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LANGUAGE TEACHING PROGRAM



**EXPLORING THE EFFECTS OF FLIPPED LEARNING ON 6th
GRADES STUDENTS' ORAL PROFICIENCY AND
SPEAKING ANXIETY**

Master's Thesis

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SAMSUN
2023

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ÖZET

6. SINIF İNGİLİZCE DERSİNDE TERS YÜZ EĞİTİM MODELİNİN ÖĞRENCİLERİN SÖZEL YETERLİK VE KONUŞMA KAYGILARINA ETKİSİNİN ARAŞTIRILMASI

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Bu çalışmanın amacı ters yüz öğrenme modelinin 6. sınıf öğrencilerinin yabancı dil konuşma kaygıları ve sözel yeterliliklerine etkisini araştırmaktır. Bu amaç doğrultusunda çalışma temelde iki bölüme ayrılmıştır. İlk bölümde ters yüz eğitim modeline ilişkin literatür bilgisine yer verilmiş ardından ise saha araştırmasına geçilmiştir. Öğrencilerin İngilizce konuşma kaygısı ve sözel yeterliliklerine bu modelin etkilerinin açığa çıkarılabilmesi için 6. sınıf kademesinde eğitim gören 15 deney, 15 kontrol grubu olmak üzere toplamda 30 öğrenci ile çeşitli ön test ve son test uygulamaları yapılmıştır. Bu uygulamalar İngilizce Konuşma Başarı Testi, İngilizce Konuşma Anksiyete Ölçeği ve İngilizce Konuşma Dersi Görüşme Formu'dur. Araştırmada karma araştırma yöntemi kullanılmıştır. Tüm uygulamalar için ön test ve son test yapılmıştır. Toplamda 10 hafta süre ile kontrol grubu öğrencilerine normal müfredat içeriği uygulanırken, deney grubundaki öğrenciler için ters yüz modeline uygun bir program oluşturulmuştur. Elde edilen nicel veriler IBM SPSS 28 İstatistik programında analiz edilirken, uygulanan görüşme formuna ilişkin nitel veriler nitel değerlendirmeye tabi tutulmuştur. Çalışmanın sonucunda deney ve kontrol grupları arasında ön test ve son test uygulamaları arasında istatistiksel açıdan anlamlı bir farklılığa rastlanmamıştır. Ancak öğrencilerin uygulanan ters yüz modeline uygun konuşma dersi sonucunda olumlu değişiklikler gösterdikleri ve kaygılarını yenebildikleri gözlenmiştir. Ayrıca öğrencilerin öğretmenleri ile olan ilişkilerinin konuşma kaygısına etki ettiği, sözel yeterlilik başarılarının ise orta düzeyde olduğu belirlenmiştir.

Anahtar Sözcükler: Tersyüz öğrenme modeli, İngilizce eğitimi, Konuşma kaygısı, Sözel yeterlilik.

ABSTRACT

EXPLORING THE EFFECTS OF FLIPPED LEARNING ON 6th GRADES STUDENTS' ORAL PROFICIENCY AND SPEAKING ANXIETY

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The purpose of this study is to look into how a flipped learning model affects 6th grade students' foreign language speaking anxiety and oral proficiency. The study is divided into two sections for this purpose. The literature on the flipped training model is presented in the first section, followed by the field research. Various pre-test and post-test applications were used with a total of 30 students, 15 in the experimental group and 15 in the control group, to reveal the effects of this model on students' English speaking anxiety and oral proficiency. These applications are the English Speaking Achievement Test, the English Speaking Anxiety Scale and the English Speaking Lesson Interview Form. In this study, mixed research method were used. Pre-test and post-test were performed for all applications. While the normal curriculum content was applied to the control group students for a total of 10 weeks, a program suitable for the flipped model was created for the students in the experimental group. When the quantitative data obtained were analyzed in the IBM SPSS 28 Statistics program, the qualitative data regarding the applied interview form were subjected to qualitative evaluation. The study found no statistically significant difference between the experimental and control groups' pre-test and post-test applications. However, it was discovered that the students showed positive changes as a result of the flipped model speaking lesson, and they were able to overcome their anxiety. Furthermore, it was discovered that the students' relationships with their teachers influenced their speaking anxiety, and their oral proficiency achievement was moderate.

Keywords: Flipped learning model, English education, Speaking anxiety, Oral proficiency.

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CONTENTS

ACCEPTANCE AND APPROVAL OF THE THESIS.....	i
DECLARATION OF COMPLIANCE WITH SCIENTIFIC ETHIC	ii
DECLARATION OF THE THESIS STUDY ORIGINALITY REPORT	ii
ÖZET	iii
ABSTRACT	iv
ACKNOWLEDGEMENT.....	v
CONTENTS.....	vi
SYMBOLS AND ABBREVIATIONS.....	vii
FIGURES LEGENDS.....	viii
TABLES LEGENDS.....	ix
1. INTRODUCTION	1
1.1. Background of the Study.....	2
1.2. Problem Statement	3
1.3. Purpose of the Study	5
1.4. Scope of the Study	6
1.5. Limitations of the Study.....	6
2. REVIEW OF LITERATURE.....	7
2.1. The Nature of Speaking Skill.....	7
2.2. Importance of Oral Proficiency.....	9
2.3. Speaking Anxiety	10
2.4. Technology and Language Learning.....	12
2.5. Distance Education and Language Learning.....	13
2.6. Blended Learning and Language Learning.....	14
2.7. Flipped Learning	15
2.8. Flipped Classes in Language Learning	17
2.9. Flipped Speaking Classrooms	18
2.10. Research on the Flipped Method.....	20
3. METHODOLOGY	24
3.1. Resarch Design.....	24
3.2. Assumptions of The Study	25
3.3. Participants.....	25
3.4. Data Collection Instrument	25
3.5. Data analysis	27
3.6. The Treatment Process and Procedure	28
4. FINDINGS.....	35
4.1. Findings of English Speaking Success Test.....	35
4.2. Findings of English Speaking Anxiety Scale.....	37
4.3. Findings of English Speaking Lesson Interview.....	50
4.3.1. Clear and Easy English.....	50
4.3.2. Non-Stress in English Conversation.....	50
4.3.3. Feeling Stress in English Conversation.....	51
4.3.4. Incorrect Sentence While Speaking	51
4.3.5. Poor Pronunciation	51
4.3.6. Public Speaking Stress	51
4.3.7. I'm not Afraid of Making Mistakes While Speaking	51
4.3.8. Personality Affects Speaking	52
4.3.9 Positive Teacher Attitude	52

5. DISCUSSION	53
6. CONCLUSION	57
REFERENCES.....	60
APPENDIX	68
APPENDIX-1 ENGLISH SPEAKING SUCCESS TEST	68
Appendix-2 English Speaking Anxiety Scale	68
Appendix-3 English Speaking Rubric	71
Appendix-4 English Speaking Lesson Interview Form.....	71
Appendix-5 “English Speaking Anxiety Scale” Usage Authorization.....	72
Appendix-6 Ethics Committee Report	72
Appendix-7 Place of Position Notification Certificate.....	73
CURRICULUM VITEA.....	74



SYMBOLS AND ABBREVIATIONS

L2 : Second Language



FIGURES LEGENDS

Figure 2.1 Flipped classroom structure (Bishop and Verleger, 2013)	16
Figure 2.2 Bloom's taxonomy: traditional vs. flipped models (Rahman et al., 2020)	19
Figure 3.1 Sample video lesson for 1 st -2 nd week.....	31
Figure 3.2 Sample video lesson for 3 rd week	32
Figure 3.3 Sample video lesson for 6 th week	33
Figure 3.4 Sample video lesson for 8 th week	33
Figure 3.5 Sample video lesson for 9 th -10 th week.....	34



TABLES LEGENDS

Table 3.1 Distribution of the Participants	25
Table 3.2 Cronbach's α reliability coefficients for foreign language speaking anxiety	26
Table 3.3 Inter-rater reliability test results of teachers' scores for control and experimental groups	27
Table 3.4 Normality test results for the scales	27
Table 3.5 Evaluation criteria for the participants' foreign language speaking anxiety average scores	28
Table 3.6 Schedule of control and experimental group	29
Table 4.1 Speaking pre-test results of the control group	35
Table 4.2 Speaking post-test results of the control group.....	36
Table 4.3. Speaking pre-test results of the experimental group.....	36
Table 4.4 Speaking post-test results of the experimental group.	37
Table 4.5 Pre-test and post-test levels of participants' foreign language speaking anxiety by groups.	38
Table 4.6 Pre-test and post-test mean levels of foreign language speaking anxiety of the participants in the experimental group	38
Table 4.7 Pre-test and post-test mean levels of foreign language speaking anxiety of the participants in the control group.....	39
Table 4.8 Comparison of the the experimental and control groups' mean scores of pre-test foreign language speaking anxiety scale.....	41
Table 4.9 Comparison of the participants' pre-test foreign language speaking anxiety scale item averages by the experimental and control groups.....	41
Table 4.10 Comparison of the experimental and control groups' post-test foreign language speaking anxiety scale mean scores.....	43
Table 4.11 Comparison of the experimental and control groups' post-test foreign language speaking anxiety scale item averages	44
Table 4.12 Comparison of experimental group's pre- and post-test scores in terms of foreign language speaking anxiety	45
Table 4.13 Comparison of the experimental group's pre-test and post-test item averages of the foreign language speaking anxiety scale.....	46
Table 4.14 Comparison of the control group's pre-test and post-test averages of the foreign language speaking anxiety scale.....	48
Table 4.15 Comparison of the control group's pre-test and post-test averages of the foreign language speaking anxiety	48

1. INTRODUCTION

Every day, new discoveries are made in the fields such as science, technology, art and education. In the twenty-first century world, language is almost the most important communication tool that enables people to follow the developments in the world, facilitates the exchange of information between countries, and ensures the development of the country. Worldwide, there is a strong desire to learn English as a second or foreign language. Because English is now used in almost every aspect of life, from education to business. The widespread use of English in the world was rapid especially after the Second World War, and during this time English began to be used as an international language and it is the most taught foreign language in our country. The Basic Education and Training Law, which went into effect in Türkiye in 2012, extended compulsory education to 12 years and included English lessons beginning in the second grade of primary school. Although Türkiye values foreign language education, when international foreign language proficiency rankings and national exams are considered, Türkiye's poor performance in foreign language teaching is evident (Eren, 2015; Karakaş, 2021).

For this reason, the interest in trying different methods to improve language education and increase its quality in our country is increasing day by day. Today, the effective use of information technologies that bring mobility to learning-teaching processes with a student-centered approach is becoming more important, and thus the use of new technologies in teaching makes learning-teaching more enjoyable and easier (Andujar et al., 2020). Therefore, student-centered and technology-based techniques, approaches and methods in accordance with the needs of the age in the field of education have begun to take their place. In line with these requirements, the flipped learning model, which is one of the learning models that has increased in popularity in recent years and reveals technology and student-centred understanding, has taken its place in the field of education. This model emphasizes the use of technology in teaching, the student's participation in the course process, and the student's characteristics, interests, and needs. To encourage students' in-class and out-of-class interaction, the recommended communication method in the English curriculum should be the role of a guide and assistant teacher, not a source of information (Phoeun & Sengsri, 2021). Encouraging individuals or groups to learn, making students aware of their own learning styles, involving students in the process,

selecting the tools that teachers frequently use from daily life or organising them according to the situations in these environments show that it is compatible with flipped learning.

In addition to technology-supported and student-centered approaches, students' affective factors should also be taken into account. The affective factors experienced by students can cause them to feel anxious while speaking a foreign language and this situation may negatively affect students' oral proficiencies. Anxiety is one of the biggest language barriers in speaking a foreign language. Speaking anxiety can be caused by a variety of psychological factors (Turan & Akdağ Çimen, 2020).

In this study, it is focused on whether the recently popular flipped learning model has effects on reducing speaking anxiety and improving English speaking.

1.1. Background of the Study

The number of academic studies on the flipped learning model has been increasing recently, especially with the pandemic. However, the number of studies on the effects of flipped learning model on English speaking anxiety and oral proficiency is limited or insufficient. In this study, it is explored whether the flipped learning model will reduce students' anxiety about speaking English or increase their oral proficiency. For these reasons, the flipped learning model may contribute to the language teaching field in terms of students' English speaking anxiety and oral proficiency in English and may shed light on other studies in the field.

Since English is taught as a foreign language in Türkiye, students have few opportunities to use English outside of the classroom. Moreover, the materials, methods and techniques used may not be sufficient to provide effective speaking in real situations. This situation may be caused by many factors such as low language proficiency of individuals, crowded classrooms, lack of time, teacher-centered approach and not being able to transfer what is learned to out of the classroom. For this reason, many studies are carried out and the situations that affect speaking skills are investigated.

In addition to those factors, there are other affective factors such as speaking anxiety that affect foreign language learning (Balemir, 2009). These affective factors are such as fear of making mistakes, excitement, embarrassment, and inability to speak in front of other people that affect students' English speaking skills. Due to

English speaking anxiety, students may have problems expressing themselves in English or may not want to speak.

With the introduction of technology into our lives, many new techniques and methods are used to overcome these problems. When the national thesis center of the higher education institution (YÖK) is examined, it is seen that the number of studies on the flipped learning model has increased, but there are very few studies explaining the relationship between students' English speaking anxiety and oral proficiency. Therefore, there is a need for a study that effects of the flipped learning model on the relationship between students' English speaking anxiety and oral proficiency.

1.2. Problem Statement

Knowing at least one foreign language has become imperative in today's globalized world, and English is the most commonly spoken language in the world as a mother tongue, second language or foreign language.

Although students in Türkiye learn English starting from the 2nd grade, they have great difficulty in speaking English. The reasons for this may be the limited activities in the classroom, the inability to transfer what has been learned outside the classroom, and negative experiences with the language in the past. In addition to these situations, affective factors such as fear of making mistakes, embarrassment, sweating and trembling when speaking English can cause students' speaking anxiety and these situations can negatively affect their speaking performances.

Anxiety is an undesirable emotional state and it affects the learning process of students negatively. (Cheng, 2001). Language anxiety is a special form of anxiety because it includes “the complex structure of idiosyncratic perceptions, beliefs, emotions and behaviors related to language learning that stem from the uniqueness of the language learning process” (Horwitz et al., 1986, p.5). Opportunities should be created to reduce anxiety and students should be made to feel safe and comfortable. To achieve this, all the possibilities of technology should be used. To overcome these problems, many approaches have been developed for teaching speaking and improving students' oral proficiency.

With the development of technology, innovative methods and techniques began to appear in the field of language learning. Computers, smartphones, tablets and

other technological tools have become an integral part of language learning. With Covid-19, the place and importance of technology in language teaching has been understood once again. There has been widespread use of on-line education during the pandemic, which has accelerated educators' adoption of technology and student-centered teaching in language learning. For this purpose, English teachers should support their students both inside and outside the classroom by making use of technology so as to improve students' oral communication competencies. Additionally, English teachers should adopt more learner-focused, technology-based teaching methods such as blended learning to maximize students' self-efficacy and address their anxiety about speaking English. Blended learning can be defined as a combination of face-to-face and online education (Sefriani et al., 2021).

Another technology-supported approach that English teachers can use in their lessons is flipped learning, a model that adds an innovative perspective to language learning and teaching. It is generally regarded as advanced and technology-integrated learning in and out of the classroom. Flipped learning is an approach in which students complete their course-related learning outside the classroom and practice in the classroom (Ekmekçi, 2014). Similarly, flipped learning model is a learning model that is the opposite of the traditional education process, in which learners can better absorb the subject through pre-prepared video lessons, before the lesson starts and usually at home, and through activities in the classroom (Doğan, 2015). The flipped learning method provides an increase in interpersonal communication in the classroom. In this way, students who are afraid of expressing their ideas and themselves in the classroom have a comfortable environment to create their own thoughts by following the thoughts shared by their friends. The flipped learning model, which is an innovative learning approach is an important approach in terms of putting students at the center of the learning process. It provides them with the opportunity to be autonomous learners of their own learning processes, thus offering the opportunity to reduce the state of anxiety they feel.

As a result, the flipped learning model is used effectively in the world and studies are being carried out on flipped education model in Türkiye. This approach, which combines traditional education with technology, is a learning approach in which the student feels comfortable and creates his/her own learning process with the guidance of the teacher.

1.3. Purpose of the Study

In Türkiye, the importance given to English speaking skills in schools is not sufficient and speaking skills activities are carried out in limited time within limited class hours (Yaman, 2018). For this reason, flipped learning, which is one of the technology-based approaches, emerges as an innovative model that will maximise the class time. However, the problems experienced by students are not limited to these, and students' anxieties about speaking a foreign language should also be taken into consideration. Despite such an important problem, when the studies are examined, it is seen that the studies on the effects of the flipped learning model on oral proficiency and English speaking anxiety are limited.

Therefore, the purpose of this study is to explore how a flipped learning model affects 6th grade students' foreign language speaking anxiety and oral proficiency.

Research Questions

This study attempts to answer the following research questions:

1. Is there a statistically significant difference between experimental and control groups' pre-tests scores in terms of oral proficiency?
2. Is there a statistically significant difference between experimental and control groups' post-tests scores in terms of oral proficiency?
3. What are the pre-test and post-test levels of foreign language speaking anxiety for each group of participants?
4. Do the foreign language speaking anxiety scores of the participants in the pre-test differ significantly by groups?
5. Do the foreign language speaking anxiety scores of the participants in the post-test differ significantly by groups?
6. Is there a statistically significant difference between the pre-test and post-test foreign language speaking anxiety scale of the experimental group?
7. Is there a statistically significant difference between the pre-test and post-test foreign language speaking anxiety scale of the control group?

1.4. Scope of the Study

There are four basic skills in foreign language education: reading, writing, speaking and listening. But language learners are more interested in oral communication than other skills. It is a common view that the development of speaking skill indicates success in foreign language learning. For this reason, the importance should be given to the development of speaking skills in our country where English is taught as a foreign language. Foreign language oral proficiency is vital in learning a language and being competent in that language. Therefore, the improvement of oral proficiency has become the most important goal of foreign language learners. However, it is known that improving English speaking skills is difficult compared to other skills (Kuśnierek, 2015). Namely, cognitive and affective factors such as incomplete information, insufficient practice, the attitude of the course teacher, trembling, nervousness while speaking affect students' oral proficiency negatively and they cannot reach the desired level of proficiency in productive language skills, especially speaking skills.

English speaking anxiety experienced by students creates situations such as not being able to speak fluently, being nervous, not being able to speak in public, and fear of making mistakes, and this affects their English speaking adversely. For these reasons, lots of studies are being carried out on the factors that affect oral proficiency in English especially on foreign language speaking anxiety. In order to find solutions to this problem, this study investigates the effects of the flipped learning model on English speaking anxiety and English oral proficiency of students.

1.5. Limitations of the Study

The study has a few limitations. First of all, the participants consisted of 6th grade students, consisting of an experimental group of 15 people and a control group of 15 people, studying in a secondary school in Çorum. If the study had been carried out in different age and level groups, the results could have varied. The study was a ten-week study and if the duration of the study had been longer, the results of the study could have been different.

2. REVIEW OF LITERATURE

Foreign language learning consists of listening, speaking, reading and writing skills. While listening and reading skills are considered receptive skills, writing and speaking skills are productive skills. Therefore, oral proficiency is considered as a vital skill that foreign language learners should develop. In fact, oral proficiency is an integral part of foreign language teaching and learning in terms of gaining oral communication skills. After all, knowing a foreign language means being able to speak it fluently. Many researchers express their opinions on the importance of speaking skill in their research.

As English is a global language spoken as a foreign language or as a second language as a principal way of communication all over the world, the number of English speakers are increasing significantly. Innovative approaches and methods are needed to increase the oral proficiency of English learners and to reduce their English speaking anxiety.

Therefore, in this section, the theoretical framework of the research was mentioned. In this context, the nature of speaking skill, the importance of oral proficiency, speaking anxiety, technology and language learning, distance education and language learning, blended learning and language learning, flipped learning model, flipped classes on language learning and flipped speaking classrooms and research on the flipped method were included.

2.1. The Nature of Speaking Skill

Foreign language speaking skill is a very important component of language acquisition and enables individuals to communicate effectively in a non-native language. It includes the ability to express thoughts, ideas, and emotions using a foreign language. Proficiency in speaking a foreign language goes beyond mere grammatical accuracy, reading skill, listening skill and writing skill; it includes the ability to communicate ideas, hold meaningful conversations and exchange cultural information. Speaking skill includes the ability to produce correct and fluent speaking with proper pronunciation, intonation and correct grammar.

Despite the importance of foreign language speaking skills, students have difficulties in speaking skills. Linguists and researchers give explanations and

examples about the difficulty of speaking skills. Speaking is one of the most difficult but important skills for foreign language learners (Tran & Duong, 2015).

Many linguists and researchers have conducted and are conducting research on the difficulties of speaking skills in their studies. In the researches, the answer to the following question is sought: "Why do language learners have difficulty in foreign language speaking skills?". However, the answers to this question are not complete and definite. Researchers state that there are many factors that negatively affect foreign language speaking skills and the most researched topics are affective factors and linguistic barriers.

One of the main difficulties that negatively affect foreign language speaking is the affective aspect of language learners and this causes speaking anxiety (Tran & Duong, 2015). Similarly, according to Shumin (2002) speaking a foreign language in a community or near native speakers is often a worrying situation for foreign language learners. And she shows that the reason for this situation is the learners' fear of making mistakes while speaking, the effort to use the language properly and the effort to speak fluently.

In addition to affective factors, linguistic difficulties also negatively affect foreign language speaking. According to Atas (2015), students' inadequate vocabulary knowledge and incomplete or limited grammar competence negatively affect their foreign language speaking. If an English speaker has grammatical competence, he or she can use and understand English correctly and speak it fluently (Abbaspour, 2016).

As can be seen, there are factors that negatively affect speaking skills, but by developing speaking skill, students can overcome their speaking problems and interact confidently in different cultural and professional environments.

As Brown (2007) emphasises "Language learning is primarily concerned with developing communicative competence" (p.12). According to Nunan (2015), "Effective speaking in a foreign language involves being able to initiate, sustain, and end a conversation in a way that is appropriate to the social and cultural norms of the community" (p. 112). Speaking a foreign language effectively contributes to intercultural understanding and facilitates intercultural communication (Byram, Gribkova, & Starkey, 2002). In addition, studies show that students with strong speaking skills have high motivation in language acquisition and are confident in speaking that language (MacIntyre, 2002).

In order to acquire and develop foreign language speaking skills, students need to use the language and communicate with people. As can be seen, students need to participate in real-life communicative activities that provide opportunities for meaningful language production (Gass et al., 2020). Activities such as role-plays, discussions, and conversations help students develop fluency, accuracy, and confidence in speaking a foreign language.

If students can improve their foreign language speaking skills, they can improve their general language proficiency, communicate naturally and engage effectively in intercultural interactions. Through specific practices and language exposure, students can speak foreign languages and create opportunities for global communication.

2.2. Importance of Oral Proficiency

In a foreign language, speaking skill is the most important element that enables communication in that language. Oral proficiency is the most integral part of a language (Hartono, 2018). Therefore, knowing a language means speaking that language fluently and effectively conveying your senses and thoughts in that language. Being proficient in a language means knowing how to speak that language, not knowing how to read or write. (Fikriah, 2016). Along with other language skills such as listening, reading and writing, speaking skill is considered the most important skill and is more in demand in the competitive world (Vellayan et al., 2020). Speaking skill helps language learners to convey their feelings and thoughts to the other side, and it is also the skill that creates the most stress and anxiety for foreign language learners compared to other language skills (Horwitz et al., 1986). For these reasons, students' speaking skills should be carefully developed and language teachers should support this development.

Oral proficiency is frequently regarded as the most complex and difficult skill for a learner to master. Speaking is commonly referred to as the oral mode's productive skill. Listening, on the other hand, is referred to as a receptive skill. However, labeling listening as a receptive skill is overly simplistic because listening also requires some degree of productivity on the part of the listener. Paying attention to what others are saying involves both reception and production cognitive processes.

To summarize, it is reasonable to believe that learners' aural comprehension influences their oral proficiency. Thus, speaking and listening are inextricably linked. It is a multifaceted concept when it comes to oral proficiency (Plejert, 2004; Sundqvist, 2009).

2.3. Speaking Anxiety

English learners become anxious when speaking English, which creates problems such as stiffness, feeling tense and unable to express themselves in English. As result, much importance is given to foreign language speaking anxiety and many studies are conducted on foreign language speaking anxiety. Many researchers and linguists have defined anxiety and speaking anxiety in different ways. While Çağatay (2015) states that anxiety has good and bad effects on language learning and speaking, Horwitz (2001) states that the negative effects of anxiety on learning are mostly accepted by the authorities.

Anxiety is “the subjective feeling of tension, worry, irritability and worry associated with stimulation of the autonomic nervous system” (Spielberger et al. 1983, p. 15). Similarly, anxiety can be expressed as a state of fear and tension felt under a threat (Büyüköztürk, 1997). Freud defines anxiety as the inability to effectively manage the situation in the moment of danger and as a result, an emotion that develops involuntarily and unconsciously in the psychological structure (Üldeş, 2005). Anxiety is a state of arousal that manifests itself with the physical, emotional and mental changes experienced by the person when a stimulus is encountered (Kuşçu, 2017). These situations experienced by language learners cause them to experience foreign language speaking anxiety. Horwitz et al. (1986) defines language anxiety as a person's lack of self-perception, complex emotions and behaviors, and fear of speaking in public. Gardner (1985, p.284), define foreign language anxiety as “tension related to the fields of the second language, including speaking and listening”. Öztürk and Yıldırım (2015) addresses language learning anxiety as a result of people's interactions with their environment, which prevents permanent behavioral changes and causes individuals to adopt a negative attitude, and causes individuals to have uneasiness, stress, anxiety, fear, heart attack, sweating, etc. defined as all reactions that produce states.

Although language learners get language education for a long time, they experience situations such as embarrassment, fear of making mistakes, and lack of

self-confidence when it comes to speaking, and these situations create language learning anxiety in them. Balemir (2009) stated in his research that foreign language speaking anxiety stems from reasons such as teaching and assessment methods, personal reasons experienced by the learner, and negative evaluations (p. iii). No matter how hardworking, enthusiastic and motivated a student is, he/she may face cognitive and mental difficulties as a result of foreign language learning and speaking anxiety. (Horwitz et al., 1986). And with these studies, they made great contributions to the later studies between foreign language learning and anxiety.

According to Aydoğan et al. (2013), Turkish students learning English as a foreign language describe their language speaking anxiety as irrationally high expectations about language learning, negative self-efficacy assessments, and comparing themselves with other students. Sadighi and Dastpak (2017) discovered that the most important sources of foreign language speaking anxiety were the fear of making mistakes and negative evaluation, as well as insufficient vocabulary, in their study with Iranian English learners. Similarly, Öztürk (2012) concluded in their study with Turkish students that students' English speaking anxiety is caused by a lack of language proficiency, a fear of making mistakes, and a lack of self-efficacy. Shyness, fear of speaking in public, and fear of saying the wrong thing, according to Zhiping (2013), cause speaking anxiety in language learners. In their study, Debreli and Demirkan (2015) found that among the reasons behind the speaking anxiety experienced by foreign language learners are difficulties in pronunciation, their teachers asking questions immediately, and inability to understand the questions asked by the teacher.

As it is understood from the studies conducted, students mostly experience English speaking anxiety due to reasons such as speaking in public, insufficient language knowledge, fear of making mistakes, fear of negative evaluation, but interestingly enough Mahmoodzadeh (2012), in his study with language learners in Iran, found that language deficiencies in foreign language learning are not among the factors that cause speaking anxiety. Tsiplakides and Keramide (2009), in their study with Greek students on foreign language speaking anxiety experienced by foreign language learners, concluded that students should participate in group work, take part in a language community, and their teachers should provide them with a comfortable and free classroom environment in order to reduce their anxiety.

2.4. Technology and Language Learning

In today's world, rapidly developing technology is becoming an integral part of education and offers an innovative approach to access information and also the introduction of technology into education facilitates students in interactive learning, personalised learning and global interaction. Digital tools such as computers, tablets, and educational software, which have entered our lives with technology, support students' interaction and co-operation with each other and even their critical thinking skills (Anderson & Kumar, 2019). Technology, which has entered the world of education rapidly, has also attracted the attention of linguists and language teachers and has paved the way for innovative approaches and methods in language teaching. Technology provides opportunities for language learners to use language through applications such as digital games (Sykes et al., 2012). As a result of technology, students can access unlimited resources without any time and place limits, and this supports student-centered and individual learning.

When the literature is examined, there are many studies on technology and language learning. For instance, Parlar (2022) conducted a study to investigate the effects of augmented reality on the listening skills of students learning English as a foreign language and concluded that they had a positive attitude towards its use. Kaya and Adigüzel (2021), in their study involving evidence-based multimodal reflection activities for the professional training of English language teachers, concluded that there were changes in both technology integration and evidence-based reflection practices of the participants. In a study on students' attitudes towards Scratch, a technology-supported technique, Bahar (2021) found that students had positive attitudes and believed that lessons were fun with Scratch.

Kazu and Issaku (2021), in their study with a total of 303 ELT students from a state university in Turkey, investigated their opinions on technology-supported education and found that most of the students' opinions about a technology-based classroom were positive. In a study conducted with university students, Harbelioğlu (2020) found that most of the students believe that mobile devices are very effective in language learning because they provide instantly accessible input in the target language. Saleh (2019) conducted a study on technology and language learning with 119 high school students in a mixed high school in Libya and emphasised that the

use of technology is positive in terms of language learning and students should be supported in this regard.

2.5. Distance Education and Language Learning

Technological developments in education have brought with them many innovative approaches, methods and techniques. Distance learning, also known as online learning, has rapidly taken its place in foreign language learning and numerous linguists and language educators have conducted numerous studies investigating its impact on language proficiency development. As a result of technology-assisted learning in this digital age, instructors and learners can interact regardless of place and time.

When the literature is examined, it is seen that there are many studies on distance education and language learning. Bilgetekin (2023) in her study with preparatory class learners and lecturers found that while students' views on online acquisition of foreign language skills were mostly negative, the opinions of lecturers were mostly positive; In the online acquisition of English language skills, the strongest skill for students is writing, while the weakest skill is speaking, while for lecturers, the strongest skill is reading and the weakest is speaking. Keskin (2021) found that the attitudes of English preparatory class students towards emergency distance learning applied in the preparatory programme were partially positive and that gender, digital literacy, accessibility to technology and foreign language knowledge had significant differences on attitudes.

In a study conducted at a Polish and Spanish university, an increase in students' English speaking skills was observed in speaking skills courses taught by video conferencing (Loranc-Paszyk, 2014). Vurdien (2019) found that students who interact virtually in videoconferencing outperform those who interact face-to-face. Despite some disadvantages, videoconferencing method increases students' confidence and motivates them. In a study examining the views of those who learn and teach Turkish as a foreign language on distance Turkish teaching, it was interestingly concluded that a significant part of the learners preferred face-to-face education rather than distance education (Güngör, Çangal, & Demir, 2020). Pichette (2009) compared face-to-face and distance language learning anxiety profiles of 186 French-speaking, English or Spanish language learners who took an exam in Canada

in 2006 and concluded that there was no significant difference in anxiety profiles between classroom and distance learners and no significant difference in anxiety between first semester distance learners.

2.6. Blended Learning and Language Learning

Blended learning, which combines face-to-face and online education, is considered to be an effective approach in language education. Linguists and language instructors have studied the effects of blended learning environments for language learners. According to Garrison and Kanuka (2004), blended learning is both a linguistic and communicative approach, allowing learners to interact with authentic language resources, practise their skills through online platforms and receive timely feedback. Hew and Cheung (2014) define blended learning as a combination of face-to-face and online education, an approach that promotes interactive and collaborative learning experiences by developing peer interaction and communication skills. According to Graham et al. (2013), blended learning develops autonomy and self-regulation in students. By incorporating online components, students have more control over their learning pace, access to resources, and the ability to review materials at any time.

When the literature is examined, it is seen that there are many studies on the effects of blended learning on language learning. Nergiz (2022) concluded that Google Docs' automatic corrections played a role in improving students' error corrections. İrgin (2018), in her study with primary school students, statistically concluded that there was a significant difference between the control group and the experimental group in terms of listening performance and listening strategy use at the beginning and end of listening strategy training.

In his study, Kırkgöz (2011) found that students made a noticeable improvement in their oral communication skills and their perceptions of technology integration in the course were positive. Similarly, Kessler and Bikowski (2010) conducted a study on the effects of blended learning on reducing speaking anxiety in EFL learners and concluded that blended learning environments that include online components such as discussion boards and multimedia resources help to reduce speaking anxiety. Ginaya et al. (2018) investigated the effect of blended learning through the implementation of WebQuest project tasks embedded in a modified traditional teaching model on the speaking skills of students in a vocational college

and concluded that students who participated in the treatment improved significantly in terms of English speaking ability and this improvement was also supported by increased motivation and interest in learning. Barrett and Liu (2019) investigated how students design academic oral presentations in English through a blended language learning environment. As a result of the research, he concluded that the students developed group oral presentations, but the students had difficulty in drawing conclusions and associating the main ideas with the content.

2.7. Flipped Learning

Flipped learning is a teaching method in which students are introduced to the learning material prior to class, and classroom time is then used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers. This approach has several advantages. Students and teachers are interacting more, and there is a shift in teaching strategy toward student-centered learning, in which students take responsibility for their own learning. Students can prepare at a time and location that is convenient for them, as well as as many times as necessary to meet their needs. Additionally, the approach encourages student collaboration, which leads to increased student engagement and a shift from passive listening to active learning. This teaching style, however, necessitates a time and resource investment to set up the courses. This approach also requires proper technology implementation (El Miedany, 2019; Ünsal, 2018).

The flipped class model, developed in 2000 by American educators Jonathan Bergmann and Aaron Sams, is at the heart of blended learning. The concept behind this model is to transform key stages of teaching and learning, such as classroom assignments and homework, so that theoretical material can be used in classroom activities later on (Bergmann & Sams, 2012). Practical applications are made available to students in a public online environment for practice or completion without prior instructor knowledge, and students are expected to watch video lectures or download from public web pages on their own. It is a learning process that involves the acquisition of theoretical knowledge about the topics covered. It is known that communication is more efficient and effective, for example, students are more comfortable and confident in asking questions and chatting with teachers and classmates (Bishop and Verleger, 2013). Furthermore, students are engaged in the

classroom, taking part in hands-on activities and taking notes during the teacher's explanations or theoretical materials. As a result, the scope of this task may vary.

Hawks (2014) stated that students often feel anxious of not being able to complete their homework, and that it is not only students who are anxious, but also teachers are concerned that they cannot teach because they do not have the knowledge about important subjects. The flipped classroom model addresses this issue by providing students with unlimited access to electronic resources. Learners can learn anywhere and anytime in an online learning environment by watching video lectures and answering related questions or by studying alone or in groups with the help of additional learning tools (Tucker, 2012). When students are in the classroom, they expand the reading material by interpreting them with hands-on activities, creating projects, and discussing a variety of important topics. Following the course activities, students continue to test and enrich their knowledge of the subject with an electronic course in which they participate in evaluating the work of other students. This learning organization blurs the line between classroom activities and individual student work (Khalmatova, 2017).

To make the flipped classroom model work, all stages of the teaching and learning process must be integrated and thoroughly planned. The following figure shows the structure of flipped learning classes (Figure 2.1).

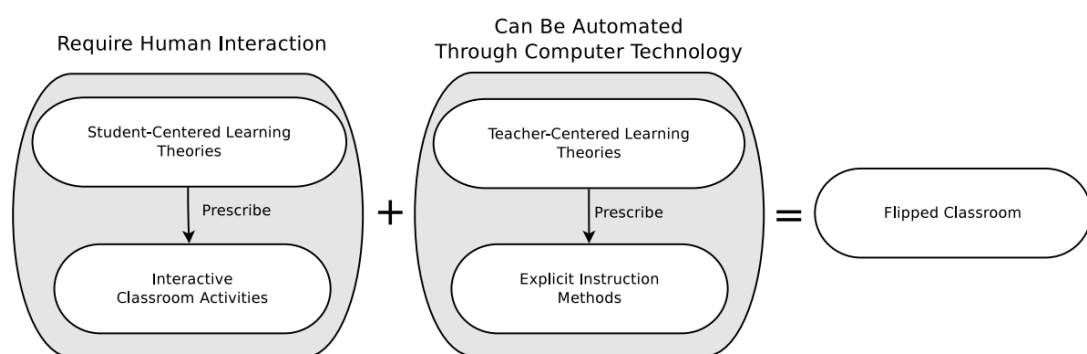


Figure 2.1 Flipped classroom structure (Bishop and Verleger, 2013)

As shown in Figure 2.1, flipped classrooms are a teaching technique that consists of two main components: interactive group learning in the classroom and computer-based individual learning outside the classroom. Although flipped lessons are defined more broadly, the foundation of flipped lessons is out-of-class reading assignments and classroom discussions (Ünsal, 2018).

2.8. Flipped Classes in Language Learning

The study of learners' behavior and the learning process has received a lot of attention in language learning. Indeed, language teaching aims to imitate methodologies that meet the changing needs of learners. Educators have recently promoted flipped learning classes as they provide more opportunities for students to engage in active learning because this approach encourages participation in interactive and high-level activities. Teachers may be able to devote more time to monitoring student performance and providing immediate, adaptive feedback to individuals or groups as a result (Moffett, 2015). While some studies report educational benefits of flipped classrooms, such as improved student performance, others question their effectiveness, citing the unknown connection and association between personal traits and learning outcomes in flipped classrooms.

In fact, learning effectiveness can be defined by the systematic interactions of factors such as motivations and beliefs (Filiz & Kurt, 2015). The flipped model in foreign language teaching focuses on variables related to students' personal characteristics such as motivations, beliefs, and self-efficacy, which are not rigorously studied but are effective in an inverted classroom setting. Also, time is dynamically used in an inverted classroom that focuses on classroom discussions, projects, and problem solving to help students apply what they've learned and develop higher-order thinking skills (Chuang et al., 2018).

Although there has long been a desire to move away from this paradigm, education has traditionally been viewed as the transfer of information from teacher to learner within the context of the classroom. While flipped learning is not the first paradigm to challenge this traditional model, it has recently emerged as a popular and current alternative to teacher-led teaching in various fields of education, particularly in the second language education (L2) (Lag & Saele, 2019). The process of 'flipping' what is traditionally done inside the classroom to independent homework activities prior to the lesson is referred to as flipped learning (or flipped classrooms). As a result, the lesson includes problem-solving and higher-order thinking tasks that are typically assigned to homework follow-up activities. Over the last few decades, flipped learning has become one of the most widely discussed educational trends among practitioners and researchers.

The Flipped Learning NetworkTM, a non-profit organisation, was established to help teachers flip their classrooms more effectively and regular conferences are held around the world for teachers to share techniques and tips about this approach (Mehring & Leis, 2018, Vitta & Al-Hoorie, 2020).

Flipped learning (also known as active learning) refers to learning processes that take place during class time in which students actively participate in meaningful and collaborative tasks while the instructor mentors or guides them as needed. Many proponents argue that the quality of group learning is determined by a number of factors, including task complexity, prior knowledge, and individual contributions to the group. As a result, extensive research into the individual components of the flipped model is required (Evseeva & Solozhenko, 2015; Hwang et al., 2015).

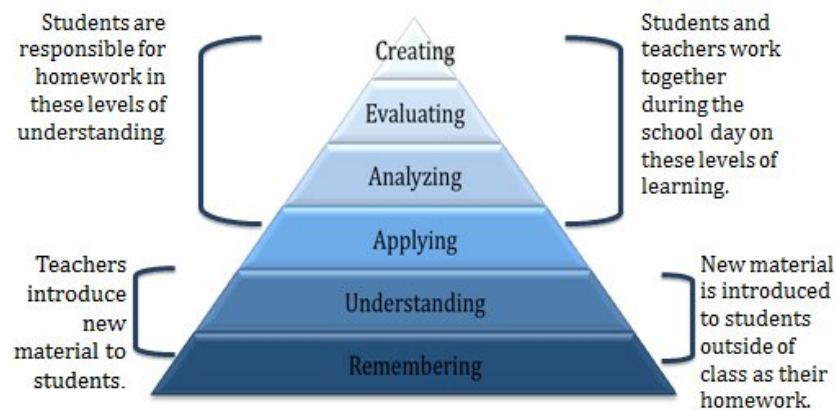
2.9. Flipped Speaking Classrooms

The flipped class method, as opposed to traditional teaching, is defined as a method that allows students to learn theoretical information at home and apply what they have learned at school. This education system is a teaching-learning method that allows the teacher to care for each student individually and allows the student to do more individual or group-specific problem solving (Talbert, 2012). There are some common problems faced by most students in language learning, but this flipped learning model supports individual learning and ensures that the student can fully acquire the desired information anytime and anywhere through video recordings of the lessons.

Despite the increasing popularity of the flipped class method, the main purpose of the method is to use the time spent in the classroom in the most effective and efficient way for students (Francl, 2014; Eppard & Rochdi, 2017). According to Bloom's taxonomy, traditional education in the classroom is lecture, which appeals to lower cognitive skills like recall and comprehension, but flipped class model and problem solving appeal to higher levels. Thematic courses have been replaced by cognitive skills, experiments, and practical solutions such as skills analysis and production (Lee & Choi, 2019). Figure 2.2 depicts the relationship between traditional teaching, flipped class activities, and cognitive skills in Bloom's classification.

Traditional Model

Flipped Model



Blooms Taxonomy

Figure 2.2 Bloom's taxonomy: traditional vs. flipped models (Rahman et al., 2020)

At the end of the foreign language learning stage, people could have gained communication and communication skills in the target language. Individuals learning a foreign language are expected to have a certain level of reading, writing, listening, and speaking skills. One of the factors influencing the desired level or success as a result of foreign language learning is attitude. People's attitudes toward foreign language learning can affect their language learning ability and prevent foreign language learning programs from reaching their intended audience. As a result, students must maintain a positive attitude in order to achieve high levels of success in the target language. According to Gardner (1985), an individual's attitude is a reaction that includes his own beliefs and thoughts about the situation in question and influences the target group's motivation and success in language learning.

Despite contradictory findings about the relationship between foreign language learning and anxiety, students do experience anxiety in foreign language classes. According to some researchers, foreign language anxiety is distinct from general communication anxiety (Tran, 2012). Foreign language anxiety, according to them, is shaped by behavior patterns, emotions, and self-concepts associated with language learning in the classroom and stems from the uniqueness of language learning. In other words, in a classroom setting, foreign language anxiety is separated from general communication anxiety (Naser Oteir & Nijr Al-Otaibi, 2019). While the person with a general communication concern is hesitant to communicate with

others, the person with a foreign language concern attempts to overcome the barrier created by a language that he/she does not yet know. Listening and speaking are said to be the most stressful aspects of learning a foreign language. The main anxiety of the person is the unrequited speech. Differences in voice and language structure impede comprehension and increase anxiety (Horwitz et al., 2010).

Flipped learning is gaining popularity as a method of developing new pedagogical strategies for engaging both educators and students in the teaching and learning process. Despite growing interest, teachers' lack of technological awareness appears to be a barrier to using flipped learning to teach language skills. The traditional classroom is giving way to a student-centered learning environment in the twenty-first century (Santhanasamy &Yunus, 2022). Using this method, students are encouraged to participate in an interactive and challenging tasks and activities. Learning styles vary from student to student. As a result, each student approaches language learning in his or her own unique way. Speaking has always been the most difficult skill for foreign language students to master. Speaking is recognized as the most important and most demanded skill in today's competitive world alongside listening, reading and writing. Because technology is so important in the flipped classroom, it is critical to use the flipped learning approach to teach language skills in a novel way (Nair et al., 2021). The technique of flipped classrooms is appropriate for a language class because it promotes student autonomy while also creating a flexible learning environment in which students can perceive knowledge. In today's globalized world, education is no longer limited to the classroom (Lin &Hwang, 2018). According to some researchers, flipped learning and technology use should go hand in hand with the goal of delivering content outside of the classroom. The Learning Management System was also used to incorporate technology. As a result, in the flipped learning approach, applying technology to create enthusiastic experiences for learners in language learning is critical (Chen &Hwang, 2020).

2.10. Research on the Flipped Method

When national and international studies are examined, it is seen that there are many studies on flipped learning and there are findings about whether the flipped learning model is effective or not. In this section, some studies are mentioned.

Demiralay (2014) has based his study on the theory of innovation, in which he tries to examine the implementation of the flipped learning model in a Turkish school from the perspective of stakeholders (teachers, students, parents and

administrative institutions) as a phenomenon and innovation. It was conducted in a private college in Istanbul in the 2013-2014 academic year. The participant group of the study consisted of 17 teachers, 17 students, parents and 2 administrators who participated voluntarily and as stakeholders. The research design in this study is a nested single case model. As a result of the research, the model's applicability was revealed using a systematic model.

In his study, Ekmekçi (2014) tried to create a new teaching model for English as a foreign language writing courses in order to compensate for the difficulty and complexity of writing in a foreign language as well as students' negative attitudes towards this skill. The students in the English preparatory class of Ondokuz Mayıs University School of Foreign Languages in the autumn term of 2013-2014 academic year participated in this study. The research model is a test model with pretest-posttest control group. The findings of the study revealed that the flipped writing lesson model was more effective than the traditional lecture-based teaching method in terms of students' writing skills. Similarly, Pamuk (2023) concluded in her study on academic writing skills that the flipped classroom model had higher writing achievement and was in favour of the flipped classroom group in terms of higher writing achievement, but there was no significant difference between writing self-regulation levels.

Gürlüyer (2020) conducted a study with the participation of 101 students from the Department of English Language and Literature at Kafkas University to determine whether there was a significant improvement in students' perceptions and their writing performances in terms of writing skills of the flipped learning model and found that the perceptions of the students in the experimental group were positive and there was a significant increase in their writing skills. Tuna (2017) conducted a study at a foundation university in Türkiye on the effect of flipped classroom practice on students' negative perceptions of developing their writing skills and on the possibility of being an effective way to overcome the problems encountered in the development of English writing skills concluded that it may have positive effects on their writing skills performance and their perceptions of writing skills.

Özçelik (2021) proved that modelling and flipped video instruction improved students' oral proficiency in a study conducted with 18 fourth-grade students in a private primary school in Ankara in the first semester of the 2020-2021 academic

year. Dariyemez (2023) found that the flipped classroom model, which he conducted, significantly increased students' autonomous learning levels and their willingness to communicate, and also significantly reduced students' speaking anxiety.

Kiyak and Ekmekçi (2021) investigated the impact of the Flipped Learning model on the speaking anxiety of Turkish fifth-grade students learning English. For this purpose, 27 fifth-grade students received speaking skill application for ten weeks, and pre-test-post-test applications were performed. As a result of the study, it was determined that the participants' speaking anxiety decreased significantly after the pre-test and post-test applications. However, it has been discovered that some problems arising from psychological burdens associated with a lack of self-confidence and shyness during speaking practice still affect their oral proficiency in target language.

Phoeun and Sengsri (2021), in their study to determine the differences in speaking achievements that may be related to the flipped learning model and CLT, concluded that the participants not only improved their speaking skills, but also changed their attitudes towards learning English. Yeşilçınar (2019) revealed that the use of flipped learning approach not only improves speaking skills, but also increases students' motivation and satisfaction about flipped learning. Aburezeq (2020) conducted a study to examine the effect of the flipped learning model on the development of seventh grade students' Arabic speaking skills and students' perceptions. The results revealed that there was a statistically significant difference between the control and experimental groups. Arabic speaking skill performance between the two groups is in favor of the experimental group. The findings also showed that there was a statistically significant difference in favor of female students in speaking skills performance attributed to gender between the experimental group.

Anderson and Kratwohl (2021) explained that students acquire initial knowledge and understanding through flipped learning materials and then apply what they learnt during face-to-face instruction with the help of their teachers to improve their writing skills. Walwoord and Anderson (2011) suggest that flipped writing lessons should be conducted outside the classroom, followed by face-to-face classroom instruction. This is because when students have the necessary knowledge of writing skills outside of school through flipped materials and resources, the teacher can use class time to correct and motivate students, helping them to consolidate and analyse their knowledge.

Ahmad (2016), in his study with Egyptian foreign language students, stated that flipped listening classes had significant effects on listening skills and that students' listening skills improved. Kong (2014) explained in his study that flipped reading classes help students improve their reading proficiency and literacy perceptions. Similarly, according Anderson and Kratkwohl (2021) flipped model improves students' reading skills.

Al-Harbi and Alshumaimeri (2016) in their study on the flipped classroom strategy in teaching English grammar to examine its effect on secondary school students' performance, perceptions and attitudes towards learning English independently concluded that adopting the flipped classroom strategy resulted in higher mean score of the experimental group than the control group and played a role in improving students' grammatical performance, but this difference was not statistically significant. Dinçer (2020) conducted a study with 37 preparatory class students studying in a military school to investigate the effects of the flipped learning model on the grammar proficiency and learner autonomy of EFL learners and concluded that the flipped learning model was effective in grammar teaching.

Yavuz (2020) conducted a study with the voluntary participation of fifty-nine preparatory class students studying at Bursa Technical University School of Foreign Languages on the effects of flipped learning model on grammar teaching in English course and concluded that there was no significant difference between the experimental and control groups in terms of grammar achievement.

Şık (2019), in her study investigating the effect of the flipped classroom model on primary school students' success in learning English vocabulary, concluded that the vocabulary learning performance and retention levels of these words for the experimental group students were higher than the control group students and these results were statistically significant. Özkal (2019) investigated the extent to which flipped learning enhances the learning of new vocabulary, students' general English proficiency, and students' perceptions of the flipped approach to learning new English vocabulary and concluded that students in the flipped classroom performed significantly better than students in the traditional classroom.

Zhang et al. (2016), in their study on the effects of the flipped classroom teaching model on vocabulary teaching to first-year students in the English department of a college in China, concluded that the flipped classroom teaching model supported English vocabulary teaching.

3. METHODOLOGY

3.1. Research Design

In this study, both qualitative and quantitative research methods were used. The diverse and profound nature of human individual characteristics is the focus of qualitative research. In this context, qualitative research focuses on deep and specific data obtained from smaller study groups rather than large samples to support the claim that depth and originality of knowledge are more important than generalizations (Baltacı, 2019). The researcher's goals in quantitative research include explaining causal relationships, making predictions, and generalizing. The researcher gathers quantitative data, analyzes it, and works to establish relationships between variables (Demir, 2021). In today's research world, mixed methods, which combine qualitative and quantitative methods in research, is still a developing paradigm. Mixed research entails the collection, analysis, and interpretation of qualitative and quantitative research data within the context of a single study or series of studies (Tunalı et al., 2016).

The questionnaire was used to collect the quantitative data, while the interview was utilized to collect the qualitative data. A 5-point Likert scale is used as the quantitative scale, which is appropriate for the relational screening model. One of the most commonly used quantitative research methods is the survey model, which is a method used on large groups where the opinions and attitudes of the individuals in the group about an event or a phenomenon are taken into consideration, and the phenomena and events are made an effort to be explained in their own conditions and as they are (Karasar, 2005; Karakaya, 2009). The relational scanning model used in this study allows for the expression of situations and events as they are. Furthermore, the factors that cause events and situations, as well as the degree of influence of these factors, can be determined using this model. The researcher selected the scale as a data collection tool because it was appropriate for the purpose. Analyses were performed on the obtained data to test the validity and reliability of the chosen scale.

Participants voluntarily participated in this study. Both the speaking anxiety scale and the speaking skill test were administered to the students before and after the study and the results were analysed and interpreted if there were differences. The English speaking anxiety scale and the interview questions were applied to the students in Turkish because of their age and in order for them to fully and correctly

understand the scale items and interview questions. Ten students participated in the interviews voluntarily and the interviews were conducted by the researcher in accordance with the permissions obtained from the parents of the students and the Ministry of National Education.

3.2. Assumptions of The Study

The assumptions of this research are related to the participants. Because the participants of this research are 6th grade secondary school students in Çorum Türkiye. It is assumed that the students who participated in the study experience anxiety about speaking English and therefore have difficulty in speaking English. It is assumed that both the students in the control group and the students in the experimental group have the same level of English. It is assumed that all of the students participating in the research have technological devices such as tablets, smart phones and computers in their homes or in their relatives. Since the students did not use their first and last names in the questionnaires, it is assumed that they gave sincere and real answers to the questions in the questionnaires without hesitation.

3.3. Participants

In this study, a total of 30 6th grade students, 15 for the experimental group and 15 for the control group, from Çorum 75. Yıl Cumhuriyet Secondary School are included (Table 3.1).

Table 3.1 Distribution of the Participants

Demographic characteristics		n	%
Group	Experimental	15	50.0
	Control	15	50.0

Half of the participants are in the Experimental (n= 15, 50%) group and the other half in the Control (n= 15, 50%) group.

3.4. Data Collection Instrument

To begin, 22 questions prepared by the researcher were administered to 30 students as a pre and post test in order to determine the success of the students' English speaking success (see Appendix-1).

A 28-item scale providing quantitative data was used in this study. This 28-item scale was taken from the Balemir's (2009) study. Thus, it is aimed to interpret the information obtained from the questionnaire to be used more effectively. The rubric

for the oral proficiency exam was taken from Cambridge Publications English qualifications A2 key Handbook for Teachers (2020) (see Appendix-2). The rubric consists of three parts (Grammar and Vocabulary, Pronunciation, Interactive Communication) (Appendix-3). Throughout the rubric, candidates were assessed according to their individual performance, not in relation to each other. Marks were awarded by two examiners. The assessors scored by applying performance descriptors from analytical rating scales for the following criteria:

- Grammar and vocabulary
- Pronunciation
- Interactive communication.

In addition to the use of scale, semi-structured interviews were used as a qualitative data collection tool. With the questions developed by the researcher, the opinions of the participants on the English speaking anxiety and oral proficiency of the students of the flipped learning model taken. The interview form consisting of 6 questions was prepared as semi-structured from the studies of Kiyak and Ekmekçi (2021) (see Appendix-4).

Cronbach's alpha was used to calculate the scales and factor's reliability measurements.

Table 3.2 Cronbach's α reliability coefficients for foreign language speaking anxiety

	Cronbach Alpha
Pre-Test Foreign Language Speaking Anxiety	.812
Pre-Test Control Group Foreign Language Speaking Anxiety	.789
Pre-Test Experimental Group Foreign Language Speaking Anxiety	.853
Post-Test Foreign Language Speaking Anxiety	.733
Post-Test Control Group Foreign Language Speaking Anxiety	.621
Post-Test Experimental Group Foreign Language Speaking Anxiety	.845

For scales, .70 is considered an acceptable value. In this regard, it is seen that high reliability was found for post-test foreign language speaking anxiety and post-test experimental group foreign language speaking anxiety.

In this study, the control and experimental groups' speaking achievement tests were evaluated by two different foreign language teachers, and the average of the two evaluations was taken. Inter-rater reliability test cronbach's alpha results, are shared in the table below (Table 3.3).

Table 3.3 Inter-rater reliability test results of teachers' scores for control and experimental groups

Groups	Tests	(Cronbach's Alpha)
Control	Pre-test	,638
	Post-test	,823
Experimental	Pre-test	,705
	Post-test	,774

3.5. Data analysis

The statistical analyses such as descriptive statistics (mean, standard deviation, minimum, maximum), related samples t-test, and Wilcoxon Signed Ranks test were used to analyze the data. Within the scope of the study, the data were examined using IBM SPSS 28 software.

Within the scope of the study, 30 people were contacted, 15 in the experimental group and 15 in the control group. Items that were negative (7, 16, 17, 18, 19, 23, and 27) were reverse-coded. First, missing values were investigated in order to determine which statistical techniques would be used to answer the research questions. It was observed that there were missing values in the data set and it was filled with the mean value assignment method.

To answer the research questions, it was first determined whether the data had a normal distribution or not in order to determine which statistical techniques to use. The Shapiro-Wilk test was used to test the normality, and histogram graphs, skewness, and kurtosis values were examined. The normality test results for each group are shown in Table 3.4.

Table 3.4 Normality test results for the scales

Variable	$\bar{X}$	Median	Min.	Max.	Shapiro-Wilk	Skewness	Kurtosis
Pre-Test Experimental Group	88.12	88	71	108	.124	.27	-.32
Post-Test Experimental Group	84.68	89	50	101	.173	-1.02	.45
Pre-Test Control Group	88.36	87	72	102	.105	.11	-1.14
Post-Test Control Group	85.40	83	70	98	.147	-.08	-1.35

According to Shapiro-Wilk test results, all variables show normal distribution. However, the decision is not made solely on the basis of this test result. Skewness and kurtosis values and histogram graphs were also examined. According to the skewness and kurtosis values, Experiment Pre-Test (skewness=.27 and kurtosis=-.32), Experiment Post-Test (skewness=-1.02 and kurtosis=.45), Control Pre-Test (skewness=.11 and kurtosis=-1.14) and Control Posttest (skewness=-.08 and kurtosis=-1.35) show normal distribution.

To determine the levels of the participants regarding the sub-dimensions of the scales, the formula [(Last category- First category) /Number of categories] was used, and the categories were determined as a step calculation. When the scales and dimensions values were replaced in the formula, the value $(5-1) / 5 = 0.80$ was discovered, and their meanings are given in Table 3.5.

Table 3.5 Evaluation criteria for the participants' foreign language speaking anxiety average scores

$\bar{X}/k$	Decision
1.00 – 1.80	Very low
1.81 – 2.60	Low
2.61 – 3.40	Intermediate
3.41 – 4.20	High
4.21 – 5.00	Very high

k: number of items

According to the table, the average scores of foreign language speaking anxiety range between very low and very high.

3.6. The Treatment Process and Procedure

The start date of this study was determined as February 7, 2022, but the study was started on February 14, 2022 (in the 2021-2022 academic year), since it was the beginning week of the 2nd term. The work was a 10-week project and the study ended on 29 April 2022 due to a one week break. The following table gives details about the weekly progress applied.

Table 3.6 Schedule of control and experimental group

WEEK	DATE	CONTENT	EXPERIMENTAL GROUP	CONTROL GROUP
	Introduction of the course	Introduction of the course	- Giving information to the students about the course content - Giving information about flipped speaking class process - Speaking exam (pre-test) - Speaking anxiety scale (pre-test)	- Giving information to the students about the course content - Speaking exam (pre-test) - Speaking anxiety scale (pre-test)
1	14-18 February	At the fair	- 10 & 25- minute video lecture (out of class) - Related vocabularies - Descriptive drawing activity	- Studying the 10-25 minute textbook (in the class) - Related vocabularies - Descriptive drawing activity
2	21-25 February	At the fair	- 10 & 25- minute video lecture (out of class) - Related vocabularies - I have the microphone	- Studying the 10-25 minute textbook (in the class) - Related vocabularies - I have the microphone
3	28 February 4 March	Occupations	- 10 & 25- minute video lecture (out of class) - Related vocabularies - Tabu	- Studying the 10-25 minute textbook (in the class) - Related vocabularies - Tabu
4	7-11 March	Occupations	- 10 & 25- minute video lecture (out of class) - Related vocabularies - I have the microphone	- Studying the 10-25 minute textbook (in the class) - Related vocabularies - I have the microphone
5	14-18 March	Occupations	- 10 & 25- minute video lecture (out of class) - Related vocabularies - who is telling the truth	- Studying the 10-25 minute textbook (in the class) - Related vocabularies - who is telling the truth
6	21-25 March	Holidays	- 10 & 25- minute video lecture (out of class) - Related vocabularies - Tabu	- Studying the 10-25 minute textbook (in the class) - Related vocabularies - Tabu
7	28 March 1 April	Holidays	- 10 & 25- minute video lecture (out of class) - Related vocabularies - True/false storytelling	- Studying the 10-25 minute textbook (in the class) - Related vocabularies - True/false storytelling
8	4-8 April	Holidays	- 10 & 25- minute video lecture (out of class) - Related vocabularies	- Studying the 10-25 minute textbook (in the class)

			- Who is telling the truth?	- Related vocabularies - who is telling the truth?
9	18-22 April	Bookworms	- 10 & 25- minute video lecture (out of class) - Related vocabularies - Two truths, one lie	- Studying the 10-25 -minute textbook (in the class) - Related vocabularies - Two truths one lie
10	25-29 April	Bookworms	- 10 & 25- minute video lecture (out of class) - Related vocabularies - Impromptu speaking	- Studying the 10-25 -minute textbook (in the class) - Related vocabularies - Impromptu speaking
		Ending of the course	- Speaking exam (post-test) - Speaking anxiety scale (post-test)	- Speaking exam (post-test) - Speaking anxiety scale (post-test)

The teacher prepared all the content and video lesson recordings himself. Then the lessons were recorded as video lectures. The content was prepared according to the curriculum determined by the Ministry of National Education and shared with the student group on whatsapp. The teacher added various visuals, pronunciations and directions to the videos to ensure that the contents of the lesson videos are not only of a lecture nature, but also to keep the attention and focus of the students while watching. For 10 weeks, both the control and experimental groups were taught the content of the book distributed to schools by the Ministry of National Education. The video contents recorded every week were sent to the experimental group to study outside the lesson.

Before the face-to-face lessons, in order to reduce the anxiety levels of the students in the experimental group, a 10-15 minute in-class summary recap and question-answer discussion were made by the teacher to reinforce the video lessons studied.

In the 1st week, "descriptive drawing activity" speaking activity about the unit "at the fair" was held in and in this innovative speaking activity, the teacher paired students up and gave each student a picture, placing them face down so that the partners couldn't see each other's cards. The students described the picture for their partners to draw. Students stated that they felt anxious but had fun while doing this activity.

In the 2nd week, speaking activities about the "at the fair" unit continued and the "I have the microphone" activity was held. In this activity, the teacher brought a microphone to the class, and the students who wanted to talk took the microphone and talked about the amusement park rides they liked or dislike. Figure 3.1 is an example of a video lesson for the unit "at the fair", which is the subject of the first and second weeks, sent to students before the face-to-face lessons.

A. Listen and complete the dialogue.

dull exciting better terrifying fantastic fun

Mr. Forrester: Hello, young boy! Which rides do you want?
Tim: I want to get on the roller coaster.
 I think it is (1)..... .
Mr. Forrester: I disagree with you. It can be (2)..... for you. The carrousel is (3)..... for a boy at your age.
Tim: Oh, I hate it. I think it is (4)..... .
 The roller coaster is more (5)..... than the carrousel.
Mr. Forrester: I'm sorry, you can't get on the roller coaster. You are too young. Do you want to ride the bumper cars?
Tim: Yeah! I like them. They are (6)..... .

Figure 3.1 Sample video lesson for 1st -2nd week

In the 3rd week, the "occupations" unit was studied. The teacher brought the taboo game to the class about which professions can and cannot do, and divided the class into two groups. The students tried to describe the professions without using forbidden words, and the other students tried to find the profession described on the cards. Figure 3.2 is an example of a video lesson for the "Occupations" unit, which is the subject of the 3rd week, sent to the students before the face-to-face lessons.

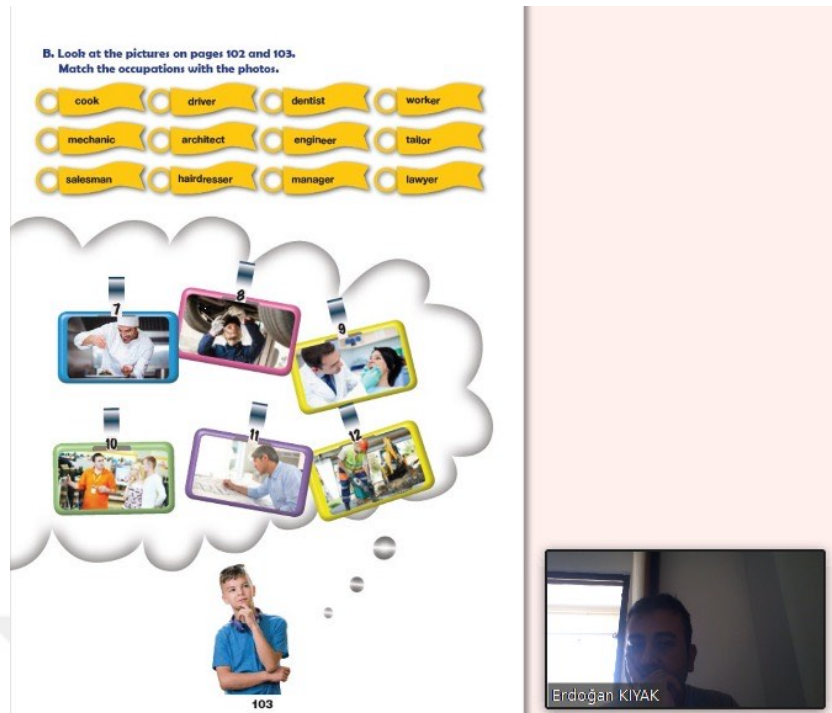


Figure 3.2 Sample video lesson for 3rd week

In the 4th week, the unit "professions" was studied. The teacher had the activity "I have the microphone". One by one the students talked about the professions they dreamed of and why they wanted to be in those professions.

In the 5th week, the "occupations" unit was studied. The teacher made the "who is telling the truth" activity. The students again talked about their dream jobs, but this time some students lied about their dream jobs and gave false information. Other students in the class tried to find out who was speaking the truth or who was lying.

In the 6th week, the "holidays" unit was worked. The teacher brought the taboo game about the types of holidays to the class and divided the class into two groups. Students tried to explain the type of holiday without using forbidden words. The students in the other group tried to find the words that were explained. Figure 3.3 is an example of a video lesson for the "Holidays" unit, which is the subject of the 6th week, sent to the students before the face-to-face lessons.



Figure 3.3 Sample video lesson for 6th week

In the 7th week, the "holidays" unit was continued to study. The teacher did a "true/false storytelling" activity. He handed each student a piece of paper with the words "true" or "false" on it, and then handed them vocabulary sheets related to the unit. Each student told a story that was true or false based on the word he/she received, and the class tried to guess whether it was true or false.

In the 8th week, the "holidays" unit was continued to study. The teacher did the "who is telling the truth" activity. The students talked about the vacation they had and the activities they did there, but some students lied and gave false information. Other students in the class tried to find out who was telling the truth and who was lying. Figure 3.4 is an example of a video lesson for the "Holidays" unit, which is the subject of the 8th week, sent to the students before the face-to-face lessons.

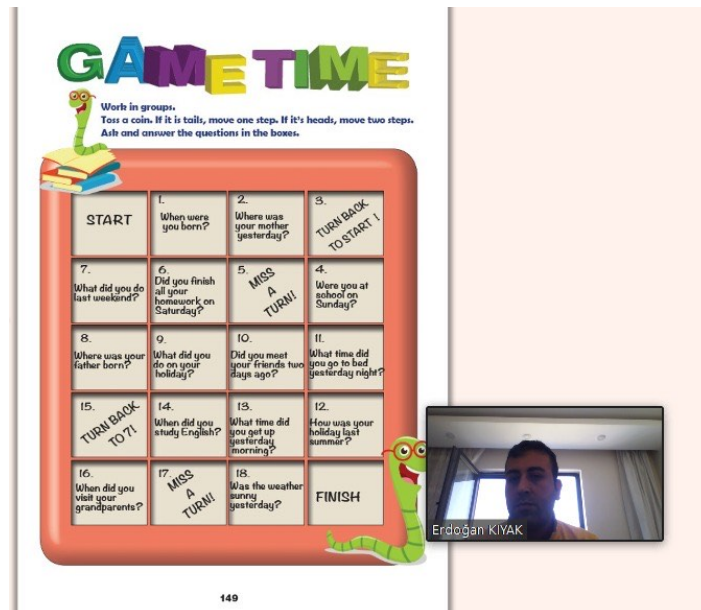


Figure 3.4 Sample video lesson for 8th week

In the 9th week, the "bookworms" unit was studied. The teacher did the "two truths, one lies" activity. Students gave two correct and one incorrect information about the books they read or liked. Other students in the class also tried to find out which information is correct and which information is wrong by asking questions.

In the 10th week, the "bookworms" unit continued to be studied. The teacher did the "impromptu speaking" activity. He prepared a list of topics that students could talk about. He divided the class into two groups and had each student choose a number because they would continue in that order. Each student responded to a statement without preparation. They spoke for 45 seconds. While the student was speaking, the other team listened for moments of hesitation, grammatical errors, and word mistakes. When the other team correctly detected a mistake, they got a point. Figure 3.5 is an example of a video lesson for the "Bookworms" unit, which is the subject of the 9th and 10th weeks, sent to the students before the face-to-face lessons.

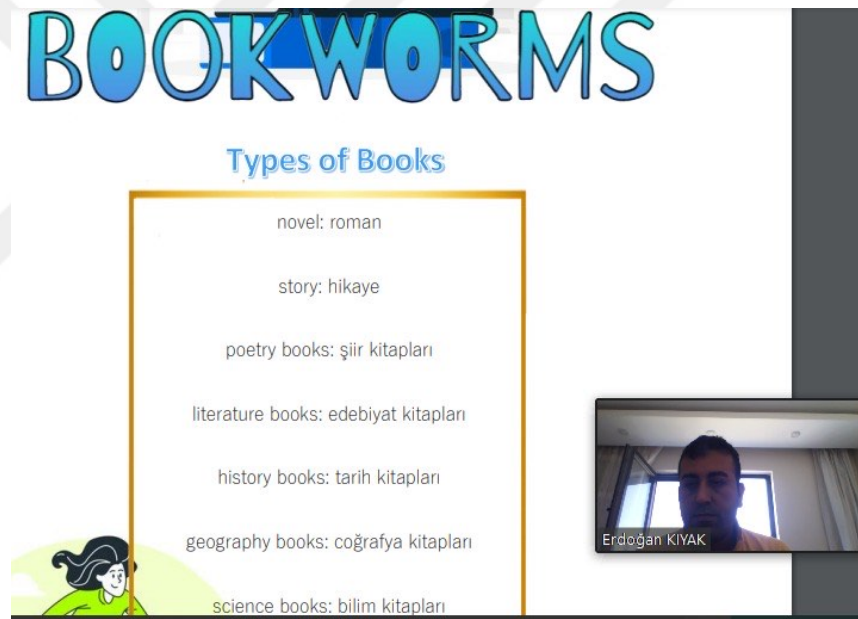


Figure 3.5 Sample video lesson for 9th-10th week

4. FINDINGS

4.1. Findings of English Speaking Success Test

In this study, the control and experimental groups' speaking achievement tests were evaluated by two different foreign language teachers, and the average of the two evaluations was taken. The results are shared in the table below.

Table 4.1 Speaking pre-test results of the control group

Participants	Grammar And Vocabulary			Pronunciation			Interactive Communication		
	Teacher 1	Teacher 2	Avarage	Teacher 1	Teacher 2	Avarage	Teacher 1	Teacher 2	Avarage
Student 1	2	2	2	2	2	2	3	3	3
Student 2	1	1	1	2	2	2	3	3	3
Student 3	3	1	2	4	2	3	3	1	2
Student 4	4	2	3	3	1	2	4	2	3
Student 5	2	2	2	3	1	2	2	2	2
Student 6	4	2	3	3	3	3	3	3	3
Student 7	2	2	2	3	3	3	3	5	4
Student 8	2	2	2	1	1	1	2	2	2
Student 9	5	3	4	4	2	3	4	4	4
Student 10	2	2	2	1	1	1	3	3	3
Student 11	2	2	2	5	1	3	4	2	3
Student 12	4	2	3	3	3	3	4	2	3
Student 13	3	1	2	2	2	2	2	2	2
Student 14	3	3	3	5	3	4	3	3	3
Student 15	3	1	2	1	3	2	4	2	3

As seen in the speaking achievement test applied for the control group, the averages are concentrated between 2-3. At this point, it can be deduced that the students have medium level of language mastery. However, the level of consistency between the scores given by the teachers was not very high. The reason for this can be interpreted as the fact that the research contains subjective judgments and the sample group is narrow.

Table 4.2 Speaking post-test results of the control group

Participants	Grammar And Vocabulary			Pronunciariion			Interactive Cummunication		
	Teacher 1	Teacher 2	Avarage	Teacher 1	Teacher 2	Avarage	Teacher 1	Teacher 2	Avarage
Student 1	3	1	2	3	3	3	3	3	3
Student 2	2	2	2	3	1	2	3	1	2
Student 3	3	1	2	3	3	3	2	2	2
Student 4	4	2	3	4	2	3	4	2	3
Student 5	3	3	3	2	2	2	3	3	3
Student 6	3	3	3	5	3	4	4	4	4
Student 7	2	2	2	3	3	3	4	2	3
Student 8	3	1	2	2	2	2	2	2	2
Student 9	4	4	4	4	4	4	5	3	4
Student 10	3	1	2	4	2	3	3	3	3
Student 11	3	3	3	3	1	4	3	3	3
Student 12	3	3	3	2	2	2	3	1	2
Student 13	5	3	4	5	3	4	5	3	4
Student 14	3	3	3	4	4	4	4	4	4
Student 15	4	2	3	3	3	3	3	3	3

The consistency between teacher scores is higher in the achievement post-test, which is given to the control group, compared to the pre-test. Apart from this, the average of student achievement scores mainly varies between 2-3.

Table 4.3. Speaking pre-test results of the experimental group

Participants	Grammar And Vocabulary			Pronunciariion			Interactive Cummunication		
	Teacher 1	Teacher 2	Avarage	Teacher 1	Teacher 2	Avarage	Teacher 1	Teacher 2	Avarage
Student 1	3	3	3	4	2	3	3	1	2
Student 2	2	2	2	2	2	2	2	2	2
Student 3	4	2	3	3	3	3	3	3	3
Student 4	4	2	3	4	2	3	4	2	3
Student 5	2	2	2	2	2	2	3	1	2
Student 6	3	3	3	4	2	3	2	2	2
Student 7	3	3	3	3	3	3	3	3	3
Student 8	4	2	3	2	4	3	4	2	3
Student 9	2	4	3	3	3	3	3	3	3
Student 10	1	1	1	1	1	1	2	2	2
Student 11	2	2	2	2	2	2	4	2	3
Student 12	3	3	3	4	2	3	3	3	3
Student 13	2	2	2	2	2	2	2	2	2

Student 14	3	1	2	2	2	2	1	3	2
Student 15	2	2	2	3	1	2	3	3	3

Students in the experimental group, like those in the control group, have pre-test success rates that range between 2-3. The teachers' scores were higher compared to the control group's.

Table 4.4 Speaking post-test results of the experimental group.

Participants	Grammar And Vocabulary			Pronunciariion			Interactive Cummunication		
	Teacher 1	Teacher 2	Avarage	Teacher 1	Teacher 2	Avarage	Teacher 1	Teacher 2	Avarage
Student 1	3	3	3	3	3	3	3	3	3
Student 2	4	2	3	4	2	3	4	2	3
Student 3	3	5	4	5	3	4	4	4	4
Student 4	3	3	3	3	3	3	3	3	3
Student 5	2	2	2	2	2	2	2	4	3
Student 6	4	4	4	3	5	4	4	4	4
Student 7	3	3	3	3	3	3	3	3	3
Student 8	4	4	4	4	4	4	3	5	4
Student 9	3	3	3	3	3	3	5	5	5
Student 10	4	2	3	4	2	3	3	3	3
Student 11	3	3	3	3	3	3	4	4	4
Student 12	5	3	4	4	4	4	5	5	5
Student 13	3	3	3	4	2	3	3	3	3
Student 14	3	3	3	3	3	3	3	3	3
Student 15	4	4	4	4	4	4	5	3	4

Finally, it was determined that the experimental group's post-test achievement scores were higher than the other results. The consistency between the scores given by the teachers was determined as 0.77.

4.2. Findings of English Speaking Anxiety Scale

The study findings were listed and categorized in this section based on the research questions developed.

Q3.: What are the pre-test and post-test levels of foreign language speaking anxiety for each group of participants?

Table 4.5 shows the pre-and post-test levels of foreign language speaking anxiety among participants in the experimental and control groups.

Table 4.5 Pre-test and post-test levels of participants' foreign language speaking anxiety by groups.

Variable		$\bar{X}$	$\bar{X}/k$	Decision
Pre-Test	Experimental Group	88.12	3.15	Intermediate
Post-Test	Experimental Group	84.68	3.02	Intermediate
Pre-Test	Control Group	88.36	3.16	Intermediate
Post-Test	Control Group	85.40	3.05	Intermediate

When Table 4.5 is examined, it can be stated that the Experimental Pre-Test, Experimental Post-Test, Control Pre-Test, and Control Post-Test levels of the participants are intermediate.

The foreign language speaking anxiety pre-test and post-test level averages of the participants in the experimental group are given in Table 4.6.

Table 4.6 Pre-test and post-test mean levels of foreign language speaking anxiety of the participants in the experimental group

Scale item	n	$\bar{X}$	Decision	Scale item	n	$\bar{X}$	Decision
PreT1	15	3.20	Intermediate	PstT1	15	3.20	Intermediate
PreT2	15	2.73	Intermediate	PstT2	15	3.27	Intermediate
PreT3	15	4.00	High	PstT3	15	3.93	High
PreT4	15	3.20	Intermediate	PstT4	15	3.07	Intermediate
PreT 5	15	4.00	High	PstT5	15	3.07	Intermediate
PreT 6	15	3.73	High	PstT6	15	2.53	Low
PreT 7	15	3.07	Intermediate	PstT7	15	2.07	Low
PreT8	15	3.47	High	PstT8	15	3.01	Intermediate
PreT9	15	2.00	Low	PstT9	15	2.27	Low
PreT10	15	2.72	Intermediate	PstT10	15	3.07	Intermediate
PreT11	15	3.33	Intermediate	PstT11	15	2.67	Intermediate
PreT12	15	3.80	High	PstT12	15	3.06	Intermediate
PreT13	15	2.93	Intermediate	PstT13	15	3.27	Intermediate
PreT14	15	3.13	Intermediate	PstT14	15	3.40	Intermediate
PreT15	15	3.80	High	PostT15	15	3.20	Intermediate
PreT 16	15	2.27	Low	PstT16	15	2.00	Low
PreT 17	15	2.27	Low	PstT17	15	2.20	Low
PreT 18	15	2.67	Intermediate	PstT18	15	2.00	Low
PreT 19	15	3.07	Intermediate	PstT19	15	2.13	Low
PreT 20	15	3.53	High	PstT20	15	4.13	High

PreT 21	15	3.73	High	PstT21	15	4.20	High
PreT 22	15	3.60	High	PstT22	15	3.67	High
PreT23	15	3.20	Intermediate	PstT23	15	3.20	Intermediate
PreT24	15	3.60	High	PstT24	15	3.47	High
PreT25	15	2.67	Intermediate	PstT25	15	3.07	Intermediate
PreT26	15	3.20	Intermediate	PstT26	15	2.67	Intermediate
PreT27	15	2.73	Intermediate	PstT27	15	3.40	Intermediate
PreT28	15	2.47	Low	PstT28	15	3.47	High

PreT: Pre-Test; PstT: Post-Test

When the table 4.6 is examined, according to the pre-test item levels of the participants, the levels of PreT9, PreT16, PreT17 and PreT28 are low, while the levels of PreT1, PreT2, PreT4, PreT7, PreT10, PreT11, PreT13, PreT14, PreT18, PreT19, PreT23, PreT25, PreT26 and PreT27 levels are moderate. It can be stated that the levels of PreT3, PreT5, PreT6, PreT8, PreT12, PreT15, PreT20, PreT21, PreT22 and PreT24 are high.

According to the post-test item levels of the experimental group, PstT6, PstT7, PstT9, PstT16, PstT17, PstT18 and PstT19 levels were low, PstT1, PstT2, PstT4, PstT5, PstT8, PstT10, PstT11, PstT12, PstT13, PstT14, PstT15, PstT23, PstT25, PstT26, intermediate levels of PstT27; It can be stated that the levels of PstT3, PstT20, PstT21, PstT22, PstT24, PstT28 are high.

The foreign language speaking anxiety pretest and posttest level averages of the participants in the control group are given in Table 4.7.

Table 4.7 Pre-test and post-test mean levels of foreign language speaking anxiety of the participants in the control group

Scale item	n	$\bar{X}$	Decision	Scale item	n	$\bar{X}$	Decision
PreT 1	15	2.87	Intermediate	PstT 1	15	2.60	Low
PreT 2	15	3.13	Intermediate	PstT 2	15	3.33	Intermediate
PreT 3	15	3.67	High	PstT 3	15	3.93	High
PreT 4	15	2.80	Intermediate	PstT 4	15	2.73	Intermediate
PreT 5	15	2.73	Intermediate	PstT 5	15	3.13	Intermediate
PreT 6	15	3.13	Intermediate	PstT 6	15	3.33	Intermediate
PreT 7	15	2.93	Intermediate	PstT 7	15	2.87	Intermediate
PreT 8	15	3.33	Intermediate	PstT 8	15	3.33	Intermediate
PreT 9	15	2.00	Low	PstT 9	15	2.00	Low
PreT 10	15	3.00	Intermediate	PstT 10	15	3.00	Intermediate

PreT 11	15	2.73	Intermediate	PstT 11	15	2.87	Intermediate
PreT 12	15	2.60	Low	PstT 12	15	2.87	Intermediate
PreT 13	15	2.33	Low	PstT 13	15	2.73	Intermediate
PreT 14	15	3.53	High	PstT 14	15	3.00	Intermediate
PreT 15	15	3.53	High	PostT 15	15	3.53	High
PreT 16	15	2.60	Low	PstT 16	15	2.33	Low
PreT 17	15	2.63	Intermediate	PstT 17	15	2.33	Low
PreT 18	15	2.67	Intermediate	PstT 18	15	2.80	Intermediate
PreT 19	15	3.00	Intermediate	PstT 19	15	2.40	Low
PreT 20	15	3.93	High	PstT 20	15	3.87	High
PreT 21	15	4.20	High	PstT 21	15	3.73	High
PreT 22	15	3.53	High	PstT 22	15	3.93	High
PreT 23	15	3.00	Intermediate	PstT 23	15	2.53	Low
PreT 24	15	3.73	High	PstT 24	15	4.07	High
PreT 25	15	2.40	Low	PstT 25	15	2.87	Intermediate
PreT 26	15	3.33	Intermediate	PstT 26	15	3.07	Intermediate
PreT 27	15	3.60	High	PstT 27	15	3.47	Intermediate
PreT 28	15	3.40	Intermediate	PstT 28	15	2.73	Intermediate

PreT: Pre-Test; PstT: Post-Test

When the table is examined, according to the pre-test levels of the control group of the participants, the levels of PreT9PreT12, PreT13, PreT16 and PreT25 are low, PreT1, PreT2, PreT4, PreT5, PreT6, PreT7, PreT8, PreT10, PreT11, PreT17, PreT18, PreT19, PreT23, PreT26 and PreT28. intermediate level of levels; It can be stated that the levels of PreT3, PreT14, PreT15, PreT20, PreT21, PreT22, PreT24 and PreT27 are high.

PstT 1, PstT 9, PstT 16, PstT 17, PstT 19 and PstT 23 levels were lower than the control group post-test item levels, PstT 2, PstT 4, PstT 5, PstT 6, PstT 7, PstT 8, PstT 10, PstT 11, PstT 12, PstT 13, PstT 14, PstT 18, PstT 25, PstT 26 and PstT 28 intermediate level of levels; It can be stated that the levels of PstT 3, PstT 15, PstT 20, PstT 21, PstT 22, PstT 24 and PstT 27 are high.

Q4.: Do the foreign language speaking anxiety scores of the participants in the pre-test differ significantly by groups?

Foreign language speaking anxiety scale mean scores of the experimental and control groups in the pre-test are normally distributed. Therefore, independent

samples t-test was performed. The result for the associated t test is given in Table 4.8.

Table 4.8 Comparison of the the experimental and control groups' mean scores of pre-test foreign language speaking anxiety scale

Group	n	$\bar{X}$	S	t	Sd	p
Experimental	15	88.12	10.32	.475	28	.638
Control	15	86.36	9.97			

When Table 4.8 is examined, it is seen that the pre-test foreign language speaking anxiety scale mean scores of the participants did not show a significant difference compared to the experimental and control groups ($t(28) = .475$, $p > .05$). The pre-test and post-test levels of the participants in the experimental and control groups were similar.

The pre-test foreign language speaking anxiety scale item averages has a normal distribution when comparing the experimental and control groups. As a result, an independent samples t-test was run to see if the pre-test mean scores varied by group. The results of the correlates t test are shown in Table 4.9.

Table 4.9 Comparison of the participants' pre-test foreign language speaking anxiety scale item averages by the experimental and control groups

Scale item	Group	n	$\bar{X}$	S	t	Sd	p
PreT 1	Experimental	15	3.20	1.27	.682	28	.501
	Control	15	2.87	1.41			
PreT 2	Experimental	15	2.73	1.39	-.814	28	.422
	Control	15	3.13	1.30			
PreT 3	Experimental	15	4.00	1.07	.770	28	.448
	Control	15	3.67	1.29			
PreT 4	Experimental	15	3.20	1.37	.798	28	.432
	Control	15	2.80	1.37			
PreT 5	Experimental	15	4.00	1.13	2.869	28	.008
	Control	15	2.73	1.28			
PreT 6	Experimental	15	3.73	1.34	1.155	28	.258
	Control	15	3.13	1.51			
PreT 7	Experimental	15	3.07	1.22	.279	28	.782
	Control	15	2.93	1.39			
PreT 8	Experimental	15	3.47	1.25	.265	28	.793
	Control	15	3.33	1.50			

PreT 9	Experimental	15	2.00	1.20	.000	28	1.000
	Control	15	2.00	1.36			
PreT 10	Experimental	15	2.72	1.28	-.584	28	.564
	Control	15	3.00	1.31			
PreT 11	Experimental	15	3.33	1.35	1.139	28	.264
	Control	15	2.73	1.53			
PreT 12	Experimental	15	3.80	1.27	2.564	28	.016
	Control	15	2.60	1.30			
PreT 13	Experimental	15	2.93	1.44	1.406	28	.171
	Control	15	2.33	0.82			
PreT 14	Experimental	15	3.13	1.25	-.923	28	.364
	Control	15	3.53	1.13			
PreT 15	Experimental	15	3.80	1.21	.626	28	.537
	Control	15	3.53	1.13			
PreT 16	Experimental	15	2.27	1.10	-.778	28	.443
	Control	15	2.60	1.24			
PreT 17	Experimental	15	2.27	0.96	-.958	28	.346
	Control	15	2.63	1.11			
PreT 18	Experimental	15	2.67	1.23	.000	28	1.000
	Control	15	2.67	1.18			
PreT 19	Experimental	15	3.07	1.16	.138	28	.891
	Control	15	3.00	1.46			
PreT 20	Experimental	15	3.53	1.41	-.799	28	.431
	Control	15	3.93	1.34			
PreT 21	Experimental	15	3.73	1.16	-1.138	28	.265
	Control	15	4.20	1.08			
PreT 22	Experimental	15	3.60	1.12	.130	28	.898
	Control	15	3.53	1.64			
PreT 23	Experimental	15	3.20	1.42	.393	28	.697
	Control	15	3.00	1.36			
PreT 24	Experimental	15	3.60	1.12	-.311	28	.758
	Control	15	3.73	1.22			
PreT 25	Experimental	15	2.67	1.29	.604	28	.551
	Control	15	2.40	1.12			
PreT 26	Experimental	15	3.20	1.27	-.299	28	.767
	Control	15	3.33	1.18			
PreT 27	Experimental	15	2.73	1.34	-1.882	28	.070
	Control	15	3.60	1.18			
PreT 28	Experimental	15	2.47	1.41	-1.888	28	.069

Control	15	3.40	1.30
PreT: Pre-Test			

When Table 4.9 is examined, it is seen that the mean scores of the participants for the pre-test foreign language speaking anxiety scale, except for the PreT5 and PreT12 item averages, did not differ significantly compared to the experimental and control groups ($p>.05$). The experimental group mean score ($=4.00$) for the participants' PreT5 was higher than the control group mean score ($=2.73$). For PreT12, the experimental group mean score ($=3.80$) was higher than the control group mean score ($=2.60$). Experimental group mean scores for PreT5 and PreT12 items were higher than the control group mean scores.

Q5.: Do the foreign language speaking anxiety scores of the participants in the post-test differ significantly by groups?

Post-test foreign language speaking anxiety scale mean scores are normally distributed compared to the experimental and control groups. Therefore, related samples t-test was performed. The result for the associated t test is given in Table 4.10.

Table 4.10 Comparison of the experimental and control groups' post-test foreign language speaking anxiety scale mean scores.

Group	n	$\bar{X}$	S	t	Sd	p
Experimental	15	84.68	15.12	-.156	28	.877
Control	15	85.40	9.65			

According to the table, the post-test foreign language speaking anxiety scale mean scores of the participants do not differ significantly between the experimental and control groups ($t(28) = -.156$, $p>.05$). The post-test levels of the participants were similar in the experimental and control groups.

The post-test foreign language speaking anxiety scale item averages are normally distributed compared to the experimental and control groups. Therefore, unrelated samples t-test was performed. The result for the unrelated t test is given in Table 4.11.

Table 4.11 Comparison of the experimental and control groups' post-test foreign language speaking anxiety scale item averages

Scale item	Group	n	$\bar{X}$	S	t	Sd	p
PstT 1	Experimental	15	3.20	1.47	1.087	28	.286
	Control	15	2.60	1.55			
PstT 2	Experimental	15	3.27	1.34	-.142	28	.888
	Control	15	3.33	1.23			
PstT 3	Experimental	15	3.93	1.16	.000	28	1.000
	Control	15	3.93	1.34			
PstT 4	Experimental	15	3.07	1.28	.624	28	.537
	Control	15	2.73	1.62			
PstT 5	Experimental	15	3.07	1.53	-.120	28	.905
	Control	15	3.13	1.51			
PstT 6	Experimental	15	2.53	1.36	-1.508	28	.143
	Control	15	3.33	1.54			
PstT 7	Experimental	15	2.07	0.96	-1.818	28	.080
	Control	15	2.87	1.41			
PstT 8	Experimental	15	3.01	1.46	-.605	28	.550
	Control	15	3.33	1.45			
PstT 9	Experimental	15	2.27	1.53	.503	28	.619
	Control	15	2.00	1.36			
PstT 10	Experimental	15	3.07	1.34	.141	28	.889
	Control	15	3.00	1.25			
PstT 11	Experimental	15	2.67	1.35	-.422	28	.676
	Control	15	2.87	1.25			
PstT 12	Experimental	15	3.06	1.39	.411	28	.684
	Control	15	2.87	1.25			
PstT 13	Experimental	15	3.27	1.44	1.141	28	.263
	Control	15	2.73	1.10			
PstT 14	Experimental	15	3.40	1.30	.823	28	.417
	Control	15	3.00	1.36			
PstT 15	Experimental	15	3.20	1.27	-.744	28	.463
	Control	15	3.53	1.19			
PstT 16	Experimental	15	2.00	0.93	-.892	28	.380
	Control	15	2.33	1.11			
PstT 17	Experimental	15	2.20	0.86	-.397	28	.695
	Control	15	2.33	0.98			
PstT 18	Experimental	15	2.00	0.93	-2.037	28	.051
	Control	15	2.80	1.21			

PstT 19	Experimental	15	2.13	1.25	-.539	28	.594
	Control	15	2.40	1.45			
PstT 20	Experimental	15	4.13	0.83	.631	28	.533
	Control	15	3.87	1.41			
PstT 21	Experimental	15	4.20	0.41	1.171	28	.251
	Control	15	3.73	1.49			
PstT 22	Experimental	15	3.67	0.98	-.660	28	.515
	Control	15	3.93	1.22			
PstT 23	Experimental	15	3.20	1.32	1.488	28	.148
	Control	15	2.53	1.13			
PstT 24	Experimental	15	3.47	0.99	-1.570	28	.128
	Control	15	4.07	1.10			
PstT 25	Experimental	15	3.07	1.22	.434	28	.668
	Control	15	2.87	1.30			
PstT 26	Experimental	15	2.67	1.23	-.852	28	.401
	Control	15	3.07	1.34			
PstT 27	Experimental	15	3.40	1.30	-.140	28	.889
	Control	15	3.47	1.30			
PstT 28	Experimental	15	3.47	1.30	1.464	28	.154
	Control	15	2.73	1.44			
PstT: Post-Test							

Table 4.11 shows that the post-test foreign language speaking anxiety scale item averages of the participants did not differ significantly between the experimental and control groups ($p > .05$).

Q6.: Is there a statistically significant difference between the scores of the pre-test and post-test foreign language speaking anxiety scale of the experimental group?

Foreign language speaking anxiety scale mean scores for the experimental group are normally distributed according to the pre-test and post-test. Therefore, related samples t-test was performed. The result for the correlated t test is given in Table 4.12.

Table 4.12 Comparison of experimental group's pre- and post-test scores in terms of foreign language speaking anxiety

Group	n	$\bar{X}$	S	t	Sd	p
Experimental	15	88.12	10.32	.952	14	.357
Control	15	84.68	15.12			

According to Table 4.12, foreign language speaking anxiety scale mean scores in the experimental group do not differ significantly from the pretest and posttest ($t(14) = .952, p > .05$). It can be stated that the experimental group's pre-test and post-test scores were similar.

The foreign language speaking anxiety scale item averages for the experimental group are normally distributed according to the pre-test and post-test. Therefore, pairedsamples t-test was performed. The result for the correlated t test is given in Table 4.13.

Table 4.13 Comparison of the experimental group's pre-test and post-test item averages of the foreign language speaking anxiety scale

Group	Scale	n	$\bar{X}$	S	t	Sd	p
Experimental	PreT 1	15	3.20	1.27	.000	14	1.000
	PstT 1	15	3.20	1.47			
Experimental	PreT 2	15	2.73	1.39	-1.035	14	.318
	PstT 2	15	3.27	1.34			
Experimental	PreT 3	15	4.00	1.07	.186	14	.855
	PstT 3	15	3.93	1.16			
Experimental	PreT 4	15	3.20	1.37	.354	14	.728
	PstT 4	15	3.07	1.28			
Experimental	PreT 5	15	4.00	1.13	2.432	14	.029
	PstT 5	15	3.07	1.53			
Experimental	PreT 6	15	3.73	1.34	2.276	14	.039
	PstT 6	15	2.53	1.36			
Experimental	PreT 7	15	3.07	1.22	2.291	14	.038
	PstT 7	15	2.07	0.96			
Experimental	PreT 8	15	3.47	1.25	1.296	14	.216
	PstT 8	15	3.01	1.46			
Experimental	PreT 9	15	2.00	1.20	-.424	14	.678
	PstT 9	15	2.27	1.53			
Experimental	PreT 10	15	2.72	1.28	-.813	14	.430
	PstT 10	15	3.07	1.34			
Experimental	PreT 11	15	3.33	1.35	1.673	14	.116
	PstT 11	15	2.67	1.35			
Experimental	PreT 12	15	3.80	1.27	1.412	14	.180
	PstT 12	15	3.06	1.39			
Experimental	PreT 13	15	2.93	1.44	-.702	14	.494

	PstT 13	15	3.27	1.44			
Experimental	PreT 14	15	3.13	1.25	-.695	14	.499
	PstT 14	15	3.40	1.30			
Experimental	PreT 15	15	3.80	1.21	1.871	14	.082
	PstT 15	15	3.20	1.27			
Experimental	PreT 16	15	2.27	1.10	.654	14	.524
	PstT 16	15	2.00	0.93			
Experimental	PreT 17	15	2.27	0.96	.211	14	.836
	PstT 17	15	2.20	0.86			
Experimental	PreT 18	15	2.67	1.23	1.919	14	.076
	PstT 18	15	2.00	0.93			
Experimental	PreT 19	15	3.07	1.16	1.859	14	.084
	PstT 19	15	2.13	1.25			
Experimental	PreT 20	15	3.53	1.41	-1.718	14	.108
	PstT 20	15	4.13	0.83			
Experimental	PreT 21	15	3.73	1.16	-1.451	14	.169
	PstT 21	15	4.20	0.41			
Experimental	PreT 22	15	3.60	1.12	-.250	14	.806
	PstT 22	15	3.67	0.98			
Experimental	PreT 23	15	3.20	1.42	.000	14	1.000
	PstT 23	15	3.20	1.32			
Experimental	PreT 24	15	3.60	1.12	.381	14	.709
	PstT 24	15	3.47	0.99			
Experimental	PreT 25	15	2.67	1.29	-1.000	14	.334
	PstT 25	15	3.07	1.22			
Experimental	PreT 26	15	3.20	1.27	1.196	14	.251
	PstT 26	15	2.67	1.23			
Experimental	PreT 27	15	2.73	1.34	-1.348	14	.199
	PstT 27	15	3.40	1.30			
Experimental	PreT 28	15	2.47	1.41	-2.842	14	.013
	PstT 28	15	3.47	1.30			

PreT: Pre-Test; PstT: Post-Test

When the table is examined, it is seen that the foreign language speaking anxiety item averages of the participants in the experimental group did not differ significantly according to the pre-test and post-test, except for item 5, item 6, item 7 and item 28 ($p>.05$). The participants' pre-test mean score for item 5 ($=4.00$) was higher than the post-test mean score ($=3.07$). For item 6, the pre-test mean score ($=3.73$) is higher than the post-test mean score ($=2.53$). For item 7, the pre-test mean

score (= 3.07) is higher than the post-test mean score (=2.07). For item 28, the post-test mean score (=3.47) is higher than the pre-test mean score (=2.47). The pretest mean scores for item 5, item 6 and item 7 are higher than the posttest mean score.

Q7.: Is there a statistically significant difference between the pre-test and post-test foreign language speaking anxiety scale of the controlgroup?

Foreign language speaking anxiety scale mean scores for the control group are normally distributed according to the pretest and posttest. Therefore, related samples t-test was performed. The result for the correlated t test is given in Table 4.14.

Table 4.14 Comparison of the control group's pre-test and post-test averages of the foreign language speaking anxiety scale

Group	n	$\bar{X}$	S	t	Sd	p
Post-test	15	86.36	9.97	.315	14	.758
Pre-test	15	85.40	9.65			

When the table is examined, it is seen that there is no significant difference between the pretest and posttest in the mean scores of the foreign language speaking anxiety scale in the control group ($t(14) = .315, p > .05$). It can be stated that the control group's pre-test and post-test scores were similar.

The foreign language speaking anxiety scale item averages for the control group are normally distributed according to the pre-test and post-test. Therefore, independent samples t-test was performed. The result for the correlated t test is given in Table 4.15.

Table 4.15 Comparison of the control group's pre-test and post-test averages of the foreign language speaking anxiety

Group	Scale	n	$\bar{X}$	S	t	Sd	p
Control	PreT 1	15	2.87	1.41	.465	14	.649
	PstT 1	15	2.60	1.55			
Control	PreT 2	15	3.13	1.30	-.417	14	.683
	PstT 2	15	3.33	1.23			
Control	PreT 3	15	3.67	1.29	-.774	14	.452
	PstT 3	15	3.93	1.34			
Control	PreT 4	15	2.80	1.37	.115	14	.910
	PstT 4	15	2.73	1.62			

Control	PreT 5	15	2.73	1.28	-.899	14	.384
	PstT 5	15	3.13	1.51			
Control	PreT 6	15	3.13	1.51	-.345	14	.735
	PstT 6	15	3.33	1.54			
Control	PreT 7	15	2.93	1.39	.124	14	.903
	PstT 7	15	2.87	1.41			
Control	PreT 8	15	3.33	1.50	.000	14	1.000
	PstT 8	15	3.33	1.45			
Control	PreT 9	15	2.00	1.36	.000	14	1.000
	PstT 9	15	2.00	1.36			
Control	PreT 10	15	3.00	1.31	.000	14	1.000
	PstT 10	15	3.00	1.25			
Control	PreT 11	15	2.73	1.53	-.259	14	.800
	PstT 11	15	2.87	1.25			
Control	PreT 12	15	2.60	1.30	-.552	14	.589
	PstT 12	15	2.87	1.25			
Control	PreT 13	15	2.33	0.82	-1.572	14	.138
	PstT 13	15	2.73	1.10			
Control	PreT 14	15	3.53	1.13	1.258	14	.229
	PstT 14	15	3.00	1.36			
Control	PreT 15	15	3.53	1.13	.000	14	1.000
	PstT 15	15	3.53	1.19			
Control	PreT 16	15	2.60	1.24	.807	14	.433
	PstT 16	15	2.33	1.11			
Control	PreT 17	15	2.63	1.11	.846	14	.412
	PstT 17	15	2.33	0.98			
Control	PreT 18	15	2.67	1.18	-.323	14	.751
	PstT 18	15	2.80	1.21			
Control	PreT 19	15	3.00	1.46	1.108	14	.287
	PstT 19	15	2.40	1.45			
Control	PreT 20	15	3.93	1.34	.128	14	.900
	PstT 20	15	3.87	1.41			
Control	PreT 21	15	4.20	1.08	.979	14	.344
	PstT 21	15	3.73	1.49			
Control	PreT 22	15	3.53	1.64	-.705	14	.492
	PstT 22	15	3.93	1.22			
Control	PreT 23	15	3.00	1.36	1.000	14	.334
	PstT 23	15	2.53	1.13			
Control	PreT 24	15	3.73	1.22	-.813	14	.430

	PstT 24	15	4.07	1.10			
Control	PreT 25	15	2.40	1.12	-1.047	14	.313
	PstT 25	15	2.87	1.30			
Control	PreT 26	15	3.33	1.18	.503	14	.623
	PstT 26	15	3.07	1.34			
Control	PreT 27	15	3.60	1.18	.274	14	.788
	PstT 27	15	3.47	1.30			
Control	PreT 28	15	3.40	1.30	1.323	14	.207
	PstT 28	15	2.73	1.44			

PreT: Pre-Test; PstT: Post-Test

When the table is examined, it is seen that all the foreign language speaking anxiety item averages of the participants in the control group did not differ significantly according to the pre-test and post-test ($p > .05$).

4.3. Findings of English Speaking Lesson Interview

After the speaking achievement tests, the results obtained from the interview applied by the researcher were divided into categories according to the order of the questions and shared by making an evaluation. The results were reviewed by two different experts and a consensus was reached. While sharing the answers to the interview questions, the names of the students were not used, and they were coded with the letter "S" according to the order of the interview. The answers given are divided into sub-headings according to the themes appeared

4.3.1. Clear and Easy English

In the first of the interview questions, the students were asked whether it was easy or difficult to speak English. All of the students answered this question easily and stated that they found the English lesson enjoyable as an extra. For the first question S2 "English is generally easy and fun." He/she answered. S3 answered the question as "I have very little difficulty, but I can say that it is easy in general". Since all of the students answered this question as being easy, a separate category was not created.

4.3.2. Non-Stress in English Conversation

In the second interview question, the students were asked whether they felt nervous while speaking English. Here, two categories were determined among themselves according to the answers given by the students. Students stated that they

did not feel nervous for the first category. Regarding this category, S5 stated that "Our teacher encourages us, so I don't feel nervous".

S6 who answered the third question by saying that she/he was not nervous said "Our teacher does not get angry with us, so I do not feel nervous". It was determined that the interviewed students mostly felt comfortable speaking English and were aware of the supportive aspects of their teachers.

4.3.3. Feeling Stress in English Conversation

The students stated that they could be nervous from time to time for the second category of the second question. For this category, S6 "I get nervous when there are topics I do not know while speaking English." While expressing his opinion, S8 expressed himself as "I get nervous from time to time when I'm talking, not when I'm writing". As you can see, students have different opinions about speaking English and it varies from person to person. In the second question, some students stated that speaking English does not create stress.

4.3.4. Incorrect Sentence While Speaking

In the third interview question, the students were asked what situations made them nervous while speaking English. Stating that making a wrong sentence makes him/her feel nervous, S4 said: "Since I can't think fast while speaking, I can make wrong sentences. This makes me feel nervous."

4.3.5. Poor Pronunciation

In the second category answers of third question, S1 expressed himself as "I think my pronunciation is bad and this makes me nervous".

4.3.6. Public Speaking Stress

Third category of third question, S10 expressed his opinion as "Actually, I am not nervous about speaking English, but I am afraid to speak in front of a crowd". When the given categories and answers were examined, it was observed that there were different situations that triggered the students' tension. In fact, the healthiest thing about language learning is to provide individual development environments for each person.

4.3.7. I'm not Afraid of Making Mistakes While Speaking

In the fourth interview question, the students were asked about the situation

that worried them less. Students commented on this question that they did not hesitate to make mistakes in general. Since there was a consensus among the students, it was not divided into subcategories. S7 explained in response that "our teacher corrects our mistakes and it certainly doesn't make us feel bad, this allows us to not worry about making mistakes".

In the sixth interview question, students were asked whether they were afraid of making mistakes while speaking English. All of the students answered this question that they were not afraid. While the student coded S7 answered the question as "No, I am not afraid, our teacher always supports us", the student coded S6 replied, "I am not afraid because if I make a mistake, our teacher will correct it".

4.3.8. Personality Affects Speaking

In the fifth interview question, it was asked whether personality traits were effective in experiencing anxiety while speaking in English. The students also agreed on this question and stated that personality is important. S3 student answered the question as "I am also excited in my daily life, so I can worry more when speaking".

4.3.9 Positive Teacher Attitude

In the last question of the interview form, students were asked about their teachers' attitude when speaking English. It is deduced from the answers given to this question that they have a positive attitude. S2 answered the question as "Our teacher helps us a lot and does not get angry with us when we speak incorrectly.". Again in this question, the question was not divided into categories, since there was no one who expressed a different opinion. All students are satisfied with their teacher's attitude.

5. DISCUSSION

The data obtained in the findings were compared with similar studies in the literature in this section of the study. First, the achievement test results were examined in this context.

The pretest achievement test averages of the experimental and control groups were similar. However, on the other hand, the post-test achievement test averages of the experimental group were higher than the averages of the control group. In this context, although flipped learning is not as effective as expected in increasing speaking performance, there is an increase in oral proficiency. When the literature is examined, it is clear that different outcomes have been obtained in studies conducted at various educational levels. Bezzazi (2019) investigated the impact of flipped learning on the success of high school freshmen in speaking a foreign language in his study. In the study, a 12-week treatment period was used. According to the findings of the study, the method used significantly improves speaking success and can be used in English foreign language education. Abaeian and Samadi (2016) used the flipped learning technique with 120 English language students in another study. Based on the difference between the study's pretest and posttest results, it was determined that the experimental group's reading comprehension performance improved significantly. The reason for revealing the intermediate difference in these studies in a more meaningful way may be related to sample size. Another study looked at the impact of the flipped classroom model on academic achievement in English class. This study was conducted with high school 10th grade students. Pre-test and post-test applications were carried out for the experimental and control groups using various curricula. The study found no statistically significant difference in achievement scores between the experimental and control groups (Çarpıcı, 2019). In parallel, Kaman (2020) investigated the effectiveness of the flipped classroom model in English teaching. Associate degree students were divided into experimental and control groups and given pre-test and post-test applications. The study found that the experimental group's grammar achievement test scores were significantly higher than the control group's. The experimental group's lesson motivation scale scores were higher than the control group's, indicating a significant difference in favor of the experimental group. When the sub-dimensions of the motivation scale were examined, it was discovered that there was a significant difference in favor of the

experimental group in the conformity sub-dimension, but no significant difference in the attention, confidence, and satisfaction sub-dimensions. When the results of the course attitude survey were analyzed, it was discovered that there was a significant difference in favor of the experimental group. Ceylaner (2016) investigated the effect of the flipped classroom method on 9th grade students' readiness in English lesson and a significant difference was found between the experimental group and the control group students in terms of their readiness for self-directed learning and attitudes toward the English lesson in favor of the experimental group. According to the opinions of the experimental group students who were interviewed to gather their opinions about the flipped classroom method, the flipped classroom method had a higher positive contribution to the students' readiness for self-directed learning and their attitudes toward the English lesson. Finally, Sağlam (2016) examined the impact of the flipped classroom model on academic achievement and attitude in an English course. Again, the "Inverted Classroom" model was found to have a significantly positive effect on students' achievements and attitudes when compared to the traditional method in this study.

The participants' English-speaking anxiety scale was used following the achievement test. The purpose of our study was to examine the pretest and posttest levels of participants' foreign language speaking anxiety based on the groups in the third research question. As a result, pre-test and post-test findings SPSS analyzed in the program. Because low anxiety can be expressed as a benefit, it was determined that the low level in the post-test application was higher in both groups. As a result, it is possible to conclude that students' anxiety levels decreased at the end of the 10-week treatment period. Chen Hsieh et al. (2017) investigated the effects of flipped learning on the anxiety levels of foreign language speaking skills. The study found that the online-supported flipped learning technique not only increased participant motivation, but also made them more active in using idioms in the classroom, significantly improved their idiomatic knowledge, and flipped learning was successful in achieving the instructional goals of the class. Another study used videos to support the flipped learning technique. In this university-level study, it was discovered that increasing self-confidence was effective in lowering students' anxiety levels (Engin & Donanci, 2016). As can be seen, statistically significant differences were discovered in the literature. Again, higher education levels and more study of

the flipped technique, as well as working with larger samples, can be predicted as reasons for this.

The fourth research question investigated whether the anxiety scale pre-test results differed significantly between groups. According to the t-test results, there was no significant difference in the pretest anxiety levels between the groups. Only the 5th and 12th scale items showed a significant difference. Looking at the 5th and 12th scale items, it was determined that the students' concerns about the oral exams were especially related to the scoring of the oral activities. It was discovered that the experimental group performed significantly better on these scale items. In this regard, while a higher level of anxiety was not anticipated in the experimental group, the results were unexpected. In their study, Chen and Hwang (2020) investigated the effect of flipped learning on some factors and speaking anxiety. In a study with pretest-posttest comparisons, it was determined that the flipped learning method could reduce speaking anxiety in the experimental group. Amini et al. (2022) investigated the effects of the flipped learning method on high school students' foreign language anxiety and achievement in another study. When the pretest and posttest results were compared, it was determined that the method was effective on the experimental group's anxiety levels, but it was not statistically significant. This result is consistent with our research and complements it.

The fifth question investigated whether the participants' post-test foreign language speaking anxiety scale scores differed significantly by group. According to the findings of the analysis, which used the related samples t-test, the post-test did not differ significantly between the groups. Ibrahim et al. (2022) investigated the psychological factors influencing English language learning in Arabia, as well as the impact of flipped learning on anxiety and attitude. According to the results of the t-test analysis, the flipped learning application helped to experience lower anxiety compared to the groups with the standard curriculum.

The difference between the experimental group's pretest and posttest foreign language speaking anxiety scale averages were examined in the sixth research question. Again, no significant difference was found between the groups' pre-test and post-test averages, according to the results of the t-test analysis. In this analysis, however, a significant difference was found in four items. In both groups, the mean of these items was found to be lower in the post-test. As a result, it is reasonable to conclude that the lessons reduce anxiety in both groups. Goda et al. (2017)

investigated the effect of flipped learning techniques on anxiety levels in a separate study. In this study, only one group was used, and it was discovered that the level of anxiety decreased, but there was no statistically significant difference. The difference between the control group's pre-test and post-test foreign language speaking anxiety scale averages were examined in the final research question. For the control group, there was no significant difference between the pre-test and post-test. Based on these findings, it is possible to conclude that traditional methods do not have any effect on students' speaking skills.

Following the anxiety scale, students were interviewed about the speaking lesson. According to the findings of the interviews, the attitude of the teacher was identified as the most effective factor in preventing and overcoming anxiety problems in students. Similarly, Karimi and Hamzavi (2017) investigated the effects of the flipped learning technique in their studies and discovered that the interaction between the student and the teacher was the most important in this technique and that this relationship even strengthened at the end of the method's application. Again, Gasmi (2016) discovered in his study that the flipped learning model improved students' experiences. It has been reported that it not only improves students' ability and success in English lessons but also improves teacher-student relationships. Based on these findings, it is possible to conclude that the flipped learning model is appropriate for use at all levels, and the literature data are consistent. Yüreğili Göksu (2018) investigated the impact of the flipped classroom model on 5th-grade students' English academic achievement, learning anxiety, and attitudes. Similar to this study, the pre-test and post-test application was carried out with 60 students. The study found that the anxiety level of the experimental group was lower than the anxiety level of the control group. In qualitative analyses, the students stated that the flipped classroom made learning more fun for them. And they gained time in the classroom to use the foreign language because they watched the instruction on video before class in their own time and their self-confidence grew because they came to the class knowingly.

6. CONCLUSION

Traditional education methods have difficulty in meeting individual needs that change on a daily basis as a result of technological advancements. In such a case, the use of information and communication technologies in education is required to change the students, teachers, content and methods, and learning-teaching methods in order to achieve the desired educational outcomes (Roach, 2014; Roehl & Reddy, 2013). Nowadays, the need for transferable learning experiences has emphasized constructivist learning practices in education. In this context, the polar opposite of traditional education can allow for more space in the classroom for individual active learning. Thus, the flipped method helps students develop their individual skills by allowing them to work alone on their problems and come up with solutions (Özbay & Sarica, 2019).

The method of flipped learning has many advantages, including more time for class learning activities, encouraging active learning, personalized learning experiences, student problem solving, encouraging cooperative and skillful learning processes, and reducing student anxiety (Güven & Değirmen, 2021). In fact, educators have used the flipped learning model more frequently in recent years as a result of the development of technology, internet, virtual social networks. It is seen that there is an increase in research on this teaching model in Türkiye and other parts of the world. According to recent research conducted in other countries, the Flipped learning method was also used in the field of English, and this method was important for English students. Indeed, it has been emphasized that combining technology with active learning strategies and flipped learning is a promising approach (Millard, 2012; Sun, 2015).

The goal of this study is to look into how a flipped learning model affects 6th grade students' foreign language speaking anxiety and oral proficiency. The study is divided into two sections for this purpose. First, the reader was given theoretical information about the flipped learning model. The field research was then carried out in 75th Year Cumhuriyet Secondary School with 30 students divided as 15 control and 15 experimental groups. For students, a mixed research method was used with three different tests. In the first week of the face-to-face classes, there were many students anxious, but when the 10-week study was over, it was seen that the anxiety levels of the students decreased significantly. But there were of course students who

still had a little anxiety problem. Students were first given the English speaking success pre-test and post-test, English speaking anxiety scale, and finally English speaking lesson interview, as well as students' opinions about the course and teacher, for the completion of 10 weeks. The data in the first two applications were quantitative, and a numerical evaluation was performed. The data collected during the interview was analyzed in the final interview form, and a qualitative analysis and evaluation were made by combining it under a common opinion.

The results obtained in this study are listed as follows;

- Control group pre-test and post -test foreign language speaking anxiety were found at a moderate level.
- There is no significant difference in experimental and control groups between the levels of foreign language speaking anxiety levels.
- There is no significant difference between post-test foreign language speaking anxiety levels in experimental and control groups.
- There is no significant difference in the experimental group between the levels of pre-test and post-test foreign language speaking anxiety levels.
- There is no significant difference in the control group between the levels of pre -test and posttest foreign language speaking anxiety levels.
- Students feel comfortable while speaking English and know that their teachers will support themselves in any situation.
- Achievement test averages in the experimental group increased in the posttest compared to the pretest.
- Control group achievement test pre -test and post-test averages have not changed significantly.
- The positive and supportive attitude of the teacher towards the students was effective in reducing the students' foreign language speaking anxiety.

As can be seen, there are many studies in the literature investigating the various effects of the flipped model in English language teaching and the data obtained support this study and other studies in terms of their similarities. While some of the studies show statistically significant differences, some of them are

statistically insignificant although the difference can be seen. The studies differ because of the different outcomes.

The flipped speaking technique has a positive effect on students, as evidenced by the results listed above. These positive effects, however, were not statistically significant. In the light of the results obtained in this study and the literature screening, recommendations were created;

- The sample group using the flipped learning model should be expanded by more research,
- The effects of flipped model on foreign language education should also be examined at different educational levels,
- In order to use alternative methods in schools, studies should be carried out to use information technologies and to provide equipment,
- Vocational trainings should be organized for teachers in order to try different methods in foreign language education.

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APPENDIX

Appendix-1 English Speaking Success Test

Part 1
What is your name?
Where are you from?
How old are you?
Part 2
When do you usually eat out?
What is your favourite cafe or restaurant?
Is it cheap or expensive?
What do you usually eat there?
What video games do you play?
How often do you play?
When and where do you play?
What is your favourite game?
Do you like reading books?
What books do you like?
How often do you read books?
What is your favourite book?
Do you like lunaparks?
What fun rides do you like?
How often do you goto the funfairs?
What is your favourite fun ride?
Do you go on holidays?
Where do you go for your holiday?
What is your favourite holiday type?
What is your favourite holiday place?

Appendix-2 English Speaking Anxiety Scale

“The following statements are about foreign language speaking anxiety. There is no wrong or right answer. Please read the statements carefully and select (✓) the choice corresponding to the degree of your agreement or disagreement. A plus sign (+) indicates the positively worded statement. A minus sign (-) indicates the negatively worded statement.”					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
“1. I feel anxious while speaking English in class (+)					
2. I feel less nervous about speaking in English in front of others when I know them. (+)					
3. I feel very relaxed about speaking in English class when I study the planned contents before the class. (+)					

4. I am anxious in class when I am the only person answering the question asked by my teacher in English class. (+)					
5. In English class, I start to panic when I know I will be graded in oral activities. (+)					
6. I fear giving a wrong answer while answering questions in English class. (+)					
7. I enjoy English class when I know that we are going to discuss in English. (-)					
8. I feel very embarrassed when I speak in English at the front of the class. (+)					
9. Because of being corrected by my teacher, I am afraid of going to the speaking class. (+)					
10. I feel nervous when I take part in a group discussion in class. (+)					
11. If I think my classmates speak English better than me, I am nervous about speaking in oral activities. (+)					
12. I worry about oral tests in English class. (+)					
13. I would feel better about speaking in English if the class were smaller. (+)					
14. I get anxious when I cannot express my thoughts effectively while speaking English. (+)					
15. I am more willing to speak in English class when I know the scheduled oral activities. (+)					
16. I feel relaxed in pair-work activities (-)					
17. I like going to class when I know that oral tasks are going to be performed. (-)					
18. I know that everyone makes mistakes while speaking in English, so I am not afraid of being laughed at by others. (-)					
19. I like to volunteer answers in English class. (-)					
20. I am more willing to get involved in class when the topics are interesting. (+)					
21. I don't feel tense in oral tests if I get more practice speaking in class. (+)					
22. I feel uncomfortable when my teacher asks other students to correct my oral practice in class. (+)					
23. I do not feel pressure when my teacher corrects my oral mistakes in class. (-)					
24. Going to English conversation class makes me more nervous than going to other classes. (+)					
25. I stumble when I answer questions in English. (+)					
26. I feel nervous in group work activities. (+)					
27. During an oral test, I do not feel nervous. (-)					
28. Even if I am well prepared for the planned contents, I feel anxious about speaking English. (+)"					

İngilizce Konuşma Anksiyete Ölçeği

“Aşağıdaki ifadeler yabancı dil konuşma kaygısı durumuyla ilgilidir. Doğruya da yanlış yanıt yoktur. Lütfen ifadeleri dikkatle okuyunuz ve kendinize uygun olan seçeneği (✓) işaretleyiniz.

Artı işareti (+), olumlu ifade edilmiş ifadeyi gösterir.

Eksi işareti (-), olumsuz ifade edilen ifadeyi gösterir.”

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsız	Katılıyorum	Kesinlikle katılıyorum
1. Sınıfta İngilizce konuşurken kendim ikaygılı hissederim.					
2. Tanıdığım kişilerin yanında İngilizce konuşurken kendimi daha az gergin hissederim.					
3. Sınıfta İngilizce konuşurken, programda önceden belirlenen konuları dersten önce çalıştığım zaman kendimi çok rahat hissederim.					
4. İngilizce dersinde öğretmenim tarafından sorulan soruyu yanıtlayan yalnızca ben olduğumda kaygılanırım.					
5. İngilizce dersinde sözlü aktiviteler sırasında notlandırılacağımı bildiğimde paniklemeye başlarım.					
6. İngilizce dersinde soruları yanıtlarken yanlış bir cevap vermekten korkarım.					
7. İngilizce olarak tartışacağımızı bildiğimde İngilizce derslerinden hoşlanırım.					
8. Sınıfın önünde İngilizce konuşurken çok utanırım.					
9. Hatalarımın öğretmenim tarafından düzeltilmesi yüzünden İngilizce dersine girmekten hoşlanmam.					
10. Derste İngilizce olarak bir grup tartışmasını katıldığım zaman kendimi gergin hissederim.					
11. Sınıf arkadaşlarımdan benden daha iyi İngilizce konuştuğunu düşünürsem, sözlü aktivitelerde konuşurken kendimi gergin hissederim.					
12. İngilizce dersinde sözlü sınavlarda endişe duyarım.					
13. Sınıfta daha az öğrenci olsaydı, İngilizce konuşurken kendimi daha iyi hissederdim.					
14. İngilizce konuşurken kendimi etkili bir şekilde ifade edemediğim zaman kaygılanırım.					
15. İngilizce konuşurken kendimi etkili bir şekilde ifade edemediğim zaman kaygılanırım.					
16. Programda önceden belli olan sözlü aktiviteleri bildiğim zaman İngilizce dersinde konuşmaya daha istekli olurum.					
17. İkili aktivitelerde kendimi rahat hissederim					
18. Sözlü aktiviteler yapılacağını bildiğim zaman derse gitmeyi severim.					
19. İngilizce konuşurken herkesin hata yapacağını bilirim, bu yüzden başkaları tarafından bana gülünmesinden korkmam.					
20. İngilizce dersinde sorulan sorulara gönüllü olarak cevap vermeyi severim.					
21. Konular ilginç olduğunda derse katılmaya daha istekliyimdir.					
22. Derste daha çok pratik yaparsam, sözlü sınavlarda kendimi gergin hissetmem.					

23. Öğretmenim, sözlü ifadelerimi diğer öğrencilerden düzeltmelerini istediğinde kendimi rahatsız hissedirim.					
24. Öğretmenim derste sözlü hatalarımı düzelttiğinde baskı hissetmem.					
25. Sözlü aktivitelerin yapılacağını bildiğimde, İngilizce dersine gitmek beni diğer derslere gitmekten daha gergin yapar.					
26. Sorulara İngilizce cevap verirken bocalarım.					
27. Grup aktivitelerinde kendimi gergin hissedirim.					
28. Sözlü sınav esnasında kendimi gergin hissetmem.					

Appendix-3 English Speaking Rubric

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5.		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1.		

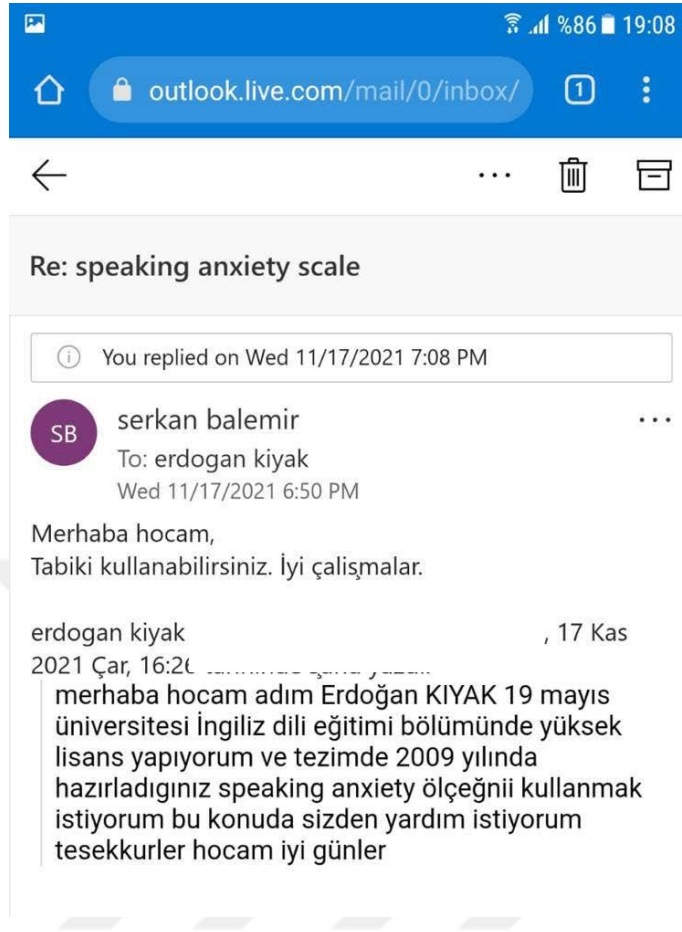
Appendix-4 English Speaking Lesson Interview Form

Do you think speaking English is easy or difficult?
Do you feel nervous when speaking English?
What situations make you anxious when speaking English?
What situations make you feel less anxious when speaking English?
Do you think that your personality traits cause you to experience anxiety when speaking English?
Are you afraid of making mistakes when speaking English?
What is your teacher's attitude when you speak English?

İngilizceKonuşmaDersiMülakatFormu

Sence İngilizce konuşmak kolay mı yoksa zormu ?
İngilizce konuşurken gergin hissediyor musunuz?
İngilizce konuşurken hangi durumlar size endişelendiriyor?
İngilizce konuşurken hangi durumlar size daha az kaygılı hissettirir?
Kişilik özelliklerinizin İngilizce konuşurken kaygı yaşamınıza neden olduğunu düşünüyor musunuz?
İngilizce konuşurken hata yapmaktan korkuyormusunuz?
İngilizce konuştuğunuzda öğretmeninizin tavrı ne oluyor?

Appendix-5 "English Speaking Anxiety Scale" Usage Authorization



Appendix-6 Ethics Committee Report

Appendix-7 Place of Position Notification Certificate

T.C.
ÇORUM VALİLİĞİ
75.Yıl Cumhuriyet Ortaokulu Müdürlüğü

12/01/2022

SAYI : 2022/01
KONU : Görev Yeri Belgesi

İLGİLİ MAKAMA

T.C. KİMLİK NO :
ADI SOYADI : ERDOĞAN KIYAK
BABA ADI :
ANA ADI :
DOĞUM TARİHİ - YERİ :
GÖREV YERİ : 75.Yıl Cumhuriyet Ortaokulu
ÜNVANI / GÖREVİ : Öğretmen / Öğretmen
KADRO DERECEŚİ : 5
MAAŞ DERECEŚİ : 5
MAAŞ KADEMESİ : 2
İL SİCİL NO :
EMEKLİ SİCİL NO :
SON ÖĞRENİM DURUMU : Lisans
SON MEZUN OLDUĞU OKUL : Trakya Üniversitesi-Eğitim Fakültesi-Yabancı Diller Eğitimi-İngilizce Eğitimi/ Öğretmenliği

Yukarıda bilgileri yazılı ERDOĞAN KIYAK,

Ortaokulu personeliştir.

Bilgilerinizi ve gereğini arz ederim.

CURRICULUM VITEA

After graduating from Osmancık Anatolian High School, he graduated from Trakya University English Language Teaching Department on 2013. He started his master's degree at Samsun 19 Mayıs University on 2020. He speaks advanced level English and A2 level German and French. His main interests are the use of technology in English language teaching.

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Publications :

1.Kıyak, E. veEkmekçi, E. (2021).The effects of flipped speaking lessons on students' English speaking anxiety: The case of 5th grade students. International Journal of Language Academy, 9 (3), 351-364.