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MASTER'S THESIS

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Thesis Advisor

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BİLİMSEL ETİĞE UYGUNLUK

Bu çalışmadaki tüm bilgilerin akademik ve etik kurallara uygun bir şekilde elde edildiğini beyan ederim.

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YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI BAŞKANLIĞI'NA

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Tez Başlığı / Konusu: Özgün Videolar İçeren Ters-Yüz Öğretimin İngilizceyi Yabancı Dil Olarak Öğrenen Türk Öğrencilerin Söz Edimlerini Kullanma ve İletişim Kurma İsteğine Etkileri

Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 150 sayfalık kısmına ilişkin 02/08/2021 tarihinde şahsım tarafından *Turnitin* adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan özgünlük raporuna göre, tezimin benzerlik oranı % 8 'dir.

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''Özgün Videolar İçeren Ters-Yüz Öğretimin İngilizceyi Yabancı Dil Olarak Öğrenen Türk Öğrencilerin Söz Edimlerini Kullanma ve İletişim Kurma İsteğine Etkileri'' adlı Yüksek Lisans tezi, Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü tez yazım kurallarına uygun olarak hazırlanmıştır.

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

Yabancı Diller Eğitimi Ana Bilim Dalı'nda 801793008 numara ile kayıtlı Zafer ÜSTÜNBAŞ'ın hazırladığı ''Özgün Videolar İçeren Ters-Yüz Öğretimin İngilizceyi Yabancı Dil Olarak Öğrenen Türk Öğrencilerin Söz Edimlerini Kullanma ve İletişim Kurma İsteğine Etkileri'' konulu Yüksek Lisans çalışması ile ilgili tez savunma sınavı 09/07/2021 Cuma günü 11.15 – 13.15 saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin/çalışmasının **başarılı** olduğuna **oybirliği** ile karar verilmiştir.

Üye (Tez Danışmanı ve Sınav Komisyonu Başkanı)   Üye

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Üye

Dr. Öğrt. Üyesi Pınar SALI

Özet

Tezin Adı:	: Özgün Videolar İçeren Ters-Yüz Öğretimin İngilizceyi Yabancı Dil Olarak Öğrenen Türk Öğrencilerin Söz Edimlerini Kullanma ve İletişim Kurma İsteğine Etkileri
Ana Bilim Dalı	: Yabancı Diller Eğitimi Ana Bilim Dalı
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Danışmanı	: Prof. Dr. Zübeyde Sinem GENÇ

ÖZGÜN VİDEOLAR İÇEREN TERS-YÜZ ÖĞRETİMİN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLERİN SÖZ EDİMLERİNİ KULLANMA VE İLETİŞİM KURMA İSTEĞİNE ETKİLERİ

Yabancı Dil Olarak İngilizceyi öğrenmede edimbilimden söz edimlerinin öğretilmesi, sınırlı ders saatleri ve özgün olmayan ders kitabı içeriği gibi çeşitli sebeplerden ihmal edilen alanlardan biri olmuştur. İletişim teknolojileri aracılığıyla ders aşamasının sınıftan önce tamamlandığı ters-yüz öğretim, özellikle söz edimleri için daha fazla sınıf içi etkinliğe zaman ayırmaya olanak sağlar. Ayrıca, İngiliz Dili Eğitimi ders kitapları içeriğinin özgün olmayışı, söz edimleri kullanımını içeren özgün videolar ile telafi edilebilir. Bu noktada, söz edimlerinin öğretilmesinde özgün videolar içeren ters-yüz öğretimi benimsemek son derece yararlı olabilir. Bu nedenle, karma yöntem desenini benimseyen bu yarı-deneysel çalışma, özgün videolar içeren ters-yüz öğretim ile İngilizceyi Yabancı Dil Olarak Öğrenen öğrencilerin söz edimlerini kullanma

performansları arasındaki bağlantıyı incelemiştir. Bir devlet üniversitesinde İngilizce Hazırlık Bölümü'nde öğrenim gören İngilizceyi Yabancı Dil Olarak Öğrenen 50 Türk öğrencisinden oluşan katılımcılar deney grubu (N=25) ve kontrol grubu (N=25) olarak iki gruba ayrıldı. Deney grubu, 5 hafta boyunca söz edimlerine yönelik özgün videolar içeren ters-yüz edilmiş öğrenim görürken, kontrol grubu normal şekilde ders kitabı aracılığıyla geleneksel yöntemde öğrenim gördü. Söylem Tamamlama Testi (DCT) her iki gruba da ön-test ve son-test aşamalarında dağıtılırken Algı Anketi ve yarı-yapılandırılmış mülakatlar (N=5) sadece deney grubunda gerçekleştirildi. Bulgular, deney grubunun konuşma eylemlerini kullanma açısından kontrol grubundakileri geride bıraktığını ortaya koydu. Algı Anketi ve yarı-yapılandırılmış mülakatlardan elde edilen veriler, deney grubunun ters-yüz öğrenime ve özgün video klipler kullanmaya yönelik olumlu bir algıya sahip olduğunu da gösterdi. Ayrıca, özgün videolar içeren ters-yüz öğrenim aracılığıyla deney grubundaki katılımcıların öğretim sürecinden sonra iletişim kurma isteklerinin arttığı ortaya çıktı.

Anahtar Sözcükler: iletişim kurma isteği, İngilizceyi Yabancı Dil Olarak öğrenen Türk öğrenciler*,* özgün videolar, söz edimleri, ters-yüz sınıf

Abstract

Name of Thesis   : The Effects of Flipped Instruction Through Authentic Videos

                        on Turkish EFL Learners' Use of Speech Acts and Willingness to

                        Communicate

Department   : Foreign Languages Teaching

Name of University : Bursa Uludağ University

Name of Institute   : Institute of Educational Sciences

Degree Date   :

Supervisor   : Prof. Dr. Zübeyde Sinem GENÇ

THE EFFECTS OF FLIPPED INSTRUCTION THROUGH AUTHENTIC VIDEOS ON TURKISH EFL LEARNERS' USE OF SPEECH ACTS AND WILLINGNESS TO COMMUNICATE

Teaching speech acts from pragmatics in English as a Foreign Language (EFL) has been one of the neglected areas for several concerns such as limited class hours and inauthentic textbook content. Flipped classroom in which the instruction stage is completed before the class through communication technologies allows to allocate more in-class time for practice, especially for speech acts. Also, the inauthenticity of ELT textbooks could be compensated with authentic videos containing the use of speech acts. At this point, it could be remarkably useful to adopt flipped classroom instruction with authentic videos in teaching speech acts. Therefore, this quasi-experimental study that adopted mixed method design investigated the relation between teaching through flipped classroom with authentic videos and the EFL learners' performance on the use of

speech acts. The participants who were 50 Turkish EFL students studying at Preparatory Department of English at a state university were divided into two groups as experimental (N=25) and control (N=25). The experimental group had flipped instruction on speech acts with authentic videos for 5 weeks while the control group were instructed in traditional classroom through the textbook as normally. Discourse Completion Test (DCT) was administrated to both groups in pre-test and post-test stages, and the experimental group were administrated a Perception Questionnaire and semi-structured interviews (N=5). The findings revealed that the experimental group outperformed those in the control group in terms of using speech acts. The data for Perception Questionnaire and semi-structured interviews also suggested that the experimental group had a positive perception towards flipped classroom and using authentic video-clips. It was also revealed that the participants in experimental group had an increased willingness to communicate after the treatment through flipped classroom and authentic videos.

Keywords: authentic videos, EFL learners, flipped classroom, speech acts, willingness to communicate

ACKNOWLEDGEMENTS

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List of Abbreviations

CALL   : Computer-Assisted Language Learning

CCSARP   : Cross-Cultural Study of Speech Act Realization Pattern

CEFR   : Common European Framework of Reference

CLT   : Communicative Language Teaching

DCT   : Discourse Completion Test

EFL   : English as a Foreign Language

ELT   : English Language Teaching

ESL   : English as a Second Language

FL   : Foreign Language

FLN   : Flipped Learning Network

L1   : First Language

L2   : Second Language

LEQ   : Learning Experience Questionnaire

NS   : Native Speaker

NNS   : Non-native Speaker

S   : Student

SFL   : School of Foreign Languages

SPSS   : Statistical Package of Social Sciences

WTC   : Willingness to Communicate

Chapter 1

Introduction

This chapter presents a brief introduction to the study. Introduction, statement of the problem, research questions, purpose of the study, significance of the study, assumptions, limitations of the study and definitions of terms are explained accordingly within the scope of the chapter.

1.1. Introduction

Learning English as foreign language (EFL) has always been a debatable issue as there have been various theories and approaches towards teaching it. On a long run, these theories and methods have differed depending on the necessities of time. Especially upon the developments in technology and launch of computers, EFL has shaped up based on these innovations. The classes have changed from mechanical and teacher-centered to communicative, learner-centered, and technology-assisted. Technology has become an indispensable part of EFL classes. Computers and other technological tools have been benefited remarkably by EFL instructors. Schools and universities have started to utilize computer networks as an important basis for teaching and learning (Pardede, 2020). Traditional teaching has been replaced with more technology-integrated way. The developments in technology have enabled to share information both locally and internationally through new methods one of which is blended learning etc. (Irgatoğlu, 2021), Blended learning refers to the idea of integrating face-to-face education with online education (Garrison, & Kanuka, 2004).

After the concept of blended learning was introduced, two teachers Jonathon Bergmann and Aaron Sams introduced a new idea, which was *flipped learning* in 2007. They decided to

change their traditional classes into more technology-based one by taking the advantage of technology and came up with flipping their traditional classes. In traditional classes, teacher may have to cover all the teaching components at one time. Presentation, practice and production are performed in limited class hours and teachers give the instructions and do the teaching in the class, and students do the practice or production at home as an assignment. Unlike traditional teaching, flipped classroom enables teachers to move the teaching and instruction from during-class to prior-class through online platforms, thus, allocating more time for students to practice and interact with each other in the class. In this way, instruction becomes individualized for each student, which helps them study at their own pace out of school. Also, teachers can utilize the class time by allowing practice, production, guidance and control as the instruction has already been presented to the students before the class.

Language learning is likely to be an important but tough process for nonnative speakers of a language considering the significance of communication with people around the world and difficulty that is caused by the fact that these speakers are deprived of natural language use and, thus lack opportunities to practice the target language they are learning. Still, there are ways to provide opportunities for language learners. A number of scholars (e.g., Kasper, 1997; Kasper & Rose, 2002; Rose, 2005) have highlighted the importance of pragmatics defined as "the study of people's comprehension and production of linguistic action in context" (Kasper & Blum-Kulka, 1993, p. 3) and stated that some aspects of it could be taught to language learners who do not have much chance to be exposed to natural language use. Thus, some aspects of pragmatics such as speech acts and discourse markers are taught to language learners in language programs, which could also influence learners' willingness to communicate in the target language.

Language learning involves awareness, knowledge and use of other linguistic aspects of that language apart from pragmatics such as syntax and morphology. Yet, limited class hours are not adequate to cover all aspects of language and present to language learners. For this purpose, language programs benefit from educational technologies to provide learners with opportunities to be exposed to varied aspects of language out of class. Flipped classroom defined partly as swapping in-class and out-of-class activities is one of the educational technologies used in various disciplines such as business (e.g., Findlay-Thompson & Mombourquette, 2014) and medicine (e.g., Tan, Brainard & Larkin, 2015). While it is used in lecturing courses, it has not been used in language teaching as much in other fields as also stated in the literature (e.g., Turan & Akdağ-Çimen, 2019). Therefore, this study is set on a pragmatic basis and focuses on how to use flipped classroom to maximize opportunities for English language learners to practice the target language and to present them natural language that is used by native speakers, thus, minimize limits that are caused by the fact that they are not in the real setting.

1.2. Statement of the Problem

Speaking has been reported to be the most challenging skill for language learners as it involves not only knowledge about forms but also other aspects of languages such as semantics, sociolinguistics, especially pragmatics (e.g., Tarone, 2005). In other words, language input alone has been stated not to be sufficient for language learners (Swain, 2005 in Schaeffer, 2018), thus it is supposed to be supported by structured interaction (Schaeffer, 2018). However, limited class hours in which language teaching is practiced by focusing on varied angles of language are inhibiting for providing opportunities for interaction. Therefore, flipped learning and classroom which has been commonly used in various fields of teaching could be a compensating way for the lack of provided opportunities of real-life communication practices. This is handled through

presenting pragmatic knowledge through structured instruction at home and allocating class hour only for practice and interaction among language learners. Yet, in the literature there are not many attempts to investigate how flipped classroom could be used in language teaching or whether it is effective to implement flipped classroom technique for teaching elements of language particularly for issues related to speaking. For example, there has not been much research on possible benefits of flipped classroom on the improvement of speaking. Furthermore, language learners' perceptions about the use of flipped classroom have been neglected in the literature. As well as the connection between use of flipped classroom to improve speaking and learners' perceptions about it, there is no study examining whether flipped classroom is also effective on language learners' willingness to communicate. However, through flipped learning, instruction on speaking is performed at home on learners' own pace and they could have more chances for practice in the class that is normally used for both instruction and practice, in turn, it could increase their willingness to communicate, which needs to be investigated.

In Turkey, English language teaching is achieved at language programs by providing learners with as much input as possible in class hours as in other nonnative environments. Yet, it is not possible to allocate time for teaching of all aspects of the target language at the same rate. Therefore, the tendency is focusing on forms and neglecting instruction on practical language in the limited class hours, and it ends up with language learners who have knowledge about language but lack proficiency in speaking. Thus, finding ways to increase opportunities for English language learners to practice language by also providing them with real language use might improve their speaking and one of the speaking related issue: willingness to communicate. To this end, flipped classroom, one of the suggested practices for instruction of various teaching fields, is focused and explored within the scope of this study as a possible practice to implement

in language classroom in Turkey in order to teach practical language at home and provide more opportunities for speaking practice in class hours.

1.3. Research Questions

Taking the abovementioned ideas into consideration, the current study addresses the following research questions:

1) Is there a statistically significant difference between flipped instruction of speech acts and Turkish EFL learners' knowledge and use of speech acts in conversation?

2) Is there a statistically significant difference between flipped instruction of speech acts and Turkish EFL learners' perception of flipped classroom?

3) Is there a statistically significant difference between viewing authentic videos including speech acts and Turkish EFL learners' perceptions on:

   a) the use of speech acts

   b) willingness to communicate

1.4. Purpose of the Study

Taking these concerns into account, this study aims to investigate whether flipped classroom practice that includes instruction on speech acts and videos is effective on learning practical language, which is part of pragmatics. Besides, the study targets to find out whether there is an effect of flipped instruction of speech acts on the participants' perception of flipped classroom. The study also focuses on examining whether viewing authentic videos including speech acts influences Turkish EFL learners' perceptions on the use of speech acts and willingness to communicate.

1.5. Significance of the Study

Flipped classroom has gained a rising interest with the integration of various technological tools to foreign language teaching. Many EFL teachers have started to implement flipped learning into their classes worldwide. With the advent of this type of learning, researchers have done various research to foster the integration of flipped classroom into EFL classes for language skills – listening, speaking, reading, writing, and the results of these studies have showed how flipped classroom could be adopted to the abovementioned skills. Studies on flipped learning in EFL also have been conducted by the researchers in Turkey in favor of language skills. However, whilst there being various studies on speech acts (eg., Alver-Yücel, 2017; Üstünbaş, 2017), there are no studies in teaching speech acts in a flipped classroom context in Turkey. Thus, this study aims to present an investigation into teaching speech acts, which is a component of pragmatics, to Turkish EFL learners through authentic videos and other teaching materials in a flipped classroom context.

Furthermore, since foreign language learning must be an integrated experience, learners must not only practice four skills, but also practice other aspects such as pragmatics. In other words, they must be competent in how to adopt the components of pragmatics to their conversations. However, teaching pragmatics could be neglected in EFL classes for some reasons since ''pragmatic skills have been and remain challenging to incorporate into classroom teaching'' (Siegel, Broadbridge & Firth, 2019, p. 32). As the class hours are limited, teachers may opt out teaching only the subject matters which they may consider as more important or teachable. For this reason, limited time is allocated to teaching pragmatics in EFL curriculums. So, learners remain insufficient in managing their conversations since they cannot practice this precisely in the EFL classes. Taking these into considerations, this study aims to integrate

teaching speech acts, a component of pragmatics, in language teaching through flipped classroom, thus, allowing more time to practice during the class.

Also, Turkish EFL learners do not have the chance to be exposed to authentic conversations in EFL for a long time; therefore, they cannot practice the language. Lack of 'comprehensible input' (Krashen, 1980) could be compensated through authentic materials presented in the flipped classroom. Learners could become aware of the content and find enough time to practice during the class by means of flipped classroom. In this vein, the results of this study may be useful for curriculum planners as they could draw on flipped learning more along with traditional teaching. The research may also have significant findings for English instructors to manage their teaching time better allocating more time to exposure to authentic use and practice during the class, thereby, organizing the teaching process more effectively.

In addition to all these points, another important result of the study could be that flipped learning may contribute to EFL learners' language use and develop a study habit as they study the content prior to the class at their own pace and on their own. Hence, they may become an autonomous learner by taking the responsibility of learning.

1.6. Assumptions

Participants of this study were administrated several research instruments such as DCT, Perception Questionnaire, semi-structured interview to collect the qualitative and quantitative data. In order for the results to reflect the research questions precisely, the responses of the participants to these items must be genuine and sincere. For this reason, the results were assumed to reflect the students' sincere responses and real thoughts about the relevant items. Also, they were supposed to fill in a study log out of the class time each week, which shows their study data

on the online materials related to use of speech acts posted by the teacher prior to the class. It is also assumed that the participants completed this form in a goal-oriented manner after having watched the videos and studied the items.

1.7. Limitations of the Study

One of the limitations of this study could be the number of the participants. The participants were only divided into two groups, one class for each research group, making up the total number. As the research was built upon one setting, the results would be less likely to be generalized. A further study could be conducted with a larger number of students for both research groups. The second limitation could be that the participants filled in the study log out of class, which means that they were out of the sight of the teacher, so the reliability of the study log could be debatable although they reported that they had filled in it trustworthily and appropriately.

1.6. Definitions of the Terms

In this section, the definitions of frequently used terms in this study are presented below to clarify the concepts.

Flipped Classroom: a type of teaching in which the teacher presents the content of a subject matter through online channels for students to study them prior to the class.

Pragmatics: a field of study that investigates the relation between the language, acts and their users.

Speech Acts: certain acts performed during a conversation by using the language to do something or make someone do something in an appropriate manner for the context. Suggesting, apologizing, thanking, requesting, accepting an offer are some of the examples.

English as a Foreign Language (EFL): the case in which English is learned and spoken as a foreign language in the countries where it is not an officially spoken language.

Willingness to Communicate: the implicit motivation that makes the speakers to take part in a conversation by being a starter or listener.

Native Speaker: a person who speaks a language as first language.

Non-native Speaker: a person who speaks a language as a foreign or second language.

Comprehensible Input: an input of language that can be understood by the listeners helping them acquire the language.

Authentic Materials: a type of material that presents natural content for learners in terms of language use.

Semi-authentic Materials: a type of material that presents a native-like and partly natural content for learners in terms of language use.

Chapter 2

Review of the Literature

2.1. Introduction

This part of the study will present information about the idea of flipped classroom in EFL, teaching pragmatics and speech acts and willingness to communicate comprehensively by reviewing the studies in the literature on these aspects.

2.2. Definition & Background of Blended Learning

Technological advances have affected education as other sectors ranging from industry to health care. Along with the developments in technology, curriculums have been planned in this vein. Computers and other technological tools have become an important part of teaching. Teachers have integrated technology to their classes in various ways. Many scholars have published articles by studying on the use of technology for classes.

Almost all areas benefit from these developments. One of the fields that remarkably draws on technology is language teaching. The role of language teachers in this contemporary society has become more critical as the future learners tend to be digital natives (Bijeikienė, Rašinskienė & Zutkienė, 2011). Especially, EFL teachers who are teaching a common language for communication worldwide utilize these innovations for their classes. These innovations have brought along new approaches to teaching EFL. Computer Assisted Language Learning (CALL), blended learning, flipped learning, flipped classroom are some of them. These approaches have appeared in sequence in line with the pace of the advances. Especially, teachers and researchers

have focused on flipped classroom, which is a type of blended learning, and which is the focus of this study, recently.

There are controversial definitions of blended learning as the scholars have approached this concept from different perspectives. A common definition is that it is ''the integrated combination of traditional learning with web-based online approaches'' (Oliver & Trigwell, 2005, p. 17). Likewise, Tucker (2012) defines it as maintaining traditional education with online tools. Nevertheless, neglecting other features of technology apart from online approaches could be a fallacy for the concept of blended learning. For this reason, Sharma and Barrett (2007) give a broader definition by stating that it is the combination of traditional teaching with suitable technology. That is, the term 'blended' comes from maintaining education by combining technology to traditional classes, which yields a mixture of two approaches. It was first used in the business area as 'cost-saving measure' in a way that combines working and training distantly (Sharma, 2010). Educators have also utilized blended learning comprehensively and scholars have conducted many studies to find out its effects on teaching process and attitudes of students toward this. Bernard, Borokhovski, Schmid, Tamim and Abrami (2014) conducted a meta-analysis of the studies in the literature on the use of blended learning in higher education and found that it has a significant positive effect on students' performances compared to traditional teaching.

There have been numerous studies on adopting blended learning in EFL context (eg., Akbarov, Gönen & Aydoğan, 2018; Al Bataineh, Banikalef & Albashtawi, 2019; Alrouji, 2020; Alsmari, 2019; Altay & Altay, 2019; Liu, 2013; Mahalli, Mujiyanto & Yuliasri, 2019; Miyazoe & Anderson, 2010; Rianto, 2020; Shahrokni & Talaeizadeh, 2013; Sujannah, Cahyono & Astuti, 2020). The related research has been based on investigating the effects of blended learning in

EFL skills, especially in writing and they all found out that blended learning had a positive effect on learners' performances and students mostly had positive attitudes towards blended learning. As could be seen from the previous studies, integrating technology into EFL classes fosters the students' performances.

One of the versions of blended learning is flipped classroom which is also ''a popular pedagogical approach in higher education '' (Cho, Park & Lee, 2021, p. 509), and one of the focus of this study is to find out whether there is any significant difference between teaching through flipped classroom and students' performances on the instructed component in EFL context.

2.3. Flipped Learning and Classroom

Flipped learning basically defined as "school work at home and home work at school," on the web site of Flipped Learning Network (FLN) (2014) more broadly refers to

> …a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter" (FLN, 2014)

and it is a shift from teacher-centered classroom to learner-centered teaching. Similarly, Bergmann and Sams (2012), the pioneers of flipped classroom, defined flipping as " …that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (p. 13). According to Hamdan, McKnight, McKnight and Arfstrom (2013), it differs from online education or blended learning (though it is part of it) as

the former (online education) is only web-based and there is no student-teacher interaction while the later (blended learning) is still a classroom-based model in which the content is provided in class hours. Yet, flipped learning is a model that requires learners to be prepared before the courses through videos or digital platforms used to present course content outside of class and participate in hands-on, practical or communicative activities in the class hours, thus, becoming responsible for their learning. Zainuddin and Halili (2016) illustrated this process in reference to Bloom's (1969) taxonomy as seen in the Figure 1. below:
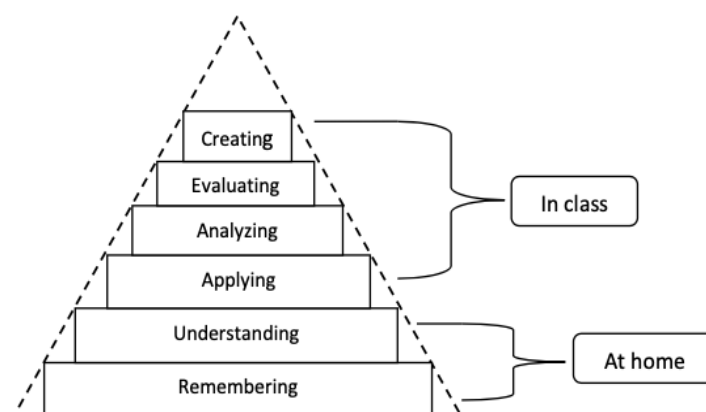
Figure 1. Bloom's (1969) taxonomy in flipped classroom model (Zainuddin & Halili, 2016, p. 316)

As could be seen in Figure 1, while in traditional teaching, remembering and understanding stages are covered in class and the stages requiring use of more cognitive skills are handled at home, in flipped classroom model basic stages of remembering and understanding are covered at home and class hours are allocated for more practical tasks that require use of cognitive skills such as problem solving or making evaluations. In this model, teachers record or make videos related to target content of the course, and they upload them on an online platform for learners who are expected to watch the videos as preparation for tasks and activities in the

face-to-face class hour. Classroom tasks generally involve discussion of the videos, reflection on

the content of the video or application of the video content in productive ways. Peer interaction

and student-teacher interaction are available to share ideas or give feedback.

The model is named as "flipped" intentionally since each letter refers to a quality.

Accordingly, "four pillars of flipped learning" (Hamdan et al. 2013, p. 5) stand for;

F - Flipped learning requires flexible environments

L - Flipped learning requires a shift in learning culture

I - Flipped learning requires intentional content

P - Flipped learning requires professional educators

To this end, teachers are provided flexibility in selecting processes in their lessons and

how to deliver content and in that sense, they are professional educators by critically evaluating

and designing course materials, content and productive tasks. Furthermore, it is basically a

student-centered model since students take more responsibility for their learning. Specifically, in

flipped learning, learners can pace their own learning as they view pre-course materials in a

personalized manner, and teachers could spend more time for face-to-face interaction, observing

learners, providing individual support and feedback for learners through "active learning

strategies, peer instruction, problem-based learning methods" (Hamdan et al. 2013, p. 6)

The earliest model of flipped classroom was proposed by Mazur (1991), who modified it

as "peer instruction" (Mazur, 1996), which highlighted in-class materials being more practical in

a flipped classroom (Hamdan et al., 2013). The model emerged as a result of his attempts to

provide content to his students by uploading texts, figures and materials, and students could reach the content any time before the course that was designed as peer instruction sessions in which students could spend more time with the instructor to discuss the content or could get feedback. Later, Walvoord and Anderson (1998) proposed a model based on assignments such as writing papers that students were expected to do before class, and they would get constructive feedback for their assignments in the class hours. Similarly, Lage, Platt and Treglia (2000) introduced their inverted classroom model in which they provided their students with course materials including PowerPoint presentations and reading texts before the course and class hours were spent on productive activities. Considered as the pioneers of flipped classroom, Jonathan Bergmann and Aaron Sams employed a model for their students who could not attend the course in 2007. In this model, videos and lectures were recorded by them and students were supposed to watch the videos and come up with questions to share in class hours. Seemingly, there have been models introduced in accordance with principles of flipping, and as Bergmann and Sams (2012) stated there is no single and prescribed model for it. Regardless of the model, learning outcomes prove benefits stated below:

2.3.1. Benefits and challenges of flipped classroom. Flipped classroom model has been indicated to provide a number of advantages for teaching in the studies conducted in various settings with participants from different fields and grades. In this sense, benefits of the model outnumber challenges that have commonly been stated to be extra workload involved. Table 1 demonstrates benefits and challenges suggested in the reviewed studies particularly in EFL context.

Table 1.

Benefits and challenges of flipped classroom model

Benefits	Challenges
• Providing opportunities for students to learn (e.g., Chen Hsieh, Wu, & Marek, 2016; Hung, 2015)	• Extra workload for both teachers and students (e.g., Yang, 2017; Zhang, 2017)
• Improving students' learning outcomes (e.g., Baepler, Walker & Driessen, 2014; Chen Hsieh et al., 2016)	• Not working with demotivated students (e.g., Yang, 2017)
• Increasing student engagement in and beyond classroom (e.g., Chen Hsieh et al., 2016; Teng, 2018)	• Unequal access of technology (e.g., Chen, Chen & Chen, 2015)
• Promoting autonomous learning (e.g., Han, 2015; Teng, 2018; Yang, 2013)	
• Promoting active cooperation (e.g., Teng, 2018)	
• Promoting self-assessment and peer-assessment (e.g., Teng, 2018)	
• Increasing student motivation (e.g., Bergmann & Sams, 2015)	

- Proving more time for teacher to interact with students (e.g., Bergmann & Sams, 2015)

- Improving critical thinking skills (e.g., Al-Zahrani, 2015; DeRuisseau, 2016)

- Improving listening (e.g., Ahmad, 2016)

- Improving grammar (e.g., Al-Harbi & Alshumaimeri, 2016)

- Improving reading (e.g., Huang & Hong, 2016)

- Improving writing (e.g., Alghasab, 2020; Ekmekçi, 2017)

- Enhancing overall proficiency (e.g., Kawinkoonlasate, 2019; Wu, Hsieh, & Yang, 2017)

Furthermore, Bergmann and Sams (2012) proposed benefits of flipped classroom some of which are as follows:

- Flipping speaks the language of today's students

- Flipping helps busy students

- Flipping helps struggling students

- Flipping helps students of all abilities to excel

- Flipping allows students to pause and rewind their teacher

- Flipping increases student–teacher interaction

- Flipping allows teachers to know their students better

- Flipping increases student–student interaction

- Flipping allows for real differentiation

- Flipping changes classroom management

- Flipping educates parents

2.3.2. Previous studies on flipped learning and classroom in the world. Considering proposed benefits of flipped classroom in facilitating learning, there have been attempts to implement it in various fields of education (e.g., Findlay-Thompson, & Mombourquette, 2014 for business education; Gaughan, 2014 for history teaching; Gilboy, Heinerichs & Pazzaglia, 2015, for nutrition education; González-Gómez, Jeong & Rodríguez, 2016 for science education; Tucker, 2012 for math teaching) even though the studies in language teaching research have been outnumbered by the ones in other fields of education. In one of these studies, González-Gómez et al., (2016) investigated effectiveness of a flipped classroom model on the science students' performance and perceptions. The study designed in a quantitative style was conducted with 52 participants in the experimental group and 51 participants in the control group in Spain. The control group took a science course through traditional classroom teaching while the experimental group took the course through flipped classroom. Students' achievement was addressed through tests that were conducted before and after the treatment process and students' perceptions were gathered through a questionnaire. The data were analyzed, and it emerged that the participants in the experimental group had higher achievement scores than the participants in

the control group, and analyses of the questionnaire revealed positive attitudes towards flipped learning.

In language teaching, in a similar vein, it seems that the focus of research tends to be exploring the effect of flipped classroom in enhancing L2 through experimental studies (e.g., for grammar; (e.g., Al-Harbi & Alshumaimeri, 2016), for listening; (e.g., Ahmad, 2016), for reading; (e.g., Abaeian & Samadi, 2016), for writing; (e.g., Ekmekçi, 2017; Soltanpour & Valizadeh, 2018), for speaking; (e.g., Wu, Hsieh & Yang, 2017). For instance, Wu, Chen Hsieh and Yang (2017) carried out a mixed-method study exploring the effect of flipped classroom on improving EFL learners' oral proficiency in a Taiwanese context with 50 upper intermediate level EFL learners. The design of the study included an 8-week classroom-based instruction and subsequently an 8-week flipped classroom instruction on the topics of the reading texts in the textbook used in the course. In the flipped classroom period, the participants were expected to read texts, watch videos on idioms involved in those reading texts and prepare communicative tasks related to the reading texts before the class, and the class hours were allocated to present assignments or make discussion about the reading texts. Quantitative data were collected through scoring of the communicative tasks in a pre-test and post-test design and the perception questionnaire on the participants' flipped classroom experience, and the qualitative data were collected through semi-structured interviews. Data analyses suggested that even though the participants' proficiency were higher in the post-test than in the pre-test regardless of the instruction method, the scores of flipped classroom period were much higher, which indicates a positive effect of the method on the oral proficiency of the participants. The data on the perception data and semi-structured interviews supported that positive effect perceived by the participants.

Lee and Wallace (2018) conducted an action research on EFL learners' flipped learning experience in communicating in the target language. The setting of the study was a university in South Korea, and the participants were 79 EFL learners who had the same proficiency level. In the study design, while 40 of them were instructed through flipped classroom, 39 were taught in line with communicative language teaching principles in class hours of two academic terms. Data were collected through three communicative tasks, surveys for the participants' perceptions and the teacher's notes on students' engagement during the classroom tasks. Analyses of the data revealed that the learners in the flipped classroom group succeeded better in the tasks than the other group, and those learners had positive views about their flipped learning experience. Teacher's notes supported positive outcomes related to flipped learning as they indicated more active participation of the learners in flipped classroom group.

Lin and Hwang (2018), who also support the lack of research on the effects of flipped classroom in improving EFL learners' knowledge and skills, conducted a study in a quasi-experimental design with 49 EFL learners (N=33 in the experimental group, N=16 in the control group) examining if a community-based flipped learning model could improve the learners' oral presentation performances and also perception of the participants about the use of flipped classroom model. In this design, the participants in the experimental group took an 18-week course integrating an online platform for the learners' interaction while the control group got only traditional video-based instruction. The findings of the study suggested a positive effect of using an online platform in the flipped classroom design in which learners could also have an opportunity to interact with each other. The performances of the participants in the experimental group were better than the ones in the control group. As for the participants' perception about the use of flipped classroom model for the instruction on oral presentation, it emerged that while the

participants were commonly positive about this model, high proficient participants were even more positive and also eager to participate in the online interaction.

Apart from experimental study designs in EFL research, there have also been studies mainly emphasizing learners' perceptions about flipped classroom implementation. For instance, Hao (2016) examined readiness of EFL learners in flipped classroom experience. The study was carried out with 387 middle school students who responded surveys in this respect and the analyses of the survey revealed that personal characteristics, beliefs about language learning, perceptions were of great importance in readiness for implementation of flipped classroom. As a result, it was suggested that individualized learning be embedded into flipped classroom design.

In one of the recent studies, Mohammadi, Barati and Youhanaee (2019) focused on an individualized characteristic and investigated if there was any connection between flipped classroom instruction and EFL learners' willingness to communicate. The study designed in an experimental design by focusing on willingness to communicate through questionnaire was conducted with 95 EFL learners in Iran in experimental (N= 48) and control groups (N=47). The participants achievement of whom was assessed through a proficiency test in pre- and post-test design were taught appropriately to their assigned groups for a semester and the scores of their achievement were compared for data analyses that suggested a significant difference between the two groups in favor of flipped classroom group. With regard to willingness to communicate, it emerged that the participants in the experimental group reported higher levels of willingness to communicate in the target language, which is also the focus of the current study considering the lack of research in Turkey in question also stated below:

2.3.3. Previous studies on flipped learning and classroom in Turkey. As well as world-wide studies conducted on the effect of flipped classroom model on teaching or improving any subject matter, a number of studies have been conducted in various educational settings in Turkey. One of these studies was carried out by Turan and Göktaş (2016), having investigated any impact of flipped classroom on achievement and cognitive load levels. The setting of that study was a teacher education context in which 116 prospective early childhood teachers took Basic Computer Skills course in the groups of treatment and control. The treatment group (N=58) was instructed through out-of-class videos and did homework assignments in the class hours in accordance with flipped classroom model on a 10-week experimental design while the control group was lectured in a traditional way in class hours and did out-of-class homework assignments. An achievement test and a cognitive load scale were conducted in the pre-test and post-test and the scores were compared through appropriate statistical analyses. As for findings, it emerged that the participants in the treatment group had higher achievement scores, but lower cognitive load scores than the ones in the control group, suggesting a positive impact of flipped classroom model.

Despite limited, studies the focus of which is the effect of flipped classroom have also been conducted in EFL settings in Turkey. In that sense, Boyraz and Ocak (2017) compared whether there was any difference in the effect of traditional classroom teaching and flipped classroom model on academic achievement of EFL learners in Turkey. Participants of the study who were classified as experimental and control groups were 42 EFL learners studying at two classes of the preparatory school of a state university in Turkey (N=23 in the experimental group and N=19 in the control group). Their academic achievement was determined through an achievement test that was administered twice in the pre-test and post-test. While the experimental

group was presented the course content in accordance with the principles of flipped classroom model, the control group was instructed through a traditional teacher-centered model. Subsequent to the treatment process, the participants stated their views about this learning experience through interviews as part of study design. Analyses of the data revealed a difference between flipped classroom and traditional models in the effects on academic achievement in favor of flipped classroom. Content analysis of the interviews suggested the participants' content with the flipped classroom model, especially its role in increasing student motivation.

İyitoğlu and Erişen (2017) explored whether flipped classroom model affects overall academic performance of EFL learners. For this purpose, 41 EFL learners studying at tertiary level were recruited as participants in experimental (*N*=21) and control (*N*=20) groups. The design of the study that lasted for a half-academic year included collecting both quantitative data through administering an achievement test before and after the treatment process to the two groups and qualitative data interviewing with 9 participants in the experimental group. Analyses of the data revealed higher scores of the experimental group, suggesting a positive effect of flipped classroom on improving EFL learners' performance, which was supported by the views in the interviews.

While the abovementioned studies examined the effect of flipped classroom on general proficiency or academic achievement in EFL settings, there have been studies relating flipped classroom to more specific language skills or subjects in Turkey. For instance, Basal (2015) searched for pre-service language teachers' perceptions about flipped classroom model and also introducing them a model on it for teaching English in a qualitative study that basically indicated benefits of implementing flipped classroom. 47 pre-service English teachers answered open-ended questions and content analyses of the answers revealed a number of stated benefits of

flipped classroom model for EFL. To this end, individualized learning, active learner engagement and preparation, delimitation of class teaching and more learner engagement in class hour were suggested benefits of flipped classroom.

On the connection between flipped classroom and language skills, the study of Ekmekçi (2017) focused on whether flipped classroom model has an influence on writing performance of EFL learners in Turkey. Thus, the researcher designed a mixed-method study with the participation of 43 intermediate level EFL learners of English Language Teaching department (N=23 in the experimental group and N=20 in the control group). In a 15-week study, while the experimental group was instructed before the class on an online platform and did writing tasks in the class, the control group was conventionally lectured in class and did writing tasks after class. Participants' writing performances were addressed through an argumentative essay which was assigned and scored in light of a rubric before and after the treatment process. A comparison for the group differences was involved in quantitative data analyses, and interviews were conducted to collect qualitative data. Data analyses revealed higher scores of the experimental group in the post-test and positive views about the model.

As for speaking, Köroğlu and Çakır (2017) examined if there was any effect of flipped classroom model on the improvement of pre-service English language teachers' speaking skills in a quantitative study. The participants of the study were 48 freshman student-teachers studying at ELT department of a Turkish state university. They were pooled as experimental group (N=23) and control group (N= 25) and instructed accordingly in an 8-week treatment process. Their speaking performance was addressed in the pre-test and post-test through videorecording and assessed by the use of a rubric on the related components; *fluency and coherence, lexical resource, grammatical range and accuracy and pronunciation*. Statistical analyses suggested that

there was a significant difference between the two groups in the scores of the post-test implying the positive effect of flipped classroom model.

In summary, it could be stated that even though there have been studies on the flipped classroom, there are no studies investigating the effects of teaching speech acts to Turkish EFL learners through flipped classroom and its relation to learners' willingness to communicate. At this point, the current study sets off to present a detailed investigation on the abovementioned issues.

2.4. Teaching Pragmatics in EFL

Pragmatics, one of the subfields of applied linguistics, is defined as ''the study of communicative action in its sociocultural context" (Kasper & Rose, 2001, p. 2) and stated to play a crucial role in language teaching and learning. Language forms were the focus in EFL until the appearance of Communicative Language Teaching (CLT) in the 1980s, which focuses on interaction of learners rather than forms and structures. Along with the introduction of CLT, communicative competence defined as a language learner's ability to understand and use language to communicate in a social context (e.g., Bachman, 1990; Canale & Swain, 1980; Hymes, 1967; Savignon, 1991) has gained more importance.

Language Competence

Organizational Competence

Pragmatic Competence

Grammatical Competence

Textual Competence

Illocutionary Competence

Sociolinguistic Competence

Vocab Morp Syntax Phon   Cohesion Rhetoric   Idea Manip Heuristic Imag   dialect register natur culture
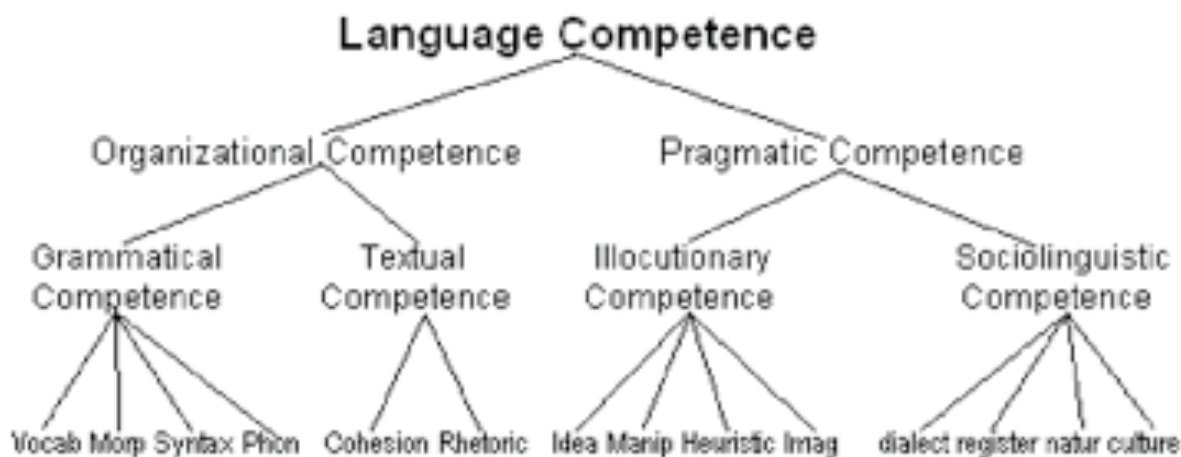
Figure 2. Bachman's Model of Language Competence (Bachman, 1990, p. 87)

As seen in Figure 2, language competence is more about knowing how and when to use the language, which is particularly involved in pragmatic competence defined as ''the ability to use language appropriately in a social context'' (Taguchi, 2009, p. 1). While the organizational competence is related to language itself, pragmatic competence requires the appropriate use of structures, when needed, in a correct social context. Pragmatic competence is also divided into two; illocutionary competence and sociolinguistic competence. Whereas the former corresponds to the knowledge of speech acts and how to perform them, the latter refers to applying these actions in the correct context. Non-native speakers (NNS) especially may find it difficult to apply communicative acts in an appropriate strategy as they mistakenly transfer their pragmatic knowledge in L1 into L2 since the contexts in target language may be different sometimes. Thereby, they may even make false transfers in this respect applying the same strategies and acts of their first languages. The cultural and social norms such as politeness, relationships, social status and power could show difference from one to another. Given all these, it is referable that NNs need assistance and pragmatic instruction from teachers. Without pragmatic guidance, it does not seem possible to develop pragmatic competence remarkably (Kasper, 1997). It is

necessary to analyze, teach and assess pragmatic competence in terms of L2 development (Taguchi, 2009). Hence, it can be said that pragmatic aspects need to be taught in EFL classroom. However, this leads to the question of how it must be done – explicitly or implicitly. There are no definite remarks on whether the explicit or implicit pragmatic instruction must be adopted since there have been studies in favor of both for different areas. However, the findings of most research have showed that participants that take explicit instruction performed better than those who did not (e.g.,, Billmyer, 1990; House, 1996; Lyster, 1994; Rose & Ng Kwai-fun, 2001; Takahashi, 2001; Tateyama, 2001; Wildner-Bassett, 1984;1986). On the other hand, each type of pragmatic instruction has been found to have effects somewhat on developing students' pragmatic knowledge and competence (e.g.,, Koike & Pearson, 2005; Üstünbaş, 2017).

Taguchi (2009) states that pragmatic competence is significant to take part in the international community and learners need to be instructed in pragmatics to be able to track their L2 development as some leading assessment measures take this as a fundamental criterion to measure L2 proficiency. Specific to language teaching, interlanguage pragmatics refers to ''the study of nonnative speakers' use and acquisition of linguistic action patterns in second language'' (Kasper & Blum-Kulka, 1993, p. 3). In this context, an EFL learner must both have linguistic knowledge and know the appropriate use of these components socially in order to achieve the pragmatic competence. However, it is challenging for a non-native speaker to have competence since it is less likely to be fully exposed to the authentic use of the target language in EFL context. Hence, it takes more time and effort to be competent. Kasper (1997) states that it is not possible to teach pragmatic competence, but it can be improved by instructional ways. Kasper and Rose (2001) have also clarified that pragmatic instruction is prerequisite for understanding of pragmatic aspects. Therefore, it can be inferred that pragmatics must be exercised in EFL

classrooms to minimize the lack of target language setting. Roever (2012) has expressed that although it is disadvantageous not to have an authentic setting, EFL learners can learn pragmatic routines through a proper context. Along with not guaranteeing the pragmatic development itself, authentic input is prerequisite of pragmatic learning (Kasper, 1997). Studying and practicing pragmatic routines – speech acts - through authentic materials may help EFL students to internalize pragmatic learning. Especially, authentic visual materials enable the students to recognize the target culture and language (Genç, & Aydın, 2017).

   2.4.1. Teaching Pragmatics in EFL Textbooks. According to Krashen's (1977) comprehensible input hypothesis, language learners must be exposed to meaningful input which is slightly beyond their level of proficiency for learning to take place. In this respect, necessary input brings along other aspects such as the competence and authenticity. The content to which language learners are exposed must reflect the genuine language learning experience. Thus, authenticity bears importance. Authentic input, which presents a language content in its natural form and use, is a fundamental aspect of EFL teaching and learning, especially for teaching pragmatics since it involves pragmalinguistic and sociopragmatic concerns. However, EFL textbooks fall short in terms of authenticity and preciseness as ''the attitude of textbook writers and curriculum developers has been that it is learned through experience with the target language and culture over time instead of through instruction…'' (Koike & Pearson, 2005, p. 483). Teaching pragmatics has even been neglected by EFL teachers for this reason. It has either been mentioned briefly or not been brought up at all. Also, most textbooks do not present comprehensive information on the use of speech acts and discourse markers. It has also been supported by the literature that ELT textbooks with commercial concern do not involve authentic pragmatic content (Bardovi-Harlig, Mossman & Vellenga, 2015). Bardovi-Harlig (2001) even

takes it further indicating that these textbooks are not pragmatically reliable for language learners. For instance, Delen and Tavil (2010) conducted a research evaluating 4 coursebooks with respect to the content for some communicative acts, and they concluded that these coursebooks do not include different strategies for the investigated speech acts. What is presented for speech acts in textbooks are far from naturalistic patterns and lack background strategies (Boxer & Pickering, 1995). It is also criticized that most textbooks fail to reflect spontaneous conversations (Grant & Starks, 2001), and they present some uncommon pragmatic expressions (Bardovi-Harlig, Mossman & Vellenga, 2015). The principle of pragmatic authenticity in textbooks was also supported as:

> In current commercially marketed materials, curriculum writers' intuitions rather than empirically based information about L2 pragmatics tend to be the primary source for instructional materials. So, while the writer's intent may be to provide idealized examples of common pragmatic routines, the actual dialogues may sound awkward or stilted, and are inauthentic in that they do not represent spontaneous pragmatic language as used in natural conversation (Cohen & Ishihara, 2013, p. 116, as cited in Bardovi-Harlig, Mossman & Vellenga, 2015, p. 500).

Taking all these into consideration, it is inferable that ELT textbooks remain inadequate in terms of pragmatic instruction and authentic conversations. Exposing to authentic material is crucial for EFL learners as they do not have natural setting to acquire conversation strategies and perform communicate acts. As indicated on a website of Network#6, Kasper (1997) stated, ''For foreign language learners, the classroom may be the only available environment where they can try out what using the L2 feels like, and how more or less comfortable they are with different aspects of L2 pragmatics''. For this reason, EFL textbooks, which is one basic classroom

material, must present authentic, precise and realistic pragmatic instruction about pragmatic routines, that is, speech acts. However, it can be observed that most of the ELT textbooks are inadequate in teaching pragmatics routines and providing authentic input, and this observation has come out by means of a 25-year review on the related field (Bardovi-Harlig, Mossman & Vellenga, 2015). Apart from textbooks, pragmatic features can also be facilitated through different sources such as videos containing natural interaction (Rose, 1997), which makes up the focus of this study that investigates the teaching of speech acts in flipped classroom context via authentic videos.

2.4.2. Teaching Speech Acts in EFL Classes. Speech act, defined as ''an action performed by means of language'' (Zhao & Throssell, 2011, p. 88), was first introduced by Austin (1962), who stated that it was necessary to consider that there may be many senses ''…in which to say something is to do something, or in saying we do something, or even by saying something we do something'' (p. 108). In other words, language does not only involve sounds, grammatical forms or words to convey meaning. Instead, it serves as a trigger to carry out actions. Searle (1969), on the other hand, deems speech acts as ''the basic of minimal units of linguistic communication'' (p. 16). Schmidt and Richards (1980) also express that speech acts are performing actions through speaking and doing things when speaking. Kasper (1997) states that communicative action is a preferrable to the term ''speech act' as it not only refers to spoken language but also could be in written or non-verbal mode of communication. In the current study, the term of ''speech act'' is used as the focus on the spoken language ability.

After Austin (1962) introduced speech acts, Searle (1969) put forward Speech Act Theory by revising Austin's illocutionary acts and divided them into five categories as follows:

representatives, directives, commissives, expressives, declarations. See Table 2 for the categories of illocutionary acts and their purposes.

Table 2.

Searle's (1969) categorization of illocutionary acts

Category	Purpose
Representatives	to express the belief of the speaker (e.g., claiming, asserting, stating, reporting etc.)
Directives	to express desires of the speaker (e.g., commanding, requesting, ordering etc.)
Commissives	to express intentions of the speaker (e.g., promising, offering etc.)
Expressives	to express the feelings of the speaker (e.g., apologizing, complimenting, thanking etc.)
Declarations	correspondence between the utterance and the reality (e.g declaring a war, firing someone, nominating as a candidate etc.)

As could be seen from the Table, the speakers mean something when they perform an action. This is also valid for writing, or even for silent actions without words or sounds. An utterance made by the speaker conveys a message to the interlocutor by showing the intention of the speaker. At this point, it is important to be able to perform an act and convey a purposive message to the hearer. According to the Searle's (1969) theory, communication is made up by three acts – *locution* which corresponds to performing an utterance act by uttering words,

morphemes or sentences, *illocution* which shows what is intended with the act, and *perlocution* which stands for achieving some effect on the actions. Hereby, pragmatic competence bears importance for an effective and appropriate communication.

Nonnative speakers of English may find it difficult to perform these illocutionary acts because they may not be as much competent in L2 as in their native languages, which can lead to pragmatic failure. Thomas (1983) defines pragmatic failure as ''the inability to understand what is meant by what is said'' (p. 91). This can happen every time when the speaker and the hearer cannot understand the intentions reciprocally (Blum-Kulka & Olshtain, 1986). Speakers must know how to make the appropriate utterances for the right context in a socially acceptable manner. The studies concluded that second language learners are likely to have pragmatic failure even if they are relatively competent in grammar and vocabulary (Blum-Kulka & Olshtain, 1984). These pragmatic failures of NNS may not be welcomed by NS regardless that they are accurate in grammar and pronunciation (Thomas, 1983), which can cause NS to have wrong presuppositions about the speaker's personality and cultural identity (Blum-Kulka & Olshtain, 1986). EFL learners tend to transfer communication strategies and pragmatic competence in L1 into L2 for illocutionary acts thinking the rules would exactly be the same. This is led by the fact that NNS are not exposed to and experience the authentic use of speech acts in everyday life, thus, choosing the next possible strategy in line, which is pragmatic transfer. It is defined by Beebe, Takahashi and Uliss-Weltz (1990), as ''transfer of L1 sociocultural competence in performing L2 speech acts or any other aspects of L2 conversation…'' (Beebe et al., 1990, p. 56, as cited in Kasper, 1992, p. 3). Negative pragmatic transfer could cause communication breakdowns between NS and NNS in speech act realization. As cultural norms may show differences, what is deemed as appropriate in one culture may not be met as the same in another.

This could also be an effect for negative transfers, for example, Japanese learners find it uncomfortable to refuse in English because refusing is not widespread in Japanese culture (Kasper, 1992). Concerning this, many studies have showed empirically that L2 speakers could make errors in communication (Blum-Kulka & Olshtain, 1984).

Cross-cultural differences in the speech act realization have been investigated and studied since the Cross-Cultural Study of Speech Act Realization Pattern (CCSARP) (Blum-Kulka & Olshtain, 1984) first came out. This project investigated the differences in speech act realization among languages, cultures and speakers – native speakers and non-native speakers. It was pointed out that the discrepancy could be caused by different types of variables: *intra-cultural, cross-cultural and individual* (Blum-Kulka & Olshtain, 1984). To minimize this diversity, learners must notice that some pragmatic aspects might not be universal. According to Schmidt's (1990) *noticing hypothesis*, consciousness is necessary in second language learning. In terms of speech act realization, EFL learners first need to be aware of the pragmalinguistic and sociopragmatic features for any speech acts, and this could be fostered through explicit pragmatic instruction.

Learners can be exposed to pragmatic features on speech acts in the class through teachers or individual out-of-class strategies. In-class awareness-raising activities, such as role-plays and drama help learners to notice the related features (Kasper, 1997). In this respect, active engagement of students is pragmatically significant. Although student-centeredness and interaction are of the utmost importance for EFL classes, even the teacher-centered classes might provide remarkable pragmatic opportunities for students (Kasper, 1997). Vellenga (2011) stated that the idea of teaching speech acts and place it in curriculums was supported by the EFL instructors, and this even improved their knowledge of speech acts as well. Having these in mind,

it could obviously be proposed that EFL classes need to involve the necessary environment for teaching speech acts.

Because of the stated benefits of pragmatic instruction especially in the form of speech acts in EFL contexts, there have been attempts to search on the use of various types of speech acts around the world and also in Turkey (e.g., apologies; Al-Khaza'leh, 2018; İstifçi, 2009; Limberg, 2016; compliments; Worathumrong & Luksaneeyanawin, 2016; refusals; Bella, 2014; Chang, 2011; Demirkol, 2019; Farrokhi & Atashian, 2012; Han & Burgucu-Tazegül, 2016; requests; Aliakbari & Gheitasi, 2014; suggestions; Gu, 2014).

In one of these studies, Chang (2011) investigated the difficulties that Chinese EFL learners had while using refusals in conversation. The study the design of which was based on comparison between native speakers of English and Chinese learners' group on the production and perception of the refusals was conducted with 90 participants. The findings of the study revealed that in comparison to native speaker group, Chinese EFL learners had problems in the use of correct grammatical forms and vocabulary choice in their refusal responses. Furthermore, it emerged that there was L1 inference in their communication style as they used less refusals strategies but relied on the use of more excuses for their refusals.

Another quasi-experimental study was conducted by Farrokhi and Atashian (2012) on the types of pragmatic instruction in teaching refusals in English. The sample of the research consisted of 60 Iranian EFL students who were divided into three groups as explicit, implicit and control. All the participants in each group were exposed to dialogues with refusal strategies in an English textbook. While it was aimed to raise awareness of the participants in treatment groups toward the use of refusals, the EFL learners in control group were only exposed to the

conversations without any instructions. The findings demonstrated that the participants in explicit group outperformed those in implicit group.

Also, in another study conducted by Gu (2014), it was investigated that to what extent Chinese EFL learners showed development in a six years' time by inspecting 3 periods of corpora in *Spoken English Corpus of Chinese Learners* (SECCL) regarding their suggestion strategies. According to the results, Chinese EFL learners were found to show a great deal of pragmatic development between 1997 and 2003, with a greater extent between 2000 and 2003. It was also concluded that Chinese EFL learners' performances on suggestion strategies got close to those of native English speakers in time.

In another study which was conducted by Bella (2014), it was intended to investigate the refusal strategies of 60 Greek Foreign Language (FL) learners in three different levels of proficiency – lower intermediate, intermediate and advanced. 20 native speakers and 60 non-native speakers of Greek who came from different countries to study in Athens constituted the study group of this research. The results made it clear that the non-native speakers in each group showed a great deal of pragmatic development regarding refusals in Greek, however; none of the groups including the advanced groups, came close to native speakers in terms of refusal strategies. The findings also clarified that grammatical competence does not bring along pragmatic competence no matter how grammatically competent a non-native could be (Bardovi-Harlig, 1999, as cited in Bella, 2014).

Aliakbari and Gheitasi (2014) studied on 130 Iranian EFL learners' pragmatic competence and request strategies concerning *formality, indirectness and politeness.* The findings revealed that high majority of participants preferred formal expressions and polite requests, and

over the half of them applied indirect strategies. Besides, it was shown that participants who preferred adopting formal strategies also applied appropriate politeness and indirectness.

On the other hand, Limberg (2016) investigated German EFL textbooks in terms of pragmatic input for speech act of apology. The findings of the study demonstrated that these textbooks had pragmatic input, but lacked sufficient sociopragmatic and pragmalinguistic tasks. It was also found that the textbooks did not offer adequate expressions for apology. Moreover, Ugla and Abidin (2016) conducted a study on apology strategies of Iraqi EFL learners and found that they used a variety of strategies and could adopt the appropriate study for the right context.

Al-Khaza-leh (2018) investigated the effect of social power on perceptions of Jordanian speakers of English about the speech act of apology. The participants of the study consisted of 40 Jordanian speakers of English as second language (JL2Ss), 40 Jordanian with little proficiency in English (JNESs) and 40 native speakers of English (ENNs). The results indicated that social power was more an important factor for Jordanian participants in realization of apology when compared to ENNs. It was also added that even if JNESs had a higher proficiency of English, they still lagged behind ENNs in terms of performances on apology.

In Turkey, one of the studies on speech act was performed by İstifçi (2009). The study aimed to investigate the similarities and differences between two groups of Turkish EFL learners in apology strategies by comparing to native speakers. The subjects consisted of 20 EFL learners from intermediate level, 20 EFL learners from advanced level, and 5 native English speakers. The data were collected through DCT including 8 situations of apology. The study pinpointed that these two groups were both similar and different in terms of use of apology, and it was revealed

that their L1 affected their preferences in utterances of apology. Especially, participants in intermediate level were found to apply L1 transfer more.

Another study on speech acts was conducted by Han and Burgucu-Tazegül (2016). The researchers explored the use of refusals by Turkish EFL learners who had different proficiency levels (lower and upper intermediate) and thus investigated whether proficiency level was an effective factor in the use of refusals. 18 Turkish EFL learners' use of refusals was observed in role play activities and compared with the control group that included native speakers of English. The findings revealed that the participants used more indirect refusals than direct ones and they relied on pragmatic transfer which was less in the upper intermediate proficiency groups. This demonstrates that pragmatic transfer and proficiency are related in that as proficiency level increases, pragmatic transfer from the native language decreases.

Alver-Yücel (2017) also investigated the effects of watching in-class authentic videos on the pragmatic competence of Turkish EFL learners at lower-levels. 48 participants who were studying in the English Preparatory Department were subjected in this study. In this experimental design, participants were first administrated a DCT as pre-test. After establishing the necessary speech acts to be taught, participants had a treatment process in which they watched a video in the class and discussed the social distance between the people in those videos. They also practiced the relevant speech acts with strategies through role-play cards. After the post-test, it was seen that the participants managed to write proper answer for the items. It was concluded that integrating authentic videos in teaching speech acts improved EFL learners' pragmatic knowledge and competence. They were also found to foster the learners' motivation.

Demirkol (2019) also conducted a study to find out the refusal strategies of Turkish EFL learners. 16 Turkish EFL learners with intermediate level of English constituted the study group of this research. The data was collected through DCT and video-recorded role-plays of the participants. The collected data were examined with two concerns: the range of refusal strategies and their compatibility between DCT and role-plays. The analysis showed that the participants used refusal strategies appropriately but with a narrow range. The investigation of DCT and role-plays confirmed that the participants successfully adopted the same strategies written and orally, which accounted for the compatibility.

It could be concluded via above-mentioned studies and the related literature that a wide variety of investigation has been conducted to find out certain points at EFL or ESL speakers' pragmatic competence. Although there have been many attempts to investigate the cases of speech act realization, it is seen that there are only limited studies on teaching speech acts through flipped instruction in a flipped classroom context. Those studies have only focused on investigating teaching certain speech acts, and flipped instruction has been provided through mobile apps in contrast to the current study. Besides, it is clearly seen that the related research has not investigated the relationship between teaching speech acts through flipped classroom and willingness to communicate of EFL learners. Moreover, there are even no studies in Turkey that investigate speech act teaching in a flipped classroom context. In the light of these phenomena, this study intends to support the literature investigating whether there are any effects of flipped instruction and authentic videos on Turkish EFL learners' use of instructed speech acts and willingness to communicate.

2.5. EFL Learners' Willingness to Communicate (WTC)

The concept of willingness to communicate (WTC) was first introduced by McCroskey and Baer (1985) regarding the native language. It could roughly be defined as desire to talk without a force when having the opportunity to do so. This idea was then applied to L2 context by MacIntyre, Clément, Dörnyei, and Noels (1998) and defined as '' as a readiness to enter into discourse at a particular time with a specific person or persons, using a L2'' (p. 547). A great deal of research has been conducted to investigate the factors affecting WTC in L2 in the world (e.g., Freiermuth & Ito, 2020; Lan, Nikitina & Woo, 2021; Lee & Lee, 2020; MacIntyre & Doucette, 2010; Mulyono & Saskia, 2021; Wang, Tseng, Chen & Cheng, 2020; Zarrinabadi, Lou & Shirzad, 2021) and in Turkish context (e.g., Altıner, 2018; Başöz & Erten, 2018; Kanat-Mutluoğlu, 2016; Öz, Demirezen & Pourfeiz, 2015; Sak, 2020; Zerey & Cephe, 2020). As these studies have concluded, there are certain factors influencing WTC in EFL. These factors could be grouped under as individual such as anxiety, personality, motivation, confidence etc. and situational such as classroom atmosphere and social interaction (Wang, Peng & Patterson, 2021).

As for affective variables, in one of the studies, Lee and Lee (2020) found that learners having more self-confidence and taking risks had remarkable WTC in the class and out of the class. In another study, Mulyono and Saskia (2021) concluded that individual factors such as L2 anxiety, motivation and self-confidence affected learners' WTC in and out of the school. Also, Kanat-Mutluoğlu (2016) found out that WTC in L2 was significantly affected by ideal L2 self. As for situational factors, learning milieu is also a strong predictor of learners' WTC. A study conducted by Zerey and Cephe (2020) showed that positivity of the classroom atmosphere increased the students' WTC in the same way. Learning environment was seen to directly affect the learners' feelings. If teachers manage to create a positive learning atmosphere, students

become more eager to participate in and make more attempts to speak. At this point, student-student and student-teacher interaction can help facilitate the classroom climate as students have exercised every possible interaction variant in a classroom, thus, feeling confident, committed and motivated. This argument is also supported by the findings in the related literature (e.g., MacIntyre & Doucette, 2010; Wang et al., 2020). These results are promising for a flipped classroom context in that it allocates the class hours to practice and interaction since the presentation has been fulfilled before the class. Indeed, the literature is in the same line with this view. Abdullah, Hussin, Hammad, and Ismail (2021) conducted a research to investigate the effects of flipped classroom model on students' speaking performances and found out that students' willingness to involve in conversational activities, their commitment and speaking performances increased through flipped classroom. Another study performed by Mohammadi et al. (2019) investigating the effects of flipped classroom on the students' use of refusals and their WTC resulted in that the participants in experimental group who was treated with flipped classroom significantly outperformed those in control group in terms of WTC in English.

The overall studies show that WTC are directly linked to personal and environmental factors. Alongside the students' personality, classroom atmosphere has been found as an important factor in student participation. A positive climate which could be created through appropriate interactions can assure more students to attempt to speak. It is very important for a student to feel secure in a classroom both psychologically and academically, which, in turn, leads to the way of participation. This state could be ensured through flipped instruction in which the students are taught before the class hours, thus, enabling to students to come to the class as prepared and academically ready. Moreover, the studies show that in-class WTC paves the way to have the same or higher degree of out-of-class WTC (e.g.,, Lee & Lee, 2020).

One of the aims of the current study is to investigate whether there are any relations between teaching speech acts through flipped classroom and Turkish EFL students' willingness to communicate. Having more time to practice the speech acts in the class might be a good premiere of using them in the real life, which becomes possible through flipped classroom.

Chapter 3

Methodology

3.1. Introduction

The purpose of this study is to investigate the effects of teaching speech acts in a flipped classroom through authentic video clips on Turkish EFL learners' use of these speech acts and willingness to communicate. Flipped classroom has specifically been adopted as a teaching method for this study since it is not very common in EFL teaching in Turkey, especially in teaching pragmatics which has been neglected. As a matter of fact, even though it has been a widely studied area in recent years, the number of studies on flipped classroom is still inadequate in foreign language teaching (Turan & Akdağ-Çimen, 2019).

This chapter will present information about the research design, setting and participants, data collection instruments, data collection procedure and data analysis, respectively.

3.2. Research Design

This is a quasi-experimental study that draws on both quantitative and qualitative research design, which refers to mixed method. Quantitative research design is employed ''for numerically summarizing the dependencies of nested units of analyses'' (Demanet, & Van Houtte, 2016, as cited in Headley, & Clark, 2020, p.14) while qualitative design is adopted to find out and understand the participants' perspectives in detail (Headley & Clark, 2020). It may be hard to understand the participants' thoughts and feelings in a single quantitative design. So, it is more elaborate to adopt a mixed method in which it is also possible to investigate the participants' feelings via interviews in qualitative method alongside the numerical data in

quantitative method. Thus, this present study benefits from numerical and non-numerical data. Since it is an experimental study, a pre-test and post-test were delivered to the participants to be able to assess the effectiveness of the treatment process.

One of the reasons to adopt mixed method for this study is to be able to analyze the participants' perceptions towards flipped classroom in detail by means of semi-structured interviews. The questionnaire is not enough itself to have an insight about the participants' feelings and opinions.

First, Discourse Completion Test (DCT) was delivered to the participants as a pre-test to assess their background knowledge about the usage of speech acts in English. After the treatment process for 5 weeks, the participants in the experimental group were delivered another DCT as a post-test in order to analyze how far they went in terms of use of speech acts. In both tests, the participants were asked to write an appropriate sentence about how they would react and say in some social situations. At the end of the treatment, the participants' perception about the flipped classroom was also analyzed by means of a perception questionnaire. Pre-test, post-test and the perception questionnaire made up the quantitative data of the study. Finally, 5 participants from the experimental group were interviewed to understand their thoughts and feelings about the context of flipped classroom and the use of speech acts in detail.

3.3. Setting and Participants

The data collection took place in a state university in a western-black sea city in Turkey. The university has over 32 thousand students who study in 16 faculties, 8 vocational schools, 2 colleges and 4 institutes. One of the colleges in the university is School of Foreign Languages (SFL) where the data of this study were collected. SFL includes three departments that are The

Department of Modern Languages, The Department of Translation and Interpreting and Preparatory Department where the data collection took place.

Preparatory Department has yearly around 900 students on average who come from different cities of Turkey to study. It offers one-year preliminary Basic English class for students who study in majors of other departments or schools in the university. The students can have Basic English class in this school on a compulsory or optional basis for one academic year before they start to study at their own departments. The school hosts students from 35 departments, 8 of which are subjected to compulsory English, and 27 of which are in the scope of optional English. The students take the proficiency test in the beginning of every academic year for their proficiency level of English to be determined. They are placed in a group according to the points they get from the test. There are three proficiency groups – A, B and C – which correspond to A1, A2, B1 in Common European Framework of Reference (CEFR, 2001) respectively.

The population of this study was determined through convenience sampling since the participants were present in the same institution with the researcher and took part in the research voluntarily. As this study is experimental, treatment and control groups were constituted. The participants in the treatment group were in the researcher's own class during the fall semester, and the control group consisted of students in another class. Both research groups belong to A level which is abovementioned as A1 in CEFR.

The treatment group consists of 25 participants (M=6, F=19), and the number of the participants in the control group is 25 (M=11, F=14). Both classes include students who study English compulsorily or optionally. They have various majors such as Engineering, Math, Chemistry, Psychology, Journalism, International Relations. Their ages range from 18 to 24.

None of them have a prior knowledge or experience about flipped classroom before they come to the university. Upon the analysis of demographic information in the questionnaire, it is realized that except for only a few participants, they have never been to an English-speaking country before. Thus, it shows that they have not experienced an authentic conversation with a native English speaker in which they are urged to use or exposed to usage of speech acts for a long period of time before. See Table 3 for demographic information of the participants.

Table 3

Demographic information of the participants

	Experimental Group		Control Group	
Gender	f (n)	p (%)	f (n)	p (%)
Male	6	24.0	11	44.0
Female	19	76.0	14	56.0
Total	25	100	25	100
Age				
17-19	15	60.0	20	80.0
20-22	9	36.0	5	20.0
Over 22	1	4.0	0	0
Total	25	100	25	100
Department				
Optional	14	56.0	12	48.0
Compulsory	11	44.0	13	52.0
Total	25	100	25	100

Abroad Experience

Yes	2	8.0	3	12.0
No	23	92.0	22	88.0
Total	25	100	25	100

3.4. Data Collection Instruments

As this study adopts a mixed method as a research design, different instruments were needed to collect the quantitative and qualitative data. For the former, DCT was used to collect the data from both research groups. Also, a perception questionnaire was administrated to the participants in the treatment group after the treatment session. These instruments constitute the quantitative part of the study. For qualitative data, 5 participants were interviewed to understand their perceptions about the use of speech acts and flipped classroom. Besides, since this study uses the flipped classroom teaching method, an online educational platform was necessary to convey the teaching materials to the participants. The researcher preferred Edmodo, a well-known platform for educational purposes, as the treatment instrument. Treatment materials such as PowerPoint slides, authentic video clips and exercises were provided through Edmodo throughout the process for 5 weeks. In order to find out whether the participants studied the learning materials on Edmodo, a study log was delivered to them, and they were asked to fill in the report for each treatment session. Also, short quizzes about the video clips were created on Edmodo, and they included specific questions about the content of the videos.

The detailed information is presented about DCT, perception questionnaire, Edmodo, semi-structured interview, teaching materials, study log below.

3.4.1. Discourse Completion Test (DCT). DCT is a data collection instrument for speech acts, in which participants write appropriate responses for the given situation. In order to measure the background information of the participants, a DCT that contains 15 situations from daily life where the speech acts might be used was composed by the researcher regarding the original concept of DCT that was introduced by Blum-Kulka (1982). It is originally based on the realization and use of speech acts and designed to be able to collect high numbers of data. Original DCT design consists of situational descriptions and short dialogues, but the dialogues were not included for this study since another type of items which was only two in numbers could distract the participants of this study. The present DCT includes speech acts such as asking for permission, making request, making suggestion, offering giving advice, apologizing, thanking and refusal & accepting. These situations require the participants to read them and write an appropriate sentence accordingly. The responses need to be socially and grammatically acceptable. It was designed to find out the background knowledge of the participants about speech acts and how to use them. The same DCT was used as a post-test at the end of the treatment to measure the effectiveness of the treatment process. See Table 4 for sample items and Appendix 1 for the complete items in DCT.

Table 4

Sample items from DCT

Item	Speech Act
''While you are walking to the campus, somebody stops you and asks the direction for the hospital. You know that it is on the same direction with the campus. As you think that he may get lost on the way, you offer to take him there. What would you say?'' (Item 3)	Offering
''You are trying to prepare a report, but you are not so good at Excel. You know that one of your friends is expert on it. So, you kindly want help from him. What would you say?'' (Item 8)	Request
''You are moving out. You are going down the ladders with some boxes. Your neighbor sees you and offer help, but you want to carry them yourself. What would you say?'' (Item 9)	Refusing an offer

The reason to choose DCT is that it is a highly recognized instrument to assess the participants' pragmatic knowledge as they are expected to understand the situations comprehensively and form written statements that need to be appropriate in terms of grammar and social aspects. It also offers an advantage in that the situational descriptions are the same for all the respondents. Implementing DCT allows researchers to control specific variables (Golato, 2003) and collect a big amount of data in a short time (Beebe & Cummings, 1985, as cited in

Golato, 2003). Many researchers have drawn on DCT to collect data since it was first introduced.

See Table 5 for the speech acts in DCT.

Table 5

Item numbers of speech acts

Item Number	Corresponding Speech Act
1	Asking for information
2	Apologizing
3	Making Invitation
4	Offering to help
5	Refusing an invitation
6	Making suggestion
7	Making request
8	Complaint
9	Refusing an offer
10	Accepting an offer
11	Refusing a request
12	Making request
13	Refusing a suggestion
14	Giving advice
15	Responding to a compliment

3.4.2. Perception Questionnaire. In order to analyze the thoughts and feelings of the participants in the treatment group about flipped learning and its content that is speech acts, they were administrated a perception questionnaire consisting of three parts and 34 items in 5-point Likert type at the end of the treatment. One part of the questionnaire was adapted from *Learning Experience Questionnaire* (LEQ) that was developed by four researchers (Haghighi, Jafarigohar, Khoshsima & Vahdany, 2019) for a study that was conducted at two universities in Iran and investigating the effects of flipped learning on the participants' correct use of refusal strategies. LEQ consists of 20 items in 5-point-likert type ranging from strongly disagree to strongly agree. It was developed upon six dimensions – *usefulness, autonomy, engagement, satisfaction, motivation, anxiety*. The reliability of the original questionnaire was measured as .79 by the researchers.

For this present study, backward translation process was held for the adaptation of the questionnaire. First, LEQ was translated from English to Turkish by the researcher to be able to use in the current study. It was also translated by two other colleagues of the researcher respectively and ended up with the final version. The items in LEQ were adapted for the current study accordingly. That is, some of the items were transformed specifically to serve the purpose of this study. In order to understand the participants' perceptions on the effect of the treatment process on their willingness to communicate and speech act use, another part was added to the questionnaire.

The Perception Questionnaire comprised of three parts in total. The first part includes 4 items for the demographic information of the participants. It was pointed to find out the participants age, department, their abroad experience, and how long they watch English videos in a week. The second part was adapted from *Learning Experience Questionnaire* that includes 20

items. The third part consists of 10 items that was developed to find out the participants' thoughts about the effectiveness of the treatment process in terms of the contribution to use of speech acts and willingness to communicate. The Cronbach Alpha score was measured as .92 for the reliability of the perception questionnaire. Thereby, the score was found highly reliable enabling to the analysis. As for the validity, two other researchers also checked the questionnaire items, and final version came out upon comparisons and discussions. See Table 6 for the sections in the questionnaire. Also, see Appendix 2 for the complete perception questionnaire.

Table 6

Item numbers and sample items of the sections in the questionnaire

Section	Item Number	Sample Item
Usefulness	1, 2, 3, 4	*''I learned more and better in the flipped classroom than regular classes''* (Item 1)
Autonomy	5, 6, 7, 8	*''I have developed self-study skills via flipped classroom activities''* (Item 5)
Engagement	9, 10, 11, 12	*''I spent more time and made more effort than usual on my flipped classroom learning activities''* (Item 9)
Satisfaction	13, 14, 15, 16	*''Overall, I am satisfied with flipped classroom experience''* (Item 13)
Motivation	17, 18, 19	*''I was eager to watch the videos and other materials set for this course prior to the class''* (Item 17)
Anxiety	20	*''The use of the flipped learning reduces the feeling of fear and tension because of the prior preparation''* (Item 20)
Use of Speech Acts	21, 22, 23, 24, 25	*''I am thinking that I can use speech acts appropriately thanks to the videos watched''* (Item 23)
Willingness to Communicate	26, 27, 28, 29, 30	*''The videos I watched about speech acts has a positive effect on my willingness to communicate in English''* (Item 26)

3.4.3. Semi-Structured Interview. For the qualitative part of the study, 5 of the participants were interviewed by the researcher to find out about their thoughts about use of speech acts and flipped classroom in this study. They were all agreed to take part in the interview on a voluntary basis. The interview questions were made up of 8 questions that were constituted to get an insight of the participants' sincere thoughts about using videos for teaching speech acts and how they found the flipped classroom model. The researcher made sure that the participants were free to respond however they wished. Before starting the interview, the respondents were informed that the interview was going to be recorded with a voice recorder to be able to transcribe their responses, and the data would be kept confidential by being used for only academic purposes. See Appendix 3 for the semi-structured interview questions.

3.4.4. Edmodo. It is a widely used online educational platform for teachers, students and parents. It was founded in 2008 and has 87.4 million users. Teachers can create an online classroom and share lectures, videos, worksheets with their students. They can also prepare and post short quizzes with automatic grading, so students can get instant feedback. Students can get access to Edmodo through the mobile application as well. For this study, it was used as an instrument to share the teaching materials for speech acts with the participants. PowerPoint slides, authentic and semi-authentic videos containing speech acts were posted in the online classroom having created by the researcher. Also, different sort of exercises – multiple choice, matching, fill-in-the-blank, short answer – were created for practice on Edmodo. See Appendix 4 for the screenshot of interface of Edmodo.

3.4.5. Teaching Materials. Throughout the treatment process for 5 weeks, various types of teaching materials were used. The participants were provided a PowerPoint slide prepared by the researcher about one speech act for every week. It includes several dialogues in which the

speech act is used. Different ways of making utterances with the particular speech act were shown in a table including accepting and refusing strategies. The pronunciation of every utterance was recorded by the researcher and embedded to the table. The participants also had the chance to practice the speech act in different activities such as gap-filling by listening to an audio recording, correcting mistakes in sentences including speech act. Apart from these exercises in the slides, online exercises were created on Edmodo including matching, multiple choice, short answer. The participants were provided instant feedback by means of automatic grading. Alongside the PowerPoint slides and exercises, authentic and semi-authentic video clips from a few movies, series and different coursebook pack were utilized since they are appropriate authentic and semi-authentic materials and include good examples of use of speech acts in conversation. They were all related to the use of present speech act. See Appendix 5 for a sample of course content.

     3.4.6. Study Log. It was designed by the researcher and includes three questions. The participants were asked to fill in it about how long they studied the materials for, how many times they watched the authentic videos, and which phrases they learned from the teaching materials having shared with them before the class. The purpose of study log is to measure whether the participants have studied the teaching material posted by the researcher. The only way to be able to find out how effective the treatment was to make sure that the participants studied the teaching materials and watched the videos. However, a study log was not enough itself since the participants could fill it easily even without being exposed to the materials. For this reason, in order to understand whether the participants watched the video clips, they were asked to do a short quiz with 4-5 questions about the content of the videos. It contained specific questions about the content such as the number and name of the people, the phrases used to make

utterances by speech acts, the relationship between the people etc. These quizzes were created on Edmodo, and the participants were supposed to finish them after watching the related video clips until the class hour. See Appendix 5 for the study log.

        3.4.7. Role-Play Cards. As the flipped classroom enables to allocate more time to practice in class hours, the participants have opportunity to practice speech acts via role-play cards during the class. Role-play cards includes specific situations from daily life in which the participants are supposed to understand the situation comprehensively and use the related speech act appropriately according to the situation by acting the situation as real. The participants practiced these role-play cards in pairs and groups. There were two or three situations for every pair or person in a group in which they made an utterance apart from the situation for accepting and refusing. Alongside the role-play cards prepared by the researcher, the participants also practiced other pair/group work exercises in which they could use the speech act actively. See Appendix 6 for role-play cards and exercises.

3.5. Data Collection Procedure

        Data collection took place in preparatory department of a state university in fall term of an academic year and lasted for 7 weeks. The participants were chosen according to the convenience sampling. As this is an experimental study, two research groups were created – experimental and control. The class that the researcher had been teaching was determined as the experimental group so that the treatment process could be handled precisely. Another class in the school was selected as control group. Both groups share the same level of proficiency in English. The participants were consent with the participation in this study voluntarily, so they were kindly asked to sign the consent form. They were acknowledged about the content and procedure of the

study comprehensively. Upon the granted permission by the department head, in order to analyze the background knowledge of the participants on the use of speech acts, the participants in both groups were administrated a DCT as pre-test. It contained 15 situations about the use of different speech acts in English. Just before the implementation of the pre-test, the researcher explained the content and the purpose of the study to all participants again. Pre-test took place at the same time in two separate classrooms in a regular class hour. The researcher explained the instruction of DCT to both groups. As it was highly important that the participants understood the social contexts wholly, they were told that they were free to use dictionary only for the unknown words or ask the teacher. This would not jeopardize the outcome of the data since the DCT valued the participants' own utterances with speech acts. The treatment group was proctored by the researcher, and the control group was proctored by a colleague of the researcher in the same institution. The collection of the pre-test data took about 1 hour in both groups.

After the implementation of pre-test finished, the data were analyzed and the items in which the treatment group scored low were determined as the treatment subject for each week. In total, 5 speech acts were determined to be taught in the experimental group in a way corresponding one speech act per week. Every Monday, the researcher shared the PowerPoint slides, videos and exercises with the participants through flipped classroom on Edmodo that they had already been familiar with since the beginning of the fall term. So, they could use this online platform. The participants studied these materials and completed the related exercises on Edmodo before the class. They were also responsible for doing the short quizzes about the video clips in which they could see their scores instantly by means of automatic grading. In this way, exercises and quizzes showed whether the students practiced the materials and watched the video clips. They were also supposed to fill in a study log that required their study data for each week.

Every Friday, they practiced the role-play cards for each speech act by working in pairs or groups in the classroom at the last class hour of the day. These cards were prepared by the researcher. Role-play cards required the participants to read the situation on their cards, act out the situation and make an utterance by using the related speech act. They included situations for accepting and refusal strategies as well. These cards were accompanied by extra exercises from online sources or different course books. The researcher went around the classroom during the activities and checked all the pairs or groups without interrupting to find out whether they were using the speech acts appropriately. The practice sessions lasted for 50-minute class hour, which was enough for all the exercises. At the end of the class, the students were given an assignment of writing a dialogue including that speech act and act it out by recording a video at the weekend. They were free to write a dialogue and act it out in front of the class provided they did not want to record a video. The due date for the assignment was Monday of the following week.

As for the control group, non-flipped group, the students learned the speech acts in the conventional way by means of the teacher and course book. As opposed to the experimental group, the students in the non-flipped group did not watch any videos including speech acts during the class nor were they shared any slides or exercises prior to the class. The teaching process of speech acts occurred in a traditional way in the control group. That is, the speech acts were taught to them in the classroom environment, and they did not have the chance to see the examples of speech acts in videos in the class. See Table 7 for the treatment process.

Table 7

Treatment process

Week/Target Speech Act	Research Group			
	Experimental Group			Control Group
	Pre-Class	During Class	After-Class	
1st Week				
Making Invitation	Videos,	Role-play	Preparing a	
2nd Week	PowerPoint	activities,	dialogue about	Traditional
Making an Offer	slides, short	pair works,	the speech act	teaching (only
3rd Week	quizzes were	group works	and act it out in	in the class
Making Request	assigned to		the class or	through the
4th Week	the		record a video of	textbook)
Making Suggestion	participants		the acting.	
5th Week				
Asking/Giving				
Permission				

One week after 5-week-treatment in the experimental group, the participants in both

groups were administrated the same DCT for the post-test. It took place in two different

classrooms at the same time. The proctors did not help or do any interventions about the students'

utterances for the situations in the test. The participants were solely asked to respond to every

situation in the test as much as possible. In the same week, after the post-test treatment, the

students in the experimental group were administrated the perception questionnaire with 34 items

that are in the 5-point-Likert type in order to find out their thoughts about flipped classroom and teaching speech acts through this way. Following the perception questionnaire two days later, 5 of the participants were selected for the researcher to conduct the semi-structured interview upon their consent to take part in voluntarily. The purpose of the interview was to analyze the students' responses in the perception questionnaire in detail. It was conducted in the researcher's office at the institution, and the students were interviewed individually. As it might affect the participants' motivation and thoughts, there was no other person in the room except for the researcher and the participant. Each interview lasted for 15 to 20 minutes, and it was recorded with a voice recorder to be able to transcribe the students' sayings. It was made sure for the participants that the data out of this interview would only be used for academic purposes. See Table 8 below for the outline of data collection procedure.

Table 8

Outline of data collection procedure

Week	Research Group		
	Experimental Group	Control Group	Both Groups
1st Week			Pre-Test (DCT)
2nd / 3rd / 4th / 5th / 6th Weeks	Treatment		
7th Week			Post-Test (DCT)
	Perception Questionnaire		
	Interview (5 participants)		

3.6. Data Analysis

Since this study draws on mixed method design, qualitative and quantitative data were obtained at the end of the data collection procedure. Descriptive statistics and normality test were applied for the quantitative data analysis. The normality test suggested that the data distributed non-normally, thus, nonparametric Mann Whitney U and Wilcoxon-Signed Ranks tests were employed for the analysis since the former was necessary to be able to analyze the differences between the groups in terms of pre-test and post-test results, and the latter was needed to see the in-group differences between pre-test and post-test, especially to find out the effectiveness of the treatment in experimental group. As for the qualitative data analysis, semi-structured interviews were transcribed, analyzed through content analysis and common themes were determined. To provide inter-reliability, another researcher analyzed the interviews for the themes and the results of the two researchers were compared, and the common themes were agreed on. Then the participants' responses were analyzed in terms of these themes and were grouped under them depending on the frequency.

3.7. Summary

This study presents a mixed method research on the effects of teaching speech acts via videos in flipped classroom on the students' use of these speech acts and their willingness to communicate. 49 students who were studying at the preparatory school of a state university participated in this study. Based on the experimental study design, experimental and control groups were constituted. The data collection lasted for 7 weeks, 5 of which were the treatment process in the experimental group and 2 of which were for the implementation of pre-test, post-test, perception questionnaire and semi-structured interviews. DCT which was administrated as

pre-test and post-test in both groups was analyzed by the researcher and a native speaker grading

out of 1 for each item in terms of grammar and social competence. The results of perception

questionnaire were analyzed in SPSS 23.0. As for the qualitative data, semi-structured interview

was conducted with 5 of the participants from the experimental group and the data was

transcribed and analyzed manually, respectively.

Chapter 4

Results

This study aims to investigate whether flipped classroom model in which content of a course is presented through videos before class and class hour is allocated for practicing the presented content through comprehensive and creative activities has an effect on EFL learners' knowledge and use of speech acts, also their willingness to communicate in the target language by learning speech acts. Thus, the research design included exploring Turkish EFL learners' knowledge and use of predetermined speech acts through a quasi-experimental study and their perceptions about flipped classroom experience on learning speech acts and their willingness to communicate through questionnaires and semi-structured interviews. The results of the data analyses conducted accordingly are presented in detail below:

4.1. The effect of flipped instruction of speech acts on Turkish EFL learners' knowledge and use of the speech acts

In order to address this research question, a quasi-experimental study was designed. To this end, 50 EFL learners studying at preparatory school of a state university were recruited as the participants of the study and they were categorized as experimental (N=25) and control (N=25) groups. Both groups were administered a discourse completion test addressing their background knowledge about the target speech acts in the pre-test phase, and the experimental group was taught them in a five-week treatment through flipped classroom model involving authentic videos in the target language while the control group had no flipped instruction on the predetermined speech acts. After treatment process, the discourse completion test was administered to both groups again, and the results of the two tests (pre-test and post-test) were compared statistically

through appropriate analyses on Statistical Package for the Social Sciences (SPSS) version 23.

Accordingly, Kolmogorov-Smirnov normality test was conducted to see if the data were

distributed normally (N=50), and the analysis yielded that the variables had significant values

(group (M=1.50, SD=.50) with skewness of .00 (SE=.34) and kurtosis of -2.09 (SE=.67), p=.001;

pre-test (M=1.52, SD=1.05) with skewness of .74 (SE=.34) and kurtosis of .42 (SE=.67), p=.007

post-test (M=2.45, SD=1.30) with skewness of .10 (SE=.34) and kurtosis of .60 (SE=.67),

p=.004). Based on the result of the normality test, non-parametric Mann-Whitney U test was

conducted so as to analyze group differences between the pre-test and post-test scores of

experimental and control groups on the knowledge of the speech acts. The output of this test

indicated that while the difference between the control group (Mdn=1.5) and the experimental

group (Mdn=1.5) in their pre-test scores was not statistically significant (U=342.5, p=.55), the

scores were higher for the experimental group (Mdn=3) than for the control group (Mdn=1.5) in

the post test (U=134, p<.001) with a large effect size (d=1.1). Furthermore, in order to analyze

in-group differences in that pre-test and post-test scores of the experimental group were

compared, a non-parametric Wilcoxon-Signed ranks test was performed. The analysis of the

output indicated that post-test scores of the experimental group were statistically higher than their

pre-test scores (Z= 258.5, p <.001) with a strong effect size (d=2.4).

As the non-parametric analysis above indicated, the difference between pre-test and post-test scores are statistically significant. Upon these analyses, it was also intended to investigate the extent of total difference on the instructed speech acts.

Table 9

Scores of the participants for the given speech acts items in pre-test and post-test

Speech Acts	Group			
	Experimental Group		Control Group	
	Pre-Test (*f*)	Post Test (*f*)	Pre-Test (*f*)	Post Test (*f*)
Asking for permission	8.5	14	6	10.5
Making invitation	5.5	15	10	9.5
Offering to help	9	16.5	8.5	8
Making suggestion	4	16.5	5.5	5.5
Making request	9.5	15.5	9.5	11.5

Table 9 shows the summed scores of speech acts that the participants in the experimental and control groups had in pre-test and post-test. The items of speech acts were analyzed on the basis of grammar and social appropriateness by assigning half point for each criterion, which makes up 1 whole point for acceptable responses for an item. As seen in the table, there has been a significant increase in the performances of the participants in the experimental group in terms of using the target speech acts. In order to understand the course of change, the speech acts were analyzed individually for the participants in the experimental group, and the detailed analysis on the type of change was presented in the table below.

Table 10

The detailed analysis on the course of change comparing pre-test and post-test scores of experimental group

Speech Acts	Change					
	Increase		Decrease		No change	
	f (n)	*p (%)*	*f (n)*	*p (%)*	*f (n)*	*p (%)*
Asking for permission	12	48.0	4	16.0	9	36.0
Making invitation	16	64.0	3	12.0	6	24.0
Offering to help	13	52.0	3	12.0	9	36.0
Making suggestion	16	64.0	2	8.0	7	28.0
Making request	13	52.0	3	12.0	9	36.0

Table 10 shows the number and the percentage of the participants in the experimental group that showed difference or indifference between pre-test and post-test scores. As seen from the table, the participants mostly showed progress in terms of using the target speech acts appropriately. While the biggest rate of increase was established in *making invitation* and *making suggestion*, the smallest amount of increase happened in *asking for permission.* Hereby, it could be concluded that the big majority of the participants showed the positive effects of the treatment sessions in the knowledge and use of the target speech acts. Apart from the statistical analyses above, the results are also supported by the findings of the perception questionnaire and semi-structured interviews on the participants' perception on the teaching speech acts through flipped classroom using authentic videos.

4.2. EFL learners' perceptions about flipped classroom model and its effect on speech act learning and willingness to communicate

In order to explore EFL learners' perceptions about the effect of flipped classroom model and learning speech acts through this model especially concerning their willingness to communicate, both quantitative and qualitative data were collected. For this purpose, a questionnaire reliability test of which were conducted (α=.92) was administered to the experimental group (*N*=25) when the treatment was over. Before administering it, required permission to employ the *Learning Experience Questionnaire* that makes up the second part of the questionnaire in this study was obtained from the developers of it (Haghighi, et al., 2019). The questionnaire was a 5 Likert-scale ranging from *Strongly Disagree* to *Strongly Agree* with 30 items addressing sub-scales of perceptions about flipped classroom model, learning speech acts through authentic videos and willingness to communicate. Before in-depth analyses through descriptive statistics, means values of three sub-scales were compared to get an overall view. Table 11 demonstrates the participants' perceptions about the three sub-scales.

Table 11

Mean values of the sub-scales

Sub-scales	M	SD
Flipped classroom model	4.05	.53
Speech act learning	4.25	.41
Willingness to communicate	3.43	.36

As illustrated in the table, while the three sub-scales had high mean values considering the maximum value on the questionnaire as 5, the highest mean score emerged to be of learning speech acts through authentic videos, suggesting that the participants were positive about viewing authentic videos on speech acts in the flipped classroom model that also had a high mean value. On the other hand, it could be seen in the table that the participants assigned relatively lower scores for the connection between the use of flipped classroom and its effect on their willingness to communicate. Detailed analyses of the sub-scales were shown in Tables 12, 13 & 14.

Table 12

Perceptions about flipped classroom model (N=25)

Item	Minimum	Maximum	M	S
I learned more and better in the flipped classroom than regular classes.	3	5	4.2	.65
I am thinking that I can use speech acts more appropriately in real life thanks to flipped classroom.	3	5	4.1	.7
My knowledge of the subject increased as a result of flipped classroom.	3	5	4.2	.67
The flipped classroom has useful tools for supporting my learning.	3	5	4.41	.58
I have developed self-study skills via flipped classroom activities.	2	5	3.87	.79

Flipped learning gave me more time to practice the content.	2	5	4.12	.85
Thanks to flipped classroom, it is more convenient and easier for me to study English at home.	1	5	4	1.06
I would rather flipped classrooms because I receive immediate feedback.	1	5	3.91	1.01
I spent more time and made more effort than usual on my flipped classroom learning activities.	2	5	3.54	1.14
We have the chance to participate in the class activities more than before in flipped classrooms.	2	5	3.95	.95
The flipped classroom gave me more opportunities to interact with other students.	2	5	3.87	.89
The flipped classroom is more engaging than conventional classroom instruction.	1	5	4.04	.99
Overall, I am satisfied with flipped classroom experience.	1	5	4.41	.92
I found that following the flipped classroom procedures gave me a sense of deep personal satisfaction.	2	5	4	.93

I am satisfied with the format and structure of the learning materials.	3	5	4.2	.65
I plan to register in flipped classrooms for other subjects in future.	1	5	4.29	.90
I was eager to watch the videos and other materials set for this course prior to the class.	2	5	3.66	.91
The structure and format of flipped classrooms motivated me to take the subject more seriously and spend more time on learning them.	3	5	4.2	.58
I feel more motivated about learning English because of the flipped classroom.	2	5	3.87	.79
The use of the flipped learning reduces the feeling of fear and tension because of the prior preparation.	2	5	4.04	.85

As seen in Table 12, the participants' perceptions about flipped classroom seemed to be positive concerning mean values that were all above 3. Specifically, the highest mean values were for the items of "*The flipped classroom has useful tools for supporting my learning*" (*M*=4.41, *SD*=.58) and *"Overall, I am satisfied with flipped classroom experience."* (*M*=4.41, *SD*=.92), which tend to be a summary of the whole items in the sub-scale indicating positive perceptions of the participants about the use of flipped classroom model. Reversely, the item "*I spent more time and made more effort than usual on my flipped classroom learning activities."*

that had the lowest mean value on the sub-scale support seem to support the participants' content with the model.

See Table 13 for the participants' perceptions about speech act learning through authentic videos:

Table 13.

Perceptions about speech act learning through authentic videos

Item	Minimum	Maximum	M	SD
I did not have the knowledge of how to use speech acts in real life before.	2	5	4.04	.95
I have learned in which context the speech acts are used in real life thanks to the videos I watched in flipped classroom.	4	5	4.54	.50
I am thinking that I can use speech acts appropriately thanks to the videos I watched.	3	5	4.29	.55
If I had learned speech acts through coursebook, that would not have been as effective as I learned through videos.	3	5	4.41	.77
I am thinking that I can use speech acts easily in an English-speaking environment or country thanks to the videos I watched.	2	5	4	.83

As could be seen in Table 13, the participants seem to have responded positively to the use of authentic videos embedded in the flipped classroom model and learning speech acts through these videos considering mean values of the items which are nearly equal. Especially, the item with the highest mean value *"I have learned in which context the speech acts are used in real life thanks to the videos I watched in flipped classroom." (M=4.54, SD=.50)* supports effectiveness of the authentic videos used to teach speech acts.

As for the section of willingness to communicate, Table 14 illustrates the participants' responses on the connection between learning speech acts through videos and its effect on their willingness to communicate.

Table 14.

Perceptions about willingness to communicate

Item	Minimum	Maximum	M	SD
The videos I watched about speech acts has a positive effect on my willingness to communicate in English.	3	5	4.12	.53
My self-confidence on using speech acts increased thanks to the videos I watched.	2	5	4	.72
The videos I watched about speech acts increased my self-confidence on communicating in English in general.	2	5	3.95	.80

| Before watching the videos about speech acts, I had a refraining attitude towards communicating in English. | 1 | 5 | 3.41 | 1.38 |
| The videos I watched about speech acts does not have a positive effect on my willingness to communicate in English. | 1 | 4 | 1.66 | .91 |

The items related to this section demonstrate the participants' content with viewing authentic videos including speech acts in relation to their willingness to communicate, which is also supported by the reverse items of ''*The videos I watched about speech acts has a positive effect on my willingness to communicate in English''* (M=4.12, SD=.53*)* and *"The videos I watched about speech acts doesn't have a positive effect on my willingness to communicate in English." (M=*1.66*, SD=*.91*)*.

Overall, quantitative data indicated that the participants in the experimental group had positive views about the flipped classroom experience in which they learned speech acts through authentic videos, and qualitative data revealed themes that support the results of quantitative data analyses.

Qualitative data of the study were collected through semi-structured interviews in which 5 participants pooled among the volunteers in the experimental group answered a number of questions related to effectiveness of flipped classroom model.

The participants were informed about recording process, and the interviews were recorded upon their agreement to do so. Table 15 demonstrates the themes out of the content analysis which are presented in accordance with the order of the questions asked.

Table 15.

Content analysis of the interviews

Themes	Frequency
Background knowledge about speech acts	**5**
Positive effect of flipped classroom model	**25**
-Increasing motivation	5
-Improving background knowledge about speech acts	5
-Enhancing willingness to communicate	5
-Promoting active participation in lesson	4
-Promoting permanent learning	3
-Enhancing self-confidence	2
-Increasing interest in the course	1
Positive effect of videos on learning speech acts	**5**
-Having a chance to practice real life language	
-No technical problem	**5**

In line with the first question which searched for the participants' background knowledge about the speech acts taught in the study, the data revealed that the participants interviewed all had background knowledge, though little, about what speech acts were. Yet, they reported that

they did not know how exactly they could be used. In other words, they did not know how to use them in appropriate contexts. In this sense, they reported that the learning experience had a positive impact on their use of speech acts as they had learned how to use them appropriately. Some of the responses were as follows:

> "…I can say that I knew them a little, let's say 20% when compared to my knowledge after this experience. Now, I can say 90%..." S2

> "…Thanks to TV series I watch, I know some of these, but this experience has increased my knowledge, thus, I improved how to use them…" S3

The answers of the following questions supported the participants' positive views about the flipped classroom model in consideration of revealed themes on the effect of it demonstrated in Table 15 above: Accordingly, the participants commented on the positive impact of flipped classroom model on increasing their motivation and self-confidence, improving background knowledge about speech acts, enhancing their willingness to communicate in English and promoting active participation in the lesson. Some of the responses are as follows:

> "… Well, I think I can speak better. I am already eager to speak, but now I am also self-confident. I've always wanted to speak English, but now I'm more eager to initiate conversation or express my ideas because I know how to do it well…" S4

> "…This learning experience affected my willingness positively. Well, I've always been like that, but this model has been very useful. It affected my willingness positively. As we watch videos before the course, I can visualize the content when I am in the course and it is good for permanent learning. Studying before the course is more effective. As for speaking, I'm more eager to use appropriate phrases…" S5

"…In this model, studying at home makes it easy to learn before the course. In other words, you learn at home and participate actively in the course as you feel more self-confident, in turn, it affects your motivation and increase your interest in the course…" S1

Interviews also had questions about the effect of authentic videos on learning speech acts. The participants reported positively and stated they had had a chance of practicing real life language through videos embedded in the flipped classroom model designed for the treatment. Some of the responses are as follows:

"…I found videos effective. In a way, it is like to transfer into real life. They helped me personalize what I have learned. They made it more practical and easier to learn…" S2

"…My interest in learning English has increased by watching TV series, so I got happy to see videos in the pre-course material as visuals and made more motivated. It is as if I was watching a TV series and trying to understand it…" S3

As part of interviews, the participants also commented on whether they had any technical problems to prepare for the course. The participants in the interview all reported that they did not have any problems in viewing the videos and the material. In this respect, one of the responses was as follows:

"… I did not have any problems and I do not think that it would have mattered if I had had a problem because I could have borrowed a friend's phone or computer and watched the videos if I had really wanted to learn it…" S5

On the condition that responses were positive, one more question was asked to the participants about the best thing of the flipped classroom experience, and common responses are ''being exposed to content of the lesson at home and having more time to practice in the course hour''. One participant also commented on the benefit of using authentic videos in the course material. Some of the responses are as follows:

"…To start with, I liked studying at home and coming to school by knowing the subject of the course. It was an advantage for me and helped me participate in the lesson actively. Second, we saved time. Both of them were very important for me…" S5

"….to get knowledge before the course because I speak more and better if I feel I know it. I also get more motivated to speak and feel relaxed in the class…." S3

"…We practice in class and try more to speak…" S4

"…The best thing was videos because they had been taken from popular films and TV series and they were effective to learn those phrases better…" S1

According to these responses, what the participants liked the most about the flipped classroom is the opportunity to study the content before the class, thus, coming to the class with more confidence and preparedness.

Chapter 5

Discussion and Recommendations

In this section, the data for each research question that were collected through pre-test and post-test, perception questionnaire and semi-structured interview will be discussed in light of the related literature below.

5.1. Is there a statistically significant difference between flipped instruction of speech acts and Turkish EFL learners' knowledge and use of speech acts in conversation?

For the first research question, a DCT was administrated to both experimental and control group as pre-test and post-test, and the data were analyzed to see if there was a significant difference between groups and within experimental group in these tests. After the implementation of pre-test, the target speech acts were determined and then were instructed to the experimental group through flipped classroom for 5 weeks. The objective of the treatment was to see whether teaching this way had an effect on the participants' knowledge and use of speech acts.

When pre-test and post-test data of both groups were compared, it was concluded that while there was no significant difference in pre-test data, the comparison of post-test data pointed to a statistically significant difference in favor of experimental group, thus, indicating the effectiveness of flipped classroom on the students' performances. These findings are also in line with the previous studies in the literature in favor of flipped classroom on learners' proficiency (e.g., Baepler, et al., 2014; Chen Hsieh, et al., 2016; Kawinkoonlasate, 2019; Wu et al., 2017). For example, Wu et al., (2017) conducted a mixed-method research on improving oral proficiency of 50 Taiwanese EFL learners through flipped classroom, and the analyses concluded that the speaking proficiency of the participants in the experimental group who had flipped

instruction improved much more than those in the control group with no flipped instruction. Similarly, Lee and Wallace (2018) conducted an action research with 79 EFL learners investigating the possible effects of flipped classroom on learners' communication skills in English. The findings revealed that 40 participants in the flipped group performed higher than the other non-flipped group in communicative tasks. Besides, the findings on the effect of flipped classroom of this study are also in line with the related results of the study that was conducted by Lin and Hwang (2018). The researchers performed a research investigating the possible effects of flipped classroom on the participants' oral presentation skills. The subjects of the study were comprised of 49 EFL learners divided into experimental and control groups. The data indicated that the learners in the former group performed higher than those in the latter group. Also, the findings for the first research question are similar to those of the study performed by Haghighi et al. (2019). The results of that study indicated that the participants in the experimental group outperformed those in the control group in terms of using refusal strategies.

The data for the first research question are also supported by the previous studies on flipped classroom in Turkish context. Boyraz and Ocak (2017) did a research to inquire the effects of flipped classroom on the academic performances of the Turkish EFL participants in two research groups. They concluded that learners who are instructed in flipped classroom achieved higher scores than those in control group which had traditional teaching. Another study carried out by İyitoğlu and Erişen (2017) also revealed that the participants who were taught in flipped classroom were measured to be academically more successful compared to those with non-flipped instruction. The findings of the study by Ekmekçi (2017) on the effects of flipped classroom on the Turkish EFL learners' writing skills also show parallelism with the current study results. According to the post-test results of that study, it was seen that the participants

studying the course content before the class did better in writing tasks than the students who did not take flipped instruction.

The analyses of the data in the current study yielded that there was a statistically significant difference between flipped instruction on certain speech acts and the students performances giving that the participants in the flipped group performed better in the target speech acts compared to those in traditional group, and the results are in the same direction with the previous studies on the related subject. Based on the overall findings in the related literature, it could be asserted that flipped classroom is an effective way of teaching, and the results of the studies supported the idea that it plays an important role in enhancing students' overall proficiency and performances, especially the language proficiency. As for teaching pragmatics in EFL classes, which has been a neglected concern, it is a promising tool in that it could provide a comprehensive teaching by allowing a practical teaching and allocating more practice chance since the presentation phase is completed before the class.

5.2. Is there a statistically significant difference between flipped instruction of speech acts and Turkish EFL learners' perception of flipped classroom?

In order to find out the answer for the second research question, after the treatment ended, perception questionnaire was administrated, and semi-structured interviews were conducted in the experimental group in order to understand their perceptions on flipped classroom method.

According to the data analyses of the perception questionnaire, it emerged that the participants have positive attitudes toward flipped classroom for different concerns. Most of the learners of the study think that flipped classroom is useful in terms of learning, and they are found to be broadly satisfied with this experience. The participants of the study, who were

Turkish EFL learners at tertiary level, were seen to find the flipped classroom a useful tool to facilitate their learning as stated in the literature on the advantages of flipped classroom (e.g., Baepler et al., 2014; Chen Hsieh, et al., 2016). The findings are also in line with the results of a number of previous studies (e.g., Boyraz & Ocak, 2017; Ekmekçi, 2017; González-Gómez et al., 2016; İyitoğlu & Erişen, 2017; Lin & Hwang, 2018; Wu, et al., 2017). Likewise, the content analysis of the semi-structured interviews that were conducted with 5 of the participants from the experimental group fortified the view that the students' attitudes toward the flipped classroom were positive. The participants' perceptions on the flipped classroom experience were also determined as positive in the previous studies in the related literature (e.g., Boyraz & Ocak, 2017; İyitoğlu & Erişen, 2017). The content analysis of the interviews also indicated that the subjects of the current study did not have any technical problems stated in the literature as a challenge of the flipped classroom (e.g., Chen et al., 2015).

As a reason for the positive attitude, it could be stated that learners had the chance to study the course content before coming to the class, thus, feeling more comfortable and motivated in the class as they also mentioned in the semi-structured interviews as the most favorable feature of it. This finding was in line with the proposed definition and benefits of flipped classroom (e.g., Bergmann & Sams, 2012). Moreover, as Kasper (1997) stated, classrooms provide language learners with the opportunity to practice their learnings, reflect their interpretations, interact with each other and explore new pragmatic experiences. Hereby, it could be put forward that flipped classroom may be a highly effective way for the learners to make the best of these opportunities by preparing them to class both academically and psychologically.

5.3. Is there a statistically significant difference between viewing authentic videos including speech acts and Turkish EFL learners' perceptions on the use of speech acts and willingness to communicate?

For the third research question, the data of the perception questionnaire and content analysis of the semi-structured interviews were facilitated. As for the first part of the question, connection between watching authentic videos and their perceptions on learning speech acts was investigated. It emerged in the perception questionnaire that the learners found using authentic videos more effective than the textbooks in terms of learning speech acts. They reported that they also learned about the social factors concerning the conversational strategies through the authentic videos. The outcome of perception questionnaire shows parallelism with the findings of the interviews. All of the participants expressed that viewing authentic videos was useful and helped them get to know the real-life language. They mostly stated that this strengthened their knowledge of speech acts giving a way to use it more appropriately without refraining in an English-speaking environment.

Being exposed to authentic materials played an important role in enhancing their self-confidence and motivation in language learning. As an example, Alver-Yücel (2017) concluded that watching authentic in-class videos including the use of speech acts increased the learners' pragmatic competency and increased their motivation, which is also in line with the finding of this study. Rose (1997) also suggested that authentic videos and feature films could be employed for students to study pragmatic features as discussed in the literature. Moreover, Genç and Aydın (2017) stated that teachers can introduce the culture of English-speaking countries with authentic visual materials, thus, giving the opportunity to students to recognize the authentic language use. As for this study, authentic video clips were benefited to introduce the use of speech acts, and a

positive correlation was found between using authentic videos and the students' perceptions on the use of speech acts.

For the second part of the research question, the connection between using authentic videos and EFL learners' willingness to communicate was investigated. The data analysis suggested that there was a statistically significant difference between these two variables. The participants' WTC seemed to be affected positively by being exposed to the authentic videos. The students indicated that they did not have an intent to start a conversation before the treatment but watching videos from real-life helped them enhance their eagerness to take part in a conversation.

As mentioned in the literature, there are individual and situational factors affecting WTC (e.g., Wang, et al., 2021). Individual factors such as self-confidence, motivation and anxiety can be deemed as primary concerns since they were found as affecting factors in several studies (e.g., Mulyono & Saskia, 2016). The students are not likely to engage in in-class conversation without achieving in these aspects. As also stated previously in the literature review section, Kanat-Mutluoğlu (2016) concluded that ideal L2 self, which is a self-motivational source in second language learning (Dörnyei, 2009), affected WTC in English. At this point, it could be said that as authentic videos including speech acts offers real-life language and experience, they can help EFL learners build their ideal L2 selves with which they visualize about their future images in using the language. Having an increased WTC is not merely related to in-class environment, but it is also a predictor of out-of-class WTC.

5.4. Recommendations

The current study has found that flipped classroom is an effective method in EFL teaching. It has emerged that the students felt more confident and comfortable in the class as they had the chance to study the course content before the class at their own pace, which shows that flipped classroom is a significant predictor of students' motivation. It is undeniable that they have more opportunity to practice and have interactions. Therefore, it could be recommended that flipped classroom should be adopted more in EFL teaching, especially to teach speech acts, which has been neglected by teachers generally. Moreover, it is important that teachers provide the learners with authentic videos on the use of speech acts inside or outside the class to increase their pragmatic competence. The current study has also clarified that offering more time to practice is crucial for learning and the learners' perceptions. Teachers should allocate more in-class time for practice, which is possible through flipped classroom.

5.5. Conclusion

This study is a quasi-experimental research with mixed-method design aiming to investigate if there is a statistical difference between teaching speech acts through flipped classroom and the learners' knowledge and use of these speech acts. It is also objected to examine the correlation between using authentic videos on the speech acts and the learners' performances at the given condition. The participants of the current study were 50 Turkish EFL learners studying at English Preparatory Department of a state university in Turkey. The subjects were administrated into two groups -experimental (N=25) and control (N=25), and the experimental group were instructed in flipped classroom through 5 weeks while the control group continued with the traditional way. Discourse Completion Test and Perception questionnaire

were administrated to understand the participants' perceptions on flipped classroom and learning speech acts. It emerged that the participants in the experimental group performed better on using the speech acts than the control group, which suggests that flipped classroom could increase the performance on learning and using the speech acts. Furthermore, it was also concluded that the participants had a positive attitude toward flipped classroom experience and found viewing authentic videos on speech acts effective. It was also observed that teaching speech acts using these videos through a flipped classroom also affected the learners' willingness to communicate in English positively. In brief, as the findings suggested, flipped classroom is an effective method to enhance the students' pragmatic competence along with overall language proficiency. The current study also underlines the importance of using authentic video clips in teaching speech acts. However, this study does not completely disregard textbooks in terms of pragmatic content; instead, it could be inferred that flipped classroom instruction and authentic video clips could be utilized in the teaching of speech acts.

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APPENDICES

Appendix 1

Discourse Completion Test (DCT)

Read the situations below carefully and write an appropriate sentence for the situations.

1. You are a university student, and you have an important exam tomorrow. Also, your mother is going to have a heart surgery at the same time with the exam. You want to be alongside your mother because you want to give her a support before and after the surgery. As you want to be with your mother tomorrow, you go to your teacher's office to ask for permission. What would you say?

YOU:_____

_____

2. You are a manager at a car company. At the meeting, you accidentally have spilt coffee on one of your employee's shirt. What would you say to apologize?

YOU:_____

_____

3. You and your friends have won a competition about science projects, and you want to celebrate it at a café tonight. As you think that your professor has supported you very much for this competition, you all want her to come to the celebration as well. What would you say to invite your professor?

YOU:_____

_____

4. While you are walking to the campus, somebody stops you and asks the direction for the hospital. You know that it is on the same direction with the campus. As you think that he may get lost on the way because he is a stranger, you offer to take him there. What would you say?

YOU:_____

_____

5. As it is the end of the semester, some people from the class have organized an end-of-semester party before the semester break. They have invited you to the party as well, but since you are too sick to join, you want to have some rest at home. What would you say?

YOU:_____

_____

6. You are sharing a house with two of your friends. When you come home from the school, you see that your friends haven't cooked anything. As you feel tired, you don't want to cook as well. So, you come up with the idea of ordering pizza from a restaurant. What would you say to your friends?

YOU:_____

_____

7. You are trying to prepare a report, but you aren't so good at Excel. You know that one of your friends is expert on it. So, you kindly want help from him. What would you say?

YOU:_____

_____

8. You are trying to study for your final exam in the library. Some people are studying as a group behind you, and they are making so much noise. As you cannot concentrate anymore, you turn back to complain. What would you say?

YOU:_____

_____

9. You are moving out. You are going down the ladders with some boxes. Your neighbor sees you and offer help, but you want to carry them yourself. What would you say?

YOU:_____

_____

10. It is 5 p.m., and you are about to leave work with your colleague. When you look outside the window, you see that it is raining heavily. The bus station is in a 5-minute distance on foot from your workplace, so you cannot walk. Your friend is offering you to drive you home. You accept this offer. What would you say?

YOU:_____

_____

11. One of your friends is going to a concert tonight. However, he/she lies to his/her mother that he will be studying for the exam with you at your home tonight. He/She wants you to tell his/her mother that he/she is studying with you if she calls to check, but you don't want to lie. So, you refuse this request. What would you say to your friend?

YOU:_____

_____

12. You want to talk to your teacher about an important issue. You go to the teachers' room where there are many other teachers. You want to talk to him in private outside the teachers' room. What would you say to him/her?

YOU:_____

_____

13. As the season is about to turn to fall, you don't want to miss the sun tomorrow and do an activity to have fun before the weather gets worse. One of your friends is suggesting watching movie at home, but you want to be outside. What would you say to him/her?

YOU:_____

_____

14. One of your friends is telling you that he/she has seen somebody breaking in a house. She/He doesn't know what to do. You think that it is a good idea for him/her to call the police. What would you say?

YOU:_____

_____

15. You have made a presentation and your teacher has liked it very much. He is saying that it is the best presentation by a student he has ever seen. What would you say to your teacher to respond to this compliment?

YOU:_____

_____

Appendix 2

Perception Questionnaire

Perception Questionnaire on Flipped Classroom and Speech Acts

PART I

1. Age: □ 17-19   □ 20-22   □ 23 and over

2. Department: _____

3. Have you ever been abroad?   □ Yes (_____ months)   □ No

4. How many hours in a week do you watch videos in English? □ 0-1   □ 2-4   □ 5-6

PART II

Please answer how much you agree or disagree with the statements below about flipped classroom by marking one of the numbers from 1 (Strongly disagree) to 5 (Strongly agree). <u>Please do not leave any items blank.</u>

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	I learned more and better in the flipped classroom than regular classes.	[1]	[2]	[3]	[4]	[5]
2.	I am thinking that I can use speech acts more appropriately in real life thanks to flipped classroom.	[1]	[2]	[3]	[4]	[5]
3.	My knowledge of the subject increased as a result of flipped classroom.	[1]	[2]	[3]	[4]	[5]
4.	The flipped classroom has useful tools for supporting my learning.	[1]	[2]	[3]	[4]	[5]
5.	I have developed self-study skills via flipped classroom activities.	[1]	[2]	[3]	[4]	[5]
6.	Flipped learning gave me more time to practice the content.	[1]	[2]	[3]	[4]	[5]
7.	Thanks to flipped classroom, it is more convenient and easier for me to study English at home.	[1]	[2]	[3]	[4]	[5]
8.	I would rather flipped classrooms because I receive immediate feedback.	[1]	[2]	[3]	[4]	[5]

9. I spent more time and made more effort than usual on my flipped classroom learning activities.	[1]	[2]	[3]	[4]	[5]
10. We have the chance to participate in the class activities more than before in flipped classrooms.	[1]	[2]	[3]	[4]	[5]
11. The flipped classroom gave me more opportunities to interact with other students.	[1]	[2]	[3]	[4]	[5]
12. The flipped classroom is more engaging than conventional classroom instruction.	[1]	[2]	[3]	[4]	[5]
13. Overall, I am satisfied with flipped classroom experience.	[1]	[2]	[3]	[4]	[5]
14. I found that following the flipped classroom procedures gave me a sense of deep personal satisfaction.	[1]	[2]	[3]	[4]	[5]
15. I am satisfied with the format and structure of the learning materials.	[1]	[2]	[3]	[4]	[5]
16. I plan to register in flipped classrooms for other subjects in future.	[1]	[2]	[3]	[4]	[5]
17. I was eager to watch the videos and other materials set for this course prior to the class.	[1]	[2]	[3]	[4]	[5]
18. The structure and format of flipped classrooms motivated me to take the subject more seriously and spend more time on learning them.	[1]	[2]	[3]	[4]	[5]
19. I feel more motivated about learning English because of the flipped classroom.	[1]	[2]	[3]	[4]	[5]
20. The use of the flipped learning reduces the feeling of fear and tension because of the prior preparation.	[1]	[2]	[3]	[4]	[5]

PART III

Please answer how much you agree or disagree with the statements below about speech acts by marking one of the numbers from 1 (Strongly disagree) to 5 (Strongly agree). <u>Please do not leave any items blank</u>

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
21. I did not have the knowledge of how to use speech acts in real life before.	[1]	[2]	[3]	[4]	[5]
22. I have learned in which context the speech acts are used in real life thanks to the videos I watched in flipped classroom.	[1]	[2]	[3]	[4]	[5]
23. I am thinking that I can use speech acts appropriately thanks to the videos I watched.	[1]	[2]	[3]	[4]	[5]
24. If I had learned speech acts through coursebook, that would not have been as effective as I learned through videos.	[1]	[2]	[3]	[4]	[5]
25. I am thinking that I can use speech acts easily in an English-speaking environment or country thanks to the videos I watched.	[1]	[2]	[3]	[4]	[5]
26. The videos I watched about speech acts has a positive effect on my willingness to communicate in English.	[1]	[2]	[3]	[4]	[5]
27. My self-confidence on using speech acts increased thanks to the videos I watched.	[1]	[2]	[3]	[4]	[5]
28. The videos I watched about speech acts increased my self-confidence on communicating in English in general.	[1]	[2]	[3]	[4]	[5]

29. Before watching the videos about speech acts, I had a refraining attitude towards communicating in English.	[1]	[2]	[3]	[4]	[5]
30. The videos I watched about speech acts does not have a positive effect on my willingness to communicate in English.	[1]	[2]	[3]	[4]	[5]

Algı Anketi

Ters-Yüz Sınıf ve Söz Edimleri Algı Anketi

1. BÖLÜM

1. Yaşınız: □ 17-19   □ 20-22   □ 23 ve üstü

2. Bölümünüz: _____

3. Daha önce hiç yurt dışında yaşadınız mı?   □ Evet   (_____ ay)   □ Hayır

4. Bir haftada kaç saat İngilizce videolar izlersiniz? □ 0-1 saat   □ 2-4 saat   □ 5-6 saat

2. BÖLÜM

Lütfen aşağıda yer alan ters-yüz sınıf ortamı ile ilgili ifadelere ne kadar katıldığınız ya da ne kadar katılmadığınızı 1'den (hiç katılmıyorum) 5'e (tamamen katılıyorum) kadar olan rakamlardan birini işaretleyerek belirtiniz. <u>Lütfen hiçbir soruyu boş bırakmayınız.</u>

		Hiç katılmıyorum.	Katılmıyorum.	Ne katılıyorum, ne de katılmıyorum	Katılıyorum.	Tamamen katılıyorum.
1.	Geleneksel sınıf modeline göre ters-yüz sınıf modelinde daha fazla ve daha iyi öğrendim.	[1]	[2]	[3]	[4]	[5]
2.	Ters-yüz sınıf sayesinde söz edimlerini gerçek hayatta daha doğru kullabileceğimi düşünüyorum.	[1]	[2]	[3]	[4]	[5]
3.	Söz edimleri hakkındaki bilgim ters-yüz sınıf sayesinde arttı.	[1]	[2]	[3]	[4]	[5]
4.	Öğrenmeme katkı sağlama konusunda ters-yüz sınıf faydalı özelliklere sahiptir.	[1]	[2]	[3]	[4]	[5]
5.	Ters-yüz sınıf yoluyla bireysel çalışma becerileri geliştirdim.	[1]	[2]	[3]	[4]	[5]
6.	Ters-yüz sınıf modeli, ders içeriğine daha fazla çalışabilmeme imkan sağladı.	[1]	[2]	[3]	[4]	[5]
7.	Ters-yüz sınıf sayesinde evde İngilizce çalışmak daha uygun ve daha kolaydır.	[1]	[2]	[3]	[4]	[5]
8.	Anlık geridönüt alabildiğim için ters-yüz sınıf modelini tercih ederim.	[1]	[2]	[3]	[4]	[5]
9.	Ters-yüz sınıftaki ders materyallerine ve etkinliklerine normalden daha fazla zaman harcayıp daha fazla çaba gösterdim.	[1]	[2]	[3]	[4]	[5]

10. Ters-yüz sınıf modelinde sınıf içi etkinliklere eskiye göre daha fazla katılma şansımız oldu.	[1]	[2]	[3]	[4]	[5]
11. Ters-yüz sınıf diğer öğrencilerle etkileşim içerisinde olmama daha fazla imkan tanıdı.	[1]	[2]	[3]	[4]	[5]
12. Geleneksel öğretime göre ters-yüz sınıf modeli daha ilgi çekicidir.	[1]	[2]	[3]	[4]	[5]
13. Genel olarak ters-yüz sınıf modelinden memnunum.	[1]	[2]	[3]	[4]	[5]
14. Ters-yüz sınıf modeli ile öğrenme bana kişisel tatmin sağlamıştır.	[1]	[2]	[3]	[4]	[5]
15. Öğrenme materyallerinin türü ve yapısından memnunum.	[1]	[2]	[3]	[4]	[5]
16. Ters-yüz sınıf modelini gelecekte başka dersler için de kullanmak isterim.	[1]	[2]	[3]	[4]	[5]
17. Ders için paylaşılan materyalleri ve videoları dersten önce izleme ve çalışma konusunda istekliydim.	[1]	[2]	[3]	[4]	[5]
18. Ters-yüz sınıf modeli ve yapısı dersi daha ciddiye almam ve içeriği öğrenmeye daha fazla zaman ayırmam konusunda beni motive etti.	[1]	[2]	[3]	[4]	[5]
19. Ters-yüz sınıf sayesinde İngilizceyi öğrenmeye kendimi daha fazla istekli hissediyorum.	[1]	[2]	[3]	[4]	[5]
20. Ters-yüz sınıf, ders öncesi yapılan çalışmalar sayesinde derse karşı olan tedirginliği ve gerginliği azaltmaktadır.	[1]	[2]	[3]	[4]	[5]

3. BÖLÜM

Lütfen aşağıda yer alan söz edimleri ve videolarla ilgili ifadelere ne kadar katıldığınız ya da ne kadar katılmadığınızı 1'den (hiç katılmıyorum) 5'e (tamamen katılıyorum) kadar olan rakamlardan birini işaretleyerek belirtiniz. <u>Lütfen hiçbir soruyu boş bırakmayınız.</u>

	Hiç katılmıyorum.	Katılmıyorum.	Ne katılıyorum, ne de katılmıyorum	Katılıyorum.	Tamamen katılıyorum.
21. Söz edimlerinin gerçek hayatta nasıl kullanıldıkları hakkında önceden yeterli bilgiye sahip değildim.	[1]	[2]	[3]	[4]	[5]
22. Ters-yüz sınıf ortamında izlediğim videolarda söz edimlerinin gerçek hayatta hangi bağlamlarda kullanılabileceğini öğrendim.	[1]	[2]	[3]	[4]	[5]
23. İzlediğim videolar sayesinde söz edimlerini amacına uygun olarak kullanabileceğimi düşünüyorum.	[1]	[2]	[3]	[4]	[5]
24. Eğer söz edimlerini kitaptan öğrenseydim videolardan öğrendiğim kadar etkili ve kalıcı olmazdı.	[1]	[2]	[3]	[4]	[5]
25. İzlediğim videolar sayesinde İngilizce konuşulan bir ortamda ya da ülkede söz edimlerini rahat bir şekilde kullanabileceğimi düşünüyorum.	[1]	[2]	[3]	[4]	[5]
26. Söz edimleri ile ilgili izlediğim videoların İngilizce iletişim kurma isteğim üzerine olumlu bir etkisi oldu.	[1]	[2]	[3]	[4]	[5]
27. İzlediğim videolar sayesinde söz edimlerini kullanma konusunda kendime güvenim arttı.	[1]	[2]	[3]	[4]	[5]
28. İzlediğim videolar genel olarak İngilizce iletişim konusunda kendime olan güvenimi arttırdı.	[1]	[2]	[3]	[4]	[5]

29. Söz edimleri ile ilgili videoları izlemeden önce İngilizce iletişim kurma konusunda çekimser bir tutuma sahiptim.	[1]	[2]	[3]	[4]	[5]
30. Söz edimleri ile ilgili izlediğim videoların İngilizce iletişim kurma isteğim üzerine olumlu bir etkisi olmadı.	[1]	[2]	[3]	[4]	[5]

Appendix 3

Semi-Structured Interview Questions

1. Did you know anything about speech acts such as asking for permission, making requests before the treatment process?

2. Did you find the flipped classroom model effective? (If yes, why?)

3. Do you think this model has affected your motivation? (If yes, how?)

4. Do you think this model has affected your interest in the course? (If yes, how?)

5. Do you think speech acts you have learned through the model has affected your willingness to communicate in English? (If yes, how?)

6. Do you think the videos used to teach the speech acts in the model were effective? (If yes, how?)

7. Did you have any problems with the model such as technical problems? (If yes, what?)

8. (If the responses are positive) What was the best thing about flipped classroom model?

Yarı-Yapılandırılmış Mülakat Soruları

1. Uygulamadan önce İngilizcedeki söz edimleri hakkında bir bilgiye sahip miydin?

2. Ters-yüz sınıf modelini faydalı buldun mu? Neden?

3. Ters-yüz sınıf modeli ile öğrenme derse karşı olan ilgini ve motivasyonunu hangi yönde etkiledi?

4. Ters-yüz sınıf ortamında söz edimlerini öğrenmenin İngilizceyi konuşmaya olan isteğinin üzerine herhangi bir etkisi oldu mu? Nasıl?

5. Söz edimlerini tamamen sınıf ortamında ve kitaptaki materyaller üzerinden öğrendiğini varsayarsak, söz edimlerini hangi öğretim şekliyle daha iyi öğrendiğini söyleyebilirsin?

6. Söz edimlerini ters-yüz sınıf ve videolar üzerinden öğrenmeyi faydalı buldun mu? Neden?

7. Ters-yüz sınıf modeli ile öğrenmede herhangi bir olumsuzlukla (teknik, akademik vs.) karşılaştın mı?

8. (Cevaplar olumsu ise) Ters-yüz sınıf modeliyle ilgili en sevdiğin şey nedir?

Appendix 4

Screenshots of Edmodo

Retrieved from:

https://www.microsoft.com/trtr/p/edmodo/9wzdncrdsmjn?activetab=pivot:overviewtab#

Appendix 5

Sample Teaching Content (Making Offer)

MAKING OFFERS

1

We make offers for different purposes in English. For example, we can offer somebody to help carry the heavy bags they have, we can offer to share something with people such as foods, drinks etc., or we can offer to do something for people. Here are a few dialogues about making offers:

2

Dialogue 1 (between two **friends**)

Alison: Hey, I feel a little hungry. I'll prepare some snack. Would you like some?

Brad: That would be great. Thanks.

Alison: Would you like some tea as well?

Brad: No, thanks.

3

Dialogue 2

Man: Shall I carry your bags?

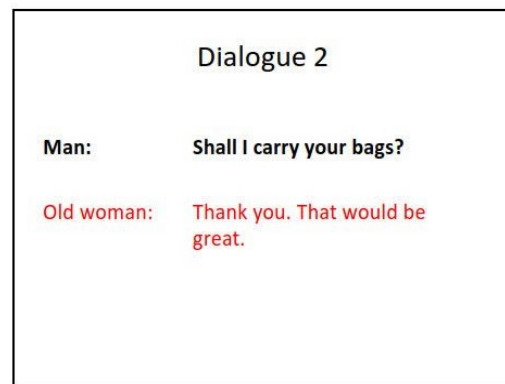Old woman: Thank you. That would be great.

4

Dialogue 3

Shop Assistant: Can I help you?

Customer: No, thanks. I'm just having a look.

5

Dialogue 4

Jane: **Would you like another piece of cake?**

Audrey: Yes, please. That would be nice.

6

Dialogue 5

Girl: **Can I help you cross the street?**

Old woman: No, thank you. I can do it myself.

7

Dialogue 6

Jim: **I'm having an important exam tomorrow. I don't have the study notes.**

Kevin: I'll share it with you if you'd like.

Jim: **That would be great. Thanks.**

8

Slide 9

Dialogue 7

Dwight: Let me get you another cup of tea.

Michael: Oh, I'd like to. Thanks.

9

Slide 10

Task

- Underline or identify the phrases that are used to make offers in the dialogues.

- Identify the responses for the offers.

10

Slide 11

Now, let's have a closer look to the phrases for making offers in English.

11

Slide 12

Making Offers	Accepting	Refusing
Shall I + V1...? *Shall I carry your bags?*	That would be great. Thank you.	Thank you for your kindness but I can do it myself. (Formal)
Can I + V1...? *Can I get you anything?*	Yes, please. I'd like to.	No, thank you.
Would you like + Noun...? Would you like me to + V1? *Would you like a sandwich? Would you like me to make you a sandwich?*	Yes, please. That would be nice.	No, thanks. (Informal)
I'll.... (if you'd like/want) *I'll make you a pizza.*	I'd like to. Thanks.	I appreciate that, but I can do it myself. (Formal)
Let me + V1... *Let me help you.*	That would be very kind of you.	

12

Task: 🔊 Listen to the dialogue and fill in the blank correctly.

Ben: I'm hungry.
Cindy: _____ .
Ben: That's kind of you but we haven't got any bread.
Cindy: _____ .
Ben: Oh yes, please. _____ , Tina.
Cindy: Is there any cheese?
Ben: Yeah, there's some cheese in the fridge.
Cindy: Good. And I'll need some tomatoes.
Ben: _____ .
Cindy: OK. _____ .

13

Answers: 🔊 ✔

Ben: I'm hungry.
Cindy: I'll make you a sandwich.
Ben: That's kind of you but we haven't got any bread.
Cindy: OK. I'll cook you a pizza.
Ben: Oh yes, please. Thanks, Tina.
Cindy: Is there any cheese?
Ben: Yeah, there's some cheese in the fridge.
Cindy: Good. And I'll need some tomatoes.
Ben: I'll help you if you want.
Cindy: OK. Thanks.

14

Task: Decide if the responses are correct.

Joe: Would you like some tea?
Jill: Yes. Bring it here.

Julia: Shall I post the letters for you?
Jim: That would be great. Thank you.

Neighbor: Would you like me to help you?
You: No.

15

Answers: ✔

Joe: Would you like some tea?
Jill: Yes, please. That would be lovely/nice.
      Yes, please. I'd love/like to.
      That would be great. Thanks.

Julia: Shall I post the letters for you?
Jim: That would be great. Thank you. ✔

Neighbor: Would you like me to help you?
You: No, thank you. I can do it myself.

16

Appendix 6

Study Log

Study Log

- How many minutes did you work on materials shared with you before the class? _____

- How many times did you watch the video on the daily use of speech acts? _____

- What words or language patterns did you learn from the materials shared with you before the class?

  _____
  _____
  _____
  _____
  _____
  _____

Çalışma Günlüğü

Çalışma Günlüğü

- Ders öncesi sizinle paylaşılan materyallere kaç dakika çalıştınız? _____

- Söz edimlerinin günlük kullanımlarına yönelik olan videoyu kaç defa izlediniz? _____

- Ders öncesi sizinle paylaşılan materyallerden hangi kelimeleri ya da dil kalıplarını öğrendiniz?

  _____
  _____
  _____
  _____
  _____
  _____

Appendix 7

Dialogue and Role-Play Cards (Making Suggestions)

Student A	Student B
A: Hey, there is concert at the stadium on Saturday.	**A:** Hey, there is concert at the stadium on Saturday.
B: Oh, really? What concert is it?	**B:** Oh, really? What concert is it?
A: A famous rock band is showing. _____ going together?	**A:** A famous rock band is showing. How about going together?
B: That sounds good. What time does it start?	**B:** That _____ good. What time does it start?
A: At 10 p.m. We _____ meet at around 8 p.m., but I can't decide on the meeting place.	**A:** At 10 p.m. We could meet at around 8 p.m., but I can't decide on the meeting place.
B: Why don't we meet at the subway station?	**B:** Why _____ meet at the subway station?
A: _____ idea. _____ eating at Burger King before the concert?	**A:** That's a good idea. What about eating at Burger King before the concert?
B: That sounds great. Shall we also invite Jack?	**B:** _____ great. _____ we also invite Jack?
A: I'm not sure about that. Actually, I can't get on well with him.	**A:** I'm not sure about that. Actually, I can't get on well with him.
B: Oh, I see. Then it's a bad idea to call him. Anyway, see you on Saturday.	**B:** Oh, I see. Then it's a bad idea to call him. Anyway, see you on Saturday.
A: See you.	**A:** See you.

Student A

(1)

One of your friends has his birthday next week. You want to buy a nice present for him, but you can't decide on the present. You ask your friend for a few suggestions. Explain the situation and listen to his/her suggestions.

Student B

(1)

Your friend wants to buy a birthday present for a friend of his/hers, but can't decide what to buy. Give suggestions to him about what he could buy. Try to suggest different ideas with different phrases each time.

Student A

(2)

Your friend wants to do an activity with his/her family at the weekend. He/She asks you for suggestions about what could be done. Give suggestions by using different ideas and different phrases each time.

Student B

(2)

You want to do an activity with your family at the weekend, but can't decide what to do. You ask your friend for suggestions. Explain the situation and listen to his/her suggestions.

Özgeçmiş

Doğum Yeri ve Yılı	:			
Öğr. Gördüğü Kurumlar	:	**Başlama Yılı**	**Bitirme Yılı**	**Kurum Adı**
Lise		2005	2009	Kilimli Anadolu Lisesi
Lisans		2009	2013	Eskişehir Anadolu Üniversitesi
Yüksek Lisans		2017	2021	Bursa Uludağ Üniversitesi

Bitirdiği Yabancı Diller ve Düzeyi : İngilizce – İleri, Almanca – Ön Orta

Çalıştığı Kurumlar :

Başlama ve Ayrılma Tarihleri   **Kurum Adı**

1. 2013 – 2014   Amerikan Kültür Dil Okulları

2. 2014 – 2015   TED Karabük Koleji

3. 2016 – 2017   Alaplı Karşıyaka Ortaokulu

4. 2017 -   Bolu Abant İzzet Baysal Üniversitesi

Yurt Dışı Görevleri : -

Kullandığı Burslar : -

Aldığı Ödüller : -

Üye Olduğu Bilimsel ve Mesleki Topluluklar : -

Editör veya Yayın Kurulu Üyeliği : -

Yurt İçi ve Yurt Dışında Katıldığı Projeler : -

Katıldığı Yurt İçi ve Yurt Dışı Bilimsel Toplantılar : -

Yayımlanan Çalışmalar : -

02/08/2021

Zafer ÜSTÜNBAŞ