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THE EFFECTS OF FLIPPED SPEAKING LESSONS ON STUDENTS' ENGLISH SPEAKING ANXIETY: THE CASE OF 5TH GRADE STUDENTS*

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Abstract

Flipped learning is a new pedagogical trend in which traditional teacher-led classrooms are transformed into student-centered and individual-based learning environments. The primary rationale behind the flipped instruction is to create more dynamic and interactive classrooms where teachers serve as a guide and facilitator. This study attempts to integrate a flipped learning environment into an English speaking class in which most of the students are observed to have English speaking anxiety prior to the flipped learning treatment process. The aim of the study is to investigate the role of flipped learning on reducing Turkish EFL students' speaking anxiety. To this end, twenty seven 5th grade students in a state school have been instructed through flipped learning model to practice speaking skill for ten weeks. The study employed a mixed-method research design in which quantitative data were collected via a speaking anxiety scale and qualitative data were obtained through semi-structured interview. The scale was administered to the students before and after the flipped class treatment and their stated responses were compared and contrasted together with the findings of the interviews to get an in-depth idea about the effectiveness of the treatment process. The results of t-test and semi-structured interviews revealed that the participants' speaking anxiety was reduced remarkably in general after the treatment process. However, it was also found that some problems derived from students' psychological load regarding shyness and lack of self-confidence during speaking practice still affect their oral production in the target language in a negative way.

Keywords: Flipped learning, speaking anxiety, oral production, affective filter

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1. INTRODUCTION

Speaking is accepted as the most significant part of communication in a foreign language. But it is really difficult to improve students' speaking skills in countries such as Turkey since English is not used chiefly in daily life and it is learned and spoken in large classes with limited time by the students. For this reason, they do not have enough facilities to use the target language outside the classrooms. False (2006) explains that speaking ability is essential for communication and conversation in the target language. But traditional classrooms may not provide enough opportunities for the students to use English for real communication. It is also known that knowing a foreign language means having competency in performing the language in a conversation.

There is no doubt that with the globalization of the world, the competency of speaking English has become crucial for both teachers and students. Ushioda (2011) states that when students feel free in their learning process, they will be willing to use the language for communication. It is clear that teachers should create a free and relaxed atmosphere for the students and should create a student-centered learning environment. So it is vital to find new and innovative ways in which students will be exposed to English and they will be able to improve their speaking skills. However, it is known that there are a lot of obstacles that prevent students from speaking English such as being afraid of making mistakes and being ashamed of speaking in front of public. And also they do not have self-confidence, and they are not willing to communicate in English.

It is understood that there are a lot of affective factors that prevent students from speaking English and one of these affective factors is anxiety. There are a lot of definitions for anxiety, but all of them have common properties, so anxiety is unwanted emotions of feelings. Anxiety has terrible effects on students' language learning (Cheng, 2001). According to Horwitz (1986), language anxiety is lack of self-perception, complicated feelings and manners and fear of speaking in front of people. It is understood here that students' emotions and feelings influence their speaking skills. Speaking anxiety can occur in some ways such as being puzzled, feeling chill and shaking and not being able to catch the eye contact (Ortega, 2009). According to Kojima (2007), speaking anxiety occurs when students are not competent in the target language. Besides these problems, in traditional classrooms teacher is the authority, and students are passive learners. For this reason, students cannot use the language for communication efficiently (Yeşilçınar, 2019).

Students' speaking skills can be improved when students feel relaxed, free and autonomous and use the target language outside the classroom. In this regard, technology may have a vital role in providing the stated opportunities. The concepts such as online education, which has become very popular in recent years due to the pandemic conditions, digital learning, and technology integration in English language courses have been on the agenda of most scholars in recent years. However, this does not mean that we should disregard traditional classrooms and education so in the world and in Turkey. In this sense, blended learning can be attached importance as it provides both face-to-face and online education. In this study, flipped learning which is an example of blended learning for teaching language and its effects on students' speaking skills and decreasing their speaking anxiety will be highlighted.

2. LITERATURE REVIEW

2.1. Speaking Anxiety

There is much research on speaking anxiety in the current literature. According to Çağatay (2015), language anxiety has both good and bad effects on language learning and speaking, similarly Zhang (2014) explained that speaking anxiety can trigger students' success or prevent students from speaking in the target language. Siplakides and Keramide (2009) studied with Greek students, and they concluded that to decrease students' anxiety they should join in group works, be an insider of a language poultry and also their teachers should provide a relaxed and free classroom atmosphere to them. Similarly, Öztürk and Gürbüz (2012) studied the anxiety problems of Turkish students in English, and they concluded that lack of linguistic competence, fear of making mistakes and lack of self-efficacy are the reasons behind students' speaking anxiety. But Mahmoodzadeh (2012) found in his study with Iranian students that lack of linguistic competence is not a reason behind speaking anxiety.

2.2. Flipped Learning

Flipped learning is using technology so as to improve learning in and out of the classroom, and it is also known as inverted classroom (Bergman & Sams, 2012). According to Ekmekçi (2014,) flipped learning is using the class time efficiently by reversing the tasks of teachers and students both in and out of the classroom. Baepler et al. (2014) state that in flipped learning students' passive roles in the classroom turn into being active in their learning. In flipped learning, teachers create or find videos and other materials and send them to the students via network. Students watch the videos and study the different materials and they come the classroom to discuss or use what they learn (Anderson, 2012). According to Ekmekçi (2014,) students follow videos and other materials through their tablets, smart phones and computers. Flipped learning provides students to reach lessons anywhere and anytime. In flipped learning the real aim is to create active learners and student-centered classrooms, so students can evaluate themselves, interact with other students, and question what they learn (Educause, 2012).

2.2.1. Flipped Instruction in Foreign Language Classrooms

The number of studies on flipped instruction regarding four basic language skills has been increasing with each passing day. For instance, concerning reading skills, Anderson, Kratkwohl and Bloom (2001) found in their studies that this new approach improved students' reading skills achievement and similarly Kong (2014) explained in his study that flipped reading classrooms helped students develop their competency in reading and their perception on literacy.

As for the writing skills, Anderson and Kratkwohl (2011) explained that students gain their first knowledge and comprehension through flipped learning materials. Then, they implement their knowledge to improve their writing skills during their face-to-face education with the help of their teachers. Likewise, Walwoord and Anderson (2011) suggest that flipped writing lessons should be outside of the classroom, and then the classroom education should be implemented face to face. Because when students have necessary knowledge on writing skills outside of the school through flipped materials and sources, the teacher can use the classroom time to correct and to motivate students, help them combine and analyze their knowledge. Considering flipped listening skills, Vaughan

(2014) stated that today's students get information easily and learn fast thanks to technology. Thus, technology provides a lot of contents to the students (Strayer, 2012). Berret (2012) explained that students have extra time to do their tasks out of the classroom and to flip their studies in the classroom. Ahmed (2016), in his research with Egyptian EFL students, stated that flipped listening classrooms have important effects on listening skills.

2.2.2. Flipped Speaking classrooms

There are some studies on flipped speaking classrooms but not on the role of flipped speaking classroom to speaking anxiety. They just focus on the academic performance of the students and motivation. Amiryousefi (2017) explains that if the students attend to role plays, dramas and participate in the activities actively, they can handle their speaking anxiety. Ushioda (2011) stated that since the students choose the materials according to their interest and feel free in flipped speaking classrooms, their anxiety towards speaking becomes low, and their motivation is high so they can participate in the activities willingly. Amiryousefi (2017) found in his study that flipped speaking classrooms increased the quality of students' speaking skills. Similarly, Li (2016) concluded that students' English oral communication skills improved thanks to flipped speaking classrooms. Abdullah et al. (2019) stated that students' speaking skills gradually increased via flipped learning, and he suggests the use of flipped approach in speaking classrooms. Yeşilçınar (2019) stated that flipped speaking classrooms increased both students' speaking success and their motivation towards oral communication. As it is clear from the current literature, to our best knowledge, the number of the studies on flipped speaking classrooms and its effects on speaking anxiety is limited, so the aim of this study is to investigate the role of flipped speaking classrooms to reduce students' speaking anxiety.

3. METHODOLOGY

3.1. Research Design

In this study, mixed type of research design was implemented. The quantitative research model was implemented before and after the flipped speaking lessons. As to the qualitative research model, the researchers used a semi-structured interview to get essential data about the effect of flipped speaking lessons on students' speaking anxiety. According to Creswell and Clark (2017), the quantitative research design is the way of gathering and analyzing the data via predetermined instruments. Qualitative research is gathering and analyzing the non-numerical data that occurs in natural settings.

3.2. Research Questions

In line with the aim of the study, the current study tries to find answers for the following questions;

- To what extent do flipped speaking classrooms help students handle their speaking anxiety?
- What are the reactions of Turkish EFL students towards flipped speaking classrooms regarding speaking anxiety?

3.3. Participants

Twenty-seven Turkish EFL students participated in the study. Twelve of them were male, and fifteen of them were female. They joined in the study willingly.

Table 1. The number of participants

Male	Female	Total
12	15	27

3.4. Data Collection Tools

The study employed both quantitative and qualitative data collection tools. The quantitative research was implemented via an English speaking anxiety scale developed by Orakcı (2018). There were 16 items in this scale, which were formed as statements with the options 'strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5)'. And the qualitative research was implemented via a semi-structured interview with five students to assess students' speaking anxiety level before and after the flipped speaking lessons.

3.5. Data analysis

Quantitative data were analyzed with SPSS. Frequency analysis of the data, descriptive statistics, reliability analysis of the data, normality analysis, and paired sample t-test were employed in this study. Cronbach's Alpha (0.906) rate shows that the reliability of the data is high. Skewness and Kurtosis revealed that the data are normally distributed so parametric test were employed.

3.6. The Treatment Process

Before the treatment process, five themes were selected and each theme was studied for two weeks. During the treatment process for each theme, the teacher prepared written materials, YouTube videos, used EBA and Morpa Campus actively. Additionally, the teacher supported the students in online lessons and explained the things that students could not understand before face-to-face speaking lessons. At the beginning of the face-to-face speaking lessons, most of the students did not want to speak a lot so the teacher let eager students participate in the activities since the teacher did not want to increase students' speaking anxiety. After two weeks, it was seen that the number of the students who participated in the speaking activities started to increase. Speaking activities included mostly role plays and group works. For example, one of the themes was about health and illnesses, and the students pretended as doctors or patients. Towards the end of the treatment process, most of the students stated that they enjoyed the speaking lessons and they felt that they improved their English speaking skills. During the treatment process, the teacher observed the students and gave them feedback face to face and via WhatsApp. Thanks to these feedbacks, the students could correct themselves and get ready for the lessons. At the end of the flipped speaking lessons, it was certain that the students tried to participate in the activities eagerly, but still there were some students who had some anxiety problems.

4. FINDINGS

According to the descriptive analysis of the data regarding students' responses to the scale before the treatment, it was found that students were experiencing speaking anxiety and felt anxious and nervous about speaking English. In addition, they were afraid of making mistakes while they were speaking English. Table 2 and Table 4 below show the percentage distribution of students' responses to the scale before and after the treatment.

Mean scores give us statistically correct results to analyze the answers of the students to the scale, so besides percentage scores of students' responses to the scale, mean scores of students' answers to the scale were analyzed before and after the treatment. The following value ranges were taken into account while interpreting the data in the study:

- 1.00-1.80 Not positive
- 1.81-2.60 Fairly positive
- 2.31-3.40 Partly positive
- 3.41-4.20 Quite positive
- 4.21-5.00 Positive

Table 2.Percentage distribution of students' responses to the scale before the treatment

	1	2	3	4	5
I like speaking English with a foreign person	7.4	18.5	33.3	25.9	14.8
I feel anxious in English lesson when I have to speak without having preparations	0	2.2	22.2	40.7	14.8
I believe in myself when I speak English in English lesson	0	3.7	48.1	29.6	18.5
I feel anxious in case other students do not understand me when I speak English	14.8	18.5	25.9	33.3	7.4
I feel nervous while I am speaking English	7.4	25.9	18.5	37.0	11.1
I cannot be confident in myself when I need to speak about any topics in English lesson	11.1	37.0	14.8	33.3	3.7
I feel anxious if other students laugh at me when I speak English	25.9	25.9	22.2	11.1	14.8
I think other students can speak English better than me	18.5	14.8	37.0	25.9	3.7
I believe in myself in speaking English in front of the other students	11.1	7.4	29.6	33.3	18.5
I feel nervous when I translate the words one by one from mother tongue to English	7.4	14.8	40.7	29.6	7.4
I feel ashamed when I answer the questions eagerly in English lesson	29.6	44.4	3.7	22.2	0
I am afraid of making mistakes in English lesson while I am speaking English	7.4	33.3	0	44.4	14.8
I feel nervous when I do not understand what the teacher says in English	11.1	11.1	33.3	33.3	11.1
I feel nervous when the teacher asks me questions	14.8	22.2	14.8	33.3	14.8
I feel myself in fear when I give a speech in English	22.2	25.9	18.5	29.6	3.7
I feel anxious in case I mispronounce the words when I speak English	11.1	14.8	22.2	37.0	14.8

According to Table 2, 40.7% of the students chose the options "strongly agree and agree" for the item "I like speaking English with a foreign person" and 25.9% of the students chose the options "strongly disagree and disagree" for the item. 55.5% of the students' answers to the item "I feel anxious in English lesson when I have to speak without having preparations" were "strongly agree and agree" and 22.2% of the students chose the options "strongly disagree and disagree" for this item. 48.1% of the students chose the options "strongly agree and agree" for the item "I believe in myself while I am speaking English in English lesson", 3.7% of the students chose the options "strongly disagree and disagree" options for this item.

40.7% of the students chose the options "strongly agree and agree" for the item "I feel anxious in case other students do not understand me when I speak English" and 33.3% of the students chose the options "strongly disagree and disagree". 48.1% of the students answer for the item "I feel nervous while I am speaking English" were "strongly agree and disagree" and 33.3% of the students chose the options "strongly disagree and disagree" for this item. 37% of the students chose the options "strongly agree and agree" for the item "I cannot be confident in myself when I need to speak about any topics in English lesson" and 48.1% of the students chose the options "strongly disagree and disagree" for this item. 51.8% of the students chose the options "strongly disagree and disagree" for the item "I feel anxious if other students laugh at me when I speak English" and 25.9% of the students chose the options "strongly agree and agree" for this item.

29.6% of the students chose the options "strongly agree and agree" for the item "I think other students can speak English better than me" and 33.3% of the students' answers for this item were "strongly disagree and disagree". 51.8% of the students' answers for the item "I believe in myself in speaking English in front of the other students" were "strongly agree and agree" and 18.5% of the students chose the options "strongly disagree and disagree" for this item. 37% of the students chose the options "strongly agree and agree" for the item "I feel nervous when I translate the words one by one from mother tongue to English" and 22.2% of the students chose the options "strongly disagree and disagree" for this item. 22.2% of the students' answers for the item "I feel ashamed when I answer the questions in English" were "strongly agree and disagree" and 74% of the students chose the options "strongly disagree and disagree" for this item. 59.2% of the students chose the options "strongly agree and agree" for the item "I am afraid of making mistakes in English lesson while I am speaking English" and 40.7% of the students' answers were "strongly disagree and disagree" for this item.

44.4% of the students chose the options "strongly agree and agree" for the item "I feel nervous when I do not understand what the teacher says in English" and 22.2% of the students' answers for this item were "strongly disagree and disagree". 48.1% of the students chose the options "strongly agree and agree" for the item "I feel nervous when the teacher asks me questions" and 37% of the students' answers were "strongly disagree and disagree" for this item. 33.3% of the students chose the options "strongly agree and agree" for the item "I feel myself in fear when I give a speech in English" and 48.1% of the students chose the options "strongly disagree and disagree" for this item. 51.8% of the students chose the options "strongly agree and agree" for the item "I feel anxious in case I mispronounce the words when I speak English" and 25.9% of the students' answers were "strongly disagree and disagree" for this item.

Based on the analysis of the data collected prior to the treatment, it is obvious that most of the students like speaking English; however, they are negatively affected by the fear of

making mistakes and feel nervous, ashamed, and insecure while speaking English. The mean scores, presented in Table 3, describe the scene better.

Table 3.Mean scores of students' responses to the scale before the treatment

Items	Mean
I like speaking English with a foreign person	3.22
I feel anxious in English lesson when I have to speak without having done preparations	3.48
I believe in myself when I speak English in English lesson	3.63
I feel anxious in case other students do not understand me when I speak English	3.00
I feel nervous while I am speaking English	3.19
I cannot be confident in myself when I need to speak about any topics in English lesson	2.81
I feel anxious if other students laugh at me when I speak English	2.63
I think other students can speak English better than me	2.81
I believe in myself in speaking English in front of the other students	3.41
I feel nervous when I translate the words one by one from mother tongue to English	3.15
I feel ashamed when I answer the questions eagerly in English lesson	2.19
I am afraid of making mistakes in English lesson while I am speaking English	3.26
I feel nervous when I do not understand what the teacher says in English	3.22
I feel nervous when the teacher asks me questions	3.11
I feel myself in fear when I give a speech in English	2.67
I feel anxious in case I mispronounce the words when I speak English	3.30

As shown in Table 3, when the mean scores of students' responses to the speaking anxiety scale before the treatment analyzed, it is clearly seen that students have partly high speaking anxiety according to the mean scores of items "1, 4, 5, 6, 7, 8, 10, 12, 13, 14, 15, 16", quite high speaking anxiety according to the mean scores of items "2, 3, 9", and fairly high speaking anxiety according to the mean score of item "11". It can be said in general sense that before the treatment process students had quite partly high speaking anxiety. Especially the mean scores of students' responses to some items "I feel nervous when the teacher asks me questions", "I am afraid of making mistakes in English lesson while I am speaking English", "I feel nervous while I am speaking English", "I feel anxious in English lesson when I have to speak without having done preparations" are analyzed, it is seen that teacher factor is one of the reasons that affect students' speaking anxiety. Another factor that affects students' speaking English anxiety is fear of making mistakes. This problem affects the students negatively, and they may not want to speak English. The reasons behind the students' speaking English anxiety may be the teacher's attitudes towards the students' mistakes, lack of self-efficacy, lack of linguistics competence, being laughed at by the other students.

After the treatment process, speaking anxiety scale was implemented to students again, and the following Table 4 and Table 5 show the results of students' answers to scale after the treatment process.

Table 4.Percentage distribution of students' answers to scale after the treatment

	1	2	3	4	5
I like speaking English with a foreign person	3.7	7.4	7.4	55.6	25.9
I feel anxious in English lesson when I have to speak without having preparations	29.6	29.6	14.8	14.8	11.1

I believe in myself when I speak English in English lesson	0	3.7	18.5	40.7	37.0
I feel anxious in case other students do not understand me when I speak English	33.3	29.6	7.4	29.6	0
I feel nervous while I am speaking English	29.6	29.6	18.5	7.4	14.8
I cannot be confident in myself when I need to speak about any topics in English lesson	44.4	25.9	14.8	14.8	0
I feel anxious if other students laugh at me when I speak English	40.7	40.7	14.8	3.7	0
I think other students can speak English better than me	22.2	37.0	11.1	22.2	7.4
I believe in myself in speaking English in front of the other students	7.4	22.2	14.8	37.0	29.6
I feel nervous when I translate the words one by one from mother tongue to English	40.7	40.7	18.5	0	0
I feel ashamed when I answer the questions eagerly in English lesson	44.4	40.7	0	14.8	0
I am afraid of making mistakes in English lesson while I am speaking English	48.1	14.8	14.8	14.8	7.4
I feel nervous when I do not understand what the teacher says in English	29.6	40.7	0	22.2	7.4
I feel nervous when the teacher asks me questions	37.0	37.0	14.8	11.1	0
I feel myself in fear when I give a speech in English	48.1	29.6	14.8	7.4	0
I feel anxious in case I mispronounce the words when I speak English	33.3	33.3	3.7	18.5	11.1

According to Table 4, 81.5% of the students chose the options “strongly agree and agree” for the item “I like speaking English with a foreign person” and 11.1% of the students’ answers were “strongly disagree and disagree” for this item. While 25.9% of the students chose the options “strongly agree and agree” for the item “I feel anxious in English lesson when I have to speak without having preparations”, 59.2% of the students’ answers were “strongly disagree and disagree” for this item. While 77.7% of the students chose the options “strongly agree and agree” for the item “I believe in myself when I speak English in English lesson”, 3.7% of the students chose the options “strongly disagree and disagree” for this item. While 29.6% of the students chose the option “agree” for the item “I feel anxious in case other students do not understand me when I speak English”, 62.9% of the students chose the options “strongly disagree and disagree” for this item. 22.2% of the students chose the options “strongly agree and agree” for the item “I feel nervous while I am speaking English”, 59.2% of the students chose the options “strongly disagree and disagree” for this item. While 14.8% of the students chose the option “agree” for the item “I cannot be confident in myself when I need to speak about any topics in English lesson”, 70.3% of the students chose the options “strongly disagree and disagree” for this item.

3.7% of the students chose the option “agree” for the item “I feel anxious if other students laugh at me when I speak English”, 81.4% of the students chose the options “strongly disagree and disagree” for this item. While 29.6% of the students chose the options “strongly agree and agree” for the item “I think other students can speak English better than me”, 59.2% of the students’ answers were “strongly disagree and disagree” for this item. While 66.6% of the students chose the options “strongly agree and agree”, for the item “I believe in myself in speaking English in front of the other students”, 29.6% of the

students' answers were "strongly disagree and disagree" for this item. While 81.4 of the students chose the options "strongly disagree and disagree" for the item "I feel nervous when I translate the words one by one from mother tongue to English", none of the students chose the options "strongly agree and agree" for this item. While 85.1% of the students chose the options "strongly disagree and disagree" for the item "I feel ashamed when I answer the questions eagerly in English lesson", 14.8% of the students chose the option "agree" for this item. While 22.2% of the students chose the options "agree and strongly agree" for the item "I am afraid of making mistakes in English lesson while I am speaking English", 62.9% of the students chose the options "strongly disagree and disagree" for this item.

While 29.6% of the students' answers were "strongly agree and agree" for the item "I feel nervous when I do not understand what the teacher says in English", 70.3% of the students chose the options "strongly disagree and disagree" for this item. While 74% of the students chose the options "strongly disagree and disagree" for the item "I feel nervous when the teacher asks me questions", 11.1% of the students chose the option "agree" for this item. While 77.7% of the students chose the options "strongly disagree and disagree" for the item "I feel myself in fear when I give a speech in English", only 7.4% of the students chose the option "agree" for this item. While 66.6% of the students chose the options "strongly disagree and disagree" for the item "I feel anxious in case I mispronounce the words when I speak English", 29.6% of the students chose the options "agree and strongly agree" for this item.

It is understood from the table that students' speaking English anxiety level decreased after flipped speaking lessons. While students' speaking English anxiety levels were high before flipped speaking lessons, it is seen that they could handle their speaking English anxiety problems.

Table 5. Mean scores of students' answers to scale after the treatment

Items	Mean
I like speaking English with a foreign person	2.07
I feel anxious in English lesson when I have to speak without having done preparations	2.48
I believe in myself when I speak English in English lesson	1.89
I feel anxious in case other students do not understand me when I speak English	2.33
I feel nervous while I am speaking English	2.48
I cannot be confident in myself when I need to speak about any topics in English lesson	2.00
I feel anxious if other students laugh at me when I speak English	1.81
I think other students can speak English better than me	2.56
I believe in myself in speaking English in front of the other students	2.11
I feel nervous when I translate the words one by one from mother tongue to English	1.78
I feel ashamed when I answer the questions eagerly in English lesson	1.85
I am afraid of making mistakes in English lesson while I am speaking English	2.19
I feel nervous when I do not understand what the teacher says in English	2.37
I feel nervous when the teacher asks me questions	2.00
I feel myself in fear when I give a speech in English	1.81
I feel anxious in case I mispronounce the words when I speak English	2.41

According to Table 5, it is seen that speaking English anxiety level of students decreased in general sense but when it is compared with the mean scores of students' answers to the scale before the treatment, it is seen that there are no significant differences in the items "3, 4, 8, 9 and 11" statistically. This may be because of the course duration, students' shyness, their past experiences in English lesson, and some students' lack of self-confidence.

Table 6. Comparison of pre-mean and post-mean scores of students' answers to scale

Pre-mean	3.0671
Post-mean	2.134

According to Table 6, students' speaking English anxiety level decreased fairly in general sense after flipped speaking lessons.

Table 7. Paired sample t-test results after the treatment

		t	df	Sig.(2-tailed)
PreTotal- PostTotal	20.71590	5.299	26	.000

According to Table 7, it is seen that there is a statistically significant difference between students' answers to scale before and after the treatment. While students had quite high speaking anxiety before the treatment process, their speaking anxiety levels decreased statistically according to paired sample t-test results after the treatment process.

Besides the quantitative research model, a semi-structured interview was implemented to students as a qualitative research model to get clear opinions about students' thoughts about speaking English after Flipped speaking lessons. 5 students were chosen randomly and interviewed by the researcher. The researcher asked 5 questions to get the students' thoughts on speaking English. The interview was recorded and translated into English and was analyzed by two different English teachers.

Table 8. Interviewees' thoughts about English speaking lesson

Do you feel anxious or nervous while you are speaking English?	I believe in myself in speaking English I like speaking English English is an important language
Are you afraid of making mistakes while speaking English?	Our teacher is helpful and supportive I am a good learner
Do you feel anxious or nervous while you are speaking English with your teacher?	Our teacher is funny Speaking English is enjoyable
Do you believe in yourself while speaking English?	I am not afraid of making mistakes in English

When the content and students' answers were analyzed, it was clear that all the students had positive perception to speaking English. Results revealed that all of the students had self-efficacy on speaking English. (Student 1 and 2) said: "I believe in myself in speaking English thanks to the activities and the videos the teacher sends us". (Student 4 and 5)

said: "I did not use to want to speak English, but now I can speak English". Two of the students think that English is important. (Student 3 and 4) said "English is spoken all over the world so I need to speak English well". All the students said that the teacher makes them enjoy and smile during the lessons so they said that they are not afraid of making mistakes while they are speaking English. (Student 1 and 5) said: "whenever I make a mistake, my teacher helps and supports me".

DISCUSSION

The analysis of the data collected through the scale and semi-structured interview shows that students' speaking anxiety level decreased in general sense but there are some situations that students still have anxiety problems. Before the treatment process, the students had high level of speaking anxiety and especially they were afraid of making mistakes because of their past experiences such as teacher's attitudes towards their mistakes and fear of being laughed at by other students. They did not want to speak English at the beginning of the flipped speaking lessons. However, as they stated in semi-structured interview teacher's friendly and supportive approach to the students while they were speaking English helped them handle their fear of making mistakes.

Another factor that affects the students positively may be the themes that were chosen for the study since the themes were welcomed by most of the students. The number of the students who participated in the speaking activities increased as of the second week of the study, and most of the students stated that they had fun during the flipped speaking lessons. But still, there were no statistically meaningful differences among some items before and after the treatment processes. These may be due to course duration, some students' high level of anxiety problems, lack of linguistics competence, not asking for clarification.

All in all, the decrease in students' speaking anxiety level can easily be seen according to the results of the quantitative and the qualitative research models. And this study reveals similar results with some other studies in the literature. For instance, Amiryousefi (2017) found in his study that flipped speaking lessons improved the quality of students' speaking skills. Another finding of this study is that since the students' anxiety level is low, their motivation to speak English has increased. Similarly, Abdullah (2019) concluded that Flipped speaking lessons increased students' speaking skills. And Yeşilçınar (2019) found the same results with this study in terms of students' speaking success and motivation.

CONCLUSIONS AND SUGGESTIONS

Speaking English is one of the problems in Turkish foreign language education system. There are a lot of factors which affect students' speaking skills, and anxiety is one of them. So this study aimed to investigate the effect of flipped speaking lessons on students' speaking anxiety. To this end, twenty-seven 5th grade students in a state school have been instructed through flipped learning model to practice speaking skill for ten weeks. The study employed a mixed-method research design in which quantitative data were collected via a speaking anxiety scale, and qualitative data were obtained through semi-structured interview. The results of t-test and semi-structured interviews revealed that the participants' speaking anxiety was reduced remarkably in general after the treatment process. However, it was also found that some problems derived from students' psychological load regarding shyness and lack of self-confidence during speaking practice still affect their oral production in the target language in a negative way.

The results show that flipped speaking lessons can have some advantages in reducing students' speaking English anxiety. Therefore, flipped speaking lessons may be employed more commonly in language learning process in Turkey. The results of this study are expected to contribute to the current literature about English speaking anxiety. It is hoped that in the light of the findings of the study, new studies can be conducted on flipped speaking lessons in different contexts.

Limitations of the Study

This study was conducted with 27 Turkish EFL students in a state school in Turkey. For better and more reliable findings, it can be conducted with a large number of students and in other types of schools.

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