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The Effect of Flipped Classroom Model on Turkish as a Foreign Language Learners' Speaking Anxiety and Speaking Skill Achievement

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Abstract

The aim of this study is to determine the effect of speaking lessons conducted with the flipped classroom model in teaching Turkish as a foreign language on students' speaking anxiety and speaking test success. In this direction, activities for developing speaking skills in the textbooks used in teaching Turkish as a foreign language were analysed and speaking lesson materials consisting of six units were prepared by taking advantage of the opinions of instructors and experts. The six units were applied to 18 students at B1 level who learn Turkish as a foreign language in a six-week period. In the qualitative phase, three open-ended interview questions were applied at the end of the implementation process to reveal the students' perceptions of the flipped learning experiences. Speaking Anxiety Scale and Speaking Achievement Test were used in this study. Quantitative data were analysed using SPSS 2024 statistical package software and dependent t-test was used for this purpose. Qualitative analyses were conducted through Maxqda24 software. As a result of the quantitative findings obtained after the speaking lessons through the flipped classroom model, it was observed that there was a significant decrease in students' speaking anxiety and a simultaneous increase in their speaking achievement. As a result of the qualitative data analysis, it was seen that the students had positive opinions about the flipped classroom model. Speaking lessons with the flipped classroom model led the students to have more practice opportunities in the lesson and to be exposed to the target language before the lesson. Thus, it was concluded that there was an improvement in the speaking skills of B1 level students who learn Turkish as a foreign language.

Keywords: Flipped Classroom Model, Flipped Learning, Speaking Anxiety, Speaking Skills Achievement Test, Speaking Skills.



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Introduction

Speaking has many functions such as providing the flow of information from person to person and organising human relations. Speaking is also important as a skill in the society we live in and in our relations with other societies. In foreign language teaching, speaking is the ability to use the sounds and morphological features of the target language such as stress and intonation correctly, as well as the ability to transfer the correct words to the receiver in an appropriate syntactic order (Bygate, 1987, p.3). Based on this definition, Bygate (1987) likened speaking skill to driving a car. Similar to the way a car driver tries to deliver the car to the destination accurately and firmly, a speaker needs to convey his/her message accurately in order to express himself/herself and interact socially. In foreign language teaching, students need to learn certain grammar rules in order to speak in the target language. The biggest difficulty in developing speaking skills in foreign language teaching is to prepare students to use the target language (Bygate, 1987). However, this is not enough to activate students' ability to speak in the target language. Since knowing a foreign language means speaking the target language fluently and accurately (Dalton & Puffer, 2016, p.188), the ultimate goal of foreign language learners is to be able to use that language fluently and effectively (Hughes, 2011, p. 15). Learners' success in language learning is therefore related to how well they speak the target language.

The main aim of language teaching is to enable students to develop their reception and production skills in the target language. Speaking skill, which is a production process, is the skill that individuals need most in daily life. Therefore, it is the ultimate goal of language teaching for target language learners to use the language fluently and accurately. Boylu and Çangal (2015) stated that speaking skill is one of the most important skills to be developed in teaching Turkish as a foreign language. In the studies conducted in Turkey in the field of teaching Turkish as a foreign language in speaking skills (Sallabaş, 2012; Boylu & Çangal, 2015; Tuncel, 2015; Melanlıoğlu & Demir, 2013; İnce, 2021) it was concluded that anxiety is one of the most important factors preventing the development of speaking. In addition, the fact that students do not have enough time to practise the target language in the classroom can be considered as another obstacle to speaking skills. In order to improve students' speaking skills in the target language, they need to focus on the target language outside the classroom as well as being exposed to the language in the classroom.

The main goal of teaching a foreign language is to enable students to use the target language in real life without any problems. In order to achieve this goal, foreign language educators should use appropriate methods and techniques. In both a traditional classroom and a flipped classroom, learners need to be exposed to authentic use of the target language (Gass & Mackey, 2006). In traditional classrooms, class time is often teacher-centred lecturing, leaving little time for students to interactively use the target language. The inadequacy of traditional education methods to respond to the learning needs of the individual day by day has revealed the necessity of using innovative approaches and digital tools in the education and training environment. At this point, we come across the flipped classroom model. This model offers students the opportunity to access course materials anytime and anywhere. The Flipped Classroom

Model, which is technology-based and constructivist, has the potential to help develop speaking skills.

Flipped Classroom Model

The concept of flipped classroom model has been known as a model that reverses students' learning processes in education for the last twenty years. Although two chemistry teachers named Jonathan Bergmann and Aaron Sams come to mind in the popularisation of the flipped classroom model, Plato's theory is the basis of the flipped classroom model. Plato's theory of 'intellectual autonomy' is the philosophical building block for students to acquire knowledge before coming to class to discuss a topic (May, 1994). Plato's concept of intellectual autonomy argues that the individual's attainment of true knowledge is only possible through the individual's endeavour.

The idea of 'flipping the classroom', which is the starting point of the flipped classroom model, was first put forward by J.W. Baker (2000). Baker (2000), in his presentation 'The Classroom Flip: using Web Course Management Tool to Become the Guide by the Side', emphasised the need to change the role of the teacher in the traditional classroom model. Then, in the 2000s, Jonathan Bergmann and Aaron Sams, who worked as chemistry teachers in a high school in Colorado, USA, took the first step in popularising a new approach by making videos for the lessons missed by students who could not attend classes. When the number of classes that students could not come to this school, which is a sports high school, to participate in sports training increased, these videos, which were prepared to prevent them from falling behind their classmates, attracted the attention of all students over time. After a certain period of time, the interest of all students in the lessons, which were made accessible to all students via the Youtube platform, enabled other teachers to prepare videos in their own branches and deliver them to the students before the lesson.

Under the leadership of Jonathan Bergmann and Aaron Sams, a group of educators experienced in flipped learning, including other educators, established a web page called Flipped Learning Network (FLN). The main objective of this web page is to guide and assist those who are curious about the flipped classroom model. In order to eliminate misunderstandings about the flipped learning model and to provide a more comprehensive presentation of the model, the educators at FLN have provided a formal definition of the 'Flipped Learning' model. The definition of flipped learning in FLN (2014) is as follows: 'Flipped learning is a pedagogical approach in which direct instruction is moved from the group learning space to the individual learning space and the resulting group space is transformed into a dynamic, interactive learning environment in which the educator guides students to apply concepts and engage creatively with the subject matter.'

Flipped classroom is a model in which in-class and out-of-class activities are replaced. In the traditional classroom model, knowledge transfer takes place in a teacher-centred environment in the classroom, while in the flipped classroom model, the knowledge acquisition process is done outside the classroom, usually through offline videos. Bishop and Verleger (2013) stated that the flipped classroom model provides a student-centred approach and more efficient classroom time. Flipped learning is a more

comprehensive version of the flipped classroom model. The flipped classroom model is a model based on a pedagogical philosophy that enables students to actively participate in learning processes. The flipped classroom model focuses on recycling classroom time and moving the lecture outside the classroom. In the flipped classroom model, students do not spend the whole class period looking at computer and smartphone screens. Bergmann, Overmyer, and Wilie (2012) stated that the flipped classroom model is not an online course limited to online videos. Although it is considered as an approach in which students work alone, it is a model in which students take responsibility for their own learning.

Nederveld & Berge (2014, p. 163) argue that the concept of flipped classroom teaching is not only watching lectures with videos outside the classroom and doing homework in the classroom, but also a student-centred approach that enables more efficient and active use of class hours by the educator and maximises learning and retention. The flipped classroom model is a process in which the teacher is not a 'sage on the stage', but a 'guide on the side'; it is a blend of direct instruction and constructivist approach. When teaching language in flipped classrooms, teachers use the time in the classroom not for lecturing but for practising activities that develop the four basic language skills. In flipped classrooms, both listening and speaking skills are practised through activities that allow students to cooperate with each other.

Speaking Anxiety

This feeling of anxiety that arises in various situations and at various times is called 'anxiety'. Anxiety is an organic reaction that arises in situations of uncertain danger and threat to the integrity of the organism (Spielberger, 1983). Speaking in foreign language classes can be hindered for various reasons. One of these reasons is high anxiety level. High anxiety levels cause students to show low levels in the classroom (Horwitz, 2009). Many students feel anxious while speaking. MacIntyre and Gardner (1995) stated that speaking activities increase the level of anxiety. Students do not have enough time to carry out the speaking process, especially when they need to answer the question asked by the teacher in the classroom environment. On the other hand, Horwitz, Horwitz and Cope (1986) emphasised that in foreign language classes, if students do not have the chance to practice speaking adequately, they have difficulty in expressing themselves in the target language and fail in speaking. MacIntyre and Gardner (1994) stated that increasing language use in the classroom will reduce students' anxiety. At this point, it is of great importance for language teachers to create a learning environment where the stress level is less with methods that can help reduce anxiety in the classroom environment.

Using the Flipped Classroom Model in Foreign Language Teaching

The use of the flipped classroom model in foreign language teaching gained popularity in the 2010s when the use of digital technology increased. Basal (2015) presented information on how the flipped classroom model is applied in foreign language teaching in a study and stated that this method has positive results such as increasing motivation in language learning and ensuring students' active participation in the lesson. Especially in language teaching, students need more practice in the target language. Considering this need, we can say that the flipped classroom model creates

an effective learning environment by exposing students to the target language both inside and outside the classroom. In flipped classrooms, both listening and speaking skills are practised through activities that allow students to cooperate with each other in the lesson. Chuang et al. (2016) stated that the flipped classroom improves students' language skills through meaningful collaborative interactions. The collaborative learning environment helps students to use the target language as social actors in different contexts. In addition, students actively use the language through activities such as group work, discussion, role-playing in the classroom (Brown, 2001). Thus, students become active participants rather than passive listeners while developing their language skills.

The number of studies on the use of the flipped classroom model in teaching Turkish as a foreign language (Çetin, 2017; Khalmatova, 2017; Halitođlu, 2019; Harmankaya, 2023; Türkben & Yiđit, 2023;) is increasing day by day. However, there is no comprehensive content prepared on the teaching of speaking skills of Turkish as a foreign language learners using the flipped classroom model. In order to fill this gap in the literature, unlike the existing literature, in this study, a unique speaking teaching model was used with technologically equipped activities that enable students learning Turkish as a foreign language to have opportunities to speak Turkish both inside and outside the classroom. The aim of this study is to reduce students' speaking anxiety and increase their speaking skill achievement through speaking lessons conducted through the flipped classroom model. Therefore, answers to the following questions were sought.

- What is the effect of teaching speaking skills through the flipped classroom model on speaking anxiety of learners of Turkish as a foreign language?
- What is the effect of teaching speaking skills through the flipped classroom model on the speaking achievement test of students learning Turkish as a foreign language?
- What are the opinions of the students who learn Turkish as a foreign language about the speaking skill teaching through the flipped classroom model?

Method

Research Model

This study was designed according to action research, one of the qualitative research designs. Elliot (1991, p.69) defines action research as a social case study that arises from a felt need for change and is conducted to improve the quality of action in the social environment. Although action research is a qualitative research design, quantitative research methods are also used in the data collection phase. In these studies, which do not aim to prove anything, quantitative research methods are used to obtain numerical data, but these numerical data are limited to the findings of the research and therefore cannot be generalised. The action research design was preferred in this study because it offers the researcher the opportunity to find solutions by describing the problems encountered within the framework of using the flipped learning model in the development of speaking skills of Turkish as a foreign language learners without the aim of generalisation.

Study Group

In action research, the selection of participants should be done consciously. In the selection of the participants of this study, purposeful sampling, one of the sampling methods in qualitative research methods, was used. Purposive sampling allows in-depth study of situations with rich information (Yıldırım & Şimşek, 2018, p.118). This classroom was selected as the sample group because it was a classroom in which the researcher was also an educator, the students in the classroom had access to technology, and they had the criteria of attendance. Eighteen foreign students (11 female and 7 male) at B1 level who learn Turkish at Istanbul University participated in the study.

Data Analysis and Data Tools

In order to find answers to the research questions, speaking anxiety scale and speaking skill achievement test scale were used as pre-test and post-test in the study. Within the scope of this study, the foreign language classroom anxiety scale developed by Horwitz et al. (1986) was used to measure students' anxiety in the language learning process. This 33-item, 5-point Likert-type scale developed to measure general language anxiety in the classroom during the lesson process has been used in many studies (Dalkılıç, 2001; Çağatay, 2015; Öztürk, 2018; Dariyemez, 2020). The alpha coefficient of 0.93 shows the reliability of the scale. Since the study focused on measuring speaking anxiety in second language teaching, 18 items of the foreign language classroom anxiety scale developed by Horwitz et al. As a result of the literature review on this subject, there are some studies on speaking anxiety in Turkey (Öztürk, 2018; Dariyemez, 2020). In this study, the Turkish translation of the foreign language speaking anxiety scale developed by Horwitz et al.

In the study, an achievement test prepared by Istanbul University Language Centre was used to measure the speaking skills of foreign students learning Turkish as a foreign language at B1 level. The selected achievement test consists of two stages. In the first stage, the student selects one question from the three questions and makes a monologue type speech of at least two minutes. In the second part, students are given roles for the realisation of the mutual speaking process and are asked to choose the appropriate one from these roles. In action research, data analysis is planned as a cycle consisting of the organisation, interpretation and description of the data, showing continuity and taking place simultaneously with the data collection process. The 'Speaking skill achievement test' and 'Speaking anxiety scale' used in the research were analysed through SPSS 2024 package programme. In this study, after it was determined that the data were normally distributed, 't-Test for paired samples' was used to test the significance of the difference between two samples. Büyüköztürk (2020, p.44) emphasised that the effect size should be considered for comparing the data obtained from the t-test result and interpreting the results.

Qualitative data analysis is defined as the systematic description and interpretation of the data obtained as a result of the research. Qualitative research can be conducted with many different methods. Yıldırım and Şimşek (2018, p.237) stated that the data obtained from the research can be examined in three stages: description, analysis and interpretation. Yıldırım and Şimşek (2018, p.239) mentioned two different processes as

descriptive analysis and content analysis in the analysis phase of qualitative data. In this study, the data obtained from the application processes for developing speaking skills with the flipped classroom model were analysed through descriptive analysis. The data obtained from the interview conducted after the implementation process were analysed through MAXQDA 2024 software.

Findings

Speaking skill materials prepared with the flipped-face model were conducted with 18 international students for six weeks. At the beginning of the six-week implementation, speaking anxiety test and speaking skill achievement test were administered. Then, the same tests were administered again at the end of the lessons prepared in the flipped model. In this section, the quantitative findings are presented. Shapiro-Wilk test was used to determine whether the data were normally distributed. The pre-test and post-test scores were normally distributed and the difference was found to be significant (confidence level was set to 0.05). The findings obtained as a result of the examination are shown in Table 1.

Table 1. Normality test of speaking anxiety scale pre-test and post test scores

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Speaking Anxiety Scale Pre-Test	.152	18	.200*	.957	18	.550
Speaking Anxiety Scale Post-Test	.140	18	.200*	.971	18	.810

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normal distribution tests of pre-test and post-test averages both from Kolmogorov-Smirnov and the significance level results obtained Shapiro-Wilk tests were higher than $p=0.05$ confidence level ($p>0.05$). When the sample size is less than 50 in researches, the Shapiro-Wilk test is used (Büyüköztürk, 2020, p.42). From the data obtained, we see that the dependent groups t test is a test that can be used in this research. The data of the speaking anxiety scale administered before and after the speaking lessons applied through the flipped classroom model are shown in Table 2. The pre-test and post-test scores of the students from the speaking anxiety scale are as follows:

Table 2. Speaking anxiety scale pre-test and post-test results

	Mean	N	Std. Deviation	Std. Error Mean
SAS Pre-test	51.6111	18	12.12260	2.85733
SAS Post-test	36.0556	18	7.80251	1.83907

When the statistical data in Table 2 are analysed, it is seen that there is a significant difference between the pre-test and post-test scores. While the average of the students was 51,6111 in the pre-test application, this average decreased to 36,0556 in the post-test. This decrease confirms the conclusion that students' speaking anxiety decreased.

Table 3. Pre-test and post-test dependent sample t test of speaking anxiety scale

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
SAS Pre-test	15.55556	12.39175	2.92076	9.39328	21.71783	5.326	17	.000
SAS Post-test								

When the findings obtained from the pre-test and post-test dependent tests are analysed. The difference between the mean scores of the speaking anxiety scale in Table 3 was found statistically significant. ($p < 0,05$).

The Shapiro-Wilk test was used to determine whether the data of the speaking skill achievement test, another quantitative scale, were normally distributed. The findings obtained as a result of the examination are shown in Table 4.

Table 4. Normality test of pre-test and post-test scores of speaking skill achievement test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SSAT Pre-Test	.149	18	.200*	.959	18	.579
SSAT Post-Test	.230	18	.013	.857	18	.011

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The significance level results obtained from Kolmogorov-Smirnov and Shapiro-Wilk tests for the normal distribution of the pretest mean of the speaking skills achievement exam are higher than $p = 0.05$ confidence level ($p > 0.05$). However, it was observed that the post-test averages of the speaking skills achievement exam did not show a normal distribution in the Shapiro-Wilk test ($p < 0.05$). Shapiro-Wilk test is used when the sample size is less than 50 (Büyüköztürk, 2020, p.42). For this, skewness and kurtosis values were analyzed. The normality of the distribution can be decided as a result of calculating these results in terms of z score by taking into account the skewness and kurtosis values (Taşpınar, 2017). The skewness value of the speaking skill achievement posttest was found to be -0.072 and the kurtosis value was found to be -0.071. Both skewness and kurtosis values are between -1 and +1. The fact that these values are between -1 and +1 indicates that the test meets the normality assumption (Büyüköztürk, 2013). Therefore, it was determined that the post-test of speaking achievement met the assumption of normal distribution.

As a result of the data obtained, it was decided to use the dependent groups t test in this study. A speaking achievement test was administered to the students before and after the speaking lessons implemented with the flipped classroom model. The pre-test and post-test scores of the students from the speaking skills achievement test are as follows:

Table 5. Speaking skill achievement pre-test and post-test results

		Mean	N	Std. Deviation	Std. Error Mean
SSAT	Pre Test	17.8889	18	2.32351	.54766
SSAT	Post Test	22.8889	18	2.11128	.49763

When the statistical data in Table 5 are analysed, it is seen that there is a significant difference between the pretest and posttest scores of the speaking skill achievement test. While the average of the students was 17.8889 in the pre-test application, this average increased to 22.8889 in the post-test. This result shows that the students' scores increased in the speaking skill achievement test.

Table 6. Pre-test and post-test dependent sample t test of speaking skill achievement test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		
				Lower	Upper	
Pre SSAT Test	-					-
SSAT Post Test	5.00000	1.08465	.25565	-5.53938	-4.46062	19.55817.000

When the findings obtained from the pre-test and post-test were analysed by dependent sample t-test mean scores of the students were found to be statistically significant ($p < 0,05$). From these results, it was concluded that the success scores of the students increased with the help of the speaking lessons carried out with the flipped classroom model.

In order to accurately reflect the objectivity, validity and reliability of the research process, the findings of the data obtained from the students' views on the application were analysed with Maxqda24 software. The hierarchical code-subcode model related to the theme 'Findings Obtained from Students' Opinions on the Application of the Flipped Classroom Model' and the frequencies related to the codes are presented in Figure 1.



Figure 1. Hierarchical code sub-code model for the theme named 'Findings Obtained from Students' Opinions on the Reversed Classroom Model Application'.

It was found that the positive opinions of the students towards the flipped classroom model were mostly related to the out-of-class process (66). Three codes were determined for the views on the out-of-class process: preparation before the class (28), watching video and audio recording before the lesson (26) and the ease of using the application anywhere (6).

Preparation before coming to the lesson was evaluated positively by 12 students (S4, S5, S6, S7, S10, S11, S12, S13, S14, S15, S17, S18). A few of the sentences obtained from the interviews of these students are as follows:

S17: *'It was very good to prepare before the lesson in speaking activities.'*

S6: *'I have enough time to think about vocabulary and grammar before speaking.'*

S13: *'Practising before the lesson was very useful.'*

S6: *'I learn before the lesson and I am more comfortable in the lesson.'*

S10: *'Coming to class prepared makes me feel very good.'*

S13: *'In this system, we always talked outside the class.'*

S5: *'Using this system in the dormitory helped me practise speaking more.'*

Watching videos and making audio recordings before the lesson also led to the emergence of positive opinions about the application. The opinions related to this code are as follows:

S4: *'Watching Youtube videos before the lesson made me feel good.'*

S18: *'I practise by watching videos before the lesson.'*

Within the scope of the research, some students (S3, S6, S10, S12, 14) expressed the positive aspects of being able to use the application everywhere as follows:

S3: *'I can use this application in my room on the bed. It is very comfortable.'*

S10: *'I can access the materials whenever I want outside.'*

S14: *'Because I can use this inverted model anytime and anywhere.'*

Three codes were determined for the opinions on the content of the application (49). These three codes were coded as learning new informations (24), easy to use advantages (9) learning about different cultures (8). Some students (S14, S12, S11, S1, S2, S7, S2, S6, S12) stated that the application provided them with new information as follows:

S14: *'Because I learnt new information about education systems before the lesson.'*

S12: *'This week I learnt new words about diseases before coming to class.'*

S11: *'I learnt new topics while doing research before the lesson.'*

S2: *'I learnt useful things while searching information on the internet.'*

S6: *'I did interesting research and learnt new information.'*

S10, S8, S9, S2, S5 and S6 stated that it was easy to use the application as follows:

S5: *'This application is easy and fun.'*

S6: *'It is very useful.'*

S9: *'I can use it easily.'*

S2: *'I can understand everything easily.'*

S8: *'Everything was quite easy.'*

Students (S13, S6, S2, S11, S15, S3, S9) stated that they acquired information about different cultures through the flipped classroom model as follows:

S3: *'I watched videos about Turkish culture.'*

S6: *'I learnt a lot about Turkish culture.'*

S9: *'I learnt which body language different countries use.'*

S11: *'Because I learnt new information about different cultures.'*

S14: *'I learnt about shopping culture.'*

Within the scope of the research, opinions on the in-class process related to the implementation of the flipped classroom model were found. As a result of the findings obtained as a result of the analyses, two codes were determined as more practice in the classroom and encountering activities related to real life. The sentences related to these codes were expressed by the students as follows:

S14: *'Practices in the classroom were very useful.'*

S5: *'It is very fun to talk and act as a group in the class.'*

S17: *'It is very nice to have time to make a speech in the class.'*

S10: *'It is very useful to talk in class.'*

S12: *'I liked doing dialogue in class.'*

S16: *'It is good to practise with grammar rules in class.'*

Discussion and Conclusion

Studies in the literature (Boylu & Çangal, 2015; Hasırcı, 2019; İnce 2021; Göçer & Kurt, 2022; Şahin Toptaş, 2023; Yaman & Arslan, 2023) stated that foreign students who learn Turkish as a foreign language experience speaking problems in the target language and sought ways to overcome these problems. There are multiple factors that make the process of developing speaking skills difficult. Speaking anxiety is one of the obstacles to speaking in the target language. As a result of this study, it was found that students' speaking anxiety levels in the target language decreased after the implementation of speaking lessons with the flipped classroom model. The practices carried out in the study process enabled the students to overcome their speaking anxiety and to reduce their psychological barriers such as fear and panic. In similar studies conducted internationally (Darıyemez, 2020), it was observed that students' speaking anxiety decreased in English language teaching speaking lessons conducted through the flipped classroom model.

The increase observed in the results of the students' speaking achievement tests is one of the results obtained after the speaking lessons conducted through the flipped classroom model. With the applications carried out within the scope of the study, students practised speaking about different topics related to real life. This enabled students both to have fun during the lesson process and to realise high-level cognitive learning steps. Basal (2015) stated that Turkish EFL learners' achievement in speaking achievement test increased thanks to the flipped classroom model method. Zainuddin and Halili (2015) stated that students received higher achievement scores in speaking achievement tests with materials prepared on the actual use of the language. As a result of the qualitative findings of the research, positive opinions of the students regarding the application of the flipped classroom model were determined.

In conclusion, the use of the flipped classroom model to improve speaking skills in teaching Turkish as a foreign language has a positive effect on students' speaking anxiety and speaking success. If educators in the field turn to different models and methods in speaking lessons, it will take the process of teaching Turkish as a foreign language one step further. In this way, students who learn Turkish as a second language will have the chance to practice their speaking more in the lessons and they will be able to take part as social actors in real life.

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