
GAZİ ÜNİVERSİTESİ
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THE UTILIZATION OF MODELING AND FLIPPED VIDEO TEACHING IN A COMBINATORY MANNER FOR THE DEVELOPMENT OF YOUNG LEARNERS' SPOKEN PRODUCTION

Aslı Özçelik

M.A. THESIS

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

GAZI UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

JUNE, 2021

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

YAZARIN

Adı : Aslı

Soyadı : Özçelik

Bölümü : İngiliz Dili Eğitimi

İmza :

Teslim Tarihi : …/06/2021

TEZİN

Türkçe Adı: Çocukların Konuşma Becerilerinin Geliştirilmesi İçin Modelleme ve Ters Yüz Edilmiş Video Öğretiminin Birlikte Kullanılması

İngilizce Adı: The Utilization of Modeling and Flipped Video Teaching in a Combinatory Manner for the Development of Young Learners' Spoken Production

ETİK İLKELERE UYGUNLUK BEYANI

Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tümkaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

Yazarın Adı Soyadı: Aslı ÖZÇELIK

İmza:

JÜRİ ONAY SAYFASI

Aslı Özçelik tarafından hazırlanan “The Utilization of Modeling and Flipped Video Teaching in a Combinatory Manner for the Development of Young Learners’ Spoken Production” adlı tez çalışması aşağıdaki jüri tarafından oy birliği ile Gazi üniversitesi İngiliz Dili Eğitimi Bilim Dalı’nda Yüksek Lisans Tezi olarak Kabul edilmiştir.

Danışman: Prof. Dr. İskender Hakkı Sarigöz
İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi .....

Üye: Doç. Dr. Cemal ÇAKIR
İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi .....

Üye: Dr. Öğr. Üyesi Gültekin BORAN
Yabancı Diller ve Kültürler Bölümü, Ufuk Üniversitesi .....

Tez SavunmaTarihi: …/06/2021

Bu tezin İngiliz Dili Eğitimi Bilim Dalı’nda Yüksek Lisans Tezi olması için şartları yerine getirdiğini onaylıyorum.
Prof. Dr. Yücel GELİŞLİ
Eğitim Bilimleri Enstitüsü Müdürü

ACKNOWLEDGEMENT

Initially, I would like to express my gratitude and thanks to my thesis supervisor Prof. Dr. İskender Hakkı Sarıgöz for his continuous support and guidance through each stage of the thesis. I am also grateful to the dear jury members of my thesis, Assoc. Prof. Dr. Cemal Çakır and Assist. Prof. Dr. Gültekin Boran, for their valuable thoughts and suggestions.

I am also thankful to my husband Sina Özçelik and my son Gökalp. Their presence has always been a great source of support for me. I am also grateful to my parents and parents-in-law for their support in this challenging process.

I am also grateful to my dearest friend Melek Altun, who had a significant and invaluable role in my thesis writing process from the beginning to the end. I feel really lucky to have such an amazing friend. Many special thanks to Aysun Tokgöz and Büşra Keskin for their sincere friendships and motivational talks.

ÇOCUKLARIN KONUŞMA BECERİLERİNİN GELİŞTİRİLMESİ İÇİN MODELLEME VE TERS YÜZ EDİLMİŞ VİDEO ÖĞRETİMİNİN BİRLİKTE KULLANILMASI

(Yüksek Lisans Tezi)

Aslı Özçelik

GAZİ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Haziran, 2021

ÖZ

Bir çok kişiye göre, bir dile hakim olmak, o dili çok iyi konuşabilmektir ve konuşma becerisi dil öğrenenler için temel özelliklerden biri olarak kabul edilmektedir. Ancak, Türkiye'deki İngilizce öğrenen çoğu çocuğun konuşma becerileri, ders sürelerinin kısıtlı olması ve İngilizce'ye sadece İngilizce derslerinde maruz kalmaları gibi nedenlerden dolayı, yeterince gelişmemektedir. Bu vaka çalışması, modelleme ve ters yüz video öğretiminin birlikte kullanılmasının çocukların konuşma becerilerinin üzerinde olumlu bir etkiye sahip olup olmadığını ortaya çıkarmayı amaçlamıştır. Bu amaç doğrultusunda bu çalışma, 2020-2021 eğitim-öğretim yılının ilk yarıyılında, Ankara'da özel bir ilköğretim okulunda 18 dördüncü sınıf öğrencisi ile yürütülmüştür. Çalışmada açımlayıcı sıralı karma yöntem kullanılmıştır; nicel bir yöntemle (nicel verilerin toplanması ve analiz edilmesi) başlamış ve ardından nitel bir yöntemle (nitel verilerin toplanması ve analiz edilmesi) devam etmiştir. Nicel verilerin toplanması için, mevcut çalışmada kullanmak üzere hazırlanan bir değerlendirme ölçeği kullanılarak öğrencilerin konuşma performansları değerlendirilmiştir. Nitel verilerin toplanmasında ise yarı yapılandırılmış görüşme ve gözlem notlarından yararlanılmıştır. Çalışma bir pilot çalışma ile başlamış ve ardından ön test uygulanmıştır. Ön test sonrasında başlayan uygulama her biri, öğrencilerin birinci ve ikinci konuşmalarını içeren beş aşamadan oluşmuştur. Her aşamada, öğrencilere bir konu verilmiş ve o konuyla ilgili konuşmaları istenmiştir. Ardından, öğrencilere, bir sonraki performanslarına hazırlanmaları için bir öğretmen modelleme videosu verilmiştir. Sonraki derslerde aynı konuyla ilgili ikinci performanslarını sergilemişlerdir. Uygulama bittikten sonra, son test yapılmıştır ve gözlem notları incelenmiştir. Son olarak, öğrencilerin uygulamaya yönelik tutumlarını öğrenmek ve modelleme ve ters yüz video öğretiminin

birlikte kullanılmasının çocuklar ile uygulanabilir olup olmadığını anlayabilmek amacıyla her bir katılımcıyla yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Sonuçlar, modelleme ve ters yüz video öğretiminin birlikte kullanılmasının, içerik, organizasyon, akıcılık ve dil kullanımı boyutları açısından çocukların konuşma becerileri üzerinde olumlu bir etkisi olduğunu ortaya çıkarmıştır. Yarı yapılandırılmış bireysel görüşmelerden elde edilen bulgular, öğrencilerin uygulamaya karşı olumlu tutumları olduğunu ve birçok katılımcının konuşma derslerinin bu şeklide olmasını tercih edeceklerini göstermiştir. Özetle, araştırmanın yukarıda bahsedilen sonuçlarıyla birlikte modelleme ve ters yüz video öğretiminin birlikte kullanılmasının çocukların konuşma becerilerini geliştirdiği kanıtlanmıştır. Modelleme, beklenen bir sözlü performansa ilişkin yeterli girdi ve örnek sağlarken, ters çevrilmiş öğrenme modeli öğrencilere kendi hızlarında çalışma fırsatı, konuşma için kavramsal hazırlık ve yeterli zaman sağlamıştır. Sonuç olarak, bu çalışma modelleme ve ters yüz video öğretiminin birlikte kullanılmasının çocukların konuşma becerilerinin üzerinde olumlu bir etkiye sahip olduğunu göstererek literatüre katkıda bulunmaktadır.

Anahtar Kelimeler : Konuşma Becerisi, Ters Çevrilmiş Öğrenme, Modelleme, Küçük Yaş İngilice Öğrencileri.
Sayfa Adedi : 118
Danışman : Prof. Dr. İskender Hakkı SARIGÖZ

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Aslı Özçelik

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GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

June, 2021

ABSTRACT

Since mastering a language is acknowledged as mastering the speaking skill by many, speaking skill is considered as one of the fundamental properties for language learners. However, most of the young Turkish EFL learners have poor speaking performance due to the reasons such as having limited class time and being exposed to English only in English classes in which priority is generally given to other skills. This case study aimed to find out whether the provision of modeling and flipped video teaching in a combinatory manner has any positive impact on young learners' spoken productions. In line with this aim, the study was conducted with 18 fourth graders at a private primary school in Ankara during the first semester of the 2020-2021 academic year. The study had an explanatory sequential mixed design; it began with a quantitative method (gathering and analyzing quantitative data) and followed by a qualitative method (gathering and analyzing qualitative data). For collecting quantitative data, scores were given to the spoken productions of the learners by using a rubric which was prepared for the current study. As for the collection of qualitative data, semi-structured interviews and observation notes were utilized. The study started with a pilot study followed by the pre-test, and once the pre-test was conducted the the treatment was applied. The treatment process comprised five cycles each of which included first and second spoken productions of each learner. In each cycle, learners were given a topic and asked for a spoken production. Then, they were provided with a video of a teacher modeling to study and get ready for their next performances. During the subsequent lessons they had their second spoken productions on the same topic. After the implementation process, the post-test was conducted to see the impact of the treatment and observation notes were examined to back up the quantitative data. Finally, semi-structured

interviews were carried out with each participant to gather their attitudes toward the implementation and to find out whether the utilization of modeling and flipped instruction in a combinatory manner is applicable for young learners. Results indicated that the utilization of modeling and flipped learning in a combinatory manner had a significant impact on young learners' spoken productions in terms of content, organization, fluency and language use dimensions. The findings of the semi-structured individual interviews revealed that students had positive attitudes towards the treatment and most of them reported that they would prefer having speaking lessons in this way. To sum up, with the above-mentioned conclusions from the study, using modeling and flipped video teaching in a combinatory manner has proved to improve learners' spoken productions. While modeling provided learners with sufficient input and illustration of an expected spoken outcome, the flipped model gave them the opportunity to study at their own paces and the sufficient time for conceptual preparation and practice for speaking. Thus, they could be utilized by the teachers who want to develop their learners' speaking skills.

Key words : Speaking Skill, Flipped Learning, Modeling, Young Learners of English.
Page Number : 118
Supervisor : Prof. Dr. İskender Hakkı SARIGÖZ

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LIST OF ABBREVIATIONS

CEFR	Common European Framework of Reference for Languages
EFL	English as a Foreign Language
ELT	English Language Teaching
NLP	Neurolinguistic Programming
POA	Product Oriented Approach
L2	Second Language

CHAPTER I

INTRODUCTION

This chapter introduces a general framework of the thesis and includes eight sections. First, some background information for the study is presented. Following this, the problem and the aim of the study are clarified. After that, the significance of the study is explained very briefly. Then, the assumptions, hypotheses and the limitations of the study are presented. Finally, definitions of the key terms are provided.

1.1. Background to the Study

Knowing English has become significant in line with globalization and changes in social, economic and cultural dimensions. Therefore, the importance of knowing English has been emphasized in educational contexts and accordingly many learners attempt to learn English at present. Considering the communicative aspect of language learning, speaking skill is of great importance for language learners of all ages. In fact, mastering a language is acknowledged as being equal to mastering the speaking skill (Nunan, 1995). However, it is argued that learners' spoken productions have not developed at a sufficient level and speaking continues to be one of the most problematic areas in EFL classes (Burns, 2016). Despite the compulsory English education starting from the second grade, Turkish learners of English do not produce spoken outputs at a desired level and they are not eager to practice spoken English (British Council & TEPAV, 2013).

The factors affecting learners' spoken development have been the focus of many studies, and causes and effects of the speaking problems learners face have been unearthed. First of all, the complexity of spoken language is regarded as a cause that inhibits the development of spoken language in another language. Cameron (2001) claims that speaking skill is complex since it requires learners to pay attention to many features, utilize the most

relevant words and grammar structures, and pay attention to the organization of their spoken productions. Another reason for many researchers is the excessive stress laid on traditional teaching of grammar and vocabulary and teaching of all four skills separately without integrating speaking (Zhang, 2009). According to Celce-Murcia (2001), speaking is ignored or regarded as a tool that boosts the development of grammar knowledge in curriculum or syllabus. Besides, teacher-centered learning environments in which generally teachers dominate most of the class time while learners barely speak are considered among the factors that hinder spoken development. According to Haznedar (2012), most of the language teachers in Turkey prefer teacher-centered teaching despite their familiarity with the new more approaches. In addition, exam-based education system which forces teachers to neglect communicative language teaching approaches is regarded as another obstacle for spoken English development since speaking is not included in the exams and consequently is not emphasized by ELT teachers (Baker & Wetsrup, 2006; Ulum & Uzun, 2020).

In addition to above-mentioned factors, insufficient class time is claimed to be among the factors that impede spoken language development since learners may not have enough opportunities to practice speaking and produce spoken outputs, which are very crucial for the development of their speaking abilities. Developing spoken language usually becomes even more challenging for young learners since they usually do not have much opportunity to practice it outside the classroom. Therefore, English teachers need to support young learners by providing speaking practice opportunities inside and outside the classroom as well as maximizing their exposure to English. To maximize their exposure to English out of class, technology could be utilized since it has been found to be effective in many settings.

Considering the above mentioned factors affecting the development of spoken language negatively, it can be claimed that ELT teachers should play an important role in developing learners' spoken productions by adopting the best approaches and making use of the most suitable teaching practices. Learners should be provided with enough input and good models of the target language as well as opportunities to produce spoken outputs. ELT teachers could also adopt effective resources and make use of technology-based approaches like flipped instruction instead of constantly using traditional methods.

1.2. Statement of the Problem

Speaking, which is one of the productive skills, is of great importance considering the communicative framework of language instruction and it needs to be developed at early ages. However, teaching speaking is generally neglected or taken for granted in EFL contexts for a variety of reasons. Therefore, spoken language development might be difficult for young EFL learners because classrooms are generally the only places where they are exposed to English and they may not have enough opportunities to develop their spoken production in the limited class time in which speaking is usually not given enough priority (Al Hosni, 2014). Likewise, Güneş (2020) discovered that despite being eager to produce oral outputs, young Turkish EFL learners have delay in producing utterances in English due to some factors such as the learning context where speaking is not emphasized both inside and outside the classroom, lack of opportunities to practice, personality traits, and linguistic difficulties.

However, teaching speaking should be given more effort and time since teachers need to focus on each student who may have unique speaking problems. Nevertheless, let alone cater for individual difficulties, not every student may even have a chance to speak within class time. Therefore, they may not have adequate opportunities to produce comprehensible output in the target language, which is critical for the improvement of speaking skills. Furthermore, the time for the preparation process for spoken productions is usually neglected whereas the learners can have better outputs when they are given enough time to comprehend and organize their spoken productions (Foster & Skehan, 1999).

In addition to being neglected in classroom contexts, speaking is also ignored within assignments**.** Despite the fact that having limited class time and not being given enough priority during class hours are considered among the main causes for speaking problems, most young learners are not assigned homework to develop their spoken production, so they may not feel any force to practice spoken English outside the classroom. Their assignments usually include reading, writing, practicing grammar and vocabulary, so they may have more difficulty in integrating newly-learned grammar structures in speaking compared to writing. However, it was found that providing young learners with asynchronous speaking tasks to practice spoken English beyond the classroom has a positive impact on their oral performances (Buckingham & Alpaslan, 2016).

Moreover, not being engaged in a sufficient number of spoken productions may increase foreign language speaking anxiety among young learners since speaking is considered as

the most anxiety-provoking skill in foreign language learning (MacIntyre & Gardner, 1994). The overwhelming number of rules required to speak a language may make learners nervous. Therefore, teachers play an important role in reducing learners' anxiety by utilizing appropriate strategies.

As a result of not being provided with enough opportunities for speaking practice, young learners tend to have problems regarding fluency, accuracy, organization, and content of spoken production even though they have practiced the patterns of the expected outcome such as vocabulary, tenses and discourse makers. Their spoken productions tend to include few details, many hesitations or long pauses and they may not be clear or lack organizational development due to the insufficient use of cohesive devices. Therefore, they need more guidance to improve their spoken production since they may not know what to do in order to develop their speaking skills. They need their teachers' help to develop strategies in order to enhance their spoken productions.

Taking the problems stated above into consideration, this study suggests that teaching speaking be given more priority and young learners be provided with opportunities to produce spoken outputs in the target language, which is critical for the improvement of the speaking skill. Besides, they need more guidance of their teacher in terms of developing their spoken productions. When the characteristics of their ages are considered, it is possible to say that they learn better through observing models and imitating, so instead of telling and describing what to do, it is better to demonstrate them the expected outcome. Thus, they should be provided with good models to develop their spoken production with regard to the dimensions of fluency, accuracy, organization and content. This study includes videos of teacher modeling since it is significant to duplicate the learning environment that the young learners are used to and keep their teacher as their out-of-class interlocutor (Buckingham & Alpaslan, 2016). Also, due to having few class hours and other factors affecting the spoken language development, the integration of technology should be utilized (Kizildag, 2009). In line with this, the current study utilizes Flipped Learning and modeling in a combinatory manner in order to develop your learners' spoken productions.

1.3. Aim of the Study

By utilizing technology to expand the learners' exposure to English out of the classroom and allowing them to do practice whenever and wherever they desire through the use of

modeling and flipped video teaching, this case study aims to examine the effectiveness of implementing these two techniques in a combinatory manner on the spoken productions of 4th graders. It also aims to contribute to the body of literature by providing an insight into the implementation and effectiveness of modeling and flipped instruction in an EFL context.

In accordance with these aims the aims, the following research questions that the present study attempts to find answers for have been formulated:

1. Does the use of modeling strategy and flipped video teaching in a combinatory manner have any effects on students' spoken production in terms of content, organization, fluency and language use?
2. What are the attitudes of the young learners towards the use of modeling strategy and flipped video teaching in a combinatory manner for spoken production?

1.4. Significance of the Study

Despite being one of the fundamental skills for language learners and the need for emphasizing and developing it starting from the early ages, speaking tends to be problematic for both language learners and teachers due to being usually neglected in EFL contexts. Seeking for the impact of using modeling and flipped instruction in a combinatory manner on your learners' spoken productions, this study can shed light for EFL teachers who have the aim of developing their learners' oral productions. Young learners need their teachers' guidance in order to develop their spoken outputs, so EFL teachers play an important role in terms of providing good models of the target language and opportunities for speaking practices. Thus, the outcomes of this study might be utilized to plan speaking lessons in order to meet young learners' needs with regard to spoken production development.

Though most of the various studies including the use of flipped instruction in teaching English have been conducted with adult learners or teenagers, the number of studies concerning flipped instruction for young learners is relatively lower to the best of the researcher's knowledge. Thus, this research study will provide an opportunity to take a closer look at the use of flipped learning for the development of young learners' spoken production and could be beneficial for the teachers and learners in similar contexts in terms of showing the applicability of flipped instruction with young learners.

Besides, for a research study, it is important to be applicable in different contexts. Thanks to the present study's flexible nature, it could be conducted in hybrid and online educational contexts. Thus, the techniques used in the current study could be utilized in different learning environments.

1.5. Assumptions

While designing a suitable task for learners, one of the most important factors is learners' interlanguage levels, and in line with this, most of the learners are assumed to have a common interlanguage (IL) in the current study. That is, they are assumed to have similar competences in the target language because most of them have been going to the same school since kindergarten. They have practiced the same sight words through the same posters and studied the same grammar structures.

Besides, it is also assumed that the participants will be comfortable and will not get any unusual experience during the study since the researcher is also their teacher. Furthermore, it is assumed that the learners are already used to distance education since they have been having online lessons for five months. Another assumption is that learners will take the assignments seriously and pay attention to their homework and do the assignments accordingly because the success of flipped instruction counts on the willingness of learners to take part actively both inside and outside the classroom or virtual classroom.

1.6. Hypotheses

It is hypothesized by this study that the use of modeling and flipped video teaching in a combinatory manner will develop young learners' spoken production improving the dimensions such as content, organization, fluency, and language use. It is also hypothesized that young learners will be encouraged to speak more with the help of using the modeling and flipped video teaching.

1.7. Limitations

The current study contains certain limitations. First of all, since it is a case study, it is limited to the EFL context and eighteen young learners at a private school in Ankara. Thus, it is difficult to generalize the findings. Another limitation is the lack of the control group due to different characteristics of the classes in the school where the research was

conducted. There were two fourth grade classes but while the participants in the study were going to take the A2 Flyers exam, the students in the other class were going to take the A1 Movers exam so it was not possible to ensure the same characteristics of the experimental group. Finally, due to the unpredictable conditions in the education system stemming from the pandemic, the study does not adopt a longitudinal approach and it is limited to 10 weeks so learners' development with regard to spoken production could not be observed in the long turn.

1.8. Definitions of Key Terms

The definitions of the key terms included in the present study are given in order to have a mutual understanding between the researcher and the audience.

Flipped instruction: an instructional model in which learners access the learning materials previous to class via materials such as video lessons provided by the teacher outside the class, and in-class time is utilized for more active learning (Long et al., 2016).

Synchronous learning: a kind of education in which, both teaching and learning occur at the same time.

Asynchronous learning: a kind of education in which teachers and learners are not required to be in the same place and teaching and learning do not occur at the same time. Besides, learners can study at their own pace and at any time.

Distance education (DE): an instruction in which an important amount of the teaching is carried on by the teacher in a different place and/or time from the student.

Virtual classroom: an e-learning environment that enables teachers and learners to interact with each other at the same time.

Modeling: a technique that includes observing, repeating and following the same patterns of something so that they can be attained.

Spoken production: like speaking it is conveying meaning orally but does not necessarily include interlocutors (addressing, giving a presentation in front of a group of people etc.).

Cycle: a series of tasks that are repeated in the same order.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, literature related to the central issues within the current research study is presented. Initially, speaking skill, teaching speaking skill, approaches to teaching speaking, Krashen's Input Hypothesis, Swain's Pushed Output Hypothesis, The Production-Oriented Approach and teaching speaking to young learners are covered. Following these, modeling is introduced. Next, the chapter elucidates distance education, blended learning, flipped learning and a review of several studies on flipped learning in EFL context, learning theories of flipped instruction, the use of videos in educational settings and ELT settings.

2.1. Speaking as a Productive Skill

It is widely known that language skills are divided into two; namely receptive and productive skills. Receptive skills include reading and listening while productive skills are comprised of writing and speaking. Through receptive skills, people receive and understand meaning from the discourse they hear or see while productive skills require learners to produce language and convey meaning through speech or written material. Productive skills are usually considered more demanding than receptive skills since learners are expected to use the concepts, structures, and forms that they have learned in receptive skills for production. Besides, it is well known that receptive skills usually predate the productive skills while learning languages (Wode, 2010). In line with this, Wilkins (1984) maintains that "the transfer of linguistic knowledge from receptive to productive is probably a relatively slow process, but it does take place, as the study of language acquisition offers" (as cited in Al-Jawi, 2010, p. 1).

Being one of the productive skills, speaking is characterized as an interactive process of building meaning that features the steps of receiving, processing, and producing information in accordance with the context (Burns & Joyce, 1997). Another definition of speaking is made by Chaney and Burk (1998) as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p. 13). Speaking skill is divided into two types: namely spoken interaction and spoken production (CEFR, 2001). While spoken interaction is related to learners' ability to interact with interlocutors such as taking part in conversations, spoken production does not include other interlocutors and includes activities like addressing to or giving a presentation in front of a group of people and it is generally planned and organized.

Undoubtedly, speaking is regarded as the most important skill in language teaching and learning and occupies a significant place in language classes. However, teaching and learning speaking in a foreign language is claimed to be complicated and challenging, and even the advanced learners may have difficulty in producing spoken outputs in another language. According to Richards (2008), the complexity of teaching and learning speaking foreign language arises from its not planned nature leading to the use of ambiguous words, fixed phrases and numerous tongue slips since it is produced in the actual time leaving learners no time to edit or practice it. Furthermore, the difficulty of teaching and learning of speaking skill is usually attributed to its complex nature which includes certain steps. Levelt (1989) defines these steps as conceptualization, formulation, and articulation. Conceptualization stage includes deciding what to say, formulation is determining how to say, and articulation is the act of producing utterances (as cited in Griffin & Ferreira, 2006). Thus, learners first need to plan the content and how to verbalize it according to the context, and then formulate it through utilizing proper language use. Finally, in the articulation stage, the message is uttered by having the control of the sounds and intonation of the language (Ellis, 2008a). Furthermore, these processes of spoken production need to be automized and learners are expected to self monitor their speaking (Thornbury, 2012).

In addition to its complex nature, speaking necessitates learners to pay attention to many features (Cameron, 2001). To have spoken productions in another language, learners need to have linguistic, extra linguistic, socio-cultural and discourse knowledge (Thornbury, 2012). In other words, they need to have the knowledge of language features, knowledge about content, context and culture as well as being familiar with social values, norms and the rules of organizing spoken production. Similarly, it is claimed that language learners

“must simultaneously attend to content, morph syntax and lexis, discourse and information structuring, and the sound system and prosody, as well as appropriate register and pragma-linguistic features” (Hinkel, 2006, p. 114).

As mentioned above, it is of great importance for EFL learners to be equipped with linguistic knowledge in the target language. Linguistic knowledge includes “lexical competence, grammatical competence, semantic competence, phonological competence, orthographic competence and orthoepic competence” (CEFR, 2001, p. 109). Lexical competence contains lexical elements (e.g. fixed expressions; phrasal idioms, phrasal verbs, fixed collocations, and single-word forms) and grammatical elements (e.g. articles, quantifiers, demonstratives, personal pronouns, question words and relatives, possessives prepositions auxiliary verbs conjunctions). Grammatical competence is defined as "the knowledge of, and ability to use, the grammatical resources of a language” (CEFR, 2001, p. 112) Semantic competence refers to learner's knowledge of the organization of meaning and includes lexical semantics (e.g. synonym, antonym), grammatical semantics (i.e. the meaning of grammatical elements, categories, structures, and processes) and pragmatic semantics (e.g. implicature, presupposition). Phonological competence refers to knowledge of and skill in phonemes, syllables, and phonetic features. Orthographic competence includes being familiar with the symbols of which written texts are composed. Orthoepic competence is “to be able to produce a correct pronunciation from the written form” (CEFR, 2001, p. 117). However, as mentioned above, learning to speak in another language necessitates more than knowing linguistic factors.

In addition to linguistic knowledge, learners need to be equipped with socio cultural and discourse knowledge, as well. Discourse competence includes being familiar with the rules of organizing spoken production and includes knowledge of and ability to control the order of sentences regarding the topic, 'natural' sequencing, cause and effect, and ability to form and manage discourse (e.g. coherence and cohesion, logical ordering). Sociolinguistic competence refers to being able to understand the social context and being careful about language use according to the context. Learners also need to be familiar with linguistic devices about social relations (e.g. greetings, address forms), politeness strategies, conventional fixed expressions (idioms, proverbs, etc.), differences about register (formal, informal, etc.) and dialect and accent (CEFR, 2001).

While it is of great importance to equip learners with linguistic, socio cultural and discourse knowledge to develop their spoken language, the impact of non-linguistic and

affective factors on spoken language development should not be underestimated since it is claimed that learners' spoken language development is also affected by non linguistic and affective factors (Al Hosni, 2014). Non-linguistic factors may include teaching practices, learning environment, and performance factors such as time, planning time, and rehearsal opportunity etc. (Thornbury, 2012). For instance, in the educational contexts where teachers are dominant while learners are passive receivers, learners may not have sufficient opportunities to practice or produce utterances. Thus, it can be claimed that teacher's role is essential in developing language learners' spoken productions. Affective factors are also claimed to have an impact on developing speaking skills of learners and it is claimed that even though learners have sufficient knowledge of language use, socio cultural context and discourse, they still may not develop their spoken productions at a sufficient level due to affective factors (Richards, 2008). MacIntyre and Gardner (1994) hold a similar view and assert that too many rules that are necessary to speak usually cause anxiety. It is also alleged that when learners are asked for a spoken production, they need to display their ability to produce formerly learned material which may cause high levels of anxiety impeding learners' oral or written production development in target language (MacIntyre & Gardner, 1994). Therefore, it can be claimed that language teachers must also consider non-linguistic and affective factors while teaching speaking and create an efficient and supportive classroom environment to keep the affective filter levels at a minimum level.

Regarding the above mentioned features and factors that are necessary and have significant impacts on learners' spoken production development, it can be claimed that teaching speaking necessitates more effort and time.

2.2. Teaching Speaking

Ur (2012) claims that there are two main goals of teaching speaking. The first one is enabling learners to have considerable amounts of speaking practice by the provision of adequate time as well as reducing the duration of teacher talk. The second one is fostering learners to have spoken productions at a sufficient level. In other words, it is aimed for learners to be able to produce spoken outputs that are mostly relevant, clear and accurate so that their errors do not intervene with the meaning. According to Harmer (2007a), learners need to be taught about speaking for three main reasons. The first reason is the provision of opportunities to practice. The second reason is having the learners produce spoken outputs which are considered as a way to assess the learning and to give feedback since learners'

spoken productions would enable teachers to evaluate if the input has turned into an output. The third reason is transforming the development of learners' spoken production into an automated process by practicing. In addition to the provision of opportunities to practice, teaching speaking also has some other goals such as making use of the knowledge about the language and sharing knowledge with the others (Harmer, 2007a).

The process of developing learners' spoken productions include the aim of improvement in many areas such as acquiring and practicing linguistic knowledge (grammar, vocabulary etc), improving productive skills (tone, rhythm etc) as well as increasing pragmatic knowledge (Lloyd-Hughes, 2011). According to Nunan (2003), teaching speaking means enabling learners to:

- produce sounds and sound patterns
- make use of stress, intonation and rhythm of the target language
- choose the suitable vocabulary and formulate sentences according to the context
- develop organized outputs
- produce fluent outputs which may include a few pauses
- speak in the target language to convey the meaning

As suggested by Bailey (2005), speaking can be developed through a proper lesson design, successful methods, suitable tasks, and various materials. First of all, learners should be provided with sufficient and appropriate input to produce spoken outputs. The provision of appropriate input may improve learners' linguistic knowledge (i.e. grammar, vocabulary and pronunciation) which is essential for the fluent, accurate and coherent spoken productions. Therefore, the provision of comprehensible input (Krashen, 1985) should be supplied by adjusting or making the input simpler and utilization of appropriate materials (Ellis, 2008). Moreover, research suggests that it is essential for learners to be provided with models including target language use, opportunities for repetitious practice of listening and speaking and feedback (Cameron, 2001). Thornbury (2012) claims that provision and exposure of the live or recorded models can promote learners' awareness about characteristics of spoken productions. Therefore, they should be provided with the good models including fluent, accurate and well-organized spoken productions. Besides, language teachers are generally the models providing the use of the target language, so it can be claimed that learners' success in speaking mostly depends on the foreign language

teacher. Therefore, teachers of foreign languages should be in control of learners' spoken development by providing sufficient input via appropriate materials, opportunities to practice and produce outputs.

Once the learners are provided with sufficient input, they need to be given opportunities to practice (Scott & Ytreberg, 1990). Practice is of great importance with regard to the development of spoken production and crucial for internalizing the language, so learners should be provided with sufficient practice including spoken interactions and productions in meaningful activities (Thornbury, 2012). Bygate (1987) emphasizes the similarity between learning how to produce spoken outputs in another language and learning how to drive a car. Driving a car entails to be equipped with certain rules, but to be a skillful driver, one needs to use it in traffic. Likewise, language learners must practice speaking in meaningful contexts and automatize their speaking processes after receiving sufficient input. Namely, to speak a foreign language, one has to use the language to better his or her spoken production. However, it is claimed that the time spent on the skills is not balanced and learners are not given adequate time to practice, so many learners may be equipped with the rules of the use of language or wide range of vocabulary but still may not develop spoken productions at a sufficient level.

While it is of great importance to provide input and opportunities to practice in order to develop spoken productions, non-linguistic factors such as teaching practices, materials and learning environment also have a considerable impact on teaching speaking. Therefore, it is essential to utilize the most appropriate and effective methods and materials as well as enhancing the learning environment. The importance of material selection in teaching speaking has been emphasized by Goh and Burns (2012) and it is suggested that teachers should make use of three kinds of materials; materials that enable speaking practice, materials that foster language and skills development, and materials that promote metacognitive development (Goh & Burns, 2012). Therefore, language teachers need to select the most appropriate materials according to the needs of their learners.

In addition to teaching materials, learning environment including components such as teacher guidance and relationship between learners plays a significant role in teaching speaking. While a supportive classroom climate can help learners develop their spoken productions, an unsupportive classroom climate may influence it negatively. In line with this, classroom-related causes have been detected as one of the factors that provoke foreign language speaking anxiety (Zhang & Zhong, 2012). Besides, communication

apprehension, which is the fear of being negatively evaluated by others and avoidance of speaking, is one of the components of foreign language anxiety (Horwitz et al., 1986). Thus, it is important that peers support each other and avoid mocking one another. Also, teachers who want to develop their learners' spoken production should create a favorable learning environment by providing them with genuine guidance and interest and try to minimize mocking among learners while improving the supportive environment.

In addition to the suggestions above, Wang (2014) offers that there should be four stepsof spoken production; pre-speaking, while-speaking, post-speaking, and extension practice. First, learners need to be provided with adequate input and strategies to decrease anxiety. Then, sufficient time should be given to the learners to develop their spoken productions. Once their speech productions are over, opportunities to recognize the accurate language use should be provided so that they can develop their spoken productions with regard to accuracy. Finally, extension practice including repetitions should be applied since it boosts the spoken productions in terms of accuracy and fluency. Wang (2014) also emphasizes the time for preparation and claims that learners should be given time for preparation; otherwise, it might be difficult to manage all the process including conceptualization, formulation, and articulation. Planning is also stressed by Skehan and Foster (1999) who claim that it leads to more accurate spoken productions. However, as indicated in the statement of the problem section of the current study, due to the limited class time and giving priority to other skills, learners usually are not given enough time for preparation or pre-task planning.

2.2.1. Approaches to Teaching Speaking

Emphasizing the difficulty of the productive skills, Sakale (2012) asserts that there is not a universally accepted teaching method for teaching speaking. Due to its complexity, different approaches are utilized by teachers to develop learners' spoken productions considering their needs. Two main approaches in teaching speaking are the bottom-up and the top-down approaches. Nunan (1989**)** explains the bottom-up approach in teaching speaking as beginning with the smallest units of language, e.g. meaningful individual sounds, and moving through the mastery of words and sentences to discourse. It is developed from parts to the whole by joining sounds in a meaningful and organized way to have meaningful spoken productions. On the other hand, the top-down approach is defined as starting to work from the larger elements and gradually moving to the smaller ones.

According to Nunan (1989), learners start with larger units of languages that are in meaningful contexts and they make use of their experience and background knowledge to understand and to be able to use the smaller units of the language. Therefore, this approach proposes encouraging students to be engaged in spoken discourse and move to smaller units instead of teaching students how to form sentences and use them when they begin to learn a language.

Direct and indirect approaches are also made use of while teaching speaking. Burns and Richards (2009) indicate that "direct approach is based on the view that speaking needs to be analyzed into its individual components which are then explicitly taught, practiced and recombined while the indirect approach assumes that speaking develops naturally" (p. 199). The direct approach assists students by concentrating on certain components of speaking skill, which are isolated and practiced (Hughes & Reed, 2016). The indirect approach, on the contrary, assists learners to concentrate on communicative tasks. While one of them may be adopted while teaching speaking, using both approaches in a combinatory manner to support EFL learners develop speaking skills has been suggested by Burns and Richards (2009).

2.2.2. Teaching Speaking to Young Learners

The language learners between the ages of 5 and 12 are regarded as young learners of English (McKay, 2006; Phillips, 1993). The issue of whether the earlier the better to start teaching and learning another language or not has been discussed for a long time. While it is claimed that it is advantageous to start learning another language for young learners due to their ability to obtain the sounds of another language fast and low affective filters (Krashen et al., 1979), it is also asserted that language learning is not solely influenced by the age factor but some other causes (e.g. approaches, teachers' practices, the quality and amount of instruction, the continuum of instruction, etc). Thus, it can be alleged that age issue is not the main determinant but might be advantageous and beneficial for learners' language development once essential requirements are fulfilled (Read, 2003). It necessitates some conditions to be fulfilled such as the provision of sufficient time for instruction, utilizing appropriate approaches and techniques in accordance with learners' needs and cognitive, psychological and emotional development.

Linse (2005) maintains that speaking activities are of great importance in young learners' language classes and generally regarded as the main aim of language teaching. However,

despite the fact that young learners are capable of imitating and better at developing pronunciation skills than adult learners, teaching speaking to young learners is claimed to be challenging since they are in the process of improving their language and discourse skills in their mother tongue (Read, 2003). Thus, teachers of young learners need to be familiar with the developmental characteristics of young learners and understand their needs accordingly. Besides, to teach efficiently to young learners, teachers need to pay attention to many factors such as curriculum, learning environment, teaching methods and choosing appropriate materials considering learners' ages.

Teaching and learning of another language is carried out mainly orally with young learners and they need to engage in contexts where they can practice spoken language in meaningful contexts. Contextualization plays a significant role in the development of young learners' speaking skills as they develop speaking skills via building meaning on the basis of their experiences of communication with other people directly or indirectly (Cameron, 2001). Thus, they need to be supplied with a learning environment which offers a natural, relevant, contextualized, engaging and purposeful learning to develop spoken language at early ages. Like older learners, young learners need to have knowledge in certain areas such as lexical, phonological and grammatical knowledge to have comprehensible spoken productions and they need to be given opportunities to practice. For the development of young learners' spoken production, controlled practice with the guidance of their teachers including repetitious exercises for more accurate and fluent spoken outcome is suggested (Ellis, 2008). Considering their age, repetition is of importance since it enables to produce accurate and fluent spoken productions (Nunan, 2018). Besides, reproductive language use by appropriate activities is beneficial since it boosts recognition and assist young learners to recall words and chunks (Becker & Roos, 2016).

While developing speaking skills from the early ages has become an important part of any curriculum and teaching speaking to young learners has been emphasized by many, it is claimed that learners' spoken productions have not developed at a sufficient level and speaking continues to be one of the most problematic areas in EFL classes (Burns, 2016). The case is the same in the national context and despite the compulsory English education starting from the second grade, Turkish learners of English do not produce spoken outputs at a desired level and they are not eager to practice spoken English (British Council & TEPAV, 2013). Notwithstanding these issues, research studies concerning young learners'

spoken language development in another language are scarce both in the national and global context to the best of the researchers' knowledge and some of the available studies are mentioned below.

A recent study conducted by Gunes (2020) investigated the causes of foreign language speaking delay among young Turkish EFL learners. The study was conducted with 88 fourth graders and the data was gathered via in class observations, focus group interviews, and the Foreign Language Speaking Delay Inventory. The findings revealed that most of the learners experience speaking delay despite being willing to speak. Besides, it was found out that there are many factors affecting the development of young Turkish EFL learners' speaking skills such as inadequate practice, limited out of class practice, linguistic difficulties, being mocked by other students.

In another study, the impact of Game-based Learning Approach on young learners' speaking skills and motivation for learning English was investigated by Tastekin (2020). Participants were the young learners aged between 9 and 10 and the research had a quasi-experimental design. The data was gathered via speaking test, motivation scale, teacher journal and semi-structured interviews with learners in the experimental group. The findings indicated that Game-based Learning Approach had a positive impact on the development young learners' speaking skills and increased motivation for learning English.

In a study conducted by Buckingham and Alpaslan (2017), the impact of out-of-class speaking practice on young learners' spoken language development and their willingness to communicate were analyzed. The study lasted for four months and the participants were third grade Turkish learners at a private school. The experimental group received asynchronous homework including their teacher's audios which leaded them to practice speaking while the control group had traditional assignments. The findings showed that the implementation was beneficial, the learners in the experimental group showed an important improvement and they were more confident when having spoken productions including few pauses or hesitations. It was also claimed that such an implementation, which includes the utilization of technology for assignments about speaking practice, is likely to be beneficial in circumstances where the learners do not get enough parental support for their English assignments.

The impact of drama has been examined in terms of young learners' speaking development (Sarac, 2007). Data was gathered through journals of the students and lesson observations

and gradual increase in learners' speaking skills was observed. Moreover, students' journals revealed that it had a positive impact on the learners' engagement and confidence.

In another study, Sun et al. (2017) utilized social networking sites to develop first grade EFL learners' speaking skills. The participants were comprised of two groups; control and experimental. Pre- and post-test were applied to see the impact of the implementation. The results revealed that while there were no significant differences between both groups with regard to accuracy and pronunciation, the experimental group outperformed the control group with regard to fluency.

Technology was utilized in the study conducted by Hwang et al. (2015). The impact of individual and interactive storytelling via Web-based videos on young learners' speaking skills was analyzed. A quasi-experimental design including a control group and the experimental group was used. While the control group had lessons in traditional ways, the experimental group had language lessons in the computer classroom to practice speaking via interactive storytelling through Web-based videos. The results revealed that the experimental group outperformed the control group, which indicated that the utilization of storytelling activities via videos had a positive impact on young learners' speaking development.

Looking at the above-mentioned studies, it can be claimed that games, storytelling, drama, audios and videos were utilized and found to be beneficial in terms of the development of young learners' spoken production. However, more research is needed since studies including the utilization of appropriate approaches to develop young learners' spoken productions are scarce (Kirkgöz, 2019) and speaking continues to be one of the most problematic areas in language classes. Thus, different techniques and materials should be utilized to meet the needs and the interests of the young learners. In line with this, the current study aims to utilize flipped video teaching and modeling in a combinatory manner to improve young learners' speaking skills.

2.3. Krashen's Input Hypothesis

Krashen's Input Hypothesis (1985) is one of his five hypotheses regarding second language acquisition. The other four hypotheses are: The Acquisition-Learning Process, The Monitor Hypothesis, The Natural Order Hypothesis and Affective Filter Hypothesis. *The Acquisition-Learning Hypothesis* emphasizes conscious and subconscious processes

and claims that acquisition is a subconscious process while learning is a conscious process. *The Monitor Hypothesis* contends that the acquired language system acts as a controlling tool enabling learners monitor what they are producing. *The Natural Order Hypothesis* puts forward that there is a predictable order in the process of acquisition of language. *Affective Filter Hypothesis* emphasizes affective factors such as lack of motivation, anxiety, low self-esteem which may prevent the successful acquisition of a second language.

The Input Hypothesis claims that people acquire language by acquiring comprehensible input which includes language structures above the current level of competence that is called 'i+1'. According to Krashen (1985), if the current level of a learner's language competence is 'I', 'i+1' is the aimed level of the learner's competence after the comprehensible input. '+1' can be considered as competence a bit above the current level. According to this hypothesis, for language learning to occur, learners should be provided with 'comprehensible input' (Krashen, 1985) and the more learners are exposed to comprehensible input, the more successful they become in language classes. Thus, the tasks and activities need to be organized in a way that they are slightly above students' language level and it is the teachers' responsibility to make sure that learners attain the next step through comprehensible input.

2.4. Swain's Pushed Output Hypothesis

While Krashen (1985) proposed that language acquisition would be enabled by comprehensible input, Swain (1985) suggested the output hypothesis according to which comprehensible input may not be adequate alone to acquire accuracy and fluency like native speakers of the target language; therefore, the input should be accompanied with comprehensible output. According to Swain's output hypothesis, providing learners only with input may prevent them from practicing the language. However, learners should be given the opportunity to produce the language for the reason that when learners produce the target language, they may recognize their linguistic problems and may try to find the information to fill the gaps in their learning. Language production is crucial for learners since it requires them to be engaged in syntactic processing which is crucial for language acquisition and production. Therefore, learners must try to produce meaningful language and need to attend to form (Swain, 1985). In line with this hypothesis, flipped learning

which removes the limitations of traditional face to face learning and allows more time for production is believed to enable output to take place.

2.5. The Production-Oriented Approach

Production-oriented approach (POA) was designed for teaching English by Wen (2018). As opposed to the traditional process of teaching that is input-output, POA advocates the order as output-input-output. Similar to Wen's (2008) output-driven/input-enabled hypothesis, it emphasizes the important role of language output. It starts with language production and ends with production and input's role is to enable learners to achieve language production. First, learners are asked to have a language production without any help, so they realize their problems such as lacking content knowledge or organizing information which makes them more willing to learn and be engaged in studying.

It is claimed that the POA combines the strengths of the input hypothesis (Krashen, 1985) and output hypothesis (Swain, 1985) and avoids the limitations of each hypothesis and disagrees with assumptions that L2 learning starts with input followed by output (Wen, 2018). Furthermore, Wen (2018) suggests that learners' motivation to learn and use the language is higher when output is used at the beginning of a class. According to this instructional model, teachers are responsible for developing authentic output assignments that reach and enhance the learner's language proficiency, implementing supportive task-based inputs to improve learner reception, and delivering appropriate output assistance to strengthen learner capacity, and providing specific feedback rather than making broad recommendations. This model can; therefore, be made use of in flipped instruction.

The present study follows the same order with this approach. First, the learners will be asked to produce spoken language and then, they will be provided with input through modeling and flipped instruction and finally, they will be asked for doing spoken production again.

2.6. Modeling

Modeling is originated from Bandura's Social Learning Theory (1977), according to which behavior is primarily learned through observing and modeling. It is defined as the learning process or obtaining new knowledge or skills via observation, instead of learning through experience (Salisu & Ransom, 2014). Modeling is children's primary learning source since

they observe what is going around and imitate them (O'Connor & McDermott, 2001). Considering modeling as one of the most efficient modes of learning of any skill or knowledge, Bandura (1977) states:

> Learning would be exceedingly laborious, not to mention hazardous if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions, this coded information serves as a guide for action (p. 22).

Observational learning through modeling has four processes: attention, retention, motor reproduction, and motivation. The attention process contains characteristics of the observer and modeled events and it decides what to observe and what information to derive from the model. The retention process entails observers coding and transforming modeled information as well as cognitively organizing and rehearsing the information. In the production process, actual behavior happens such as written or spoken productions. The fourth process is the motivational process which has a considerable impact on observational learning through modeling and it is claimed that people generally imitate a modeled behavior if it is believed to yield appreciated outcomes (Bandura, 2008).

Modeling has also been the starting point and one of the techniques of the Neuro-Linguistic Programming (NLP). Bandler and Grinder (1976), who are the founders of NLP, began to analyze the most successful people's patterns and modeled those patterns on a group of learners and had positive results. They both stress modeling as the key technique which initiates NLP implementations via observing patterns of language, behaviors, etc. (Tosey & Mathison, 2010). It is claimed that if someone can do something, the way it is done can be detected and duplicated and then taught to the others. In other words, it is believed that by modeling the best patterns of something, it is probable that one can achieve the same results by repeating and following the same patterns. Therefore, it can be claimed that the aim of modeling is to generate a succession of actions which promotes the expected outcomes.

Modeling, also known as educational or instructional modeling, has been used in educational settings by many teachers in different subjects for different tasks and outcomes and it has been found to be efficient. Salisu and Ransom (2014) claim that modeling technique has two main benefits; it provides accurate and effective illustration of instruction and it facilitates understanding of new information because it is a visual representation of the subject. Through using the modeling technique, learners would be provided with visual representations of content, a product, or a process that they can

imitate to improve their own skills and understanding. Besides, giving clear examples for the abstract concepts through modeling decreases learner confusion (Sandholtz, 2011). Furthermore, modeling desired outcomes to students enables them to see an example of a finished product that they can see as a reference and they could also be provided with the content familiarity which is crucial for spoken production since it enables more fluent and accurate spoken production by facilitating conceptual preparation, which is a specific stage belonging to target language and includes thinking before speaking (Bui & Skehan, 2018). Providing learners with content familiarity through modeling would also enable learners to feel more comfortable and increase student engagement in a new task. Moreover, modeling may increase learners' self-efficacy or individual beliefs regarding their capabilities to receive or produce at designated levels when they are exposed to successful models and provided with feedback (Bandura, 2010).

There is no doubt that modeling is used by many teachers for different purposes. However, studies analyzing its impact in language classes are so limited in both national and global context. One of those rare studies which was conducted by Saeidi and Sahebkheir (2011) used modeling in writing classes and found that including models properly in writing classes is beneficial in facilitating learners to be acquainted with many features of writing such as style, vocabulary, organization, and structure. In another study conducted by Ahmad and Abduloh (2018), NLP modelling technique was used in order to lessen learners' pronunciation errors. Videos of native speakers were used to provide learners with the correct pronunciation. A qualitative approach was adopted and data was gathered through interviews, observations and documentation. The findings revealed that modeling had a positive impact on language learners' pronunciation.

By looking at the limited number of studies on modeling, as far as the intensive literature review done by the researcher concerns, it can be claimed that more research is needed; thus, the current study tries to shed light on the utilization of teacher modeling for the development of young learners' spoken productions as it is generally believed that young learners' only guide might be their language teachers who show them how the target language is used via modeling (Hill & Flynn, 2006).

2.7. Distance Education

Due to the advances in the technology which enable the access to information easily, there have been changes in traditional teaching and new methods and models have been

introduced. Distance education which has alternatives as open learning, distance learning, distance teaching, remote teaching and technology-mediated instruction is one of these models. It is defined as an instruction model in which an important amount of the teaching is carried on by the teacher in a different place and/or time from the student (Perraton, 1988). Another definition of distance education is made as "planned learning that normally occurs in a different place and requires a well-defined system of delivery that includes modified teaching techniques, alternative modes for communication, including, but not limited to technology, as well as alternative administrative and organizational components" (Moore & Kearsley, 1996, p. 2).

Clark (2020) claims that distance education is not new to pedagogy and has been in use for 300 years. It is asserted to have begun as a correspondence study which includes letter exchange to support learning. Then, with the invention of the radio, audios were started to be used for distance learning. Next, the invention of television enabled visual and auditory tools to be utilized for educational purposes (Bozkurt, 2019). Thereafter, with the invention of the computer and subsequently advancements of the internet, the distance education has had many changes and become widespread. In today's age, many institutions offer distance education and many learners are benefitting distance education using some technologies such as information communication technologies, soft wares and distance education platforms. As the history of distance education suggests, information and communication technologies have a major role in shaping distance education.

Distance education can be conducted in two ways: namely synchronously and asynchronously. While synchronous education is carried out simultaneously, asynchronous education takes place at different times enabling learners to study at their own pace. This study included both due to the pandemic-driven distance education. The synchronous education was conducted in virtual classrooms which made it possible for the teacher and learners to interact with each other and receive instant feedback and the asynchronous part of the current study included the video assignments of the flipped instruction.

2.8. Blended Learning

We are living in a digital age in which technology has become an essential element in any educational context. The growing application of integrating technology in the educational settings has altered teaching and learning methodologies as well as learner profiles and teachers so researchers have been seeking new pedagogical approaches to meet the

demands of new learner and teacher profiles (Chuang et al., 2018). Blended learning is one of those new approaches and has been made use of by many educators to facilitate teaching. It is defined as "a learning program where more than one delivery mode is being used to optimize the learning outcome and cost of program delivery" (Singh & Reed, 2001, p. 1). Another definition of blended learning was made by Valiathan (2002) as a learning environment that combines several event-based activities, involving face to face learning, synchronous e-learning and self-paced learning. Having the best parts of the face to face teaching and online teaching, blended learning is considered as one of the most efficient learning environment.

There are four models of blended learning: "the rotation model, the flex model, the self-blend model, and the enriched virtual model" (Staker & Horn, 2012, p. 8). The flipped classroom which is applied in the present research is generated from the rotation model of blended learning.

2.9. Flipped Learning

Flipped instruction also known as an inverted classroom that has become a trend nowadays is a component of blended learning and a recent pedagogical approach that includes face to face learning and online learning supporting the instructional process inside and outside the school. Flipped instruction is generally characterized as technology integrated or enhanced learning in and out of the classroom and there are various definitions of the term. Bergman and Sams (2012) define it as a teaching approach where students complete homework outside the class first, followed by reviewing the relevant lesson material in class with the support of their teacher. In their opinion, it is a learning environment in which the materials are learned at home and the homework is completed at school. Long et al. (2016) define it as an instructional model in which learners access the learning materials previous to class via materials such as video lessons provided by the teacher outside the class, and in-class time is utilized for active learning, such as collaborative tasks, problem-solving, etc. According to Strayer (2012), the flipped classroom has two unique characteristics. The first one is making use of technology to prepare material to share with students as an independent learning tool. The second one is personalizing learning where every student can learn at his/her pace.

Although Halland DuFrene (2016) claim that flipped instruction has been used for a long time before the methodology was given a name, the pioneers are considered as Bergman

and Sams (Bergman & Sams, 2012) who began recording videos to help their students who had missed the class in 2007. Having been used in educational contexts for a long time, it has been addressed by many studies and found to be advantageous (e.g. Davies et al. 2013; O'Flaherty & Phillips, 2015). Some of its advantages have been reported as enhancing students' performances and increasing their engagement via their access to input prior to class, having the opportunity to prepare before class, being able to assess learners' understanding, and enhancing in-class activities (Brame, 2013).

2.9.1. Flipped Instruction in EFL Context

As in other subjects, flipped learning model has been used in language classes and has been the focus of many studies since it was started to be used by educators. The systematic review of the flipped classroom in ELT conducted by Turan and Çimen (2019) revealed that there has been an increase in the number of articles about flipped instruction in ELT and high interest in the topic particularly in the last two years. Additionally, sample groups have generally comprised of university students while few study samples consisted of K-12 students and other participants. The studies have examined flipped instruction's impact on students' language proficiency, the development of four skills and sub-skills, learners' engagement, attitudes, perceptions and motivation. The findings of several studies have indicated that flipped instruction in English classes offers a rich learning environment and improves students' academic performance and language proficiency in general and has superiority over traditional instruction (Boyraz & Ocak, 2017; Hsieh et al. 2017; Lin & Hwang, 2018). The reasons for the flipped classroom's being effective in educational and EFL settings are given below.

- *Flipped instruction enhances more effective class time and provides flexible learning in terms of time and place*. Bergman and Sams (2012) compared the amount of time spent on the activities in the traditional class and flipped class and found that the time spent on the practical and meaningful activities is much more in the flipped classroom than the traditional classroom. Since learning is not limited to the classroom, class time is spent on more interactional and productive activities. Additionally, flipped instruction overcomes the limitations of the traditional teaching in the classroom and provides the opportunity to access the learning material both inside and outside the classroom and study at learners' own pace (Moffett, 2015; Staker & Horn, 2012).

- *Flipped instruction promotes learner-centered learning and learner engagement.* The most commonly reported benefit of the flipped classroom is improving learners' engagement, since it fosters active learning (Turan & Çimen, 2019). Many study findings suggest that flipped instruction promotes learner-centered learning and active student participation (Amiryousefi, 2019; Bergman & Sams, 2014; Chen et al., 2017; Chuang et al., 2018; Haghighi et al., 2019) and teachers become mentors and facilitators in a flipped learning environment (Üğüten & Balcı, 2017).
- *Flipped instruction improves learners' autonomous learning ability.* As flipped instruction provides learners with various materials to explore and learn at their own pace, it fosters learners' autonomous learning ability through individualized learning (Amiryousefi, 2019; Han, 2015; Köroğlu & Çakır, 2017). In line with this, it is claimed that flipping the classroom enhances students' ownership of learning by assigning homework to be completed at their own pace in which learners become more self-directed (O'Flaherty & Phillips 2015).
- *Flipped instruction develops a more positive attitude and perceptions towards language learning and increases language learners' motivation.* There have been various studies about learners and teachers' beliefs and perceptions towards flipped learning. The findings have shown that students' attitudes towards flipped instruction in English classes are generally positive as it enables access to materials before, study at their own pace and make preparations for the following lesson (Karimi & Hamzavi, 2017; Köroğlu & Çakır, 2017; Mehring, 2014; Wong & Chu, 2014). In addition to its impact on developing positive attitude towards language learning, it has also been found that the flipped classroom increases students' motivation and participation (Hsieh et al., 2017; Strayer, 2012). In the same vein, it was found to enhance learners' positive attitudes towards foreign language speaking resulting in an increase in motivation and engagement (Yeşilçınar, 2019). While the above mentioned studies suggest that flipped instruction increases learners' motivation, it has also been found that learners with a high level of motivation benefit most from the flipped classroom (Chuang et al, 2018).
- *Flipped instruction has a positive impact on learners' beliefs of self efficacy and self-confidence.* It has been claimed that utilization of flipped instruction promotes learners to develop confidence in their abilities resulting in higher self-efficacy (Bergman & Sams, 2012; Kurt, 2017). Similar to its positive impact on learners' self-efficacy beliefs, it has been also found that coming to class prepared improves learners' self-confidence making learners more motivated and active (Basal, 2015; Kang, 2015).

- *Flipped instruction has been found to have a positive impact on the development of EFL learners' receptive language skills.* Various studies have indicated that flipped instruction reinforces students' listening comprehension (Howitt & Pegrum, 2015; Hung, 2015; Kang, 2015). Besides, flipped instruction has been found to enable students to make significant improvements in English reading comprehension (Abaeian & Samadi, 2016; Karimi & Hamzavi, 2017).
- *Flipped instruction has been found to have a positive impact on the development of EFL learners' productive language skills.* Flipped instruction has been applied in writing classes and it has been found to improve learners' writing performances (Ekmekci, 2017; Engin, 2014; Leis et al., 2015; Soltanpour & Valizadeh, 2018). Furthermore, several studies revealed that flipped instruction has a positive impact on EFL learners' speaking and communication skills through its effective features (Abdullah et al., 2019; Amiryousefi, 2019; Hsieh et al., 2017; Kirkgoz, 2011; Tazijan et al., 2017). In addition, it has been found to enhance EFL learners' public speaking and presentation skills (Bezzazi, 2019). The effective features of flipped instruction on speaking skill include provision of more opportunities and time to construct knowledge for speaking (Li & Suwanthep, 2017). It supplies learners with plenty of time for advance planning and opportunities for the task repetition both of which have been proven to be effective in terms of spoken production development since they provide learners with content familiarity so they can work on the selection and monitoring of appropriate language (Bygate, 2001). Additionally, advance planning is claimed to improve learners' working memory and support learners to reach linguistic material from memory more easily and quickly (Ellis, 2005). Furthermore, studies on task repetition have revealed that it has a positive impact on learners' spoken production in terms of fluency, accuracy, and lexical complexity (Bygate, 2001; Lynch & Maclean, 2000). In addition to its above-mentioned positive impacts, it has been found to enrich vocabulary resources and better intonation and pronunciation (Quyen & Loi, 2018); develop the dimensions of accuracy, coherence, fluency, lexical, grammar, and pronunciation (Köroğlu & Çakır, 2017) as well as developing an engaging, and motivating climate in the EFL speaking classes (Abdullah et al., 2019).
- *Flipped instruction has a positive impact on learners' grammar and vocabulary development.* Flipped instruction has been found to have a positive impact on learners' grammar performances (Al-Harbi & Alshumaimeri, 2016; Webb & Doman, 2016). Additionally, it has been discovered that flipping the classroom improved learners'

vocabulary (Ozkal, 2019; Zhang et al., 2016) and idiomatic knowledge (Hsieh, et al., 2017).

As mentioned above, flipped instruction has been proven to be efficient in educational settings; however, implementing this approach has some challenges. These challenges might be learner and teacher-related or implementation related. Learners' lack of experience of such a learning environment, lack of immediate feedback during assignments, and increased workload might be included in learner-related drawbacks of the flipped learning environment while teacher related challenges might include lack of knowledge, technological skills and experience of flipped instruction, increased workload, and much more time for planning. Lastly, implementation related challenges may be about access to technology or internet connection, monitoring learners' comprehension or providing instant feedback (Lo & Hew, 2017).

By looking at the above-mentioned studies, it can be claimed that the use of flipped instruction in teaching English has been advantageous in language classes and should be considered while planning lessons. However it is also noticed that while there have been numerous studies about flipped instruction's impact on foreign language development of university students or high school students, there is still a relatively small body of literature concerned with investigating the effect of flipped learning on young language learners' development. Nevertheless, today's young learners are considered as 'digital natives' (Prensky, 2001) and claimed to be growing up along with technology which is seen as a normal and integral aspect of their lives thus, it can be claimed that flipped instruction should be integrated in their classes to make the teaching more efficient. The present study is expected to shed light on the use of flipped instruction in young EFL learners' context and contribute to the body of literature.

2.9.2. Learning Theories of Flipped Instruction

Flipped learning is claimed to have its roots in such learning theories as constructivism, social constructivism and Bloom's taxonomy, and the theoretical frameworks are summarized below.

Bergman and Sams (2012) who are considered as the pioneers of flipped learning, claim that it is related to constructivism theory which emphasizes the active role of learners gaining their knowledge. In flipped educational contexts, the assignments give learners

opportunities to learn and explore the concepts on their own and this enables them to construct their own knowledge on their past knowledge and develop higher skills with the help of the teacher. Thus, learners stop being passive listeners and become active learners.

Flipped learning has also its roots from the social constructivist theory (Vygotsky, 1978) according to which interactions have significant role in the learning process and knowledge is built in a social environment. Social constructivist theory suggests collaboration in teaching and social interactions in the learning environment is tried to be maintained by the guidance of the teacher. Teacher guidance is essential in such a learning environment regarding learners' Zone of Proximal Development (ZPD) which is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). It is supposed that if a learner is at the zone of proximal development for a definite task, supplying the appropriate guidance will enable him or her to accomplish it (Vygotsky, 1978). In a flipped classroom learners are provided with appropriate support such as the opportunity to interact with each other, work collaboratively, and also get individualized support from the teacher. The use of technology in a flipped learning environment fosters interaction among learners and teachers while class time is also spent on collaborative work. Thus it can be claimed to be related to the social constructivism.

In addition to above mentioned learning theories, it is alleged that flipped learning is founded on Bloom's Hierarchical Taxonomy, according to which cognitive domains are categorized ranging from the simplest to the most complex (Li & Suwanthep, 2017). Brame (2013) explains flipped learning in terms of Bloom's revised taxonomy as "students are doing the lower levels of cognitive work (gaining knowledge and comprehension) outside of class, and concentrating on the higher forms of cognitive work (application, analysis, synthesis) in class, where they receive the guidance of their friends and teachers" (p. 1). As a result it is claimed to develop learners' foreign language higher-order thinking skills (Alsowat, 2016; Hwang et al., 2015).

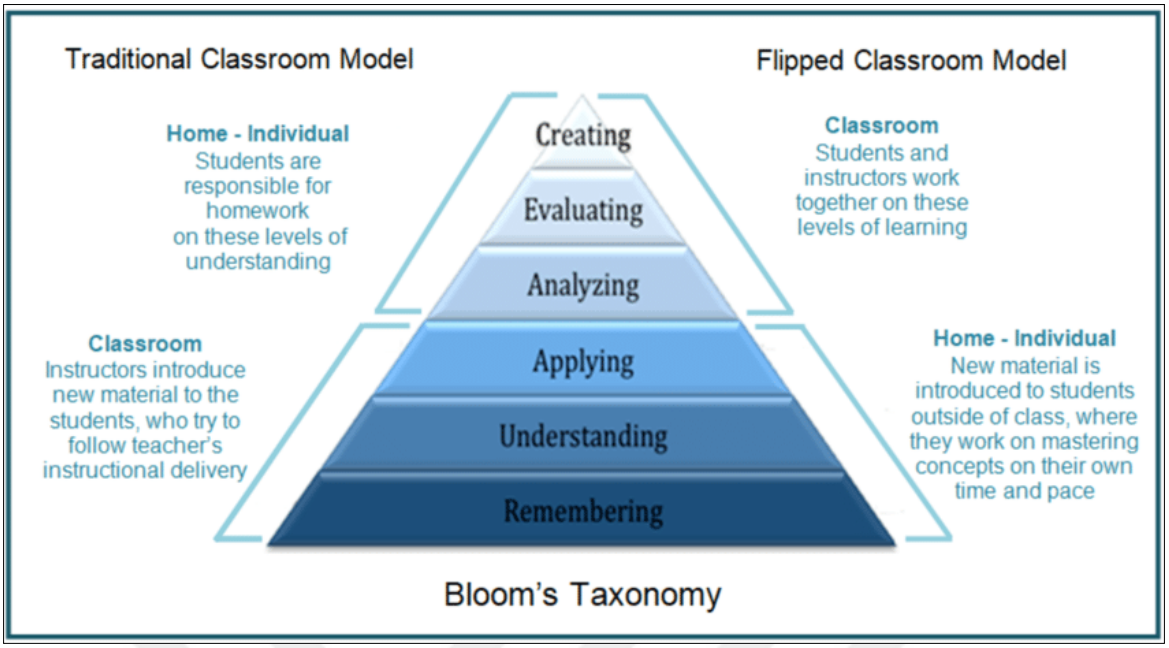

Figure 1. Relation of traditional and flipped classroom to bloom's taxonomy reprinted from boom's taxonomy in flipped classroom. Williams, B., (2013). *How I flipped my classroom*. Paper presented at NNNC Conference, Norfolk, NE..

2.10. Educational Videos

Gee and Hayes (2011) claim that one of the most significant reasons for integrating the digital world into classrooms is another outcome of the technological innovation: multimodal texts that blend diverse modalities, such as words, images, sounds etc. Being one of the mostly used multimodal texts, video is defined as the collection and succession of messages in an audio-visual environment (Canning-Wilson, 2000). Educational videos have become efficient course materials and the utilization of videos in educational contexts has increased as a result of improvements in the internet and availability of computers in classrooms.

The frequent use of educational video stems from its ability to provide an effective learning environment by improving the quality of instruction. Analysis of the research study on Video-Based Learning with regard to effectiveness, teaching methods, design, and reflection dimensions indicated that integrating video in teaching has a positive impact on learning outcomes (Yousef et al., 2014). Studies have revealed that educational videos make the process of teaching and learning more authentic and dynamic and attract learners' attention (Baltova, 1994), and foster their achievement and motivation since they have a powerful impact on mind and feelings (Berk, 2009; Cruse, 2007). This could be attributed to the provision of sight and sound that appeal to various learners with different

learning styles, raise interest and keep the learners' attention alive. Besides it is believed that using videos would foster learner autonomy (Bajrami & Ismaili, 2016) and provide a more flexible learning environment for learners (Hu, 2006) so teaching and learning is not limited to a specific time and a place and learners are provided with an opportunity to study at their own pace. Furthermore, it is claimed that learners have positive attitude towards the educational video use since they found it beneficial as well as enjoyable (Draus et al., 2014). Berk (2009) presents twenty benefits of using video for educational purposes as follows.Video use:

1. attracts students' attention
2. maintains their focus on the learning
3. piques students' engagement in class
4. generates a feeling of excitement for what is coming next
5. adjusts students' mood for the learning activity
6. elicits imaginative responses from students
7. empowers learning by changing students' attitudes towards the learning content
8. makes connections with students and other instructors
9. improves students' memory of the learning material
10. improves comprehension
11. stimulates creativity
12. encourages the exchange of thoughts
13. incentivizes learning on a deeper level
14. fosters a feeling of freedom when expressing views
15. acts as a catalyst for collaboration
16. provides inspiration and motivation
17. makes learning enjoyable
18. creates a suitable atmosphere for learning
19. reduces fear and stress when discussing unpleasant topics
20. uses visuals that students will remember

While it seems that educational videos have many advantages and are being highly used with many language learners of different age groups, research have generally addressed their use with adolescents and young adults. However, by looking at their above mentioned benefits, it can be claimed that videos could be used to meet the needs of many young language learners. In line with this, the current study is expected to contribute to its use with young EFL learners since videos including teacher modeling were utilized in the treatment process. Moreover, teacher's presence in the video was preferred since it was believed that would attract learners' attention.

2.10.1. The Use of Educational Videos for Spoken Language Development of Language Learners

Educational videos have been highly used by teachers to develop learners spoken language. In fact, Riri (2011) asserts that videos are preferred more than any other materials for the improvement of speaking skills and research indicates that using video is advantageous in terms of improving learners' spoken language (Hu, 2006; Yukselir & Komur, 2017).

First of all, the importance of authentic sources is emphasized in the development of speaking skills and videos make effective authentic sources to present input and supply learners with exposure to target language in meaningful contexts resulting in comprehension and eventually production. Thus, it is suggested that teachers should use authentic videos while teaching speaking since only they supply learners with authentic input that is sufficient to foster language acquisition (Tschirner, 2010). Besides, educational videos are used to provide adequate input including linguistic and non-linguistic elements which are essential for the development of speaking skills. Research has revealed that videos have a positive impact on linguistic knowledge via introducing many various language features such as vocabulary, phonological or grammatical elements. They have been found to foster learners' vocabulary development and retention (Lin & Tseng, 2012); pronunciation knowledge (Mitra et al., 2003); learners' lexical grammar development and oral comprehension (Rice & Woodsmall, 1988). Besides, since speaking is not just verbal but also non-verbal including body language, eye contact, rhythm etc. may have an impact on the meaning so provision of the non linguistic features in addition to linguistic features may be enabled with the videos.

Besides, videos are believed to bring culture-specific knowledge into the classroom and promote cultural awareness so that learners can contextualize the content easily (Demirezen, 1992) and contextualization is crucial for spoken production since learners need to to understand the context and gain awareness about language use according to different contexts. Tschirner (2010) claims that although context could be provided with photos, videos are more advantageous since they present models illustrating how to produce utterances. Along with linguistic and cultural knowledge, discourse competence is another significant factor in speaking and learners need to be familiar with the rules of organizing spoken production. Thus videos may be used to present well organized, coherent spoken productions.

In addition to its significant role as an input provider including linguistic, discourse and socio-cultural features, using video to develop speaking possess some other advantages. It is suggested that videos are motivating tools leading learners to participate actively (Hu, 2006). Choi and Johnson (2005) also claim that they are more memorable and motivating than other course materials. Moreover, videos provide learners with a flexible learning environment and opportunity to study at their own pace which enable them to replay, slow down or speed up according to their needs.

All in all, it can be claimed that making use of videos provides learners with good models of target language use in various contexts and is useful in terms of the development of learners' spoken language and awareness of the rhythm, intonation and pronunciation of language. Therefore, teachers need to find or create the most appropriate videos including good models of target language use as well as being interesting and entertaining for the learners. The current study made use of flipped video teaching together with modeling to develop the spoken production of young learners and the videos were prepared by the researcher considering the issues as learners' needs, interests, and interlanguage levels.

CHAPTER III

METHODOLOGY

This chapter presents the research methodology of the present study. Research design, context, participants, data collection instruments, data collection procedures and data analysis are elucidated in detail.

3.1. Research Design

A research design is defined as "the intersection of philosophy, strategies of inquiry and specific methods" (Creswell, 2009, p. 5) and all researchers try to apply the most suitable design to attain a conclusion for their research considering the factors such as the aim of the study, context, etc. Some researchers adopt a quantitative design while others utilize a qualitative design. Furthermore, a mixed method which includes the utilization of both quantitative and qualitative methods is preferred by many.

Quantitative research design includes making use of statistical methods in order to analyze the numerical data which is generally collected through surveys, questionnaires, observations and scales (Dörnyei, 2007) and it enables the researcher to generalize the findings to a larger population. On the other hand, qualitative research design addresses a problem to develop an understanding in a detailed way (Creswell, 2009) and includes application of interviews, observations and content analyses to gather detailed information about the topic studied on. Researchers who employ this design enter the world of the participants to deeply investigate a particular phenomenon. Having the features of both quantitative and qualitative methods, mixed design is the combination of both to have a better understanding of a research problem (Creswell & Clark, 2007). Utilizing both methods in a mixed design allows researchers to aim complex research questions and unearth both experimental and confirmatory questions in a single study and provides a

better understanding of a problem (Teddlie & Tashakkori, 2009). Besides, it is advantageous in terms of investigating varying perspectives about the same question and supplying contextual understanding built by actual practices and cultural effects (Creswell et al., 2011). Despite having many advantages, mixed designs are claimed to be challenging due to the utilization of quantitative and qualitative methods in a single study.

The current study is a case study with a mixed design since it is conducted with a small number of participants and it investigates a group of learners in a particular context using both quantitative and qualitative methods. Case study is defined as a comprehensive study of a particular topic, circumstance or a group of people in order that the results might be representative of similar contexts (Gall & Borg, 1989). In a case study, detailed information about the topic studied on is gathered and generally interviews, observations and content analyses are utilized. Besides, it is an effective method to explore and understand a wide range of issues in a real world setting within a contextual boundary. Despite the fact that case studies are claimed to apply a qualitative design, many case studies may include quantitative design like in the present study.

As mentioned before, the current study applies a mixed research design including both quantitative and qualitative data collection instruments. To be more specific, it has an explanatory sequential mixed design (Creswell & Clark, 2011), which includes two phases sequentially; it begins with a quantitative method (gathering and analyzing quantitative data) followed by a qualitative method (gathering and analyzing qualitative data). Such an explanatory mixed design is applied when qualitative data is needed in order to clarify or develop quantitative results and it is what this study aims. In other words, it utilizes the qualitative data to clarify or support the quantitative results. The integration of two methods in this design is not in equal portions and the quantitative part is dominant. This design is claimed to be advantageous since it includes both quantitative and qualitative parts which are clearly determined. While a general picture is provided with the quantitative data, qualitative data makes it possible to gather detailed information about the general case (Creswell & Clark, 2011). More detailed information about the utilization of both quantitative and qualitative methods in the current study with an explanatory sequential mixed design is provided below.

The quantitative part of the present study has a quasi-experimental design since it aims to find out the effectiveness of a treatment on a single group using a pre-test and a post-test. In other words, in accordance with the aim of the study, the researcher implements an

intervention and assesses the difference it makes. Quasi-experimental design has the features of experimental design, but lacks the random treatment assignment. Experimental design is characterized as involving at least a treatment, measurement tools, and comparisons to detect the changes that are attributed to the treatment (Cook & Campbell, 1979). Thus, it is claimed to be the best way to clarify the cause and effect and see whether hypotheses are true or not (Dörnyei, 2007). An experimental study includes two variables: namely independent and dependent variable. Independent variable is the reason of the implication while dependent variable is the one that is measured. In the current study, the independent variable is the utilization of flipped video teaching and modeling in a combinatory manner and the dependent variable is learners' spoken productions. Thus, the dependent variable, namely learners' spoken productions, was measured via a pre-test at the beginning of the study. Then, the treatment was applied and finally the dependent variable was measured by a post-test to find out the changes.

As for the qualitative part of the current case study, classroom observations and semi-structured interviews with the participants were applied to support the findings of quantitative data. Besides, by adopting an inductive approach, semi-structured interviews aimed to explore whether the utilization of flipped video teaching and modeling in a combinatory manner is applicable for young learners and to find out the advantages and disadvantages of the treatment by having the participants' opinions about it.

3.1.1. Context

The context of the current case study needs to be described in detail since it is important to be informed about various factors and some specific situations on the case to allow the others to determine the extend to which it is representative of other contexts.

The current case study was undertaken at a private primary school in Ankara and the reason for this school being preferred was that the researcher had been working at this school. Thus, convenience sampling in which the participants fulfill definite criteria such as availability and accessibility in terms of place and time or participants' will to take part (Dörnyei, 2007) was applied.

The environment in which the study was conducted was not limited to the classroom due to the changes in the education system within the scope of measures and the decisions taken against COVID-19. Thus, the study was initially started in a virtual classroom of a well-

known educational service since the education was being carried out wholly online. Then, it was conducted in the actual classroom during the hybrid education, which combined both face to face and online education. Finally, due to the decision on switching to fully online education, it was carried on in the virtual classroom in the final phase of the study.

The classes were divided into two at the present school to enhance the virtual learning environment by reducing the number of the learners. Also, the classes were divided into two during the face to face education part of the hybrid education to maintain social distance. The participants had 12 English lessons per week. The lessons were usually conducted orally and the English language teacher of the target group never spoke in Turkish with the students and tried to encourage the students to speak in English at all times.

3.1.2. Participants

The study was conducted with 18 fourth graders comprising of 12 girls and 6 boys whose ages ranged from 9 to 10. As mentioned above, the participants were divided into two groups, each of which included 9 learners and the groups were homogenous. Most of the learners had been at the same school since kindergarten, so they were assumed to have a common interlanguage level. All of the participants attended every procedure of the study including the pilot study, pre- and post test and interviews. Besides, in order to provide more information about each participant, the learners' profiles that might be beneficial in terms of representing similar cases are presented in Table 1. To determine the learners' profiles, teacher's observations about learners' participation and fulfilling the tasks and assignments were taken into consideration. Additionally, opinions of larners' class teacher and previous English language teacher about each learner were gathered. Learners were given numbers in order to protect their privacy.

Table 1

Learners' Profiles

Participant number	Gender F:female M: male	Personal qualities	Motivation for learning English	Fulfilling tasks	Number of times an international exam has been taken
1	F	• extravert • meticulous • enthusiastic • confident	• likes imitating accent • likes speaking in English • maintains attention to the instruction	• does homework regularly and in a quality manner • always hands in homework on time	• taken Pre A1 Startes and A1 Movers • going to take A2 Flyers
2	F	• extravert • enthusiastic • confident • outgoing • leadership	• likes imitating accents • likes speaking in English • dreams of studying abroad	• does homework regularly and in a quality manner • always hands in homework on time • memorizing	• taken Pre A1 Startes and A1 Movers

3	F	• shy • not willing to talk	• uninterested	• homework usually lacks in quality • has excuses for not doing homework • usually does not hand homework on time	• not taken any international exams
4	M	• extravert • enthusiastic • confident • outgoing • leadership	• maintains attention to the instruction	• does homework regularly and in a quality manner • always hands in homework on time	• taken Pre A1 Startes and A1 Movers
5	M	• extravert • enthusiastic • confident • outgoing • leadership	• maintains attention to the instruction • interested • curious	• does homework regularly • homework sometimes lacks quality	• taken Pre A1 Startes and A1 Movers • going to take Flyers
6	F	• extravert • confident • outgoing • leadership	• highly motivated • loves recording videos in English and sharing	• does homework regularly and in a quality manner • always hands in homework on time	• taken Pre A1 Startes and A1 Movers • going to take Flyers
7	F	• nervous • gets excited	• loves sharing information • wants to be an English teacher	• rarely does homework • needs to be reminded of assignments • homework usually lacks in quality	• taken A1 Movers • going to take Flyers
8	F	• quiet • timid • nervous • introvert	• uninterested • low motivation	• does not do homework regularly • sometimes does not hand homework on time • homework usually lacks in quality	• one Cambridge YLE • is going to take Flyers
9	F	• extravert • enthusiastic • confident • outgoing • careless	• likes imitating accent • likes speaking in English	• usually does homework • homework sometimes lacks quality	• taken Pre A1 Startes and A1 Movers • going to take Flyers
10	F	• nervous • introvert	• motivated to learn English	• sometimes forgets to do homework • homework in a quality manner	• taken A1 Movers • going to take Flyers
11	M	• quiet • slow	• low motivation	• needs to be reminded of assignments	• going to take Flyers
12	M	• gets excited	• low motivation	• does not do homework regularly • sometimes does not hand homework on time • homework usually lacks in quality	• not taken any international exams
13	M	• nervous • gets excited	• aware of the necessity of learning English • has been to abroad	• hands in on time but does not do it in quality manner	• taken Pre A1 Startes and A1 Movers
14	M	• extravert • enthusiastic • confident • talkative • leadership	• likes speaking in English	• does not pay attention to homework • usually tries to finish the assignments quickly	• taken Pre A1 Startes and A1 Movers
15	F	• shy • quiet	• has been to abroad • wants to study abroad • aware of the necessity of learning English	• does not do homework regularly • sometimes does not hand homework on time • homework usually lacks in quality	• not taken any international exams
16	F	• nervous • quiet	• not willing to talk and participate • quiet most of the time	• homework usually lacks in quality • rarely does homework on time	• taken A1 Movers • going to take Flyers
17	F	• extravert • enthusiastic • confident • outgoing • leadership	• highly motivated • records videos while speaking in English	• does homework regularly and in a quality manner • usually hands in homework on time	• taken Pre A1 Startes and A1 Movers • going to take Flyers
18	F	• extravert • enthusiastic • confident • outgoing • leadership • ambitious	• likes imitating accent and speaking in English	• does homework regularly and in a quality manner • always hands in homework on time	• taken Pre A1 Startes and A1 Movers • going to take Flyers

3.1.3. Data Collection Instruments

The data collection instruments of the current study included pre- and post-test applications. Additionally, five speaking tasks with their pre- and post-applications, teacher's in-class observations, and semi-structured interviews were utilized to collect data. The pre- and post-tests were conducted to see whether there was a significant difference in students' spoken production before and after the treatment. Besides, the researcher observed the learners during the whole process and took notes about the observations, which enabled to interpret the results from a multi-modal perspective. Furthermore, semi-structured interviews were conducted with all of the learners to gather information about their attitudes, the problems they faced, and their opinions about the process.

3.1.3.1. Pre- and Post-Tests

By conducting pre- and post-test, the differences in the learners' spoken productions before and after the treatment were aimed to be revealed. A rubric was developed to evaluate and compare students' initial and final spoken productions by the researcher to evaluate the dimensions of fluency, accuracy, vocabulary, grammar, organization of the spoken production, and functional knowledge. While designing the rubric for the current study, validity and reliability were taken into consideration. Therefore, before using it to grade learners' spoken productions, feedback was gathered from three experts. Besides, inter-rater reliability scores of the raters for the pilot study and pre- and post-test results were calculated to ensure the reliability of the scores (Appendix 2 and Appendix 3).

Students' first spoken productions before the treatment were utilized as the pre-test, which enabled the researcher to examine the speaking levels and the needs of the target group. After determining their needs, the treatment process started. Following the treatment process, which included 10 spoken productions, post-test was applied to see the impact of the utilization of the modeling and flipped teaching in a combinatory manner on the target group's spoken production.

For the pre- and post-tests, the learners' spoken productions were recorded and captured as audio files to be transcribed and scored later. The audios and transcriptions of the pre- and post-test were evaluated by the researcher and a colleague, who was the second rater.

3.1.3.2. Observations

It is claimed that observations make it possible for researchers to examine cases and people naturally and to investigate people's actions directly without considering their claims about their actions (Dörnyei, 2007). Considering the fact that language is not just verbal but also nonverbal, making use of observational data is useful to interpret the results from a multi-modal perspective. Since observation does not interfere with the usual teaching and procedure, it is mostly preferred with young learners (Thornbury, 2012). Therefore, in the current study which was conducted with young learners, observation method was adopted as one of the data collection instruments.

While conducting observations is claimed to offer many advantages, it is also asserted that the existence of an observer may affect the participants' linguistic behaviors (Mackey & Gass, 2005). However, due to the fact that the observer was also the learners' teacher, such an effect was not expected to be seen in the current study. The researcher observed the learners during the whole process observation notes were taken about the performances. The qualitative data gathered from the observations was utilized to support the quantitative data.

3.1.3.3. Semi-structured Interviews

Interviewing is a basic mode of inquiry and conducting interviews is a powerful way to gain insight into education and other important social issues through understanding the experience of the individuals whose lives reflect those issues (Seidman, 2006). It is a way of gathering information about past experiences, private actions, beliefs, values and attitudes. Thus, it gives researchers the opportunity to understand the people from their point of view and pursue in-depth information around the topic. Besides, it gives the opportunity to an interviewer to have control over the types of information received because the interviewer can ask specific questions to elicit information.

On the other hand, it has a demanding and time consuming process including establishing access and making contact with the participants, interviewing them, transcribing the data, interpreting the data and sharing it. Besides, it requires good communication skills since a question must be understood by the interviewee in the way the interviewer intended and also the response must be understood by the interviewer in the way the interviewee intended.

There are three main types of interviews as structured, semi structured, and unstructured interviews. Structured interviews are similar to questionnaires. There is a pre-prepared interview guide including a list of questions which restrict participants and have little flexibility. Unstructured interviews, also referred to as the 'ethnographic interview', allow maximum flexibility to follow the participant in unpredictable directions, with only minimal interference (Dörnyei, 2007) and the interview guide is not as detailed as the structured one. A semi-structured interview has a set of pre-prepared questions and prompts, but the format is open-ended and the interviewer provides guidance. In applied linguistic research studies, most interviews are conducted following this type.

By conducting semi-structured interviews in this study, the researcher aimed to gather information about the learners' attitudes, the problems they faced, their opinions about the videos, how many times they watched the videos, etc. After the post-test, an interview schedule was prepared and the participants were informed about it. Then, they had online individual interviews with the researcher at the scheduled times.

3.2. Data Collection Procedures

This part presents details related to the piloting and the actual treatment process. The current study was conducted in the 1st term of 2020-2021 Academic Year and the data for the present study was collected within 10 weeks. It began with the piloting process which took two weeks and then continued with the pre-test which was conducted during the third week. Next, the implementation process was carried out within five weeks. During the implementation, learners had five cycles, each of which included the first and the second spoken productions of each learner. In each cycle, learners were given a topic and asked for a spoken production. Then, they were provided with a video including teacher modeling and during the next lessons they were to have the second spoken productions on the same topic. Ultimately, the post-test was conducted to see the impact of the treatment. Learners' spoken productions throughout the whole process were kept as audio files and then transcribed. As Gillham (2000) although transcripts do not represent the spoken language thoroughly, it is claimed to be more advantageous than other choices such as listening the audio repeatedly or taking notes. In the current study, both audios and transcriptions were used for data analysis; thus, some non linguistic features such as pauses, repetitions etc. were also analyzed by the researcher and a second-rater. At the end of the treatment process, semi-structured interviews were conducted after the application of

the post-test. Table 2 shows and summarizes the time schedule of the data collection process.

Table 2

The Weekly Programme of the Study

Week	Focus	Activity
Week 1 & 2	Pilot Study	1st and 2nd spoken productions
Week 3	Pre-test	
Week 4	Cycle 1	1st and 2nd spoken productions
Week 5	Cycle 2	1st and 2nd spoken productions
Week 6	Cycle 3	1st and 2nd spoken productions
Week 7	Cycle 4	1st and 2nd spoken productions
Week 8	Cycle 5	1st and 2nd spoken productions
Week 9	Post-test	
Week 10	Semi structured interviews	

3.2.1. Piloting

The pilot study was carried out with all the participants of the actual study in two weeks. Since the education was carried out wholly online, it was carried out in a virtual classroom. Besides, learners' first and second spoken productions in the pilot study were graded by the researcher and a second-rater and their results were analyzed for inter-rater reliability.

3.2.1.1. Week 1 (28th September-2nd October)

In the first week of the piloting process, learners were asked to talk about "the qualities they look for in a friend." The topic was chosen considering the topic familiarity of the learners. It was one of the topics covered during catch-up process in September, so the learners were familiar with the content. The researcher asked "What makes a good friend for you?" and the learners were informed that they had five minutes for preparation. Then, each student gave a speech on the given topic one by one and during their spoken productions, they were audio-recorded. The researcher also took notes about their performances and nonverbal language. After each learner had their spoken productions, they were informed about the researcher's video including her modeling on the same topic to elicit the expected spoken production. The video was sent to the students so that they could practice and get ready for the coming lesson. Finally, the audios of the learners were transcribed to be analyzed in detail.

3.2.1.2. Week 2 (5th October-9th November)

During the following lesson, students carried out their second spoken productions on the same topic which was about "the qualities they look for in a good friend." Similar to their first spoken productions, they were recorded during their performances and the researcher took notes about their second performances and nonverbal language again. Finally, the audios of their second spoken productions were transcribed.

For grading the learners' first and second spoken productions, the rubric comprising of four categories (i.e., content, organization, fluency and language use) was made use of by two raters. Initially, the grades given by the researcher and the second-rater separately were analyzed for reliability by using Krippendorff Alpha and ICC tests and the results indicated that scores of the researcher and the second-rater were compatible with each other. Next, the results were compared to see whether there was a significant development after the treatment or not. Besides, observation notes were examined and the analysis of the observation notes made it clear that the students needed to see an example and teacher's guidance for better spoken productions.

3.2.2. Pre-test

3.2.2.1. Week 3 (12th- 16th November)

After the piloting process was over, the pre-test was conducted in the third week of the study. It was the week in which hybrid education started, which meant the learners began to attend school for face to face education twice a week, so the pre-test was applied face to face with most of the participants. Due to the fact that participation in face-to-face education was bound to the consent of the parents, 3 students did not attend face to face classes and only attended to the virtual classes. Just like in online lessons, the learners started to go to school in two separate groups; the students in the first group were going to school on Monday and Thursday while the students in the second group were going to school on Tuesday and Friday. When one group was having face to face education, the other group had online lessons and 3 students who did not come to school at all joined those online lessons with the first and the second group.

For the pre-test, the students were asked to talk about "their best holiday." They carried out their spoken productions during which they were recorded. The researcher also took notes

during their performances. After the application of the pre-test, the researcher did not model the expected outcome or send the video because after the treatment the learners were going to be given a similar topic for another spoken production to see the impact of the treatment process. The audios were transcribed and the spoken productions were graded by the researcher and the second-rater whose scores were later analyzed in terms of inter-rater reliability.

3.2.3. Treatment

The treatment was conducted within 5 weeks and each week included a cycle. Each cycle started with the first spoken production on a given topic. Then, learners were provided with the researcher's video including modeling to study and finally they had their second spoken productions on the same topic. The topics for the spoken productions were determined in accordance with the weekly plan prepared and sent by the English coordinator of the school. While deciding on the topics, special attention was paid in order that learners could personalize them and their outcomes would not be the same as each other's or the model video's. Table 3 presents the overall timetable of the treatment process.

Table 3

The Weekly Programme of the Treatment Process

Week	Cycle	Speaking topics
Week 1	1st Cycle	Life map
Week 2	2nd Cycle	My life before and after COVID-19
Week 3	3rd Cycle	Chores
Week 4	4th Cycle	School uniforms
Week 5	5th Cycle	Going to school vs. online classes

3.2.3.1. Week 4 (19th- 23rd October)

In the first week and the first cycle of the treatment process, the learners did their first spoken production which was about their "life map." The topic was chosen considering the plan and the materials used for the lessons. The life map was one of the parts on the poster that was being covered every day as a morning routine and the learners had been practicing telling the years, dates and past tense in the previous weeks. On Monday, the learners in the first group and on Tuesday the learners in the second group were asked for their first spoken production since they were attending face to face lessons on different days. Learners were audio recorded while doing their spoken productions and observation notes

about each learner's performance were taken by the researcher. After their first spoken productions, general feedback was given and the recorded version of the teacher's modeling to elicit the expected outcome was delivered to the students so that they could practice and get ready for their second spoken productions.

During their next lesson, which was on Thursday for the first group and on Friday for the second group, the same procedure was followed. Students carried out their spoken productions one by one on the same topic and each was audio recorded. The researcher also took notes about their performances and nonverbal language. Then, the audios were transcribed to be analyzed thoroughly. Next, the outcomes of the first and second spoken productions were scored and statistically analyzed with regard to content, organization, fluency and language use. In addition, observation notes were examined to have a deeper understanding of learners' performances from the researcher's eye.

3.2.3.2. Week 5 (26th- 30th October)

In the second cycle, the researcher asked learners to talk about "chores." The topic was chosen with regard to the weekly plan and topic familiarity. Similar to the previous cycles, they were given five minutes for preparation and then did their first spoken productions during which they were recorded and observed carefully by the researcher. After they all gave their speeches, general feedback was given as to their performances. Then, most of the learners were given the video of teacher's modeling, but three learners did not have their USB stick with them, so the researcher gave them hers. Facing this situation, the next videos were decided to be uploaded on YouTube so that the learners would not need to carry their USB sticks. During the next lesson, learners had their second spoken productions in the second cycle. In order to listen, transcribe and analyze their spoken productions thoroughly, their spoken productions were kept as audio files and observation notes were jotted down. Following their second spoken productions, the audios in the first and the second productions were transcribed, analyzed and graded. Finally, the results of the first and second spoken productions were compared and analyzed. Besides, the observation notes of the two productions were investigated thoroughly.

3.2.3.3. Week 6 (2nd- 6th November)

Similar to the previous cycles, the third cycle of the treatment process began with the first spoken productions of the learners. They were asked about “the differences in their lives before and after the corona virus disease." The researcher asked “How has corona virus affected your lives? Please compare your lives before and after the corona virus disease” and each student had their first spoken productions one by one while being recorded. Similar to the previous process, the researcher took notes observing each student during their performances. Following the first spoken productions, the learners were informed that the video had been uploaded on YouTube so that they could watch it on YouTube and it was also provided to some students with a USB stick. During the following week, learners stated that it was easier to watch the video on YouTube and they carried out second spoken productions and data was gathered via recording and by observing as in the previous cycles. When data collection of the third cycle was over, the first and the second spoken productions were transcribed, analyzed and graded in addition to the investigation of the observation notes. Finally, the results of the first and the second productions were compared and analyzed statistically.

3.2.3.4. Week 7 (9th- 13th November)

The topic of the fourth cycle was “school uniforms” and learners were asked for their first spoken production before being provided with the researcher’s video of the modeling. Data was gathered via the same instruments as in the previous cycles. However, this time, the video was not given to the learners, instead it was uploaded on YouTube as the learners got used to watching it on YouTube and found it easy to watch it there. Following the treatment, learners performed their second spoken productions while being recorded as well as being observed. Finally, data gathered during the treatment was analyzed and the comparison of learners’ first and second productions of the fourth cycle was made.

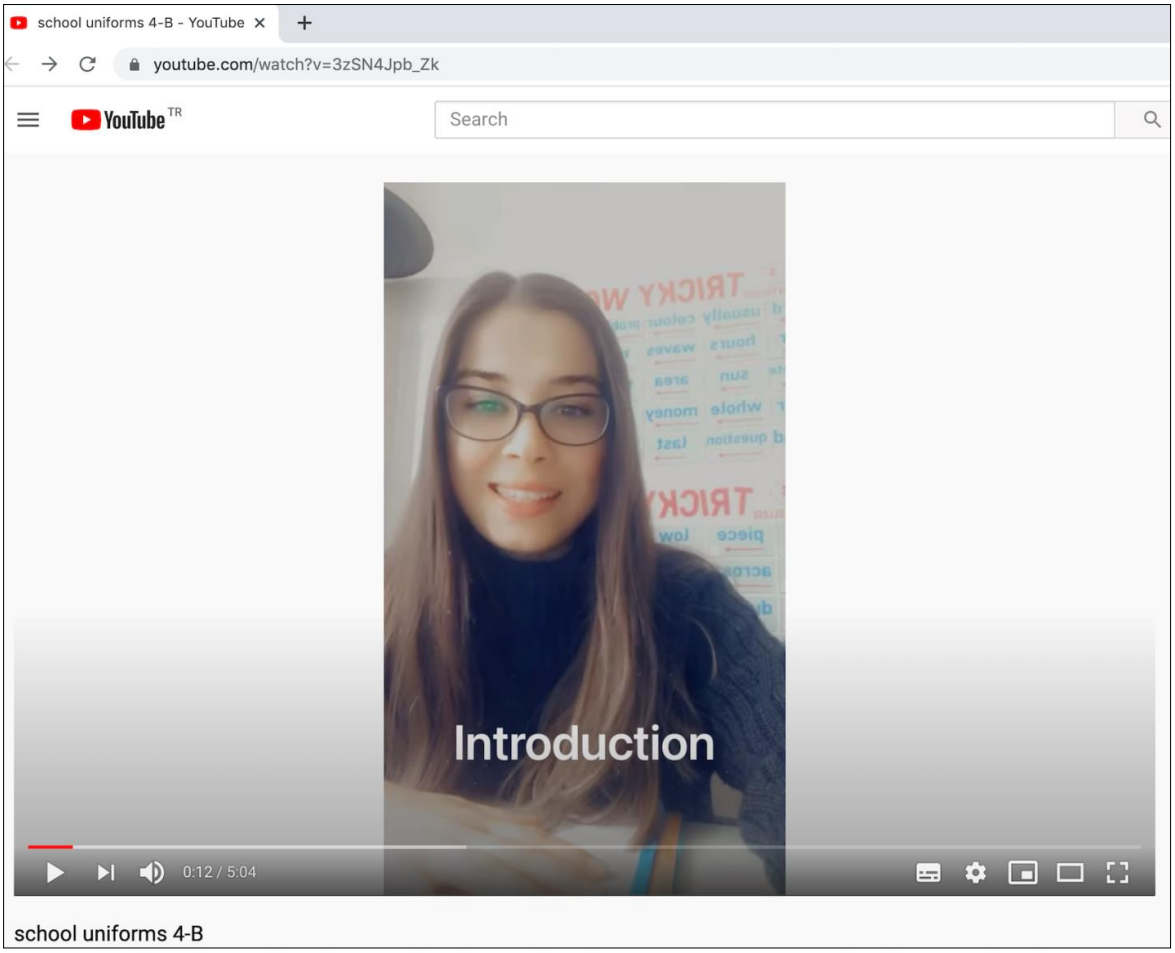

Figure 2. A sample YouTube page of teacher's modeling video

3.2.3.5. Week 8 (23rd- 27th November)

During the break in the first term, it was announced that education was going to be wholly online, so the study was conducted fully online in virtual classroom like the first three weeks including pilot study and the pre-test. Thanks to the flexible nature of the current study and for the reason that learners were familiar with the implication during online education, no challenges were experienced in terms of implication**.** Similar to the cycles during face to face lessons, the fourth cycle began with the learners' first spoken production. They were asked to talk about "going to school vs. online classes". After each learner had their spoken productions, they were informed that there was a new video on YouTube so that they could watch and get ready for their second productions. During their first and second spoken productions, they were recorded and the researcher took notes with regard to their performances. Following the data collection process of the fifth cycle, spoken productions were transcribed, analyzed and scored. Then, the results of the first and

the second spoken productions were compared and analyzed statistically. Besides, observations notes were utilized to back up the quantitative data.

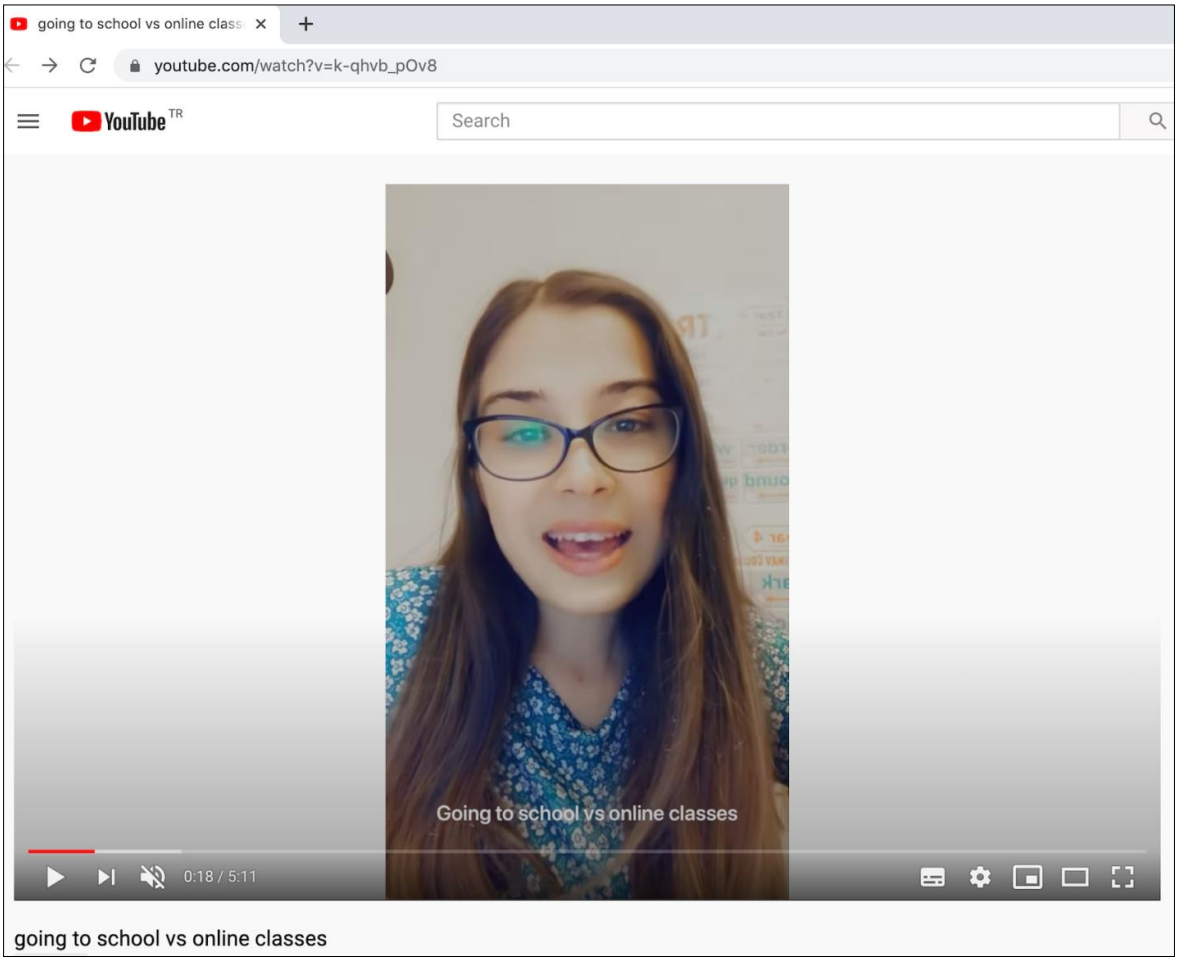

Figure 3. A sample YouTube page of teacher's modeling video

3.2.4. Post-test

3.2.4.1. Week 9 (30th November- 4th December)

For the post-test, learners were asked to give a speech about "the most memorable day or moment of their lives." This topic was chosen for its similarity with the topic asked in the pre-test. As mentioned before, for the pre-test, the students were asked to give a speech about "their best holiday." As in the pre-test, learners were asked for just one spoken production without modeling. Each learner had their spoken production one by one and they were recorded as well as being observed during their performances. Then, their audios were transcribed to be analyzed in detail. The researcher and a second-rater graded their post-tests separately and then their results were analyzed for inter-rater reliability.

Finally, the pre- and post-test results were compared and statistically analyzed to see the impact of the treatment process on learners' spoken productions with regard to content, organization, fluency and language use dimensions.

3.2.5. Semi-structured Interviews

3.2.5.1. Week 10 (7th- 11th December)

The semi structured interviews were conducted with all the participants once the post-test was over. Individual interview slots were allocated for the students to join an online meeting with the researcher and the interviews were kept as audio files. The interviews were carried out in English since the researcher, who was also the participants' English language teacher, had never spoken in Turkish with them due to the language teaching policy of the school. The questions were kept simple and the researcher made sure that each question was understood clearly. Each interview took about 8 to 10 minutes. First, the learners were inquired about their effort during the implementation, and then they were asked about their perceptions of the treatment. In order to analyze the qualitative data gathered from the semi structured interviews, content analysis was utilized.

3.3. Data Analysis

The present study has an explanatory mixed research design including both quantitative and qualitative data collection instruments. For collecting quantitative data, scores were given to the spoken productions of the learners. As for the collection of qualitative data, semi-structured interviews and observations were utilized. Different methods were made use of in order to analyze the raw data gathered by these tools and they are presented in this part.

3.3.1. The Analysis of Quantitative Data

In this study, the quantitative data was obtained through pre- and post-test scores. Besides, learners' first and second spoken productions in the pilot study and each cycle of the treatment were analyzed quantitatively. For grading the spoken productions, a rubric was developed and used in the current study. The tests used to analyze the numerical data are presented in Table 4.

Table 4

Statistical Techniques Utilized to Analyze the Quantitative Data

Type of Data	The Test Applied
Reliability of the Rubric	Krippendorff alfa and intra-rater correlation
Comparison of the Pre-test and Post-test	Wilcoxon Signed Ranks Test
Comparisons of the spoken productions with regard to the categories of rubric	Wilcoxon Signed Ranks Test
Comparison of the first spoken production	Friedman Test

In addition, descriptive statistics such as minimum, maximum, mean and standard deviation of scores of the first and second productions with regard to each category of the rubric and overall scores were tabulated on MS Microsoft Excel.

3.3.2. Rubric Development

A rubric is defined as a graded group of criteria which describes clearly what an acceptable or unacceptable performance is like to learners and instructors (Pate et al., 1993). There are two types of rubrics, namely, holistic and analytic rubric. A holistic rubric is used when it is aimed to evaluate the product as a whole or the process in general, without making judgments about the different aspects. On the other hand, analytical rubric is preferred when different aspects that make up a process or product are aimed to be scored separately (Tuncel, 2011). The rubric which was prepared and used in the current study to grade learners' spoken productions is an analytic rubric which enables separate evaluation of the categories included and provides detailed information about learners' outputs. It includes five categories; content, organization, fluency, language use and overall scores (Appendix 1). Each category is scored over 5 points, thus total score is estimated over 20 points.

In compliance with the purpose of the study, first draft of the rubric was prepared by the researcher before the study began. Then, it was finalized after gathering feedback from three experts to ensure the validity and the reliability of it. Validity is defined as the degree to which a test or measuring instrument actually measures what it points out to measure or how well a test or a meaning instrument fulfills its function (Anastasi & Urbina, 1997). Reliability, on the other hand, refers to consistency and usually used for the instruments in research studies.

Initially, the rubric was used to score the spoken productions in the pilot study by two raters, namely the researcher and the second-rater. Then, inter-rater reliability of the scores, which is about a measure of whether two or more raters judge the same set of data in the

same way, was tested using Krippendorff Alfa and Intra-rater Correlation (ICC). After finding that the reliability of the results and the agreement among the raters were high, the researcher used rubric to grade learners' first and second spoken productions within five cycles. Finally, the researcher and the second-rater scored the pre- and post-test results separately and inter-rater reliability of the scores were tested again to examine the consistency of the scores in the pre- and post-tests using the same tests as in the pilot study. The results indicated that the pre-and post-test scores of the researcher and the second-rater were compatible with each other.

3.3.3. The Analysis of Qualitative Data

Qualitative data of the present study consists of semi-structured interviews conducted with all participants and observations of each learner during the treatment. Observations were made during the performances to back up the quantitative data and semi-structured interviews were conducted to explore whether the use of flipped video teaching and modeling in a combinatory manner is applicable for young learners and to find out the advantages and disadvantages of the treatment by having the participants' opinions about it. Once the interviews were over, they were transcribed and analyzed via content analysis which included the identification and categorization of the codes and themes.

Qualitative analysis process has four primary phases: transcribing the data, pre-coding and coding, growing ideas and interpreting the data, and drawing conclusions (Dörnyei, 2007). Analysis of the interviews started with transcription. While reading the transcriptions, the significant parts were highlighted and labeled. Thus, the codes emerged and put in categories according to the relationship and link between them. Then, a chart was utilized to present the data. In this way, the researcher became more familiar with the interview data and overarching themes were detected so the main themes were discovered. Thus it was easier to transform the raw data into results which allowed for interpretation and discussion of the findings.

Furthermore, significant points of observation notes were highlighted and while listening to the audios and reading the transcripts of spoken productions, observation notes were examined to back up quantitative data.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, findings of the study and discussions about the findings are presented. Firstly, inter-rater reliability tests results of piloting and pre- and post-test scores are given. Secondly, statistical data about pilot study results are put forward. Next, the statistical analyses of pre-test and post-test scores are presented with the help of the tables. Moreover, since this is a developmental study, the findings gathered during the treatment process are also given in detail. Finally, the results of the semi-structured interviews and observations were analyzed qualitatively and the results are presented with discussions.

4.1. Quantitative Findings

In the current study, whose aim was examining the impact of the use of modeling and flipped video teaching in a combinatory manner for the development of young learners' spoken production, pre- and post-test were applied and a rubric comprising of four categories was used for grading. Besides, learners' spoken productions in each cycle of the treatment were also graded with the help of the same rubric and the results belonging to each category of the rubric and overall results were presented which enabled the researcher to examine the changes in learners' spoken productions throughout the study. Additionally, comparison and analyses of the first spoken productions were done to examine the impact of the treatment and find out if there was a progressive development throughout the study.

The Wilcoxon Signed Ranks Test was used to find out whether there was a statistically significant difference between the learners' first and second spoken productions' results with regard to each category of the rubric and also overall scores. Friedman Test was utilized in order to compare the first spoken productions to examine learners' development over the first productions.

4.1.1. Inter-rater Reliability Scores

Within the scope of this study, first and second productions in the pilot study and the pre- and post-test were scored by the researcher and a second-rater in order to obtain more reliable results. Then, the scores of both raters were analyzed to find out the inter-rater reliability of the scores. Krippendorf Alpha and Intra-rater Correlation (ICC) were applied to examine the reliability of the scores given by the two raters and the results are presented in Table 5 for the piloting and in Table 6 for the pre- and post-test.

Table 5

Inter-rater Reliability Scores of Piloting Results

		Krippendorff alfa	ICC	95% Confidence Interval	p
First Spoken Productions	Content	0.51	0.70	0.20 to 0.89	0.009
	Organization	1.00	1.00	-	-
	Fluency	0.65	0.79	0.45 to 0.92	0.001
	Language use	1.00	1.00	-	-
	Total	0.45	0.94	0.84 to 0.98	0.000
Second Spoken Productions	Content	0.96	0.97	0.92 to 0.99	0.000
	Organization	0.80	0.92	0.78 to 0.97	0.000
	Fluency	0.95	0.98	0.95 to 0.99	0.000
	Language use	0.82	0.92	0.78 to 0.97	0.000
	Total	0.95	0.99	0.98 to 1.00	0.000

As seen in Table 5, Krippendorff Alpha values for the first spoken productions' scores vary between 0.45 and 1.00 and it can be claimed that there is a perfect agreement for the organization and language use categories while the overall score remains as the most inconsistent dimension between the researcher and the second rater. Additionally, ICC values for the pre-test scores vary between 0.70 and 1.00 and these values are statistically significant ($p< 0.05$). Therefore, it can be claimed that the first productions' scores given by researcher and the second rater are compatible with each other. When the second production's scores were analyzed for inter-rater reliability, Krippendorff Alpha values were found to be varying between 0.80 and 0.96. Furthermore, ICC values for the second productions' scores were detected as varying between 0.92 and 0.99. Thus, it can be claimed that the results of both tests were statistically significant ($p< 0.05$) and showed that there was a concordance between the raters with regard to the grading of second production scores. On the whole, it can be concluded that the reliability of the results and the agreement among the raters were high with regard to pilot study results.

Similar to the spoken productions in the pilot study, the pre- and post-test were scored by two raters so as to ensure the reliability of the results and Krippendorf Alpha and ICC were

calculated to examine the consistency of the scores given by the two raters and the results are presented in Table 6.

Table 6

Inter-rater Reliability Test for Pre- and Post-Tests

		Krippendorff alfa	ICC	95% Confidence Interval	p
Pre-test	Content	0.72	0.87	0.65 to 0.95	0.000
	Organization	0.58	0.72	0.30 to 0.90	0.004
	Fluency	0.51	0.67	0.10 to 0.88	0.016
	Language use	0.80	0.89	0.72 to 0.96	0.000
	Total	0.88	0.94	0.85 to 0.98	0.000
Post-test	Content	0.80	0.87	0.62 to 0.96	0.000
	Organization	0.88	0.95	0.87 to 0.98	0.000
	Fluency	0.70	0.86	0.63 to 0.95	0.000
	Language use	0.91	0.96	0.89 to 0.98	0.000
	Total	0.94	0.98	0.94 to 0.99	0.000

Table 6 shows that the Krippendorff Alpha values for the pre-test scores vary between 0.51 and 0.88 and ICC values for the pre-test scores vary between 0.67 and 0.94 and these values have been found to be statistically significant ($p < 0.05$). Thus, the results suggest that the pre-test scores of the researcher and the second rater are compatible with each other. When the post-test scores were analyzed for inter-rater reliability, Krippendorff Alpha values were found to be varying between 0.70 and 0.94. Furthermore, ICC values for the post-test scores were detected as varying between 0.86 and 0.98. The results of both tests were statistically significant ($p < 0.05$) and indicated that there was an agreement between the raters with regard to grading of post-test scores. Accordingly, it can be concluded that the reliability of the results and the agreement among the raters were high.

4.1.2. Findings of the Pilot Study

Before the actual study, a pilot study was carried out with all the participants who had first and second spoken productions just like the cycles during the treatment process. Their first and second productions were graded by two raters and the reliability of the results and the agreement among the raters were found to be high as presented above. The descriptive statistics about the first and second spoken productions during the pilot study are shown in the table below.

Table 7

Descriptive Statistics about the First and Second Spoken Productions' Results in the Piloting

	Test	*N*	*Min.*	*Max.*	*Mean*	*S. D.*
Content	1st productions	18	1	3	1.28	.575
	2nd productions	18	1	5	2.78	1.003
Organization	1st productions	18	1	2	1.06	.236
	2nd productions	18	1	4	2.39	.916
Fluency	1st productions	18	1	2	1.06	.236
	2nd productions	18	1	5	3.00	1.237
Language Use	1st productions	18	1	2	1.06	.236
	2nd productions	18	1	5	2.67	.907
Total	1st productions	18	4	9	4.44	1.199
	2nd productions	18	5	19	10.94	3.749

As indicated in the table, the mean scores of the learners' spoken productions increased during the pilot study. When the mean scores of the content category were analyzed, the mean score of the first productions was found as 1.28 while the second productions' mean score was calculated as 2.78. As for the organization category, first productions' mean score was 1.06 while second productions' mean score increased to 2.39. Regarding the fluency category results, the mean score was found to be 1.06 for the first productions whilst it was 3.00 for the second productions. Besides, the mean score of the language use category was assessed as 1.06 albeit it was 1.67 for the second productions. Finally, the mean scores of the overall results were analyzed and the first spoken productions' mean score was detected as 4.44 while the second productions' mean score increased to 10.94. Figure 4 illustrates the mean scores of the first and the second productions' results in the pilot study.

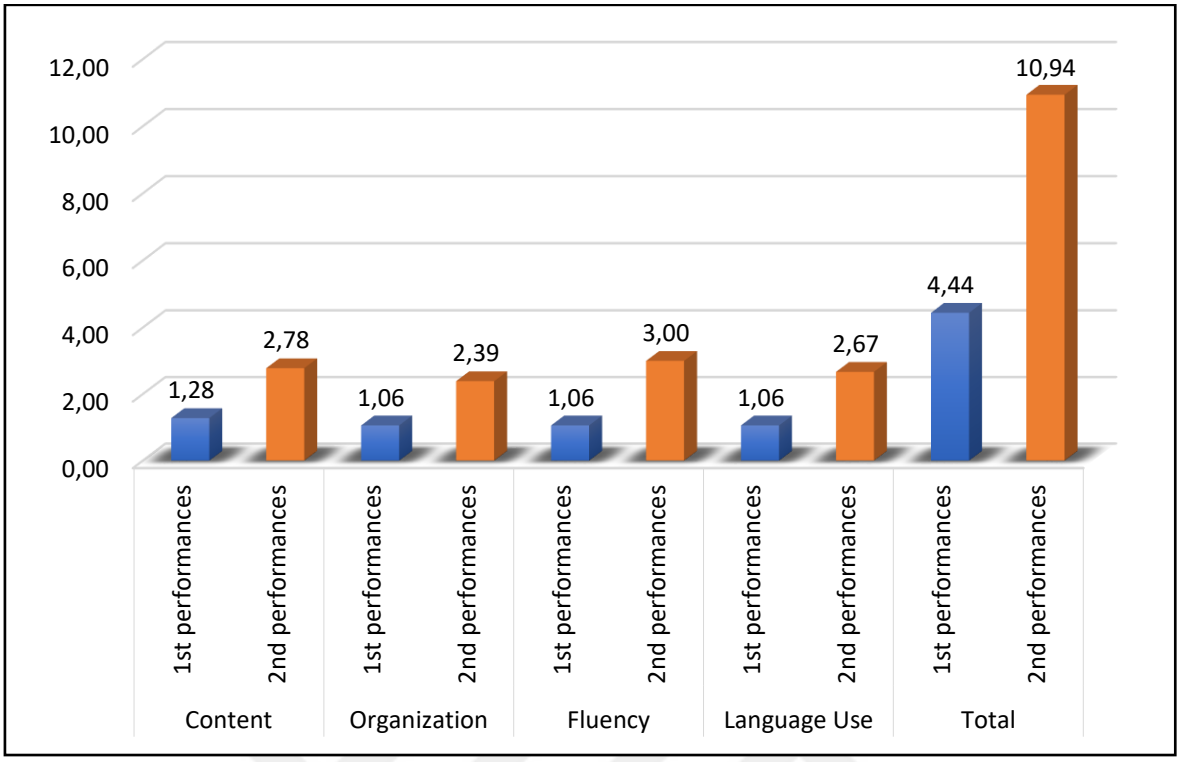

Figure 4. Mean scores of first and second spoken productions within the pilot study

It is clearly indicated in the figure that the second productions' scores with regard to each category and overall scores are higher than the first spoken productions. The sample presented below illustrates the changes and improvement in a learner's spoken production.

They are kind, um they have to be kind because when they hurt me it won't be good so we can't be best friend. We have fun, we have to fun. We always go anywhere, we have picnics, we ride bikes, umm together eh and one day we eh had zoom with İpek and Beren, they have zoom too so I love them, they are kind, they are helpful, they love me and they are funny. (1st spoken production/Pilot Study)

I will talk about the qualities being a good friend. The qualities of being a good friend are being helpful, let me give an example, when you fall down and hurt your knee, your friend helps, if your friend is not helpful no one can help you. If you give a secret to your friend, you must be sure that your friend is keeping your secret. They must accept you who you are. They must be trustworthy and you can always trust him or her. If he or she isn't trustworthy they always lie and you get to the wrong way. A good friend must be lovely and kind. Like when your mum couldn't take you from school, a kind friend must help you going home. They must be friendly so we can play with her. A friend should know what is a

team work or do that so you can do your project quick. Try to choose your friend according these. (2nd spoken production/Pilot Study)

As the sample spoken production before and after the treatment in the pilot study indicates, the treatment improved the learner's spoken production in terms of content, organization, fluency and language use. The second production is more relevant to the topic and includes more details about it. Additionally, the sample makes it obvious that the second spoken production was more fluent and developed in a more organized way. It is also possible to say that the second production contains more appropriate vocabulary and more accurate grammar usage.

Table 8

Comparison of the First and the Second Productions' Scores in Piloting

Task	*NegativeMeanRank*[a]	*PositiveMeanRank*[b]	*Z*	*p*
Content	0.00	8.50	3.611*	0.000
Organization	0.00	8.00	3.487*	0.001
Fluency	0.00	8.00	3.477*	0.001
Language use	0.00	8.50	3.660*	0.000
Total	0.00	9.50	3.737*	0.000

[a]first productions> second productions
[b]first productions< second productions
*p< 0.05

According to Table 8, there is a statistically significant difference (p< 0.05) between the first and the second productions' scores of the pilot study with regard to the each category (content, organization, fluency, language use) and overall results. Besides, positive mean rank of each category is higher than negative mean rank, which means that the second production scores are higher than the first production scores. Thus, it can be concluded the treatment had a positive impact on learners' spoken productions in the pilot study.

4.1.3. Findings about Pre- and Post-Test Scores

Within the scope of the current study, students' first spoken productions before the treatment were used as the pre-test and after the treatment process was over, the post-test was conducted to find out the impact of the treatment (see Appendix 5 and Appendix 6 for the pre- and post-test results of the learners). The pre- and post-test results obtained were compared and analyzed. The findings are given in Table 9, Table 10 and in Figure 5.

Table 9

Descriptive Statistics about the Pre- and Post-test Results

	Test	*N*	*Min.*	*Max.*	*Mean*	*S. D.*
Content	Pre-Test	18	1	3	1.72	.575
	Post-Test	18	2	5	3.50	.985
Organization	Pre-Test	18	1	2	1.39	.502
	Post-Test	18	1	4	3.00	.970
Fluency	Pre-Test	18	1	3	1.83	.786
	Post-Test	18	1	5	3.33	.970
Language Use	Pre-Test	18	1	3	1.44	.616
	Post-Test	18	1	4	2.94	1.056
Total	Pre-Test	18	4	11	6.39	2.146
	Post-Test	18	5	18	12.78	3.735

Table 9 illustrates the mean scores of the post-test and the pre-test with regard to each category (content, organization, fluency, language use) and overall scores. To begin with, the mean score of the content was 1.72 in the pre-test while it increased to 3.50 in the post-test. When the results were compared regarding the organization of the spoken productions, the mean score of the pre-test was estimated as 1.39 while it increased to 3.00 in the post-test. Regarding the fluency scores, the mean score of the pre-test was 1.83 and for the post-test the same value was found as 3.33. In addition, the mean score of language use category was calculated as 1.44 in pre-test while it increased to 2.94 in the post-test. Finally, learners' spoken productions' overall scores were evaluated and the mean score was found as 6.39 in the pre-test while it increased to 12.78 in the post-test.

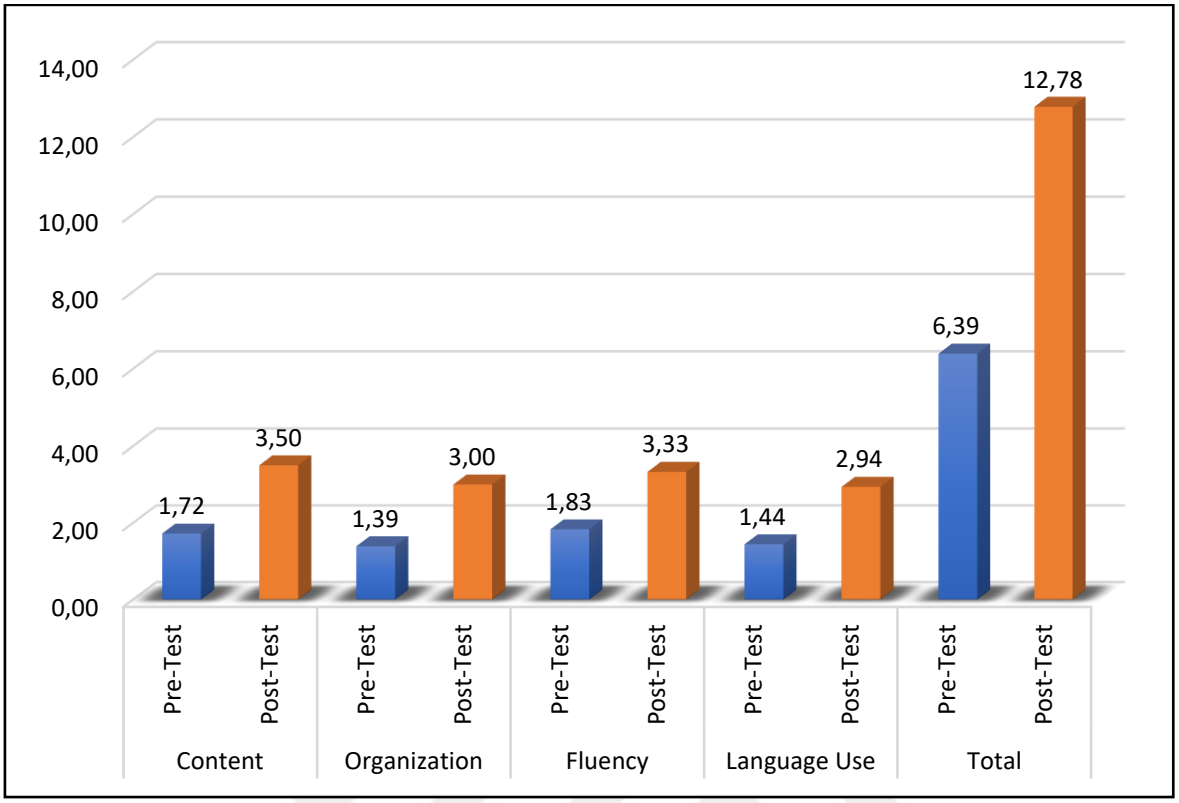

Figure 5. Mean scores of pre- and post-test

The figure makes it clear that the post-test scores with regard to each category (content, organization, fluency, language use) and overall results are higher than the pre-test scores, which indicates that the utilization of flipped video teaching and modeling has improved the spoken productions of the learners in terms of content, organization, language use and fluency.

In addition to the analyses of mean scores, Wilcoxon Signed Ranks Test was applied for the comparison of the pre- and post-test scores and the findings are given in Table 10.

Table 10

Comparison of Pre- and Post-Test Scores

Task	*NegativeMeanRank*[a]	*PositiveMeanRank*[b]	*Z*	*p*
Content	0.00	9.50	3.789*	0.000
Organization	0.00	8.50	3.602*	0.000
Fluency	0.00	8.50	3.585*	0.000
Language use	0.00	8.50	3.585*	0.000
Total	0.00	9.50	3.730*	0.000

[a]pre-test> post-test
[b]pre-test< post-test
*p< 0.05

As shown in the table, the pre- and post-test results with regard to the overall scores and each category of the rubric (content, organization, fluency, language use) show a statistically significant difference ($p < 0.05$). Besides, the positive mean rank of each spoken production is higher than the negative mean rank, which means overall post-test results are higher than the overall pre-test results. From these findings, it is possible to claim that learners' post-tests were more relevant and included more details about the topic. As for the development with regard to organization of the spoken productions, it can be inferred that learners' post-tests were more organized and the connections among ideas were clearer including some cohesive devices. In terms of the dimension of fluency, the findings suggest that the spoken productions in the post-test were clearer, learners had less or no difficulty in producing the spoken outputs and included less distracting hesitations and/or less pauses. Finally, learner's post-test results are also better than the pre-test results with regard to language use, which indicates that learner's spoken productions in the post-test included more appropriate vocabulary, less word form errors and more correct grammar usage. Some examples of learners' pre- and post-test are given below to illustrate some changes in their spoken productions before and after the treatment.

Sample 1:

When I am two or three years old, I, we went to a five-star hotel, it was too good. My brother wasn't because he didn't borned. I learn swimming ehh my dad showed me then, I swim in the pool ummm in the sea. (pre-test)

*My most memorable day was my this year's birthday. I was very excited on that day. I think that I always thought about my birthday how would be. But I needed to wait till 7 p.m. It was a very long time for me. I was very excited, my grandparent came. Also my uncle and aunt came. I, my cake was a good chocolate cake. Eeeh when I ate the cake, I started to open my presents. I love all of my presents but I liked my guitar best. I got a guitar, a box game, a pencil case, another box game too, a hot wheels car. That's eeeh, my presents are that way. I really really liked that day but I don't have a photo. (*post-test)

Sample 2:

My best holiday ehh. This year ehhh not this year. In the second umm (pause) second grade holiday. Because we went to Rize and took my grandma and grandpa then we went hotel and we stayed there all the summer. Everywhere ehhh there are trees lots of green. There is black sea but it is cold for me. But I have ehhh had fun. (pre-test)

Hello, today I'll talk about my most memorable day. Let's start. My most memorable day was when I went to Safranbolu. I loved Safranbolu. Then, I saw my friend. We played a lot. She taught me everywhere. Then, we saw a shop, there was a man and he was making kinds of name tags. I loved it because it's writing my name on it. He is doing for us special and it's too special for me. Then, also he did it one my friend. Then after that, we fed the rabbits. We saw rabbits and we fed the rabbits. Then, I, just I went to Eskişehir. Eskişehir was really really great for me because in Eskişehir, there is a castle. I loved it. You can go in it and you can look everywhere you want. In there, there is museums, play grounds, and then ehh there is a swimming pool and in front of the castle there is a big boat. It's a pirate boat. You can play on it like a playing fan. After that I went to my mum's cousins. Then, my mum saw her cousins and her niece and after that came Ankara and I love Ankara and my house. Thank you for listening. (post-test)

As the sample spoken productions before and after the treatment indicate, the treatment improved learners' spoken productions in terms of content, organization, fluency and language use. While the first productions had a few details, second productions included more details about the topic. In addition, the samples indicate that learners had more organized oral productions in the post-test. Moreover, samples in the pre-test make it obvious that learners tried to avoid talking and had shorter productions which included many hesitations, false starts and pauses, making a speech hard to follow and understand. It can also be claimed that producing spoken outputs took a lot of effort and the learners had difficulty finding appropriate words. While samples of the pre-test lack fluency, samples of the post-test are more fluent and clear. Additionally, the samples illustrate the improvements in terms of language use. To be more precise, learners' spoken productions in the post-test included more appropriate vocabulary and more accurate grammar usage. All in all, it can be concluded that the utilization of modeling and flipped video teaching in a combinatory manner had a positive impact on the young learners' spoken production development.

4.1.4. Findings with regard to the Learners' Spoken Production Development during the Treatment

During the treatment, there were five cycles each of which included first and second spoken productions. The first spoken productions were carried out without being provided with the teacher's modeling video while the second ones were carried out after watching

the teacher's modeling video and both were evaluated with the help of the rubric. Results obtained after the first and second productions in each cycle were compared using the Wilcoxon Signed Ranks Test. Moreover, to examine learners' development through the treatment, Friedman Test was utilized to investigate their spoken production development within the first spoken productions and the same test was also applied to analyze their gradual development through their second spoken productions. In addition, descriptive statistics such as minimum, maximum, mean and standard deviation of scores belonging the first and second productions with regard to each category of the rubric and overall scores were detected. Descriptive statistics about the learners' first and second spoken productions' scores in five cycles are examined in detail in the following sections.

4.1.4.1. Findings about Learners Spoken Productions' Content Development throughout the Treatment

Content is the first component in the rubric. Descriptive statistics about the first and the second productions' scores in each cycle were analyzed statistically with regard to content category and the findings are presented in Table 11.

Table 11

Descriptive Statistics about the First and the Second Spoken Productions' Scores of Each Cycle with regard to Content Category

Cycle	*Productions*	*N*	*Min.*	*Max.*	*Mean*	*S. D.*
Cycle 1	1st productions	18	1	4	1.78	.808
	2nd productions	18	1	5	3.44	.984
Cycle 2	1st productions	18	1	3	2.00	.767
	2nd productions	18	1	5	3.50	1.339
Cycle 3	1st productions	18	1	4	2.50	1.043
	2nd productions	18	1	5	3.11	1.323
Cycle 4	1st productions	18	1	4	2.56	.784
	2nd productions	18	2	5	3.44	.984
Cycle 5	1st productions	18	2	4	3.28	.752
	2nd productions	18	3	5	3.78	.647

When we analyze Table 11, we see that learners' first productions' mean score was 1.78 while their second productions' mean score increased to 3.44 with regard to the content category in the first cycle. When the productions of the second cycle were analyzed, the mean score belonging to the first productions was found as 2.00 while second performances' mean score was calculated as 3.50. For the third task, the mean score of the first productions was found as 2.50 while for the second productions it was 3.11. As for the fourth task, the mean score of the first productions was calculated as 2.56 whilst for the

second performances, it was 3.44. Finally, for the fifth task, first performances' mean score was found as 3.28 while for the second performance it increased to 3.78.

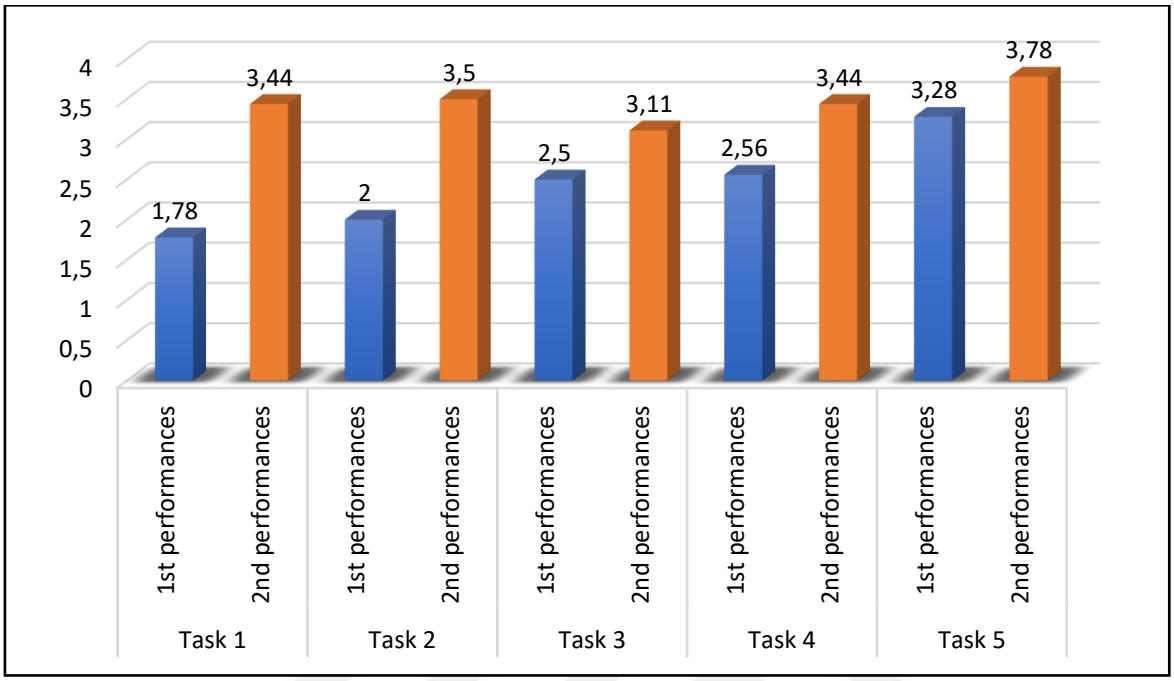

Figure 6. Mean Scores of the first and the second spoken productions belonging to each cycle with regard to content category

As it is clear in the figure, the second productions' results are better than the first productions' results with regard to the content of the spoken productions. Additionally, the difference between the first and the second spoken productions' mean scores belonging to content category of each cycle decreased. Thus, it may be inferred that there has been a gradual improvement in learners' spoken productions with regard to content. Accordingly, it indicates that the use of modeling and flipped video teaching in a combinatory manner is effective in developing the content of students' spoken productions. In addition to the analyses of mean scores, Wilcoxon Signed Ranks Test was applied for the comparison of the content category scores of the first and second spoken productions in each cycle and the findings are given in Table 12.

Table 12

Comparison of the First and Second Spoken Productions Scores of Each Cycle with regard to Content Category

Cycle	*NegativeMeanRank*[a]	*PositiveMeanRank*[b]	*Z*	*p*
Cycle 1	3.00	9.80	3.389*	0.001
Cycle 2	0.00	8.00	3.482*	0.000
Cycle 3	0.00	5.00	2.810*	0.005
Cycle 4	0.00	7.00	3.418*	0.001
Cycle 5	0.00	4.50	2.714*	0.007

[a]first productions> second productions
[b]first productions< second productions
*p< 0.05

As shown in the table, there is a statistically significant difference (p< 0.05) between the first and the second spoken productions' scores of each cycle with regard to the dimension of content. Besides, positive mean rank of each cycle is higher than negative mean rank, in other words, the second production scores of the content category are higher than the first production scores. Some examples of learners' first and second spoken productions are given below to illustrate the progress regarding the content.

Sample 1:

Ehhhh, I borned in Ankara. I started talk eeeeh when I eeeeh when I was 1 years old. I started walking when I was 1 too. I went kindergarten in 2015. Eeeeeeh I started College in, in, 2017. Corona came in 2019. (1st spoken production/Cycle 1)

Hello, today I'll be telling you my life map. I was born in Ankara in 2011. I started to walk when I was 1. I started to talk when I was 1 too. On my first birthday, my grandma gave me her gold bracelet. I got my bike when I was 2. I started kindergarten when I was 4 in 2015. I started bale when I was 4. I started to play the piano when I was 5. My cousins were born in Ankara in 2016. We went to Spain when I was 6. When I was 7, I had bird. When I was 8, I designed a great birthday party in our garden in Çeşme to my mum. When I was 8, I went to Antalya with my grandparents. My grandma, my grandma's mum died when I was 9. I got dental braces on my tooth when I was 9. COVID-19 came out when I was 10. I started online lessons when I was 10. I stayed at my cousins for two weeks because my parents had COVID-19 when I was 10. Then my aunt and my uncle had COVID-19 so I went to my mum's office in 2020. I started to go to school in 2020, October. Today I told my life map to you. Good bye. (Improved version)

Sample 2:

Because of corona we wear mask. Ehhh we always umm take emmm I forgot it name (sanitizer) after we touch something. We can't touch anywhere. We, we can't go to school, eeew every time we can't go ehhh outside. We can't umm go to the shopping mall. Eeehh I don't I couldn't remember the other ones. (1st spoken production/Cycle 2)

Hello, today I will talk about corona virus. Because of corona virus, my life changed. Ehhh today I will talk about these changes. Umm after corona virus there came a lockdown and we can't go outside and for five, I think five months we couldn't go to school. Ehh now we don't go to school we are doing online lessons. Before corona virus we weren't wearing masks but now we always wear masks after no before going outside. Before corona virus I was used to come home late at 7 or 8 because I was waiting my mum but now I am always at home because we can't go outside. Before corona virus, I was going to do shop but now I am taking my dresses, ehh toys online. Now I wash my hands more, I use sanitizer and I keep social distance and I hope that we can go to school, we can go to school again. That's all. (Improved version)

By looking at the example spoken productions, it is possible to claim that the utilization of modeling and flipped video teaching in a combinatory manner was effective in the content development of the learners' spoken production and the participants gave more details about the topic. For instance, while the first production in sample 1 included 6 main events, the second production included 21 main events. Besides, when first and second productions in sample 2 are compared, it can be seen that the first production included the mention of just a few changes in the student's life after COVID-19. Yet, when the second production is analyzed, it is obviously seen that the speech is more relevant to the topic and includes more details.

4.1.4.2. Findings about Learners Spoken Productions' Organization Development throughout the Treatment

Descriptive statistics about the first and second productions' scores in each cycle with regard to organization category were analyzed and the findings are presented in Table 13.

Table 13

Descriptive Statistics about the First and the Second Spoken Productions' Scores of Each Cycle with regard to Organization Category

Cycle	*Productions*	*N*	*Min.*	*Max.*	*Mean*	*S. D.*
Cycle 1	1st productions	18	1	3	1.33	.594
	2nd productions	18	1	4	2.61	.850
Cycle 2	1st productions	18	1	3	1.67	.840
	2nd productions	18	1	4	3.11	1.132
Cycle 3	1st productions	18	1	3	1.89	.758
	2nd productions	18	1	4	2.56	1.149
Cycle 4	1st productions	18	1	3	2.06	.873
	2nd productions	18	1	4	2.94	1.056
Cycle 5	1st productions	18	2	4	2.61	.608
	2nd productions	18	2	4	3.22	.808

According to Table 13, there are statistically differences between learners' first and second spoken productions' results with regard to organization category in each cycle. In the first cycle, the mean score of the first productions was 1.33 while the second productions' mean score increased to 2.61. When the spoken productions in the second cycle were analyzed, the mean score of the first productions was found to be 1.67 while it was 3.11 for the second productions. When the third cycle's results were analyzed with regard to the organization category, the mean score for the first productions was found as 1.89 whilst it was found as 2.56 for the second performances. As for the fourth cycle, the mean score belonging to the organization category was found as 2.06 in the first productions whilst it was 2.94 in the second productions. Finally, when the last task was analyzed for the organization of the spoken productions, the mean score of the first productions was found as 2.61 while the second productions' mean score increased to 3.22.

As it is also clearly seen in Figure 7, the second spoken productions' scores are higher than the first spoken productions' scores with regard to the organization category. Accordingly, it may be claimed that the utilization of modeling and flipped video teaching in a combinatory manner is effective in developing students' spoken productions' organization.

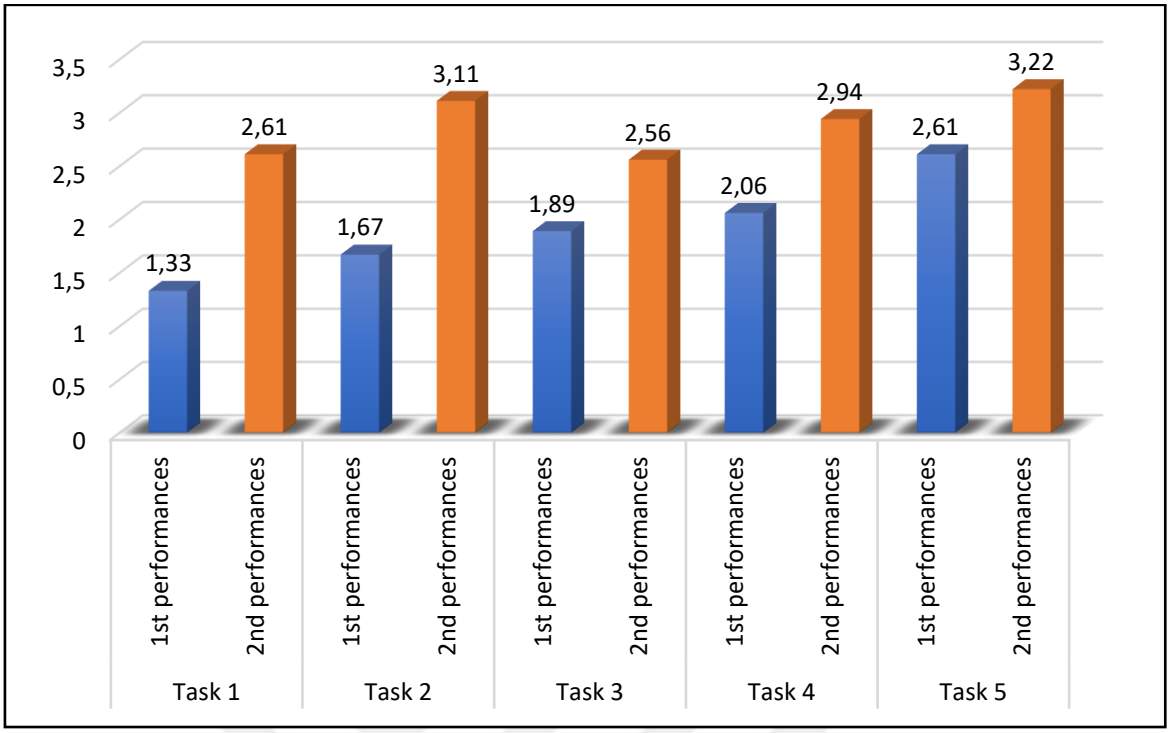

Figure 7. Mean scores of the first and the second spoken productions belonging to each cycle with regard to organization category

In addition to the analyses of mean scores, Wilcoxon Signed Ranks Test was applied for the comparison of the organization category scores belonging to the first and second spoken productions ineach cycle and the findings are presented in Table 14.

Table 14

Comparison of the First and Second Spoken Productions Scores of Each Cycle with regard to Organization Category

Task	*NegativeMeanRank*[a]	*PositiveMeanRank*[b]	*Z*	*p*
Task 1	0.00	8.50	3.630*	0.000
Task 2	0.00	8.00	3.464*	0.001
Task 3	0.00	5.50	2.972*	0.003
Task 4	0.00	7.50	3.638*	0.000
Task 5	0.00	5.50	3.051*	0.002

[a]first productions> second productions
[b]first productions< second productions
*p< 0.05

The table shows that there is a statistically significant difference (p< 0.05) between the first and the second spoken productions' scores of each cycle with regard to the dimension of organization. Furthermore, positive mean rank of each cycle is higher than negative mean rank, which means that the second productions' scores for the organization category are higher than the first productions' scores. The findings illustrate that there has been an

improvement in learners' spoken productions with regard to organization over the cycles. In other words, learners' second spoken productions were developed in a more organized way and included effective use of cohesive devices and clear connection among the ideas. A sample of a learner's first and second spoken production is given below to illustrate the progress regarding the organization:

Ehh my school uniform, ehh I love my purple t-shirt school uniform best because it's cool it is a t-shirt and there is a badge on it. I love it but but I love to wear but I love that school uniform but I hate normally I hate school uniforms because I love to wear free. That's all. (1st spoken production/Cycle 4)

I will talk about my school uniform. First I will describe my school uniform then I will talk about the advantages and disadvantages. I have lots of school uniforms. But I will talk about just one of them, ehh I love, my favorite one. It's a purple t-shirt and there is a badge on it and there is, there is a there is a trousers, I wear them at school. I think my trousers are black. Now I will talk about the advantages and the disadvantages. The advantages are umm I think school uniforms are bad umm but there is just one advantage for me. The advantage is it save time. We can wear it very quick, we don't have to choose, and the disadvantages are they are too expensive and but we just wear it at school, they are too too expensive and if someone wears the school uniform, they look same and it is very very bad and I don't like the school uniforms we must be free. That's all. (Improved version)

As the sample excerpts make it clear, second spoken production was developed in a more organized way. The learner started the speech with the main idea in the second production while he did not mention it in his first production. This overlaps with interview findings as some learners stated that they started to pay more attention to the beginning and ending parts of their spoken outputs. It indicates that they have benefitted from the teacher modeling video. In addition to making a beginning and an ending, the learner made use of more cohesive devices and the connections among ideas were clearer in the second production. Accordingly, it can be concluded that the utilization of modeling and flipped video teaching in a combinatory manner contributed positively to the organization of the learners' spoken production.

4.1.4.3. Findings about Learners Spoken Productions' Fluency Development throughout the Treatment

Descriptive statistics about the first and second productions' scores in each cycle with regard to fluency were analyzed and the findings are presented in Table 15.

Table 15

Descriptive Statistics about the First and the Second Spoken Productions' Scores of Each Cycle with regard to Fluency Category

Cycle	*Productions*	*N*	*Min.*	*Max.*	*Mean*	*S. D.*
Cycle 1	1st productions	18	1	4	1.44	.784
	2nd productions	18	1	5	3.39	1.243
Cycle 2	1st productions	18	1	3	1.89	.832
	2nd productions	18	1	5	3.28	1.406
Cycle 3	1st productions	18	1	4	2.44	1.149
	2nd productions	18	1	5	3.11	1.323
Cycle 4	1st productions	18	1	4	2.67	.907
	2nd productions	18	2	4	3.50	.786
Cycle 5	1st productions	18	2	4	3.33	.594
	2nd productions	18	3	5	3.78	.808

Table 15 suggests that the mean score belonging to the first productions' fluency category was 1.44 while the second productions' mean score increased to 3.39. When the spoken productions in the second cycle were analyzed in terms of fluency, the mean score of the first productions was calculated as 1.89 while the second productions' mean score was found as 3.28. As for the third cycle's fluency results, the mean score of the first productions was estimated as 2.44 whilst the mean score belonging to the second productions was 3.11. With regard to the fourth cycle, the mean score was found as 2.67 for the first productions while it was 3.50 for the second productions. Finally, the mean score belonging to the first productions' fluency category was 3.33 while the second productions' mean score was 3.78 in the fifth cycle.

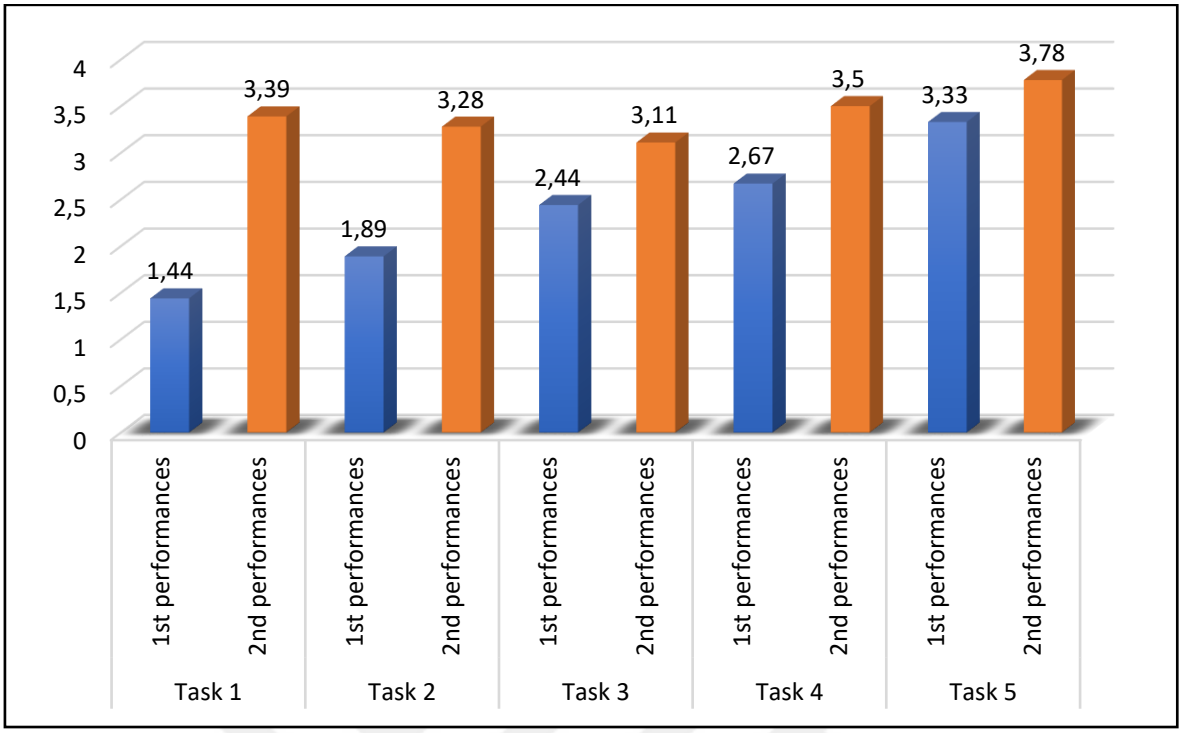

Figure 8. Mean scores of first and second spoken production results with regard to fluency category for each task

By looking at the results presented both in Table 15 and Figure 8, it can be claimed that the second spoken productions' scores are higher than the first productions' scores with regard to the fluency of their spoken production. Therefore, it can be inferred that the utilization of modeling and flipped video teaching in a combinatory manner had a positive impact on the fluency development of learners' spoken production, in other words, learners had less difficulty in producing the second spoken output and/or had more clear spoken productions including no/very few distracting hesitations or pauses.

In addition to the analyses of mean scores, Wilcoxon Signed Ranks Test was applied for the comparison of the fluency category scores belonging to the first and second spoken productions ineach cycle and the findings are given in Table 16.

Table 16

Comparison of the First and Second Spoken Production Scores of Each Cycle with regard to the Dimension of Fluency

Cycle	*NegativeMeanRank*[a]	*PositiveMeanRank*[b]	*Z*	*p*
Cycle 1	0.00	9.00	3.661*	0.000
Cycle 2	0.00	7.00	3.219*	0.001
Cycle 3	0.00	5.00	2.762*	0.006
Cycle 4	0.00	7.50	3.638*	0.000
Cycle 5	0.00	4.00	2.530*	0.011

[a]first productions> second productions
[b]first productions< second productions
*p< 0.05

The table makes it clear that there is a statistically significant difference (p< 0.05) between the first and the second spoken productions' scores of each cycle with regard to the dimension of fluency. Moreover, positive mean rank for each cycle is higher than negative mean rank, which means that the second spoken productions' scores with regard to the fluency category are higher than the first productions' scores. Some samples of learners' first and second spoken productions are given below to illustrate the progress regarding the fluency:

Sample 1:

Ehhh I was born in, ummm I was born in 22nd of August 20, 20, 20 ummm 11 ehhh ı think I am not sure but I think one years later ummm I, ehhh I walked. Then in in ehhh two thousand and in 2016, I started the kindergarten in ehhh in two thousand and uhhhh in two thousand and in two thousand eighteen I started to play football in 2020 ehhummm I started the fourth grade. (1st spoken production/Cycle 1)

In, in 2011, I borned in Çankaya. In, eeeeeh when I was one, I started to walk. When I was one half I started to talk. When I was 3, I learned how to ride a bike. When I was, when I was 3, my brother borned. When I was 4, I learned how to ride a bike. When I was 5, I started college. When I was 6, my first tooth fall, I lost my first tooth. When I was 7, I moved this house I live in now. It's in Ankara. When I was 7 again, I had my fish but it died. In 202, I went Germany and in 2020 corona virus started. (Improved version)

Sample 2:

Before corona virus I could go outside, I wasn't scared of anything. I could go outside. Ehhh ehhh, could go to school. And ehhh there were more people. But after corona virus, I

am scared of going outside. And I don't ehhh we wear masks. We can't ehhh we should ehhh the social distance. Ehhh ehhh that's all. (1st spoken production/Cycle 2)

Hi, today I will be telling you the changes in my life before and after corona virus. Let's start. Before corona virus, I wasn't scared of going outside and when I want I could go outside erm and ehh but now I could see my cousins every day but before I could see them just two days. And before corona virus, I could go to school and play with my friends. I ehh I didn't need to keep my social distance or wear masks. Eh and and I could, I could go to parks and play there. I could eh I could, I could go to shopping malls and, and I could go shopping malls and I could go to my mother's clinic but on holidays I can't go there after corona virus because there are more corona virus people there. Ehh and I ehh after corona virus um I, I every day I went to my cousins, for ten months I stayed with my cousins. And before corona virus there were lots of people on the streets and there were lots of cars on the roads but after corona virus there are less people and cars on the streets and roads. Ehh and after corona virus we do online lessons and we can't play with our friends we can just talk them on WhatsApp or have meetings on Zoom. Ehh I think um playing games at school is more funny and exciting because we can touch each other and play more things. Ehh and after corona virus I am scared of going everywhere and I am scared of hugging my parents too. That's all. (Improved version)

As the samples make it obvious, learners' first productions included many hesitations, false starts and pauses; thus, they were difficult to follow and understand. It can also be claimed that learners had difficulty finding the appropriate word and producing the output. On the other hand, the second productions were more fluent and clear. As the findings and samples make it evident, learners had more fluent spoken productions over the cycles and the utilization of modeling and flipped video teaching in a combinatory manner had a positive influence on the fluency of the learners' spoken production.

4.1.4.4. Findings about Learners Spoken Productions' Language Usage Development throughout the Treatment

Descriptive statistics of the first and second spoken productions' scores in each cycle with regard to the language use category are given in the Table 17.

Table 17

Descriptive Statistics of the First and Second Spoken Productions Scores of Each Cycle with regard to Language Use Category

Cycle	*Productions*	*N*	*Min.*	*Max.*	*Mean*	*S. D.*
Cycle 1	1st productions	18	1	3	1.50	.618
	2nd productions	18	1	5	3.28	1.127
Cycle 2	1st productions	18	1	3	1.89	.758
	2nd productions	18	1	5	3.11	1.323
Cycle 3	1st productions	18	1	4	2.44	1.097
	2nd productions	18	1	4	2.83	1.200
Cycle 4	1st productions	18	1	3	2.11	.832
	2nd productions	18	1	4	3.11	1.023
Cycle 5	1st productions	18	2	4	2.94	.639
	2nd productions	18	2	4	3.50	.707

Table 17 indicates that there are statistically differences between the results of the first and second spoken productions' scores in terms of language use category. When the spoken productions of the first cycle were analyzed, the mean score of the first productions was found as 1.50 whilst increased to 3.28 in the second productions. As for the results of the second cycle, the first productions' mean score was estimated as 1.89 while it was found as 3.11 inthe second productions. For the third task, the first productions' mean score was calculated as 2.44 while it was found as 2.83 in the second productions. When the fourth cycle's results were examined, the mean score was obtained as 2.11 for the first productions while it was 3.11 for the second performances. Finally, when the first and second productions within the fifth cycle were analyzed with regard to language use category, the mean score of the first productions was estimated as 2.94 and it was found as 3.50 for the second productions. As the results make it clear, the second spoken productions' scores are higher than the first productions' scores with regard to the language use category. Accordingly, it indicates that the treatment had a positive impact on the young learners' spoken production development in terms of language use.

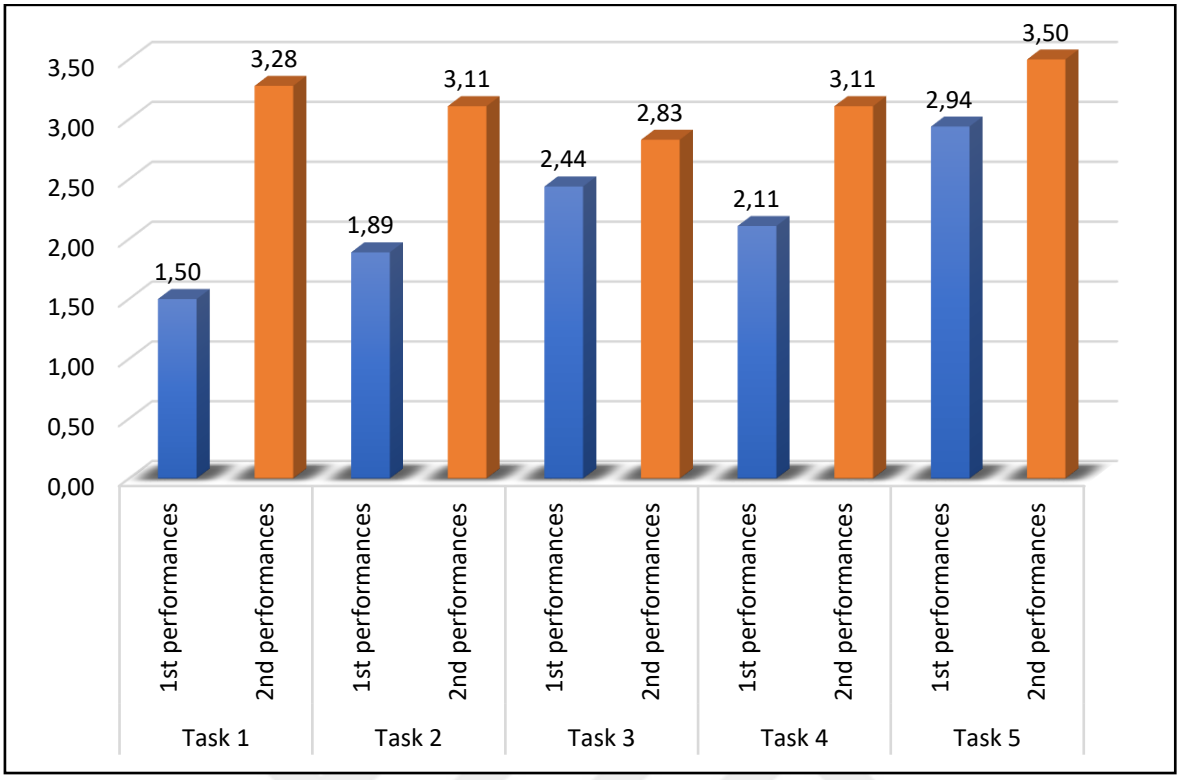

Figure 9. Mean scores of first and second spoken production results with regard to language use category for each cycle

It is clearly shown in the figure that there has been an improvement in learners' spoken productions with regard to language use category. In addition to the analyses of mean scores, Wilcoxon Signed Ranks Test was applied for the comparison of the fluency category scores belonging to the first and second spoken productions ineach cycle and the findings are given in Table 18.

Table 18

Comparison of the First and Second Spoken Productions Scores of Each Cycle with regard to the Dimension of Language Use

Cycle	*NegativeMeanRank*[a]	*PositiveMeanRank*[b]	*Z*	*p*
Cycle 1	0.00	8.50	3.579*	0.000
Cycle 2	0.00	7.50	3.376*	0.001
Cycle 3	0.00	3.50	2.333*	0.020
Cycle 4	0.00	8.00	3.626*	0.000
Cycle 5	0.00	5.50	3.162*	0.002

[a]first productions> second productions
[b]first productions< second productions
*p< 0.05

As presented in the table, there is a statistically significant difference (p< 0.05) between the first and the second spoken productions' scores of each cycle with regard to the dimension

of language use. Besides, positive mean rank of each cycle is higher than negative mean rank, that is to say, the second spoken productions' scores belonging to the language use category are higher than the first productions' scores. Therefore, it can be inferred that the utilization of modeling and flipped video teaching in a combinatory manner has been effective in developing the language use of the learners' spoken production and samples are given below to illustrate the improvement.

Sample 1:

Miss Aslı I born at ehhhehh, 2011, I start the school at 2012 ehhh I (pause) I walk, Miss Aslı I walk when I was not one year old. I can, wait (long pause) I walked ehhhehhh, I walked when I, I was not one year old I told you. Ehhh when ehhhehh, and Miss Aslı I talk and walked when I was not one year old I said that and Miss Aslı my mum said I didn't ehhh Miss Aslı the baby is (showing crawling) I didn't do it. I just my mum said when I walk, I did this (showing), I umm ehhh, I get up like this, I and Miss Aslı my mum said when I get up I walked, I just walked. (1st spoken production/Cycle 1)

I will talk about my life timeline. I was born in 2011. I started school in 2012. In 2012, I started walking. In 2013, I started talking. Ehhh, at 2017, I started primary school. I was in the same school with Ali and Can. Ehhh, in 2020 I started 4th grade and corona virus started. I'm sure that corona virus will be over because I want to go to the school. I love my school and I love my teachers. (Improved version)

Sample 2:

Before corona, ehh now, we don't go, we can't go out. We are with our mask. We are we are learning in online but I am very sad because of it. I want to go out. I want to go to the super, ehh I want to go to the mall. I want to eat dinner ehhh outside. I want to go to the park with my friends. I want to go to school every day. If corona don't go, I will be very sad. (1st spoken production/Cycle 2)

Hello, like many people, my life has changed because of corona. Before COVID-19 we were going everywhere that we want but now we should stay at home to be healthy. I was listening my lessons at school with my friends, we were having fresh air at break times. Because of that we are having our lessons in online. In break times we were having breakfast, but now we are having breakfast, playing games on computer. I was visiting my friends, but because of that we are calling and talking that way. I was going shopping malls and eat my dinner, because of that I am eating my dinner at home and rarely go to

the shopping mall. I miss my friends, my school, having fresh air, going swimming, shopping, eating in restaurants, I miss everything that you imagine. Now I love my school and I love my friends more. I miss my life. (Improved version)

The samples make it clear that the second spoken productions include more appropriate vocabulary while the first ones involve limited range of vocabulary. Besides, it is possible to claim that a more accurate grammar usage is observed in the second productions. Therefore, it can be inferred that learners benefitted from flipped video teaching and teacher modeling with regard to the dimension of language use.

4.1.4.5. Findings with regard to the Overall Scores belonging to the Learners' Spoken Production Development during the Treatment

Descriptive statistics about the overall scores belonging to the first and second spoken productions of each cycle within the scope of the research are given in Table 19.

Table 19

Descriptive Statistics about the Overall Scores of the First and Second Productions of Each Cycle

Cycle	*Productions*	*N*	*Min.*	*Max.*	*Mean*	*S. D.*
Cycle 1	1st productions	18	4	14	6.06	2.623
	2nd productions	18	4	19	12.89	4.013
Cycle 2	1st productions	18	4	12	7.44	3.034
	2nd productions	18	4	19	13.00	5.006
Cycle 3	1st productions	18	4	14	9.28	3.832
	2nd productions	18	4	18	11.61	4.791
Cycle 4	1st productions	18	4	14	9.22	3.116
	2nd productions	18	7	17	12.94	3.718
Cycle 5	1st productions	18	8	16	12.17	2.256
	2nd productions	18	10	18	14.28	2.697

When the table is analyzed it is clearly seen that there is a significant difference between the overall score of the fist and the second spoken productions of each cycle. When the first cycle was examined with regard to the overall scores, the mean score of the first spoken productions was estimated as 6.06 while the second productions' mean score increased to 12.89. As for the second cycle's overall scores, the mean score of the first productions was 7.44 whilst it was 13.00 for the second productions. Then, the mean scores of the third cycle were calculated and the first productions' mean score was found as 9.28 while the second spoken productions' mean score was calculated as 11.61. Regarding the fourth cycle, the mean score of the first productions was 9.22 while the

second productions' mean score was 12.94. Finally, the mean score belonging to the first productions was 12.17 whilst the second productions' mean score was 14.28 in the fifth cycle.

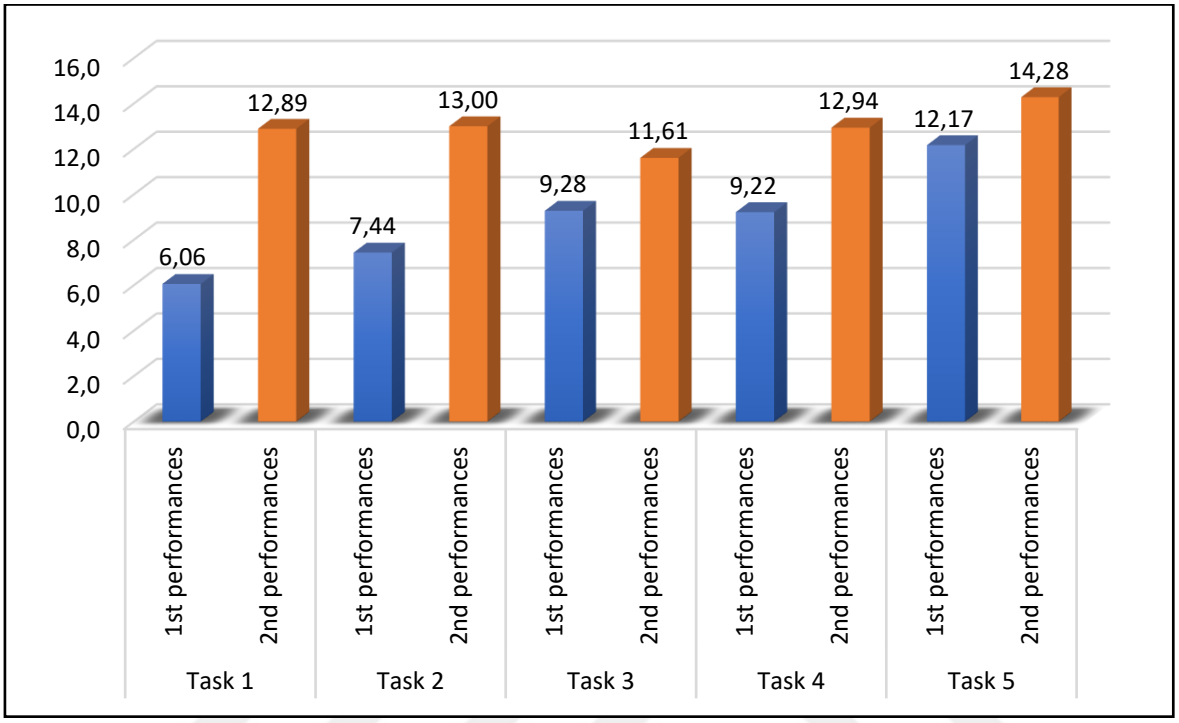

Figure 10. Mean scores of the first and second spoken productions' overall scores for each cycle

It is clearly indicated in the figure that the second productions' overall scores are higher than the first spoken productions' overall scores. Thus, it can be concluded that treatment has improved the learners' spoken productions in general.

Table 20

Comparison of the First and Second Spoken Productions' Overall Scores Belonging to Each Cycle

Cycle	*NegativeMeanRank*[a]	*PositiveMeanRank*[b]	*Z*	*p*
Cycle 1	1.00	10.00	3.691*	0.000
Cycle 2	0.00	8.50	3.526*	0.000
Cycle 3	0.00	7.00	3.194*	0.001
Cycle 4	0.00	9.00	3.642*	0.000
Cycle 5	0.00	7.50	3.320*	0.001

[a]first productions> second productions
[b]first productions< second productions
*p< 0.05

Table 20 suggests that there is a statistically significant difference (p< 0.05) between the first and the second spoken productions' overall scores belonging to each cycle. Moreover,

as presented in the table, positive mean rank of each cycle is higher than negative mean rank, which means the second spoken productions' scores with regard to the overall results are higher than the first productions' scores. Therefore, it can be concluded that the utilization of modeling and flipped video teaching in a combinatory manner has developed learners' spoken productions in general. Additionally, the difference between the first and the second spoken productions' mean scores of overall category of each cycle decreased. Thus, it may be inferred that there has been a gradual improvement in learners' spoken productions. In other words, learners' first productions improved towards the end of the treatment, which indicates the positive impact of the treatment and a sample is given below to illustrate such an improvement.

Hello, today I will talk about the online lessons and the school lessons. Let's start. On online we can't see our friends and our teachers so we can listen to the lesson good but at school we can see them ehh I am very happy to see them. When it's online we must get our computers ready and we must ehhh get we mustn't get dressed I think it is a good part of online lessons. It um there is a bad part, it's the computers. When it's an old computer it's hard to listen to the teacher's voice or the students' voice so we must buy a computer. We bought it because of my sister. She came to school. When corona is low, we are going to school, when it is up we aren't going to school we are having our lessons online. Eeh I think school lessons are more uhm better than online lessons because the computer is not is not the computer is not very good, you can't listen the lesson or you can't do anything, it sometimes stuck and we must have a good internet connection, when it's bad eh the app um we are going on the app but at school we are not going anywhere. The teachers are happy on the online lessons because they can mute us and and we can't talk, they are happy they can teach their lessons. When we ehh when we are online we have a um problem on our computers' camera, when we close them the teachers said he or she didn't come. That's all. (1st spoken production/Cycle 5)

Hello today I will talk about the lessons. I am having lessons at school for four years but in this year I can't have the lessons because of a virus named COVID-19. We were having our lessons ehh we were umm we were seeing our teachers, our friends, we were playing, we were eating our dinners no lunches breakfast. Now we can't because they are saying don't go outside. Now we can't go outside so we can't go to school. On online it is bad because sometimes the zoom kicks ehıh kicks us out so we can't have the lessons. Sometimes our internet go and some countries they haven't got any internet so they can't

have the lessons ehhh we have to have a computer or we have to have a television or a phone or a tablet because we have to listen the lesson. Sometimes when the teachers kick out we can't have the lesson. Sometimes we can't download the app on our computer so we can't listen. At school I think umm I think school is better because we can see and play with our friends. We can listen the lesson and we can give the ıh we can give the answers of the questions fast. Now we can't ehh we are writing on the fast but sometimes they are writing slow so the first one is always winning. That's all. (Improved version)

4.1.4.6. Comparison of the First Spoken Productions Results throughout the Treatment

Within the scope of the research, learners had five cycles including first and second spoken productions. In order to investigate the contribution of teacher modeling videos to the quality of the first spoken productions, the results belonging to the first productions of each cycle were compared and analyzed and the findings are presented in Table 21 and Figure 11.

Table 21

Comparison of the First Spoken Productions' Scores in Five Cycles

	Content Mean Rank	Organization Mean Rank	Fluency Mean Rank	Language Use Mean Rank	Total Mean Rank
Task 1	2.14	2.00	1.67	1.92	1.86
Task 2	2.28	2.56	2.28	2.42	2.31
Task 3	3.06	2.89	3.08	3.53	3.14
Task 4	3.17	3.19	3.53	2.81	3.19
Task 5	4.36	4.36	4.44	4.33	4.50
x^2	28.820*	29.985*	42.484*	36.819*	32.097*
df	4	4	4	4	4
p	0.000	0.000	0.000	0.000	0.000

*$p < 0.05$

As illustrated in the table, there is a statistically significant difference ($p < 0.05$) within each category of the rubric (content, organization, fluency, language use). When the mean ranks are analyzed, it can be claimed that learners' spoken productions' scores gradually got higher except for language use category of cycle 4. This could result from the topic of the cycle, which was about explaining the advantages and disadvantages of school uniforms. At this point, it is possible to infer that topic familiarity and having enough knowledge about the assigned topic could also have a role in how student produce their speeches. Therefore, it can be suggested that young learners' content knowledge should be expanded before they are asked for a speech.

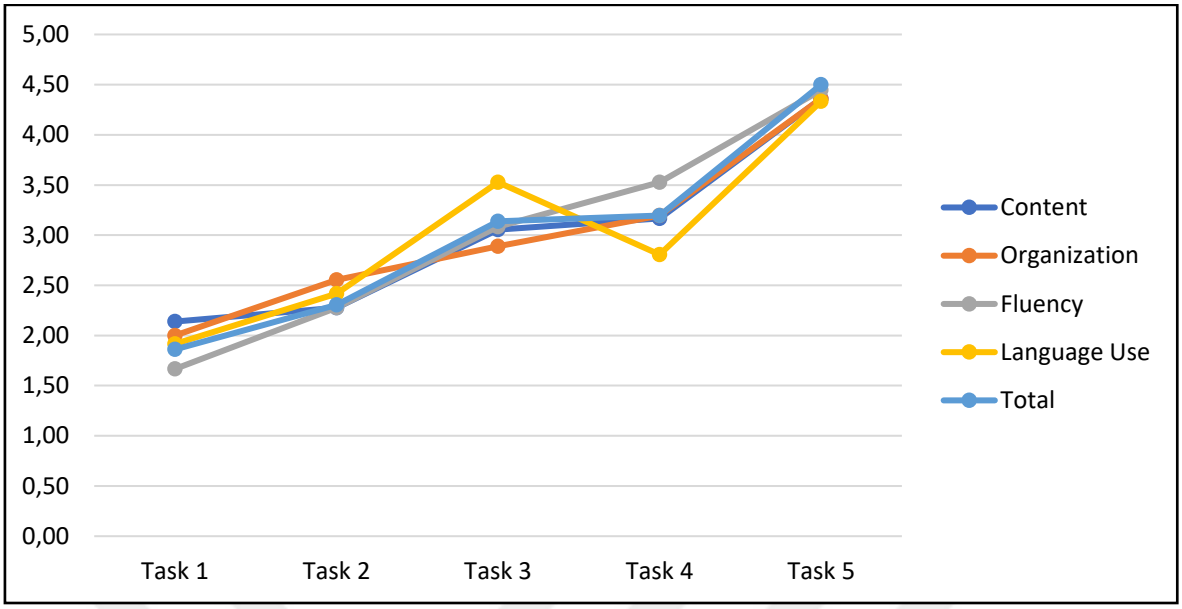

Figure 11. Mean ranks of first spoken productions scores in five cycles

According to the figure, learners tended to have better spoken productions before the treatment in each cycle except for language use category of cycle 4. The findings indicate that the utilization of modeling and flipped video teaching in a combinatory manner has developed the first spoken productions of the learners over the treatment in terms of content, organization, fluency and language use.

4.2. Qualitative Findings

The qualitative findings of the current study were gathered through the researcher's observations during individual performances to back up the quantitative data and the semi-structured interviews conducted once the post-test was applied. First, the learners' responses were transcribed and analyzed to detect the codes. Then, the codes were grouped below the categories in a chart (Appendix 7). Utilizing this chart, the relevant interpretations were made and discussions of the findings are presented below.

4.2.1. The Findings and Results of the Semi-structured Interviews

Semi-structured interviews were conducted with each learner after the post-test. First, the questions regarding the individual efforts spent during the treatment were asked to find out the frequencies of learners' individual efforts. Then, the questions about the learners' opinions on the treatment were asked to obtain learners' perceptions about the videos and the utilization of flipped video teaching and modeling in a combinatory manner.

4.2.1.1. Results about the Individual Efforts Spent During the Treatment

The first question in the interviews was “Did you watch the videos just before the lesson or regularly?” and as it is presented in Figure 12, most of the learners stated that they watched the videos regularly.

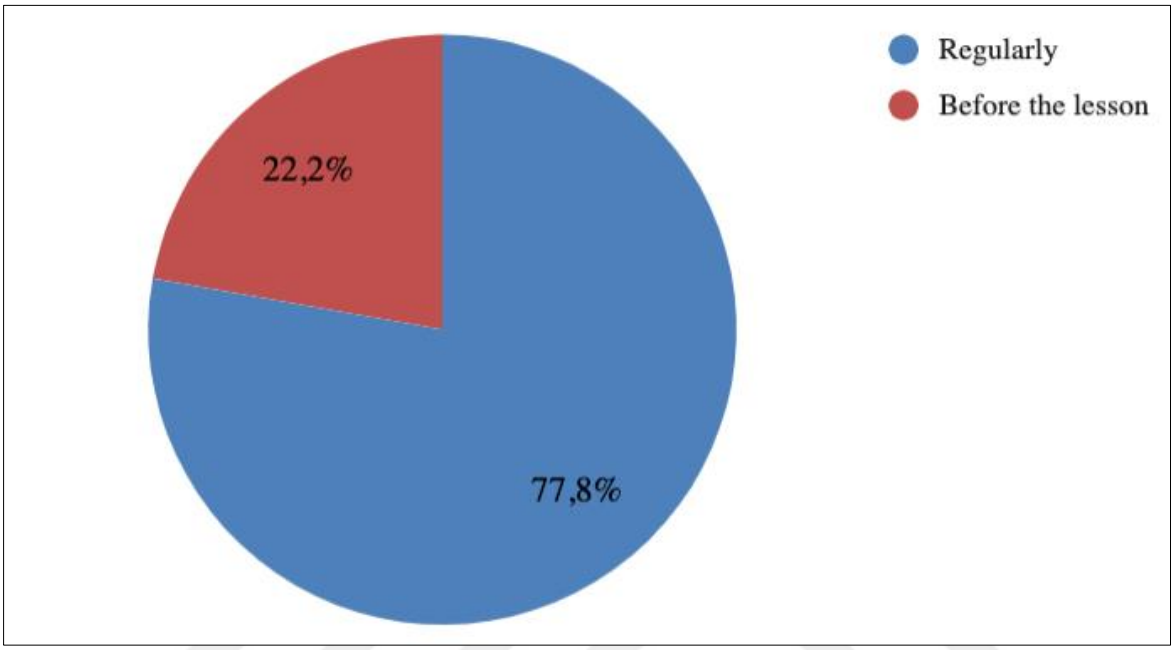

Figure 12. The percentage of whether the learners watched the videos regularly or just before the lesson

The figure presents that 77.8% (14/18) of the learners watched the videos regularly while 22.2% (4/18) of the learners watched them just before the lesson. This indicates that learners took the treatment seriously. Considering the age group, it could be thought that young learners may not be ready for such a treatment or do not take it seriously, but when given a chance, they can understand what to do like older learners and fulfill their assignments. Additionally, despite the fact that they were not told when or how many times to watch, most of them continued watching them at their own pace and regularly which indicated that young learners may organize their own learning when they are provided with such a flexible learning environment.

To find out more about the frequencies of video watch time of the learners, they were asked how many times they watched the videos and the frequencies of their answers are shown in Figure 13.

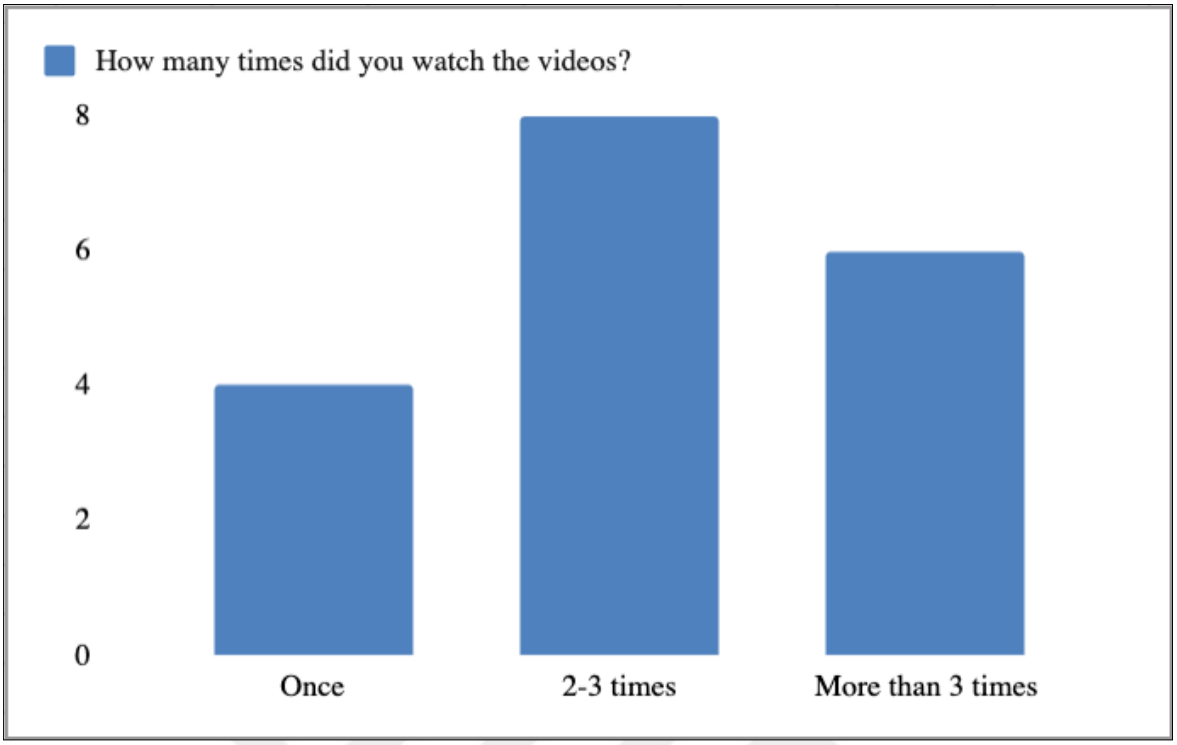

Figure 13. The frequencies of how often learners watched the videos

As presented in the figure, 22.2% (4/18) of the learners watched the videos once and these are the same learners who stated that they had watched the videos just before the lesson. 44.4 (8/18) of the learners expressed that they had watched the videos 2 or 3 times and 33.3% (6/18) of the learners stated that they had watched the videos more than 3 times. It can be claimed that the students who watched the videos once might have watched them just because they were their assignments without having a complete internal motivation. However, the fact that most of the learners watched the videos 2-3 times or more than 3 times is a significant finding since it might indicate that most of the learners found the videos beneficial and they wanted to watch them more than once. In this study, it was observed that the learners who watched the videos more than 3 times were ambitious and perfectionist learners and they were trying to make the best use of the implementation to have a much better production rather than watching the videos several times due to the task difficulty or incomprehensibility. It can also be implied that this type of implementation may facilitate the development of learner autonomy as they have the control over how often they watch or practice.

Additionally, the participants were asked whether they spent more effort than usual during the treatment process or not and the frequencies about the efforts are shown in Figure 14.

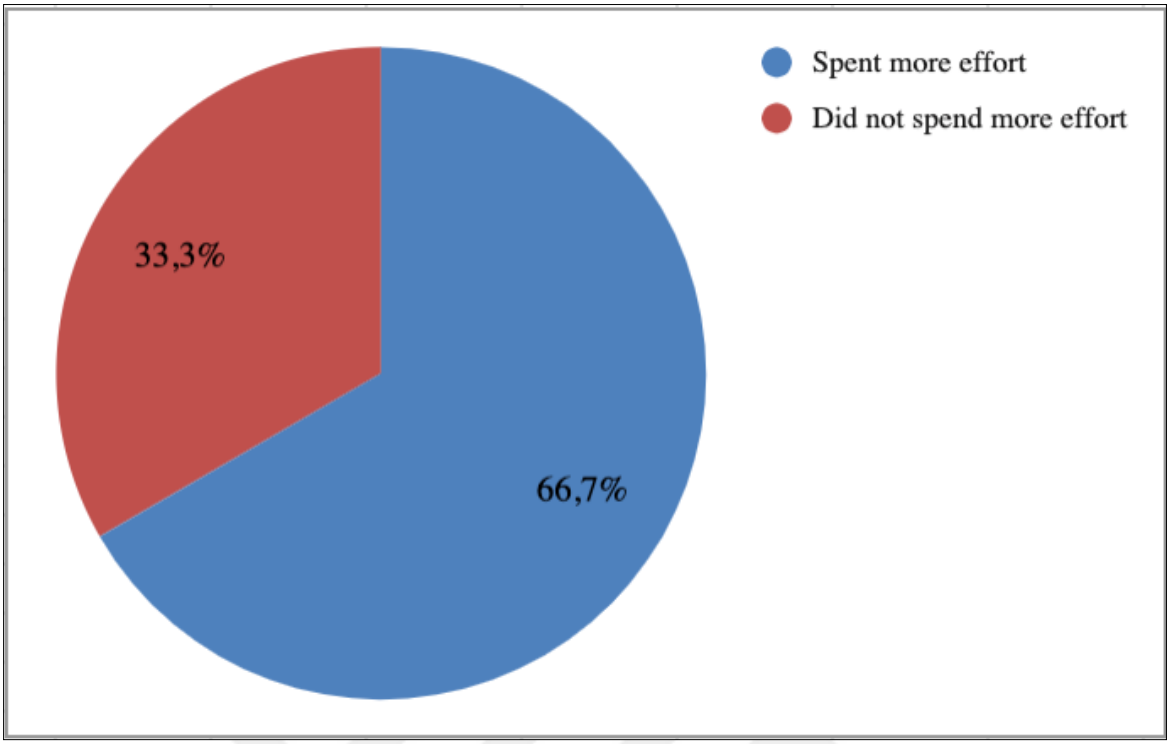

Figure 14. The percentage of whether learners spent more effort than usual

According to the figure, 66.7% (12/18) of the learners stated that they spent more effort than usual while 33.3% (6/18) of them stated they did not spend more effort than usual and some of the learners responses are as follows:

S1: *Yes I spent more effort because I wrote a speech and studied on it.*

S9: *Yes because I listened and took notes.*

S18: *Sometimes yes but sometimes I didn't.*

S3: *No because I just watched.*

Most of the learners stated that they had spent some effort to practice for their second performances. Accordingly, it might be claimed that this implication had the learners engage in speaking practices by being exposed to teacher modeling and spend more time and effort for their spoken outputs. The treatment is also believed to have increased the learners' awareness about the stages and features of producing a spoken output and showed them that speaking can be improved through spending sufficient time and effort on it. For instance, it was observed during the interviews that the importance of planning process for a spoken production was recognized by most of the participants.

On the other hand, some learners reported that they had not spent more effort, which could be attributed to lack of motivation or negative attitude towards the implication. However, regardless of their own attitudes, they were exposed to the modeling videos including correct models of target language use, so it is possible to claim they actually spent some time on watching the videos even if they were not quite willing to do so.

To find out how they practiced for their second performances when they were provided with flipped instruction including videos of their teacher modeling, they were asked about their study strategies. Most of the learners reported that they had practiced in various ways and made use of more than one strategy. The frequencies about their study strategies are presented in Figure 15.

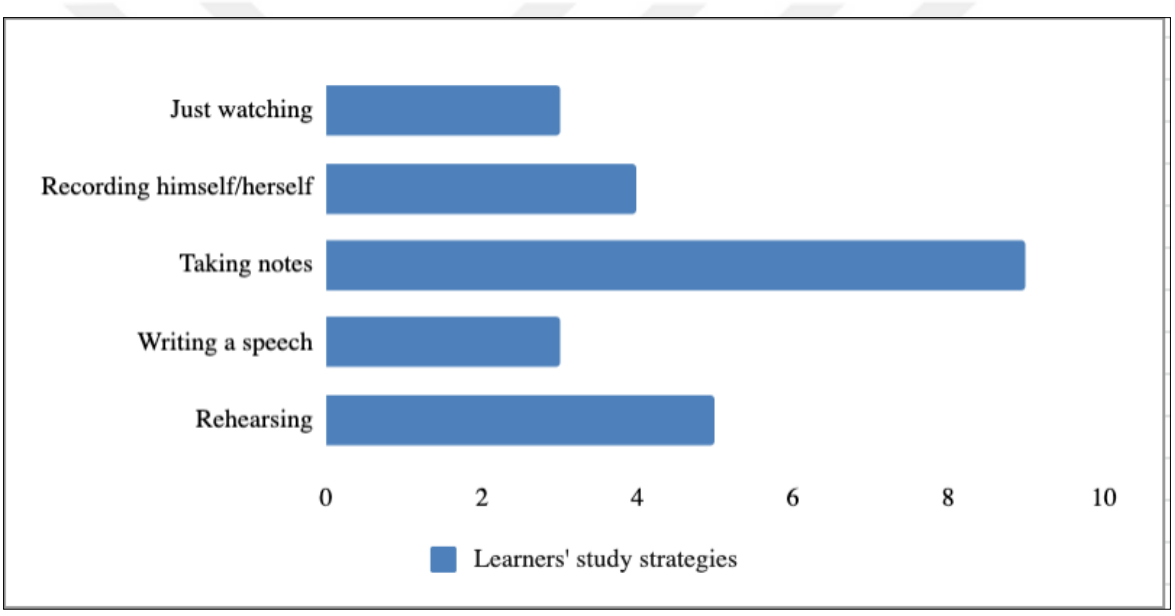

Figure 15. The frequencies of learners 'study strategies for their second performances

Although the learners were not told how to practice for their spoken productions, it was found that they developed their own strategies throughout the study, which implies that they found the videos useful. As seen in the figure, half (9/18) of the learners stated that they took notes to get ready for their second performances. They took notes about the points that they found useful in the modeling video in order to utilize while organizing their own productions. 27.8% (5/18) of the learners expressed that they rehearsed their speeches to get ready for the spoken productions. Although the students were not told to do rehearsal, doing it themselves shows that they found it useful and they might have noticed that rehearsal could contribute to their actual productions. Additionally, 22% (4/18) of the learners recorded themselves while speaking and then practiced for their actual productions

by watching them. It can be inferred that they found recording a video while speaking and watching them to get ready for their actual speech beneficial. This might be because it could enable them while talking by providing certain benefits such as helping them reflect on their speech and evaluate their spoken productions. Besides, it could have revealed them the similarities between their productions and the model's speech. Moreover, it can be inferred that young learners found recording videos motivating and engaging. Another study strategy reported by 16.7% (3/18) of the learners was writing a speech and practicing it. It indicates that some learners wanted to practice for their actual speeches through reading their speeches and trying to memorize them. Finally, 16.7% (3/18) of the learners expressed that they just watched the teacher's videos to get ready for their next performances and those are the learners who stated that they did not spend more effort than usual. Some learners' responses are exemplified below:

S2: *I practiced by writing speeches, rehearsing and taking notes.*

S11: *I watched them and rarely took notes. I also recorded myself and watched.*

S17: *I practiced too much. I took notes, repeated my teacher's words again. I practiced hard words and key words.*

S12: *I just watch the videos.*

As it can be understood from the quotes above, most of the learners have developed their own strategies to practice after being involved in such a treatment. It is also seen that the utilization of flipped video teaching and modeling in a combinatory manner made most of the learners spend more time than usual.

4.2.1.2. Results about the Learners' Opinions on the Treatment

Since the target group has not experienced such an implementation before, their perceptions toward the utilization of flipped video teaching and modeling in a combinatory manner is of great importance to find out whether it could be applicable for young learners or not in different contexts. Therefore, after receiving answers to the questions regarding the individual efforts spent during the treatment, the questions about learners' perceptions toward the implementation were asked to each learner.

The first question was about their preferences and the frequencies of the learners' preferences of the current treatment are presented in Figure 16.

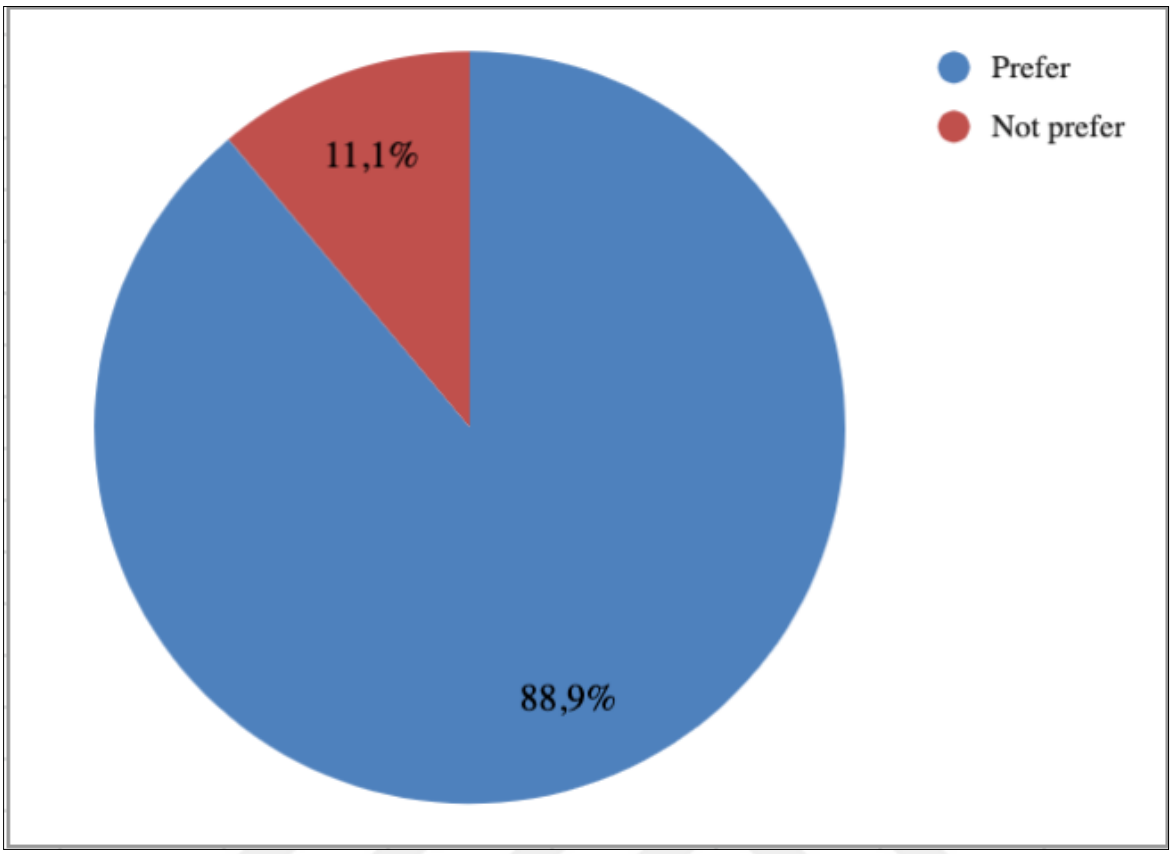

Figure 16. The percentage of learners' preferences of the utilization of flipped video teaching and modeling in a combinatory manner

The figure makes it obvious that a great majority of the learners (89.9%) stated that they would prefer their speaking lessons to be conducted in this way due to offering some advantages which are presented below. However, 11.1% (2/18) of the learners expressed that they would not prefer having speaking lessons in this way despite referring to certain benefits from time to time. The findings about their preferences are significant since it implies that learners found the treatment useful. Taking their responses into consideration, it can be claimed that sufficient time should be allocated for speaking and young learners should be guided in order to improve their speaking skills. It can also be inferred that the provision of models to illustrate an expected outcome has been found beneficial by the learners.

Then, to find out more about their opinions toward the treatment, the learners were asked what they thought about the videos of teacher modeling and their lengths. The next two figures present the frequencies of the learners' answers to these two questions.

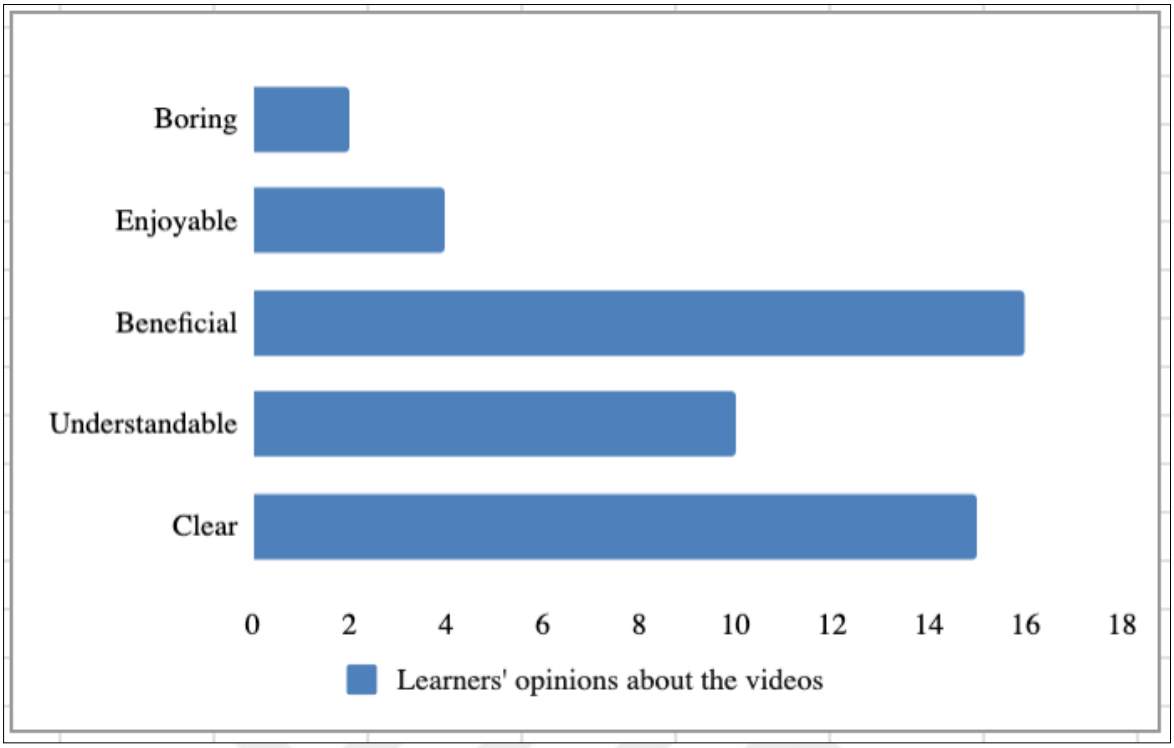

Figure 17. Learners' opinions about the videos

As presented in the figure, 88.9% (16/18) of the learners reflected that the videos were beneficial; 83.3% (15/18) of them expressed that the videos were clear and 55.5% (10/18) of the learners expressed that they were understandable. It is of great importance that videos are clear and understandable for young learners; thus, while creating or choosing a video, teachers should be careful and selective. The responses also imply that teacher created videos catering for the learners' needs would be useful in young learners' language classes. Additionally, 22.2% (4/18) of the learners reported that the videos were enjoyable while 11.1% (2/18) of the learners stated that they were boring since they watched the same video over and over again. Some examples of the learners' responses are illustrated as below:

S7: *The videos are understandable, I understood them clearly and they are very enjoyable and I think.*

S14: *They are helpful I think, because We study with the videos and we got better.*

The findings suggest that while creating videos for young learners, their characteristics should be taken into account. They should be appropriate for their age group, and the content should be enjoyable and interesting. Furthermore, learners may be provided with different videos instead of just one video to keep their motivation high.

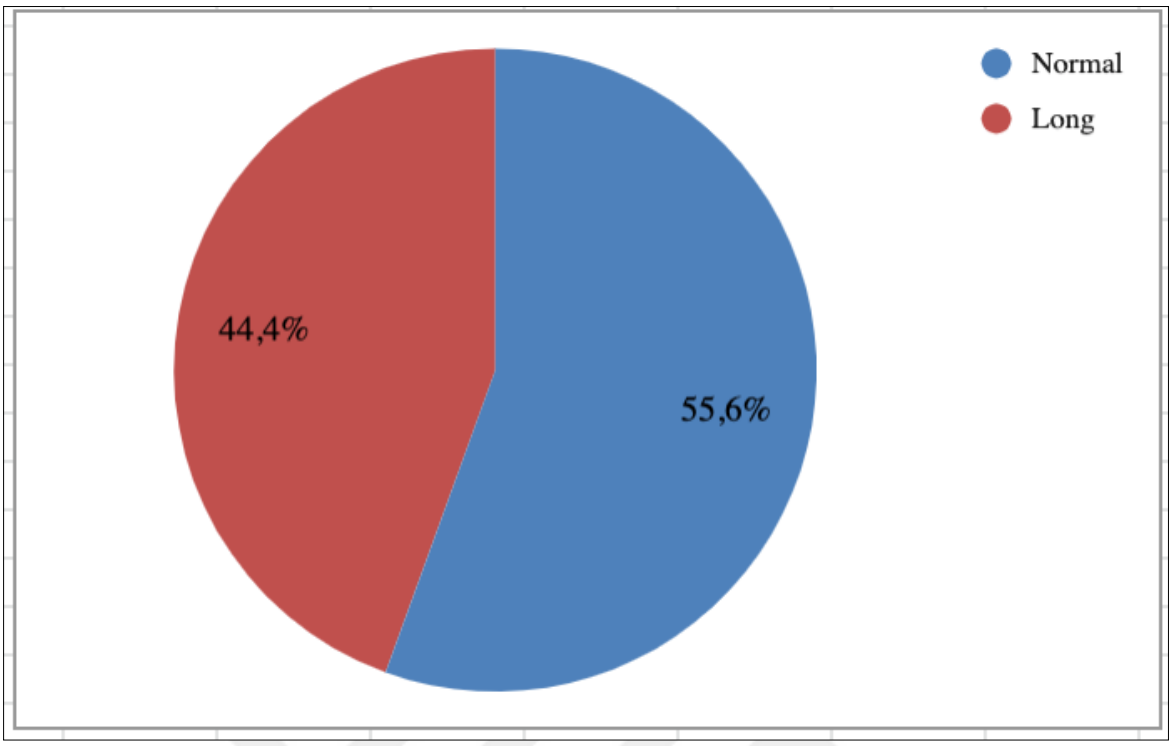

Figure 18. Learners' opinions about the video lengths

According to the figure, 55.6% (10/18) of the learners thought that the lengths of the videos were normal while 44.4% (8/18) of the learners stated that they were long. Some learners stated that they speeded up the videos by changing the YouTube playback speed and they watched it in a shorter time. Therefore, it provided them with the opportunity to study at their own pace. Some of their responses are as follows:

S15: *They were normal.*

S12: *I think long but I made them fast. On YouTube I can watch them fast.*

S17: *A little bit long. I sometimes made them shorter, faster.*

S9: *It was long but not so much.*

By looking at the findings about learners' opinions related to the video length, it is possible to claim that videos should not be very long considering young learners' attention spans as they may not easily focus on a very long speech. Additionally, learners' answers revealed one of the possible benefits of the treatment as an individualized learning opportunity letting them use the videos according to their needs. While some learners reported to have changed the speed, some stated that they skipped some parts, and some learners indicated that they played some parts again. This also implies that the treatment led learners to be more active and organize their own learning according to their needs.

The final questions directed to the learners were about the advantages and disadvantages of the utilization of modeling and flipped video teaching in a combinatory manner and Figure 19 and Figure 20 elucidate learners' responses.

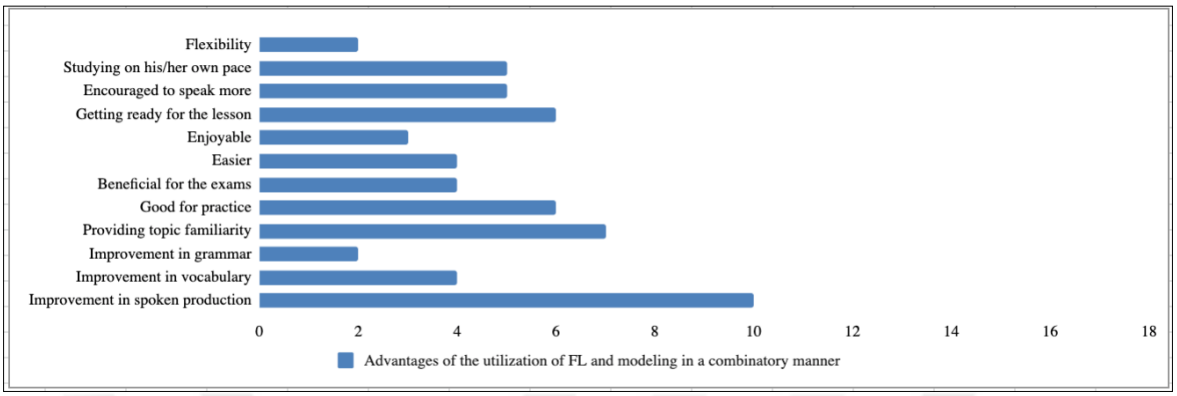

Figure 19. The frequencies of the advantages of the utilization of flipped video teaching and modeling in a combinatory manner

The figure presents that 55.5% (10/18) of the learners reported that there had been an improvement in their spoken productions, 22.2% (4/18) of the learners stated that they had improvement in their vocabulary and 11.1% (2/18) of them expressed having an improvement in their grammar usage. Some of the learner responses are as follows:

S1: *They help me to be better. Before I couldn't speak English very well.*

S2: *Now I can do better speeches. I think I learned more words. I got better at making sentences. The beginning part has changed. I wasn't using the beginning that long but now I can use the beginnings long.*

S10: *When we didn't start watching your videos, my grammar was a little bit bad. I think it is a good way because it helps us ehhh to speak more quickly and clearly and sometimes we learn new words and we use them in our life.*

It is clear from what the learners shared that they experienced an improvement in their spoken production and tended to speak in a more careful manner, which was also observed by the researcher during the treatment process.

Furthermore, 33.3% (6/18) of the learners stated that watching the videos of teacher modeling was good for practice, 38.9% (7/18) of them expressed that they provided topic familiarity, 33.3% (6/18) of them thought that they were helpful to get ready for the lesson and 22.2% (4/18) of the learners stated that they were beneficial for the exams. Some of the learners' responses are as follows:

S9: *I would like to watch the video before the lesson because when I come to lesson and when you ask something I wouldn't know the answer but after watching I know it.*

S7: *They made me practice and I know what we will do. I prepare myself about the topic.*

S17: *I think it is better for us we can study our speech, because in Flyers exam we have speaking too and we learn difficult words.*

S5: *I think it affected my speaking, I can talk better than my old speeches. I am now better at speaking. I can take full on speaking exams.*

Such statements make it obvious that young learners' knowledge about the topic may be expanded via modeling videos. In addition, they make effective sources to practice and help students get ready for their actual speeches by showing them expected outcomes. Additionally, since most of the participants were going to take A2 Flyers exam which includes speaking part, some learners believed that the treatment is beneficial in terms of getting ready for the speaking part of the exam.

Another advantage reported by 27.8% (5/18) of the learners was that the treatment encouraged them to feel more confident while speaking, resulting in producing longer speeches. Below are some learner responses:

S5: *It made me more confident.*

S13: *Before I talked short but I wanted to speak more after watching the video.*

S4: *I think my speaking is better because I can listen and learn it, then I can talk. It made me speak more.*

Such statements make it obvious that the provision of out of class speaking opportunities improved some learners' level of confidence and motivation. This could be because of the topic familiarity, getting prepared for their next performances, having had many spoken productions, and finally having better productions.

Additionally, 22.2% (4/18) of the learners expressed that they found the treatment easy, 17.7% (3/18) of them expressed that it was enjoyable, 11.1% (2/18) of the learners stated that it was flexible and 27.8% (5/18) of them expressed that it provided the opportunity to study on his/her pace. Some of the learners' responses are as follows:

S6: *I think it is a good way because we can study for our speeches. YouTube is good and easy. When I open YouTube, I was also watching your video.*

S15: *I think helpful because watching is easy and we learn easily.*

S10: *I can listen and watch the videos more comfortably. When we are in the classroom when we don't understand we can't say can you say it again to our teacher but when we watch, we can listen again and again.*

S14: *I think it's good because we study by ourselves.*

After being asked about the advantages, the learners were inquired about the disadvantages of the implementation. Only a few students stated facing some problems during the treatment, which were determined as the disadvantages of the treatment. Figure 20 presents the frequencies about the disadvantages of the implementation.

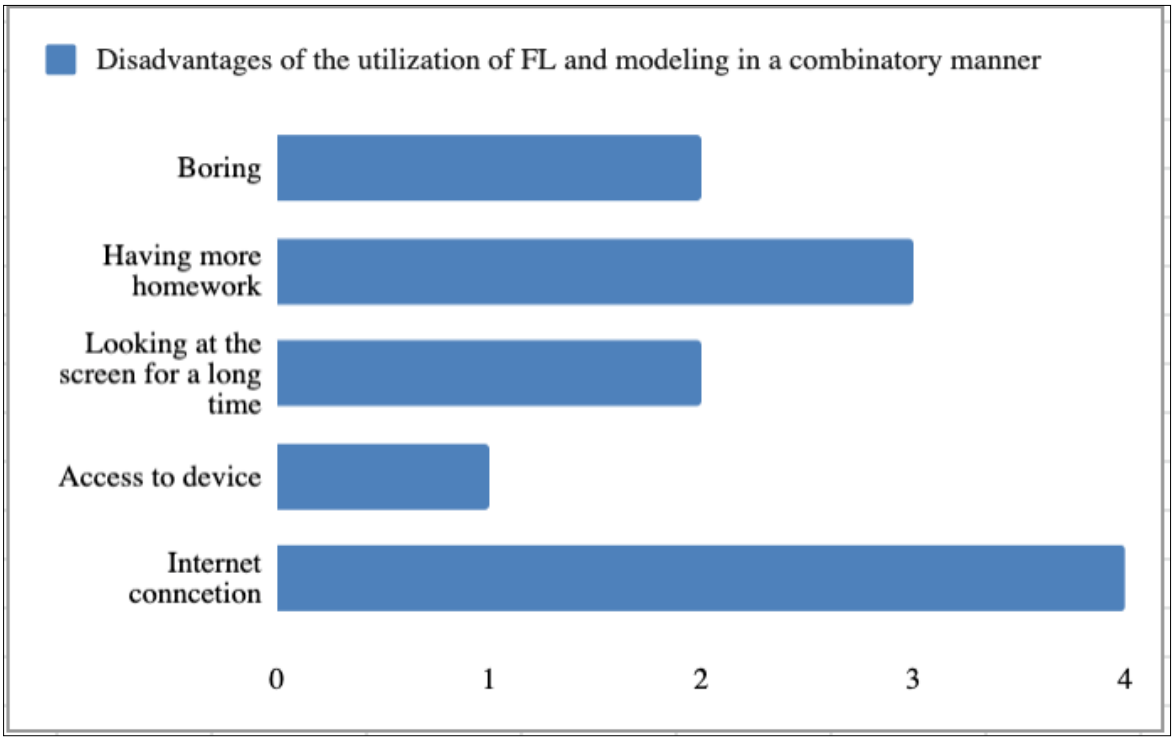

Figure 20. The frequencies of the disadvantages of the utilization of modeling and flipped video teaching in a combinatory manner

As it can be seen in the figure, 22.2% (4/18) of the learners stated that they had problems related to internet connection especially during the virtual classes. It was also observed by the researcher during some performances that there were some connection problems and some students were asked to repeat some words or sentences. Moreover, 17.75% (3/18) of the learners stated they did not like having more homework and 2 of them were the learners who had stated that they would not prefer their speaking classes to be conducted this way for not having too much homework. Besides, 11.1% (2/18) of the learners

expressed that they did not enjoy watching the same video and they found it boring when they watched it more than once. Additionally, since most of the current study was carried out during distance education, 2 learners stated that they had to look at the screen for a longer time (11.1%), however such a statement would not be expected in traditional flipped instruction. Finally, one student stated that he could not have his computer whenever he wanted since he was sharing it with his sister and one learner expressed that he sometimes forgot about the videos. By looking at the above mentioned findings, it can be claimed that some learners could be encouraged more to appreciate the benefits of modeling to produce a better speech. Besides, some other solutions could be searched in order to eliminate the limitations. For instance, they could be provided with different videos, videos of different models or dialogues in addition to monologues.

4.2.2. Results of the Observations

Observation notes used to back up the quantitative findings revealed that most of the participants were more confident while speaking as time passed. For instance, in some cycles, some participants muted themselves suddenly without finishing their spoken productions and then stated that they did not want to continue speaking during their first performances, but such a situation was not observed during the second spoken productions. Additionally, in cycle 1, one participant wore shining clothes and stated that she was a famous singer before talking about her life map and spoke as if she was a famous singer starting her speech by saying *"Hello guys, today I am a pop star, yeah, I am a pop star. today, I will tell you about my life map. Yeah…"* Likewise, in cycle 5, it was observed that some participants showed their school uniforms during their spoken productions. Therefore, it can be claimed that the treatment increased some learners' motivation and made them more willing to talk.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

In this chapter, the conclusions drawn from the findings and discussions of the present study as well as implications for ELT and suggestions for further research are presented.

5.1. Conclusions

The present study was mainly designed to determine whether young learners' spoken productions could be developed through the utilization of modeling and flipped video teaching in a combinatory manner. To this end, two research questions were formulated according to which the design of the study and data analysis process were determined. In accordance with the findings, both research questions were answered and relevant conclusions were drawn.

The first question aimed to investigate the effect of the use of modeling strategy and flipped video teaching in a combinatory manner on young learners' spoken productions in terms of content, organization, fluency, and language use. To this end, pre- and post-test were applied and learners' first and second spoken productions of each cycle as well as the pilot study were graded. In total, 14 spoken productions were analyzed within the scope of the study. The statistical data analysis made it clear that using modeling strategy and flipped video teaching together contributed to learners' spoken productions by developing content, organization, fluency, and language use. Initially, while the mean score of the content was 1.72 out of 5 in the pre-test, it increased to 3.50 out of 5 in the post-test. By looking at these results, it can be claimed that an improvement was observed in the contents of the learners' spoken productions after the treatment since they were more relevant to the topic and included more details about the topic. The second evaluated aspect of the spoken productions was organization whose mean score was 1.39 in the pre-

test while it was 3.00 in the post-test. Therefore, it can be concluded that spoken productions in the post-test were developed in a more organized way and included effective use of cohesive devices and clear connections among the ideas. Regarding the fluency scores, the mean score of the pre-test was 1.83 while it increased to 3.33 in the post-test, which indicated that the treatment had a positive impact on the fluency development of learners' spoken productions; in other words, learners had less difficulty in producing outputs and/or had more clear spoken productions including no/few distracting hesitations or pauses in the post-test. The fourth criteria of the spoken productions was language use and the mean score was calculated as 1.44 in pre-test while it increased to 2.94 in the post-test which yielded that learners made use of wider range of appropriate vocabulary and more correct grammar usage in their post-tests. Finally, the overall scores of learners' spoken productions were evaluated and the mean score was 6.39 in the pre-test while it increased to 12.78 in the post-test. The pre- and post-test results with regard to the overall scores and each category of the rubric (content, organization, fluency, language use) showed a statistically significant difference.

Similar to the findings of the pre- and post-tests, the analysis of the first and second productions' results in each cycle indicated a development in learners' spoken productions with regard to each dimension. Besides, the comparison and analysis of the first productions revealed that the scores of the learners' first spoken productions gradually got higher over time. Therefore, it can be claimed that the study also raised the awareness of the students in terms of giving speeches that are more relevant, fluent, accurate and organized in addition to giving insights into how to get ready for them with the help of models. Consequently, the results made it clear that the treatment had a significant impact on bettering young learners' spoken productions and improved the dimensions as content, organization, fluency, and language use.

With the second research question, the current study attempted to find out learners' attitudes towards the treatment. The participants in the study had never been provided with teacher modeling videos or flipped instruction. The results of the semi-structured interviews with all participants revealed that most of the participants were satisfied with the treatment and preferred their speaking lessons to be conducted in this way. The learners clarified their views about the advantages of the treatment. They found it enjoyable, flexible, easy and good for practice, and stated that it gave them the chance to study at their own pace, gain topic familiarity and get ready for the following lesson. Out of 18 learners,

only 2 of them expressed that they would not prefer having speaking lessons in this way due to having more homework despite referring to certain benefits from time to time. Additionally, most of the learners shared positive views about the teacher modeling videos stating that they were clear and understandable. Furthermore, interview data indicated that most of the learners took the assignments seriously and watched the videos regularly and more than once. Thus, it can be concluded that young learners may be encouraged to spend some effort to practice speaking when they are provided with flipped video teaching including modeling of an expected outcome.

The interview findings also revealed that learners had chances to study at their own paces and explore their own needs and studied by building strategies. For instance, some learners reported that they watched the same video once while some stated watching it more than once. Also, some learners formulated that they speeded up the videos by changing the video speed and they watched it in a shorter time. Furthermore, different individual strategies employed by the learners in the process of watching the videos were reported. Such strategies involved taking notes, recording oneself and rehearsing one's speech. Moreover, the study confirms that flipping the instruction provides a more flexible learning environment. Instruction was not limited to classroom or virtual classroom and they had the chance of learning outside the classroom thanks to technology.

The study had also similar results with some current studies and research in the literature in terms of the use of flipped learning in language classes. For instance, Abdullah et al. (2019) found that flipped instruction had a positive impact on learners' speaking skills and increased their engagement. Similarly, Li and Suwanthep (2017) investigated its impact on learners' speaking skills and the results indicated that the experimental grup which was provided with flipped instruction had significantly better results than the control group in the post-test. Furthermore, the current study confirms the study of Bezzazi (2019) who examined the impact of flipped instruction on EFL learners' public speaking skills, and discovered that flipped instruction improved learners' spoken productions in terms of content and organization as well as paralanguage features. Additionally, the results about learners' perceptions towards flipped instruction are consistent with some studies (e.g. Karimi & Hamzavi, 2017; Wong & Chu, 2014). As an illustration, Karimi and Hamzavi (2017) aimed to identify learners' perceptions toward the flipped instruction and the results made it clear that most of the learners had positive perceptions towards it and were aware of its benefits on their language development.

To sum up, with the above-mentioned conclusions from the study, using modeling and flipped video teaching in a combinatory manner have proved to be influential in improving learners' spoken productions. While modeling provided learners with sufficient input and illustration of an expected spoken outcome, the flipped model supplied them with the opportunity to study at their own paces and the sufficient time for conceptual preparation and practice for speaking. In the light of these findings, it can be proposed that flipped video teaching and modeling could be utilized by the teachers who want to develop their learners' speaking skills.

5.2. Implications

Despite being one of the fundamental skills for language learners and the need for emphasizing and developing it starting from the early ages, speaking tends to be problematic for both language learners and teachers due to being usually neglected in EFL contexts. Therefore, spoken language development might be difficult for young EFL learners because generally, classrooms are the only places where they are exposed to English. In the current study, modeling technique and flipped instruction were used in a combinatory manner in order to develop young EFL learners' spoken productions and in accordance with the findings, the following implications can be drawn.

Initially, the current study clearly demonstrates that there is a need to focus on speaking development of young learners. As it is well known, the provision of sufficient input and opportunities to practice or produce outputs are of great importance and more time and effort need to be invested as well as using age appropriate techniques to develop their speaking skills. Moreover, the role of teacher is significant since young learners need more guidance of their teachers in order to develop their spoken productions. In line with this, the current study revealed that provision of appropriate models by teachers could be utilized in young learners' speaking classes since modeling is believed to be an effective technique to provide input for young learners as they learn better through observing models and imitating them. Modeling could also be used to illustrate an expected outcome of a task and increase understanding or reduce misunderstanding since it might be difficult for young learners to understand what their teachers ask them to do. Considering the above-mentioned implications, the outcomes of this study might be utilized to plan speaking lessons in order to meet young learners' needs with regard to spoken production development. One significant implication of the current study is that young learners should

be provided with good models of target language followed by opportunities to practice to develop their spoken production.

Another implication drawn from the present study is that flipping the instruction is useful for speaking skill development as it maximizes practice time and allows learners to study at their own paces. During the limited class hour, not every learner has a chance to speak or the time needed for conceptual preparation is usually ignored; however, flipping the class is a better alternative to removing the limitations of traditional classroom stemming from time constraints.

This study revealed that flipped instruction could be applied with young learners but the materials should be appropriate to their age and characteristics. In line with this, teacher modeling videos could be benefitted in young learners' flipped classes since it is significant to duplicate the learning environment that they are used to.

All in all, the main theoretical implication of the present study is that for teachers who want to develop learners' speaking skills, modeling and flipped instruction could be appropriate methods to utilize in their classes.

5.3. Suggestions for Further Research

Despite offering some significant insight into the benefits of integrating flipped instruction and modeling in young learners' speaking lessons, the current study has some limitations. To better understand their roles, some fields of investigation could be recommended for future research on modeling technique and flipped instruction in foreign language learning and teaching as follows:

The current study was limited to 18 young learners at a private school and it did not have a control group since it was difficult to ensure the same characteristics of the experimental group due to the pandemic-driven distance education. Therefore, a quasi-experimental design was adopted. A true-experimental design could be adopted for the comparison of the results gathered from the control and experimental groups. Furthermore, future studies could be conducted with more participants to gain a deeper insight into the issue.

Since modeling and flipped instruction were used in a combinatory manner in the current study, further studies could use modeling without flipping the classroom to examine its immediate impact on outcomes. Besides, learners were assigned only one modeling video for each cycle. More videos about the same topic could be provided in the future studies to

offer more variety and higher chances for learning. Moreover, this study included only teacher modeling videos. Future studies could examine the impact of different modeling videos by native speakers or modeling by children to see the impact of peer modeling and find out whether the model's resemblance to learners is effective or not.

The current study examined the impact of modeling and flipped instruction on learners' spoken production, not spoken interaction. Thus, further studies could explore their impact on learners' communicative competences. Additionally, research can be carried out to examine the impact of modeling and flipped learning on other language skills.

Due to the unpredictable changes in the education due to COVID-19, the study could not be planned as a longitudinal study and conducted within 10 weeks; thus, longer time period could be spent on the treatment in the future studies. Moreover, to see the impact of the treatment in the long run, a delayed post-test could be conducted. Therefore, it would be probable to gather more comprehensive data about the effects of using modeling and flipped instruction in a combinatory manner on learners' spoken outputs and draw more comprehensible conclusions.

The present study was conducted with young learners aged 9 to 10. Future studies could be conducted with different age groups. Additionally, in the current study, flipped model was applied during the hybrid and fully online education. Further studies could be conducted in a traditional flipped classroom model or fully online.

All in all, it is hoped that the current study will contribute to gaining further insight into teaching speaking skill to young learners and inspire future studies concerning modeling and flipped instruction in language classes.

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APPENDICES

Appendix 1. Young Learner's Speaking Production Assessment Rubric

	5	4	3	2	1
Content	Learner's spoken production is relevant to the topic. Learner's spoken production includes sufficient details about the topic.	Learner's spoken production is almost relevant to the topic. Learner's spoken production includes some relevant details about the topic.	Learner's spoken production shares the descriptors of 2 and 4.	Learner's spoken production is rarely relevant to the topic. Learner's spoken production includes few details.	Learner's spoken production is not relevant to the topic or key information is not conveyed. Learner's spoken production includes insufficient details.
Organization	Learner's spoken production is effectively developed in an organized way. Connection among ideas is clear. Learner makes use of a range of cohesive devices effectively.	Learner's spoken production is mostly developed in an organized way. Connection among ideas is mostly clear. Learner makes use of some basic cohesive devices	Learner's spoken production shares the descriptors of 2 and 4.	Learner's spoken production is rarely developed coherently in an organized way. Connection among ideas is rarely clear. Learner makes use of few cohesive devices.	Learner's spoken production is disorganized. Connection among ideas is unclear. Learner does not make use of cohesive devices.
Fluency	Learner's spoken production is clear. Learner has no difficulty in producing the speech. It includes no/very few distracting hesitations. Learner has no/very few pauses.	Learner's spoken production is mostly clear. Learner has no difficulty in producing the speech. It includes some distracting hesitations. Learner has some pauses.	Learner's spoken production shares the descriptors of 2 and 4.	Learner's spoken production is rarely clear. Learner has no difficulty in producing the speech. It includes many distracting hesitations. Learner has frequent pauses.	Learner's spoken production is unclear and he/she has difficulty in producing the speech or does not produce an ongoing speech. It has lots of distracting hesitations. Learner has frequent long pauses.
Language use	Learner's spoken production includes wide range of appropriate vocabulary. It includes no/very few word form errors which do not lead to misunderstandings. It includes no/very few incorrect grammar usage.	Learner's spoken production includes some range of vocabulary. It includes some word form errors which do not lead to notable misunderstandings. It includes a few incorrect grammar usages.	Learner's spoken production shares the descriptors of 2 and 4.	Learner's spoken production includes limited range of vocabulary. It includes some word form errors which may lead to misunderstandings. It includes some incorrect grammar usages.	Learner's spoken production includes very limited range of vocabulary. It includes many word form errors which lead to misunderstandings. It includes many incorrect grammar usages.

Appendix 2. Inter-rater Reliability Scores of the Raters for the Pilot Study

		Krippendorff alfa	ICC	95% Confidence Interval	p
First Performance	Content	0.51	0.70	0.20 to 0.89	0.009
	Organization	1.00	1.00	-	-
	Fluency	0.65	0.79	0.45 to 0.92	0.001
	Language use	1.00	1.00	-	-
	Total	0.45	0.94	0.84 to 0.98	0.000
Second Performance	Content	0.96	0.97	0.92 to 0.99	0.000
	Organization	0.80	0.92	0.78 to 0.97	0.000
	Fluency	0.95	0.98	0.95 to 0.99	0.000
	Language use	0.82	0.92	0.78 to 0.97	0.000
	Total	0.95	0.99	0.98 to 1.00	0.000

Appendix 3. Inter-rater Reliability Scores of the Raters for the Pre- and Post-test

		Krippendorff alfa	ICC	95% Confidence Interval	p
First Performance	Content	0.72	0.87	0.65 to 0.95	0.000
	Organization	0.58	0.72	0.30 to 0.90	0.004
	Fluency	0.51	0.67	0.10 to 0.88	0.016
	Language use	0.80	0.89	0.72 to 0.96	0.000
	Total	0.88	0.94	0.85 to 0.98	0.000
Second Performance	Content	0.80	0.87	0.62 to 0.96	0.000
	Organization	0.88	0.95	0.87 to 0.98	0.000
	Fluency	0.70	0.86	0.63 to 0.95	0.000
	Language use	0.91	0.96	0.89 to 0.98	0.000
	Total	0.94	0.98	0.94 to 0.99	0.000

Appendix 4. Semi-structured Individual Interview Questions

1. How many times did you watch the lecture videos posted by your instructor?

2. Did you watch the video lectures just before coming to class or regularly?

3. Did you spend more effort than usual for speaking activities?

4. How did you practice for your second performance?

5. Would you like English speaking courses to be conducted in flipped classroom model?

6. Were the videos clear and understandable?

7. Were the lengths of the video lectures enough?

8. Have you been eager to watch the videos prior to the class?

9. What do you think of the flipped classroom?

10. Do you think this model helped you speak better? How?

11. Did you face any problems during this experience in terms of materials, video contents and activities?

12. What was your favourite part of flipped classroom?

13. What was your least favourite part of flipped classroom?

Appendix 5. Pre-test Results of the Learners

Participant	Content/5	Organization/5	Fluency/5	Language Use/5	Total/5
1	2	2	3	2	9
2	3	2	3	3	11
3	1	1	2	1	5
4	2	2	3	2	9
5	2	2	2	2	8
6	1	1	2	1	5
7	2	2	1	1	6
8	1	1	1	1	4
9	2	1	2	2	7
10	2	1	1	1	5
11	2	1	2	1	6
12	1	1	1	1	4
13	2	1	1	1	5
14	2	1	2	1	6
15	1	1	1	1	4
16	1	1	1	1	4
17	2	2	3	2	9
18	2	2	2	2	8

Appendix 6. Post-test Results of the Learners

Participant	Content/5	Organization/5	Fluency/5	Language Use/5	Total/5
1	5	4	4	4	17
2	5	4	5	4	18
3	3	2	2	2	9
4	4	4	4	3	15
5	4	4	4	3	15
6	3	3	3	2	11
7	3	2	3	3	11
8	2	1	1	1	5
9	4	4	4	4	16
10	4	4	4	4	16
11	3	2	3	2	10
12	2	2	2	1	7
13	4	3	4	4	15
14	3	3	3	3	12
15	4	3	3	3	13
16	2	2	3	2	9
17	3	3	4	4	14
18	5	4	4	4	17

Appendix 7. Codes and Categories of Semi-structured Individual Interviews

Codes	*Categories*
I watched the videos regularly	*Individual effort spent for the spoken production*
I watched the video just before the lesson	*Individual effort spent for the spoken production*
The videos were normal	*Positive belief about the implementation*
The videos were long	*Negative belief about the treatment*
The videos were clear	*Positive belief about the implementation*
Beneficial to me	*Positive belief about the implementation*
Having a better spoken production	*Benefits of the treatment*
Enjoyable process	*Positive belief about the implementation*
Like making more speeches	*Benefits of the treatment*
Having opportunity to study on his/her pace	*Benefits of the treatment*
Allow to learn new vocabulary	*Improvement in terms of Spoken production*
Feeling more confident	*Benefits of the treatment*
Getting ready for the lesson	*Benefits of the treatment*
Topic familiarity	*Benefits of the treatment*
Easy way to learn	*Benefits of the treatment*
Beneficial for the exams	*Positive belief about the implementation*
Would like to conduct lessons this way	*Positive belief about the implementation*
Spending more effort than usual	*Individual effort spent for the spoken production*
Taking notes	*Individual effort spent for the spoken production*
Rehearsing	*Individual effort spent for the spoken production*
Recording his/her speech	*Individual effort spent for the spoken production*
Improve my English in terms of grammar	*Improvement in terms of use of English*
Some participants had net connection problems	*Problems related with the flipped learning*
Sometimes boring	*Negative belief about the treatment*
I prefer watching the video during the lesson	*Negative belief about the treatment*
I don't like homework	*Negative belief about the treatment*

GAZİLİ OLMAK AYRICALIKTIR…