2020, 146 sayfa****Jüri: Dr. Öğr. Üyesi Oktay AKARSU****Doç. Dr. Muzaffer BARIN****Doç. Dr. Turgay HAN****Dr. Öğr. Üyesi Oktay YAĞIZ****Dr. Öğr. Üyesi Ali DİNCER**

Bu çalışmada, ters yüz sınıf modeli ile İngilizce konuşma becerilerinin öğretilmesinin, yabancı dil olarak İngilizce öğrenen öğrencilerin öğrenen özerkliği, iletişim kurma istekliliği ve karşı dilde konuşma kaygısı üzerine olan etkileri incelenmiştir. Ayrıca, ileriki çalışmalara yol göstermek amacıyla öğrencilerin ters yüz sınıf modeli aracılığıyla konuşma becerilerinin öğretimine karşı tutumları araştırılmıştır.

Bu araştırma, Türkiye'deki bir devlet üniversitesinde öğrenim görmekte olan 55 İngiliz Dili ve Edebiyatı bölümü öğrencisinin katılımıyla 2016-2017 akademik yılı bahar döneminde karma yöntem yaklaşımı benimsenerek gerçekleştirildi. Nicel aşamada, yarı deneysel bir tasarımla, bir kontrol ( $n=27$ ) ve bir deney grubu ( $n=28$ ) oluşturuldu. Katılımcılara dönem başında üç ölçekten oluşan bir ön test (öğrenen özerkliği, iletişim kurma istekliliği ve ikinci dilde konuşma kaygısı) uygulandı. Deney grubunda yapılan on haftalık uygulama sonrasında, her iki gruptaki öğrencilere test uygulandı. Nitel aşamada, yapılan uygulamanın sonunda öğrencilerin ters yüz sınıf modeli hakkındaki fikirleri almak için deney grubundaki katılımcılara dört açık uçlu görüşme sorusu soruldu.

Araştırmadaki nicel veriler SPSS 21.00 ile analiz edildi. Bağımlı örneklem ve bağımsız örneklem t-testleriyle yapılan öğrenim müdahalesinin etkinliği test edildi. Nitel veriler, tematik analizle incelendi. Çalışma sonuçları, ters yüz sınıf modelinin, İngilizce konuşma derslerinde iyi ve doğru uygulanması durumunda, öğrencilerin öğrenme özerkliği ve iletişim kurma istekliliği seviyelerini önemli ölçüde arttırabileceğini ve konuşma kaygılarını dikkate değer bir şekilde düşürebileceğini göstermiştir. Geleneksel sınıf modeliyle kıyaslandığında, ters yüz edilmiş öğrenme yaklaşımı yabancı dil öğrenen öğrencilere özellikle de konuşma becerisini geliştirmek isteyen öğrencilere birçok avantaj sağlamaktadır. Böylece bu yaklaşım İngilizce konuşma derslerinde öğrencilerin hem sınıf içinde hem de sınıf dışında İngilizceye maruz kalma oranını artırmak için uygulanabilir.

**Anahtar Kelimeler:** Ters Yüz Sınıf Modeli, Ters Yüz Edilmiş Öğrenme, Öğrenen Özerkliği, İletişim Kurma İstekliliği, Konuşma Kaygısı

**ABBREVIATIONS**

<b>BL</b>	: Blended Learning
<b>CALL</b>	: Computer Assisted Language Learning
<b>EFL</b>	: English as a Foreign Language
<b>FL</b>	: Flipped Learning
<b>ELL</b>	: English Language and Literature
<b>ELT</b>	: English Language Teaching
<b>EF EPI</b>	: English First English Proficiency Index
<b>ESL</b>	: English as a Second Language
<b>FLN</b>	: Flipped Learning Network
<b>LMS</b>	: Learning Management System
<b>L1</b>	: First Language
<b>L2</b>	: Foreign/Second Language
<b>M-Learning</b>	: Mobile Learning
<b>MOOC</b>	: Massive Online Open Courses
<b>MOODLE</b>	: Modular Object-Oriented Dynamic Learning Environment
<b>NCAT</b>	: National Center for Academic Transformation
<b>SPSS</b>	: Statistical Package for the Social Sciences
<b>STEM</b>	: Science, Technology, Engineering, and Mathematics
<b>TAM</b>	: Technology Acceptance Model
<b>TOEIC</b>	: Test of English for International Communication
<b>WTC</b>	: Willingness to Communicate

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**Tevfik DARIYEMEZ**

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. INTRODUCTION**

This study will be conducted to gain insights into the effects of teaching speaking skills through the Flipped Classroom (FC) Model on EFL students' autonomous learning, willingness to communicate, and L2 speaking anxiety. Developing English speaking skills is quite a challenging process in Turkey. Most students cannot become proficient speakers of English despite taking English courses for years. Flipped Classroom Model, one of the new technology-based approaches that have its roots in constructivism, seems to have the potential to solve or at least ameliorate this failure in speaking skills. To have a clear picture of the issue, this chapter begins with the statement of the problem regarding speaking skills and continues with the purpose of the study. The significance of the study is discussed afterward. Then, both research questions and research hypotheses are presented. Further, the limitations of the study are presented. Finally, this chapter ends with the assumptions of the study and the definition of key terms.

#### **1.2. STATEMENT OF THE PROBLEM**

The importance of knowing English is evident in this globalizing world (Crystal 2008; Graddol, 2006; Nunan, 2013). Knowing a language is often equated with speaking that particular language. Therefore, developing speaking skills has been the ultimate goal of second language learners (Hughes, 2011). Since the number of English as a foreign language (EFL) learners is increasing steeply, the role of second language education is much more significant than ever in today's world (Farrell & Jacobs, 2010). Therefore, the question becomes: Has the world been successful in teaching English? The answer is simply 'no' for most countries. According to the Education First English Proficiency Index (EF EPI) (2019), which provides the ranking of the top 100 countries and regions by English skills, only 14 countries are regarded as 'very high.' Thirty-one countries are listed under 'very low' proficiency. While the Netherlands is ranked 1<sup>st</sup>,

Turkey is ranked 79<sup>th</sup>. With an EF EPI score of 46.81, Turkey is ranked 32/33 in Europe under the title of ‘very low’ proficiency.

Turkey is ranked as one of the least successful countries in the world in terms of developing English language competency. Despite years of language instruction and time commitment, there are not many proficient users of English. To explore the reasons, Alagozlu (2012, p. 1759) studied the major problems in teaching English in Turkey. Her study revealed these reasons: “(a) Flaws in Turkish educational system in general, inconsistency in foreign language education policy in particular. (b) Learner and learning environment-oriented issues. (c) Indeterminacy in teaching methodology at schools. (d) Obstacles in language teacher training and maintaining their quality.” Oktay (2015) argues some similar issues regarding foreign language teaching policy, teaching environments, classroom settings, teaching strategies and teacher training, which could be some of the interconnected reasons that result in the failure of English teaching in Turkey. Oktay (2015, p. 585) also believes that the widely accepted negative idea, “a foreign language cannot be learned in Turkey” contributes to the failure of English language teaching and learning.

Out of the four skills, speaking is arguably the most challenging one to develop in Turkey. English learners in Turkey often do not get many opportunities to practice English speaking outside the classroom (Dinçer & Yeşilyurt, 2013). In the classroom, speaking is probably the most underestimated skill. Although teachers criticize traditional approaches severely, they tend to follow traditional learning which does not put much importance on developing speaking skills in this golden age of communicative approaches (Dinçer & Yeşilyurt, 2013; Işık, 2011). Teachers are often reluctant to make some radical changes in their teaching styles. Moreover, despite the initiatives taken by the Turkish government to revise the curriculum, teaching methods, teacher training, and physical characteristics of schools and classrooms, policy objectives are far from reaching their goals. Therefore, instructional practices in real life are quite different from what is projected and offered by the Turkish government (Saricoban, 2012).

Despite the initiatives taken by the Turkish government to revise English teaching to make it more student-centered in Turkey, students and teachers are likely to

concentrate on getting high scores in some language assessment tests run by Turkish Higher Education Council such as Foreign Language Examination (YDS) and Higher Education Institutions Foreign Language Exam (YOKDIL). These language assessment tests do not assess students' speaking skills. They involve 80 multiple-choice questions that only assess students' comprehension through their lexical and grammatical knowledge. Therefore, the successful test takers of these exams are competent in terms of lexical and grammatical knowledge, but they may not become proficient speakers of English (Uztosun, Skinner, & Cadorath, 2014). The nature of these exams may affect the delivery of language classes. Speaking skills tend to be ignored in classrooms even though speaking is in the curriculum. Another reason could be that some language teachers may not feel competent enough to speak English. Such teachers are likely to avoid speaking English in class and promote speaking practices. As a result, students tend to learn grammar rules and vocabulary, without paying attention to the pronunciation of words, only in order to get high scores in the multiple-choice tests. This tendency in Turkey results in students who can get high scores on such language proficiency tests, but cannot speak English fluently and accurately in real communicative situations.

### **EFL Speaking Courses in Turkish University Context**

The story is not much different in terms of speaking instruction in English Language Teaching (ELT) or English Language and Literature (ELL) departments at the tertiary level. While there is a sort of 'writing' lesson in all universities, there are not any courses that focus on speaking skills in some universities. Under slightly different names (i.e., Oral communication skills, Advanced speaking skills, Spoken English, Speaking skills), speaking courses are available in most universities such as Boğaziçi University, Middle East Technical University, Hacettepe University, Istanbul University, Marmara University, and Atatürk University. However, in ELT and ELL departments of those universities, speaking courses are often limited to two hours a week and given only for one term or for one year, especially in the first year.

In the university where this study is conducted, the limited course time allocated for speaking skills is accompanied with other issues that could hinder students from developing their speaking skills. The language instructor/researcher has difficulty in



reaching every student in oversized classrooms. In-class activities and discussions require prior knowledge and preparation. Some students do not have much background knowledge about the topics being discussed. When they come to class without doing the assignments and preparation, they tend to remain reticent. Speaking materials in course books and on the Internet may not be attractive to everyone in the classroom. Low learner autonomy, low willingness to communicate and high speaking anxiety are the three arguably interconnected factors that affect the speaking skills of students.

To sum up, ELT teaching does not yield the desired outcomes in Turkey. In fact, Turkey is ranked as one of the least successful countries in the world when it comes to ELT (EF EPI, 2019). However, it is evident that spoken language is highly valued in the real world. Becoming a proficient speaker of a language is generally the ultimate goal of language learners. Developing speaking skills is arguably more challenging than other skills and Turkish EFL students often have little or no chance to practice English speaking outside the classrooms. Because of various reasons, they cannot get much chance to practice English in classrooms either. Since the language proficiency testing system in Turkey ignores speaking skills, students are inclined to learn grammar rules and vocabulary in order to get high scores in those tests. As a result, they often understand when they read or hear, but they fail to initiate and continue a conversation in real life. Even in ELT and ELL departments of most universities in Turkey, speaking courses are often given for one year and are often limited to two hours a week, which may result in English teachers who are not proficient speakers of English. It is highly probable that speaking skills are ignored in classrooms where the teachers themselves are not keen on developing speaking skills. Due to various other reasons students in Turkey do not get the opportunity to practice English speaking both in- and beyond the classroom.

### **1.3. PURPOSE OF THE STUDY**

In ELT and ELL departments of most state universities in Turkey, speaking courses are limited to two hours a week and they last either for one or two terms. Similar to most other public universities, in the Department of English Language and Literature at Atatürk University, students receive a speaking course called ‘Advanced Speaking Skills’ for only two hours a week for one term. The limited time frame is a big

concern for language instructors. They want to make the best of that particular course time so that their students can develop their overall English-speaking competency. In this sense, one of the emerging ways of technology-based approach that is becoming popular is 'Flipped Classroom Model' which is designed to maximize the use of classroom time.

Developing foreign/second language (L2) competency becomes much more challenging when students learn target language in an environment where it is not spoken as a first language (L1) (Saville-Troike, 2006). Inappropriate classroom settings and limited class hours require the students to develop their speaking skills outside the classroom. It is evident that out-of-class practices require high learner autonomy. Moreover, students need to be willing to communicate to speak English whenever they get the chance. However, there seems to be one big burden: high speaking anxiety. The results of the pilot study revealed that most students remain reticent in the classroom since they have high speaking anxiety.

Learner anxiety, willingness to communicate and L2 speaking anxiety are arguably three main factors that could affect EFL students while mastering their speaking skills. Even though spoken interaction predates written form and is considered an essential part of the language learning process, speaking receives little attention in linguistics and language teaching studies (Hughes, 2011). The related literature shows that there are not many studies that focus on these three factors and their possible impact on speaking skills. Whether flipping the speaking classes could increase the learner autonomy, willingness to communicate and decrease their speaking anxiety of EFL students remain to be unanswered.

The purpose of this study is to give insights to the language instructors who consider flipping their speaking classes. The perceptions of students towards flipped learning will be explored as well as the possible challenges that could be faced by students. Moreover, the study will explore what impact teaching speaking skills through flipped learning has on the three arguably interconnected factors that affect L2 speaking skills development: learner autonomy, willingness to communicate, and speaking anxiety. One control and one experimental group will be created to see if flipped learning could make a significant difference. Both qualitative and quantitative data will

be collected to answer the research questions regarding perceptions, learner autonomy, willingness to communicate, and speaking anxiety comprehensively.

#### **1.4. SIGNIFICANCE OF THE STUDY**

There is a growing body of research on the FC Model and ELT. However, little research has been done on teaching EFL speaking skills through the FC Model. Filiz and Benzet (2018) conducted a content analysis of 50 studies done between 2014 and 2018 both in Turkey and abroad on the FC Model and ELT. Only 12% of the studies explored the effectiveness of flipped learning in developing speaking skills. There have been various studies to explore whether flipped learning contributed to EFL students in terms of their general language development (Kvashnina & Martynko, 2016; Obari & Lambacher, 2015), writing skills (Ahmed, 2016; Alpat, 2019; Ekmekçi, 2014; Farah, 2014; Gürlüyer, 2019), grammatical knowledge (Bulut, 2018; Çalışkan, 2016; Karakurt, 2018; Seçilmişoğlu, 2019), academic performance (Hung, 2015; İyitoğlu, 2018; Öztürk, 2018), pronunciation skills (Zhang, Du, Yuan, & Zhang, 2016), listening skills (Ahmad, 2016), motivation (Xin-yue, 2016), and whether student have positive perceptions (Akçor, 2018; Basal, 2015) towards this technology-based new approach.

Despite the trend to flip EFL courses and the growing body of research in the literature, little research has been conducted to explore outcomes of improving L2 speaking skills through flipped learning. This limited research only focused on speaking performance (Çetin Köroğlu, 2015; Hsieh, Wu, & Marek, 2016; Quyen & Loi, 2018; Singh et al., 2018). In these studies, the development in the speaking performance of students was determined based on their exam scores conducted and graded by their language instructors. It is clear that there is a gap in the literature and a call for much research on teaching EFL through flipped learning. Unlike the literature, this study explored the impacts of the FC Model on various factors that affect L2 speaking skills development with a unique way of teaching speaking skills to EFL students.

One way it contributes to the field is that this study was conducted to explore the effects of implementing flipped learning in an English-speaking course on learner autonomy, willingness to communicate and L2 speaking anxiety of EFL students. This study is the first study in the literature that explores autonomy, WTC and anxiety levels

of EFL students after implementing flipped learning to teach speaking skills. Moreover, perceptions of the students towards such speaking instruction were explored. As mentioned above, there are not many studies on speaking skills and there are no studies that explore the impacts of teaching speaking over flipped learning on learner autonomy, WTC, and L2 speaking anxiety. In fact, the number of studies in EFL that assess learner autonomy, WTC, and L2 speaking anxiety is also limited.

The second contribution of this study is related to the way how speaking practice was done both in and out of the classroom. This study gives insights into how to implement flipped learning in speaking courses. It began with a pilot study to see if flipped learning is applicable in speaking courses. The pilot study shaped the phases of the actual study. The previous studies on speaking skills were based merely on getting prepared for the lesson, rather than actually speaking. However, they fail to prove whether students actually spoke about the topics before coming to class. Prior to speaking classes, students only watched videos, read texts and gathered information about the topics they would be discussing in the class rather than actually doing a kind of speaking practice. However, this study enabled students to speak about the topics prior to the classes. Students watched videos, read some texts and did the activities available in the course materials aloud. They spoke and recorded their own speech while doing the activities. They were actively speaking rather than silently preparing responses for in-class activities. They uploaded those files to a Learning Management System (LMS) to get feedback from their teachers. Activities in the classroom were quite different as they required more critical thinking. In this sense, this study stands out as it provided students with the chance to practice English speaking both in- and out-of the classroom.

To sum up, there are only few studies targeting EFL speaking skills and the FC Model. This study is the first one in the literature to explore the effects of the FC Model on learner autonomy, WTC, and L2 speaking anxiety of EFL students when implemented in a speaking class. Learner autonomy, WTC, and L2 speaking anxiety are arguably the three main factors that affect speaking development. This study is also different from other studies in that it enables students to have English speaking opportunities both in- and out-of-class. The positive result of this study could help

teachers and second language learners solve or ameliorate the problems that emerge while speaking.

### **1.5. RESEARCH QUESTIONS**

The mixed-method strategy applied in this study aims to provide plausible answers to the qualitative and quantitative questions given below.

#### **Quantitative Research Questions**

- 1- To what extent does teaching speaking through flipped classroom affect EFL learners' autonomy?
- 2- To what extent does teaching speaking through flipped classroom affect EFL learners' willingness to communicate?
- 3- To what extent does teaching speaking through flipped classroom affect EFL learners' speaking anxiety?

#### **Qualitative Research Question**

- 1- What are EFL learners' perceptions of receiving speaking courses through the Flipped Classroom Model?

### **1.6. RESEARCH HYPOTHESIS**

Teachers that aim to develop speaking skills of their students in countries like Turkey where most of their students get little chance to practice English speaking outside the classrooms are always in search of new techniques or methods. The FC Model could be one of the ways to improve the speaking skills of students. In flipped learning, every student is given the chance to practice English, which is almost impossible in busy traditional classrooms. There is a shift from teacher-centered classrooms to a student-centered classroom where students become more active learners and technology is used as a medium (Blair, Maharaj, & Primus, 2016). The more competent and more interested students are always on the floor to talk while the silent ones dreaded English more. The main objective of flipping the classroom is to provide students with equal speaking opportunities and leave no student left behind (Bergmann & Sams, 2012). It is projected that students will enjoy flipped learning as they will be using their smartphones for various activities. They will get the chance to speak English

both in and beyond the class. Since the FC Model maximizes the use of class time and offers ways to use out-of-class time efficiently, it could have positive effects on learner autonomy, WTC and L2 speaking anxiety levels of students.

Balçikanlı (2008, p. 278) argues that “learner autonomy is a prerequisite to higher education” and Turkish students “have few autonomous dispositions.” Therefore, even if they want to develop their language skills, they do not have knowledge about how to initiate and enhance their learning process. It is projected that there will be a significant increase in the learner autonomy levels of students as flipped learning raise awareness in them to make them more responsible for their learning.

In flipped learning, students get prepared for the lesson. They come to the lesson at least with some basic information about the topics to be discussed in the lesson. That prior or general knowledge could mean more willingness to participate in the course and less speaking anxiety. By providing a relaxed classroom atmosphere, flipped learning in teaching speaking skills could make student-centered language learning possible.

### **1.7. LIMITATIONS OF THE STUDY**

The limitations of the study are dependent on various factors. First of all, the participants were adult learners aged between 19 and 32. The results could be different for other age groups. Secondly, they hold a level of B1 in English competency. Their level of competency suggests that they can create discussions on daily life issues; talk about their personal experiences, express their opinions on various matters and express their ideas in discussions on social topics without having much difficulty (Council of Europe, 2001). The results may fail to provide similar assumptions for students at other levels. Because of some constraints like mid-term exams and training on the application, the intervention lasted for ten weeks. If the flipped learning implemented in this study had lasted more than ten weeks, the results could have been different. Some students could not find a suitable place to practice English speaking and faced problems uploading their audio files. Such problems could affect their motivation to speak and their perceptions of flipped learning. More user-friendly, error-free and efficient LMS could have a better impression on students. Another problem may have been they were all prep students acclimatizing to university life at the time of the study.

## 1.8. ASSUMPTIONS OF THE STUDY

The assumptions of the participant are dependent on the participants. The participants of the study are in their freshman year at a public university in Turkey. They study English Language and Literature. It is assumed that all the students in control and experimental groups have roughly the same English proficiency level. It is also assumed that those in the experimental group have no experience with the FC Model before the treatment. All the students are assumed to have smartphones and competent users of them. Since learners hide their actual names while filling out the pre-test and post-test questionnaires, they are assumed to answer questionnaire questions comfortably and frankly.

## 1.9. DEFINITION OF KEY TERMS

The frequently used terms throughout the study are defined as follows:

**Flipped Learning:** “Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter” (Flipped Learning Network (FLN), 2014). “What is traditionally done in class and as homework are switched or flipped” (Gilboy, Heinerichs, & Pazzaglia., 2015, p. 110).

**Learner Autonomy:** Learner autonomy means “the ability to take charge of one’s own learning” (Holec, 1981, p. 4). Through this definition it is emphasized that the key concepts of learner autonomy are setting learning outcomes, planning, selecting course materials, monitoring learning progress and self-assessment (Benson, 2007).

**Anxiety:** Anxiety is defined as “subjective feelings of tension, states of apprehension, nervousness, and worry” (Goh & Burns, 2012, p. 26).

**Willingness to Communicate:** Willingness to communicate (WTC) means the eagerness to initiate a conversation when learners do not have to so (MacIntyre, Dörnyei, Clement, & Noels, 1998).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. INTRODUCTION**

This chapter has four main parts. The first part begins with a discussion on speaking skills in the target language. The second part reveals some key factors such as learner autonomy, WTC and speaking anxiety that affect L2 speaking skills. In the third part, key elements of teaching speaking skills are presented in detail. The fourth part of this chapter provides comprehensive information regarding the Flipped Classroom Model. The fourth part begins with the definition and characteristics of the FC Model, continues with the historical background of the model. Then, the theoretical framework behind the model is given. After that, the role of instructors and students is discussed, which is followed by a critic of the FC model. Finally, detailed information regarding the methods and results of relevant studies conducted both in international and Turkish contexts are presented in detail.

#### **2.2. SPEAKING IN THE TARGET LANGUAGE**

When someone says “I know English,” that is often understood as “I can speak and understand English.” Therefore, a genuine mastery of a foreign language may refer to speaking it fluently and accurately in various situations (Dalton-Puffer, 2006, p. 188). Being a fluent speaker is the ultimate goal of many second language learners. In the realm of second language instruction, the input in ‘communicative approaches’ relies heavily on spoken form, therefore, whether the term ‘language’ and ‘speech’ are interchangeable are being discussed (Hughes, 2011, p. 15). Leong and Ahmadi (2017) note that language learners’ success in language learning is sometimes evaluated depending on how good their spoken language skills are. They argue that in the modern world where media and mass communication are becoming widespread, good competence of spoken English is required.

Speaking skill is considered to be the most important skill of all and probably the most challenging one to develop for language learners (Leong & Ahmadi, 2017).



Dalton-Puffer (2006) notes that speaking the target language to overcome real-life issues is a complex and demanding experience for learners. There are various reasons for that. Lack of grammatical, lexical and phonological knowledge may trigger the concern. Hughes (2011) notes that spoken language, which involves spontaneous, face-to-face and informal conversation, depends on time and place. It is context-dependent, dynamic and relatively unplanned. Burns (2006, p. 236) adds that “speech is ephemeral”. The speech lasts only for a short time and it vanishes. Similarly, Nunan (2015, p. 49) associates speech with a “stream of water” that flows away. The words appear in the air and disappear immediately. Speech happens spontaneously and fast. Although it is not completely unplanned, there is very limited preparation time (Thornbury, 2005).

### **Communicative Competence**

Speaking requires not only linguistic competence but also some other non-linguistic elements, which make mastering speaking skills in a second language complicated and demanding (Dinçer & Yeşilyurt, 2013; Qamar, 2016). Therefore, spoken language has attracted the attention of many language practitioners and linguists who has conducted various studies in the realm of SLA. Spoken language has been highly valued by linguists since it is the original form that predates written language. The spoken form acts as a laboratory where new linguistic items which include words and some grammatical features are likely to be generated (Hughes, 2011). Martínez-Flor, Usó-Juan and Soler (2006, p. 139) state that there is numerous research conducted to unveil its complexity. These studies have found that speaking is an “interactive, social, and communicative event.” As a result, the notion of developing speaking competence could be explained through developing ‘communicative competence’, the concept coined by Dell Hymes in 1979 and further developed by other researchers (Goh & Burns, 2012, p. 51).

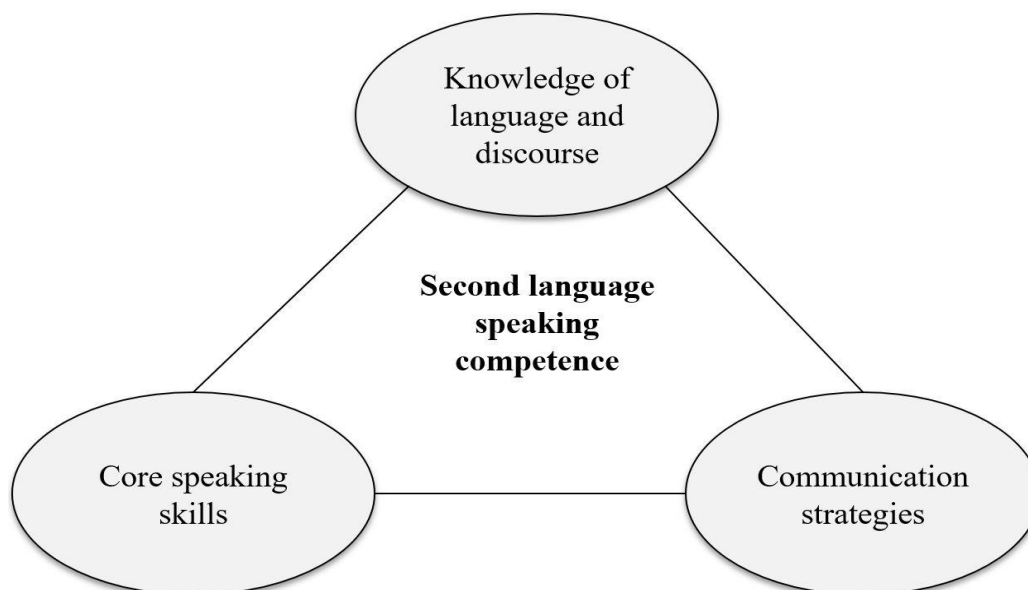
Communicative competence involves both knowledge about the language and how to use that knowledge while communicating. Canale and Swain (1980) came up with the concept of communicative competence and identified its four components: linguistic competence, sociolinguistic competence, strategic competence, and discourse competence. Linguistic competence is about knowledge of sounds, words and

grammatical patterns. Sociolinguistic competence refers to the ability to use language appropriately according to sociocultural norms in different settings that may require formality or informality, suitable word choice and style-shifting. Strategic competence is about the ability to compensate for gaps in knowledge. Verbal or non-verbal actions could be taken to overcome some communication breakdowns. For instance, if interlocutors do not know a word or remember it, they may describe it. The last one is discourse competence which is related to the ability to connect utterances. Knowledge about discourse involves cohesion, the grammatical and lexical relatedness of what is said, and coherence which refers to the semantic meaningfulness of what is said (as cited in Bailey, 2005; as cited in Goh & Burns, 2012).

Bailey (2005, pp. 5-6) argues that being aware of these four components of communicative competence helps teachers of EFL and ESL recognize and understand some problems learners face while they are speaking English. One of the challenges is balancing fluency and accuracy. Fluency and accuracy often work against each other especially at the beginning or intermediate levels. Learners are likely to sacrifice one for the other. However, to convey the message fluently, students can be taught some 'speech acts.' The importance of knowing the appropriate expressions in required setting in speaking is evident. Some common speech acts are 'thanking, requesting information, apologizing, refusing, warning, complimenting, directing, and complaining.' Knowing some fixed expressions may contribute to speaking competence of learners and help them speak more fluently and accurately.

### **Second Language Speaking Competence**

By doing some alterations on the communicative competence concept, Goh and Burns (2012, p. 53) designed 'second language speaking competence' model. Their model has three main components: 'knowledge of language and discourse, core speaking skills, communication and discourse strategies'. Their model is shown in the figure below:



**Figure 2.1.** Aspects of Second Language Speaking Competence (Goh & Burns, 2012, p. 53)

### **Knowledge of Language and Discourse**

In order to speak SL or FL well, learners should have knowledge about that language. As it was discussed above, competency in L2 includes grammatical, lexical, phonological, and discourse knowledge (Goh & Burns, 2012). Knowledge is a prerequisite for speaking. Without linguistic knowledge and discourse, L2 speaking competence is not complete. However, Thornbury (2005) argues that knowledge alone is not enough to speak the target language efficiently. Despite the grammatical and lexical knowledge of a speaker, they may fail to communicate in face-to-face interaction. This speaking failure is caused mainly by the lack of automaticity and scarcity of opportunities for the practice. What he means by practice is not the practice of vocabulary or grammar, but practice of interactive speaking. Hughes (2011) keeps a similar view that communication requires more than knowing grammar and vocabulary. She adds that getting familiar with cultural, social and political aspects as well as politeness norms of the target language is essential to secure a successful communication.

### **Core Speaking Skills**

In addition to the knowledge of language and discourse, to become a proficient speaker in the target language, learners should also develop what Goh and Burns (2012,

pp. 58-59) call “core speaking skills.” These skills are what learners need when they put their knowledge into practice. There are four categories of core speaking skills: pronunciation, speech function, interaction management, and discourse organization skills. For the production of clear speech, learners should know prosodic features such as stress and intonation. Speech function skills involve knowing how to request something, express thoughts, explain reasons, give instructions, offer advice, describe events, and so on. Interaction-management skills help learners learn how to initiate, maintain, and terminate conversations. These skills involve “what to say, how to say it, and whether to develop it, in accordance with one’s intentions, while maintaining the desired relations with others” (Bygate, 2009, pp. 5-6). Discourse organization skills that involve the knowledge of cohesion and coherence help learners form an effective and clear speech.

### **Communication Strategies**

In addition to have knowledge of language and discourse, mastered core speaking skills, learners need to develop their communication strategies for a fluent speech. Communication strategies are a reflection of language learners’ strategic competence in action. Communication strategies for second language speaking have three components: cognitive strategies, metacognitive strategies, and interactional strategies. Cognitive strategies involve techniques such as describing an object, person or event to compensate for words that speakers cannot retrieve or do not know while speaking. Metacognitive strategies involve planning what to say and how to express it. Interactional strategies involve giving or demanding an example to clarify a point, asking listeners if they understand the message, paraphrasing, repetition, and asking the speaker to explain a point further. Using these strategies help learners get the opportunity to produce more modified output. Introducing the language required for using these strategies and enabling students to practice will create a frequent interaction with peers and contribute to their overall language development (Goh & Burns, 2012; Meng, 2009).

Target language-speaking competence gives a great deal of insight into the complex nature of speaking. However, there are some other factors that develop or

hinder speaking performance. Speaking the target language is affected by some factors such as learner autonomy, willingness to communicate, and L2 speaking anxiety.

### **2.3. FACTORS RELATED TO SPEAKING SKILLS**

The three main factors that affect speaking skills of students are arguably learner autonomy, willingness to communicate and speaking anxiety levels.

#### **2.3.1. Learner Autonomy**

Foreign language education follows a continuum. When learners are beginners, they depend heavily on their teachers for help and guidance. However, as students become more competent in the target language, most teachers want their students to be on the other side of a continuum where they become independent learners through developing their learner autonomy (Farrell & Jacobs, 2010). The importance of being an independent learner is more evident in the era of multimedia production. The continuous change in technology requires learners to develop their learner autonomy while improving their skills to keep up with the latest developments (Enfield, 2013). Without learner autonomy, education cannot yield desired outcomes (Kenny, 1993). So, what is learner autonomy? The definition of ‘learner autonomy’ has long been discussed among teachers and linguists. Little (2007) and many other language practitioners favor the universally acknowledged definition of learner autonomy formulated by Holec (1981, p. 3): “the ability to take charge of one’s own learning.” Through this definition, it was emphasized that the key concepts of learner autonomy are setting learning outcomes, planning, selecting course materials, monitoring learning progress and self-assessment (Benson, 2007). Deci (1996) notes that an autonomous learner is someone who is “fully willing to do what [they] are doing and [they] embrace the activity with a sense of interest and commitment” (as cited in Little, p. 17). Thornbury (2005, p. 90) defines autonomy as “the capacity to self-regulate performance” by gaining control over other skills that were previously controlled by other factors. A very clear definition of learner autonomy and the autonomous learner is given in the ‘Autonomy’ article of Teaching English website:

Autonomy means the ability to take control of one's own learning, independently or in collaboration with others. An autonomous learner will take more responsibility for learning and is likely to be more effective than a learner who is reliant on the teacher...An autonomous learner will set their own goals, reflect on their progress, and seek opportunities to practise outside the classroom.

Basically, autonomy refers to being in charge of one's own learning. Qamar (2016) emphasizes that when learners are in charge of their own learning, they are able to tackle some barriers for speaking such as shyness, anxiety and fear of a different language. Moreover, autonomous learners are less likely to face a mental block where learners cannot retrieve the words they want to say and fail to express themselves. Since every student has different learning habits, interests, expectations, needs, and level of motivation, the importance of learner autonomy becomes evident. Learner autonomy enables learners to study in a flexible environment at their own pace. It urges students to speak the target language and increases their motivation. It supports peer interaction and develops student-teacher interaction. Students get the opportunity to speak target language flexibly and express their ideas easily in classroom discussions.

The key aspects of learner autonomy may seem easy to list, however, it seems difficult to implement. Little (2007) argues that there are plenty of students in classroom that are not eager to shoulder their own learning. Since they are used to taking a teacher-centered education where they have passive roles, they are hesitant to set their learning goals, select appropriate materials and activities that will fuel their learning process, and evaluate their language development in the target language. Moreover, Balçıkanlı (2008) notes that students are not able to design their learning process as they do not have enough knowledge. They do not know where and how to begin. Their autonomous dispositions are not many, so they need some guidance and assistance to increase their level of learner autonomy.

Kenny (1993) argues that autonomy is more than providing alternatives ways for learning to happen and putting the responsibility for learning on the shoulders of students. Many supporters of learner autonomy state that it is essential to provide students with some degree of freedom to encourage them to become autonomous learners. Benson (2007, p. 22) however, argues that freedom in learning is always constrained probably due to teacher presence and unnatural setting of classrooms.

Autonomy is a matter of encouraging students to take action and making students aware of “who they are, what they think, and what they would like to do” when they undertake a task. Little (2007, p. 14) claims that learner autonomy has begun to indicate a matter of “learners doing things not necessarily on their own but for themselves.” It would be wrong to limit learner autonomy to working alone. Farrell and Jacobs (2010, p. 19) assert that “by first learning how to collaborate with their peers, learners can slowly discover how to move away from dependence on the teacher to independence with the ultimate realization of working alone on their learning.” These aspects of learner autonomy suggest that not only learners but also teachers have some responsibilities to develop it. Little (2007) claims that learner autonomy develops through interactive process. In the light of student reports, Enfield (2013) notes that providing an engaging learning experience is an effective way to help students internalize the content and increase their self-efficacy to become independent learners. The role of teachers is to gradually broaden the scope and level of their learners’ autonomy by permitting them gradually more control of the learning process and content.

The development of learner autonomy continues in higher education. Thornbury (2005) argues that real autonomy is only achievable when students learn to deal with matters on their own in the real world. Preparing the students for the real world is one of the main goals of higher education institutions. Balçıkanlı (2008) emphasizes that learner autonomy is a prerequisite for success in higher education. However, the majority of the students get into universities with low autonomy levels. The teachers’ role in developing learner autonomy is essential. Little (2007) argues that the development of learner autonomy relies on how developed teacher autonomy is. His view is based on three concepts. The first one is that teachers themselves should know what it means to be autonomous learners so that they could help their students develop learner autonomy. The second view comes from the idea that teachers should be able to use their teaching skills autonomously by integrating the same autonomous learning techniques they apply while learning. The third requirement, probably the most challenging one, is that “teachers must learn how to produce and manage the many varieties of target language discourse required by the autonomous classroom.” Language learner autonomy will never be fully developed unless the third requirement is met in classrooms.

There have been some alterations in language instruction. Farrell and Jacobs (2010) note that modern language learning theories put learners and their learning process in the center of attention, rather than teachers or materials. There is a shift from teacher-centered to student-centered instruction. Qamar (2016) argues that learner-centered classrooms provide the best opportunity for students to become proficient speakers of the target language. In a learner-centered classroom, students have much more control over their own learning, which develops their learner autonomy. Learner autonomy becomes a key concept required for success (Farrell & Jacobs, 2010).

Qamar (2016) notes that the impact of learner autonomy in teaching speaking skills in the target language has gained popularity since the end of the twentieth century. The importance of developing learner autonomy in becoming a proficient speaker of the target language is evident. Goh and Burns (2012) argue that to develop second language speaking skills, learners should be encouraged to take responsibility for managing their own learning process and improving their speaking skills. Much of the responsibility for learning that is previously on the shoulders of teachers is now on the student. Farrell and Jacobs (2010) place intrinsic motivation in the center of becoming an autonomous learner. Motivation is a key factor in language development and motivation is directly related to developing learner autonomy (Dörnyei & Ryan, 2015).

In order to become autonomous learners, second language learners also require self-evaluation (Qamar, 2016). Self-evaluation contributes to creating a non-threatening environment in a classroom, where students' full potential could be observed. Moreover, learners want to see the effort they put while studying is paying off. Otherwise their learner autonomy is likely to be undermined (Little, 2007).

Another prerequisite is the role of learners on curriculum design. Farrell and Jacobs (2010, p. 18) argue that to become autonomous learners, second language learners should have a say in curriculum design. They should express their opinions on what and how to learn. Creating classroom activities that enhance learner autonomy could be demanding. Thornbury (2005) lists some classroom activities that require a certain level of autonomy and that may develop one's autonomy. These classroom activities are: giving presentations and talks, telling stories, jokes and anecdotes, drama activities, including role-plays and simulations, discussions and debates, conversation



and chat. In order to develop learner autonomy, Farrell and Jacobs (2010) stress the importance of pair-work and group-work activities in which students speak the target language without worrying about making mistakes. There are also out-of-class activities such as encouraging students to follow the news and watch TV programs in the target language, which may contribute to the enhancement of learner autonomy. Benson (2007) discusses whether activities beyond the classroom develop learner autonomy. Out-of-class activities are often implemented through technical assistance. Whether technology assistance in language teaching is overrated is being discussed. Although online learning and blended learning are often highly valued by researchers in that they contribute to learner autonomy of learners, Benson is not so sure about that. He argues that little attention is given to many learners that face technical problems.

To sum up, the importance of being an autonomous learner is evident in today's education systems which are becoming student-centered. Students with high learner autonomy are often high achievers in life. In countries like Turkey, not many students are autonomous learners when they get into universities. To improve their second language levels and to become proficient speakers of English, students need to do a lot more outside the classrooms. Technology-assisted language learning outside the classroom requires high learner autonomy. Therefore, developing learner autonomy is one of the goals of language instructors.

### **2.3.2. Willingness to Communicate**

In a classroom atmosphere, language instructors often encounter students with high L2 competence but little interest in speaking. They also see those who are eager to talk despite their minimal linguistic knowledge. One reason could be the level of their Willingness to Communicate (WTC). Language learners occasionally feel that their WTC levels change considerably depending on time and situations (MacIntyre et al., 1998). In some occasions, students may be feeling distracted, bored, anxious, sad, and sleepy or they may not be interested in the speaking topic being discussed. Such learner behavior is normal. However, teachers should begin to feel worried when students prefer to remain silent in L2 communication habitually (Macintyre & Doucette, 2010).

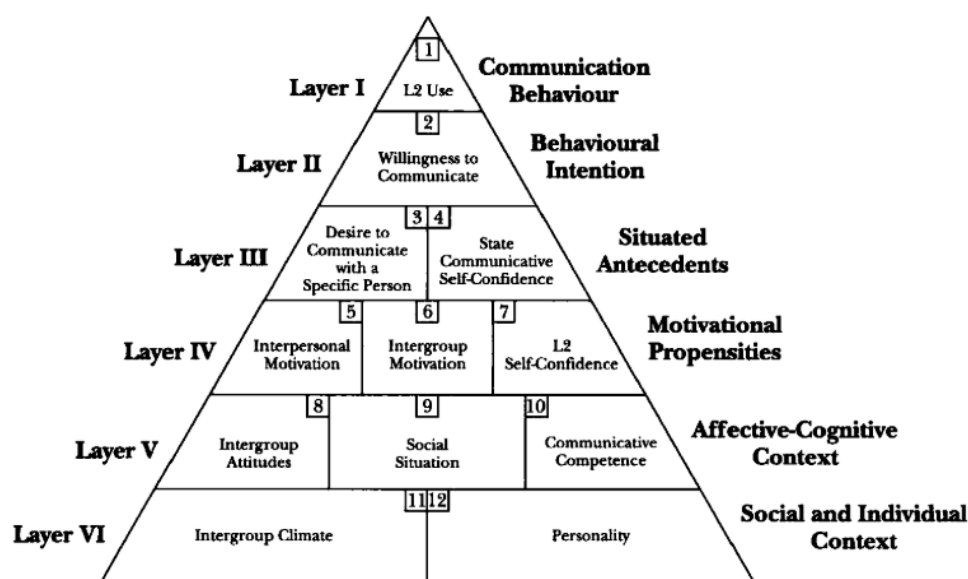
WTC is a term coined into literature by McCroskey and Baer in 1985. It means the eagerness to initiate a conversation when learners do not have to so. Their study that focused on WTC in speaking was built on the work of Burgoon (1976). Burgoon (1976), in fact, studied unwillingness to communicate. What McCroskey and Baer studied under the term WTC was WTC in the first language. WTC in the second language has a much more complex nature than WTC in L1. Learners' competence level in L1 is often much higher than their level in L2 (as cited in MacIntyre et al., 1998, p. 546). When compared to WTC in L1, WTC in L2 seems to be more situation-specific (Shao & Gao, 2016).

WTC in L2 is probably more required than WTC in L1 with regard to language development. Kang (2005) notes that WTC is one of the key elements of L2 learning and instruction as creating authentic communication is considered to be essential for L2 development. In the realm of SL development, more learner interaction is considered to be vital for more language development. WTC increases the frequency of communication, therefore contributes to SL development.

The importance of WTC in developing SL is evident. This is partly due to the fact that facilitating better communication to express the intended meaning in the target language is perceived as the ultimate goal of second language learning (Yashima, Zenuk-nishide & Shimizu, 2004; Pawlak & Mystkowska-Wiertelak, 2015). To reach that goal, researchers are looking for new ways to explain individual differences of learners in L2 communication (Yashima, 2002). MacIntyre et al. (1998) argue that generating WTC is a major component of modern L2 pedagogy. WTC is considered to be the last step for communication. It shows whether learners are able to form an authentic interaction when they get the opportunity. A well-formed authentic communication between people of different languages and cultural backgrounds is arguably the desired one. Kang (2005) notes that learners with high WTC will be using L2 more actively in authentic communication, both inside and outside classrooms. They are likely to put individual efforts to practice L2, which will help them become autonomous learners. The question that arises is: What factors can contribute to or hinder WTC? The answer to that central question can be explained through the personal traits of speakers and situations where people are required to talk.

McCroskey and Baer (1985) conceptualize WTC as a trait-like predisposition. For them, WTC level is associated with communication apprehension, communication competence, being introvert or extravert, and self-confidence (as cited in MacIntyre et al., 1998). It is certain that various variables mentioned above have the potential to alter learners' WTC. However, MacIntyre et al. (1998) think that it is wrong to limit WTC to trait-like variables. They highly value the significance of situational variables that change individuals' WTC. For instance, interlocutors' WTC may change depending on how close the speakers are and how well they know each other, the formality of the situation, the familiarity with the topic being discussed, and so on.

In order to show a clear picture of WTC in L2, MacIntyre et al. (1998, p. 547) designed The Pyramid Model of Willingness to Communicate. This model reveals various variables that may change an individuals' WTC. The Pyramid Model of WTC is shown in the figure below:



**Figure 2.2.** The Pyramid Model of WTC (MacIntyre et al., 1998, p. 547)

The model begins with the intergroup climate and personality (Layer VI), which exist even before someone is born and transferred from generation to generation. The next layer (Layer V) consists of individuals' affective and cognitive context. This layer includes intergroup attitudes, social situations, and communicative competence of learners that affect their WTC in L2. The next layer (Layer IV) is about motivational propensities, which assume interpersonal motivation, intergroup motivation, and L2

self-confidence as variables that change WTC. The next layer (Layer III) involves situated antecedents, which are desire to communicate with a specific person and state communicative self-confidence. The next layer (Layer II) is behavioral intention, which involves willingness to communicate, and the last layer (Layer I) on the top of the pyramid is communication behavior that happens in L2 use. As Yashima (2002) argues, all of these variables are interrelated and affect WTC in L2.

### **Situational WTC in L2**

In countries like Turkey, where there are not many native speakers of English, SL learning is often limited to what students get in classrooms. For that reason, the importance of situational WTC in L2 is becoming more evident. Regarding this issue, Kang (2005, p. 277) conducted a study to explore what affects situational WTC in L2. WTC in L2 is considered to be emerged from the joint effect of three psychological conditions: ‘security, excitement, and responsibility.’

Security refers to staying away from fears that nonnative speakers often feel in L2 communication. Such fears may stem from interlocutors. Unfamiliar interlocutors (as students are especially afraid of making mistakes when there are people around they do not know), the number of interlocutors (as some speakers may feel insecure to participate in a conversation when there are many interlocutors around), the idea that other interlocutors are not interested in what they say, the fluency level of the non-native interlocutors (as some students may feel insecure when the person they talk to is more fluent than them), are some of the interlocutor-related factors that make students feel insecure. Students may also feel insecure if the topic is unfamiliar to them. They avoid speaking if they have little or no background knowledge about a topic. Another factor that affects security is conversational context. Some students may feel insecure at the beginning of a conversation and remain silent. Their feeling of insecurity may diminish as the conversation goes on and they begin to talk. On the other hand, some students who are active at the beginning of a conversation may become silent when they make a mistake or when they cannot express what they want to say. When students feel insecure, they are often reluctant to speak (Kang, 2005).

The feeling of excitement is the second main psychological antecedent of situational WTC. There are various factors that make students feel excited to talk.

Students feel excited when there is a topic which is interesting, with which they have experience and background knowledge. Students also tend to feel excited if they think their partners will contribute to their speaking skills. Having native speaker partners may increase the excitement of students. Interlocutors' appearance and teachers' interest in what students say can either increase or diminish students' feeling of excitement. Additional questions of teachers to the students will show their interest in the conversation and increase students' excitement to talk.

Responsibility is the third antecedent to influence WTC in L2. Responsibility refers to feeling of obligation to understand and form a message, or to clarify it. Students feel a kind of responsibility to talk if the topic being discussed is useful and important for them. If students introduce a topic, they also feel the pressure to explain it clearly by using their background knowledge. Students' feeling of responsibility to talk or participate in a conversation increase if the number of interlocutors decreases and if they notice that other interlocutors pay attention to what they are saying. Due to lack of linguistic competence or cultural differences, interlocutors are likely to misunderstand each other. In such cases, interlocutors feel responsibility to talk to clarify any misunderstanding.

### **WTC in L2 Speaking Skills**

Bergil (2016) conducted a study to investigate the effects of WTC on L2 speaking skills of EFL learners in Turkey. The results of her study showed that WTC levels of students have various effects on their speaking performance depending on the context and receiver-type preferences. Although students' WTC levels are affected by many factors, the most significant factor that affects their WTC is the activities or tasks conducted in the classroom. Yashima (2002), who conducted a study on WTC in Japanese ethno-linguistic context, notes that in order to encourage students to be more willing to communicate, courses should be designed in a way to decrease learner anxiety and increase confidence in communication. Course materials should boost students' interest in other cultures and international affairs.

In sum, in countries where there are not many native speakers of English, developing English speaking skills is often limited to what students get in classrooms. For that reason, the speaking tasks should be designed in a way to foster both inside and

outside classroom learning. Speaking tasks directly affect the WTC levels of students which has a considerable impact on developing L2 speaking skills. There are various factors that language instructors should consider in order to increase WTC levels of their students.

### **2.3.3. Speaking Anxiety**

Most students in Turkey complain that they do not get much chance to speak English. Their speaking practice is often limited to what they do in the classroom. Unfortunately, speaking is the most ignored skill in classrooms. Lessons tend to develop students' lexical and grammatical competence rather than their speaking skills. However, knowing a language does not guarantee effective use of it. Thornbury (2005) argues that despite the grammatical and lexical knowledge of language learners, they may fail to communicate in face-to-face interaction. This speaking failure is caused mainly by lack of automaticity and scarcity of opportunities for practice. What he means by practice is not the practice of vocabulary or grammar, but the practice of interactive speaking. Learners with such deficiencies are likely to feel a lack of self-confidence and anxiety when they engage in a conversation.

Higher levels of anxiety often mean poor L2 speaking performance (Horwitz, 2009). Therefore, what is anxiety? Goh and Burns (2012, p. 26) defines anxiety as "subjective feelings of tension, states of apprehension, nervousness, and worry." There are two types of anxiety that affect language development and speaking performance of learners: "trait anxiety" and "situation-specific anxiety." People with trait anxiety could face impairment in cognitive functioning and disrupted memory in language use and development. Trait anxiety arises from the personal characteristics of individuals. People could become anxious in any situation. Situational-specific anxiety, on the other hand, occurs when people are in a particular situation. People could feel tense and anxious while they are delivering a public speech, taking a test, or speaking the target language. This type of anxiety is also called as "language anxiety" (MacIntyre & Gardner, 1991, pp. 87-91). MacIntyre (2007) argues that language anxiety is associated with worry and negative emotional reaction aroused while using the target language. While some people do not feel any tension speaking L1, they could feel under pressure while talking in L2. Learners with language anxiety see speaking in the target language

as an uncomfortable experience. Such learners are under perceived social pressure and they do not want to make mistakes, therefore, they are unwilling to take risks and talk. Learners with situational-specific or language anxiety may fail to use language well especially when they are required to process information or speak spontaneously without any previous planning or rehearsals (Goh & Burns, 2012; Leong & Ahmadi, 2017).

As stated before, in countries where there are not many native speakers of English, most of the L2 speaking performance of students is carried out in classrooms. Speaking in classrooms may be inhibited due to various reasons. It is argued that most students find learning a foreign language in a classroom stressful (Horwitz, Horwitz, & Cope, 1986). They tend to feel tense, afraid, nervous and worried. Such feelings result in high anxiety, which is an obstacle in developing speaking skills. High levels of anxiety lead to the poor performance of learners (Horwitz, 2009). Bailey (2005, p. 162) adds that learners often feel hesitant and anxious about speaking the target language in the classroom. They feel 'language classroom anxiety,' which is what learners experience when they are required to interact in the target language during the class.

Both learning and use of L2 are affected by anxiety (Dörnyei & Ryan, 2015). Many language learners feel anxious while they are speaking. Horwitz et al. (1986) argue that although many language learners are aware of the importance of developing speaking skills in the target language, they are not motivated enough to practice target language mainly because they feel anxious. That kind of speaking anxiety is also common among some nonnative teachers of English. They often avoid conducting conversational activities although they believe that communicative teaching methods are effective. Native speakers also feel anxious when no one volunteers to talk in class. They tend to give the answer to the questions after two seconds. In speaking sessions students need additional time to understand a question and formulate a response. Allocating adequate time for students to understand and organize a talk can result in higher target language use (Horwitz, 2009). Leong and Ahmadi (2017) warn that there are both weak and strong students in classrooms. The weak students tend to remain silent in speaking activities while the strong ones dominate the activities.

The teaching method followed in the lesson could make students feel either less anxious or more anxious. In one of her studies, Qamar (2016) criticizes teacher-centered EFL teaching. She states that in teacher-centered classrooms, oral skills are taught through the memorization of passages and dialogues. The way the course books are used in lessons where the teacher is in complete control is very demotivating for many underachievers. Moreover, student evaluation based on grammatical correctness may enable students to get high marks in exams but do not make them competent. In real-life conversations they are likely to forget what they have memorized and cannot communicate well. As a result, they suffer from speech anxiety and lack of confidence.

In conclusion, one of the goals of a language instructor is to create a comfortable and low-threat learning environment (Qamar, 2016). Higher levels of anxiety are common among novice speakers of a foreign language and may result in losing their self-esteem and confidence. It is also common among some nonnative teachers. Although they believe using English contributes a lot to students' speaking skills, some English teachers avoid speaking English in class and avoid conducting speaking activities in English as they also feel anxious. Since higher levels of anxiety mean poor L2 speaking performance, elimination of some issues that trigger speaking anxiety is vital.

#### **2.4. TEACHING SPEAKING SKILLS**

It is rather challenging to teach L2 speaking skills in classrooms due to various reasons. There are some students who are likely to dominate classroom interaction. They are eager to talk all the time because of their personality features, cultural background, and high proficiency levels. This creates an imbalance in the 'fair share' of talk time (Bailey, 2005, p. 295). Teachers could apply some methods to manage turn-taking so that even quieter students could talk.

For over one hundred years, spoken interaction has been perceived as an important aspect of the language learning process (Hughes, 2011). This is partly because developing speaking skills contributes to the other parts of learners' personal success in life (Goh & Burns, 2012). Although speaking is highly valued by language educators, teaching speaking has been ignored in courses given in schools and



universities. As a result, a lot of language learners have trouble expressing themselves clearly while talking in the target language (Horwitz, 2009; Leong & Ahmadi, 2017).

Speaking in the target language is not an easy task as learners of L2 should have knowledge about vocabulary, grammar, fluency, pronunciation, intonation, articulation, gestures, and comprehension (Dinçer & Yeşilyurt, 2013; Leong & Ahmadi, 2017). Hughes (2011) emphasizes that in order to learn to communicate appropriately, learners should know more than grammar and vocabulary of that language. Getting familiar with cultural, social and political aspects as well as politeness norms of the target language is essential to secure a successful communication. Bygate (2009) stresses that knowledge about a language and the skill to use that knowledge is different. One aim of second language instruction is to prepare students to be able to use the language. To achieve that, teachers should be aware of their goals. Expecting students to use the language requires more than knowledge of grammar and vocabulary. Speaking requires production. Goh and Burns (2012, p. 67) argue that speaking is a “combinatorial language skill.” Speaking in the target language requires students to know the target language system, to alter the speech depending on various communicative purposes, and to use a wide range of speaking strategies to overcome lexical gaps that affect communication.

Practice makes it perfect. That saying is true for developing speaking skills. VanPattern and Benati (2010, p. 150) note that “appropriate practice” is required. What they mean by appropriate practice relies heavily on making meaning. From the outset, students should be engaged in tasks where students put together language to communicate an idea. It should also be noted that mechanical drills that involve rote memorization fail to develop speaking skills. Goh and Burns (2012) argue that making students talk in the lesson may not always bring good learning outcomes and develop their speaking skills. There may be a great deal of speaking happening in classrooms, but this does not guarantee effective teaching of speaking (Hughes, 2011). If speaking activities are designed in a way to practice only what a student already knows, they may fail to contribute to students’ English level and speaking skills. Goh and Burns (2012) give an example to show that practice alone is not enough. While a group of learners is discussing some matters in the target language, they may be using inappropriate and inaccurate forms. If they do not give feedback to one another, they will not be aware of

the errors they make. Such language-speaking practices may make them become fluent speakers but will probably not contribute to their accuracy much. Despite many beliefs among language learners and teachers that only perfect and error-free sentences could guarantee to speak the language well, most second language acquisition theories do not view errors negatively. In fact, the conversation theories necessitate errors so that learners can get constructive feedback and improve their L2 language competency (Horwitz, 2009).

#### **2.4.1. New Trends in Teaching and Learning L2 Speaking Skills**

Teaching and learning L2 speaking skills have gone through extensive alterations over the past couple of decades due to the advancements in technology. Teachers, students, and materials are the three key elements in successful language learning (Goh & Burns, 2012). Technology has changed the learning habits of individuals and the role of teachers, students and the type of course materials have gone through considerable changes (Shyamlee & Phil, 2012). As a result, new teaching and learning approaches have emerged. While traditional approaches are teacher-centered, most new approaches suggest a shift from teachers-centered to student-centered.

#### **From Teacher-centered to Student-Centered Speaking Instruction**

In language instruction, there has been a shift from a teacher-centered approach to student-centered learning. In teacher-centered speaking courses, teachers are seen as the sole knowledge providers about speaking topics while students often work alone and speak when they are given the opportunity. The focus of the lesson is on forms and structures. The instructor corrects every mistake. The main aim of the lesson is often to prepare students for a test, rather than the real-life (Farrell & Jacobs, 2010; Qamar, 2016). However, as Goh and Burns (2012) note, the aim of a successful teacher is to help learners acquire language competence and skills that they will not be able to learn on their own. While delivering speaking courses, teachers had better be aware of their students' learning needs they will use in spoken language.

In student-centered speaking instruction, both students and teachers work actively to choose speaking topics. Teachers become facilitators and even co-learners (Meng, 2009). Students grab the opportunity to listen to and comment on other students'

opinions, join arguments and negotiations. Students gain hands-on experience while they are feeling a sense of community. Students are responsible for their own learning therefore they are engaged in both cooperative learning and inquiry-based learning. There is an equal interaction between students and teachers. Group work activities are used to promote collaboration and communication in class. Teachers act as guides that promote student learning and comprehension of speaking materials (Qamar, 2016).

### **Materials Becoming Digital**

Speaking materials play a significant role in the delivery of a student-centered speaking skills course. Success in language development relies heavily on selecting the right materials, the right method and the procedure of assessment as well as the right environment. Designing interesting and suitable learning materials contribute to the success of the lesson. Moreover, a teacher-student relationship is enhanced when course materials are selected together with teachers and students (Goh & Burns, 2012; Qamar, 2016).

To facilitate second language speaking development Goh and Burns (2012, pp. 4-5) list three types of materials: materials that involve speaking practice, materials that aim to develop language and skills learning, and materials that make metacognitive development possible. Materials for speaking practice involve various interesting speaking prompts and scenarios. Materials for language and skills development include “selected elements of the talk, or model spoken texts to increase learners’ relevant linguistic knowledge and control of speaking skills.” For English teachers, it is tempting to see the correct use of a particular grammatical structure that has just been taught. However, that does not mean students will always use it correctly. Students are likely to utter better-formed expressions in structured communication activities than in spontaneous speech (Horwitz, 2009). Materials for metacognitive development focus on increasing knowledge and control of learning processes, and train them in using communication and discourse strategies.

Finding authentic materials that involve speaking practice, language and skills development, and metacognitive development is not very challenging thanks to the Internet. There are various websites on the internet that provide authentic materials that are available for classroom use. The level of the materials as well as the number of

students that could do the activity, learning outcomes, and online quizzes are available. One thing to consider while choosing and implementing the course materials is the promotion of authentic conversations.

### **From Structured Communication Activities to Authentic Conversations**

As noted before, there has been a shift from teacher-centered language instruction to student-centered language learning, which arguably yields better learning outcomes. However, developing speaking skills in the classroom is still challenging for both students and teachers. Horwitz (2009) argues that language classes are not that communicative. There are various obstacles that make classrooms not the desired environment for developing speaking skills. As it is easier, teachers would rather present language drills that involve dialogue practices, vocabulary practices and grammatical instructions than encourage students to participate in lifelike conversations. Such instructions, lacking real-life conversations, may fail to prepare students for authentic communication which requires spontaneous production and understanding of language.

Real-life conversation practices are different from structured communication activities. Structured communication refers to a less authentic form of communication often delivered in dialogues. In real life conversations it is impossible to predict the direction of a conversation. Therefore, the words and expressions that can be used in a conversation are unpredictable. Role-play activities, interviews, problem-solving tasks are some of the classroom activities that simulate real-life conversations in the target language. Simulating authentic conversations in class is challenging as real-life conversations are voluntary and participants have real goals in conversation. Participants can choose the person they want to talk to and choose whatever they want to talk about. Artificial questions asked by the teacher who already knows the answer to the question make the communication even less authentic. In authentic conversations, there are follow up questions that make the conversation continue. However, in classrooms, teachers usually stop the conversation once they get the answer. It is essential for language teachers to show they value and care about what their students say. They can simulate a longer conversation by asking follow up questions that indicate their interest in the conversation. Moreover, some teachers are likely to focus

only on the grammar and correctness of the sentence uttered by students. Since they do not pay attention to the content, they may miss wonderful conversational opportunities that could initiate real-like discussions. Another shortcoming of classroom conversations is that teachers often include a great variety of language samples which are used rarely by native speakers since such uses sound very formal or unnatural. Second language speaking materials often include formal and carefully formed sentences which are rarely used by native speakers in their daily lives (Horwitz, 2009). Therefore, it is reasonable to modify some materials in order to make them sound more authentic.

Artificial conversations in classrooms may fail to prepare students for real life. Nunan (2013) argues that being able to create grammatically well-formed sentences does not always enable learners to carry out real-world language-related tasks. Real-life conversations entail competence in how language is influenced by situational variables. The topic of conversation, the purpose, the location where it is conducted, and the relationship between interlocutors affect the way of speech in communicative interaction.

Authentic conversations involve negotiation for meaning. According to Swain's (1985) output hypothesis, speaking in the target language can make learners acquire new forms of language. Language learners can be urged to use language further when what they say is unclear, incomprehensible or ungrammatical. They are urged to reformulate their sentences until what they say is error-free and understandable. By engaging in negotiations for meaning, learners could improve their speaking skills in the target language (as cited in Goh and Burns, 2012, p.18). Negotiation for meaning is related to skills to communicate ideas clearly (Bygate, 2009). Negotiation for meaning can also be done through "feedback in the form of questions, comments, repetitions, confirmation checks, requests for clarifications, and reformulations" (Goh & Burns, 2012, p.18.). Negotiation for meaning requires learners to actively produce spoken output, which contributes to their speaking skills.

### **From CALL to M-Learning**

Burns (2006) argues that advancements in technology have enabled language instructors to analyze spoken language and develop new teaching speaking approaches.

The use of computers in language instruction which is called Computer Assisted Language Learning (CALL) was a breakthrough. It enabled users to have high exposure to target language and see their progress. Technology integration in language development has become more evident with the use of smartphones over the last decade. When someone asks in a classroom “Who has a computer?” not many students raise their hands today. However, when someone asks “Who has a smartphone?” all students raise their hands. Moreover, personal computers and tablet computers are not always carried by language learners, yet their smartphones are. Mobile Learning (M-learning) has become more widespread with the convenience of smartphones.

M-learning is favored due to many reasons (Obari & Lambacher, 2015). M-learning enables users to adjust the time and pace of their own learning, which could be both motivating and liberating. Numerous language learning apps, podcasts, English news apps, instructional videos are available for those who want to develop their language skills for free or at reasonable prices. The compact size of smartphones helps users stay more focused compared to computers that can do multitasks on one screen.

There are some issues regarding M-learning that have to be considered. Students may get lost if they cannot form and keep a balance between studying and entertainment. Social networking apps and games could inhibit students from studying. Even though social networks and games could improve the speaking skills of students, they could be distracting too.

Online learning, which is carried out mainly through M-learning, has also been criticized by language teachers in that it requires high learner autonomy. Since both traditional and online learning have drawbacks, what is most preferred by language instructors is called blended learning. Blended Learning (BL) is a term that has been used to refer to the combination of traditional learning with online learning (Zainuddin & Halili, 2015). BL has been used in language teaching for over two decades (Ahmed, 2016). Language teaching and learning has been enhanced through BL and its relatively new approaches. One of the popular approaches that has flourished under BL is called Flipped Classroom Model (Quyen & Loi, 2018).

## **2.5. THE FLIPPED CLASSROOM MODEL**

One of the biggest challenges faced by foreign language instructors at higher education is the limited course time. At most state universities in Turkey, course time allocated for a lecture is limited to two to four classes a week, which is considered not enough for many language instructors in teaching languages. What could make the case even worse is the large class sizes, which is a big concern among the language instructors. Direct instruction or lecturing may not yield good results in large classes. Despite the poor learning environments, Baepler, Walker and Driessen (2014) state that large classes are becoming more common due to the pressure on universities to graduate more students with their given physical classroom space.

Limited course time and oversized classrooms have forced instructors to search for new techniques and methods that fuel the efficiency of courses. Some language practitioners like Datig and Ruswick (2013, p. 250) express their discomfort with traditional methods by stating “Lecturing is becoming an increasingly outmoded style of instruction, and in all honesty, we were experiencing a bit of lecture fatigue and were looking for ways to avoid it.” The ‘Flipped Classroom Model’ is one of these new technology-based approaches towards language teaching. In fact, it is argued that bending and flipping the classroom is the only efficient way to teach large classes (Baepler et al., 2014). Much research has been conducted on the Flipped Classroom Model (FC Model) since the term’s appearance in language teaching in 2008.

### **2.5.1. Definition and Characteristics of the Flipped Classroom Model**

The integration of technology in language teaching has created new terms such as blended learning, online learning, MOOC (Massive Online Open Courses), and flipped learning. There has been a shift from conventional education to technology-based education (Zainuddin & Halili, 2015). As Baepler and his colleagues (2014) state, the number of technology-based online courses and flipped courses are on the increase. The studies conducted worldwide in the field also prove the popularity of flipped courses almost all over the world. So, what is flipped learning?

The two high school teachers in Colorado, Jonathan Bergmann and Aaron Sams, are the figures that are often accredited with flipped learning. Although they state in

their book “Flip your Classroom, Reach Every Student in Every Class Every Day” that they did not invent the term ‘flipped classroom,’ nor did anyone else, it would be appropriate to use their definition of flipped classroom they favor (Bergmann & Sams, 2012, p. 6). In their second book “Flipped Learning, Gateway to Student Engagement” Bergmann and Sams (2014) favor the definition available on Flipped Learning Network (FLN) webpage. FLN is a community started by many educators including Jonathan Bergmann and Aaron Sams to provide information about flipped learning. The definition available on FLN (2014) is:

Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

A clear and concise definition of flipped classroom was given by Gilboy et al. (2015, p. 110): “what is traditionally done in class and as homework are switched or flipped.” It basically requires students to read course materials and watch videos prior to class so that they can engage in active learning in the classroom. For Andrews et al. (2011) ‘active learning’ refers to the learning environment where an “an instructor stops lecturing and students work on a question or task designed to help them understand a concept” (as cited in Abeysekera & Dawson, 2014, p. 2). Active learning yields better results compared to the traditional classroom (Hawks, 2014). Thanks to this approach, the class time traditionally allocated for teaching is made available for other activities (Bergmann & Sams, 2014; Enfield, 2013). The saved course time provides teachers the opportunity to integrate and apply their knowledge more through various student-centered activities such as enabling students do research or engage in collaborative projects and have discussions with their classmates (Baggaley, 2015; Davis, 2016; Enfield, 2013; Hamdan, McKnight, McKnight, & Arfstrom, 2013; Horn, 2013; Obari & Lambacher, 2015). Tucker (2012) adds that if there are learning deficiencies, these educational gaps may be filled with retaught of the instruction during the precious course time.

Some language practitioners such as Baggaley (2015) do not think these definitions make flipped learning different from blended learning. For him, in essence the role of flipped learning and blended learning is the same as both of them require out-



of-class practices. Strayer (2012, p. 171) defines flipped learning as a “specific type of blended learning design.” Bergmann and Sams (2012), the creators of flipped learning, also confirm that flipped learning is “an ideal merger of online and face-to-face instruction” that is recognized as “blended” learning. However, there is a slight difference. Horn (2013) states in flipped classroom, which is a kind of blended learning, classroom time, previously allocated for teacher instruction is spent with what is traditionally called as homework while teacher assistance is ready. Bergmann and Sams (2012, p. 7) address the similarities between a flipped classroom and other instructional approaches such as “blended learning, reverse instruction, inverted classroom, and 24/7 classroom” and they also state these models of teaching could be used interchangeably in some contexts.

Hung (2015, p.81) defines flipped teaching as a “a pedagogical approach to blended learning” in which conventional teaching elements like lecturing and giving homework are reversed in order, and what is done in traditional class is often done through instructional videos. Instructional videos can either be created by teachers or can be curated from websites like TED-Ed and Khan Academy (Hamdan et al., 2013). Providing instructional course materials before the class, urging them to study and learn outside the class increase learners self-efficacy in becoming an independent learner and enhance their classroom participation which is essential for desired learning outcomes (Enfield, 2013). There is another issue regarding videos that may bring success. Tucker (2012) emphasizes that the value of instructional videos is determined depending on how they are merged into the overall educational approach.

For some lecturers watching course materials online may not sound different from doing traditional homework assigned for the upcoming lesson. However, there is one truth: class time is not filled with raw course content that may make students passive learners (Horn, 2013). Hsieh et al. (2016) emphasize that there is more time to spend on learning and this time is used more effectively with higher quality activities in flipped learning compared to traditional teacher-centered methods. According to EDUCAUSE (2012), much of the responsibility for learning in a flipped model is on the shoulders of students. Bergmann and Sams (2012) state students become responsible for their own learning and come to class with some understanding and knowledge of the topic. Enfield (2013) also thinks that flipped classroom model makes learners more

independent learners, which is a required learner trait in the field of Multimedia Production. In his study on flipped learning, 73.5% of students reported they are more confident in the technology-assisted learning process than they were before the course.

A well-balanced teacher-student interaction is essential for satisfying learning outcomes. Baepler et al. (2014) state reducing instructor-student contact could affect student learning negatively. They also claim that spending less time in the classroom with students may result in poor learning outcomes. Hamdan et al. (2013, p.4) emphasize the significance of student-centered teaching which can be achieved through maximizing one-on-one interactions. They stress that thanks to student-centered instruction, students could become “the agents of their own learning.” Davis (2016) also shares his positive views on the FC model since it enables more interaction between students and teachers in a hands-on learning environment.

Is flipping the classroom difficult? Bergmann and Sams (2012, p. 25) claim that flipping the classroom requires less work than changing their direct instruction in class to a more student-directed lesson. While designing and adapting their own flipped model, there is one question asked by teachers: “Which activities that do not require my physical presence can be shifted out of the class in order to give more class time to activities that are enhanced by my presence?” One of the main aims of flipping the classroom is to make learners more active in class. Gilboy et al. (2015) criticize passive learning since it diminishes classroom time that could be used with the support of the instructor to trigger student thinking, to guide students to find practical solutions to problems and to encourage active learning with direct application of course materials.

Is it the best way to teach in education? Hamdan et al. (2013, p. 15) emphasize “Flipped Learning model is not the only way to facilitate good teaching”. However, it may be used as an aid to provide effective teaching. The FC Model should not be considered as a way to solve all problems regarding teaching and learning, rather, it might be considered as one way to foster learning. Flipped learning, which puts the learner in the center of teaching, has an individualized learning atmosphere that makes other ways of learning such as differentiated instruction, problem-based learning, and inquiry-based learning easier to implement (Bergmann & Sams, 2014). Sung (2015, p. 160) argues that to secure satisfying learning outcomes, teachers should ensure learners

have “meaningful engagement both inside and outside the classroom” in “a more learner-centered learning environment.” The design of the classes should be carefully planned so that the desired learning outcomes could be achieved.

While Bergmann and Sams (2014) claim that flipped learning is easy to implement, there becomes another question. Is there a particular strategy to flip a class? The answer is simply no. Bergmann and Sams (2012, 2014) state there is not a checklist to follow which will guarantee successful results or a single strategy with a set of rules that may work in every classroom regardless of teachers and students. Instead, flipped learning can easily be personalized depending on the students and course content. Every teacher can adapt it to their own teaching style and methods. Basal (2015, p. 33) states that there can be “as many approaches to the flipped classroom as there are researchers” adopting it to their lessons.

Bergmann, Overmyer and Wilie (2012) summarize what the FC Model is and what it is not. They warn the language instructors by stating:

**The Flipped Classroom Model is not:**

- an online course.
- an approach where students study without structure.
- limited to and a synonym for online videos.
- an approach where teachers are replaced with videos.
- an approach where students work in isolation.
- an approach which requires students to spend the whole class looking at a computer or smartphone screen.

**The Flipped Classroom Model is:**

- one way to increase both peer-interaction and student-teacher interaction.
- an approach which provides a learning environment where students can shoulder the responsibility for their own learning.
- an approach which provides a classroom environment where teacher is not the "sage on the stage", but the "guide on the side."
- a kind of blending of direct instruction with constructivist learning.
- an approach which enables students who cannot participate in the lessons due to an illness or extra-curricular activities not to get left behind.

- an approach which enables course content to be permanently archived for review and study.
- an approach which creates an atmosphere where all students are engaged actively in their learning.
- an approach which enables all students to get a personalized education.

In order to understand the FC Model well, it would be helpful to know the historical background of this relatively new teaching approach.

### **2.5.2. Historical Background**

The two names that are often accredited with flipped classroom are Jonathan Bergmann and Aaron Sams, two high school teachers from Colorado. Bergmann and Sams (2012, pp. 4-5) report that it all started with Sams's insight on the poor performance of his students in doing their homework and he believed "The time when students really need me physically present is when they get stuck and need my individual help... they can receive content on their own." They flipped their chemistry and Advanced Placement (AP) Chemistry lectures in 2008-9 school year. To provide a better learning environment, there was one question in their minds: "What if we prerecorded all of our lectures, students viewed the video as 'homework,' and then we used the entire class period to help students with the concepts they don't understand?" For them, compared to the traditional model of lecturing and giving homework afterwards, this model is more efficient and time-saving as their students generally complete classroom activities 20 minutes before the scheduled time of the lesson. What makes that extra time which can be used for discussions or one to one instruction in the classroom available is that students come to the class with an understanding of content and materials.

Both Bergmann and Sams (2014) express their satisfaction with the model they come up with. The question that arises is related to whether they had an idea to create a new pedagogical approach. The answer is simply no. Bergmann and Sams (2012) claim that they had no aim to create a pedagogical approach or invent a brand, instead, they wanted to meet the educational needs of their students with the help of technology tools available. Their particular way of teaching attracted the attention of other institutions not only in America but also in Europe and Canada. They delivered speeches and

trained educators in various countries on flipped classroom. However, they stated they didn't create the term 'flipped classroom' nor did anyone else. In fact, Baggaley (2015, p. 438) states that they were using the term 'pre-vodcasting' for their teaching technique in 2010. That term was replaced with 'flipping' later that year and became popular in a relatively short time. Before the term flipped classroom was used, there had been some other terms in literature which were used to name the teaching techniques similar to flipped classroom, which were: inverted classroom, inverted teaching, and just-in-time teaching.

Is flipped classroom a breakthrough in language teaching? Is it something completely new in the field? In order to answer these questions, it is noteworthy analyzing the definitions and features of flipped teaching. As Bergmann and Sams (2012) state the basic premise of flipped class is homework and lecturing in class are put in a reverse order, that is, what is traditionally done in class is now done out of class, and what is traditionally done as homework is now done in class. Datig and Ruswick (2013) state these basic features of flipped teaching are not something completely new in education. Ahmad (2016, p. 167) claims the idea of flipped classroom began with the work of Professor Erik Mazur, at Harvard University in the early 1990s. He allowed each student to choose content from "text files, interactive demonstrations, and problem solutions" to meet their specific educational needs. Berrett (2012, pp. 2-3) argues that this type of learning in which students are expected to be prepared for the lesson has been in use for decades. To be more precise, some professors flip their classroom by expecting "their students to read a novel on their own and do not dedicate class time to going over the plot. Class time is devoted to exploring symbolism or drawing out themes." Such learning, also called the "Socratic method," which requires students to study and know the course content before coming to the class so that they can handle professors' questions in class, has also been commonly practiced by law professors for decades.

Moreover, Berrett (2012) gives a specific example to indicate flipped teaching was in practice way before Bergmann and Sams. Since the mid-1990s, the math department of University of Michigan has flipped the teaching of calculus. The lecturer of the course claims their students outperform the students in other institutions taking the same lessons in traditional ways. Another learning setting, stated by Tucker (2012),

where flipped learning has been applied for over a decade is the National Center for Academic Transformation (NCAT). Tucker (2012, p. 83) argues that “the ideas behind flipping are not brand new”. NCAT has monitored many colleges that provide courses such as English, Math, science, and courses in various other disciplines with similar ideas of flipping for more than a decade. So, what happened and how did flipped learning, which is, in fact, had been in use in education with its basic ideas behind, become very popular in such a short time? Strayer (2012) points out that what makes flipped learning different from those examples is “the regular and systematic use of interactive technologies” in learning. For Datig and Ruswick (2013, p. 249) “What has sparked the current buzz is the adoption of the method by STEM classes, the rise of online teaching tools, and the popularity of the Khan Academy.” The popularity of flipped classroom owes a lot to Salman Khan and the Khan Academy, which provides instructional videos.

### **2.5.3. Theoretical Framework of the Flipped Classroom Model**

Flipped Learning Network (FLN) is a community initiated in 2012 by a group of experienced educators in flipped learning including Jonathan Bergmann, Aaron Sams and many others. The main aim of the website is to provide information to those who wonder flipped teaching and who consider applying that approach. FLN broadened its mission in 2016 to become online network where educators all around the world could share and access tips, tool, resources, experiences and many more. Educators in FLN composed a formal definition of “Flipped Learning” to eliminate some misunderstandings. Moreover, they stated that flipping a class does not guarantee flipped learning. They identified four key features or pillars of flipped classroom that make flipped learning possible. These four pillars of F-L-I-P are: Flexible Environment, Learning Culture, Intentional Content, and Professional Educator.

#### **Flexible Environment**

Both educators and students benefit from flexible environments available in flipped learning. In order to make flipped learning possible, instructors often create a flexible learning atmosphere in classrooms. They can physically rearrange the learning space in classroom to promote group work and individual studies. Teachers establish

flexible spaces and time frames that enable students to interact and cooperate. Students grab the chance to decide when and where to study. If students miss a class, they are able to learn what they miss through recorded lectures (Bergmann & Sams, 2012). Students are provided with different ways to learn course content both in class and out of class. Instead of providing a general lecture to all students, instructors focus on the individual needs of each learner in class. Moreover, educators are flexible in establishing an appropriate assessment system. Learners could become more motivated when they see their progress constantly in flipped learning.

### **Learning Culture**

In flipped learning, there is a shift from teacher-centered education to student-centered education. In teacher-centered instruction, teacher is the main source of information. Students are passive learners who listen to that content expert. However, in student centered instruction, students are active learners. Students explore topics in greater depth and enjoy rich learning opportunities provided by instructor. They engage in meaningful activities where instructor is not in the center. Students can evaluate their learning process. Teachers can maximize face-to-face classroom interactions to see students' progress and to create an active learning environment (Hamdan et al., 2013).

### **Intentional Content**

Educators who apply flipped learning determine what content they should teach and what content should be explored by students. They keep in mind that Intentional Content should maximize classroom time for active learning practices. Some active learning strategies such as “peer instruction, problem-based learning, or mastery or Socratic methods, depending on grade level and subject” are applied (Hamdan et al., 2013, p. 6). Creating the content for pre-class and in-class activities requires expertise from instructors (Hsieh et al., 2016). As Basal (2015) states, content should be delivered through engaging activities that promote active learning and interaction between learners. Teacher is not the only source for information that delivers everything to students. Instead, teachers act a facilitator in classroom that increase conceptual understanding of learners. They spot the content which is not internalized by students. They assist students master what content their students do not know well. Another focus

of Intentional Content is to boost autonomous learning of students, which is essential in technology-assisted learning.

### **Professional Educator**

The success of flipped learning relies heavily on teachers. Hamdan et al. (2013) argue that skilled professional educators are required more in flipped learning than in the traditional way of teaching. Basal (2015) states flipped learning incorporates both outside and inside classroom activities. Desired learning outcomes could be reached when both learning environments are integrated perfectly. As a result, flipped learning requires heavy workload and expertise from teachers while conducting interactive in-class activities and preparing out of class materials. During active learning activities in class, teachers continually observe their students, give feedback, and assess their learning outcomes. Professional educators could also connect with other teachers to improve their way of teaching and applying flipped learning. Teachers learn to tolerate and control possible chaos and noisy atmosphere in their classrooms by getting constructive criticism from professional educators.

In sum, there are four pillars of F-L-I-P learning: Flexible Environment, Learning Culture, Intentional Content, and Professional Educator. These four key features or pillars of flipped classroom are what make flipped learning possible and successful. In order to get the desired learning outcomes from the FC Model, it is also essential that the language instructors and students know their roles and responsibilities in flipped learning.

#### **2.5.4. The Role of Instructors in the Flipped Classroom Model**

There has been an exponential growth in the use of Internet and applications in the last two decades, which has pushed academics to integrate technology into their teaching for an enhanced classroom learning environment (Strayer, 2012). The integration of technology into teaching styles may help teachers reach their learning objectives. Basal (2015) emphasizes that there are limitless learning and teaching opportunities available today thanks to technology. As a result, the evolving technological developments have made changes in the teaching environment. Teachers have always been in pursuit of new trends and innovations in teaching (Fulton, 2012).



Flipped learning is one of the hot trends in teaching as the number of teachers adopting it is on the increase worldwide. Academic studies conducted in almost all over the world prove its popularity. As it was mentioned in the four pillars of flipped learning, professional educators or instructors play a significant role in the effectiveness of this relatively new pedagogical approach. The role of instructors in flipped learning may vary as there is not a particular golden sample model for teaching (Bergmann & Sams, 2012). Some salient features and responsibilities of language instructors, however, play an essential role in providing enhanced flipped teaching.

First of all, once instructors decide to adopt flipped learning to their classrooms, they must be aware of the differences between flipped teaching and traditional classroom teaching. The main difference lies in the pedagogical role of teachers and students. When compared to the traditional classroom learning, in flipped learning, “there is a deliberate shift from a teacher-centered classroom to a student-centered approach” (Hamdan et al., 2013, p. 5). In the student-centered approach, teacher act as a facilitator to guide and organize a learning environment where lecturing time is diminished and student interaction is maximized (Basal, 2015; Horn, 2013; Tan, Yue, & Fu, 2017; Zainuddin & Halili, 2015). To learn course content, students become aware that “the teacher is no longer the only source of knowledge and wisdom” (Rodrigues, 2014, p. 4). However, as Davis (2016) states, the student-centered approach may sound unfamiliar to some instructors; therefore it is worth analyzing the role of instructors before, in and after the class.

In flipped learning there is a lot of workload for teachers in the preparation part. Teachers may spend ample time creating or selecting their own course materials for flipped learning. Hsieh et al. (2016, p. 3) define the role of instructors in the preparation part as “content expert, instructional designer, and media developer.” Obviously, designing a flipped learning model requires expertise from instructors. Similarly, Basal (2015) argues that flipping should not be considered as a mere activity of uploading instructional videos outside the classroom. An instructor should choose suitable and engaging activities for active learning in class. Constant interaction with students through an LMS platform is also essential. Basal (2015) emphasizes that it is the instructor that creates the path for desired outcomes, no matter what technology or method is applied. However, Davis (2016, p. 229) argues that the procedures required in

flipped learning in “planning and recording video lectures or podcasts, organizing and building a course inside a learning management system, and preparing well thought out activities for class” may sound time-consuming and unnatural to a typical instructor.

One of the common elements of flipped learning is content videos. Language instructors need to be creative while developing and choosing instructional videos in their flipped learning approach (Zainuddin & Halili, 2015). Creating videos or finding appropriate videos from some websites for students may be time-consuming. There are various things that instructors should pay attention to while creating or gathering their instructional videos. As Bergmann and Sams (2012) warn, videos should not be long and boring. There should be humor in them. Basal (2015) adds that instructional videos should include animations, quizzes and other features that make learners more engaged and active. Monotonous videos that make learners passive listeners should be avoided. Obviously, content preparation and delivery are demanding for teachers. However, once the instructional videos are ready, workload of teachers before going to a class is reduced significantly (Enfield, 2013). What lies in front of them is finding more engaging classroom activities. Since most of the teaching part is done prior to the courses, instructors are in search of more interactive activities that increase student collaboration in class. In order to promote classroom collaboration, as Fulton (2012, p. 17) states, language instructors may develop “open-ended, cross-circular projects.”

In flipped learning most of the course content is presented to the students before the lesson. Most language instructors that adopt flipped learning want to make sure their students complete all tasks such as watching videos and doing online activities before the class (Datig & Ruswick, 2013). According to Hsieh et al. (2016), what brings success in flipped learning depends heavily on the preparation work done prior to the class. In order to check whether students watch videos and do all preparation work before the class, teachers may apply some effective strategies such as encouraging students to take notes about the videos and making quizzes at the beginning of each class that evaluate how prepared the students are for active learning in class (Enfield, 2013). Teachers may also direct questions related to the materials provided to the students before the class to evaluate their autonomous learning (Xin-yue, 2016).

As stated above, students receive most of the course content before coming to class, however, this does not mean that there is not much to do for the instructor in the classroom. Teachers are responsible for boosting face-to-face interaction in classroom and they need to make sure their students understand course content well (Hamdan et al., 2013). In classroom activities, teachers' role is to guide students while they are applying the course content they learn outside the class (Basal, 2015; Horn, 2013). The teacher may move around the students, give feedback, spot those who need additional help and provide individual assistance. If several students cannot understand a problem, then, the teacher may provide explanation with more examples to the whole class (Fulton, 2012). Increasing teacher-student interaction enables teachers to know the topics that students are interested in and the types of activities they favor. Language instructors can easily update their course content and activity types since flipped learning is implemented with the assistance of an online platform. They get the opportunity to modify classroom activities depending on their students.

To sum up, the success of flipped learning relies heavily on instructors. Instructors should know the salient features of flipped learning before adopting it to their lessons. Flipped classroom has two different learning environments: outside and inside the classroom. The teachers should make sure that both learning environments are integrated perfectly for desired learning outcomes (Basal, 2015). Flipped learning requires heavy workload from teachers both inside and outside the class. However, a great majority of the academic studies conducted worldwide indicated its effectiveness compared to traditional lecture-based teaching. The effectiveness of this pedagogical approach depends significantly on the course materials prepared for in class and out of class activities and the delivery of course content by language instructors. Another prerequisite for success is the students who know their roles well.

#### **2.5.5. The Role of Students in the Flipped Classroom Model**

In flipped learning, there is a shift from teacher-centered to student-centered instruction (Davis, 2016; Hamdan et al., 2013). Flipped learning is learner-centric and thus, provides individualized learning (Bergmann & Sams, 2014). There is a shift in the roles of students from being passive learners to active learners (Educause, 2012; Tan et al. 2017). Therefore, the significance of the role of students both in and out of class in

flipped learning is evident. Some students are not used to student-centered instruction and therefore, they do not know what is expected from them (Strayer, 2012). Therefore, students should understand the idea behind the flipped learning. Moreover, they should know their role in both in and out of class practices. Rath (2013) recommends teachers to explain pedagogy to students at the beginning of flipped learning. Students could become more motivated when they know why they are trained in that way. When students know the rationale and have confidence in the program, they could benefit from it more.

In flipped learning, “students take ownership of their learning” (Davis, 2016, p. 229). Much of the responsibility for learning is on the shoulders of the students (Educause, 2012). Students are expected to be engaged in both pre-class preparation part and in class active learning part. Abeysekera and Dawson (2014) argue that the success of flipped learning relies heavily on how much preparation the students do before coming to the class. Course contents presented via videos are common in most flipped lessons. Enfield (2013) informs that the role of students is not just watching videos as passive viewers, but also to keep a more active role by working with videos. As stated in the role of teachers’ section, instructional videos are effective when they involve additional activities such as quizzes and follow up questions that make students engaged. Students’ active participation both in and out of classroom is one of the factors that make flipped learning effective (Nguyen, 2018).

#### **2.5.6. Critique of the Flipped Classroom Model**

The Flipped Classroom Model which is a relatively new pedagogical approach in teaching languages has received a lot of criticism despite many studies that emphasize its effectiveness. The FC Model has been criticized due to various reasons. One of the main criticisms emerges from the fact that it is an unusual type of teaching which is not understood and applied well by both teachers and students. Anwar and Pratama (2016) argue that if not implemented well, flipping a class will not contribute to students’ learning. The new roles of both students and language instructors may sound unfamiliar to them and may not be understood well.

In the FC Model, language instructors are required to change the way they teach in traditional ways. Davis (2016, p. 229) argues that the shift from teacher-centered instruction to student-centered instruction is “unnatural” therefore, it may not be understood well by some teachers, which results in ineffective teaching experience with flipped learning. Flipped learning is also an unfamiliar and unnatural phenomenon for students who are used to taking teacher-centered classes. For that reason, Raths (2013) emphasizes the importance of explaining the pedagogy to the students before applying flipped learning. Students should be aware of why and how they should do out-of-class activities and what the possible learning outcomes are, so that they can be more motivated. For better learning outcomes, Hawks (2014) argues that students’ confidence in flipped learning should be increased through explanations and some supporting evidence regarding its effectiveness.

Another concern raised is related to ‘lackadaisical learning environment’ of flipped learning. Flipped learning promotes learning at one’s own pace, which may be considered as a good trait. However, that can slow down one’s learning progress and therefore, may result in limited learning outcomes than expected in a certain given time (Krueger, 2012).

Extra workload is also a big concern. Flipped learning requires extra workload from teachers and students. For teachers, designing and flipping course materials, providing both in and out-of-class activities that will motivate learners may mean more time and effort (Acedo, 2013, Davis, 2016). Flipping the classroom may be difficult for those teachers who are beginners and who apply flipped learning for the first time as flipping involves both in-class and out-of-class activities (Zainuddin & Halili, 2015). Since this type of teaching is student-centered, which means additional “workload and time commitments” for students, students may get concerned that they do more work than those students that take traditional courses (Hsieh et al., 2016, p. 26). The success of flipped learning depends heavily on student motivation in completing out of class activities (Krueger, 2012). This type of learning may not be suitable for learners who do not have high interest and motivation to shoulder extra workload.

Developing negative feelings towards the FC Model could mean low learning outcomes. In flipped learning class time is devoted to conduct active learning activities.

Teachers may have difficulty in keeping the students engaged in classroom activities since some students may develop a love/hate relationship (Strayer, 2012). The suitable content and variety of activities are essential for active learning. Strayer (2012, p. 189) states that it is challenging for many students to keep engaged in activities to meet the required in-class expectations. Students may get “lost” as they do not know what is expected from them in in-class activities. In Farah’s study (2014), learners initially did not understand the rationale behind flipped learning and therefore resisted. Such resistance may result in the failure of students in meeting in-class expectations.

The use of technological devices is at the core of flipped learning. Since not every student is competent users or familiar with learning from a screen, this technology-aided teaching approach may create a kind of inequality in teaching (Acedo, 2013; Anwar & Pratama, 2016). Moreover, the accessibility of course materials is a concern among learners. Low-income students without required technological devices cannot follow online instructions; therefore, such students are likely to fall behind their classmates. Horn (2013) states that flipped learning may only bring success in classes where there are students with upper-income and that can afford the required technology.

Finally, flipped learning has been criticized simply because it is overrated and not tested enough. Baggaley (2015) argues that flipped learning is not a breakthrough in educational philosophy. The effectiveness of the FC Model is questionable as it has not been tested well. It is also argued that, groundless press and blog claims and some institutions and journals assume it to be effective. Moreover, he adds that new methods could become a trend without being much tested and most people are inclined to believe its success without knowing the method completely.

In sum, the FC Model has been criticized due to various reasons. First, there is a shift from teacher-centered to student-centered instruction, which is unnatural and not understood well by both language instructors and students. Second, if this pedagogic approach is not explained well to students and not implemented well, there cannot be desired learning outcomes. Third, not all students are ready to learn at their own pace and highly motivated to complete out-of class activities. Fourth, students could develop a love/hate relationship while meeting in-class requirements. Developing negative feelings may demotivate the students. Fifth, not everyone is used to learning from a

screen and competent users of technological devices. Moreover, accessing technological devices could be a problem for students with little income. Finally, the effectiveness of the FC Model is questionable. Flipped learning could be overrated as new methods are likely to be highly praised without being much tested. In order to test the effectiveness of this relatively new pedagogical approach on ELT, there have been some studies conducted. Relevant studies are presented below.

### **2.5.7. Relevant Studies on the Flipped Classroom Model**

The recent years has seen a growing body of research on the FC Model and its effects on ELT. Filiz and Benzet (2018) conducted a content analysis of 50 studies done both in Turkey and abroad on flipped learning in foreign language education between 2014 and 2018. They found there had been an increase in studies on flipped learning in FL education since 2016. The continuing trend in the integration of technology into education may mean more studies on flipped learning and foreign language teaching. There are more articles (58%) on flipped learning and FL education than theses (42%). The top three countries where there are studies on flipped learning in FL education are: Turkey (34%), the USA (18%), and Taiwan (12%). A large sum of studies (82%) focused on teaching foreign languages at higher education. In a great majority of those studies (76%), teaching English as a foreign language was studied. In 46% of the studies, all language skills were taught together through flipped learning; however, flipped learning was used, especially to teach writing (20%), which is followed by grammar (14%) and speaking (12%). Half of these studies adopted (50%) quantitative, which is followed by mixed (38%) and qualitative (12%) research methods.

Tütüncü and Aksu (2018, p. 216) conducted a systematic review of studies done in Turkey between 2014 and 2017. They analyzed 27 research articles, nine master's theses and two PhD dissertations. The main focus of these studies are: "students' achievement in flipped classrooms in comparison with traditional lecture-based classrooms; students' perspectives on the use of flipped classrooms; and lastly the effect of flipped classrooms on students' motivation and attitudes towards the subjects and flipped classroom implementation." The common result of the studies on flipped learning is that flipped learning is an effective way to increase students' achievement

and motivation. Moreover, most students developed positive attitudes towards flipped learning.

There have been various studies to explore whether flipped learning contributed to EFL students in terms of their general language development (Kvashnina & Martynko, 2016; Obari & Lambacher, 2015), writing skills (Ahmed, 2016; Alpat, 2019; Ekmekçi, 2014; Gürlüyer, 2019; Farah, 2014), grammatical knowledge (Bulut, 2018; Çalışkan, 2016; Karakurt, 2018; Seçilmişoğlu, 2019), academic performance (Hung, 2015; İyitoğlu, 2018; Öztürk, 2018), pronunciation skills (Zhang et al., 2016), listening skills (Ahmad, 2016), motivation (Xin-yue, 2016), and whether students have positive perceptions (Akçor, 2018; Basal, 2015) towards this technology-based new approach. There have also been studies conducted to assess how effective flipped learning is in developing the speaking performance of L2 learners (Çetin Köroğlu, 2015; Hsieh et al., 2016; Quyen & Loi, 2018; Singh et al., 2018). Information regarding these studies is presented below.

### **General Language Development**

There have been a couple of studies on the effectiveness of flipped learning on the general language development of EFL learners (Kvashnina & Martynko, 2016; Obari & Lambacher, 2015). Although they were conducted in different countries, these studies were conducted in a similar way. In both of these studies, there were control and experimental groups. Students in both experimental and control groups were pre-tested, those in the experimental groups received flipped learning incorporating mobile technologies for a certain period of time, while those in the control groups received traditional learning. Finally, they are post-tested. The results of both studies indicated that applying flipped learning contributes to autonomous learning skills and is an effective way in developing general English language development. Moreover, it was reported that students were satisfied with mobile-assisted flipped learning, as it was motivating and enjoyable.

### **Writing Skills**

There have been various studies on the effect of flipped learning on writing skills (Ahmed, 2016; Alpat, 2019; Ekmekçi, 2014; Gürlüyer, 2019; Farah, 2014). These studies were conducted in different countries by adopting mixed methods strategies.



Although conducted on different age groups and language levels, these studies followed similar procedures: pre-testing, intervention, and post-testing. Intervention in the experimental groups lasted for six to fifteen weeks. Both qualitative and quantitative data were gathered and analyzed. The results of these studies were similar. Employing flipped learning in teaching writing skills was found to be effective. The students in the experimental groups were considerably more successful than those in the control group that received traditional learning. Students in the experimental groups became more responsible for their own learning and flipped learning increased students' motivation and class participation.

### **Grammatical Knowledge**

There have been various studies on teaching grammar through flipped learning (Bulut, 2018; Çalışkan, 2016; Karakurt, 2018; Seçilmişoğlu, 2019). These studies were conducted in high schools and higher institutions by adopting mixed methods strategies. In all of these studies, students were pre-tested and post-tested after the treatment. Students in the experimental groups received flipped grammar instruction with the help of technology assistance. Qualitative data was gathered through semi-structured interviews. The results of these studies showed that flipped learning had a significant effect in developing grammatical knowledge. Students in the experimental groups outperformed those in the control groups. Almost all of the students had positive ideas towards flipped learning as they found it promoted active learning and as it was enjoyable.

### **Academic Performance**

There have been various studies that have focused on the impacts of flipped learning on academic performance (Hung, 2015; İyitoğlu, 2018; Öztürk, 2018). The procedures followed in these studies were similar. Control and experimental groups were created. In Hung's study there was also one semi-structured flipped classroom. Students in both groups were pre-tested before the treatment began. They were post-tested once the treatment was over. Both qualitative and quantitative data helped the researchers reach their solutions. Results of these studies indicated that students in the experimental groups outperformed those in the control groups. Most of the participants expressed their satisfaction with the flipped learning and stated they prefer flipped

learning over traditional classroom teaching. In Hung's study (2005) it was also found that students favoured flipped learning as they came to lesson ready and it enhanced interaction with language instructor and classmates in a flexible learning environment. Findings of İyitoğlu's study (2018) indicated that students developed positive attitudes towards language learning and their self-efficacy beliefs thanks to flipped learning.

### **Pronunciation Skills**

Flipped learning was used in teaching pronunciation. Zhang et al. (2016) conducted research into the effectiveness of the flipped learning in teaching English pronunciation. They created one experimental and one control group, each was trained by separate teachers with the same content. When the exam results uploaded to the university score-management system were compared, the students that received flipped learning had significantly higher results than those in the traditional teaching mode. Therefore, it was found that English pronunciation could be thought better through flipped learning than the conventional mode. Moreover, students in the experimental group gained a lot of confidence in their future learning.

### **Listening Skills**

Flipped learning was used to develop listening skills of EFL students in one study. Ahmad (2016) wanted to find alternatives to improve Egyptian EFL students' weakness in listening comprehension. The researcher applied flipped learning in "Using Computers in Teaching EFL" course for 12 weeks. He adopted a quasi-experimental design and created one group. The students were pre-tested in terms of comprehension before the flipped learning and post-tested afterwards. The results indicated that there is a statistically significant difference between the results of the pre-test and the post-test. The FC Model was found to be an effective way to improve the listening comprehension of EFL students.

### **Motivation**

One study focused on the effects of flipped learning on the motivation of students. Xin-yue (2016) studied motivation in flipped learning while teaching oral English. At the end of a twelve-week language instruction, both qualitative and quantitative data collected via interviews, teaching logs, anonymous questionnaires and a summative assessment were analyzed. The survey findings showed that teacher dominance in

lectures, which is common in Chinese classrooms, is no longer seen in the lesson where flipped learning was applied, which enabled learners to participate more in communicative exercises. The majority of the learners became active members in the class and took part in classroom activities enthusiastically. 80% of the students enjoyed taking part in interactive class activities. 56% of them stated they were given a lot more chances to practice English in class. Most of the learners stated their satisfaction with this type of learning which created more opportunities to focus more on the exercises and practice English during the class. Compared to the scores of the students in previous terms, oral test scores of the students that received flipped learning showed a significantly better mastery of skills covered.

### **Perceptions**

As stated above, most of the studies done on teaching English with flipped classroom stated that a great majority of the students developed positive attitudes towards flipped learning. There were also some studies that focused exclusively on the perception of students towards flipped learning (Basal, 2015; Açkor, 2018). Basal (2015) conducted research in a public university in Turkey on flipped learning. 35 pre-service teachers answered the open-ended questions that evaluate their perceptions of flipped learning. The questionnaire findings showed that participants enjoyed learning at their own pace. The limitations of class time were diminished through outside learning opportunities and there was increased student participation thanks to pre-class preparation of students. Akçor (2018) followed a pre-experimental one-group pretest-posttest research design. After four weeks of treatment of 29 pre-service English language teachers, they were post-tested. Her findings showed that pre-service English teachers had positive ideas towards the FC Model. There was a significant increase in their motivation, participation, interaction, and engagement, which made pre-service English teachers be more confident. Students became responsible for their own learning outside the class. In the class, they enjoyed the activities that promote peer interaction. Her students developed positive ideas towards the FC Model despite some problems they faced.

## **EFL Speaking Skills**

There have been some studies conducted on the effects of flipped learning on EFL speaking skills (Çetin Köroğlu, 2015; Hsieh et al., 2016; Quyen & Loi, 2018; Singh et al., 2018). Although these studies were conducted in different countries, all of them focused on whether flipped learning could contribute to the speaking skills of EFL learners. In order to find that out, the researchers created control and experimental groups which were pre- and post-tested. They also gathered qualitative data to support their quantitative findings. The findings of these studies indicated that a great majority of their students enjoyed flipped learning while it contributed to their speaking skills and made them more motivated in classroom activities.

The flipped part of these studies relied heavily on watching videos prior to class. These videos helped students become prepared for the in-class activities. In flipped learning, “what is traditionally done in class and as homework are switched or flipped” (Gilboy et al., 2015, p. 110). Therefore, when applied in a speaking class, students are expected to engage in speaking activities before the class. However, it is not certain whether students actually spoke about the topics before coming to class. In Çetin Köroğlu’s study (2015), students were required to write a response paper over Edmodo to show that they got ready for the class. It is not clear whether her students actually practiced speaking in the flipped part of her study. A similar study was conducted by Quyen and Loi (2018). Their students got ready for the speaking lesson by watching videos and reading some texts about the topics to be discussed in the lesson. They probably did not do any speaking practice before the class. It is evident that only in Hsieh et al.’s study (2016), which aimed at teaching English idioms, students grabbed the opportunity to speak English for a limited time before the class. In the flipped part of their lessons, students wrote personal stories in English and formed guided Chat-for-Two dialogues with their friends. Both stories and dialogues (5 to 6 minutes in length) were recorded and uploaded to Line groups for peer correction and instructor evaluation.

To sum up, relevant studies on flipped learning and ELT have shown positive outcomes in general. The overall findings of the studies mentioned above show that a great majority of the students developed positive feelings towards flipped learning. And

it contributed to EFL students' general language development, writing skills, grammatical knowledge, academic performance, pronunciation skills, listening skills, speaking skills and increased motivation. It is evident that most of the studies conducted do not focus directly on teaching or improving speaking skills. Even though some studies argued that flipped learning contributed to the speaking performance of the learners, it is not clear whether students did speaking practice before the class. These studies enabled students to get ready for the class through videos and reading practices. In some studies, students were required to write a text about the course materials or complete a test. However, flipping the class to improve speaking skills should also involve speaking practice beyond the class. Except for one study, which actually focused on teaching English idioms, none of the studies promoted speaking practice beyond the class. Our study focused mainly on developing speaking skills through both in and beyond the class speaking practices. Beyond the class, speaking practices were recorded and uploaded by students to Schoology for the researcher/instructor feedback. Learner autonomy, WTC, and anxiety are arguably the three main factors that affect the development of L2 speaking skills. This is the first study in the literature to explore the effects of flipped learning on learner autonomy, WTC, and L2 speaking anxiety of EFL students when implemented in a speaking class.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1. INTRODUCTION**

This study aimed to examine whether Flipped Classroom Model, when applied in an EFL speaking class at a tertiary level in Turkey, could increase students' learner autonomy, willingness to communicate and decrease their L2 speaking anxiety levels. Moreover, perceptions of students towards flipped learning were explored. The previous chapter provided relevant literature and this chapter aims to reveal the methodology applied to answer the given research questions.

Clear research questions are vital for a study. In this mixed-method study, there are both quantitative and qualitative research questions.

#### **Quantitative Research Questions**

- 1- To what extent does teaching speaking through flipped classroom affect EFL learners' autonomy?
- 2- To what extent does teaching speaking through flipped classroom affect EFL learners' willingness to communicate?
- 3- To what extent does teaching speaking through flipped classroom affect EFL learners' speaking anxiety?

#### **Qualitative Research Question**

- 1- What are EFL learners' perceptions of receiving speaking courses through the Flipped Classroom Model?

This chapter aims to describe the research methodology applied to answer these research questions in detail. Information regarding research design, research context, participants, both qualitative and quantitative data collection instruments, data collection procedures and data analysis procedures are presented consecutively.

### **3.2. RESEARCH DESIGN**

This study adopted a quasi-experimental research design to explore the impacts of flipped learning on EFL students' learner autonomy, WTC and L2 speaking anxiety. Both control and experimental groups were created and individuals were not randomly assigned to each group. Experimental group received the speaking course through the FC Model while traditional learning was adopted in the control group. The kind of quasi-experimental design followed was based on a pretest and posttest to see the effectiveness of the treatment. As Cresswell (2009) notes, the main aim of an experimental design is to test the impact of a treatment on an outcome. In order to see whether the treatment is effective, it could be distorting to solely depend on quantitative data. Therefore, both quantitative and qualitative data were used.

The mixed methods strategy applied in the study is called explanatory sequential design. This two-phase design is based more on quantitative data. Qualitative data helps researchers explain the quantitative results comprehensively (Cresswell & Cresswell, 2018). The explanatory sequential design followed in this study was based on the mixed methods experimental (or intervention) design. This design involves “pre- and posttest data collection” and “the researcher collecting and analyzing both quantitative and qualitative data and integrating the information within an experiment or intervention trial” (Cresswell & Cresswell, 2018, p. 310). The quantitative data was gathered from control and experimental groups both at the beginning as a pre-test and at the end of the term as a post-test. Qualitative data was gathered after the treatment from the experimental group through an online interview with open-ended questions. The quantitative data is the main data that guides the project; the qualitative data is the secondary data that supports it. The qualitative data was added and merged with quantitative at the end of the study to have an in-depth understanding of the research questions.

### **3.3. RESEARCH CONTEXT**

The research was conducted in a speaking course given in the English Language and Literature Department of Atatürk University, the largest university in eastern Anatolia, Turkey. The title of the course is ‘Advanced Speaking Skills’ and it is the only

speaking course available for students in the department. That course has been given by the researcher since 2015. The course duration is two hours a week. It is an obligatory course that lasts for one term. Freshman students could choose it in either spring or fall term. One term lasts for 14 weeks, but students take the midterm exams on 7<sup>th</sup> Week, during which there is no class. About 60 students are required to take the course each term. An equal number of students is randomly assigned to two terms.

### 3.4. PARTICIPANTS

The study was performed among 55 students who were in their freshman year at English Language and Literature department, Ataturk University. The participants had taken English courses for over ten years before getting into university. To study in the department and to take the Advanced Speaking Skills course, students were required to get enough scores in a language proficiency test or take the preparatory class and receive enough marks to pass, so they were considered to be roughly at intermediate (B1) level in terms of language skills. Their level of competency suggests that they could create discussions on daily life issues, talk about their personal experiences, express their opinions on various matters and express their ideas in discussions on social topics without having much difficulty (Council of Europe, 2001). The students took the Advanced Speaking Skills course for 14 weeks. One control and one experimental group were created to see if the treatment worked. The demographic information of the participants in each group is given in the following table.

**Table 3.1.** Demographic Details of the Participants

	<b>Control Group</b>	<b>Experimental Group</b>
	n(27)	n(28)
<b>Gender (M/F)</b>	7/20	3/25
<b>Age Range</b>	19-32 ( $M=21.67$ ; $SD=3.16$ )	19-31 ( $M=29.71$ ; $SD=2.79$ )

The control group consisted of 27 participants and the experimental group had 28 students. Age range in control group is 19-32 ( $M=21.67$ ;  $SD=3.16$ ); and 19-31 in experimental group ( $M=29.71$ ;  $SD=2.79$ ). All participants took the preparatory class for one year and passed, which proved that they hold a level B1 in English competency.



### **3.5. DATA COLLECTION INSTRUMENTS**

This study tried to find out if applying flipped learning in speaking courses could have a positive impact on ELF students by increasing their autonomy, willingness to communicate and diminishing their speaking anxiety considerably. Before the actual study, a pilot study was conducted to see whether flipped learning is applicable in speaking courses, to explore the possible challenges and to gather students' ideas on such a kind of language learning approach. At the end of the pilot study, an online qualitative questionnaire was carried out to gather the feedback of learners. The qualitative data gathered from the pilot study done on flipped learning shed light on the actual study.

The main study instruments involve both qualitative and quantitative instruments. In order to explore the answers to research questions, a learner autonomy scale, a willingness to communicate scale, and an L2 speaking anxiety scale were employed as pre- and posttests. Qualitative measurement was conducted through four open-ended questions regarding teaching speaking skills through flipped learning.

#### **3.5.1. Quantitative Instruments**

In order to gather the quantitative data, a learner autonomy scale, a willingness to communicate scale and a L2 speaking anxiety scale were assigned. These instruments were adapted from different studies in the related literature. The information regarding these instruments and the modifications made are explained consecutively.

##### **3.5.1.1. Learner Autonomy Scale**

The learner autonomy scale used in this study is a modified instrument developed by Lilian Ya-Hui Chang. Chang (2007) applied this scale in 2014 fall semester on 152 students who were EFL majors at a Department of Applied English at a National Technology University in Taiwan. The scale used in the doctoral research study was on 'The Influences of Group Processes on Learners' Autonomous Beliefs and Behaviors.' Out of the comprehensive questionnaire that aims to discover the autonomy level of learners, their group cohesiveness, and group norms, the autonomy level of learners section was adapted. Likert-scale items were applied in four different classrooms.

Statistical analysis of the study proved the validity, reliability, and usefulness of the scale. Cronbach Alpha value was around .80. Standardized Cronbach Alphas found in pretest was .81; in the posttest was .79, which indicates that the scale is reliable. There are ten items that assess learner autonomy level of EFL learners. One of the items is “I can identify my own strengths and weaknesses”. All of these items were adapted on a five-point Likert scale.

### **3.5.1.2. Willingness to Communicate Scale**

The willingness to communicate scale used in this study is a modified instrument used by Jian-E Peng and Lindy Woodrow (2010). The instrument they used in their study was adapted from Weavers’s (2005) L2 WTC in speaking and writing scale. The original scale had 15 items, following a pilot study they decided to use 10 items (Cronbach Alpha: .88). Their study investigated L2 WTC levels of 579 university students in EFL classrooms in China. The model they (2010) designed included five variables: WTC in English, communicative confidence in English, motivation to learn English, learner beliefs, and classroom environment. Since our study focuses on the L2 speaking aspect of WTC, only the first part of the questionnaire that addresses WTC in English was adapted to our study. Standardized Cronbach Alphas found in pretest was .76; in the posttest was .81, which indicated that the WTC scale was reliable. There are 10 items aiming to assess the level of L2 WTC. One of the items is “I am willing to do a role-play standing in front of the class in English (e.g., ordering food in a restaurant).”

### **3.5.1.3. L2 Speaking Anxiety Scale**

Language speaking anxiety scale designed for the study is a modified instrument developed by Elaine K. Horwitz in 1983. The original scale had 33 items and it was used in the published study by Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope in 1986. These items addressed communication apprehension, test anxiety, and fear of negative evaluation (Horwitz et al., 1986). The alpha coefficient of .93 demonstrated the reliability of the scale. Since our study focuses on L2 speaking skills, 10 items that address speaking anxiety in particular were selected. One of the items that focuses on L2 speaking anxiety is “I start to panic when I have to speak without preparation in

language class”. This scale was implemented both as pre-test and post-test. The Cronbach Alphas of the modified instrument in pretest is .83; in posttest is .82, which indicates that the modified scale aiming to address second language speaking anxiety is reliable.

### **3.5.2. Qualitative Instruments**

The qualitative data was gathered through an online written semi-structured interview. The semi-structured interview was conducted with the students in a written way online. The students reported they preferred online interviews since they would feel much more comfortable that way. The interview included four open-ended questions prepared by the researcher and checked by an expert. Once the treatment was over, students received the questions regarding their opinions on flipped learning, difficulties they faced, and ways to improve such instruction. Details for each category are as follows: (1) perceptions of flipped learning (e.g., “What are the things you liked and didn’t like about the language learning experience through flipped learning?”), (2) effectiveness of the treatment (e.g., “Do you think this application has contributed to your speaking skills? If so, how?”), (3) challenges faced (e.g., “Please note the difficulties, if any, that you faced during the application”), and (4) ways to improve the instruction (e.g., “What are your suggestions to improve the efficiency of such kind of language learning experience?”).

## **3.6. DATA COLLECTION PROCEDURES**

This study adapted an embedded mixed-method approach called explanatory sequential mixed method. First the quantitative data that guides the study was collected and then the qualitative data that has a supporting role was collected. The study began with the pilot study conducted between 15<sup>th</sup>-30<sup>th</sup> December 2016. The findings of the pilot study shaped the phases of the actual study. The actual study was conducted in the spring term of the 2016-2017 education year. The main study had three phases: Pre-testing, Intervention, and Post-testing. The flow of the data collection procedures is presented in the figure below:



**Figure 3.1.** The Flow of the Data Collection Procedures

### 3.6.1. Pilot Study

In order to find out if the FC Model is applicable in the Advanced Speaking Skills course, a pilot study was conducted for two weeks (15<sup>th</sup>-30<sup>th</sup> December 2016). The participants were comprised of 27 students who were studying English Language and Literature. The first step taken was flipping the course materials which were previously designed for traditional classroom learning.

Flipping the course materials was quite challenging as they were not prepared for out of class purposes. The course materials were composed of ‘warm-up questions, authentic dialogues, cue cards, and pronunciation’ sections. A week before the pilot study, participants were given instructions on what to do in the FC Model designed. The students received the audio files of the exercises through email. In order to create an artificial discussion atmosphere, the researcher read and recorded each question one by one with a certain amount of time gap given in between. A similar time gap was given in dialogues; one sentence was read by the researcher, while the other was left for the students. In the cue cards section, students were required to talk for about one minute and record their own speech. Sample answers of the cue cards were available to assist students to organize their ideas. The pronunciation section of the course materials involved watching instructional videos on YouTube. After watching videos, the participants did the pronunciation activities and recorded them. Finally, they emailed those audio files to the researcher.

At the end of the pilot study, a questionnaire was conducted over Google Documents in order to receive some feedback from the students. There were three open-ended questions:

- What are your general ideas about flipped learning? Please note the things that you like and do not like about this approach.
- Please note the difficulties, if any, that you faced during the study.
- What are your suggestions to make this type of learning based on audio recordings more efficient?

Learners reported the things they liked and disliked about the flipped learning. They stated the problems they faced during the implication. Moreover, they expressed their opinions to make flipped learning better for developing L2 speaking skills. Their perspectives shed light on the actual study.

Students expressed their satisfaction with the two-week-program for various reasons. First, they stated they had ‘fun’ while doing the activities. Second, some students reported that they felt less anxious while speaking in the classroom. They stated that their classroom participation increased considerably as they grabbed the chance to do some speaking practice before the class about the topics. Moreover, audio recordings enabled students to check their own pronunciation and made them pay more attention to their pronunciation.

Perceptions were not all good, however. Some participants had difficulty in finding an appropriate and silent place to practice speaking and record their voice. They also stated that they faced technology-related problems such as finding and using devices for audio recording. The allocated time in dialogue sections was not enough for some students. It is also noted that some exercises took quite a long time as videos were rather long. Lastly, students stated they wanted to have more visuals in the materials.

There were also some issues faced by the language instructor. The original course materials were designed for the traditional classroom; therefore, it was demanding to modify them for flipped learning. Moreover, there were some technology-related issues encountered during the pilot study. One of them was audio files with various formats which could only be opened with certain media players. Instead of emailing audio files, one of the participants uploaded them onto a drive that required registration. The researcher noticed that it is quite challenging to track emails and give feedback to each assignment.

The overall results of the pilot study indicated that most students are highly motivated to use technology for language development. Once applied properly, the FC Model signaled it might have the potential to boost the learning pace of students. The challenges faced both by the instructor and the students during the pilot study urged the instructor to redesign course materials and course plan to meet the needs of students in speaking practice.

### **3.6.2. Pre-testing**

At the beginning of the spring term (2016-2017 Academic Year), legal permission for flipped learning was taken from the faculty (see Appendix II). After the control and experimental groups were created, students in both groups filled out a learner autonomy scale, a willingness to communicate scale and an L2 speaking anxiety scale. Each scale had 10 items that assess the required level of students. Pre-testing was done online and students were informed about the scales in the first lesson. Since all students had smartphones, the link of the questionnaires was sent via both email and SMS. The online questionnaires were open for responses for two weeks.

### **3.6.3. Speaking Instruction in Flipped and Non-flipped Classrooms**

Students in both control and experimental groups received similar course materials. Course materials included ten units which were designed to fit ten weeks. The significance of curriculum design with well-prepared course materials is evident. There were some issues to consider regarding curriculum design. The language instructors' role is to work with their students. As Farrell and Jacobs (2010) argue, to become autonomous learners, EFL students should have a say in curriculum design. They should express their opinions on what and how to learn. MacIntyre et al. (1998) argue that language use is considerably affected by the topic of the conversation. If the learners are familiar with a topic and they have background knowledge about that topic, they will probably be linguistically self-confident. Lack of interest or knowledge in the topic may inhibit the speaking performance of even competent learners in L2. L2 learners are excited when they talk about the topics they are interested in, about which they have background knowledge, and with which they talked about before. However,

Bailey (2005) argues that learners' goals and needs could be determined through needs assessment and course materials could be developed in that sense. Kang (2005) warns that if they are required to talk over and over about the same topic, their initial interest and excitement may diminish. Learners may get bored after talking about the same topic for a long time.

With those in mind, the researcher acted cautiously while selecting the right topics for the L2 speaking class. The ideas of the students were explored. The students wrote the name of the topics they want to talk about and expressed their opinions on what kind of activities to join on a piece of paper in the first lesson. Knowing the interests and ideas of each student on what and how to learn helped the researcher design the lesson.

As Bergmann and Sams (2014) noted, collaboration is important in designing efficient flipped learning. Getting the ideas of the students and creating course materials for flipped learning were in the core of the study. As well as the collaboration between language instructor and students, there was collaboration between language instructor and other instructors. What required collaboration was the creation of course materials and adapting them for flipped implementation. The researcher contacted four language instructors and received their feedback on the materials he designed before uploading them to the LMS.

Although students in both groups received similar course materials, their responsibilities in an out of the class were quite different as the instruction type was different. Traditional classroom learning was used in the control group while flipped learning was implemented in the experimental group to develop EFL students' speaking skills. Both flipped and non-flipped classrooms were led by the researcher so that the internal validity of the research could be achieved. The ways how course materials were flipped and used in speaking activities were explained in the experimental group section. After that, the procedures followed in the control group were presented.

### **3.6.3.1. Experimental Group**

The pilot study applied in the previous term yielded valuable information and shaped the design of the FC Model applied in the study. One of the challenges faced during the pilot study stemmed from not using an online platform for learning practice.

Out of various websites and applications (Edmodo, Schoology, Moodle, and Google Classroom) available for creating an online classroom environment, Schoology program was chosen. There are various factors to take into consideration before choosing the right LMS. Santikarn and Wichadee (2018) stress the importance of selecting the right learning platform. For them, the selected learning program should promote the interaction between students and teachers. Strayer (2012) notes that a well-developed online tutoring platform should be easy to use and should have a comprehensive knowledge base. Davis (2016) warns that course content should be available on a learning platform which is available across platforms from iOS to Android; Mac to PCs. Schoology was chosen as an online platform as it is free and it has all of these traits.

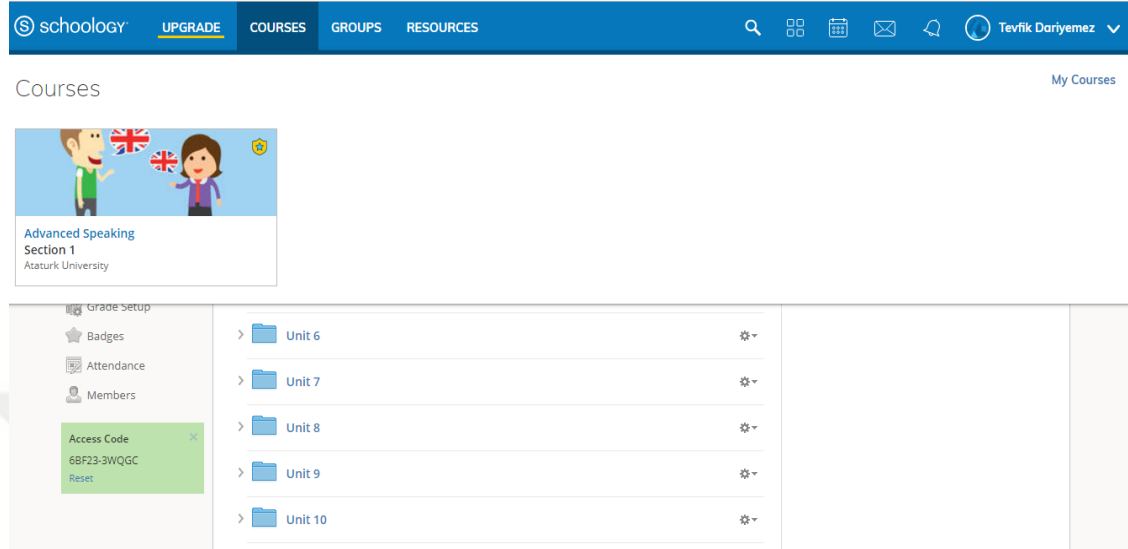
Once the online platform for the course was created on Schoology, access-code of the lesson was shared with students. It was assumed that delivering course content over the internet would be convenient. Most of the students live in the dormitories with internet access. Those who live in flats stated they had internet access too. The university also provides free internet access all around the campus, therefore reaching course materials over Schoology and uploading audio files should not be problematic for students.

The pilot study gave hints about the favored and non-favored aspects of the FC Model in speaking instruction. To minimize some possible problems, the students in experimental group were given information about the Schoology program and how the the FC Model works. Since students were unfamiliar with such language instruction, the first two weeks of the term were allocated for the training of students on how to use the program efficiently and what and how to do in and out of the classroom.

It is essential to inform the students about the concept of this model and make them aware of the rationale behind using flipped learning. Students may be reluctant to change their learning habits. However, students could become more motivated when they notice this new type of course content and format yield desired outcomes. Seeing the possible benefits could increase their confidence in flipped learning (Gavranović, 2017; Hawks, 2014). For those reasons, students were informed about the possible learning outcomes so that they could build their confidence in flipped learning.



The experimental group which consisted of 28 students received course materials and did out of class activities through Schoology K12 Learning Management System. Flipped learning on Schoology K12 LMS is shown in the following figure.



**Figure 3.2.** Flipped Learning on Schoology K12 LMS

As Basal (2015) states, a learning management system (LMS) is very useful while delivering flipped learning. Thanks to an LMS, language instructors could create a learning environment where they can store course materials, send videos, organize activities, create quizzes, and post assignments with deadlines. It is possible to do all of them on Schoology. Basal also adds that an LMS is an essential part of flipped learning since it provides a constant and instant connection between language instructors, students, and materials. Course materials and an assignment with a deadline are shown in the following figure.

The screenshot displays the Schoology interface for a course titled "Advanced Speaking: Section 1" at Ataturk University. The top navigation bar includes "UPGRADE", "COURSES", "GROUPS", and "RESOURCES". The left sidebar contains navigation options such as "Course Options", "Materials", "Updates", "Gradebook", "Grade Setup", "Badges", "Attendance", and "Members". A green box in the sidebar shows an "Access Code" (6BF23-3WQGC) with a "Reset" link. The main content area lists several assignments:

Assignment Title	Description	Status	Due Date
Audio Files 5	Please send the audio files by Friday	Ungraded	Due Friday, April 14, 2017 at 11:59 pm
Audio Files 6	Please send the audio files by Friday	Ungraded	
Audio Files Unit 9		Ungraded	Due Tuesday, May 30, 2017 at 11:59 pm
Unit 10 Audio Files		Ungraded	Due Friday, June 2, 2017 at 11:59 pm
Unit 3 Audio Files	Please send the audio files by Friday.	Ungraded	Due Friday, March 31, 2017 at 11:59 pm
Unit 4 Audio Files	Please upload the audio files by Friday 7th.	Ungraded	Due Friday, April 7, 2017 at 11:59 pm

At the bottom, there is a post by Tevfik Dariyemez titled "Advanced Speaking: Section 1" with the text "Unit 10 Course materials are available. Remember to upload them by Friday evening :)", dated Tue May 30, 2017 at 11:53 pm. The post includes options for "Update", "Assignment", "Event", and "More".

**Figure 3.3.** Course Materials and Assignments with Due Dates on Schoology

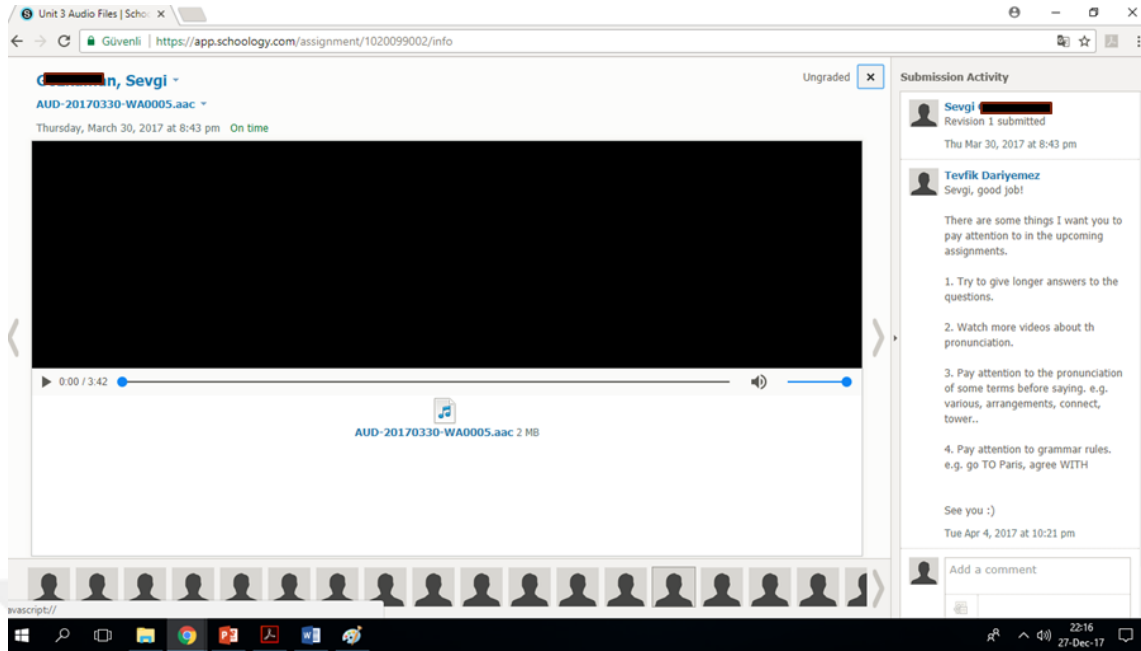
The students received the course materials at least a week before the lesson. They uploaded their assignments before the set date. Thanks to the program, it is easy to see whether students uploaded the files on time or late. The figure below shows the submissions of the assignments.

The screenshot shows the Schoology LMS interface. At the top, there's a navigation bar with 'UPGRADE', 'COURSES', 'GROUPS', and 'RESOURCES'. Below this, the course title 'Advanced Speaking: Section 1' and 'Unit 10' are visible. The main content area is titled 'Unit 10 Audio Files' and shows a due date of 'Friday, June 2, 2017 at 11:59 pm' and a post date of 'Tue May 30, 2017 at 11:52 pm'. There is a 'Comments' section with a text input field and a 'Post' button. On the right, a 'Submissions' list shows 10 students, all with 'On time' status. The left sidebar contains various course management options like 'Materials', 'Updates', 'Gradebook', 'Grade Setup', 'Badges', 'Attendance', 'Members', and 'Access Code'.

**Figure 3.4.** Submission of Assignments on Schoology

The course materials prepared by the researcher included various activities ranging from warm-up questions to cue cards; reading aloud to vocabulary and grammar activities as well as activities on pronunciation. As Saville-Troike (2006, p. 153) argues, it is “the nature and amount of input” that essentially determine how proficient the students will be. The richness and versatility of the input students get in and out of the classroom may secure their success. Saville-Troike (2006) adds that activities which prompt language production require prior lexical, morphological, phonological, and syntactical competence. Therefore, each of the course materials was selected, modified and created carefully to meet the needs of the learners in developing their speaking skills. Basal (2015, p. 34) notes that the basic principle of flipped learning remains while “the teacher implementing the model can modify it based on the needs and interests of the students, content of the lesson and the changeable dynamics of the classroom.”

Schoology LMS enabled the researcher to give personalized constructive feedback. Nunan (2015) argues that learners are not exposed to authentic discourse much in classroom interactions. Due to limited time frame, the feedback they receive in such few classroom interactions may be limited too. A sample of feedback given on Schoology is given in the figure below:



**Figure 3.5.** Constructive Feedback on Schoology

It may be demotivating for students to get feedback in especially classrooms. The type and dose of feedback may have a negative influence on the learners. As Thornbury (2005, p. 111) notes, feedback in the form of overt correction may inhibit learners from speaking. It could be better to give feedback in the form of “repair” so as to improve the subsequent speaking performance of learners. Getting feedback in a non-threatening environment over an LMS may be comforting for students who feel classroom anxiety. Thanks to the feedback and voice recording, students grabbed the chance to self-evaluate their competency and progress. Self-evaluation, as Qamar (2016) argues, also helps students become more autonomous learners. While doing homework, students are less likely to get feedback from their teachers. They only get feedback once the work is done. However, flipped learning provides constant interaction between teachers and their students. Teachers guide learners, see their progress and enable them to master concepts they are not good at. Horn (2013) claims that such a feedback cycle has a higher potential to boost student learning.

Goh and Burns (2012) argue that doing speaking activities alone in class may not guarantee the development of speaking skills. In this sense, Nation and Newton (2009) add that courses which have high communicative focus often ignore language-focused learning. Although students engage in various activities and they seem to have fun in

those activities, there can be insufficient teaching of speaking strategies and skills. One of the reasons for that is lessons may lack explicit teaching. Teachers may assign a speaking activity and let students work entirely on their own to complete the speaking task. Teachers walk around and make sure their students are talking and finish the task on time. Students may be using their existing knowledge and cognitive resources, but not learning new things that could be possible with teachers' presence. The failure of such lessons could be due to teachers who ignore the accuracy of the learners and who do not give much feedback. Moreover, students may not be encouraged to self-regulate their own learning by organizing, monitoring and assessing their own speaking performance. Samples of the course materials and how these materials were used prior to class and during the class for speaking practice are explained below.

### **Warm-up Questions**

In order to draw the attention of students to the topic being discussed and enable them to generate target language, each lesson began with warm-up questions pertinent to the topic. These warm-up questions, as Hughes (2011) notes, give the students the opportunity to feel greater independence to generate language. Each topic had four warm-up questions. For some topics, such as Brexit, education around the world, future of humankind; students were provided with videos. They watched the videos before coming to class, which enabled them to have knowledge about the topic. Ahmad (2016) argues that watching videos makes learners familiar with authentic English and thus could enhance their comprehension skills. Moreover, learners could pause and review the videos for a better comprehension of the language presented. A sample of warm-up questions is given in the figure below:

#### **A) Warm up Questions**

1. If a book has been made into a movie, which do you prefer to do first, see the movie or read the book? Why?
2. Some movies are serious, designed to make the audience think. Other movies are designed primarily to amuse and entertain. Which type of movie do you prefer?
3. Do you like foreign films that are dubbed in your mother tongue or do you like watching the film in its original form?
4. What do you know about IMDb? Can you trust IMDb ratings?

**Figure 3.6.** Warm-up Questions

In order to create an artificial discussion atmosphere, the researcher read aloud and recorded each question one by one with a certain amount of time gap given in between for student's responses. Audio files of warm-up questions were uploaded to the Schoology LMS along with other course materials. Student got access to the materials one week before the lesson. They recorded their responses to the warm-up questions and uploaded them to the Schoology before the given deadline. In classroom discussions, students may need time to assemble their thoughts and form sentences (Harmer, 2007). However, the time given may not be enough. This pre-class activity enables students to have a relaxed atmosphere where they have time to think and form sentences. These files were analyzed by the researcher and some constructive feedback was given.

In real conversations, interlocutors exchange information through turn-taking. One person says something and the other person either makes comments or asks additional questions based on what their partners say. Similarly, in the classroom where flipped learning was implemented, students were engaged in pair work activities in which they were encouraged to ask further questions and make comments to prolong the conversation. Four warm-up questions in the course materials were accompanied by many other comments, questions and their responses depending on the flow of the conversation. This classroom speaking activity required minimal assistance and enabled students to take risks while speaking English. Questions were there to initiate the conversation; the rest of the conversation was formed based on the ideas of the students. Later, the whole class participated in the discussion expressing their opinions. Such classroom discussions could contribute to academic achievement of students (Palmer, 2014), and help them become more fluent speakers (Harmer, 2007). Moreover, students could become more autonomous learners as they received minimal assistance (Thornbury, 2005).

The teacher was ready to give assistance and feedback while students were engaged in the activities. The instructor was trying to create a safe environment where students are not afraid of making mistakes. Kang (2005) argues that this safe environment could be achieved at the beginning of a course through listening to students carefully, smiling and providing some active responses. The researcher paid attention to these suggestions in the lesson.

## Reading the dialogue aloud

The second activity was a dialogue practice. Thornbury (2005) suggests that pair work activities that involve dialogues can be applied in large classrooms where there are fixed desks and chairs. Large classrooms exist a lot in higher education. There are some issues to be careful about while implementing dialogue practices. It would be wrong to encourage students to memorize situational dialogues. Such training may fail to make learners become competent users of language in real-life conversations. Students need opportunities to speak and express themselves rather than simply repeating a given dialogue. In addition to this, the way how English is used in real life is often ignored by teachers when they are preparing course materials. Burns (2006) argues that course book dialogues with an emphasis on some grammar rules may be suitable for learners at beginner stages, but may not be sufficient outside of the classroom in real conversations. With that in mind, the researcher created or selected dialogues that are appropriate for the unit of the week, students' levels and interests. Dialogue practices were conducted in a way to foster authenticity. A sample of a dialogue and follow up activity are given below:

### B) Looking for an Apartment

**John:** Hey, James. What are you doing here?

**James:** I *am looking for* an apartment to rent. What are you doing here? Looking for an apartment also?

**John:** Yes. Since my parents' house is so far away, I need to find an apartment *closer to* school. I thought you were going to *stay at* the school dormitory.

**James:** I still have not decided whether to stay at the dormitory or not. I am looking at different options to find *the cheapest lodging*.

**John:** So, what are you looking for?

**James:** All I need is a place big enough for my bed, my desk and my television. Of course, the place should have a kitchen *so that* I can cook my meals. I will be *living on a very tight budget* and will have to *watch every dime*.

**John:** Me too. So, a safe and *decent apartment* is all I need.

**James:** You're right. Everything I've checked so far is too expensive and *way beyond my reach*.

⇒ Now look at the pictures given below and discuss which student accommodation would you go for?



Figure 3.7. Dialogue Practice

In addition to the level, content and language focus of the dialogues, the researcher paid attention to the length of them as well. The dialogues were not longer than 200 words. It could be demotivating for learners to see long dialogues. In order to contribute to the students' pragmatic competence, some formulaic expressions, collocations and lexical chunks were underlined or marked in bold.

The dialogue practice before the lesson was more like reading aloud activity. There were two persons in each dialogue. In the audio files that students received, the teacher was reading aloud one of the two interlocutor's sayings and giving a sufficient time gap for the students to give their response. Students recorded their responses and uploaded them to Schoology.

The aim was to make students become more fluent with better pronunciation skills. In this regard, Thornbury (2005) notes that reading aloud contributes to the pronunciation of learners as they are not under the pressure of planning and forming the next utterance. He claims it is an inauthentic language activity, but it yields significant benefits to learners. Besides reading aloud, learners were encouraged to mark the main stressed words and divide utterances into meaningful chunks, see the linking words, and read aloud with pauses where necessary. They were encouraged to learn how to group words and pronounce weak and strong forms of words.

In the classroom they reconstructed some dialogues. Instead of merely reading aloud a dialogue, they were encouraged to simulate a similar conversation. Some dialogues were like an interview with various questions. Students were encouraged to answer the dialogue questions depending on what they think. They made comments and asked further questions depending on their partners' responses. A real-life conversation that requires additional language use was aimed to create from dialogues with fixed expressions. The direction of the conversation was determined by the students. Students were not rehearsing a memorized dialogue; they were engaged in a genuine conversation in which they were asking further questions, making comments, negotiating for meaning. The instructor moved around the class to check whether students are practicing dialogues and offered guidance and correction if needed. The follow-up activity with visuals related to the topic of the dialogues, enabled the students to form a conversation and use some expressions they see in the dialogues given above.



## Mind Maps and Cue cards

Each unit had one cue card with a sample answer. Cue cards were either created by the researcher himself or taken from some reliable websites. A sample of a cue card with a sample answer is given below:

**C) Describe a tourist attraction you once visited.** Check the sample answer given below to have same idea.

---

*You should say:*

---

- When you visited it
- Where is it situated
- Who you went with

and say what about it you like the most.

**Sample Answer:** A couple of years ago I went on a holiday to Paris with my parents... it is a very popular tourist destination, since it has various places of interest, *such as* ancient museums and monuments... *That's why* there are always hordes of tourists... So we decided to go out of season in the autumn... *Fortunately*, the weather was great, and we did not waste any days watching TV at the hotel... it was a memorable holiday ... we enjoyed breathtaking views from the top of the Eiffel tower and dined in cozy little restaurants. I would certainly recommend visiting Paris, it is a picturesque city.  
<http://ielts-up.com/speaking/ielts-speaking-sample-1.html>

**Figure 3.8.** Cue-Cards

The cue cards were about the topics being discussed that week. Students received the cue cards a week before the lesson with other course materials. They were required to talk about them for one minute. Students were encouraged to check the sample answers and mark some useful expressions they could integrate into their speech. To speak effectively in real life, students should have discourse organization skills. This activity helped students gain discourse organization skills by paying attention to cohesion and coherence. What the students were required to do prior to class and in the class are explained below.

Prior to class, students recorded their responses to the cue cards and uploaded them to Schoology LMS. In order to prevent students from writing their responses on a piece of paper and reading them aloud, lecturer showed them how to create mind maps. The main reason for that is, as Cole et al. (2007) argue, using mind maps is an efficient way of identifying key concepts of the talk. Since mind maps include keywords or

expressions, rather than long sentences, they give an instant picture of what the speaker will talk about. Mind maps and cue cards helped students plan and deliver their speech. Mind maps were there to help students continue their speech if they get stuck or lost while speaking. This type of speaking practice could be appreciated by those students with visual-spatial intelligence (Farrell & Jacobs, 2010).

In the classroom, students were not given time for the preparation of cue cards, which is what happened in the control group. That saved time was used for follow up questions. Students gave information about the cue card to their friends. Once they finished talking about it, their partners asked them questions to gather further information. They received feedback from their peers. Then, the volunteer ones talked about their cue cards to the whole class and answered the questions formed by other students in the classroom.

### **Language focus: Vocabulary and Grammar**

Speaking activities without vocabulary and grammar exercises may fail to develop learners' language competency. Saville-Troike (2006) stresses that speaking in the target language requires prior knowledge of vocabulary and grammar. Each unit had activities to develop both grammatical and lexical knowledge of the learners. Rather than the activities in a grammar book, the activities available in the course materials were pair work and group work activities that require speaking practice.

Before coming to class students watched instructional grammar videos the link of which were available on Schoology. The grammar videos were delivered by native English teachers on YouTube. Students were encouraged to watch other instructional videos when they needed more information about the topics. The freedom to find and watch instructional videos could contribute to their learner autonomy. After watching videos, students completed the activities. A sample of grammar activity is shown in the following figure:

**D) Grammar****IF?** *Complete the sentences below.***(In the classroom: Make some comments and suggestions or ask questions depending on what your friend says.)**

1. If I don't pass the Erasmus language proficiency exam \_\_\_\_\_
2. If I had studied harder at high school \_\_\_\_\_
3. If my *teacher/partner/father* is in a bad mood \_\_\_\_\_
4. If Turkey become a member of the EU \_\_\_\_\_
5. If I lose weight \_\_\_\_\_
6. If I were a politician \_\_\_\_\_
7. If I had woken up earlier \_\_\_\_\_
8. If the bus is late again \_\_\_\_\_
9. If I got a part in Hamlet \_\_\_\_\_
10. If I hadn't eaten the prawns \_\_\_\_\_

**Figure 3.9.** Grammar Activities for Speaking

In the classroom, students initiated conversation based on the grammar activity. These activities were not controlled grammar practices that were designed to focus on and practice some grammar rules. Instead, they were designed to create an authentic speaking opportunity. Students formed questions, asked for clarification, and made comments depending on what their partners said. For instance, some affirmative sentences were converted into questions and initiated the talk. A kind of real-life conversation was created. Students sat next to someone for these pair work activities. They were asked to change their partners for more speaking opportunities. Nunan (2015) argues that pair work activities are one way to use class time effectively. Such activities increase students' talking time especially if they are in a crowded classroom. Thanks to pair work activities, students learn how to take turns and negotiate for meaning.

Vocabulary training of the course content focused mainly on collocations. Collocations are a group of words that are often used together. One common example could be the adjective + noun combinations (strong coffee). There are plenty of collocations in English. Nunan (2015, p. 116) states that idioms, phrases and expressions such as "in a nutshell", "to coin a phrase", "it cost an arm and a leg", "Do you mind if I...?" and "Would you like to...?" can be considered as collocations. He adds that knowing more collocations facilitate learning and develop the spoken fluency of students. Students become more fluent when they know more lexical chunks ready

for immediate retrieval. Saville-Troike (2006) warns that these lexical chunks must be learned as holistic units rather than individual words. To draw the attention of the students, these collocations were marked in bold or underlined in almost every activity. A sample answer for a cue card and a vocabulary practice activity is given below:

*Sample Answer: (taken from: <http://ielts-simon.com/ielts-help-and-english-pr/2010/09/ielts-speaking-part-2-describe-an-advertisement.htm> )*



I'm going to talk about an advertisement for Coca-Cola, which is one of the biggest brands in the world. I've seen Coke advertised everywhere, on posters and TV commercials.

- The advert shows a picture of Santa Claus smiling and holding a bottle of Coke. I think the aim is to target children and associate (link/connect) the brand with Christmas time.
- The advert is interesting because the company is deliberately trying to influence and attract children. The marketers are trying to capture young customers. They are presenting the drink as something special, a gift for Christmas. However, Coca-Cola is not necessarily a healthy drink for children; it contains a lot of sugar. Maybe this kind of advertising manipulates children and encourages them to pester their parents.

#### D) 1. Vocabulary- Forming sentences

Form (at least 5) sentences by using the adjectives given below in describing *machines, products, and appliances.*

Long-lasting, fragile, easy-to-use, convenient, comfortable, reliable, cool, inexpensive, up-to-date, useful, efficient, fast, decent, cutting edge

*Ex: My refrigerator is long-lasting. I've had it for 10 years.*

- 1.
- 2.
- 3.
- 4.
- 5.

### Figure 3.10. Vocabulary for Speaking

Students were requested to integrate those collocations into their speech. For instance, before coming to class, they were asked to integrate those collocations into their speech while talking about cue cards. In the classroom, they were encouraged to use them in classroom discussions. There were also some word-matching exercises to make students familiar with lexical chunks. Moreover, at the end of each unit, there was a list of some useful collocations with their definitions and sample answers.

## Pronunciation

Developing pronunciation skills is an indispensable part of a speaking course. Since the majority of course takers are planning to become English teachers, developing pronunciation skills is essential. Saville-Troike (2006) argues that, being intelligible could be enough for L2 learners, however, a much higher level of proficiency in pronunciation is required if the learners are aiming to teach that language.

Course materials that aim to develop pronunciation skills involved tables that show some rules and links of instructional videos on YouTube. The videos were not longer than five minutes and they were prepared by native speakers. Longer videos were not preferred as they could be monotonous and demotivating for students (Bergmann and Sams, 2012). After watching videos, the participants did the pronunciation activities available in the course materials and recorded them. A sample activity is given below:

### E) PRONUNCIATION –Th pronunciation

- Watch the video about TH pronunciation given in the link below.

<https://www.youtube.com/watch?v=7ivTDJxRW0>

Record the pronunciation of the words given below.

TH – voiced /ð/

Words that have the /ð/ sound are:

- than /ðæn/      - those /ðəʊz/  
 - this /ðɪs/      - breathe /bri:ð/  
 - weather /'weðər/ - bother /'bɒðər/  
 - smooth /smu:ð/ - other /'ʌð.ər/  
 - bathe /beɪð/    -without /wɪ'ðaʊt/

TH – voiceless /θ/

Words that have the /θ/ sound are:

- thanks /θæŋks/    -third /θɜ:d/  
 - think /θɪŋk/      - breath /breθ/  
 - therapy /'θerəpi/ -wealth /welθ/  
 - moth /mʊθ/      -south /saʊθ/  
 - path /pɑ:θ/      - youth /ju:θ/

**Figure 3.11.** Pronunciation

Before the class, students watched instructional videos and recorded their responses to the activities given. Activities often included reading aloud the words, phrases, and sentences from their phonemic transcriptions. In some exercises, they were required to write down the phonemic transcriptions and read aloud by paying attention to stress and intonation. Voice recording enabled them to notice their mistakes in pronunciation. In the class, more examples were used and possible exceptions of the topic were discussed. In addition to the videos given in course materials, more videos

were shown if students had difficulty in learning or mastering the topic. If necessary, individual assistance was provided to the students to master English pronunciation.

### **3.6.3.2. Control Group**

Students in both experimental and control groups received the same course materials. However, the instruction types were rather different. While the students in the experimental group were trained through the FC Model, traditional instruction was adopted in the control group. The same instructor and materials were used intentionally in order to see whether the instruction type makes a difference.

Even though the same course materials were used, the delivery and use of course materials were quite different due to the instruction types. Rather than receiving the course materials through an LMS, students in control group received them through a booklet. In the traditional learning environment, the instructor studied the topics in the classroom and gave homework afterwards. The same instructional videos available in flipped teaching were shown in the classroom which took almost one fourth of the actual classroom time.

The courses began with warm-up activities. Students discussed the questions available in the materials and prolonged their conversation with follow-up questions and comments depending on what their partners said. They read aloud the dialogues and reformulated them. They talked about the cue cards and let their friends ask questions to them. Grammar and vocabulary activities were done through speaking practice. However, due to the limited time period, these conversation activities did not last as much as it did in the flipped classroom. In the phonetics section, the instructor first enabled the students to figure out some phonological rules by themselves. After that, direct instruction was performed either by the instructor or videos on the internet.

### **3.6.4. Post-testing**

At the end of the 2016-2017 spring term, students in both experimental and control groups were post-tested. The post-test was similar to the pre-test applied at the beginning of the term. The three main parts of the questionnaire evaluated students' learner autonomy, WTC and L2 speaking anxiety levels. After all of these, students in

the experimental group completed an online interview with open-ended questions. The open-ended questions explored students' opinions on flipped learning, difficulties they faced during the instruction and ways to implement an effective flipped classroom for developing speaking skills. Similar to the pre-testing, post-testing was done online and questionnaires were available for responses for two weeks.

### **3.7. DATA ANALYSIS PROCEDURES**

The study had both qualitative and quantitative data. The quantitative data was gathered from three scales: learner autonomy, WTC, and L2 speaking anxiety. The quantitative data was analyzed in order to answer three research questions that were evaluated, edited and confirmed by experts. The learner autonomy, WTC, and L2 speaking anxiety levels of students in both control and experimental groups were pre-tested. First, their levels were compared at the beginning of the term to see whether the control and experimental groups were similar. Then, their levels were compared at the end of the term to see whether flipped learning had a statistically significant effect on the learner autonomy, WTC and L2 speaking anxiety of EFL students.

For these procedures, statistically reliable and normally distributed quantitative data were analyzed for the effectiveness of the application via the SPSS 21.00 packet program, in terms of paired sample t-test and independent sample t-test analyses. In order to lessen the increased Type I error rate because of the multiple comparisons in the study, Bonferroni corrections (i.e., dividing the original alpha by the number of the tests, were adjusted to test the differences between pre- and post-test scores. The reliability of the factors was established through the coefficient alpha.

The qualitative data had a supporting role and gathered through an online semi-structured interview so that students could answer the questions frankly and comfortably. For the qualitative data analysis, thematic analysis was implemented. Braun and Clarke (2006) praise thematic analysis as it helps researchers organize and describe their data in detail for deep interpretation. Thematic analysis was conducted by following the six phases offered by Braun and Clarke (2006): familiarizing yourself with the data, generating initial codes, searching for themes, reviving themes, defining and naming themes, producing the report.

For all these procedures, the researcher received constant assistance from an expert on qualitative analysis. First, the researcher familiarized himself with the raw data by reading online interview responses five times. Then, the initial codes were generated. A code is “a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (Saldaña, 2013, p. 3). Coding was done manually by the researcher. After the initial coding, emergent categories were determined. Finally, the themes emerged from the categories. While following these processes, the researcher took into consideration the warnings made by Saldaña (2013, p. 3), “a theme is an outcome of coding, categorization, or analytic reflection.” Therefore, coding was not done for some pre-determined themes; rather, the themes emerged from codes. Once the report on qualitative data was produced, it was controlled in detail by the expert on qualitative analysis. His evaluation, ideas and editing shaped the final version of qualitative analysis.



## CHAPTER FOUR

### RESULTS

#### 4.1. INTRODUCTION

This chapter presents the results of both qualitative and quantitative data gathered through the explanatory mixed-methods model. The study had three phases: Pre-test, Intervention and Post-test to see whether the treatment in the experimental group worked. Quantitative data were gathered from learner autonomy, willingness to communicate and learner anxiety scales that were applied as pre- and post-tests. Qualitative measurement was conducted through four open-ended questions. Once the treatment was over, students received the questions regarding their opinions on flipped learning, difficulties they faced, and ways to improve such instruction. The interpretation of the data will be presented in the 5<sup>th</sup> Chapter: Discussion, Implications, and Conclusions. The results of both qualitative and quantitative data are given below.

#### 4.2. QUANTITATIVE RESULTS

Quantitative data in the main study is gathered from three scales: learner autonomy, willingness to communicate, and L2 speaking anxiety, which were employed as pre- and post-tests. These scales were adapted from different studies in the related literature.

##### 4.2.1. Descriptive Results

In this part, descriptive results of three scales used in both pre- and post-tests were described with presenting minimum, maximum, standard deviation and mean scores. Also, the psychometric characteristics of each scale were presented consecutively.

##### 4.2.1.1. Descriptives of Pre-Test Variables

###### a) Pre-Learner Autonomy Level

Students' pre-test scores related to their groups were calculated as follows: Non-flipped classroom ( $M=3.47$ ;  $SD=.53$ ) and Flipped classroom ( $M=3.43$ ;  $SD=.62$ ).

Descriptives including minimum, maximum, mean and standard deviation of learner autonomy items in each group were given below:

**Table 4.1.** Descriptives of Pre-learner Autonomy Level

Group		N	Min.	Max.	M	SD
Non-Flipped	Item 1	27	2.00	5.00	3.59	.75
	Item 2	27	2.00	5.00	3.70	.82
	Item 3	27	2.00	5.00	3.63	.88
	Item 4	27	2.00	5.00	3.70	.95
	Item 5	27	2.00	5.00	3.81	.92
	Item 6	27	1.00	5.00	3.19	1.11
	Item 7	27	2.00	5.00	3.37	.97
	Item 8	27	2.00	5.00	3.19	.83
	Item 9	27	1.00	5.00	3.22	.89
	Item10	27	2.00	5.00	3.26	.90
Flipped	Item 1	28	1.00	5.00	3.71	.94
	Item 2	28	2.00	5.00	3.64	.87
	Item 3	28	2.00	5.00	3.61	.99
	Item 4	28	2.00	5.00	3.43	.96
	Item 5	28	3.00	5.00	4.07	.81
	Item 6	28	1.00	5.00	2.89	1.13
	Item 7	28	1.00	5.00	3.25	1.11
	Item 8	28	1.00	5.00	3.18	1.19
	Item 9	28	2.00	5.00	3.32	.82
	Item10	28	1.00	5.00	3.21	1.13

According to the table, students' item means in the Non-flipped classroom range from 3.19 to 3.81 and item 5 '*I can stimulate my own interest in learning English.*' has the highest mean. Items 6 '*I can learn from my peers, not just from the teachers.*' and 8 '*I can offer opinions on learning materials*' have the lowest means. When it comes to the item means in the Flipped classroom, item means range from 4.07 to 2.89. While item 5 '*I can stimulate my own interest in learning English.*' has the highest mean, item 6 '*I can learn from my peers, not just from the teachers.*' has the lowest mean.

#### b) Pre-Willingness to Communicate Level

Students' pre-test scores related to their groups were calculated as follows: Non-flipped classroom ( $M=3.12$ ;  $SD=.57$ ) and flipped classroom ( $M=3.08$ ;  $SD=.62$ ).

Descriptives including minimum, maximum, mean and standard deviation of willingness to communicate items in each group were given below:

**Table 4.2.** Descriptives of Pre-willingness to Communicate Level

Group		N	Min.	Max.	M	SD
Non-Flipped	Item 1	27	1.00	3.00	2.22	.85
	Item 2	27	1.00	5.00	2.85	.95
	Item 3	27	1.00	5.00	3.04	.94
	Item 4	27	2.00	5.00	3.52	.98
	Item 5	27	2.00	5.00	3.19	.92
	Item 6	27	1.00	5.00	3.00	1.11
	Item 7	27	1.00	5.00	3.44	1.15
	Item 8	27	2.00	5.00	3.19	1.08
	Item 9	27	1.00	5.00	3.41	1.01
	Item10	27	2.00	5.00	3.37	1.04
Flipped	Item 1	28	1.00	4.00	2.25	1.21
	Item 2	28	1.00	5.00	2.54	1.00
	Item 3	28	1.00	5.00	2.86	1.11
	Item 4	28	1.00	5.00	3.29	1.01
	Item 5	28	1.00	5.00	3.11	1.03
	Item 6	28	1.00	5.00	2.93	1.02
	Item 7	28	1.00	5.00	3.39	1.20
	Item 8	28	2.00	5.00	3.68	1.02
	Item 9	28	1.00	5.00	3.61	1.26
	Item10	28	1.00	5.00	3.18	1.06

Table 4.2. shows that, students' item means in the Non-flipped classroom range from 2.22 to 3.52 and item 4 *'I am willing to translate a spoken utterance from Turkish into English in my group.'* has the highest mean. Item 1 *'I am willing to do a role-play standing in front of the class in English (e.g., ordering food in a restaurant.'* has the lowest mean. When it comes to the item means in the Flipped classroom, means range from 2.25 to 3.68. While item 8 *'I am willing to ask my group mates in English the meaning of a word I do not know.'* has the highest mean, item 1 *'I am willing to do a role-play standing in front of the class in English (e.g., ordering food in a restaurant.'* has the lowest mean.

### c) Pre-Speaking Anxiety Level

Students' pre-test scores related to their groups were calculated as follows: Non-flipped classroom ( $M=3.21$ ;  $SD=.88$ ) and Flipped classroom ( $M=3.28$ ;  $SD=.63$ ). Descriptives including minimum, maximum, mean and standard deviation of speaking anxiety items in each group were given below:

**Table 4.3.** Descriptives of Pre-speaking Anxiety Level

Group		N	Min.	Max.	M	SD
Non-Flipped	Item 1	27	2.00	5.00	3.56	1.19
	Item 2	27	1.00	5.00	3.37	1.33
	Item 3	27	1.00	5.00	3.41	1.50
	Item 4	27	1.00	5.00	2.96	1.26
	Item 5	27	1.00	5.00	3.41	1.22
	Item 6	27	1.00	5.00	3.26	1.40
	Item 7	27	1.00	5.00	3.00	1.36
	Item 8	27	1.00	5.00	2.93	1.27
	Item 9	27	1.00	5.00	2.78	1.12
	Item10	27	1.00	5.00	3.41	1.34
Flipped	Item 1	28	1.00	5.00	3.25	1.29
	Item 2	28	1.00	5.00	2.75	1.24
	Item 3	28	2.00	5.00	3.93	1.15
	Item 4	28	2.00	5.00	3.07	.98
	Item 5	28	2.00	5.00	3.32	.94
	Item 6	28	1.00	5.00	3.18	1.22
	Item 7	28	1.00	5.00	3.07	1.09
	Item 8	28	2.00	5.00	3.46	.96
	Item 9	28	1.00	5.00	3.00	1.19
	Item10	28	2.00	5.00	3.75	1.04

According to the Table 4.3., students' item means in the Non-flipped classroom range from 2.78 to 3.56 and item 1 *`It frightens me when I don't understand what the teacher is saying in the foreign language.`* has the highest mean. Item 9 *`I am afraid that the other students will laugh at me when I speak the foreign language.`* has the lowest mean. When it comes to the item means in the Flipped classroom, means range from 2.75 to 3.93. While item 3 *`I start to panic when I have to speak without preparation in language class.`* has the highest mean, item 2 *`I don't worry about making mistakes in language class.`* has the lowest mean.

#### 4.2.1.2. Descriptives of Post-Test Variables

##### a) Post-Learner Autonomy Level

Students' post-test scores related to their groups were calculated as follows: Non-flipped classroom ( $M=3.64$ ;  $SD=.46$ ) and Flipped classroom ( $M=3.85$ ;  $SD=.46$ ). Descriptives including minimum, maximum, mean and standard deviation of learner autonomy items in each group were given below:

**Table 4.4.** Descriptives of Post-learner Autonomy Level

Group		N	Min.	Max.	M	SD
Non-Flipped	Item 1	27	3.00	5.00	3.89	.70
	Item 2	27	2.00	5.00	3.74	.81
	Item 3	27	2.00	5.00	3.70	.87
	Item 4	27	2.00	5.00	3.78	.85
	Item 5	27	2.00	5.00	3.70	.78
	Item 6	27	1.00	5.00	3.22	1.09
	Item 7	27	2.00	5.00	3.56	.75
	Item 8	27	1.00	5.00	3.59	.75
	Item 9	27	2.00	5.00	3.52	.70
	Item10	27	2.00	5.00	3.74	.86
Flipped	Item 1	28	3.00	5.00	4.36	.68
	Item 2	28	3.00	5.00	4.18	.72
	Item 3	28	2.00	5.00	3.86	.89
	Item 4	28	2.00	5.00	3.75	.84
	Item 5	28	2.00	5.00	3.75	.84
	Item 6	28	2.00	5.00	3.79	.92
	Item 7	28	3.00	5.00	3.68	.72
	Item 8	28	2.00	5.00	3.68	.82
	Item 9	28	3.00	5.00	3.79	.63
	Item10	28	3.00	5.00	3.71	.76

According to the Table 4.4., students' item means in the Non-flipped classroom range from 3.22 to 3.89 and item 1 *'I can identify my own strengths and weaknesses'* has the highest mean. Item 6 *'I can learn from my peers, not just from the teachers'* has the lowest mean. When it comes to the item means in the Flipped classroom, means range from 3.68 to 4.36. While item 1 *'I can identify my own strengths and weaknesses'*

has the highest mean, item 8 *'I can offer opinions on learning materials'* has the lowest mean.

#### b) Post-Willingness to Communicate Level

Students' post-test scores related to their groups were calculated as follows: Non-flipped classroom ( $M=3.38$ ;  $SD=.51$ ) and Flipped classroom ( $M=3.93$ ;  $SD=.53$ ). Descriptives including minimum, maximum, mean and standard deviation of willingness to communicate items in each group were given below:

**Table 4.5.** Descriptives of Post-willingness to Communicate Level

Group		N	Min.	Max.	M	SD
Non-Flipped	Item 1	27	2.00	5.00	3.30	1.03
	Item 2	27	2.00	5.00	3.11	1.01
	Item 3	27	1.00	5.00	3.67	.92
	Item 4	27	2.00	5.00	3.30	.87
	Item 5	27	1.00	5.00	2.93	1.00
	Item 6	27	2.00	5.00	3.33	.96
	Item 7	27	1.00	5.00	3.48	.80
	Item 8	27	2.00	5.00	3.41	1.05
	Item 9	27	2.00	5.00	3.67	.88
	Item10	27	2.00	5.00	3.63	.84
Flipped	Item 1	28	2.00	5.00	3.68	.98
	Item 2	28	2.00	5.00	3.64	1.03
	Item 3	28	2.00	5.00	3.75	1.00
	Item 4	28	2.00	5.00	3.93	.86
	Item 5	28	2.00	5.00	3.71	.76
	Item 6	28	2.00	5.00	3.64	.87
	Item 7	28	2.00	5.00	4.18	.90
	Item 8	28	2.00	5.00	4.32	.82
	Item 9	28	3.00	5.00	4.43	.69
	Item10	28	2.00	5.00	4.04	1.00

According to the Table 4.5., students' item means in the Non-flipped classroom range from 2.93 to 3.67 and items 3 *'I am willing to give a short speech in English to the class about my hometown with notes.'* and 9 *'I am willing to ask my group mates how to pronounce a word in English.'* have the highest means. Item 5 *'I am willing to*

*ask the teacher in English to repeat what he/she just said in English because I didn't understand.* has the lowest mean. When it comes to the item means in the Flipped classroom, means range from 3.64 to 4.43. While item 9 *I am willing to ask my group mates how to pronounce a word in English.* has the highest mean, item 6 *I am willing to do a role-play in English at my desk, with my peer (e.g., ordering food in a restaurant)* has the lowest mean.

### c) Post-Speaking Anxiety Level

Students' post-test scores related to their groups were calculated as follows: Non-flipped classroom ( $M=2.98$ ;  $SD=.74$ ) and Flipped classroom ( $M=2.50$ ;  $SD=.60$ ). Descriptives including minimum, maximum, mean and standard deviation of speaking anxiety items in each group were given below:

**Table 4.6.** Descriptives of Post-speaking Anxiety Level

Group		N	Min.	Max.	M	SD
Non-Flipped	Item 1	27	1.00	5.00	2.96	1.45
	Item 2	27	1.00	5.00	3.30	1.23
	Item 3	27	1.00	5.00	3.37	1.18
	Item 4	27	1.00	5.00	2.93	1.14
	Item 5	27	1.00	5.00	3.15	1.20
	Item 6	27	1.00	5.00	2.81	1.14
	Item 7	27	1.00	5.00	3.04	1.13
	Item 8	27	1.00	5.00	3.00	1.18
	Item 9	27	1.00	5.00	2.63	1.11
	Item10	27	1.00	4.00	2.63	.88
Flipped	Item 1	28	1.00	5.00	2.61	1.07
	Item 2	28	1.00	4.00	2.29	1.01
	Item 3	28	2.00	5.00	2.68	1.16
	Item 4	28	2.00	4.00	2.64	.87
	Item 5	28	2.00	5.00	2.75	1.14
	Item 6	28	1.00	5.00	2.46	.92
	Item 7	28	1.00	4.00	2.29	.98
	Item 8	28	1.00	4.00	2.46	1.07
	Item 9	28	1.00	4.00	1.86	1.08
	Item10	28	1.00	5.00	2.93	1.21

According to the Table 4.6., students' item means in the Non-flipped classroom range from 2.63 to 3.37 and item 3 '*I start to panic when I have to speak without preparation in language class.*' has the highest mean. Item 9 '*I am afraid that the other students will laugh at me when I speak the foreign language.*' and 10 '*I get nervous when the language teacher asks questions which I haven't prepared in advance.*' have the lowest means. When it comes to the item means in the Flipped classroom, means range from 1.86 to 2.93. While item 10 '*I get nervous when the language teacher asks questions which I haven't prepared in advance.*' has the highest mean, item 9 '*I am afraid that the other students will laugh at me when I speak the foreign language.*' has the lowest mean.

#### **4.2.2. Main Results of the Study**

First, data in both groups were checked for the test of normality. According to Shapiro-Wilk's test significance ( $p > .05$ ), visual inspection of the histograms and normal Q-Q plots of the data, the variable scores in each group approximately normally distributed and independent sample t-tests and paired sample t-tests from the parametric statistics were run during the analysis. As multiple tests were run at the same time during the analyses of both experimental and non-experimental group scores, Bonferroni corrections (dividing significance level by the number of t-tests;  $.05/3$ ) and the new adjusted p-value was accepted as  $p \sim .017$ .

##### **4.2.2.1. Pre-test and Post-test Independent Sample T-test Results**

###### **Pre-test results of the study**

Students' pre-test scores were compared to find the differences between Non-flipped and Flipped classrooms. Pre-test results of the study are important for the reliability of the study as they would be compared to post-test results. Therefore, multiple independent sample t-tests were computed to find differences in the aspects of three main study variables. The results were presented in Table 4.7. as follows:



**Table 4.7.** Comparison of Pre-test Scores of Non-flipped and Flipped Classrooms

<b>Variables</b>	<b>Groups</b>	<b>M</b>	<b>SD</b>	<b>Md</b>	<b>t</b>	<b>p</b>
Learner Autonomy	Non-flipped	3.47	.53	.04	.220	.827
	Flipped	3.43	.62			
Willingness to communicate	Non-flipped	3.12	.57	.04	.251	.803
	Flipped	3.08	.62			
Speaking Anxiety	Non-flipped	3.21	.88	-.07	-.344	.732
	Flipped	3.28	.63			

Note. Md= Mean difference,  $p < .017$  level.

The table showed that students' pretest scores did not differentiate from each other at the beginning of treatment ( $p > .017$ ). In terms of students' levels of learner autonomy, willingness to communicate and speaking anxiety, students in both groups were statistically similar and had low mean difference (e.g.,  $Md = -.07$ ).

#### **Post-test results of the study**

Students' post-test scores were compared to test the effectiveness of treatment and see the differences between the classrooms. Therefore, multiple independent sample t-tests were computed to find differences in the aspects of three main study variables. The results were presented in Table 4.8. as follows:

**Table 4.8.** Comparison of Post-test Scores of Non-flipped and Flipped Classrooms

<b>Variables</b>	<b>Groups</b>	<b>M</b>	<b>SD</b>	<b>Md</b>	<b>t</b>	<b>p</b>
Learner Autonomy	Non-flipped	3.64	.46	-.21	-1.649	.105
	Flipped	3.85	.48			
Willingness to communicate	Non-flipped	3.38	.51	-.55	-3.916	.000
	Flipped	3.93	.53			
Speaking Anxiety	Non-flipped	2.98	.74	.48	-.2.677	.010
	Flipped	2.50	.60			

Note. Md= Mean difference,  $p < .017$  level.

The table showed that though the mean scores in learner autonomy, willingness to communicate increased in favour of the treatment group, learner autonomy did not statistically differ after the treatment ( $p = .105$ ). Willingness to communicate levels of the students in the Flipped classroom increased much, and students' anxiety level statistically decreased after the treatment ( $p < .017$ ).

#### 4.2.2.2. Pre-test and Post-test Paired Sample T-test Results

##### Pre-test Post-Test Comparison of Non-Flipped Classroom

In order to test whether there were differences between students' scores in the Non-flipped classroom after instruction, multiple paired sample t-tests were computed to find differences in the aspects of three main study variables. The results were presented in Table 4.9. as follows:

**Table 4.9.** Comparison of Pre and Post-test Scores of Non-flipped Classroom

Variables	Groups	<i>M</i>	<i>SD</i>	<i>Md</i>	<i>t</i>	<i>p</i>
Learner Autonomy	Pre	3.47	.53	-.18	-1.617	.118
	Post	3.64	.46			
Willingness to communicate	Pre	3.12	.57	-.26	-1.839	.077
	Post	3.38	.51			
Speaking Anxiety	Pre	3.21	.88	.23	2.368	.026
	Post	2.98	.74			

*Note.* *Md*= Mean difference,  $p < .017$  level.

The table showed that students' mean scores in learner autonomy and willingness to communicate increased and their anxiety levels were decreased after one term instruction. Indeed, this result was expected because of the nature of a good education. In spite of the mean differences, any of the scores did not statistically differentiate between each other ( $p > .017$ ).

##### Pre-test Post-Test Comparison of Flipped Classroom

In order to test the effectiveness of flipped learning, multiple paired sample t-tests were computed to find differences in the aspects of three main study variables. The results were presented in Table 4.10. as follows:

**Table 4.10.** Comparison of Pre and Post-test Scores of Flipped Classroom

Variables	Groups	<i>M</i>	<i>SD</i>	<i>Md</i>	<i>t</i>	<i>p</i>
Learner Autonomy	Pre	3.43	.62	-.42	-3.205	.003
	Post	3.85	.48			
Willingness to communicate	Pre	3.08	.62	-.85	-6.187	.000
	Post	3.93	.53			
Speaking Anxiety	Pre	3.28	.63	.78	4.823	.000
	Post	2.50	.60			

*Note.*  $Md$ = Mean difference,  $p < .017$  level.

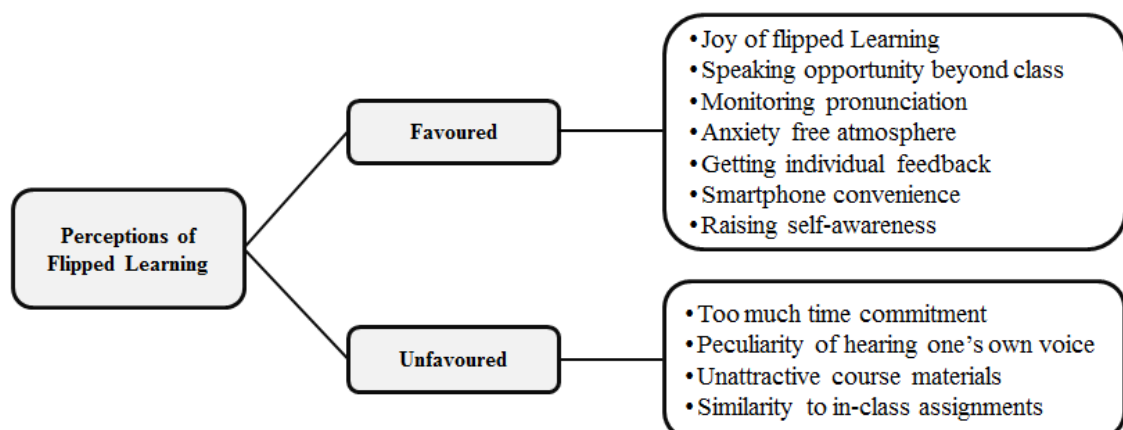
The table showed that after one term instruction, students' means in three main variables changed dramatically. Students' learner autonomy and willingness to communicate increased and their L2 speaking anxiety levels were decreased after flipped learning ( $p < .017$ ). While the biggest difference in means occurred in willingness to communicate levels ( $Md=.85$ ), the learner autonomy aspect had the lowest difference ( $Md=.42$ ). The results suggest that flipped learning is useful for increasing learner autonomy, and students' willingness to communicate in English. It also lowers students' anxiety in speaking English.

### 4.3. QUALITATIVE RESULTS

Students' feedback on the use of the FC Model in an EFL speaking classroom was gathered through four open-ended written interview questions. Their responses were categorized under four main titles: students' perceptions of flipped learning, contributions of Flipped Classroom Model, challenges in implementation, and suggestions for effective flipped learning.

#### 4.3.1. Students' Perceptions of Flipped Learning

Student's perceptions of flipped learning in the EFL speaking class were themed as favoured and unfavoured with several sub-codes as presented in the figure below:



**Figure 4.1.** Students' Perceptions of Flipped Learning

Figure 4.1. shows both what the students favoured and did not favour about the FC Model applied in the English speaking class.

### **What the Students Favoured in Flipped Learning**

The FC Model was appreciated by the majority of the students. At the end of treatment, 16 out of 28 students in the experimental group reported they enjoyed flipped learning. Watching videos and listening to audio files brought fun to the students. P19 stated, *“I like this experience because listening to the audio files was joyful”*. In warm-up questions and in dialogue practices, they got the chance to have a sort of mutual conversation experience with the lecturer. Regarding this issue, five students expressed their contentment by talking to the language instructor. P11 noted, *“It was fun to read aloud just after the teacher”*. Moreover, four students stated they had fun recording their own voices. Emphasizing this issue, P4 stated, *“There is nothing I didn’t like about it. In fact, it was enjoyable to record and listen to our own voice.”* Such speaking practices also enabled them to speak beyond the class. What P9 argued, *“It has contributed to my language skills. Before we finished units, we had spoken both in class and at home.”* supported this finding. As well as having fun and developing their speaking skills, they noted that they monitored their own pronunciation. P14 said, *“I paid more attention to my pronunciation since it is recorded”*. Similarly, P11 mentioned, *“I checked the pronunciation of some words and tried not to mispronounce them while speaking.”*

The anxiety levels of the students are higher, especially in speaking classes. The FC Model was also reported to provide an anxiety-free atmosphere for the students to speak English. Several students mentioned this. For example, P8 stated, *“I normally feel anxious when the teacher asks questions in class, but I didn’t feel anxious responding to the questions while recording them”*. Similarly, P15 added, *“I spoke in a more relaxed way”*. P21 claimed, *“I am timid and not courageous about speaking in the classroom, but audio recordings give me the opportunity to talk and express my ideas about cue cards.”*

The classroom atmosphere could be intimidating for some students to get feedback. Getting feedback in the classroom while their friends are around may demotivate learners. In line with this finding, P20 argued that she enjoyed getting individual feedback outside the classroom by saying, *“The teacher wrote comments*

*about collocations and pronunciation of words I don't know. I think this is better than hearing my own mistakes in front of everyone in the class."*

A great number of students expressed their satisfaction with using their smartphones for flipped learning. To praise its smartphone convenience, P23 stated, *"I think the Schoology program contributed to me a lot. It was easy to use on my phone. I was able to reach and watch videos easily"*. Another student argued that, since materials were delivered through their smartphones, it provided them with listening and speaking opportunities whenever they wished. P25 supported this by stating, *"Thanks to it, I watched videos and practiced speaking whenever I had time."*

Some students indicated that flipped learning enabled them to see their own mistakes and potential, and also helped them increase their self-awareness as clearly understood from the following excerpts. P12 said, *"It was fun to read aloud the dialogues. I felt as if I had been in the class. When I made a mistake, I deleted it and I began again. I realized I could make mistakes."* Supporting P12, P24 added, *"Thanks to this application, I became aware of my language level and I noticed how I love learning English."*

### **What the Students Unfavoured in Flipped Learning**

Not all the perceptions of flipped learning are positive, though. Six students expressed their discomfort with an excessive time commitment. Watching videos, reading the dialogues aloud, answering questions and recording them, the activities that require critical thinking, and some problems faced during these speaking practices meant too much time commitment. P2 said, *"Studying aloud enabled me to develop my speaking skills; however, it was difficult to find a silent place to study in the dormitory. I had to stop and rerecord several times. It took extra time."* Another student noted that slow internet connection at the dorms caused the uploading process to take a long time. Sometimes students realized their word choice or pronunciation mistakes and had to record twice or even more, which meant more workload. P21 said, *"As I was recording my answers I noticed my own mistakes. I self-corrected them, so I had to record a couple of times."*

The second issue was related to hearing one's own voice. Hearing one's own voice was not appreciated by all students. Five students expressed their discomfort with

the peculiarity of hearing their own voice. To give an example, P15 stated, *“It was good to hear how I pronounce words but I am not used to listening to my own voice, so I didn’t like it much.”* P24 noted, *“I noticed my voice sounds terrible.”*

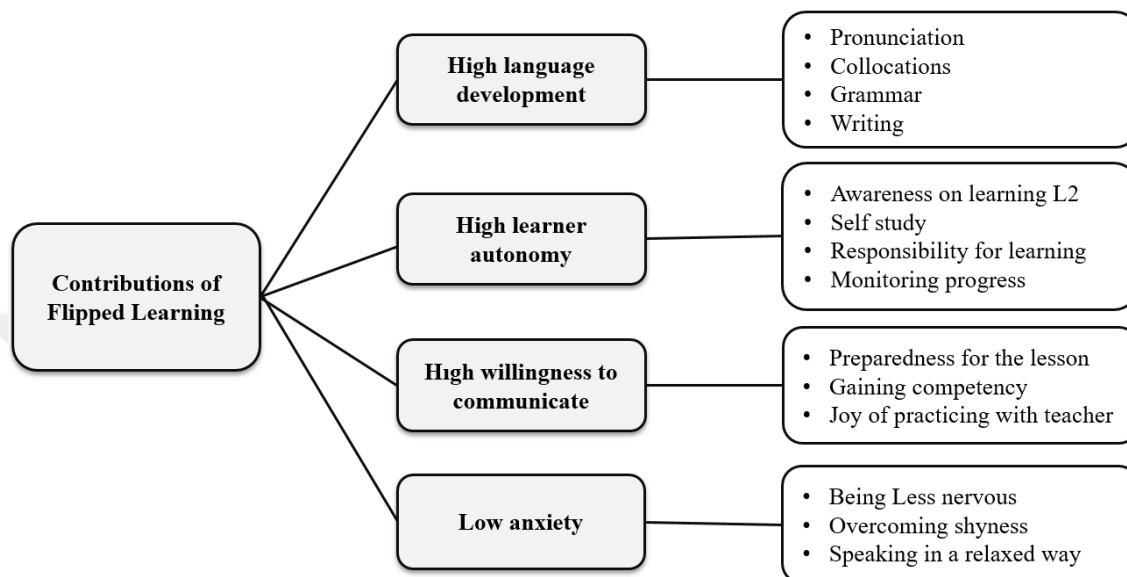
The third issue emerged from the course materials. Course materials were selected based on the ideas of the students; however, it could be impossible to meet every student’s expectations. Four students stated course materials were not to their taste. P20 argued, *“I was not interested in some topics. I had no knowledge of them”*. Besides the topics, the level of some course content received criticism. Three students stated it was demotivating and unattractive for them if the course content was challenging to understand. P28 argued, *“I like learning by listening to various parts, and it develops my level, but sometimes audio files are boring because really I cannot get them, so this is awful!”* P13 supported her by saying, *“I don’t like it when it (a video) is incomprehensible for me.”*

The last issue raised by the students is about the similarity of out of class activities with in-class assignments. According to three students, The FC Model is similar to in-class assignments. They argued that it is not much different from doing homework as seen in the following quotation. P5 argued, *“I didn’t like it as it was similar to doing homework”*. P17 added, *“I would prefer answering in class because I don’t like doing homework.”*

To sum up, the experience of developing L2 speaking skills through the FC Model had both favoured and unfavoured aspects for the students. There were various aspects of the FC Model that they liked. It was fun for most of them. They got the chance to practice speaking beyond the class in an anxiety-free atmosphere. They monitored their pronunciation and got individual feedback. It was convenient to do things on smartphones. Such language practice also enabled them to see their mistakes and raised their self-awareness. However, there were some things that were not appreciated by all students. For some, it required excessive time commitment. Moreover, some were not happy with hearing their own voice. Some course materials were too difficult to understand for few students and it was found that they were not interested in talking about every topic. Finally, according to some students, the FC Model is not much different from doing homework.

### 4.3.2. Contributions of Flipped Learning to Student's Language Proficiency

From the written interview results, it was found that flipped learning contributed to students' language learning process in four different ways. Results regarding those contributions are presented in the figure below:



**Figure 4.2.** Contributions of Flipped Learning

According to Figure 4.2., four main categories of contributions are as follows: high language development, high learner autonomy, high willingness to communicate, and low anxiety.

#### High Language Development

There are four codes emerged under the theme of 'high language development'. These are the development of pronunciation, collocations, grammar, and writing.

The first code that emerged from high language development is pronunciation development. A great majority of the students (21 out of 28) stated flipped learning improved their pronunciation. The pronunciation section of the course materials involved some videos on YouTube prepared by native speakers. Emphasizing the significance of pronunciation videos, P23 said, "*The thing I like is to watch the pronunciation videos. As I watched the videos, I started paying attention to my pronunciation, and so I think that it improved my pronunciation.*" After watching the videos, the students read aloud the words, phrases, and sentences available in the related

exercises and recorded their pronunciation. P9 said, *“The pronunciation videos taught me a lot. While I was recording, I imitated the teacher in the video”*. Out of class pronunciation activities enabled them to self-correct their mistakes. Regarding this issue, P6 stated, *“It was nice to listen to how the teacher pronounces the words. It helped me self-correct my pronunciation mistakes. It was nice to restart and listen again and again.”* Pronunciation activities also promoted peer-interaction. Regarding the promotion of peer-interaction, P16 argued, *“I think it contributed to us a lot. We even discussed the pronunciation of words with our friends.”*

The development of lexical chunks and collocations is the second code under this theme. According to 12 students, there had been a substantial increase in their lexical competence. Before taking the course nearly all students did not know what lexical chunks and collocations were. In the course materials, some lexical chunks and collocations were marked in bold to attract their attention. They were encouraged to see the collocations in the course materials and to use them both in and out-of-class speaking practices. Supporting the success of this awareness, P28 stated, *“Paying attention to collocations contributed to my fluency and accuracy.”* This technique obviously changed student behavior. For this finding, P10 said, *“I learned to pay attention to collocations when I listen to, read or watch something.”* Similarly, P14 argued, *“Yes, this application has contributed to my language skills, because it assisted me to know lots of useful expressions I previously didn’t know.”*

The third code is the development of ‘grammar knowledge’. Grammar sections in the units included speaking activities in which the students were required to use rules while talking. They recorded their responses and uploaded them to Schoology. There are six students who stated that this process made them realize their grammatical mistakes. One of these students, P11 said, *“I realized my mistakes in terms of pronunciation, grammar and vocabulary.”* Another student (P18) also stated, *“It was fun applying a grammar rule in a speaking activity rather than completing activities in a grammar book.”* P20 stressed the importance of learning grammar rules from native English teachers when he explained, *“I became aware of many native English teachers that teach grammar on YouTube. It is motivating to learn the rules from natives. You can also develop your pronunciation.”*



The last emerging code is the development of ‘writing’. Three students claimed that they integrated what they learned in speaking to writing. Regarding this issue, P3 said, *“It was useful to use the things I learned in speaking in writing.”* P19 added, *“I learned many collocations. I use them in writing class.”* Thus, it is clear that what is learned in the speaking lesson could be used in writing.

To sum up, teaching L2 speaking skills through the FC Model contributed to the students’ pronunciation, lexical competence, grammar, and writing skills. According to the majority of students, if implemented well, the FC Model has the potential to provide high language development.

### **High Learner Autonomy**

The second theme was ‘high learner autonomy.’ High learner autonomy was achieved by the students through four ways: raising awareness on learning L2, self-study, taking responsibility for learning, and monitoring progress.

The first code under high learner autonomy is raising awareness on learning L2. Being an autonomous learner is what both students and teachers desire. Most students do not know where to start studying, how to begin or what to do. The FC Model gave some hints to the students about what to do outside the class especially while studying alone. First of all, they argued that they became aware of their level of competency. For instance, P25 said, *“Definitely it had a lot of benefits to me. It made me realize my shortcomings. I can feel that my language level increased.”* Likewise, P4 added, *“It helped me see my English level”*. Another student (P22) supported these students by mentioning, *“Yes. I can easily test myself and see what I can and cannot do. It helps me improve my language skills.”* Eight students pointed out that they became aware of some apps, websites, and Youtubers to improve their speaking skills as understood from P26 who claimed, *“Now I know more websites and apps to improve my English.”* and P24 who added, *“I got to know some Youtubers for pronunciation and grammar development.”*

The promotion of ‘self-study’ to improve L2 speaking skills is the second code. According to 13 students, The FC Model promoted them to self-study. Emphasizing this, P15 noted, *“I previously studied silently. Yes, of course it contributes. Because we speak aloud in this method, it is useful.”* Similarly, P1 said, *“I summarize what I watch*

*aloud. I also focus on the language. Before this training, I did not focus on the language when I watched TV series.”* Moreover, four students expressed their satisfaction with the flexible learning environment that enabled more speaking opportunities. P8 supported this finding by saying, *“Yes. Thanks to it, we can practice speaking anywhere”*. In line with P8, P23 explained, *“I don’t have much experience with listening. This application gives me opportunities to listen.”* While doing both listening and speaking practices, one student (P12) claimed, *“It was fun to read aloud the dialogues. I felt as if I had been in class. When I made a mistake, I deleted it and I began again. I realized I could make mistakes.”* P19 praised the method in that it could be one way to make silent students talk. She said *“It developed our listening skills. It was an excellent opportunity for students who avoid speaking in class to develop their speaking skills. The only thing I didn’t like was the problems I faced during the uploading process.”*

The third code is ‘taking responsibility for learning.’ According to eight students, they became aware of their language competencies and ways of self-study thanks to flipped learning. The responses of these students showed they began to take responsibility for their own learning. To illustrate, P16 mentioned, *“It helped me to realize that I make a lot of mistakes. I must study more outside the class.”* Another student (P26) added, *“Recording my speaking let me see my shortcomings. I will do more activities online.”* In a similar vein, P18 noted, *“I realized I mispronounce many words. I have done active listening. It works.”* Four students emphasized that they enjoyed learning with their pace, which could help them take responsibility for their own learning. They could watch instructional videos again and again. They could stop and rewind them, take notes and prepare questions for classroom discussions. In this regard, P6 said, *“It was nice to listen to how the teacher pronounces the words. It helped me self-correct my pronunciation mistakes. It was nice to restart and listen again and again.”* P14 told, *“When I clicked the link of pronunciation and grammar videos, some other videos related to that topic were suggested on YouTube. I watched some of them, too. I mastered the pronunciation of /th/ in that way.”*

The last code is ‘monitoring progress’. The students monitored their own speech and self-corrected their mistakes. P22 pointed out this finding by reporting, *“Yes. I can easily test myself and see what I can and cannot do. It helps me improve my language*

skills.” P2 argued, *“I pay more attention to my speaking. It is a good feeling to pronounce words correctly.”* It is evident that the students could get motivated when they saw the progress in their language development. For example, P27 mentioned this issue by saying, *“I feel that my English has improved. I began to understand more.”*

In conclusion, the students reported that flipped learning contributed to their learner autonomy through various ways. They became aware of some ways to improve L2, they were promoted to self-study and take responsibility for their own learning and they were able to monitor their own progress which increased their self-confidence.

### **High Willingness to Communicate**

According to 21 students, the FC Model made them more willing to communicate. The reasons for high willingness to communicate are being more prepared for the lesson, gaining competence, and joy of practicing with the teacher.

16 students mentioned that they were more willing to speak in the lesson since there were prepared for the lesson. Flipped learning enabled them to receive course content one week before the lesson. Their feedback was generally positive. In the preparation phase, they reported that they paid more attention to how they speak as seen from P10 who said, *“I pay attention to my pronunciation when I speak and get prepared for the lesson in this way.”* Preparedness for the lesson meant more student participation. For instance, P13 argued, *“I think this teaching model is very useful. It is like a preparation for the lesson so I can easily answer the questions when they are asked in the class.”* More participation meant less boredom as clearly understood from the quotation in which P15 stated, *“Since we are ready for the lesson, we don’t get bored in the classroom.”* Preparedness for the lesson also improved their overall learning capacity in class as P14 said, *“I got prepared for the lesson, so I was able to learn more in class.”*

The second reason why the students were more willing to communicate is the increase in their competency. They gained competency both in terms of general knowledge and language level. To speak about some topics, they were supposed to have some background knowledge. The links of the videos were sent to them over Schoology to broaden their general knowledge. To exemplify, P11 said, *“I watched videos about various topics, so I knew a lot about them. For example, I can now speak about topics*

*like English lifestyle and Brexit.*” Broadening general knowledge might trigger their willingness to communicate in the future as P2 mentioned, *“Yes, of course, it contributed a lot. I learned to speak about all kinds of topics.”* Developments both in general knowledge and language level tend to raise their self-confidence and motivation to speak as supported by P28 who explained, *“I felt that I speak better, so I began to participate more.”* Fluency development could motivate them to speak more. In relation to this, P9 reported, *“It enabled me to think and speak fast. It made me realize how I speak.”* Furthermore, knowing sentence patterns made them feel contented. In accordance with this, P22 claimed, *“I think blended learning is a useful language learning experience. I began to speak contentedly. Additionally, I learned several sentence patterns thanks to this application.”* Gaining competency enabled them to speak comfortably. For this, P4 stated, *“Yes, I think. For instance, I couldn’t speak easily in my class but now I can speak simultaneously when my teacher asks me a question.”*

The last factor that affects willingness to communicate of students is the joy of practicing with the teacher. Five students mentioned they enjoyed speaking to the teacher. Thanks to flipped learning, they grabbed this opportunity both in and out-of-class. They could enjoy such activities more if they had positive ideas towards their teachers as P1 said, *“My teacher is so informed. I enjoy talking to him in the lesson.”* In dialogue practices, they were required to read aloud one interlocutor’s part. The other was read aloud by the teacher. Regarding this issue, P12 said, *“It was fun to read aloud the dialogues. I felt as if I had been in the class. When I made a mistake, I deleted it and I began again. I realized I could make mistakes.”* One student stated that hearing the teacher’s voice before the lesson made her familiar with the teacher’s pace of speaking as understood from what she (P8) stated, *“Sometimes I can’t follow what the teacher is saying in lesson. He may speak fast; I got familiar with the pace of the instructor.”* Teachers’ positive behavior while talking to their students could increase their WTC levels of students. In relation to this, P16 explained, *“The teacher was listening to my ideas and asking more questions. He made some comments too. It was good he was interested in my talking.”*

To sum up, a high willingness to communicate both in- and out-of-class could be achieved through flipped learning. The students would be likely to speak more if they

were prepared for the class. When they gained competence in the target language and broadened their knowledge about some topics, they could feel more confident and thus could be more motivated to speak not only in-class but also out-of-class. Talking to their teacher was enjoyed by many students. Some students were more willing to speak when they got the chance to speak to their teachers. They could become more motivated to speak if they saw their teacher was listening to them and gave value to what they said. Moreover, through pre-class activities, they could become familiar with the speaking style and pace of their teacher so that they could follow their teacher well in class.

### **Low Anxiety**

Student responses indicated that 17 students felt less anxious while speaking thanks to flipped learning. They claimed they overcame their shyness and began to feel less nervous. They also added they had less fear of making mistakes while speaking English.

The first factor that decreases speaking anxiety is to become less nervous. Eight students reported that they began to feel less nervous while speaking thanks to flipped learning. Out-of-class activities helped them decrease their nervousness and be more self-confident. For example, P3 argued, *“I think it is a helpful program. When I am speaking alone I feel very good I am not nervous. I gain self-confidence.”* Similarly, P24 stated, *“At first I was nervous. It (flipped learning) helped me talk without getting so nervous in class.”*

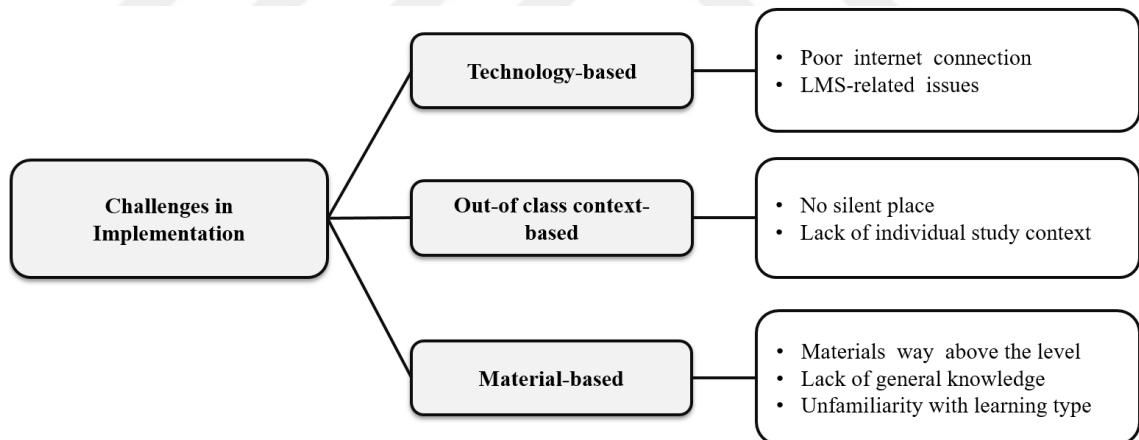
Five students noted they overcame their shyness through flipped learning. Being more competent in the target language helped them feel less shy. P20 supported this by saying, *“Yes, it has contributed to my language skills. I overcame my shyness with the help of this application”*. Likewise, P6 stated, *“I can speak more easily without being shy.”* Flipped learning was appreciated by those who were too shy or timid to talk in class. P21 was one of these students, but appreciated the instruction by mentioning, *“I am timid and not courageous about speaking in the classroom, but audio recordings give me an opportunity to talk and express my ideas about cue cards.”* Emphasizing the significance of preparation for class, P7 said, *“I think the preparations I made helped me to speak English without being shy.”*

The last emerging factor is ‘speaking in a relaxed way’. Four students stated they began to talk in a relaxed way both in- and out-of-class. To illustrate, P22 said, “*Yes, I speak more relaxed now.*” They began to fear less from making mistakes while speaking as revealed by the following quotations. P27 said, “*I must admit I used to have a fear of making mistakes a lot in class. I was afraid of the reaction of the teacher and students. I speak without paying attention to what other students say now.*” P14 also added, “*I feel that I have progressed. I feel relaxed while talking in class.*”

In sum, a substantial decrease in speaking anxiety levels of the students was seen after the flipped learning experience. They began to feel less nervous and overcame their shyness. In addition, they began to feel relaxed while speaking with less fear of making mistakes.

#### 4.3.3. Challenges in the Implementation of the FC Model in Speaking Classrooms

During the flipped learning the students stated they faced various challenges. These challenges are presented in the figure below:



**Figure 4.3.** Challenges in Implementation

In Figure 4.3., the challenges the students faced during the flipped learning are presented with three themes: technology-based, out of class context-based, and material-based.

##### **Technology-based Challenges**

Poor Internet connection made ten students face some issues regarding downloading, uploading and watching. Even though there is a Wi-Fi connection in the

dormitories, it may be slow when most students are actively using it as understood what P21 said, *“I uploaded the files early morning. Our Internet connection in the dorm works fine only then.”* Like P21, P12 mentioned, *“I couldn’t send some files due to poor internet connection.”* P2 also added, *“I had some issues uploading the recordings. It was almost impossible to send files in the evening. Internet is slow in the dormitory.”* To view and download the course content, in some occasions, they had to wait for a long time. For example, P3 reported, *“My Internet connection was slow. I had to wait for a long time to watch videos.”* A similar statement was made by P7, *“Wi-Fi was so slow, so I used my own internet to download activities.”*

In addition to the slow internet connection, four students noted they had file uploading problems emerging from the system or the application. One of the problems they faced stemmed from not knowing Schoology well. Despite the two-week training on how to use Schoology, P11 said, *“I had difficulty uploading my recordings to the program. It took me some time to learn how to upload them.”* It was noted by the students that sometimes the program either worked slowly or did not work at all. For example, P23 stated, *“After I recorded audio files, this application did not accept my files. Sometimes I had to record twice.”* In a similar vein, P8 said, *“Sometimes the application works and saves our audio files slowly”*.

### **Out-of Class Context-based Challenges**

Developing speaking skills through the FC Model requires an ideal place to study. A great majority of the students (23 students) lived in the dormitories. One of the problems they faced was related to finding a silent place to speak and record their own voices. Regarding this issue, P2 said, *“Studying aloud enabled me to develop my speaking skills; however, it was difficult to find a silent place to study in the dormitory. I had to stop and rerecord several times. It took extra time.”* Supporting the idea that dormitories are not the optimum places for speaking aloud and voice recording, P24 mentioned, *“It was difficult to record my own voice in the dorm.”* Another student (P16) also reported, *“When there was any noise on the surroundings, I had to record again.”*

Some students also noted that they do not have an individual study context. Regarding this problem, P3 said, *“I am not used to doing homework I don’t have my own room to study aloud.”* A similar comment was made by P17, *“As I share my room*

*with three other students I cannot study well in the room.” Similar issues are also faced by one student living with his parents. P18 stated, “I live with my family and I share my room with my brother. I felt weird talking English while my family members are at home.”*

### **Material-based Challenges**

The materials chosen were found to be difficult by a few students. In fact, five students made comments regarding the high language level of the materials. It could be demotivating and boring when the materials were beyond a student’s level. Regarding this issue, P28 stated, *“I like learning by listening to various parts, and it develops my level but sometimes audio files are boring because really I cannot get them, so this is awful!”* P13 supported her by adding, *“I don’t like it when it (a video) is incomprehensible for me.”* They could not understand some videos due to the native speakers’ accent or their complex grammar and word choice. For instance, P14 said, *“I had difficulty understanding some terms.”* P25 also added, *“They (native speakers) use complex grammar and accent.”*

Lack of general knowledge caused four students to have difficulty in the activities that required critical thinking. In accordance with this issue, P6 mentioned, *“Some questions were difficult to answer, but in general it was fun.”* They had to do some internet search to gather information about some topics. For example, P3 stated, *“It was good to talk about various topics, but I had to do so much internet search to gather information about them.”* Like P3, P18 said, *“I am not interested in some topics like ‘immigration.’ Also, I don’t have much knowledge about some other topics.”* Some cue cards were unfamiliar to them. For this finding, P10 said, *“I didn’t know anything about some cue cards. Even when I found information, it was difficult to speak about them like the one on a welfare organization.”*

The last challenge is the unfamiliarity of the students with this new type of learning. Two students noted they did not like learning from videos as P7 said, *“I don’t like watching videos to learn. I would rather listen to a teacher.”* In the dialogue section, the students were required to read aloud after the teacher. There was some time gap given. They were required to read aloud as if they were speaking in real life. However, this was challenging for some students. Three students expressed they

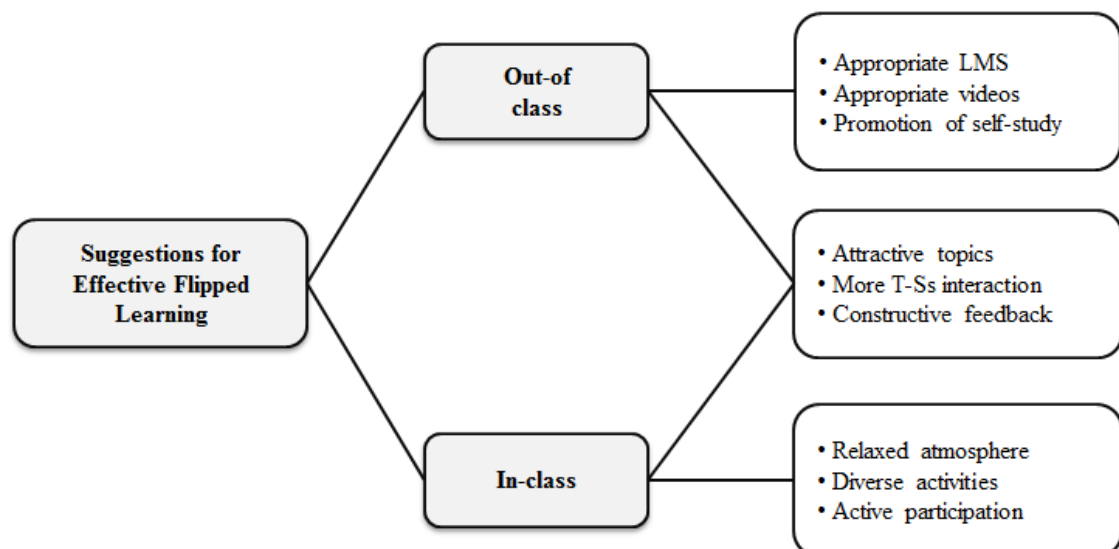


experienced this difficulty. In relation to this issue, P17 said, “*Talking quickly in dialogues was difficult for me.*” P26 added, “*I had to read aloud quickly. The time gap was quite short.*” One student (P5) expressed her discomfort with the FC Model by saying, “*I like talking about current issues and I don’t like speaking based on preplanned information.*”

To sum up, the students faced various challenges during the flipped learning. These challenges arose from technology-based, out of class-based and material-based reasons. The students experienced slow Internet connection in their dormitories and file uploading problems stemming from not knowing the application well or the application itself. Those who live in the dormitories often could not find an ideal silent place to speak aloud and record their own voice. For some students, materials were beyond their level. They also noted they did not have enough general knowledge to talk about various topics. Finally, this new type of learning was found unfamiliar to some students and was not appreciated by all students.

#### 4.4.4. Students’ Suggestions for Effective Flipped Learning in Speaking Classes

The fourth question explored the students’ suggestions for effective flipped learning in speaking classes. The results are shown in the figure below:



**Figure 4.4.** Suggestions for Effective Flipped Learning

According to Figure 4.4., students made various suggestions regarding what could be done both beyond the class and in the class to teach speaking more effectively through flipped learning. The very first necessity stated by 11 students is using an appropriate LMS. According to the students, the program should be easy to use and students should get some training in order to use it properly. It is vital that students know how to use the platform well. In this study, even though the participants were trained on how to use Schoology for two weeks, they still faced problems registering for the course and during the implementation process. Emphasizing this issue, P19 stated, *“Schoology has a lot of features. Without training, it could be confusing for students.”* P22 added, *“The program should work fast and should be error-free on smartphones.”* Eight students noted that they had problems uploading their files to the LMS. In order not to face such problems, three students wished that there should be a voice recording feature in the program. Regarding this issue, P4 noted, *“It would be better if there was a voice recording feature on Schoology.”* Voice recording feature could ease the workload of the students.

Language instruction beyond the class was often done through videos. Eight students made some comments regarding video selection. Emphasizing this issue, P10 suggested, *“There should be more videos instead of pictures.”* The students mentioned that while selecting the videos, teachers should be cautious in finding videos relevant to students’ level of English. The language level should not be way beyond the students’ level. Emphasizing the appropriate level of the videos, P8 argued, *“The videos should not be very difficult to understand.”* Another statement made by a student is about the accent of the speakers. P27 said, *“I couldn’t get some speakers. They speak with a strong accent.”* which shows that the accents in videos should be considered by the teacher. It could be better if videos that involve regional accents are omitted. Besides the language level of the videos, the optimum length was also stated. P11 stressed, *“If videos are too long, we get bored. Videos should be clear and short.”* It is obvious that choosing the right instructional video for the speaking course requires expertise and a lot of effort.

The third suggestion beyond the class is ‘promotion of self-study’. Six students made suggestions regarding studying alone. Even though they wanted to improve their speaking skills, they did not know how to study outside the class. P21 stated, *“I haven’t*

*received any training on how to study alone.*” Flipped learning requires self-study. Emphasizing this, P3 noted, *“In this learning method, students study alone. Not all students can study alone. Teachers could show learners how to study.”* Similarly, P15 argued, *“Teachers should guide students while they are doing their homework. (pre-class activities).”*

The importance of topic selection for speaking instruction is evident. According to 12 students, the topics should be interesting for the students. To support this claim, P5 said, *“I like talking about current issues and I don’t like speaking based on preplanned information.”* When the students did not have much background knowledge about a topic, they were less likely to participate. Regarding this issue, P7 mentioned, *“I don’t talk sometimes because I don’t know a lot about the topics I am not interested in.”* Some students highlighted the importance of the fact that students should have a say in determining the speaking topics to be discussed in the lesson as suggested by P18 who said, *“Students should determine the speaking topics. We talk more if we like the topic.”*

Another suggestion commonly done by the students is the promotion of more teacher-student interaction. Four students stated there should be more teacher-student interaction both in and out of the class. Emphasizing this issue, P28 stated, *“I enjoyed the read-aloud activities where I felt as if I was talking to the teacher.”* P25 said, *“I send messages over the program. The teacher was there. It was good to reach the teacher whenever I wrote. Teachers who use such methods should do that.”* They also wanted the teacher to assist them, give value to their ideas, and speak to them more in lessons as P16 said, *“When I see that teacher is listening to what I say, I feel motivated to talk. Teachers should listen to their students and give importance to their responses.”*

It was stated that talking to the teacher and seeing that their teacher listened to their responses motivated the students. What was also motivating was to get constructive feedback as seen from P20 who said, *“Teacher’s ideas are important. They should write their comments on the audio files.”* P9 added, *“We want to see our mistakes. Teachers should keep that in mind in blended teaching.”* Similarly, P12 said, *“I am afraid that everybody in the class will laugh at me if I make a mistake while speaking English. If language teachers help everybody gently when students make mistakes, this problem will probably be solved. We try to speak English only 1.5 hours a*

*week.*” According to them, teachers could also offer suggestions if they were not studying properly. In this study, students watched the videos and recorded their own speaking in one part of the preparation phase. However, speaking and recording that the speaking part was not done properly by all students. Emphasizing this issue, P1 argued, *“Since some students wrote the scripts on a piece of paper and read them, I don’t think that contributed a lot to language development.”*

According to several students, the teacher should create a relaxed atmosphere. Seven students noted they were not willing to participate in class since they felt timid or tense in classroom. They expressed their desire for a positive classroom atmosphere where they felt relaxed while speaking. Regarding this issue, P8 stated, *“Teachers should create a very relaxed classroom atmosphere. We are afraid to talk.”* High levels of anxiety refrained the students from talking as P3 claimed, *“I am willing to speak but because of the fear of making mistakes, I draw myself back.”* P26 also said, *“Actually, I speak quite relaxed outside but I feel tense while talking in class.”* In a similar vein, P21 argued, *“I am timid and not courageous about speaking in classroom, but audio recordings give me an opportunity to talk and express my ideas about cue cards.”* P17 supported that view by saying, *“I think students are afraid of making grammatical mistakes while speaking English. Additionally, students are ashamed that they cannot speak fluently.”* These examples prove that creating a relaxed atmosphere in class is prerequisite for success in EFL speaking classes.

Employing the right classroom activities could be as equally important as creating a relaxed atmosphere for speaking. The students expressed their ideas about the activities in the class. Eight students told that there should be diverse activities which could attract the attention of students. For example, P27 said, *“We could do more role-plays in speaking classes.”* Besides, P14 added, *“I think that sometimes the plays like taboo should be played in class.”* P23 offered, *“There could be more listening activities in class. Students could take notes while listening. They could speak more when they have notes.”* Presentations could be made to form a student-centered language instruction as understood from what P6 stated, *“Each week some students could make presentations based on the topic.”* Functional activities were also offered by some students including P7 who suggested, *“Some practical expressions to use outside the class, in real life could be taught.”*

The last suggestion is creating active participation. Responses of five students indicate that teachers should make sure everyone in the class participate in the classroom discussions and other activities. Regarding this issue, P1 said, “*Some students do not speak much in speaking class. The teacher should make everyone speak.*” In order to create active participants, various suggestions were offered by the students including P24 who noted, “*It should be obligatory to speak for all students. Since many students know that it is up to their choice whether to speak or not, they prefer not to speak.*” In addition, P7 argued, “*No one speaks English if there is no grade*”. P13 also added, “*Students should be graded based on their classroom participation instead of speaking exams. In this way, they would show themselves and participate more.*”

To sum up, the students offered various suggestions to the teachers who want to apply flipped learning in their speaking classes. The results show that success in the FC Model lies on the shoulders of both students and teachers. However, obviously, teachers have much more responsibilities than students. They should choose an appropriate LMS and videos, and they should promote self-study. The topics to be discussed both in and out of the class should be interesting. They should provide their students with constructive feedback too. There should be more interaction between them and students. A relaxed atmosphere should be secured in the classrooms. Diverse activities should be employed while every student’s participation in those activities is guaranteed.

## **CHAPTER FIVE**

### **DISCUSSION, IMPLICATIONS AND CONCLUSIONS**

#### **5.1. INTRODUCTION**

In this chapter, the qualitative and quantitative data presented in the fourth chapter will be analyzed in detail. The study was aiming to explore whether Flipped Classroom Model, when applied in an English-speaking lesson at a tertiary level in Turkey, could contribute to ELF learners' learner autonomy, willingness to communicate levels and lessen their learner anxiety. The study also explored whether such language instruction is applicable in a speaking class and how the perceptions of students are towards flipped learning. As well as the analysis of both qualitative and quantitative data through discussing the answers to research questions, this section provides pedagogical implications and implications for further research before concluding the study.

In this mixed-methods design, the quantitative data constituted the primary data; the secondary qualitative data supported it to explore the answers to research questions. Then, the results of this study were compared with those of other studies in the related literature. The plausible explanations to research questions were provided below.

#### **5.2. DISCUSSION**

##### **Quantitative Research Questions**

- 1- To what extent does teaching speaking through flipped classroom affect EFL learners' autonomy?

It is widely accepted that the language exposure students get in the classroom is not enough to master their speaking skills. Students also may not get the chance to practice English speaking outside the classroom especially if they do not live in a city that attracts foreign tourists. Since individuals cannot have a teacher next to them throughout their lives, the start of the shift from dependence on the teacher to independence becomes essential. Using technology and the internet to have more exposure to English and to do speaking practices seems to be a life-saver. The significance of autonomous learning becomes more evident in such a technology-

assisted self-learning atmosphere. As it was stated by Balçıkanlı (2008), being an autonomous learner is a prerequisite for success in higher education. It is also believed that autonomous learners are high achievers in life. Therefore, becoming an autonomous learner is essential.

One of the relatively new approaches that could have the potential to increase learner autonomy of EFL students is the Flipped Classroom Model. Therefore, this study explored if teaching speaking skills through flipped learning could develop the learner autonomy of EFL students significantly. As highlighted in the results section, the data gathered from the control (the group that received traditional learning) and experimental (the group that received flipped learning) groups were compared.

In terms of learner autonomy, students both in control and experimental groups were statistically similar with a low mean difference before the treatment at the beginning of the term. At the end of the term, when learner autonomy levels of the students in the experimental group were compared to their initial levels at the beginning of the term, a statistically significant difference was seen. Quantitative data indicated that students in the experimental group became considerably more autonomous learners after ten weeks of flipped learning. The qualitative data gathered from semi-structured online interview supported the significant development in terms of learner autonomy of the students in the experimental group. However, when learner autonomy levels of students in Flipped classroom were compared to those in Non-flipped classroom, these two groups were not statistically different from each other. The learner autonomy of the students in the control group also increased. This development in learner autonomy level was expected because of the nature of one term long education.

Developing learner autonomy is a complex phenomenon. However, there could be various reasons why learner autonomy levels of students increased in both groups. The nature of successful language instruction could explain that. Students in both control and experimental groups received the same course materials that promote self-study. At the beginning of the term, students in both control and experimental groups helped the researcher develop curriculum design by expressing their opinions on what and how to learn, which could help them become autonomous learners (Farrell & Jacobs, 2010). In course materials, students were provided with the link of videos especially in the

pronunciation and grammar sections. In the experimental group, students watched the videos before coming to class; in the control group those videos were shown in the classroom. Students in both groups were left free and encouraged to discover other instructional videos.

In addition to these things, students in the experimental group were treated differently which could explain why they developed their learner autonomy more than those in the control group. An optimum dose of guiding students is necessary for increasing learner autonomy. In the experimental group, the intensity of guiding was determined based on the activity. For example, in warm-up sections, students received minimal assistance, which could contribute to their learner autonomy. Students in the experimental group had more time to get individual support since they got the majority of course content before the class. This available time is important as teacher support is essential in making students more autonomous learners (Benson, 2007) and receiving personalized assistance could help students be more responsible for their own learning (Hao, 2016). However, the researcher refrained from over-guiding as it could have negative outcomes. Guiding students to watch some videos or telling them to study some topics may not always have good effects on their learner autonomy. Kenny (1993, p. 433) calls such an attitude as “chaining a learner” which may restrict their sense of discovery for their own learning methods.

The flipped learning atmosphere designed by the researcher enabled the students to be active both in and out of the classroom. Providing instructional course materials before the class, urging them to study and learn outside the class could increase students' self-efficacy in becoming an independent learner and enhance their classroom participation, which is essential for desired learning outcomes (Enfield, 2013). Students recorded their speech before coming to class and they were engaged in additional speaking practices in the classroom. Since it is student-centric and it promotes active learning, it could help students become autonomous learners (Abeysekera & Dawson, 2014; Hao, 2016). A great majority of students expressed their satisfaction as they became aware of new ways to learn L2 and discovered self-study ways. They stated they discovered some websites and apps to improve their speaking skills. They added they monitored their own learning and thus became more responsible for their own learning.



Flipped learning enabled the students to see their L2 level. Recording their own voice and getting individual feedback enabled them to see their mistakes and shortcomings. In fact, the most common item selected in the learner autonomy scale was *'I can identify my own strengths and weaknesses'*. Knowing their strengths and weaknesses could make students feel motivated to self-study. Self-evaluation, as Qamar (2016) argues, helps students become more autonomous learners. Moreover, they had the opportunity to control their own language learning, which could spur their learner autonomy. It was also noted by students that they discussed the answers to some questions, the pronunciation of some words and talked about ways to learn some topics with their friends outside the class. This promoted and enhanced peer interaction, which is assumed to contribute to their learner autonomy (Zainuddin & Perera, 2019).

Although there are no studies that directly explore whether teaching speaking through flipped learning could enhance learner autonomy, there are various studies done on different groups with different language competencies and age range. Most of these studies were done in higher education.

Our results are consistent with most of these previous studies done in the related literature. The effects of flipped learning on learner autonomy were explored both in Turkey and abroad. Ghufron and Nurdianingsih (2019) studied whether applying flipped learning in EFL writing class could contribute to learner autonomy of students at the tertiary level in Indonesia. Their results revealed that flipped learning both motivated the learners and contributed to their learner autonomy. Another study that focused on developing writing skills in the EFL context via flipped learning was conducted by Ahmed (2016) at Qassim University in Saudi Arabia. The outcomes of the research indicated that flipped learning boosted students' attitudes and beliefs towards writing skills. Students become more engaged and responsible for their own learning.

As well as writing, flipped learning was applied in other classes and yielded similar positive results. Santikarn and Wichadee (2018) used flipped learning in an English course given in a private university in Thailand. Most of their students were satisfied with the language instruction done over Edmodo. They found that their students became more motivated and added that self-regulated learning atmosphere, peer interaction and in-class activities enhanced their learner autonomy. Han (2015)

applied flipped learning to teach four strands in a private graduate institution on the East Coast. Flipped learning had a positive impact on the learner autonomy of advanced ESL learners.

Not all the studies were done in higher institutions. In her master's thesis, Kömeç (2018) studied whether flipped learning, when applied at the secondary level, could develop learner autonomy. Her study revealed that students had positive feelings towards flipped learning and it could develop learner autonomy. Yang (2014) lists various elementary and secondary schools in China that apply flipped learning. These schools teach different subjects ranging from physics to geography, mathematics to languages through flipped learning. It was argued that this model fostered learner autonomy and cooperative learning.

To sum up, using the FC Model to teach English speaking skills had a positive impact on the learner autonomy of EFL students. When compared to students' levels at the beginning of the term, it was seen that the learner autonomy levels of the students increased considerably at the end of the term. Both quantitative and qualitative data indicated positive results. The results showed that implementing flipped learning in a speaking lesson is a useful way to increase learner autonomy of EFL students at the tertiary level significantly.

**2- To what extent does teaching speaking through flipped classroom affect EFL learners' willingness to communicate?**

Students with low WTC prefer to be reticent in the classroom even if they are competent users of the target language. However, students with high WTC do not miss the opportunities to practice L2 speaking both inside and outside the classroom, which could increase their competency in L2 (Kang, 2005; Piechurska-kuciel, 2018). The second research question was aiming to discover if flipped learning applied in a speaking course could make EFL students significantly more willing to talk than those in the traditional classroom.

In terms of WTC, students in both control and experimental groups were statistically similar with a low mean difference at the beginning of the term. However, at the end of the term, these groups were statistically different from each other. WTC levels of students that were in the control group and thus received traditional learning

did not increase significantly. A slight increase in their WTC could stem from the nature of education for one term and their familiarity with the topics. Students both in control and experimental groups chose the topics to be discussed at the beginning of the term. Various studies indicate that selecting the right topics that are interesting for the students affects WTC of L2 learners in the classroom (Cao & Philp, 2006; Kang, 2005; MacIntyre et al., 1998; Zarrinabadi, 2014).

The WTC levels of the students in the experimental group that received flipped learning were significantly higher at the end of the term. In fact, the biggest difference in terms of means occurred in WTC levels in the study. Quantitative results indicated that flipped learning contributed to WTC levels of students significantly. These results were not surprising and could be explained through various factors that affect WTC. Students stated that they were more willing to speak in the lessons since flipped learning enabled them to get prepared for the lesson systematically. They came to the lesson with some knowledge about the topics to be discussed in the lesson. This is plausible as students tend to remain reticent even in their L1 if they do not know much about a topic. Lack of interest or knowledge in the topic being discussed may inhibit the speaking performance of even competent speakers of English. Regarding this issue, the researcher paid attention to the duration of the classroom discussions. Students were not required to talk over and over about the same topic. As Kang (2005) warns, such repetition or long time commitment may diminish the interest or excitement of the students and thus their WTC. When the researcher noticed that the students were getting bored, he altered the procedure of the activities.

Students also noted they gained self-confidence as they realized their competency in speaking English. Students argued they gained language competency in terms of pronunciation, collocations, grammar, and writing. Monitoring the progress they made in improving their speaking skills undoubtedly motivated the students to participate more. Some students argued that the feeling of self-confidence eliminated their speaking anxiety.

An enhanced teacher-student interaction is essential for satisfying learner outcomes (Baepler et al., 2014; Davis; 2016). Students expressed their satisfaction with the intense teacher-student interaction which was possible in flipped learning. They

enjoyed practicing speaking with the teacher both inside and outside the classroom. Some students stated they felt as if it was real and they were talking to their teacher outside the classroom. Most of the content delivery was done before the class through Schoology. Therefore, the time previously allocated for content delivery was available for further speaking opportunities. The FC Model enabled the language instructor to use that saved time to initiate and prolong individual conversations with each student. Becoming more student-centered meant more opportunities and time frame for students to speak English. In the classroom, they felt more motivated to talk as their language instructor listened to their responses and asked them follow-up questions or made comments. Students reported they wanted to participate more when their instructor seemed interested in what they said and gave high value to their ideas.

Quantitative results showed that more classroom interaction and peer learning were promoted through flipped learning. Students became more willing to talk to their friends. Item 9 in the Post-WTC scale had the highest mean: *'I am willing to ask my group mates how to pronounce a word in English.'* This finding is noteworthy as peer-interaction plays a significant role in developing L2 skills (Vygotsky, 1978). It would be wrong to discard peer-support in classrooms. In fact, the researcher encouraged students to interact, negotiate, and collaborate with each other, which could improve their language competency (Blidi, 2017; Elsen & St John, 2007). The researcher paid attention to creating a relaxed atmosphere which could make students feel safe and thus increase their WTC levels. Students stated that they felt safe while speaking and recording out of the class, which contributed to their self-confidence.

Activities both in-class and out of class were arguably some of the main factors that affect students' WTC levels. Flipped learning enabled the students to have more time for group work activities. Assigning pair work and group work activities could make the class more dynamic and will result in anxiety decrease. Students tended to feel more comfortable talking to their friends and therefore were more willing to speak (Kang, 2005; Prasetyanto, Wibawani, Wardani, & Drajadi, 2019). In the class, students watched authentic videos and were encouraged to form authentic conversations as having exposure to authentic English and encouraging students to form authentic conversations could help students increase their WTC (Piechurska-kuciel, 2018).

The results are in line with various previous studies. Hung (2017) studied “the integration of a student response system in flipped classrooms” in Taiwan. He explored whether flipped learning could create a more engaging atmosphere in a classroom where there are students with low WTC. His results suggest that flipped learning enhanced students’ WTC by increasing their motivation, peer-interaction and developing their speaking skills. In her dissertation on flipped learning, Farah (2014) explored the effect of flipped learning on the English writing skills of forty-seven twelfth grade Emirati female students at the Applied Technology High School in Abu Dhabi. The results of her research showed that flipped learning increased students’ motivation and class participation. Another study that focused on motivation was done by Xin-yue (2016), who studied motivation in flipped learning while teaching oral English. The results were similar. Students were more motivated to participate in communicative exercises. Mohammadi, Barati and Youhanaee (2019) studied the effect of flipped learning on Iranian EFL learners’ English achievements and their willingness to communicate. There was a substantial difference in learners’ willingness to communicate levels between experimental and control groups. Flipped learning had a positive impact on learners’ WTC levels in the experimental group.

Using Schoology LMS was appreciated by our students. In another study, Hsieh et al. (2017) used Line application in flipped learning for eight weeks to develop their students’ oral skills, in particular their idiomatic knowledge. The results of the study showed that the Line smartphone app is a useful and alternative way for English learning that can be used in mobile-assisted flipped learning. It is obvious that using such apps motivated the students to study and make them more engaged in classroom activities.

To sum up, more student-centered language instruction, enhanced interaction with language instructor and classmates, flexible learning environment, using technology for learning, being prepared for the lesson are some of the many interconnected and supportive factors that shaped learners attitudes towards flipped learning and made them more willing to communicate both in and beyond the class.

**3-** To what extent does teaching speaking through flipped classroom affect EFL learners' speaking anxiety?

Students with high anxiety are likely to speak less in classroom activities. Foreign language anxiety plays a significant role in the speaking performance of students (Leong & Ahmadi, 2017; MacIntyre, 2007; Piechurska-kuciel, 2018; Tokoz-Goktepe, 2014) and it is quite common among L2 students (Liu, 2012). Speaking anxiety of EFL students could originate from various reasons. Some reasons could emerge from the classroom atmosphere and the teaching method. The FC Model is one of the relatively new approaches in the realm of ELT. Whether the flipped learning that was applied in this study solved or at least ameliorated those issues and decreased speaking anxiety are discussed below with the help of both quantitative and qualitative data.

In terms of speaking anxiety, students in both control and experimental groups were statistically similar with a low mean difference at the beginning of the term. The results of the questionnaires conducted at the end of the term showed that there was a decrease in the speaking anxiety levels of students in both groups. This result was not surprising. Anxiety decrease in both groups showed that education in both groups was successful. Their success rates were quite different, though. While the decrease in anxiety levels was not significant in the Non-flipped classroom, it was statistically significant in the Flipped classroom. Flipped learning decreased the speaking anxiety level of EFL students considerably.

L2 speaking anxiety is a complex phenomenon and there could be various reasons that cause it or diminish it. The pre-test descriptives of speaking anxiety scale showed that the item '*I start to panic when I have to speak without preparation in language class.*' had the highest mean. Most students that received flipped learning stated they panicked when they had to speak without any preparation in class. This could increase their anxiety as students are likely to feel more relaxed when they are not completely unprepared at the time of speaking (Goh & Burns, 2012). However, in the post-test descriptives, the item '*I am afraid that the other students will laugh at me when I speak the foreign language.*' had the lowest mean. It is clear that getting ready for the lessons through flipped learning helped students eliminate their anxiety increase that could arise from not being prepared for speaking activities. Moreover, it could be argued that

students tend to be afraid less that other students would laugh at them while they are speaking English.

Qualitative data supported the quantitative data. Students stated flipped learning enabled them to overcome their shyness and they began to become less nervous while speaking. They also added that they started to feel relaxed while speaking English as they arrived in class with knowledge about the topics, did a kind of rehearsal and recorded their speech. The language instructor also tried to create an anxiety-free and low-threat classroom atmosphere which promotes more interaction between peers and their language instructor (Öz, Demirezen, & Pourfeiz, 2015; Qamar, 2016).

Thanks to flipped learning there was saved time that could be used for other purposes. Part of this saved time was used for students to understand and formulate their responses as allocating adequate time for students to understand and organize a talk can result in higher target language use (Horwitz, 2009).

The language instructor enabled the students to gain self-confidence by not doing overt correction. Some students could be active at the beginning of a course but may decide to be silent in the middle since they make a mistake and cannot express what they want to express (Kang, 2005). Students also appreciated getting individual feedback over Schoology. It could be intimidating for some students to get feedback in front of their friends.

The study results are consistent with those of various studies in the related literature (Gök, 2016; Singh et al., 2018; Yüreğilli Göksu, 2018). Singh et al. (2018) emphasized the significant effect of the flipped classroom in boosting language development and diminishing shyness in the class. The flipped classroom both helps the learner to develop positive attitudes towards English and decreases the learners' anxiety in language classrooms.

To sum up, thanks to the nature of education, L2 speaking anxiety levels of students in both control and experimental groups diminished. However, the decrease in the experimental group was statistically significant. The reasons why there was a significant decrease in L2 speaking anxiety of students could be explained through the possible advantages of flipped learning merged with professional language instruction. Our results are in line with the results of various other studies and flipped learning could

be used to lower the L2 speaking anxiety of EFL students. This finding is significant since students with less L2 speaking anxiety will be more willing to participate in the class. Therefore they could become more proficient speakers of English.

### **Qualitative Research Question**

- 1- What are EFL learners' perceptions of receiving speaking courses through the Flipped Classroom Model?

Developing speaking skills through flipped learning is not very common in related literature. There are a few studies (Çetin Köroğlu, 2015; Hsieh et al., 2016; Quyen & Loi, 2018; Singh et. al, 2018) that have been conducted to so far to explore the effectiveness of flipped learning in developing speaking skills. The majority of research in the realm of SL learning focuses on teaching writing, grammar, vocabulary, pronunciation, or developing overall English competency through flipped learning. While the trend of flipping classes continues, the question that becomes is: What are EFL learners' ideas about flipped learning?

One of the main aims of this study was to explore the ideas of EFL learners towards taking speaking courses through flipped learning. Results showed that most students had positive feelings towards flipped learning. There are various reasons why most students built positive perceptions. Students stated they liked flipped learning as it was fun and done with smartphone convenience, as it enabled speaking opportunity outside the class in an anxiety-free atmosphere, as they get the chance to monitor their pronunciation and self-correct their mistakes, as they received individual feedback, and as flipped learning made them aware of new ways to self-study and improve their English. These responses are plausible as students mentioned some key aspects of developing speaking skills.

Not all the perceptions were positive, though. Some students argued they committed too much time and some students noted they felt weird hearing their own voice. Although topics were selected by the students, some course materials were not appreciated by all. Finally, for some students, such a learning method is not perceived to be much different from doing homework.

The results regarding students' perception of flipped learning are in parallel with much research. Obari and Lambacher (2015) conducted two case studies in Japan to see



whether flipped learning is effective in EFL teaching. Their students were satisfied with mobile-assisted flipped learning as it was motivating and enjoyable. Basal (2015) conducted research in a public university in Turkey on flipped learning to explore their perceptions. The questionnaire results showed that participants enjoyed learning at their own pace and increased student participation was witnessed. Zhang et al. (2016) conducted research into the effectiveness of the flipped classroom in teaching English pronunciation. Their results showed that students in the treatment group developed positive feelings towards flipped mode as they gained confidence and received significantly higher results in the exams.

In her dissertation, Çetin Köroğlu (2015) investigated the effectiveness of Flipped learning on pre-service English teachers' speaking skills development. Her students in the experimental group developed positive attitudes towards flipped learning and they expressed their satisfaction with the learning method.

To sum up, concerning students' perceptions about flipped learning, many studies, including ours, showed that a great majority of the students developed positive ideas towards flipped learning. Thanks to the FC Model, students had fun, they grabbed the chance to speak both in and out of the class, they monitored their own pronunciation, they spoke in an anxiety-free atmosphere, they got individual feedback, they appreciated the smartphone convenience, and they became aware of their language competency and performance. Although the FC Model was appreciated by many students due to various reasons, there were few students who were not happy with this relatively new approach in developing speaking skills. The main issue not liked by many students was that the FC Model required too much time commitment. Some students also did not like hearing their own voice, not all the course materials were attractive and it was similar to doing homework. Despite the negative sides, the FC Model is found to be appreciated by the great majority of students. Therefore, it could be used in developing the speaking skills of EFL students.

### 5.3. IMPLICATIONS

#### 5.3.1. Pedagogical Implications

The results of the study showed that flipped learning, when applied properly, could contribute to learner's autonomy and willingness to communicate. Moreover, a substantial decrease in their speaking anxiety levels was witnessed. Compared to the traditional classroom model, flipped learning could help EFL students lower their anxiety and increase their willingness to communicate significantly more and make students become more autonomous learners. However, there are some issues that should be taken into consideration before flipping a speaking class:

1. Materials play a significant role in the effective teaching of oral skills (Andújar-vaca & Cruz-Martínez 2017; Qamar, 2016). The results of this study showed that students enjoy some topics more than others. Even the silent ones were motivated to speak when they were interested in that topic. Therefore, getting the students' ideas on what topics to study at the beginning of the term could motivate them to do out-of-class activities and increase their classroom participation.
2. In flipped learning, teachers should be cautious while determining what to teach in the classroom and what materials to be explored by students outside the class (Flipped Learning Network, 2014). It is essential that out-of-class activities have clear explanations of what to do. If students do not understand what to do in those activities well, materials prepared may fail to reach their aims.
3. Before implementing the FC Model, it is noteworthy to explain the rationale behind this approach to students and its potential to bring success. When students believe that this approach could contribute to their language proficiency, they could form positive feelings towards the approach and their confidence in the FC Model could increase (Gavranović, 2017; Hawks, 2014).
4. Too much time commitment and workload could demotivate students (Hsieh et al., 2016). Out-of-class activities should not take a lot of time. Therefore, choosing or creating shorter videos could help.

5. In flipped learning, there is a shift from teacher-centered learning atmosphere to the student-centered approach (Bergmann & Sams, 2012). However, this shift is unnatural and not all the students are ready for this change (Davis, 2016). Giving information about the nature and purpose of flipped learning at the beginning of the term and making students aware of its positive learning outcomes could contribute to the success of the instruction. Students must be encouraged at times so that they could do out-of-class listening and speaking practices properly.
6. In this study, students spoke and recorded their own voices while doing out-of-class activities. It is wise to use an LMS program such as Edmodo, Schoology, Moodle, Engrade, Desire2learn for flipped learning (Crawford & Senecal, 2017). Schoology was used in this study and students expressed their satisfaction with the application. Such programs enable teachers to have more interaction with their students and out-of-class speaking activities are stored in a simple but organized platform.
7. If the FC Model is not implemented well, learning outcomes will not be satisfying (Anwar & Pratama, 2016). Teachers who consider applying flipped learning in their speaking classes should be aware of their roles both in and out-of-class and inform the students about their roles. Students are more willing to speak in class when they see their teachers pay attention to their ideas. The importance of allocating class time for discussions and individual support is evident. Active learning could be encouraged.
8. The pilot study conducted in this study enabled the researcher to see some possible problems and ponder their solutions. It shaped the actual study. It is recommended to do a pilot study before implementing flipped learning.
9. To explore the impacts of flipped learning on EFL speaking skills, it is essential to create one control and one experimental group. It is strongly advised that both groups have the same instructor. Different instructors for different groups could affect the results.
10. The success of the FC Model relies heavily on the motivation of students that complete out-of-class activities (Krueger, 2012). Raising the interest of the students through well-prepared materials and motivating the students

through constructive feedback and giving individual assistance could be some ways to get positive learning outcomes.

### **5.3.2. Implications for Further Research**

There are not many studies done on teaching speaking skills through flipped learning. As Palmer (2014) argues, developing speaking skills of students is like giving them a present that will last throughout their lives. Further studies could be conducted to explore the impact of flipped learning on speaking skills. Some limitations of this study and what can be done in the upcoming studies are presented below:

1. In this study, there were one control and one experimental group consisting of 27 and 28 respectively. The instruction lasted for 10 weeks. A more comprehensive study on EFL speaking could be done with a larger classroom size and a longer period of instruction.
2. This study relied on the out-of-class speaking practices of EFL students. They spoke and recorded their responses. Most of these recordings were monologues. A study on developing course materials for teaching EFL speaking skills through flipped learning could be conducted.
3. Most LMS's are designed for online learning. A project on developing an LMS exclusively for flipped learning, which supports more interactive speaking activities, could be carried out.

### **5.4. CONCLUSIONS**

This study was conducted to gain insights into the effects of teaching speaking skills through flipped classroom on EFL students' autonomous learning, willingness to communicate, and L2 speaking anxiety. Moreover, the perceptions of students towards flipped learning were explored to understand whether flipped learning could be one way to solve or at least ameliorate the everlasting English-speaking problem in Turkey.

The results of this study indicated that flipped learning could increase students' autonomous learning and willingness to communicate levels significantly. Students became aware of some ways to improve L2 through technology, they were promoted to self-study and take responsibility for their own learning and they were able to monitor

their own progress. Students stated that they wanted to participate more in the classroom activities since they were prepared for the class. When they gained competence in the target language and broadened their knowledge about some topics, they could feel more confident and thus could be more motivated to speak not only in-class but also out-of-class. Some students noted they were more motivated and willing to talk when they got the chance to speak to their teachers. They added they became more motivated to speak when they saw their teacher was listening to them and gave value to what they said.

Flipped learning created a more relaxed and dynamic classroom atmosphere where students were more willing to communicate. Students stated they began to feel less nervous and they overcame their shyness. The FC Model fostered peer learning which enabled them to know other students in the classroom well. This contributed to the creation of an anxiety-free classroom atmosphere. Since flipped learning gave a chance to practice English speaking outside the classroom, in a relaxed atmosphere, those who were too timid or shy to talk in the classroom appreciated it much. It was reported that the out-of-class speaking practices made students feel more confident and they began to feel relaxed while speaking in the classroom with less fear of making mistakes. Recording the out-of-class speaking practices enabled students to monitor their pronunciation. It was convenient to use an LMS and do things on smartphones. These recordings were uploaded to Schoology. Teacher-student interaction was enhanced through individual feedback given via Schoology.

There were some things that were not appreciated by all students. For some students, the FC Model was not much different from doing homework and out-of-class activities required excessive time commitment. Moreover, some were not happy with hearing their own voice. Authentic course videos were difficult to understand by some students. Despite the technology-based challenges such as poor internet connection in their dormitories and file uploading problems, out-of-class context-based challenges which arose from not finding a silent place to speak and record, and material-based challenges stemming from the high level of materials to lack of general knowledge students faced, the overall perceptions of the great majority of students were positive.

When compared to the traditional classroom model, flipped learning had various advantages. It could be implemented in EFL speaking classes to lower students' anxiety levels and increase their learner autonomy and willingness to communicate. Thanks to this approach, all students, including those who prefer to remain reticent in the classroom due to some reasons, could be promoted to practice English-speaking both in and beyond the classroom. The FC Model may not be the best approach to solve all problems regarding L2 speaking skills, but it can be used as one way to foster learning and provide effective teaching.



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## APPENDIXES

### APPENDIX I. Quantitative and Quantitative Measurements

#### Questionnaire on EFL students' Autonomous Learning, Willingness to Communicate and Learner Anxiety

This questionnaire aims to discover the state of EFL students' autonomous learning, willingness to communicate and speaking anxiety. It is composed of four different parts.

1. **Student Number:**
2. **Gender:**
3. **Age:**

#### Part 1: Learner Autonomy

Below are 10 questions that discover how autonomous learner you are. Please indicate how true the following cases are for you. 1=Never, 2=Seldom, 3=Sometimes, 4=Often, 5=Always

1. I can identify my own strengths and weaknesses
2. I can set up my own learning goals
3. I can decide what to learn outside the classroom
4. I can evaluate my own learning and progress
5. I can stimulate my own interest in learning English
6. I can learn from my peers, not just from the teachers
7. I can become more self-directed in my learning
8. I can offer opinions on learning materials
9. I can discover knowledge in English on my own rather than waiting for knowledge from the teacher
10. I can offer opinions on what to learn in the classroom

#### Part 2: Willingness to Communicate (WTC)

Below are 10 situations in which a person might choose to communicate or not. Please indicate how willing you are to talk. 1=Never, 2=Seldom, 3=Sometimes, 4=Often, 5=Always willing to communicate.

1. I am willing to do a role-play standing in front of the class in English (e.g., ordering food in a restaurant).
2. I am willing to give a short self-introduction without notes in English to the class.
3. I am willing to give a short speech in English to the class about my hometown with notes.
4. I am willing to translate a spoken utterance from Turkish into English in my group.
5. I am willing to ask the teacher in English to repeat what he/she just said in English because I didn't understand.

6. I am willing to do a role-play in English at my desk, with my peer (e.g., ordering food in a restaurant)
7. I am willing to ask my peer sitting next to me in English the meaning of an English word.
8. I am willing to ask my group mates in English the meaning of a word I do not know.
9. I am willing to ask my group mates how to pronounce a word in English.
10. I am willing to ask my peer sitting next to me in English how to say an English phrase to express the thoughts in my mind.

### **Part 3: Speaking Anxiety**

Below are 10 situations to discover your learner anxiety. Please indicate how you feel in these situations. 1=Never, 2=Seldom, 3=Sometimes, 4=Often, 5=Always

1. It frightens me when I don't understand what the teacher is saying in the foreign language.
2. I don't worry about making mistakes in language class.
3. I start to panic when I have to speak without preparation in language
4. It embarrasses me to volunteer answers in my language class.
5. I can feel my heart pounding when I'm going to be called on in language class.
6. I always feel that the other students speak the foreign language better than I do.
7. I feel more tense and nervous in my language class than in my other classes.
8. I get nervous and confused when I am speaking in my language class.
9. I am afraid that the other students will laugh at me when I speak the foreign language.
10. I get nervous when the language teacher asks questions which I haven't prepared in advance.

### **Part 4: Views on Flipped Learning**

1. What are the things you liked and didn't like about the language learning experience through flipped learning?
2. Do you think this application has contributed to your speaking skills? If so, how?
3. Please note the difficulties, if any, that you faced during the application.
4. What are your suggestions to improve the efficiency of such kind of language learning experience

## APPENDIX II. Permission for Flipped Learning



T.C.  
ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Edebiyat Fakültesi Dekanlığı

Sayı : 82806933-100-E.1700056345  
Konu : Ders Uygulama İzni

21.02.2017

### DAĞITIM YERLERİNE

İlgi : 20.02.2017 tarihli ve 82806933-100-E.1700055030 sayılı belge.

Okutman Tevfik DARIYEMEZ'in 2016-2017 Öğretim Yılı Bahar döneminde bölümünüzden "**İleri Konuşma Becerileri II**" dersinde birinci öğretim ve ikinci öğretimden birer sınıfa ters-yüz edilmiş sınıf elektronik portfolyo modelini (Flipped Classroom E-Portfolio Model) uygulama talebi Dekanlığımızca uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Doç.Dr. Ali Yalçın TAVUKÇU  
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