Implementation of flipped instruction in language classrooms: An alternative way to develop speaking skills of pre-service English language teachers

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ABSTRACT

Flipped Instruction is overemphasized in recent years that has a significant impact in language education. In this context, the current research investigates the effects of Flipped Instruction on pre-service English language teachers' speaking skills development. The research covers sub-skills of speaking skills. In this study quantitative data were collected. The data were collected to investigate whether Flipped instruction based syllabus which was designed specifically for the research is effective to develop participants' speaking skills. The syllabus is called as OCS1FS which stands for flipped syllabus for the course. Pre-test and post- tests were administered to both experimental group and control group with the aim of collecting data. The data were analysed through SPSS. The results show that there is statistically significant difference at, 000 (Sig > 0.05) levels between groups at the end of an eight-week treatment process. It is found that experimental group students developed significantly in terms of fluency, coherence, lexical resource, grammar, pronunciation and accuracy skills.

Keywords: *Flipped Instruction; English Language Learning; Speaking Skills Development; Student Teachers.*

INTRODUCTION

Technology constantly affects our lives positively or negatively. Some basic domains such as communication, interaction and education are shaped by technology in today's world. While, technological development continuously is in progress and its impact on our lives is considerably high, educational system in Turkey is struggling to keep pace with it. Traditional teaching methods are still used to teach foreign language in Turkey. However, new education methods have been used in language classrooms all around the world. Flipped instruction draws attention of scholars, which is technology based teaching method. Wiginton (2013) mentions that flipped instruction is an educational instruction model that use technology to change the location of lecture and homework. When learners receive lectures by video content at home or anywhere they want, class time can be spend for productive activities. Besides, flipped instruction provides individualized, student-centred learning atmosphere to language learners. The aim of the flipped classroom is to move information transfer out of the classroom and make teacher and students use class times on production (Lasry, Dugdale & Charles, 2014). In flipped classrooms, teacher's role changes significantly. Instead of presenting information, teacher helps students to fill information gaps in their understanding. As Charles states that 'flipped' means homework is class work, class work is done as homework.

As language learning is a complex process which is affected by socio-cultural and psychological factors, learning a foreign language is not inevitably guaranteed and English is taught as a foreign

language in Turkey. In an ESL context language learners have access to the target language outside even with native speakers of language. However, in an EFL context language is taught inside the classroom (Tulung, 2008). As one of the basic component of a language, speaking skill development is a complex issue. Speaking is a complex skill to learn and to teach in foreign language education. Teachers and learners should realize that speaking skill teaching needs to change in various aspects. First of all, speaking skill teaching should be recognized as an indispensable skill of a language and it deserves the same emphasis with other language skills. Secondly, a language teacher should create more student-centred classrooms in which learning is more personalized and collaborative. In this respect, the use of technology in speaking classrooms provides language learners more autonomous and constructivist way of thinking in technological society (Bushweller, 2011; Davis, 2011; Keefe & Jenkins, 2002). Bergman and Sams (2012) describe that flipped instruction is alternative way to traditional lecture based instruction. The main difference between the two instruction types is that flipped instruction divides traditional lecture into two parts. The first part takes place before the lessons through pre-prepared videos of course content that are handled by students at home. The second part takes place at school with peers and teacher by doing homework, practice and filling information gaps in students' understanding (Bergman & Sams, 2012). However, in traditional lecture based classrooms, teacher presents course content through lecture format in which students are passive receivers of knowledge. Besides, students are expected to do their homework through the help of information that they received in classroom. Besides, teacher rarely has chance to help the students in traditional lecture-based classrooms. The new instruction model is called as flipped learning or inverted classroom (Gannod, 2007).

As the name suggests, flipped instruction is diverted forms of traditional lecture based classrooms and it uses technology to present course content to students in video-lecture format or online learning materials. As important scholars mention providing lecture content through pre-prepared videos can free class times that are spent mostly through lectures in traditional lecture based classrooms (Alvarez, 2011; Bergmann & Sams, 2012; Gannod, 2007). These developing technological developments make it easier to prepare video that can be used in flipped classrooms. As Alvarez (2011) and Talbert (2012) say generally teachers explain course content in videos. The same course content is provided through these videos and valuable class times can be spent through working with peers and teacher. So learners learn the content through videos by themselves and class time is used for production. Students actively participated in learning constructive processes as they become more autonomous learners.

The main feature of flipped classroom is that it provides more flexible learning environment to learners. The learning environment is not limited with stable walls of schools anymore. Thus, learners can learn the content wherever they want. Besides, learners have the chance to learn content if they miss the class with some reasons (Bergman & Sams, 2012). Another important feature of flipped classroom is that learners are active in the learning process. As active learning is considered under constructivism and socio-constructivism, learners are active constructors in flipped classrooms. Besides, the learning process takes place in collaboration with other peers with the help from their teachers (Marlowe & Page, 2005). In this context, teaching speaking skill in flipped classroom is a new and innovative way. As it is a well-known fact that speaking skill is generally ignored and neglected in foreign language classrooms. Teaching speaking is challenging even for language teachers, which requires more practice to improve. Turkey as an EFL context, English language learners have less chance to practice their speaking skills in natural communication settings. All these reasons and the effective features of flipped instruction lead the researcher to carry out the current research that shed light to the teaching speaking skills.

This research aims to find out the effects of flipped instruction on pre-service English language teachers' speaking skills development. Besides, the current study aims to develop pre-service English language teachers' speaking skills especially their fluency, accuracy, grammar range,

pronunciation and lexical resource in L2 with the help of a syllabus which has been prepared appropriately for flipped instruction, Oral Communication Skills I course. The main focus of the present study is to find an alternative way to develop speaking skill which is generally neglected in foreign language classrooms despite the fact that it is crucial in language pedagogy. As Yaman (2014) mentions speaking skills development is considerably difficult to develop in EFL contexts. Most common problems are teachers' transmission-based instruction culture, lack of motivation, students' tendency to speak L1 in the classrooms and teachers' own speaking deficiency (Nunan cited in Lazaraton, 2001, Ozsevik, 2010, Kırkgöz, 2008). Therefore, the current study aims to present an effective way to run speaking lessons through introducing flipped instruction based on a speaking skills development course.

Fewer empirical studies have been carried out to investigate the effectiveness of flipped instruction in foreign language learning especially in speaking skills. Reviews of available research show that empirical studies have been missing to investigate flipped instruction's effects on language learners' speaking skills. Besides, the current study aims to combine communicative language teaching and task-based language instruction with flipped instruction. The impact of active learning and collaborative dialogue are also investigated through the research as well. Moreover, the review of researches reveal that there is no existing research that investigates the impact of flipped instruction on students' speaking skills development especially their fluency, accuracy, coherence, grammar, pronunciation and lexical knowledge. Besides, the effect of flipped instruction on English language teacher candidates has not been investigated in terms of their speaking skills development. In this context, the current research is deemed significant to reveal the impact of flipped instruction on speaking skills development and language learners' attitudes towards this innovative way of instruction. Turkey's situation is considered as an EFL context, flipped instruction may provide more opportunity to develop language learners' speaking skills.

Current research is guided by three research questions. These questions are as follows;
1) Is there any statistically significant difference in the pre-test scores of the students in the experimental and control groups before the treatment process of the Flipped Instruction based Oral Communication Skills I course?
2) Is there any statistically significant difference in the post-test scores of the students in the experimental and control groups after the treatment process of the Flipped Instruction based Oral Communication Skills I course?
3) Are there statistically significant differences in post-test scores of the students in the experimental and control groups with regard to the dimensions of speaking skills as:
    a) fluency and coherence
    b) lexical resource
    c) grammatical range and accuracy; and
    d) pronunciation?

REVIEW OF LITERATURE

Growing technological developments make computers inevitable parts of our lives. According to Bax (2003) the case is the same with language education. The rapid development in technology especially in computer network technology provides unlimited opportunities for both students and teachers to communicate with each other (Guangying, 2014). It is possible to see the effective use of technology in education through Blended Learning. There are various descriptions of blended learning in related Literature. According to Osguthorpe and Graham (2003) it combines both face to face learning and online learning. Kurtus (2004) states that blended learning combines traditional teaching and e-learning. Flipped classroom is a part of blended learning in which students have control over 'time, place, path and/or pace' during their learning (Staker & Horn, 2012). Besides, they are active participants of the process (Hamdan, Mcknight, Mcknight, &

Arfstrom, 2013). However, flipped learning is different from Distance Learning or E-learning. While students learn contents completely online in Distance Learning and E-learning, students deliver the learning materials or video lectures through online delivery and they spend classroom hours to feedback and collaborative learning with teacher and peers in flipped learning. Flipping the classroom reinforces the idea that learning is not restricted with 'brick-and-mortar location' establishments (Staker & Horn, 2012). Clear definition is made by Lage, Platt, and Treglia (2000, p.32) "Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa". As Flipped instruction is a recent teaching-learning approach, both qualitative and quantitative research is limited in related literature.

When related literature is examined it can be seen that flipped instruction is in used various fields such as mathematics, engineering, statistics and language pedagogy. However, research is quite limited for each field. Firstly, Bishop (2013) carried out a controlled study of a sophomore-level numerical methods course using video lectures and model-eliciting activities (MEAs) in a true experimental model research. The results show that there was no difference between sections on conceptual understanding and average exam scores. However, homework scores were significant. (Tétreault 2006) examines three case studies. The case studies investigate students' engagement, differentiated instructions and community belonging issues in flipped classroom. The researcher states that Flipped Classroom Model has been implemented in secondary or post-secondary education. However, implementation in primary education has not been investigated or presented (Tétreault, 2006). Strayer (2007) carried out a research which was about implementation of flipped classroom in Mathematics education. Strayer (2007) used a mixed method in his research through experimental model. The results show that students in flipped classroom are less satisfied with the classroom structure but they became more open to cooperative learning and innovative teaching methods. The researcher aimed to find out effectiveness of flipped instruction on stability and connectedness of classroom learning communities. Similar to Strayer's research, Overmyer (2014) has carried out an investigation on students' achievement in Algebra course which has been taught in flipped classroom. He used a classroom for the research and utilized flipped instruction for five weeks course content. Then researcher used traditional lecture-based instruction for rest of the course. At the end of the term, the researcher examined students' development through final exam. In Overmyer's quasi-experimental quantitative research, the results show that there is no significant difference. However, a slight difference exists in participants' development. Another research has been fulfilled by Jhonson (2013) who focused on students' perceptions of flipped classroom. The study covers three classrooms of math students in high school which utilizes flipped instruction in math lesson.

The research uses both qualitative and quantitative data to get deeper understanding of students' perceptions. The researcher concludes three major results at the end of the study. The first result is that students do less homework in flipped classroom, students enjoyed the learning environment and they benefitted from the video lessons. A similar research to Jhonson's study has been carried out by Snowden in 2012. Snowden investigates teachers' perceptions of flipped classroom. Snowden interviewed eight core teachers who use flipped classroom in their courses and the results show that teachers have positive perceptions towards the instruction. Engin (2014) carried out a research in which the researcher combined flipped instruction with second language writing skills. The researcher expected students to create their own videos on how to learn second language writing skills. The aim of the research was to make students active participants of learning process. The study shows that student-created videos promoted learning and accuracy in English.

Ekmekçi (2014) investigated the effects of Flipped Classroom on EFL students' writing skills development. The researcher carried out his study during one semester with two ELT Preparatory

Classes at School of Foreign Languages. The results of the study show that Flipped Writing Class Model is more effective than traditional lecture-based writing.

METHODOLOGY

Design

This study utilizes a quasi-experimental design with two classrooms treated as one which was the experimental group and the other was the control group of the study. Quantitative methods are used to collect the data. For quantitative model, pre-test is administered to both experimental and control group by two evaluators at the beginning of the 2014 - 2015 fall term.

Participants

The participants were Pre-service English Language Teaching Department students who were first graders of ELT department at Gazi University. The participants included two classes that are selected and one was treated as experimental group, the other was treated as control group. The experimental group consisted of 23 students, 20 are female and 3 are male students. The control group consisted of 25 students who were 18 female and 7 male students. It was supposed that both experimental group and control group students had similar educational background.

Procedure

The evaluators voice-recorded both groups of students' speaking process during the pre-test administration phase. The mean scores were calculated for four dimensions in the speaking assessment rubric which was provided in Appendices and for the total score. Then, treatment process was administered to experimental group for eight weeks. In the treatment process, experimental group students learned materials through Edmodo which is an online learning teaching platform for both teachers and students. In the treatment process, flipped instruction and flipped-instruction based syllabus (OCS1FS) was used for the preparation of Oral Communication Skills I course by the researchers. Each week, learning materials were uploaded to the website before the classroom practices. While experimental group participated in the course through flipped instruction, control group had the course in traditional classroom model. After the treatment process was completed, the same test was administered as post-test to both experimental and control groups by the same evaluators. The mean scores were calculated for post-test scores to ensure interrater reliability. It is known that interrater reliability is the degree of agreement among evaluators. Before the treatment process started, both experimental and control groups participated in a pre-test administration. The pre-test was administered by two evaluators where each student had 15 minutes to perform pre-test. The evaluators provided a range of speaking topics that student's selection depended on chance. In pre-test, TOEFL exam's speaking topics were adopted and used as speaking topics. The evaluators used IELTS exam's speaking assessment rubric to evaluate participant's speaking performance. After the treatment process was completed, the average scores of two evaluators were calculated and mean scores for overall speaking performance; scores for sub-dimensions were also calculated. The treatment process was started after pre-test administration process ended. After treatment process had ended, post-test administration took place for both groups. The same procedure with pre-test administration was followed.

FINDINGS AND DISCUSSION

Findings of the Pre-test Scores between Experimental and Control Group's Students

Research Question 1: Is there any statistically significant difference in the pre-test scores of the students in the experimental and control groups before the treatment process of the Flipped Instruction based Oral Communication Skills I course?

Before the Flipped instruction based Oral Communication Skills I course treatment process, experimental and control group students' proficiency levels in speaking skills in four dimensions which are fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation are analysed to investigate whether there is a significant difference between the groups. The pre- test was administered to both control and experimental groups before the treatment process by two evaluators. The scores were analysed through Mann Whitney U test which is a non-parametric test for impaired groups. Dimensions are named as follows through the rest of the research;

1) fluency and coherence = dimension 1
2) lexical resource = dimension 2
3) grammatical range and accuracy = dimension 3
4) pronunciation = dimension 4

Table 1: *Comparison of the Experimental and Control Groups' Pre-Test Results*

	Dim. 1	Dim. 2	Dim. 3	Dim. 4	Total
Mann-Whitney U	219,500	220,000	247,000	198,000	182,000
Wilcoxon W	544,500	545,000	572,000	523,000	507,000
Z	-1,427	-1,551	-,853	-1,880	-2,181
Asymp. Sig. (2-tailed)	,154	,155	,393	,060	,029

The results show that experimental and control groups have no statistically significant results in terms of a) fluency and coherence, b) lexical resource c) grammatical range and accuracy, and d) pronunciation dimensions (Sig > 0.05). Pre-test results were set as covariant variable for post-test analysis and nonparametric tests were used through the rest of the research.

Table 2: *Ranks between Experimental and Control Groups*

	Group	N	Mean Rank	Sum of Ranks
Dimension 1	Exp. Group	23	27.46	631.50
	Cont. Group	25	21.78	544.50
	Total	48		
Dimension 2	Exp. Group	23	28,74	632,00
	Cont. Group	25	22,68	545,00
	Total	48		
Dimension 3	Exp. Group	23	26,26	604,00
	Cont. Group	25	22,88	572,00
	Total	48		
Dimension 4	Exp. Group	23	28,39	653,00
	Cont. Group	25	20,92	523,00
	Total	48		
Dimension 5	Exp. Group	23	29,09	669,00
	Cont. Group	25	20,28	507,00
	Total	48		

Findings about Post-Test Scores of the Experimental and Control Groups' Students

Research question 2: Is there any statistically significant difference in the post-test scores of the students in the experimental and control groups after the treatment process of the Flipped Instruction based Oral Communication Skills I course?

After the treatment process was completed after eight weeks, the same test was administered to both experimental and control groups as post-test by same evaluators. Covariant analysis was administered to analyse the post test results of both groups. The groups' pre-test scores were set as covariant variables in analysis.

Table 3: *Comparison of the Experimental and Control Groups' Post-Test Results*

Group	N	Mean	SD	Df	Sig
Exp. Group	23	84.41	8.34		
Cont. Group	25	61.60	13.0	47	.000

In the foregoing table, the level of significance level is .000 (p< 0.05) there was a statistically significant result between the post-test scores of both groups. The results verify that flipped instruction based syllabus for developing speaking skills are remarkably effective to develop speaking skills especially for four domains which are fluency and coherence, lexical resource, grammatical range and accuracy, pronunciation.

Findings about Post-Test Scores between Groups in terms of Four Dimensions

Research Question 3: Are there statistically significant differences in post-test scores of the students in the experimental and control groups with regard to such dimensions of speaking skill as;

a) fluency and coherence
b) lexical resource
c) grammatical range and accuracy; and
d) pronunciation

Data were collected to find answers to research question three through pre-test and post-test administration. Experimental and control groups' pre and post-test results were analysed through Mann Whitney U and Wilcoxon W tests. Findings about each dimension are provided below separately.

Findings about Post-Test Scores between Groups in terms of 'Fluency and Coherence' (Dim 1)

As the first dimension 'Fluency and Coherence' (Dim.1), experimental and control group's post-test scores were statistically analysed through related tests. The results for Dim.1 are presented below in detail;

Table 4: Comparison between post- test results in terms of 'fluency and coherence' Dim. 1.

	Dimension 1	Group	N	Mean Rank	Sum of Rank
Mann-Whitney U	49.0	Exp. Group	23	34.87	802.00
Wilcoxon W Z	374.0 -4.976	Cont. Group	25	14.96	374.00
Asymp. Sig. (2-tailed)	,000	Total	48		

Table 6 shows that there is a statistically significant difference between post-test scores for experimental and control groups for "fluency and Coherence" dimension of speaking skills. Thus, the level of significance is, 000 (p<0.05) that means flipped instruction based Oral Communication Skills I course is highly effective to develop EFL students' fluency and coherence skills in their speaking.

Findings about Post-Test Scores between Groups in terms of 'Lexical Resource' (Dim 2)

The second dimension 'lexical resource' (Dimension 2) experimental and control group's post-test scores were statistically analysed through related tests. The results for Dimension 2 are presented below in detail:

Table 5: Comparison between post- test results in terms of 'Lexical Resource' Dimension 2.

	Dimension 2	Group	N	Mean Rank	Sum of Rank
Mann-Whitney U	54,0	Exp. Group	23	34,65	797,00
Wilcoxon W Z	379,0 -4,888	Cont. Group	25	15,16	379,00
Asymp. Sig. (2-tailed)	,000	Total	48		

Table 7 shows that there is a statistically significant difference between post test results of two groups in Dim.2 which is 'lexical resource' dimension. The level of significance is .000 (p<0.05) that means flipped instruction based Oral Communication Skills I course is highly effective to develop EFL students' lexical resource and vocabulary knowledge.

Findings about Post-Test Scores between Groups in terms of 'Grammatical Range and Accuracy' (Dim 3)

The third dimension is 'grammatical range and accuracy' (Dimension 3) of which post-test results for experimental and control groups were statistically analysed through Mann Whitney U and Wilcoxon W tests. The results are presented below in detail in Table 6.

Table 6: *Comparison between post- test results in terms of 'grammatical range and accuracy'* Dimension 3.

	Dimension 3	Group	N	Mean Rank	Sum of Rank
Mann- Whitney U	82,0	Exp. Group	23	33,43	769,00
Wilcoxon W *Z*	407,0 -4,293	Cont. Group	25	16,28	407,00
Asymp. Sig. (2-tailed)	,000	Total	48		

Table 6 reveals that there is a statistically significant difference between post test results for experimental and control groups in terms of 'grammatical range and accuracy' dimension. The level of significance is .000(p<0.05) that means flipped instruction-based Oral Communication Skills I course is highly effective to develop EFL students' accuracy in speaking and grammar knowledge.

Findings about Post-Test Scores between Groups in terms of 'Pronunciation' (Dim 4)

The last dimension is 'pronunciation' (Dimension 4) of which post-test results for experimental and control groups were statistically analysed through Mann Whitney U and Wilcoxon W tests. The results are presented below in detail in Table 7.

Table 7: *Comparison between post- test results for groups in terms of 'Pronunciation' (Dimension 4)*

	Dimension 4	Group	N	Mean Rank	Sum of Rank
Mann- Whitney U	44,5	Exp. Group	23	35.07	806,50
Wilcoxon W Z	369,5 -5,071	Cont. Group	25	14.78	369,50
Asymp. Sig. (2-tailed)	,000	Total	48		

Table 9 presents that there is a statistically significant difference between post test results for experimental and control groups in terms of pronunciation dimension. The level of significance is .000 (p<0.05) that means Flipped instruction based Oral Communication Skills I course is highly effective to develop EFL students 'pronunciation in speaking.

A careful analysis of the quantitative data of the current research shows that students in experimental group experienced a higher level of speaking skills improvement. The results indicate that these students have a significant development in four dimensions which are indispensable parts of foreign language speaking skill. As the results were presented above in detail, students in experimental group have significant improvement in their fluency, accuracy, grammar range, lexical resource and pronunciation. As the results are presented in the findings, there are statistically significant difference between experimental group and control group's post-test results. While experimental group has 84, 41 mean score, control group has 61, 60 mean score in post-test results. The results indicate that the treatment process is remarkably effective to develop experimental group students' speaking skills. As the results include four dimensions, it can be interpreted that students experienced a significant improvement.

To start with, although there is not statistically significant difference between groups' pre-test results, post-test results indicate significant difference between two groups. The significant difference can be attributed to the change of instruction. Thus, both groups had the same course content, teacher and materials in Oral Communication Skills I course. However, the experimental group is taught through flipped instruction during the treatment process. As it was mentioned before in review of literature part, flipped instruction can be related theoretically with social constructivism, constructivism, student-centred learning theories and learner autonomy. All these theories share a mutual point of view that learning can be constructed by an active learner through social environment and/or a facilitator.

In flipped classrooms, students and teacher have more time to share knowledge in class times. As the course content is learned through learning management systems (LMS) or web-based tutoring systems, class times are spent for practice or homework. During class time a learning environment is created for both students and teachers in which they interact. Scaffolding is obviously a part of flipped instruction. In class times, students ask questions to teacher if they did not understand some points in video lectures or learning materials. The teacher clarifies these points in class times and scaffolds students' learning. Another important aspect of social constructivism is cooperative learning. In flipped classroom, class times include practice part in which students work in pairs or groups. It is seen that flipped classroom enhances social learning.

During the treatment process, class times were spent with productive activities. The syllabus was designed to make language learners more participative during class times. Various speaking activities were designed and integrated into syllabus in which students speak spontaneously and freely. As the results of research question two indicate, OCS1FC has significantly positive influence on experimental group students. The post-test results for research question three show that flipped instruction based Oral Communication Skills 1 course is efficient to develop students speaking skills such as fluency and coherence, grammatical range and accuracy, lexical resource and pronunciation. As it is mentioned before speaking is a productive skills and it cannot be thought as an isolated skill from other skills (Brown, 2007). Findings for Dimension 1 verify that experimental group students experienced significant development in fluency that can be interpreted as flipped classroom provides natural atmosphere for language acquisition. While experimental group has 34, 87, control group has 14, 96 in Dimension 1 which is fluency and coherence. It shows that experimental group experienced improvement in fluency and coherence. As flipped classroom provides more time for practice, experimental group students had chance to practice their speaking skills in class times. As they have chance to adjust their own learning pace (Bergman & Sams, 2012) they can watch the videos as much as they want. Hence, they can learn better than traditional lecture. As a productive skill, speaking skills require practice for improvement. In contrast to traditional lecture based classrooms, flipped classrooms increase the time for practice in classroom. Besides, class times are spent with peers and the teacher through pair work, group work, individual learning and other activities.

Similar results with Dimension 1 can be seen for Dimension 2 in findings part that is related with lexical knowledge development. While experimental group has 34, 65, control group has 15, 16 in Dimension 2 which is lexical resource. In this experiment, learning materials are supported with reading activities which are related with students' skimming and scanning skills. Each week at least two reading passages are uploaded to Edmodo before the lesson. First passage generally presents the theme of the week. Second passage is related with theoretical information about the course. The theme based reading passage aims to develop students' understanding of the theme, their scanning skills and to create background information for classroom discussion and speaking activities. On the other hand, theoretical knowledge based passage aims to develop students' knowledge about speaking skills and communication abilities. Besides, theoretical knowledge based passage aims to develop students' skimming skills and to create background information for classroom discussions. Thus, experimental group students read at least two reading passages

before the class times. However, control group students need to cover the reading passages in class times. Participants were exposed to extensive listening and reading activities before the lesson. While the main purposes of these activities are to create background information for speaking activities in classroom, students experienced development in lexical dimension. When the findings were examined for Dimension 3 which represents grammatical range and accuracy, it is possible to see similar results with Dimension 1 and Dimension 2. While experimental group has 33, 43, control group has 16, 28 in post test results for Dimension.3. The results indicate that experimental group has improvement in their grammatical knowledge and accuracy. As, experimental group has learning materials before the class times, students have more chance to study these materials. Research question three includes pronunciation dimension as the last dimension. The findings for Dimension 4 which is pronunciation dimension present that experimental group has 35, 07, control group has 14, 78 in post test results. Besides, pronunciation is the most developed skill among other skills which are aimed to develop in the current experiment. The results show that experimental group students took advantage of videos to develop their pronunciation skills. As it was mentioned before, flipped classroom provides the chance for adjusting learning pace for students. Thus, it can be interpreted that students watched videos recurrently to learn correct pronunciation of a word. However, control group has lower score for pronunciation dimension that control group learn the same course content in traditional lecture format. The results indicate that flipped instruction is highly effective to develop pronunciation skills of language learners.

CONCLUSION

The findings of the current study demonstrate that flipped instruction and OCS1FS (Oral Communication Skills I Flipped Syllabus) are remarkably effective to develop pre-service English language teachers' speaking skills development. In addition, flipped instruction and OCS1FS (Oral Communication Skills I Flipped Syllabus) are efficient to improve language learners who participated in the current research as experimental group students' fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. Despite positive results, the study has limitations. Firstly, the current research was carried out two groups of participants. More comprehensible study can be carried out with other groups. Secondly, the study was carried out at a state university in Turkey, another study can be carried out at other universities. As last but not least limitation, treatment process continued for 8 weeks, a more comprehensible results can be found out after a longer treatment process.

Various conclusions can be drawn from the results of the study. Firstly, utilizing flipped instruction in speaking skills development courses such as Oral Communication Skills I/II, Effective Communication I/II, Speaking and Listening I/II of English Language Teaching Departments, is an effective way to develop EFL and ESL students' speaking skills proficiency. It is clear in mean scores of post-test results for both groups that; flipped instruction was more effective than traditional-lecture based instruction. It is concluded that Flipped instruction and OCS1FS have great positive influence on development of language learners' speaking skills. Another conclusion that can be elicited from the study is that OCS1FS has characteristics of constructivist perspective in which independent and collaborative learning has a significant role. As flipped instruction gives chances to students to study course contents before the lesson, each student learns course contents independently. In class times, students spend their time with peers and teachers through productive activities. The syllabus includes mostly collaborative speaking activities in which each student has the chance to speak in various situations. In this respect, present study is based on constructivism and social constructivist perspectives. As mentioned before, collaborative speaking activities consist of the main part of OCS1FS. Flipped instruction emphasizes student-centered learning and active learning. The study proves that flipped instruction is an effective way to develop speaking skills of EFL learners.

There are related researches in the literature, which investigate the effect of flipped instruction on writing skills development in language pedagogy. However, there is a lack of research about its effect on reading skills development and vocabulary teaching. These researches can be carried out with various groups. In current research, experimental group students are responsible for their learning before the class part that they are active constructors of learning process. In class times, student centered atmosphere is created to develop students' speaking skills with the help of pedagogical tasks and speaking activities. Another conclusion can be drawn that learner autonomy is fostered through flipped instruction and OCS1FS. Thus, each student adjusts his/her own learning pace before the lesson part. In addition, a flexible learning environment is provided to students that they can study wherever they want. As the last conclusion, qualitative data of the study reveal that experimental group students have positive attitudes towards flipped instruction which is quite new for them.

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