CAN SELF-MADE VIDEOS PROMOTE L2 SPEAKING SKILLS IN A MOOC-BASED FLIPPED CLASSROOM MODEL?

Dr. Muhammed Ozgur YASAR
ORCID: 0000-0002-7167-2192
Department of English Language Teaching
Eskisehir Osmangazi University
Eskisehir, TURKIYE

Dr. Enisa MEDE
ORCID: 0000-0002-6555-5248
Department of English Language Teaching
Bahcesehir University
Istanbul, TURKIYE

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ABSTRACT

This study explored the impact of self-made videos as a pre-class activity within a flipped classroom (FC) approach, using a Massive Open Online Course (MOOC) as the primary online learning content. The focus was on assessing the effect of these self-made videos on pre-service English language teachers' foreign/second language (L2) speaking performance and course achievement in a MOOC-based FC model. The study was conducted at a Turkish state university with two cohorts of English as a foreign language (EFL) freshmen enrolled in the English Language Teaching (ELT) program during the fall semester of the 2022-2023 academic year. A quasi-experimental design was employed, involving pre-tests, an intervention, and post-tests. The findings revealed a significant positive impact of self-made videos on both L2 speaking performance and course achievement in the MOOC-based FC model. These results suggest that integrating self-made videos into pre-class activities can be a valuable strategy for enhancing L2 learning outcomes of EFL learners in flipped classroom settings.

Keywords: Pre-service English language teachers, pedagogical framework, student-centred learning, active learning, EFL learners.

INTRODUCTION

The COVID-19 crisis has revealed some of the limits of the traditional classroom instruction. It has emerged that the global lockdown of education institutions has disrupted the traditional education systems around the world (Babbar & Gupta, 2022). It has also showed us that what learners need from teachers can vary in the face of changing external and internal conditions, which would require teachers to make an additional effort in terms of the flexibility to develop their professional role as facilitators of learning processes (Bozkurt et al., 2022). Therefore, teachers should be ready to adopt blended learning including self-studying, classroom-based learning and online forms of learning since blended learning approaches seem to be the future of education (Kanwar & Ogange, 2021).

The Flipped Classroom (FC) instructional approach, an extension of classroom teaching in the form of blended learning, has seen rising popularity in the aftermath of COVID-19 (Khodaei et al., 2022). Numerous studies have endorsed flipped instruction during the pandemic and beyond, highlighting its rotational model that integrates online independent study with traditional classroom teaching (Clark et al., 2022). Many educators and researchers have noted the benefits of flipped instruction during the pandemic, suggesting it could be a valuable alternative to the traditional lecture-based classroom (Zhu et al., 2022).

Similarly, Massive Open Online Courses (MOOC)s, which can be defined as "online courses designed for large number of participants, that can be accessed by anyone anywhere as long as they have an internet connection, are open to everyone without entry qualifications, and offer a full/complete course experience online for free" (Jansen & Schuwer, 2015, p.11), could provide a useful approach for blended learning. One-third of all learners who ever enrolled on a MOOC did so in 2020, which was evidence of the large enrolment growth during the pandemic (Impey & Formanek, 2021). Given the pandemic-induced surge of interest in MOOCs and building on the experience they have gained during the covid lockdowns, many universities are likely to either supplement or even completely replace classroom-based instruction with MOOCs so that they can continue offering their students online education (Peters et al., 2022).

However, given the limitations of fully online learning, which may not be effective for all learners, and the fact that not every emerging technology is equally appropriate for all target audiences (Kanwar & Daniel, 2020), many universities are expected to adopt a blended approach for post-pandemic teacher education, recognizing that the future of teaching and learning is likely to be blended (Zhu & Liu, 2020).

As a result, the MOOC-based Flipped Classroom (FC) model has emerged as a viable solution for implementing flipped instruction since it offers learners a well-organized online learning experience through MOOCs at home, while encouraging deeper exploration of the learning content through collaborative discussions in the classroom (Wang & Zhu, 2019). It is a method of pedagogical inversion of traditional education as it shifts the traditional teacher-centered approaches to an approach that accommodates for learners' needs and expectations before and after class time (Al-Rahmi et al., 2019). In a MOOC-based FC model, virtual learning materials such as video lectures, texts, quizzes can be provided by an already existing MOOC, rather than being prepared by the instructor (Bruff et al., 2013).

Despite the overall positive evaluations and impressive technological competence and network capabilities, a significant practical challenge remains that must be resolved for the effective implementation of the MOOC-based FC model. That major problem is the lack of opportunities for foreign/second language (L2) learners in an English as a Foreign Language (EFL) context to practice their L2 speaking skills in a flipped classroom, where little attention is given to its implementation in teaching L2 speaking skills (Amiryousefi, 2019), especially in countries like Turkiye, where EFL learners have little or no opportunities to practice their L2 speaking skills in essential communication settings (Kara, Ayaz, & Dundar, 2017; Ozturk & Gurbuz, 2014). This situation arises from multiple factors, including an educational system that prioritizes grammar and vocabulary over communicative competence, large class sizes that limit individual speaking opportunities, and cultural barriers that discourage active participation in speaking tasks (Ciftci & Ozcan, 2021; Kentmen et al., 2023). Moreover, Turkish learners often lack access to authentic English-speaking environments outside the classroom, making the classroom the primary venue for L2 speaking practice (Capan, 2021; Dagtan & Cabaroglu, 2021). Additionally, many teachers face challenges such as insufficient training in communicative methodologies and limited access to technological resources that could support interactive speaking activities (Capan, 2021). These barriers highlight the urgent need for innovative approaches, such as self-made videos, to provide learners with meaningful and effective L2 speaking practice.

As a consequence, further research is required to assess the effectiveness of potential prescriptive methods, tools, or techniques, such as video making, that could promote the development and enhancement of L2 speaking skills and provide training in L2 communication skills in online learning environments such as MOOCs (Akcapinar & Bayazit, 2018; Appel & Pujola, 2021; Kose et al., 2020; Kose et al., 2024; Maravelaki & Panagiotidis, 2022; Samu & Pakula, 2024).

Self-made videos offer a practical and innovative solution to the persistent challenge of fostering L2 speaking skills in MOOC-based flipped classrooms (Fan, 2022; Shih, 2010; Yesilcinar, 2019). Unlike traditional speaking tasks, which may lack the flexibility and individualized focus learners require, self-made videos allow students to actively engage in meaningful language production at their own pace (Vdovina et al., 2019; Yang & Yeh, 2021).). They also provide opportunities for reflection, revision, and iterative improvement, enabling learners to build confidence and fluency before classroom discussions (Huynh et al., 2022). This method not only supplements the MOOC content but also directly targets the gaps in speaking practice that many L2 learners face, particularly in EFL contexts where authentic communication opportunities are limited.

A large amount of research has examined the implementation of MOOCs and FCs in relation to learners' L2 speaking skills (Amiryousefi, 2019; Fan, 2022; Hashemifardnia et al., 2022; Pan et al., 2022; Phoeun & Sengsri, 2021; Sheerah & Yadav, 2022; Shih, 2010; Yesilcinar, 2019). Furthermore, some studies have investigated the effect of self-made videos on L2 speaking skills and course achievement in traditional classrooms (Indrastana & Rinda, 2021; Mazrida, 2019; Pisarenko, 2017; Vdovina et al., 2019; Yang & Yeh, 2021) and flipped classrooms (Moos & Bonde, 2016; Torio, 2019; Zhang, 2016; Zhu et al., 2022) separately. However, how self-made videos might affect learners' L2 speaking performance and course achievement in a MOOC-based FC model is unknown. Hence, a dearth of research is evident in the literature since the prior video-based studies only examined those variables distinctly in either a traditional or a flipped learning environment. By integrating self-made videos into the MOOC-based FC model, this study addresses a critical gap in existing approaches to L2 speaking development. Self-made videos stand out as an active learning tool that combines autonomy with structured feedback, allowing pre-service English language teachers (ELT) to practice and refine their L2 speaking skills effectively within a blended learning framework. This approach not only enhances learners' speaking performance but also complements the rotational model of the flipped classroom by bridging the gap between online and in-class activities.

Moreover, self-made videos are considered particularly effective in the MOOC-based FC model because they transform passive learning into an active, learner-centered process (Amiryousefi, 2019; Fan, 2022; Pan et al., 2022). Unlike other approaches such as discussion forums or synchronous video chats, self-made videos provide learners with the opportunity to independently produce and refine their spoken language (Atmojo, 2022; Nami & Asadnia, 2024). This autonomy reduces anxiety and allows for repeated attempts, enabling learners to focus on fluency and accuracy at their own pace (Mazrida, 2019). Additionally, self-made videos create a tangible output that can be reviewed and assessed by instructors and peers, facilitating constructive feedback and progress tracking (Jiang et al., 2024). In the MOOC-based FC model, where initial content is often delivered online, self-made videos bridge the gap between online content consumption and classroom interaction, ensuring that learners arrive prepared to engage in deeper, collaborative exploration of the subject matter (Phoeun & Sengsri, 2021; Shih, 2010).

This study extends the practice of self-made videos to the context of the MOOC-based FC model to promote EFL learners' L2 speaking performance and course achievement. It has the potential to furnish empirical evidence regarding the efficacy of self-made videos as a pre-class activity in a MOOC-based FC model in enhancing the L2 speaking performance and academic achievement of pre-service English language teachers, thereby providing evidence-based guidance for this promising pedagogical approach. By examining relevant factors in a MOOC-based FC model that could play a key role in the teaching and learning processes, the study could also offer practical guidelines for instructors who are interested in complementing traditional classroom teaching with MOOCs using FC model.

Therefore, the present study aimed to investigate the impact of a series of students' self-made videos as a pre-class activity with a flipped classroom approach, using a new video-based pedagogical framework. Specifically, the study examines how their self-made videos affect pre-service English language teachers' L2 speaking performance and course achievement, the content of which is delivered in a MOOC. In the light of the above-mentioned objectives, the present study aims to address the following research questions:

1. Does the implementation of self-made videos in a MOOC-based FC model affect pre-service English language teachers' L2 speaking performance?
2. Does the implementation of self-made videos in a MOOC-based FC model affect pre-service English language teachers' course achievement?

The findings of this study could have significant implications for both educational policies and classroom practices. First, integrating self-made videos into a MOOC-based FC model aligns well with global trends emphasizing blended learning as a key approach for future education. This is particularly relevant to post-pandemic educational policies that advocate for the integration of digital tools and flexible teaching methods to enhance learning outcomes (Kanwar & Ogange, 2021). Policymakers could leverage this study's insights to design teacher training programs that emphasize video-based pedagogical approaches, equipping educators with the skills necessary to implement blended learning models effectively. In classroom practice, the incorporation of self-made videos as a pre-class activity could provide teachers with an innovative strategy

to address the longstanding challenge of limited opportunities for L2 speaking practice in English EFL contexts. Second, teachers could adopt this approach to create a more learner-centered environment where students actively engage in language production and reflection before participating in classroom discussions. Moreover, the study's focus on pre-service English language teachers could encourage teacher education programs to integrate video-based methodologies as a core component of their curricula, preparing future educators to implement such strategies in diverse teaching contexts. Finally, the practical application of self-made videos could contribute to bridging the gap between technological advancements and their pedagogical implementation. By demonstrating how video creation can enhance learners' L2 speaking performance and course achievement, this study offers a replicable model for other subject areas where speaking or interactive communication skills are a priority.

LITERATURE REVIEW

Second Language (L2) Speaking Instruction

Speaking is the most important skill in both first and foreign languages (L2) in an increasingly globalized world (Salem, 2013). It offers several personal benefits, ranging from the experience of travelling abroad to the sense of achievement (Isaacs, 2016). Similarly, developing the ability to speak can enrich one's social life, leisure time, economic status, and living conditions (Fauzan, 2014). It can also broaden one's horizon and provide job opportunities, which makes it a source of motivation for most learners of foreign languages (Abugohar et al., 2019). Likewise, Leong and Ahmadi (2017) argue that the key determinant of success in foreign language learning lay in speaking it fluently, as translating a text and speaking a foreign language are not equivalent skills. Therefore, a complete mastery of a foreign language means speaking it fluently on a broad range of topics and conducting normal conversations with speakers of that language spontaneously and clearly (Dalton-Puffer, 2006).

On the other hand, L2 speaking is complex and difficult to maintain because it involves a combination of many linguistic and non-linguistic features such as social, cultural, psychological elements as well as phonetic, prosodic, and morphological features based on syntax, semantics, and the culturally differing pragmatics of discourse (Sayed, 2005). These are all decisive factors that contribute to the overall success of a verbal interaction between parties, because one can understand the real meaning of utterances only through pragmatics, which goes beyond what is said by the mere words by focusing on the functioning of speaking in context (Dincer & Yesilyurt, 2013).

Despite the high value language educators place on speaking, L2 speaking instruction has been a challenging process due to the need to address various linguistic and psychological factors, such as pronunciation, grammar, vocabulary, and learners' confidence and anxiety levels. As a result, many language learners struggle to express themselves clearly when speaking in the target language (Horwitz, 2009; Leong & Ahmadi, 2017). Therefore, L2 speaking is a skill that requires not only linguistic but also sociolinguistic competence. This leads us to another facet of speaking, which is called communicative competence.

The term 'communicative competence' was first coined by Hymes (1972) and defined as the ability to produce utterances that are linguistically correct, culturally appropriate, socially acceptable, and contextually relevant. The notion was further developed by Canale and Swain (1980), who identified its four main components as linguistic competence, sociolinguistic competence, strategic competence, and discourse competence.

Linguistic competence is about an adequate and sufficient mastery of the vocabulary and structure of the target language, while *sociolinguistic competence* refers to the ability to interact socially with those from different cultural backgrounds in the context of a diverse society (Shumin, 1997). It also refers to the ability to handle conflict situations and maintain peaceful discussions with others despite differences of opinions. *Strategic competence,* on the other hand, is identified as the ability to use all components of complex human communication such as language, gestures, facial expressions, context, behaviour, and accompanying activities to eliminate communication breakdowns arising from cultural differences or gaps in knowledge (Bailey, 2004). Lastly, *discourse competence* is about forming new words and putting them together into coherent messages in simple language (Goh & Burns, 2012). Namely, it refers to the ability to provide clear messages that can be made to work together as a coherent whole.

Hence, the variations in language views overall have revealed certain methodological differences in the field of ELT, promoting the development and implementation of new methods and modern alternative approaches to teaching and learning L2 speaking skills. Technology integration is one of the new trends in the field of ELT. It refers to the use of the technology such as language learning apps, internet-accessible devices, virtual reality, computer programs, and video conferencing to provide students with opportunities to practice speaking in authentic environments (Afify, 2020; Park & Son, 2022). Recent technological advancements and the current focus on informal language learning have also had a positive impact on the quality of teaching and learning as the mobility of international L2 learners has led to the introduction of new communication strategies, more authentic materials, and exchange of good practices and learning experiences (Kusuma, 2022). For instance, YouTube is used as a means of submitting speaking videos for assessment and classroom management purposes (Sun & Yang, 2015). Instead of emailing them directly to the teacher, students submit them on YouTube, recommending and commenting on them online. Thus, with its all features and benefits, technology-based instruction provides a learning environment that enables learners to further practice their language skills and promote the transfer of these new skills (Chun et al., 2016).

Similarly, self-made videos hold significant pedagogical potential for addressing the challenges of L2 speaking instruction in the MOOC-based FC model. By encouraging learners to create and share their own video recordings, this approach fosters active engagement, autonomy, and reflective practice, which are critical for developing communicative competence. Unlike traditional speaking exercises, self-made videos enable learners to practice language production at their own pace, allowing them to refine pronunciation, grammar, and fluency before receiving feedback (Yang & Yeh, 2021). This iterative process not only reduces language anxiety but also empowers learners to take ownership of their learning. Additionally, self-made videos provide opportunities for contextualized language use, mirroring real-world communication scenarios that are vital for building sociolinguistic competence (Vdovina et al., 2019). When integrated into the MOOC-based FC model, self-made videos bridge the gap between online and face-to-face learning by transforming passive content consumption into an active and personalized learning experience. This innovative approach complements the rotational model of the flipped classroom, ensuring that learners are better prepared to engage in collaborative, in-class discussions.

MOOCs, as an emerging technology, can offer many educational opportunities to L2 learners by providing them with some affordances to overcome the limited classroom time available for engaging as a group with the learning content and practicing L2 speaking skills (Cakmak, 2022). Some blended learning models in higher education have been developed around MOOCs, which have been used less as a replacement and more as an addition to the traditionally taught courses (Swinnerton et al., 2017). As a result, there is a growing interest for exploring how MOOCs can be used effectively to enhance flipped learning among higher education students (Wang & Zhu, 2019). In view of this, the MOOC-based FC model will be described in more detail in the next sections. The following section, however, will provide more information about MOOCs.

Massive Open Online Courses (MOOCs)

The term Massive Open Online Course (MOOC), a specific form of online education, was first introduced by Downes (2008) to describe an experimental online course called 'Connectivism and Connective Knowledge'. In accordance with Siemens' (2005) connectivism theory, MOOCs (e.g. NovoEd, Udacity, edX, Coursera, FutureLearn, etc.) provide high-quality courses from leading universities to anyone globally, without limitations of space or time. As Yasar (2020) puts it, MOOCs "make it possible for a person's message to make its way around the globe to eventually end up back to the same person after being responded and commented by innumerable participants across borders" (p. 9).

Siemens (2012) mainly differentiates between two types of MOOCs: cMOOC (connectivist MOOC) and xMOOC (extended MOOC). A cMOOC supports cooperative learning, know-how and the sharing of experience through information networks for intercultural learning (Ferdig et al., 2014). An xMOOC, on the other hand, combines audio, video lectures, interactive assignments, quizzes and texts to design learning and perform new tasks (Lugton, 2012). Whereas cMOOCs focus on strengthening mutual learning

and cooperative work to create new knowledge, xMOOCs aim to ensure the widespread exploitation and duplication of existing knowledge (Caulfield, 2013).

Thanks to their convenient course design, high education standards and accessibility to all students, an increasing number of universities have started to integrate MOOC contents into their regular curriculum (Ersoy & Dogan, 2023). Accordingly, extensive research has focused on specific aspects of MOOCs such as learners' perceptions (Ossiannilsson, Altinay, & Altinay, 2016), quality (Mahraj, 2012), instructional design (Kopp & Lackner, 2014), completion rates (Kala & Chaubey, 2023), and self-regulated learning and motivation (Luo & Wang, 2023; Onah, et al., 2024). Not much research has focused on factors that could improve L2 speaking skills in blended learning approaches like MOOCs and flipped learning though. It's surprising that this aspect, which is crucial for L2 learning, has been largely overlooked in most MOOCs.

Therefore, further research is needed to identify key factors that could enhance L2 speaking skills within blended learning approaches. In this regard, some key factors will be described in more detail in the following sections. It would be helpful, however, to provide more information about the concept of flipped learning in the following section.

Flipped Learning (FL)

In 2007, two high school chemistry teachers, Jonathan Bergmann and Aaron Sams, developed a solution to address the issue of students missing classes due to sports events. This solution, known as 'flipped learning' (FL), has since attracted the attention of a diverse range of research studies. It is remarkable to observe how this approach to education is capturing the imagination of researchers who recognize its potential to revolutionize the way we learn (Merrill, 2015).

As a modern instructional strategy, flipped learning enables teachers to develop pre-class study materials, allowing for more focused engagement in collaborative and interactive activities during face-to-face instruction (Amiryousefi, 2019). It allows students to consume learning materials before class, so that valuable classroom time can be spent on practical, hands-on activities (Yasar & Polat, 2021). In view of this, FL aligns with contemporary educational paradigms that prioritize student-centered learning and active participation (Kusuma, 2020).

FL is a type of blended learning that combines interactive methods to enhance the learning experience (Xinying, 2017). It provides students with access to e-learning materials beyond the confines of the classroom, enabling them to acquire knowledge at their own pace and with their preferred learning style, while class time is mostly used for discussions and projects (Yeo, 2018). However, in traditional classrooms, students are exclusively reliant upon classroom instruction for their learning processes (Tucker, 2012). Furthermore, the adoption of technology has ushered in a new era of learning, where students are no longer passive recipients of knowledge but active participants in their own learning journey (Bishop & Verleger, 2013). Likewise, with the evolution of the FL approach, a more collaborative and engaging learning environment has been created for students that encourages active participation and fosters critical thinking (Noroozi et al., 2020; Overmyer, 2012).

By integrating MOOCs into the learning experience, flipped learning revolutionizes the traditional classroom approach and creates a more engaging and innovative learning environment (Yasar & Polat, 2021). As the impact of self-made videos as a pre-class activity on pre-service ELT teachers' L2 speaking performance and course achievement in a MOOC-based FC model is explored in this study, more details about the MOOC-based FC model are to be further described in the following section.

MOOC-based Flipped Classroom (FC)

The MOOC-based Flipped Classroom (FC) model combines FL and MOOCs, thereby offering flexible learning and high-quality online resources (O'Flaherty & Phillips, 2015). A recent form of blended learning, this model boosts student engagement, critical thinking, and supports the development of intercultural and communication competencies (Hung, 2017). The literature on this educational model suggests that the MOOC-based FC model can contribute to the development of more student-centred learning and better

academic achievement when compared to traditional classroom teaching methods (Wang & Zhu, 2019).

The model is gaining increasing importance as it combines classroom instruction with practical training modules and course materials provided on MOOCs, enabling the exploration of varied perspectives and materials (Yasar, 2020). Similarly, the fact that online learning materials from a MOOC supplement classroom training helps reduce the workload on instructors, as they merely need to review, validate and complete the information that has been imported from a MOOC, which can be used in class or by students at home (Glance et al., 2013; Yasar & Atay, 2023).

A rich variety of studies investigating the effects of MOOC and flipped instructions on learning certain English language skills and subskills, such as reading, writing, speaking skills, vocabulary, learning management, learning model, self-regulation, and self-efficacy have been found in the literature (Ahmed et al., 2022; Castro et al., 2022; Gimeno-Sanz, 2023; Huang et al., 2022; Liu et al., 2022; Niu & Gao, 2022; Wu & Sun, 2022; Zhang, 2022). On the other hand, as Yasar and Polat (2021) point out, the integration of MOOCs in a FC requires the consideration of a multitude of factors in cooperation with the students, including careful planning, implementation, monitoring, evaluation, student motivation and engagement. Hence, in these language learning contexts, participants should be encouraged to actively participate in discussions to develop their L2 speaking skills (Arabaci Atlamaz, 2022).

Similarly, Haryanti (2019) noted that for language learning the process of making a video might help language learners to be more creative, independent, and responsible. Barton (2019) also reported that video-making could be an effective tool for teaching and learning language skills in EFL classrooms. Therefore, there is a need to further examine effective strategies for enhancing L2 speaking skills in a MOOC-based FC model, which is within the scope of the present study. In this regard, studies and analysis on self-made videos will be presented below based on recent scientific research.

Studies on Self-made Videos

The use of video-making has become prevalent in EFL classrooms, as evidenced by several studies in the literature (Naqvi & Al Mahrooqi, 2016; Sun & Yang, 2015; Yeh, 2018). For instance, Sun and Yang (2015) explored the impact of student-generated videos on 14 EFL undergraduate students' oral communication skills. The researchers found that student-produced videos improved students' oral communication skills and confidence in public speaking. Likewise, Naqvi and Al Mahrooqi (2016) carried out a student-centred digital video-making project in EFL classrooms to examine its effects on 58 EFL undergraduate students' language development, research and analytical skills. The results showed that student-produced videos enhanced their analytical skills and research capacities, as well as their speaking, vocabulary and writing skills. In a similar vein, Yeh (2018) conducted a study with 72 EFL undergraduate students, which investigated the effects of multimodal video-making on their multi-literacy development. The results revealed an improvement in their translation, vocabulary, speaking, and writing skills.

In his study, Shih (2010) found that students' self-made videos were instrumental in helping them improve their speaking skills as well as their knowledge of specific elements of the language, such as facial expression, articulation, posture, and gestures. Encalada and Sarmiento (2019) also found in their study that self-recording videos help students assess their own didactic competences and encourage them to practice speaking English without anxiety through improvisation. This supports the statement of Shofatunnisa et al. (2021) that using technology helps students improve their ability to speak, understand grammatical structures, and use them in conversation. Similarly, Sun and Yang (2015) reported that self-made video tasks enabled EFL learners to monitor their progress and develop their learning processes and strategies.

Mazrida (2019) also found that imitating a native speaker's manner of pronunciation in self-made videos greatly supported students in learning pronunciation and motivated them in their English language learning. The participants who were required to generate three self-made videos in three weeks range by imitating a native speaker's audio supported the effectiveness of this approach. According to Ahmadi (2018), making self-made videos allows EFL learners to practice their target language with less anxiety as they can rehearse, make any necessary adjustments, and record outside of the classroom.

Weinstein (2006) argued that video-making can assist students in documenting their language learning progress and the different functions they can perform with language. Gareis (2000) referred to video-making as an ideal method to integrate skills practice with a focus on accuracy, authentic communication, and process-oriented group activities, with a high level of student involvement that is difficult to achieve through other media. In another study, Rebong (2022) examined whether self-made videos would enhance Junior High School students' academic achievements and improve their learning motivation. Results indicated that self-made videos make a significant difference and improves learners' learning in science. The results suggest that students can make the most of what they have learned through video clips and cover all the key points in the teaching materials, thereby mastering all the key points covered in each phase of the learning process.

Despite the existing research on the effectiveness of self-made videos in traditional and flipped language instruction, there remains a need for further investigation into their impact within the context of MOOC-based flipped classrooms. Given the established limitations of MOOCs and flipped classrooms in fostering effective communication, a critical component of language learning, this study aims to address this knowledge gap. By employing quantitative research methods and using a new video-based pedagogical framework, the present study seeks to understand the effect of self-made videos on the development of L2 speaking skills and course achievement within the MOOC-based FC model. The findings of this research could provide valuable insights for educators and learners alike, contributing to the ongoing development and refinement of this promising teaching and learning approach.

METHOD

Research Design

This study adopted a pretest-posttest quasi-experimental design, involving the administration of pre-tests, an intervention, and post-tests. This design was preferred because it allows for a controlled comparison of the effects of the intervention (self-made videos) on L2 speaking performance and course achievement. The use of pre-tests ensures that initial equivalence between the experimental and control groups can be established, mitigating potential selection bias. The design also facilitates the measurement of changes over time within and between groups, providing robust evidence of the intervention's impact.

The study was carried out in two class sections. To address the threat of researcher bias, the participants were assigned randomly into an experimental and a control group. Similarly, to deal with selection bias and to ensure there were no significant differences between the experimental group (implementing self-made videos) and the control group (not implementing self-made videos), tests and instruments were administered to both groups before treatment as pre-tests, because there were some irregular students, and some students had failed the previous year and decided to retake the same course for the second time. After eight weeks of intervention process was over, the same tests and instruments were administered to both groups as post-tests. Table 1 below includes information on the design of the research study.

Table 1. Research Design of the Study

	Experimental Group	Control Group
Pre-tests	X	X
Treatment	X	
Post-tests	X	X

Setting, Participants and Sampling

This study was conducted at a Turkish state university, focusing on pre-service English language teachers enrolled in the *Listening and Pronunciation I* course during the fall semester of the 2022-2023 academic year. The first author is an experienced instructor who has designed and implemented numerous courses in ELT using MOOCs and FL methodologies. The second author supervising the first author's Ph.D. on the current research topic is a seasoned researcher and educator in the field, with extensive experience supervising

graduate and post-graduate theses focused on educational technology and ELT. Their expertise in these areas has contributed to advancing research and practice in integrating technology-enhanced methodologies into language education.

The study included two cohorts of freshmen enrolled in the ELT program, which is responsible for training teachers of English in the Department of Foreign Languages Education (FLE) at the Faculty of Education. The participants were randomly assigned to one of two sections of the *Listening and Pronunciation I* course, forming the experimental and control groups. Being one of the obligatory courses in the first year of the ELT curriculum in Turkiye, the *Listening and Pronunciation I* course covers the fundamentals of listening and phonetics such as segmental and suprasegmental features of English phonology, vowels, consonants, stress in words, macro and micro listening skills, speech organs, IPA symbols, the practice of phonetic alphabet, and strategies to develop listening comprehension skills for learning and production purposes. The course is offered 2 hours a week for 14 weeks.

The MOOC content was in line with the course curriculum, ensuring consistency with the course book (Hewings, 2004). The MOOC which was offered online via FutureLearn was *English Pronunciation in a Global World* (Futurelearn, 2023). The MOOC was integrated into the compulsory *Listening and Pronunciation I* course curriculum for both groups. A MOOC-based FC model was implemented during the course period. The MOOC required maximum four weekly hours of work during the eight weeks of implementation.

The participants were freshmen pre-service English language teachers enrolled in the *Listening and Pronunciation I* course, including two classes that were selected and treated randomly as the experimental and the control group. Their ages ranged between 21 and 24 years. Initially, the study comprised a total of 85 students who constituted the sampling of the study. However, 20 participants were excluded from the study because they failed to take part in some of the treatment, sampling or data collection processes. As a result, the experimental group consisted of 33 participants, including 18 females and 15 males, while the control group comprised 32 participants, consisting of 22 females and 10 males. Due to a decline in the number of participants, the total number of students in both groups was reduced to 65 participants. The students in both groups could be considered technology-aware learners due to their familiarity with the Internet technology thanks to the experience they gained during the covid lockdowns. Despite this, though, only a few of the participants have reported taking a MOOC course before.

Owing to its suitability in examining the differences between two groups when considering the effects of an intervention, the sampling strategy used for the present study was convenience sampling (Gliner et al., 2011). Convenience sampling, which is a non-random sampling method, was appropriate for the current study, as indicated by Dornyei (2007) in his statements on convenience sampling, positing that "criterion of sample selection is the convenience of the researcher: members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer" (p. 99). As a result, because the subjects were readily available and homogenous, and based on factors such as motivation, accessibility, availability, readiness and willingness, the participants of the present study were selected through convenience sampling.

Data Collection Instruments

An intervention was conducted to determine whether or not the implementation of self-made videos would lead to a significant improvement in the test scores (L2 speaking and course achievement) of the experimental group (implementing self-made videos) over the control group (doesn't) in a MOOC-based flipped learning environment. To this end, the data were collected through IELTS Speaking Band Descriptors Rubric (Appendix 1) and the achievement test of the *Listening and Pronunciation I* course (Appendix 2).

IELTS Speaking Band Descriptors

The IELTS Speaking Band Descriptors (British Council, 2023) is used to score candidates' speaking performance in tests. It is a well-established and internationally recognized assessment tool for evaluating L2 speaking performance. Its validity and reliability have been extensively documented in previous research (e.g., Berry et al., 2013; Li, 2019; Taylor, 2011). The rubric has been widely used in studies assessing speaking skills

in various EFL contexts, ensuring its appropriateness for this study. It consists of four dimensions: fluency & coherence = Dim 1, lexical resource = Dim 2, grammatical range & accuracy = Dim 3, and pronunciation = Dim 4. Each dimension consists of nine bands, where zero characterizes students not attending the exam, while 9 characterizes participants with highly developed sub-skills in all four dimensions. Participants are assessed on a descriptive scale based on their scores in these dimensions. These scores aim to describe the communication skills of individuals at a given level of English. The dimensions are simply referred to as dim1, dim2 etc. Two experts were assigned to rate the participants' performance using the IELTS speaking band descriptors. To further ensure reliability in this research, two independent raters with expertise in IELTS assessment were employed to evaluate the participants' speaking performance. Inter-rater reliability was calculated using Cohen's kappa, yielding a substantial agreement (k = .85), which indicates consistency in scoring across raters.

Achievement Test

The course achievement test was prepared by the researcher following the objectives of the *Listening and Pronunciation I* course, the content of the MOOC and the course book (Hewings, 2004). It was developed based on the course's official curriculum and learning objectives. The test was reviewed by a panel of two ELT experts to confirm its content validity and alignment with the targeted outcomes of the course. A pilot study was conducted with 20 students prior to the main study, yielding a Cronbach's alpha coefficient of .82, indicating high internal consistency and reliability of the test. The test consists of 50 multiple-choice questions that cover the concepts of intelligibility, credibility, and identity in English pronunciation, vowels, consonants, suprasegmental features in English (stress, intonation, etc.), and various English accents. Each question was graded on a scale of 0 to 2, with 100 being the best grade.

In this study, course achievement refers to students' overall performance in the *Listening and Pronunciation I* course, as measured by their achievement test scores. The test assessed students' mastery of key course objectives, including listening comprehension, accurate pronunciation, and the ability to apply theoretical knowledge in practical contexts. The achievement test was designed to align with the course curriculum and learning outcomes, ensuring content validity. It consisted of a combination of objective and subjective items, including multiple-choice questions, listening comprehension tasks, and oral assessments, which were scored using standardized rubrics to ensure reliability (Appendix 2).

Procedure

The study was conducted in the fall term of the 2022-2023 academic year. The data collection process started after obtaining the necessary permissions and getting the consent of the students via an informed consent form (Appendix 3). Tests and instruments were administered to both groups before treatment as pre-tests. The same tests and instruments were later given to both groups as post-tests after eight weeks of intervention process was over.

To collect quantitative data, IELTS Speaking Band Descriptors Rubric and the achievement test of the *Listening and Pronunciation* I course were administered to both groups as pre- and post-tests. Likewise, the classroom instruction and the complementary online course, the content of which was delivered in the MOOC, were given to both groups, which is compatible with the MOOC-based FC model. Both groups followed the same curriculum for the course. The implementation process, however, the purpose of which was to examine the impact of a series of students' self-made videos as a pre-class activity, was applied to the experimental group only, to examine how students' self-made videos affect their L2 speaking performance and course achievement. The study followed a three-phase design: pre-testing, treatment, and post-testing. The data collection process is illustrated in Figure 1 below.

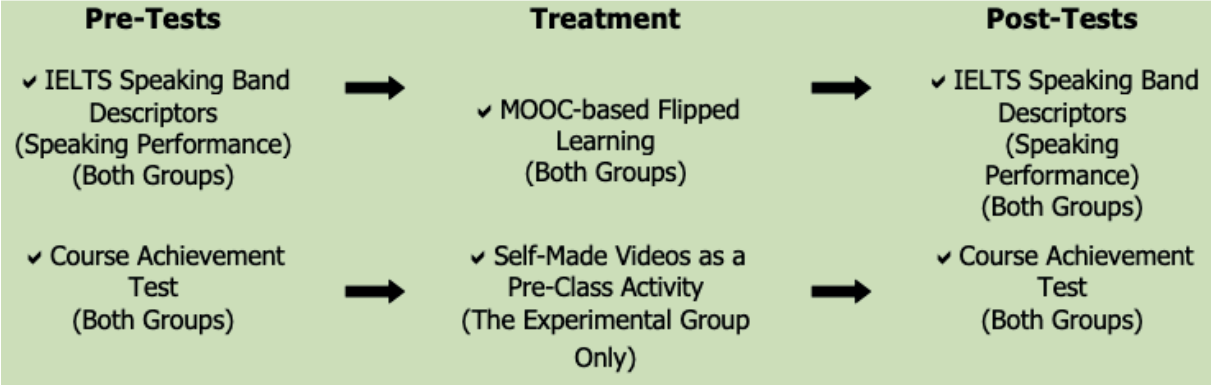

Figure 1. The Flow of the Data Collection Procedures

The data collection and treatment process started on October 3, 2022 and took 11 weeks to complete. In the first week, the participants were told about the details of the research, the importance of their participation during the implementation and their sincere answers on the questionnaire items. The participants in both groups were informed that a MOOC-based FC approach would be followed along the implementation process. Namely, they were told that the content delivery would happen through the MOOC at home, and the complementary face-to-face sessions would occur in the classroom, as required by the flipped learning approach. In the second week, the IELTS Speaking Band Descriptors Rubric and the achievement tests were administered to both the experimental group (implementing self-made videos) and the control group (not implementing self-made videos) as pre-tests over a period of five days. Both groups followed the same curriculum and MOOC-based FC model. However, the experimental group received the treatment, starting in the third week on October 17, 2022, and lasting for eight weeks. The treatment phase concluded in the tenth week on December 9, 2022. In the eleventh week, on December 12, 2022, the same tests and instruments were given to both groups and again administered over a period of five days as post-tests after eight weeks of implementation. Table 2 outlines the procedural phases of the data collection and implementation process.

Table 2. Timetable of the Implementation and Data Collection Procedures (2022-2023, Fall)

Weeks	Data Collection	Experimental Group	Control Group
Week 1 (Oct, 3-7)	Introduction, Orientation and Pre-data Collection Stage	X	X
Week 2 (Oct, 10-14)	Pre-Tests (Speaking Test and Course Achievement Test)	X	X
Week 3 (Oct, 17-21)	Implementation	X	
Week 4 (Oct, 24-28)	Implementation	X	
Week 5 (Oct-Nov, 31-4)	Implementation	X	
Week 6 (Nov, 7-11)	Implementation	X	
Week 7 (Nov, 14-18)	Implementation	X	
Week 8 (Nov, 21-25)	Implementation	X	
Week 9 (Nov-Dec, 28-2)	Implementation	X	
Week 10 (Dec, 5-9)	Implementation	X	
Week 11 (Dec, 12-16)	Post-Tests (Speaking Test and Course Achievement Test)	X	X

Pre-testing

Pre-testing process had two phases. First, the the course achievement test was administered to both the experimental and control group respectively on the first day of the second week before the treatment process started. The course achievement test was administered on the same day to both groups, and it took one hour to complete. Thus, the first phase of the pre-testing process was completed. As for the second phase, speaking tests were administered by two raters before the implementation. One of the raters was the instructor of the *Listening and Pronunciation I* course and at the same time the first author of this study, while the other was an EFL instructor offering speaking and listening skills courses at the foreign language schools at a state university. Each participant in both groups had around 10 minutes to perform the speaking tests. The raters benefited from a list of TOEFL speaking questions adopted from AECC (2023) (Appendix 4), using TOEFL exam's speaking topics (ETS, 2023). IELTS exam's speaking assessment rubric was used to evaluate participants' speaking performance. Thus, upon the completion of the pre-testing process, the eight-week implementation phase started on October 17, 2022.

Treatment

Both groups were instructed in a MOOC-based FC model by the first author of this study. The treatment process, however, was only applied to the experimental group to explore how students' self-made videos affect their L2 speaking performance and course achievement scores. The experimental group received initial training on using digital video recording devices, understanding new procedures, and utilizing technical support tools. The researcher provided four instructional videos on: 1) enrolling in a MOOC, 2) organizing and preparing presentations, 3) creating self-made videos using screen recording tools, and 4) uploading these videos to the university's Open Moodle Platform. These instructional videos were saved and kept available to the students on the MOODLE in case they should need them for future events. The students were also informed that they could contact the researcher and receive all the support they might need during the treatment process.

Throughout the eight-week intervention, participants in the experimental group were required to produce weekly self-made videos as a pre-class activity within the MOOC-based FC model. The treatment process was carried out in two phases: In the first phase, the students were required to record their presentations regarding the MOOC content using a webcam and any web tool available to them. They were expected to display their knowledge by integrating the MOOC content into their videos. In the second phase, they were required to upload their recorded videos to the LMS system of the university. They were also encouraged to review and comment on their own as well as their peers' self-made videos, following prompts provided by the researcher. The timetable of the treatment process, the topics in the MOOC, and the prompts given by the researcher are described in those variables distinctly in either a traditional below.

Each week during the treatment process, the participants followed the same procedure as a pre-class activity. First, they completed every step in the MOOC content of that specific week. Second, they transferred the content into a presentation summarising the topic they learnt in the MOOC and reflecting on their own video presentations as well as their peers' video presentations, which were presented in the previous week. Third, they recorded their presentations using a webcam and any available web tool. And last, they uploaded their videos to the LMS system of the university, following prompts provided by the researcher. Figure 2 outlines the weekly procedures followed during the treatment phase.

Table 3. Timetable, Topics in the MOOC and Procedures of the Treatment Process (2022-2023, Fall)

Weeks	Topics	Procedures
Pre-treatment (Oct, 3-14)	Training and Orientation Process	■ Integrating the MOOC content into their slides, the students made presentations on related topics on weekly basis displaying their knowledge and skills.
Week 1 (Oct, 17-21)	What is important in English pronunciation? 1	
Week 2 (Oct, 24-28)	What is important in English pronunciation? 2	■ Using these presentations, every week during the treatment process, they recorded themselves and their screen using a webcam and any web tool available to them.
Week 3 (Oct-Nov, 31-4)	English vowels 1	
Week 4 (Nov, 7-11)	English vowels 2	■ They were also required to integrate self-assessment, peer assessment, feedback and reflection talks as well as small learning and training units into their self-made video recordings.
Week 5 (Nov, 14-18)	English consonants 1	
Week 6 (Nov, 21-25)	English consonants 2	
Week 7 (Nov-Dec, 28-2)	Suprasegmental features in English 1	■ Lastly, each week they were required to upload their self-made videos to the LMS system and were encouraged to show the ability of self-orientation in the face of new tasks.
Week 8 (Dec, 5-9)	Suprasegmental features in English 2	

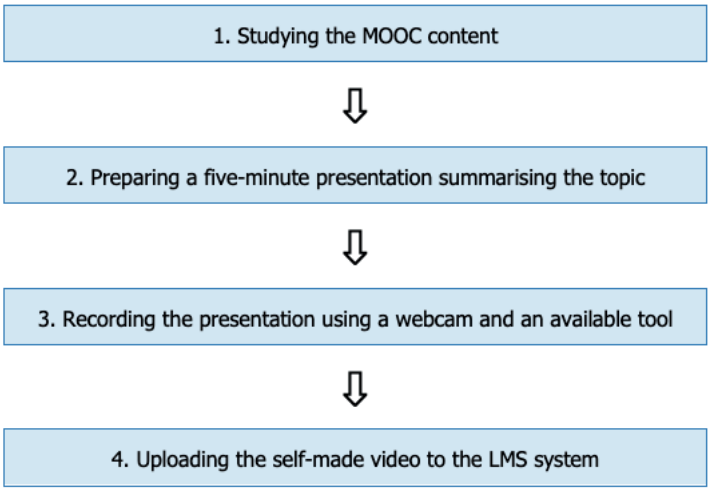

Figure 2. Procedures for Each Self-made Video Task

The MOOC chapters (Appendix 5) were aligned with the course book (Hewings, 2004) to ensure completion within the eight-week intervention period. Figure 3 details the topics, features, and course team of the MOOC.

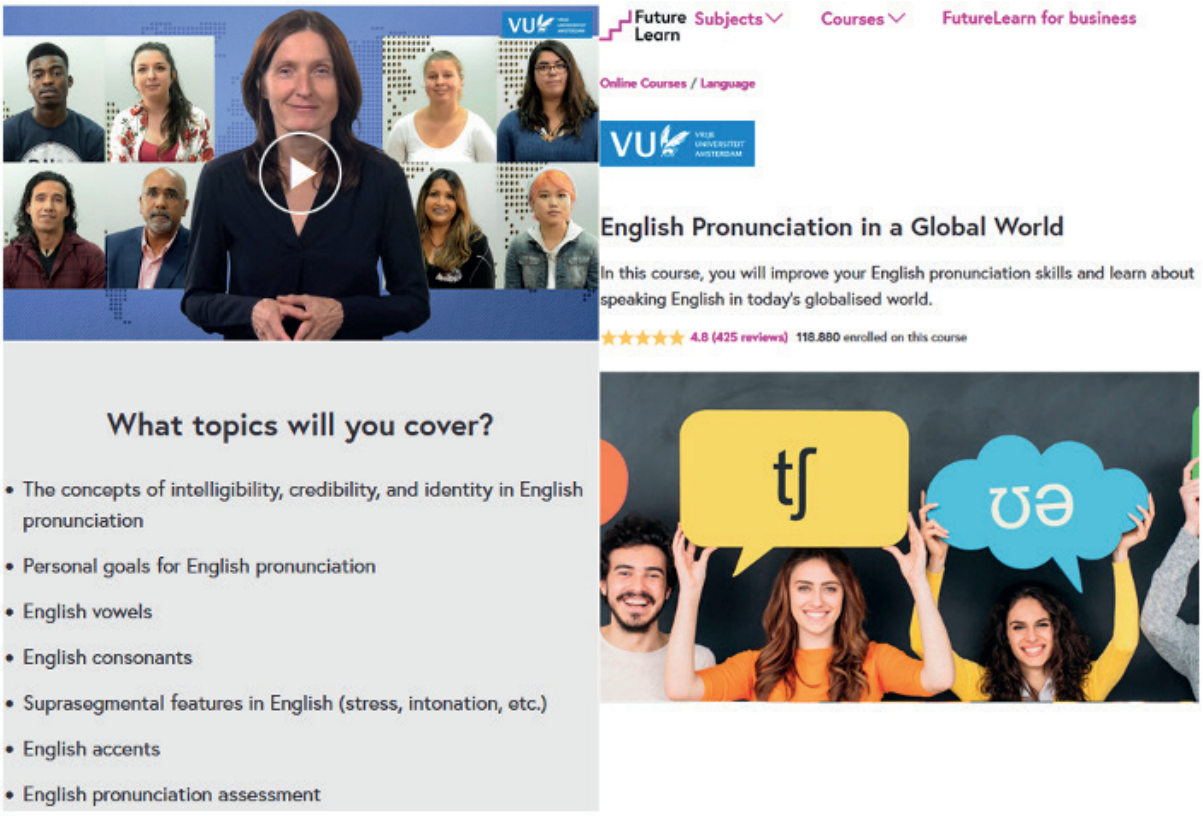

Figure 3. Topics and Course Team of the English Pronunciation in a Global World Futurelearn Mooc (futurelearn, 2023)

During the eight-week treatment process, each student made a total of eight videos by reflecting critically on his/her own learning, working autonomously, and seeking information and support when necessary. They were able to practice their L2 speaking skills through their self-prepared presentations in which they shared their own opinions and organized their own thoughts. They were also provided by the researcher with some useful tips and guidelines to help them design and create effective presentations, as well as organize their content. Moreover, they had the opportunity to observe and monitor themselves by watching their own videos, edit their videos using video editing software, and make some modifications if necessary, or alternatively they could re-record themselves after self-reflecting upon their performances or learning processes before uploading their self-made videos to the LMS system. The treatment process ended once the students completed their self-made videos (each student/eight videos in total) in the pre-set time.

To ensure students engaged in critical reflection and autonomous work throughout the process, a structured framework was implemented. Students were required to submit weekly reflective logs alongside their videos, detailing their thought processes, challenges faced, strategies used, and learning experiences. These reflective logs were reviewed by the researcher to monitor their critical thinking and autonomy. Additionally, peer feedback sessions were incorporated, where students reviewed each other's videos and provided constructive comments, further encouraging self-assessment and independent learning. The LMS system was used to track the frequency and quality of student interactions, uploads, and revisions, providing insights into their engagement and autonomous efforts.

The Process in the Experimental and Control Groups

Pre-tests were administered to both groups before the eight-week treatment process started. Although the treatment was applied only to the experimental group, both groups were instructed in a MOOC-based FC model. The researcher combined classroom instruction with a MOOC, involving decentralized self-directed learning, which required the students in both groups to take initiative for their own learning and to take an active part in the learning process based on blended-learning concepts. Classroom instruction was complemented by virtual instruction, the content of which was delivered in the MOOC, which is compatible with the MOOC-based FC model. Each lesson was delivered in a blended learning approach in both groups. All aspects of flipped learning were implemented along the course. The availability of the learning content and the use of interactive e-learning modules in the MOOC made it possible for the students to collaborate with other learners and interact with the learning content before classroom instruction. Theoretical knowledge was subsequently consolidated in the classroom instruction that follows. During classroom instruction, all subjects were reviewed, and the researcher was able to allocate more time to content-related classroom discussions because less time was needed for organizational purposes. The content learned and practiced at home was used as a basis for classroom discussions, and then consolidated by increasing student participation in the classroom activities in both groups.

Both groups followed the same instructional techniques, assessment methods, training, methodology, program, materials and curriculum. The only difference between the groups was that the treatment process was only applied to the experimental group, during which they were required to record and upload their self-made videos to the LMS system to be examined by the researcher if they had an effect on students' L2 speaking performance and course achievement scores. Participants in the experimental group were required to demonstrate their understanding of course content in their weekly videos (Appendix 6), reflect on their own and peers' video presentations (Appendix 7), and provide feedback to peers. To enable the participants to effectively demonstrate their understanding of the course content in their weekly videos, the researcher provided clear guidelines and structured prompts to guide their video creation process. These prompts were designed to focus on specific aspects of the course content, ensuring that students addressed key learning objectives in their presentations. This process encouraged critical self-reflection, allowing participants to analyze their knowledge and communication skills for improvement in future presentations. The opportunity to view the videos as many as they wanted enabled learners to critically reflect on their own learning process, take the responsibility for their own learning, and provide feedback on their peers' presentations.

Unlike the experimental group, the control group was not required to record self-made videos related to the MOOC content. The students in the control group studied the course content at home and completed all MOOC activities as pre-class assignments. They were encouraged to actively participate in classroom discussions and submit weekly reports on their progress in the MOOC, including reflections, comments, and completed tasks. Additionally, the control group received regular feedback on their reports and participation in classroom discussions, which allowed the researcher to track their progress and ensure they remained on par with the experimental group in terms of learning opportunities and course engagement. This was done to ensure their readiness for classroom instruction, maximize learning benefits, and deepen their understanding of the MOOC content.

To ensure the validity of the experimental study, the researcher consulted two experienced ELT educators with expertise in MOOC-based flipped learning methodologies. These experts reviewed the study design, instructional materials, and implementation process to ensure alignment with established educational practices and research standards. However, while expert feedback was considered, the study acknowledges that no formal external validation was conducted for the entire experimental process. This limitation may have affected the comprehensiveness of the evaluation, and future research could address this by involving a panel of external reviewers throughout the study design and implementation process. Figure 4 illustrates the procedures followed by both groups.

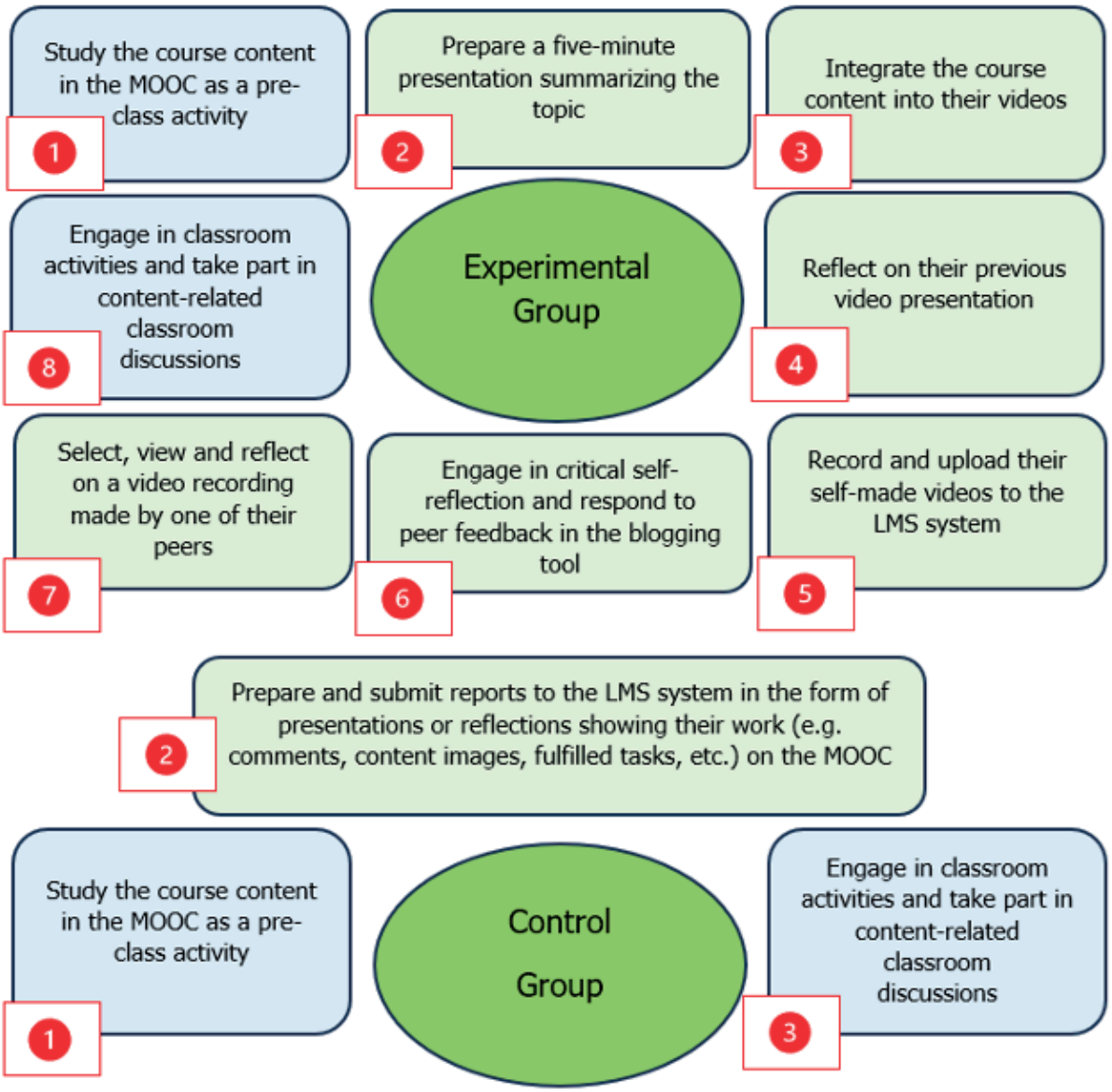

Figure 4. Procedures in the Experimental and Control Groups

The following section outlines the pedagogical model underlying the implementation of this study.

The Pedagogical Model for Self-made Videos

At the heart of the constructivist approach to language learning is the idea that learners are most successful when they are engaged in self-directed learning (Stoller, 2006). In accordance with this proposition, video-making aligns with the constructivist approach to language education, which emphasizes the importance of experiential, individual and autonomous learning and enables learners to make full use of their own potential (Brydon-Miller & Maguire, 2009; Sagorika & Hasegawa, 2020). In parallel with this, the pedagogical paradigm has undergone a significant shift in the field of language teaching. Instead of relying on a traditional, prescriptive approach to teaching, educators are increasingly embracing a more constructivist methodology (Lantolf & Thorne, 2006). As part of this shift, video-making has emerged as a valuable tool for language learners (Ruschoff & Ritter, 2001).

The implementation of self-made videos in this study was grounded in a pedagogical framework including four distinct stages: *presentation, personal reflection, peer reflection,* and *refinement*. These stages are designed to help pre-service teachers learn the content independently and construct their own meaning from generating

videos as a pre-class activity, improve their communication skills by practicing, reflecting on their strengths and areas for improvement, receiving feedback from peers, and making adjustments based on that feedback (Bower et al., 2011). The key principles of this pedagogical approach is outlined as follows:

1. Presenting allows pre-service teachers to practice and develop their communication skills.
2. Reflecting on their presentations helps pre-service teachers understand their own communication behaviors.
3. Comparing their presentations with others helps pre-service teachers develop a broader understanding of communication.
4. By reflecting on their own and others' presentations, pre-service teachers can improve their communication skills for future presentations.

The pedagogical model for self-made videos in this study is also grounded in the three domains outlined by Morreale et al. (1993): cognitive, behavioral, and affective. In the *cognitive domain*, effective communication requires understanding the process and its elements. By analyzing their own and peers' video presentations, learners can improve their cognitive skills, critical thinking, negotiation, and understanding of communication. The *behavioral domain* focuses on an individual's ability to convey their message effectively. Through practice and reflection, pre-service teachers can enhance their communication skills. The *affective domain* emphasizes the importance of motivation, feelings, attitudes, confidence, and enthusiasm in communication. Learners should reflect on their own and peers' video presentations to gain insights into their performance and learning. The pedagogical model for self-made videos is grounded in the pedagogical cycle illustrated in Figure 5.

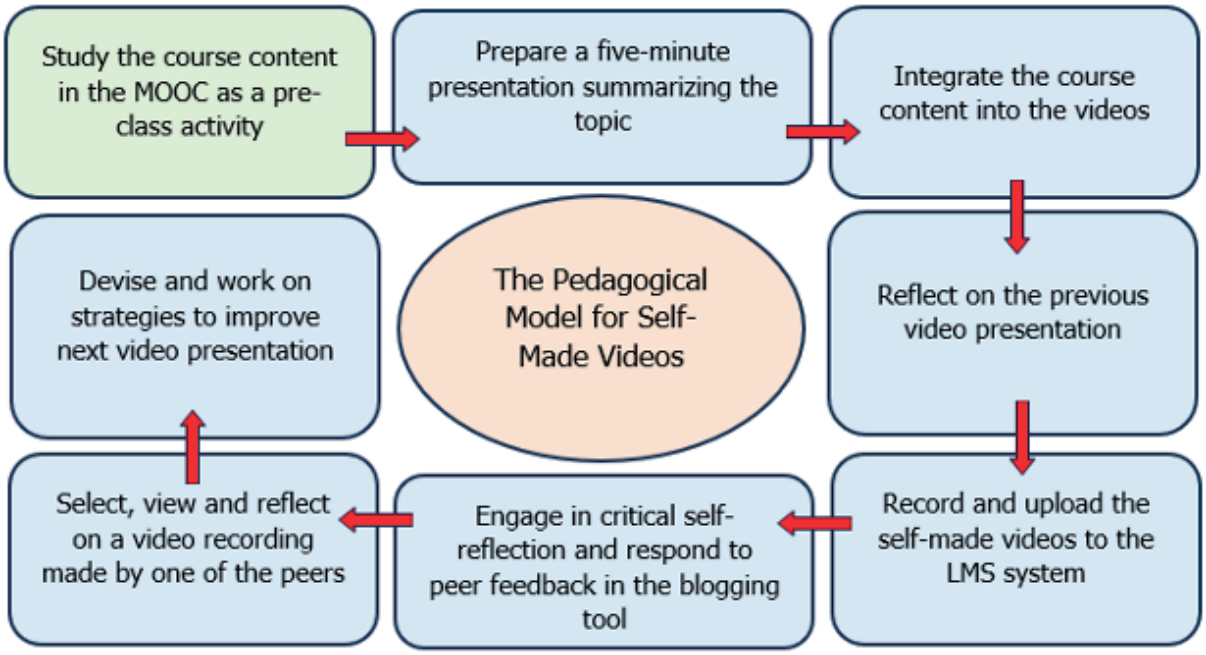

Figure 5. The Pedagogical Cycle Used for the Self-Made Videos

This is the pedagogical model for the self-made videos to have been implemented in the present study. It would be relevant, at this point, to provide a detailed description of the assessment method used in this model.

Assessment Method of the Pedagogical Model for the Self-made Videos

The pedagogical framework of the self-made videos used in the present study offers the pre-service teachers the opportunity to view, rate and reflect on their own presentations, and those of their peers. To minimize

potential bias in the evaluation process, several precautions were taken. First, a detailed rubric (see Appendix 8) with clear and objective performance criteria was used to standardize assessments. Second, prior to the intervention, the researcher underwent calibration training by reviewing and scoring sample presentations to ensure consistent application of the criteria. Finally, participants' self-assessments and peer feedback from the weekly online questionnaires were also reviewed to cross-check the researcher's evaluations and enhance the reliability of the overall assessment. To assess the pre-service teachers' learning and performance, a weekly online questionnaire adapted from Bower et al. (2011) was administered, asking the following question:

1. Please rate your previous presentation on a scale of 1 to 10.
2. What did you notice about your communication style after watching the video of your previous presentation, and how can you improve?
3. Please rate your current presentation on a scale of 1 to 10.
4. What improvements did you make in your current presentation?
5. What further improvements would you like to make in your future presentations?

Additionally, each presentation was evaluated by the researcher using the following criteria developed by Cavanagh et al. (2014):

(1) The quality of overall presentation performance

(2) The quality of body-language

(3) The quality of voice

(4) The quality of words used

(5) The alignment between body-language, voice and words

(6) The confidence of the presenter

(7) The clarity of the presenter

(8) The extent to which the presenter was engaging

(9) The appropriateness of the presenter's presentation (p. 6).

These criteria involve two key aspects: *Modes of Communication* and *Constructed Impressions*. Modes of Communication refer to the tools used for communication, such as *body language, words, voice,* and *alignment*. Constructed Impressions, on the other hand, involve the qualities perceived by the audience, like *confidence, clarity, engagement,* and *appropriateness*. Before evaluating each individual performance criterion, an overall impression is given to avoid bias. This overall score is based on the researcher's initial assessment of the presentation. To ensure consistency in scoring, a scale of 0 to 10 is used for each criterion, with specific guidelines defining poor and excellent performance (see Appendix 8). The average of these scores determines the final score for each presentation.

Post-testing

The post-testing process began with the quantitative data collection at the end of the treatment process. Post-tests were similar to the pre-tests applied before the treatment. First, the course achievement tests were administered on the same day to both groups. Then, the speaking tests were administered by two raters to both groups to examine the effect of a series of students' self-made videos as a pre-class activity on their L2 speaking performance and course achievement scores.

Data Analysis

The statistical analysis of the quantitative data was performed using SPSS version 22. The analyses of the quantitative data for the experimental and control groups' pre- and post-test results regarding the speaking and achievement tests were found to follow a normal distribution. First, the items on the speaking test were analysed. The data from both groups' pre- and post-test results were tested for normal distribution and significance value for Shapiro-Wilk test and Kolmogorov Smirnov test was found to be below .05 for both groups, suggesting a non-normal distribution *($p < .05$).* However, the skewness and kurtosis values were

acceptable for normality assumption, varying between -1.02 and .46 (see Table 4). As normality assumptions were supported with the speaking performance scores, the parametric Independent Samples T-test was applied to compare the speaking performances of the two independent groups. Sub-dimensions' scores were also calculated to measure the overall speaking performance of the participants.

Table 4. Test of Normality for Pre- and Post-test Scores (Speaking Test) of Both Groups

Tests	Groups	Kolmogorov-Smirnova			Shapiro-Wilk			Skewness	Kurtosis
		Statistic	df	Sig.	Statistic	df	Sig.		
Pre-Tests	Control	.191	32	.004	.870	32	.001	.24	-1.02
	Exp.	.227	33	.000	.859	33	.001	.46	-.78
Post-Tests	Control	.188	32	.006	.932	32	.044	.36	.10
	Exp.	.225	33	.000	.874	33	.001	-.21	-1.02

After the normality tests for the speaking scores were assessed, the scores of the two raters were compared to calculate the correlation and see the level of agreement between them. The correlation between the two raters for the pre-test scores was performed using the parametric Pearson Correlation Coefficient Test. The analysis revealed a strong positive linear correlation between the rankings of Rater 1 and Rater 2 for both the control group *($r = .80, p < .05$)* and the experimental group *($r = .74, p < .05$)*, clearly proving a very high agreement between the two raters. The same analysis was conducted for the post-test scores. The calculated coefficient for the control group *($r = .75, p < .05$)* and the experimental group *($r = .99, p < .05$)* again suggests a strong positive linear relationship between the grades assigned by the two raters, indicating a considerable level of agreement between them. Based on the findings of Portney and Watkins (2009), coefficient values between .75 and .90 indicate a good level of reliability according to their established criteria for assessing the Pearson correlation coefficient. The average scores of two raters were calculated and the mean scores, calculated from the average scores of two raters, were adopted as the final grade to enhance the reliability of interpretation.

As for the achievement test, the data from both groups' pre- and post-test results were tested for normal distribution. The significance value for Shapiro-Wilk test and Kolmogorov Smirnov test was found to be above .05 for both groups, suggesting a normal distribution *($p < .05$)*. The skewness and kurtosis values were also found to be acceptable for normality assumption, varying between -1.17 and 1.07 (see Table 5).

Table 5. Test of Normality for Pre- and Post-test Scores (Achievement Test) of Both Groups

Tests	Groups	Kolmogorov-Smirnova			Shapiro-Wilk			Skewness	Kurtosis
		Statistic	df	Sig.	Statistic	df	Sig.		
Pre-Tests	Control	.122	32	.200*	.962	32	.315	.11	-.86
	Exp.	.105	33	.200*	.965	33	.353	.32	1.07
Post-Tests	Control	.112	32	.200*	.970	32	.513	.07	-.50
	Exp.	.117	33	.200*	.947	33	.109	.07	-1.17

As data from both groups were found to follow a normal distribution, an Independent Samples T-test was conducted to compare the differences in the course achievement scores of the two independent groups. Table 6 outlines the research questions, data collection methods, and data analysis techniques used in this study.

Table 6. Overview of Research Questions and Data Collection Procedures

Research Questions	Data Collection Instruments & Study Group	Data Analysis
1- Does the implementation of self-made videos in a MOOC-based FC model affect pre-service English language teachers' L2 speaking performance?	Pre- & Post-Tests IELTS Speaking Band Descriptors Experimental + Control Group	Inferential Statistics (means and standard deviations) + Descriptive Statistics
2- Does the implementation of self-made videos in a MOOC-based FC model affect pre-service English language teachers' course achievement?	Pre- & Post-Tests Course Achievement Tests Experimental + Control Group	Inferential Statistics (means and standard deviations) + Descriptive Statistics

FINDINGS

Findings Related to the 1st Research Question

Pre- and post-test results of both the experimental and the control group with regard to the speaking test were examined. Descriptive analyses were also conducted for the four dimensions of the speaking test with respect to the first research question below.

1st Research Question

Does the implementation of self-made videos in a MOOC-based FC model affect pre-service English language teachers' L2 speaking performance?

To explore the effect of self-made videos as a pre-class activity on students' L2 speaking performance, the pre-test scores of both groups regarding the speaking test which was conducted as a pre- and post-test and administered by two raters were calculated and statistically analyzed before the treatment process started. To ensure more reliable results, the pre-test scores of the experimental and control groups' proficiency levels in speaking skills were analyzed through an Independent Samples T-test to determine whether there is a significant difference between the two groups. The total mean scores were calculated from the average scores of two raters. As indicated in Table 7 below, the control group has achieved a total mean score of 13.44, with a standard deviation of 2.44, while the experimental group's total mean score is 12.64, with a standard deviation of 3.09, suggesting a small mean difference in favor of the control group. Despite this difference, however, test results show that there were statistically no significant differences between the pre-test scores of both groups *($p = .696$, $p > 0.05$)* prior to the treatment process.

Table 7. Comparison Between Pre-Test Results of Both Groups in terms of L2 Speaking Performance

Test	Group	N	M	SD	p
Pre-Test	Control	32	**13.44**	2.44	**.696**
	Experimental	33	**12.64**	3.09	

Independent Samples T-Test

To investigate the effect of the self-made videos as a pre-class activity on students' L2 speaking performance, experimental and control groups' pre- and post-test scores were calculated. Figure 6 below describes the total mean of the pre- and post-test scores of both groups.

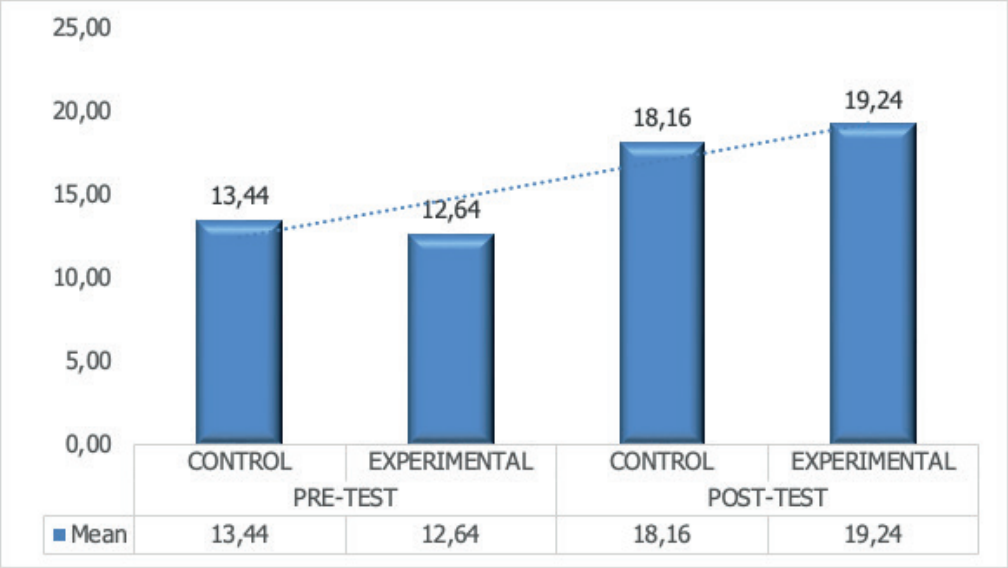

Figure 6. Mean Scores of Both the Experimental and the Control Group in Terms of Speaking Performance

As shown in Figure 6 above, the mean score of the experimental group *(M = 19.24, SD = 3.29)* is higher than that of the control group *(M = 18.16, SD = 3.09)* regarding the post-test scores. A parametric Independent Samples T-test was also conducted to determine whether the difference between the post-test scores of the two groups was statistically significant or not. Table 8 below shows the results of the Independent Samples T-test of the post-test carried out to both groups.

Table 8. Comparison Between Post-Test Results of Both Groups in terms of L2 Speaking Performance

Test	Group	N	M	SD	P
Post-Test	Control	32	**18.16**	3.09	**.032**
	Experimental	33	**19.24**	3.29	

Independent Samples T-Test

Table 8 indicates that there is a statistically significant difference between the post-test scores in favor of the experimental group *(t = -60606; p = .032, p < .05)*. Thus, as regards the first research question "Does the implementation of self-made videos in a MOOC-based FC model affect pre-service English language teachers' L2 speaking performance?", the test results suggest that the implementation has a significantly positive effect on students' L2 speaking performance in a MOOC-based FC model.

Despite these results, though, to achieve a better understanding of self-made videos' effect on students' L2 speaking performance, a comparative analysis was conducted to determine the progress each group made by evaluating the mean difference between the pre- and post-tests of each group regarding the following four dimensions of the speaking test, which are simply referred to as dim1, dim2 etc.: a) Fluency & Coherence = Dim 1 b) Lexical resource = Dim 2 c) Grammatical range & Accuracy = Dim 3, and d) Pronunciation = Dim 4.

Hence, both groups were assessed on a descriptive scale based on their pre- and post-test scores in these dimensions. Moreover, an Independent Samples T-test was performed to compare and determine whether there is a significant difference between the pre- and post-test scores of both groups. The pre- and post-test scores were calculated from the average scores of two raters. Table 9 below shows descriptive analyses and the results of the Independent Samples T-test of the pre- and post-tests carried out to both groups.

Table 9. Comparison Between Pre- and Post-Test Results of Both Groups in terms of Four Dimensions of the Speaking Test

Pre/Post Tests	Group	N	M	SD	p
Pre-Dim 1	Control	32	3.25	1.02	.696
'Fluency & Coherence'	Experimental	33	3.15	1.00	
Pre-Dim 2	Control	32	3.25	.72	.353
'Lexical resource'	Experimental	33	3.06	.90	
Pre-Dim 3	Control	32	3.47	.88	.126
'Grammatical range & Accuracy'	Experimental	33	3.12	.93	
Pre-Dim 4	Control	32	3.47	1.05	.506
'Pronunciation'	Experimental	33	3.30	.95	
Post- Dim 1	Control	32	4.56	1.56	**.032**
'Fluency & Coherence'	Experimental	33	5.24	1.06	
Post- Dim 2	Control	32	4.34	.94	.071
'Lexical resource'	Experimental	33	4.64	.99	
Post- Dim 3	Control	32	4.31	.97	.193
'Grammatical range & Accuracy'	Experimental	33	4.67	.98	
Post- Dim 4	Control	32	4.94	.95	.487
'Pronunciation'	Experimental	33	5.09	1.23	

Independent Samples T-Test

As seen in Table 9 above, the experimental group outscored the control group in terms of the post-test scores and made better progress in each dimension when the progress each group made before and after the treatment is compared. However, the test results showed that although the post-test scores in each dimension increased in favour of the experimental group, they did not statistically differ after the treatment *(Sig > 0.05),* except for Dim 1 (Fluency & coherence) *($p = .032$, $p < 0.05$).*

While the findings indicate a positive effect of self-made videos on L2 speaking performance, it is essential to consider potential limitations in interpreting these results. The statistically significant improvement in Fluency & Coherence (Dim 1) aligns with the active, reflective practice encouraged by the video-making process. However, the lack of significant differences in other dimensions suggests that specific sub-skills, such as lexical resource, grammatical range, and pronunciation, may require more targeted interventions or additional time for improvement to be evident. Furthermore, as the study focused exclusively on speaking skills, it is unclear whether the self-made videos had a broader impact on other language skills, such as listening or writing. Future research could explore whether the reflective and creative process involved in video production contributes to these skills and overall course success. This broader analysis could provide a more comprehensive understanding of the pedagogical value of self-made videos in language learning. However, it can be concluded that the implementation contributed to the participants' L2 speaking performance in each dimension, supporting the total mean scores of the speaking test as a whole.

As a result, in regard to the first research question: "Does the implementation of self-made videos in a MOOC-based FC model affect pre-service English language teachers' L2 speaking performance?", it can be suggested that the implementation of self-made videos has a significantly positive effect on students' L2 speaking performance in a MOOC-based FC model.

Findings Related to the 2nd Research Question

Pre- and post-test results of both the experimental and the control group as regards their course achievement were investigated with respect to the second research question below.

2nd Research Question

Does the implementation of self-made videos in a MOOC-based FC model affect pre-service English language teachers' course achievement?

Like the first research question, the statistical data from both groups were found to follow a normal distribution. Therefore, achievement scores were calculated and statistically analyzed using Independent Samples T-tests. To get more reliable results, the pre-test scores of both groups were analysed to see whether they were similar or different prior to the intervention. As indicated in Table 10 below, the mean score of the control group is 28.50 with a standard deviation of 11.00, while the mean score of the experimental group is 25,15 with a standard deviation of 7,98, showing a slight difference in favor of the control group prior to the treatment. However, as shown in the table, the results of the Independent Samples T-test indicate that there were statistically no significant differences between the pre-test scores of the groups *(p = .167, p > 0.05),* suggesting that students' course achievement levels were statistically similar prior to the treatment.

Table 10. Comparison Between Pre-Test Results of Both Groups in terms of Course Achievement

Test	Group	N	M	SD	p
Pre-Test	Control	32	**28.50**	11.00	**.167**
	Experimental	33	**25.15**	7.98	

Independent Samples T-Test

To determine the effect of the self-made videos as a pre-class activity on the course achievement of the students, it was necessary to find out whether there was a significant difference between the post-test scores of the students after the treatment. Therefore, experimental and control groups' post-test scores were statistically analyzed using an Independent Samples T-test. Figure 7 below describes the mean pre- and post-test scores of both groups.

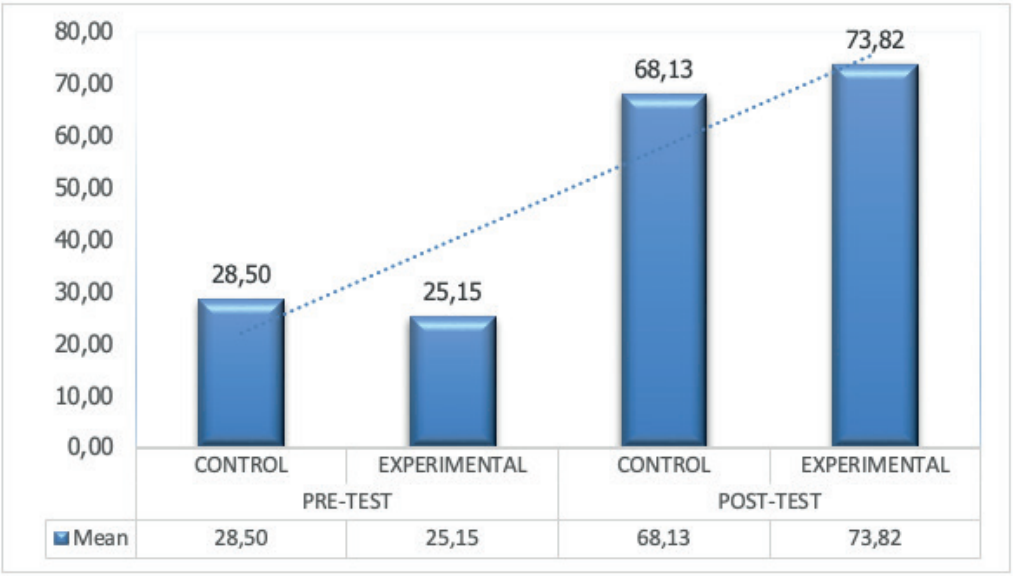

Figure 7. Mean Scores of Both the Experimental and the Control Group in Terms of Course Achievement

As indicated in Figure 7 above, the mean score of the experimental group *(M = 73.82, SD = 9.09)* is higher than that of the control group *(M = 68.13, SD = 10.55)* regarding the post-test scores. An Independent Samples T-Test was also conducted to determine whether the difference between the post-test scores of the two groups, which is in favor of the experimental group, was statistically significant or not. Table 11 below shows the results of the Independent Samples T-Test of the post-test carried out to both groups.

Table 11. Comparison Between Post-Test Results of Both Groups in terms of Course Achievement

Test	Group	N	M	SD	p
Post-Test	Control	32	**68.13**	10.55	**.023**
	Experimental	33	**73.82**	9.09	

Independent Samples T-Test

Table 11 shows that the difference between the post-test results of the experimental and control groups is statistically significant *(t = -2.334; p =.023, p < .05)*. In this regard, with respect to the third research question "Does the implementation of self-made videos in a MOOC-based FC model affect pre-service English language teachers' course achievement?", the statistical analyses of the test results suggest that the implementation of self-made videos has a significantly positive effect on students' course achievement in a MOOC-based FC model.

DISCUSSION

Does The Implementation of Self-made Videos in A MOOC-based FC Model Affect Pre-service English Language Teachers' L2 Speaking Performance?

The first research question sought to examine the effect of self-made videos as a pre-class activity on students' L2 speaking performance in a MOOC-based FC model by exploring whether there was any statistically significant difference between the post-test scores of the students in the experimental and control group. The test results revealed a statistically significant difference between the students who implemented self-made videos as a pre-class activity and those who didn't (see Table 8). Similarly, the descriptive analyses (see Figure 6) conducted to determine the progress each group made by evaluating the mean difference between the pre- and post-tests of each group regarding the four dimensions (see Table 9) of the speaking test provided enough evidence to suggest a significantly positive effect of the implementation of self-made videos on students' L2 speaking performance in a MOOC-based FC model.

These results agree with the findings of several studies in the literature revealing that self-recording videos can generate positive effects on the L2 speaking performance of EFL learners (Encalada & Sarmiento, 2019; Naqvi & Al Mahrooqi, 2016; Shofatunnisa et al., 2021; Sun & Yang, 2015; Yeh, 2018). Similarly, a rich variety of previous research studies investigating the effects of MOOC and flipped instruction on L2 speaking performance found that the MOOC-based FC model can positively affect L2 speaking and communication skills for learners who have little exposure to a second language in traditional classrooms. (Ahmed et al., 2022; Castro et al., 2022; Gimeno-Sanz, 2023; Griffiths et al., 2015; Huang et al., 2022; Liu et al., 2022; Niu & Gao, 2022; Reparaz et al., 2020; Shih, 2010; Yasar, 2020; Zhang, 2022).

Since L2 speaking requires a more synchronous, interactive and co-constructive practices which allow for more interpersonal communication and social dialogue, Russell (2018) recommends communication practices such as establishing contact through brief conversations or exchanging of information on familiar topics, which would stimulate interaction, creative participation, motivation and interest among learners. However, considering the lack of willingness to communicate and the high levels of L2 speaking anxiety among EFL students, as reported by Pichette (2009), it seems advisable to promote self-produced videos for L2 learners to diminish the levels of stress and constraints arising from interpersonal communication and L2 speaking anxiety.

Additionally, the positive effect of the self-made video implementation in the current study seems to have helped initiate some specific improvements that cannot be realised immediately. An even much broader

effect could somewhat be restricted due to the limited period and small-scale implementation. Therefore, it seems that a more intensive implementation extended over a longer period would require a little more time and effort but would produce much better outcomes. Although the absence of real-time, face-to-face interaction and an immediate feedback mechanism have been identified as several limitations of MOOCs by Song et al. (2015) and Yousef et al. (2015), the effect of the student-generated videos was satisfactory as they allowed learners to work at their own pace and improved their L2 speaking skills in a MOOC-based FC model.

It appears that the self-recording videos in the present study encouraged the students to practice L2 speaking through improvisation without causing any needless anxiety or inconvenience. It seems that the self-recording videos in the present study encouraged the students to practice L2 speaking with relative ease and without apparent signs of anxiety or inconvenience, as inferred from anecdotal feedback and classroom observations. However, as no specific measurement tool was used to assess anxiety levels directly, this interpretation should be treated with caution and viewed as a subjective observation rather than an empirically verified outcome. Similarly, the student-produced videos seem to have been instrumental in helping students to speak at length with relative ease on familiar topics, as they were effective enough to bring about a statistically significant difference in favour of the experimental group. On the other hand, considering the relatively brief duration, the lack of two-way information flow, and the absence of interpersonal communication opportunities of the self-made video implementation, it could be argued that the significantly positive effect of the student-generated videos on the L2 speaking performance of the students was not in line with the extent of the short duration and low intensity of the implementation, which seems to be highly promising.

Does The Implementation of Self-made Videos in A MOOC-based FC Model Affect Pre-service English Language Teachers' Course Achievement?

The second research question set out to explore the effect of self-made videos as a pre-class activity on students' course achievement in a MOOC-based FC model by investigating whether there was any statistically significant difference between the post-test scores of the students in the experimental and control group. The test results revealed a statistically significant difference (see Table 11) in favor of the experimental group, suggesting that the implementation of self-made videos had a significantly positive effect (see Figure 7) on students' course achievement in a MOOC-based FC model.

These results correspond to the findings of numerous previous studies in the literature indicating the positive effect of the self-made videos on students' academic achievement (Azis et al., 2022; Freyn & Gross, 2017; Gareis, 2000; Haryanti, 2019; Hsu, 2014; Nagy et al., 2020; Rebong, 2022; Sun & Yang, 2015; van Wyk & van Reyneveld, 2021; Weinstein, 2006; Yang & Yeh, 2021). The positive effect of the experimental process on students' academic development is also supported by research studies that have compared different groups of individuals in a MOOC-based FC model (Ahmed et al., 2022; Ghadiri et al., 2013; Liu et al., 2022; Wang & Zhu, 2019; Xinying, 2017; Yasar & Polat, 2021; Zhang, 2022). However, there are studies, comparing the use of MOOCs in blended learning programs with traditional face-to-face courses, whose results do not agree with the findings of the present study, suggesting that there is no statistically significant difference in student achievement between flipped and non-flipped classes (Griffiths et al., 2015; Perez-Sanagustin et al., 2021; Wu & Luo, 2022).

The positive effect of the experimental process on the academic achievement of the students might be due to the fact that it helped them become aware of their own abilities as they played an active role in their own learning process through the self-recorded videos on regular basis. The content knowledge they acquired from the MOOC might have offered them opportunities to discover their capability to learn independently. Similarly, making independent decisions and being in control of their self-developed and self-constructed video content could have boosted their self-confidence and thus foster the development of skills inherent to self-regulated learning. As Zimmerman (1998) put it, taking an active and responsible role in one's own learning process could prove to have beneficial effects on learning. In a similar vein, Azis et al. (2022) found that displaying their knowledge by integrating the course content into their videos leads to students' greater skill and knowledge acquisition compared to regular teaching alone. Rebong (2022) also found that the use of self-video task as a supplement to teaching enhance students' academic achievements and increase their

learning motivation. Ahmed et al. (2022) also indicated that MOOC-based FC model can lead to better educational outcomes as it enables learners to monitor their own learning processes. It seems that the self-recorded videos have helped to overcome the lack of motivation and guidance of students caused by the lack of physical presence of instructors in the MOOCs.

The improvement in the experimental group's course achievement might be attributed to the intensive exchange of knowledge and experience in the MOOC, acting as catalysts for new ideas. Throughout the experimental process, students were actively encouraged to engage with the content and produce self-made videos by providing them with clear guidelines, detailed rubrics, and regular constructive feedback. Weekly reminders and motivational messages emphasized the importance of reflecting on and transferring their newly acquired knowledge into their videos. Moreover, peer interactions and teacher support during classroom discussions reinforced the students' commitment to practicing and enhancing their understanding through video tasks. As participants were continuously and consistently encouraged to practice and transfer these new ideas and knowledge into their self-made videos, it seems that the experimental process not only provided opportunities for acquiring fresh knowledge, but it also helped deepen the existing knowledge. This argument conforms to the findings of Encalada and Sarmiento (2019), who indicated that self-produced videos provide opportunities for learners to practice knowledge gained in the classroom. This supports the statements of Shofatunnisa et al. (2021) and Sun and Yang (2015), who reported that self-made video tasks enable learners to develop their learning processes and strategies. Encalada and Sarmiento (2019) also stated that self-made videos provide opportunities for learners to practice new theories and knowledge. In another study, Thongkoo and Daungcharone (2022) suggested that MOOC-integrated FC model allows learners to reflect on their newly learned knowledge gained in the MOOC and classroom.

Thus, it could be argued that the positive effect of the self-made video implementation in this study can possibly be explained by participants' growing perception of self-efficacy, which according to Bandura's (1986) social cognitive theory, is a fundamental precondition for operation of the learning process. Therefore, it is possible that the experimental process may have instilled the feeling of self-efficacy in the participants and thus contributed to the strengthening of their self-worth, which might have resulted in a significant increase in their academic achievement. Accordingly, Pajares (2002) stated that learners with a high expectation of self-efficacy tend to dedicate the time and effort needed towards achieving their personal and academic goals. Similarly, Moos and Bonde (2016) argued that a high sense of self-efficacy can make significant contributions to student learning by helping them apply more self-regulatory processes.

Finally, another factor which may explain the positive effect of the experimental process could be the continuous self-evaluation process that could provide the impetus for metacognitive strategies such as self-observation and self-evaluation of the thought and learning process. In this regard, the results of this study are in accordance with the findings of Flavell (1979), who highlighted that metacognition allows learners to plan their learning strategies and assess their learning activities by reflecting on their learning process. Similarly, Pintrich (2000) and Zimmerman (1989) stated that the ability of cognition and self-evaluation process by itself help learners regulate their behaviours and enhance self-learning. Hence, it seems likely that the participants in the present study were empowered to plan and implement their own individual learning processes independently through the self-made video implementation, which might have helped raise their individual self-awareness and motivation for self-learning. In a similar vein, many researchers support video-making as an effective pedagogy to promote metacognitive skills (Kim, 2019), learner autonomy (Rochmahwati, 2015), and 'a self-structured and self-motivated process of knowledge construction' (Ruschoff & Ritter, 2001, p. 231).

While the findings of this study highlight the positive effects of the self-made video implementation on students' course achievement, it is also important to acknowledge some challenges faced during the experimental process. For instance, several students initially reported difficulty managing their time and balancing the demands of creating high-quality video content with other academic responsibilities. This was particularly evident in the early stages of the process, as many were unfamiliar with the technical aspects of video production and struggled to structure their videos effectively. Furthermore, some students expressed feelings of stress associated with being evaluated on creative tasks, especially for those who lacked confidence in their video production or communication skills. Despite these difficulties, continuous teacher support, detailed rubrics, and constructive feedback were provided to alleviate these concerns. Additional peer collaboration and classroom discussions also helped students navigate these challenges and enhance their confidence and technical skills over time.

These challenges suggest that while the implementation was overall beneficial, it required careful scaffolding to ensure that students were not overwhelmed. Future studies could explore strategies to further support students, such as providing more extensive training on video production or allowing greater flexibility in task deadlines to accommodate individual learning paces.

CONCLUSION

The purpose of the present study was to examine the effect of self-made videos as a pre-class activity on pre-service English language teachers' L2 speaking performance and course achievement in a MOOC-based FC Model. The results indicated that the implementation of self-made videos as a pre-class activity had a significantly positive effect on students' L2 speaking performance and course achievement in a MOOC-based FC model, suggesting that self-recording videos seem to be effective enough to bring about a statistically significant difference in favour of the experimental group by yielding highly satisfactory results overall. These results support the view that learning is more effective when individuals become actively engaged in the subject matter and take more responsibility for their own learning.

This study contributes significantly to the existing literature by providing a video-based pedagogical framework that helps learners improve their L2 speaking skills and course performance in a MOOC-based FC model. This framework addresses the known shortcomings of MOOCs and FC approach in providing insufficient opportunities for L2 speaking practice. Unlike most previous video-based studies, which focused on traditional or flipped classroom settings exclusively, this study explores the use of self-made videos in the context of MOOC-based FCs. This highlights the potential benefits of this model as a future-oriented approach in higher education one of the goals of which is to promote socially and culturally aware communicative learners by prioritizing individual development in the face of increasing information technology and digital resources.

Pedagogical Implications

This study has several implications for current and future practices. First, it supports the idea that in addition to the teaching of subject-specific knowledge, guiding students towards self-organised and reflective learning should be a central goal of the modern pedagogical methods and future education systems. Second, it offers evidence-based guidance and acknowledges the importance of this new pedagogical method by demonstrating how could a MOOC blend, along with the implementation of self-made videos as a pre-class activity, help students creatively use knowledge from the MOOC, reinforce the subjects in the curriculum, and improve L2 speaking performance of individuals who have insufficient exposure to the second language in the classroom. Third, the study has confirmed previous findings and provided additional evidence that modern technologies and innovative teaching methods may require a fundamental restructuring of education systems. This restructuring would support learning as an active research process, rather than a passive reception of information through lectures. This study also presents a specific example of a techno-pedagogical framework using a flipped learning approach by supplementing traditional instructor-led content with online learning materials from a MOOC.

In conclusion, it is a well-known and strongly established fact that learning is no longer restricted to the classroom. Thanks to the widespread use of digital content and rapid advancement in information and communication technology, there is no division between distance and classroom education anymore. In this regard, by combining classroom-based, MOOC-based, and video-based active learning, the present study offers a new pedagogical framework that encourages learners to engage in more student-centered activities and motivates learners to demonstrate their abilities and creativity by fostering independent exploration.

Limitations and Recommendations for Future Research

This study has several limitations, including its short implementation period of eight weeks, small sample size, and lack of a control group without flipped instruction. Conducting similar studies over a longer period of treatment could shed more light on the effect of self-made videos on students' L2 speaking performance and course achievement. For instance, the short time frame may have limited students' ability to fully develop advanced self-regulation strategies, refine their video production skills, or reach their peak potential

in terms of L2 speaking proficiency. Additionally, longer exposure might have allowed for more sustained reflection and internalization of knowledge, which could have further enhanced the observed outcomes. On the other hand, the absence of a non-flipped control group limits the ability to isolate the specific contribution of the flipped classroom approach itself, independent of the MOOC-based structure and self-made video tasks. Without this comparison, it is difficult to determine whether the observed improvements in the experimental group's outcomes were primarily due to the flipped instructional design, the use of self-made videos, or the interactive elements of the MOOC-based framework. This limitation suggests the need for caution when generalizing the findings and underscores the importance of including a non-flipped control group in future studies to more clearly identify the unique contributions of the flipped approach to student learning outcomes.

Despite these limitations, the study's findings suggest several avenues for future research. First, further research could explore the effectiveness of the MOOC-based FC approach in different educational contexts and with diverse student populations. Second, investigating the impact of the approach on other learning outcomes, such as critical thinking and problem-solving skills, would provide a more comprehensive understanding of its benefits. Third, other studies may be conducted to investigate new, appropriate and alternative assessment techniques, such as individual learning plans and formative assessment procedures, within the framework of this model. Finally, focusing on specific study areas to explore the impact of self-made videos in enhancing student-centred learning model may reveal more information about the applicability of this pedagogical framework in different school levels.

BIODATA and CONTACT ADDRESSES of AUTHORS

Dr. Muhammed Ozgur YASAR is an instructor at the Department of English Language Teaching, Eskisehir Osmangazi University, Turkiye. He gained his Ph.D. in English Language Teaching in June 2024 from Istanbul Bahcesehir University. His academic interest areas are English Language Teaching in the MOOCs environment, Flipped EFL classrooms, social emotional learning, bilingual and multilingual education, and self-regulated learning (SRL). He has around 10 journal articles published in international indexes, 1 international book chapter, 1 international book, and other national and international articles, papers submitted to international meetings. He has recently been actively involved in studies regarding the digital turn in ELT e.g., AI, MOOCs, Blended, and SRL.

Muhammed Ozgur YASAR
Foreign Language Education Department, Faculty of Education
Address: Eskisehir Osmangazi University, 26010, Eskisehir, Turkiye
Phone: +90 5058282190
E-mail: oyasar@ogu.edu.tr

Dr. Enisa MEDE is a Professor at the Department of English Language Teaching (ELT), Bahcesehir University, Istanbul, Turkiye. Her research interests lie in program design and evaluation, bilingual education and first/second language development in young learners. She has authored numerous articles in indexed journals, published national and international book chapters and presented action research studies at numerous distinguished conferences. She has over 40 journal articles published in international indexes, many international book chapters and other national and international articles, papers submitted to international meetings. Recently, her research has focused on how to enhance foreign language learning through AI.

Enisa MEDE
English Language Teaching, Faculty of Educational Sciences
Address: Bahcesehir University, 34353, Istanbul, Turkiye
Phone: +90 5363957295
E-mail: enisamede@es.bau.edu.tr

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APPENDIX 1

IELTS Speaking Band Descriptors Rubric

BRITISH COUNCIL idp IELTS AUSTRALIA UNIVERSITY of CAMBRIDGE ESOL Examinations

IELTS Speaking band descriptors (public version)

Band	Fluency and Coherence	Lexical Resource	Grammatical range and accuracy	Pronunciation
9	▪ speaks fluently with only rare repetition or self correction; any hesitation is content-related rather than to find words or grammar ▪ speaks coherently with fully appropriate cohesive features ▪ develops topics fully and appropriately	▪ uses vocabulary with full flexibility and precision in all topics ▪ uses idiomatic language naturally and accurately	▪ uses a full range of structures naturally and appropriately ▪ produces consistently accurate structures apart from 'slips' characteristic of native speaker speech	▪ uses a full range of pronunciation features with precision and subtlety ▪ sustains flexible use of features throughout ▪ is effortless to understand
8	▪ speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language ▪ develops topics coherently and appropriately	▪ uses a wide vocabulary resource readily and flexibly to convey precise meaning ▪ uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies ▪ uses paraphrase effectively as required	▪ uses a wide range of structures flexibly ▪ produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors	▪ uses a wide range of pronunciation features ▪ sustains flexible use of features, with only occasional lapses ▪ is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	▪ speaks at length without noticeable effort or loss of coherence ▪ may demonstrate language-related hesitation at times, or some repetition and/or self-correction ▪ uses a range of connectives and discourse markers with some flexibility	▪ uses vocabulary resource flexibly to discuss a variety of topics ▪ uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices ▪ uses paraphrase effectively	▪ uses a range of complex structures with some flexibility ▪ frequently produces error-free sentences, though some grammatical mistakes persist	▪ shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	▪ is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation ▪ uses a range of connectives and discourse markers but not always appropriately	▪ has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies ▪ generally paraphrases successfully	▪ uses a mix of simple and complex structures, but with limited flexibility ▪ may make frequent mistakes with complex structures, though these rarely cause comprehension problems	▪ uses a range of pronunciation features with mixed control ▪ shows some effective use of features but this is not sustained ▪ can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times

BRITISH COUNCIL idp IELTS AUSTRALIA UNIVERSITY of CAMBRIDGE ESOL Examinations

5	▪ usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going ▪ may over-use certain connectives and discourse markers ▪ produces simple speech fluently, but more complex communication causes fluency problems	▪ manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility ▪ attempts to use paraphrase but with mixed success	▪ produces basic sentence forms with reasonable accuracy ▪ uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems	▪ shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	▪ cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction ▪ links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence	▪ is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice ▪ rarely attempts paraphrase	▪ produces basic sentence forms and some correct simple sentences but subordinate structures are rare ▪ errors are frequent and may lead to misunderstanding	▪ uses a limited range of pronunciation features ▪ attempts to control features but lapses are frequent ▪ mispronunciations are frequent and cause some difficulty for the listener
3	▪ speaks with long pauses ▪ has limited ability to link simple sentences ▪ gives only simple responses and is frequently unable to convey basic message	▪ uses simple vocabulary to convey personal information ▪ has insufficient vocabulary for less familiar topics	▪ attempts basic sentence forms but with limited success, or relies on apparently memorised utterances ▪ makes numerous errors except in memorised expressions	▪ shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	▪ pauses lengthily before most words ▪ little communication possible	▪ only produces isolated words or memorised utterances	▪ cannot produce basic sentence forms	▪ speech is often unintelligible
1	▪ no communication possible ▪ no rateable language			
0	▪ does not attend			

APPENDIX 2

The Achievement Test of the Listening and Pronunciation I Course

1. Which one is not a general pronunciation goal?
   A. Intelligibility
   B. Credibility
   C. Nationality
   D. Identity
   E. Fluency

2. By looking at somebody's speech what can we guess about that person?
   A. How rich she/he is
   B. Where is she/he from
   C. Is she/he attractive or not
   D. How well educated she/he is
   E. Her or his occupation

3. What does Rhoticity mean?
   A. Pronouncing "r" silently
   B. Not pronouncing "r"
   C. Pronunciation of "r"
   D. Pronouncing "r" everywhere
   E. Stressing "r"

4. Which accent given below has a rhotic accent?
   A. Australian
   B. Wales
   C. Ireland
   D. New Zealand
   E. South Africa

5. By Pronouncing which wolves one after another we can see the most differences in our Jaw?
   A. i-a
   B. u-o
   C. e-a
   D. æ-a
   E. ə-ɑ

6. Which word given below is pronounced the same while has a different vowel?

A. Burry
B. Bone
C. Friend
D. Says
E. Better

7. Which one of the words given below does not include a strut vowel?

A. Launch
B. Sun
C. Tunnel
D. Church
E. Bus

8. Which word does not include? (ɒ)

A. launch
B. Dog
C. Swan
D. Gone
E. Quality

9. Which word given below does include nurse vowel?

A. Return
B. Travel
C. Geoffrey
D. Rack
E. Bur

10. Which one is the symbol of the goat vowel?

A. æ
B. ʊ
C. ð
D. ŋ
E. θ

+ 40 questions

APPENDIX 3

Volunteer Information and Consent Form

Dear Volunteer Participant,

You have been invited to participate in the below-mentioned research planned within the scope of the PhD thesis in the Bahcesehir University English Language Teaching Doctorate Program. Before accepting to participate in this research, you should understand the purpose of the research and make your decision freely within the framework of this information. Please read the information below carefully if you have any questions, ask, and seek clear answers.

I- Type of Research: A quasi-experimental research (Mixed Method)

Purpose: To collect data on the effect of self-made videos by comparing Speaking and Self-regulated Learning (SRL) scores of two volunteer classrooms using the MOOC-based FC Model and contribute to the field.

What will be implemented: Participants will conduct face-to-face interviews with the researcher and there will be an 8-week implementation.

How it will be implemented: Participants will enrol in a free MOOC and prepare self-made videos as a pre-class activity. Then, they will join the complementary face to face sessions for eight weeks. They will share their views on the subject with the researcher online or face to face interviews. Quantitative data will be collected through a questionnaire and a speaking assessment rubric. The intervention will be performed with volunteers for 8 weeks, and the difference in pre-post and delayed treatment will be measured.

Method(s): Semi-structured and focus group interviews, interventions, and questionnaires.

Undesirable effects and risks, if any: In the research, participant information will remain anonymous, and data will be collected online and/or face to face. The volunteer has the right to defer from the study at any time. There are no estimated risks in the current study.

Duration: 8 weeks implementation

II- Rights of the Volunteer

- The volunteer has the right to refuse to participate in the research.
- The volunteer can withdraw from the study at any time, provided that he/she informs the researcher, or he/she can be removed from the research when deemed necessary by the researcher.
- The volunteer will not take any financial responsibility for the expenses to be made for the research, and no payment will be made to him.
- The researcher assures that the identity information of the volunteer will be kept confidential.

III- Voluntary Consent Statement

I read the text above, which shows the information that should be provided before the research. Oral explanations have been provided to me. I asked the researchers my questions about the issues that I thought were missing and got satisfactory answers. I believe that I fully understand all the written and oral explanations presented to me. I was given sufficient time to decide whether I wanted to participate in the study. Under these conditions, I declare that I accept the use of my personal information obtained within the scope of the research for scientific purposes, the presentation, and publication of it by the confidentiality rules, of my own free will, without being under any pressure or coercion.

Date:

The signature of researcher: ……

Email:

The name and signature of the volunteer: ……..

APPENDIX 4

TOEFL Speaking Questions

TOEFL Speaking - General Questions

The TOEFL speaking section contains six tasks that judge your ability to communicate in English in an academic setting. The first two tasks are called independent speaking tasks, where you will be asked to speak your opinion about a familiar topic, and the last four tasks are called integrated speaking tasks, where you will need to read a text, listen to a conversation, or watch a video and then express your opinion or summarise the information.
Here are some sample questions that you might encounter during the TOEFL speaking section: Independent Speaking Tasks:

1. What is your favourite hobby, and why?
2. Do you prefer to study alone or with others?
3. What are the benefits of reading books according to you?
4. Do you agree or disagree with this statement that having a university degree is essential to succeed in life?
5. Which do you think is more important, saving money or spending money?

Integrated Speaking Tasks:

1. Summarise the main points made in the lecture on the effects of social media on society.
2. According to the passage you just read, describe the Merits and demerits of living in a large city.
3. Explain the two solutions the professor proposes to the problem of global warming in the conversation you just listened to.
4. Discuss the similarities and differences between the two paintings you saw in the video. During the speaking section, you will have 45 sec to prepare your response and 60 seconds to speak.

TOEFL Speaking - Popular Questions 2023

Here are some of the **TOEFL speaking topics with answers:**

1. Talk about a memorable experience from your childhood.
2. What qualities do you think a good leader should possess?
3. Define a place you have visited that you found interesting.
4. What are the advantages and disadvantages of using technology in the classroom?
5. What are the advantages and disadvantages of studying abroad?

TOEFL Speaking - Choice-Based Sample Questions

The TOEFL Speaking section evaluates your ability to speak and communicate effectively in English. One part of the test involves responding to choice-based questions where you must choose an option and explain your reasoning. Here are some **TOEFL speaking topics with answers**:

1. Would you rather have a job with a fixed salary or commission-based pay? Why?
2. Reading books or watching movies: what do you prefer? Explain your choice.
3. Would you prefer to travel by plane or train? Why?
4. Which do you think is more important: having many friends or a few close friends? Explain your answer.
5. Which is more important: studying hard or having a natural talent for something? Why?

When answering these questions, clearly state your opinion and provide specific examples and reasons to support your answer. Use appropriate grammar and vocabulary to convey your ideas effectively.

TOEFL Speaking - Agree or Disagree Questions

1. Agree or disagree: Television has had a positive effect on society.
2. Agree or disagree: Social media is harmful to personal relationships.
3. Agree or disagree: Working from home is better than working in an office.
4. Agree or disagree: Children should be allowed to use smartphones in school.
5. Agree or disagree: Money can buy happiness.

It would help if you aimed to speak for around 45-60 seconds, so try to organise your thoughts beforehand to ensure you have enough to say.

TOEFL Speaking - Preference Type Questions

1. Which do you prefer: watching movies at home or in a movie theatre? Why?
2. Do you prefer to have a small circle of close friends or a large group of acquaintances?Why?
3. Do you like to spend your free time indoors or outdoors? Why?
4. Which do you prefer: listening to music or watching TV? Why?
5. Would you prefer eating at a restaurant or eating at home? Why?

Practice responding to these questions to improve your speaking skills and feel more confident on test day.

TOEFL Independent Speaking Task - Sample Questions with Answer

Question 1: What are the merits and demerits of living in a big city?

Answer: Big towns provide opportunities for work, entertainment, and cultural experiences, with excellent public transport, diverse restaurants, and museums/theatres. However, they can also be overcrowded, noisy, and polluted, with high crime rates and expensive housing.

Question 2: Is it important for children to have a pet?

Answer: Yes, having a pet can teach children valuable lessons about responsibility, empathy, and companionship. Caring for a pet can help children learn to be gentle and kind and provide them with unconditional love and support.

Question 3: Why do you prefer to work in groups or alone?

Answer: I prefer working alone as I can focus better and be more productive. Working in groups can have advantages, such as brainstorming ideas and dividing tasks, but it can also cause distractions and difficulties in finding a suitable time for everyone's schedule.

Adapted from AECC (2023)

APPENDIX 5

Chapters of the FutureLearn MOOC

	Week 1 What is important in English pronunciation?		**Week 3** English vowels 1
1.1.	Brainstorming about English pronunciation in a global world - Discussion	3.1.	Introduction to week 3: vowels - Video (06:37)
1.2.	Introduction to week 1 - Video (05:48)	3.2.	Brainstorming about vowels and intelligibility - Discussion
1.3.	English pronunciation features: intelligibility, credibility and identity -Article	3.3.	English vowels: intelligibility, credibility and identity - Article
1.4.	Sharing our English accents -Exercise	3.4.	The feature of vowel length explained - Video (01:16)
1.5.	Sharing our experiences speaking English - Exercise	3.5.	Different pronunciations of vowel length analysed - Discussion
1.6.	What English pronunciation features are difficult for you? - Exercise	3.6.	Minimal pairs with long and short vowels - Exercise
1.7.	What are your needs regarding English pronunciation? - Quiz	3.7.	A listening exercise on vowel length (before voiced/voiceless consonants) - Exercise
1.8.	Setting personal goals regarding English pronunciation - Discussion	3.8.	The TRAP vowel - Video (02:01)
	Making a recording of your English pronunciation – Assignment		Different pronunciations of the TRAP-vowel analysed – Discussion
	Week 2 What is important in English pronunciation?		**Week 4** English vowels 2
2.1.	The word list and the reading passage for the recording - Article	4.1.	Minimal pairs with the vowel DRESS [e] and TRAP [æ] - Exercise
2.2.	Peer Assignment Review assignment - Review	4.2.	Listen and repeat: 55 words with the NURSE-vowel - Video (02:24)
		4.3.	Different pronunciations of the NURSE-vowel analysed - Discussion
2.3.	Peer Review Reflection assignment - Reflection	4.4.	Pronunciation and language change: the STRUT-vowel - Video (04:58)
2.4.	The notion of rhoticity explained - Video (05:16)	4.5.	Listen and repeat: 85 words with the STRUT-vowel - Video (02:42)
		4.6.	Different pronunciations of the STRUT-vowel analysed - Discussion
2.5.	The word list in a non-rhotic and in a rhotic accent - Exercise	4.7.	Drag & drop: which vowel? - Exercise
2.6.	The reading passage in a non-rhotic and in a rhotic accent - Exercise	4.8.	Listen and repeat: LOT words [ɒ] and THOUGHT-words [ɔ:] in British English (and American English) - Video (03:05)
2.7.	Words in a rhotic accent and in a non-rhotic accent - Exercise	4.9.	Different pronunciations of the diphthongs FACE and GOAT analysed - Discussion
2.8.	A fun exercise for practising (non)rhoticity - Discussion	4.10.	Listen and repeat: FACE and GOAT - Exercise
2.9.	Ask your education questions online - Discussion	4.11.	Reflection - Discussion

Week 5
English consonants 1

5.1. Introduction to week 5: consonants - Video (12:28)

5.2. Brainstorming about consonants and intelligibility - Discussion

5.3. English consonants: intelligibility, credibility and identity - Article

5.4. Consonant clusters - Video (01:52)

5.5. Different pronunciations of consonant clusters analysed - Discussion

5.6. Minimal pairs with consonant clusters - Exercise

5.7. Aspiration - Discussion

5.8. Minimal pairs with and without aspiration - Video (01:33)

5.9. Clear and dark L - Video (01:48)

5.10. A different pronunciation of clear L analysed – Discussion

Week 6
English consonants 2

6.11. Why are letters sometimes silent in English? - Article

6.1. Which letter is not pronounced? - Exercise

6.2. Listen and repeat: 55 words with 'ch' - Video (02:03)

6.3. The deletion of words endings analysed - Discussion

6.4. Listen and repeat: words with 1-4 final consonants - Video (03:13)

6.5. Different pronunciations of 'th' analysed - Discussion

6.6. Listen and repeat: words and phrases with 'th' - Video (02:44)

6.7. Listening exercise: /g/, /ʒ/ or /dʒ/? - Exercise

6.8. Listen and repeat: 50 items with /ʃ/ and /tʃ/ - Video (02:59)

Week 7
Suprasegmental features in English 1

7.1. Introduction to week 7: suprasegmental features - Video (09:16)

7.2. Suprasegmental features in English: intelligibility, credibility and identity - Discussion

7.3. Stress - Video (02:59)

7.4. Stress-timed versus syllable-timed stress - Discussion

7.5. Listen and repeat: contrastive stress 1 - Audio

7.6. A quiz on stress - Quiz

7.7. Stress analysed in commonly mispronounced words in English - Discussion

7.8. Analysing and practising intonation - Discussion

The phenomenon of linking discussed - Discussion

7.9.

Week 8
Suprasegmental features in English 2

8.1. Practising fluency - Discussion

8.2. Analysing the reading passage - Test

8.3. Assessing your English pronunciation (British) - Exercise

8.4. Assessing your English pronunciation (American) exercise

8.5. Making a second recording of your English pronunciation - Assignment

8.6. The word list and the reading passage for the second recording - Article

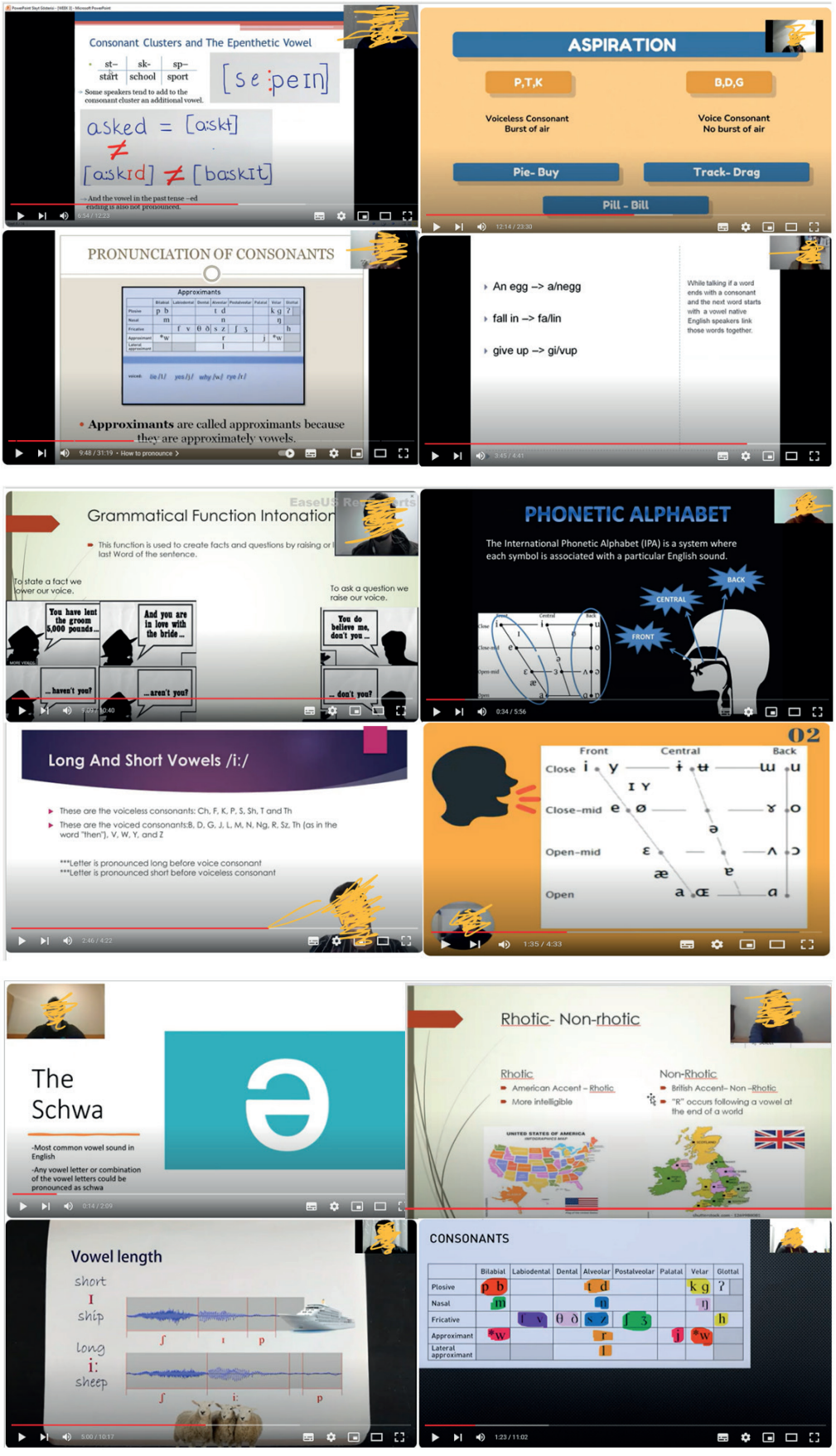
8.7. Peer Review Assignment - Review

8.8. Peer Reflection assignment - Reflection

8.9. Reflection - Discussion

APPENDIX 6

Sample Video Recordings



APPENDIX 7

Sample Self- and Peer Reflections

Self-reflections	Peer-Reflections
"Seeing how my friends did their presentations helps me to see my flaws or how I can do better the next one." "At the end of the week 1 , I felt really good. In my opinion, the best part of the MOOC is the recording part. I could recognize my mistakes thanks to recordings. I recorded my voice and then I listened the others and my mistakes was clear. I'm trying to fix my mistakes and I'll continue to try it over and over until they are fixed. As for the Melissa's presentation in the class, it was well studied. She mentioned the all details about the MOOC. I guess that's all I would say for week 1. Thanks." "It is definitely very useful for me, and apart from the material discussed in the class, we can study it by ourselves." "Although futurelearn is a great site, it is not easy for us to fully understand the subject on our own. However, by watching each other's presentations, we understand the topic of that week a little better." "When I was working on MOOCs, some parts were like, "Yeah, I better put this on video." I say. I would never have thought of that before when I was working normally." "At the same time, I became aware of the valid accents in English and the main differences between them. It was exciting to hear different speakers from many parts of the world and do the same work with them in the course." "It made me focus more on personal shortcomings in language learning." "Yes, it changed. The self-assessment parts provided what I should have done better." "During this week i have set a goal about my english pronunciation.I made contact with foreigner but it wasn't f2f of course,it was online and i just write my opinion about his pronunciation and vice versa.Thanks to this contact i learned some words' pronunciations like bear and beer." "In terms of transferring the content and having knowledge about the content, self-made videos are necessary." "Yes, I tried to focus on content. When it became hard to keep my attention alive I gave breaks." "Yes. We made presentation and it helped to make planning an setting goals." "We are taking a course which is called MOOC and this course is divided a lot of weeks and these weeks is divided a lot of sections. In the first week we have learned some words' actual meanings. These words are pronunciation, rhotic, non-rhotic, intelligible, credible, identity etc. Actually, I thought that I know these words, why should I do these kind of stuff but, when I did these steps, I could see that I didn't actually know	"While shooting a video, the information you transfer at that time must be in a certain order and visually supported." "You learn how to criticize yourself and not to repeat the same mistakes." "When studying from the MOOCs, the learning part is up to you. The person that has to take notes, listen effectively and do the exercises is you, not someone else. And that makes "you" an independent learner." "I think it was necessary since you have to teach it to someone else you have to study harder." "I think it increased my self-confidence as it allowed me to have more control over the subject." "Thanks to your good pronunciaton i understand the words' pronunciatons better, and it helped me to understand rhotic and non-rhotic accents' pronunciation." "Your presentation is well but i think it is too long and you use all the metarials from the websites that we learn the matters. I think we should also add our words and metarials which we can find another platforms. If we do so, then we can compare other informations and see other examples and then can get the topic in a better way and more comprehensive." "I can say that I think you must have worked really hard to prepare such a nice and comprehensible presentation. You explanied each subject in detail. I just didn't like how you explained everyting at lenght, because long conversations bore me so much." "Your accent was really good, you spoke clearly and fluently. I liked your Power Point presentetion as well. You clearly worked hard on it. I liked that you gave a lot of examples and showed us a lot of related pictures." "First, I would like to say that it's good to finally see one of my classmates face. I loved how you presented and how you really acted like a teacher and that there we were actually with you by asking questions and repeating yourself. The ppt was good too I just thought that if you worked on it more it would have been more attractive." "Your pronunciation was excellent and your speech was so fluent. Moreover, your presentation, and the way of narration were also perfect. I am amazed with your pronunciation." "You explained the points that needed to be explained, you did not prolong it unnecessarily. Your pronunciation was also very good and this is a very important future as the main topic of our lesson is pronunciation. You just looked a little tired to me. Other than that, I did not see anything that I did not like. It was a very illuminating presentation so thank you for this. Great job." "My favorite part was when I watch the video about the aspiration. In this video you picked a piece of paper to show the logic of aspiration. At the beginning, you brought the paper near to your mouth. Then, you pronounced some words that start with the letter 'p'. At last, you articulated some other words that begin with the 'b' letter. The result

APPENDIX 8

Guidelines Defining Poor and Excellent Performance

Modes/Characteristics Communication	Poor Performance	Excellent Performance
Body Language	• Moving around too much • Shuffling • Slouching • Rigid stance • Withdrawn posture • Defensive arm positioning (folded arms, hands in pockets) • Flapping hands • Wandering eyes • Shoulders hunched • Head down • Distracting/unclear gestures • Stiff gestures • Cold/unexpressive facial expression	• Natural • Appropriate volume/projection • Melodic variety/intonation • Clear enunciation • Appropriate pace
Voice	• Contrived • Too loud/soft • Monotone • Stammering • Unclear enunciation (e.g., heavy accent, mumbling) • Too fast/slow	• Natural • Appropriate volume/projection • Melodic variety/intonation • Clear enunciation • Appropriate pace
Words	• Unexpressive • Negative • Poorly organized/structured • Confusing meaning • Not inclusive • Inappropriate slang (e.g., kids, dropping 'g', gunna, you know) • Too many pausing/filling words ('ums' and 'ahs') • Poor use of humour	• Colourful/expressive language • Positive • Structured/organised • Clear meaning • Inclusive • Register relevant to audience • Positive use of humour • Use of strategies (such as rhetorical questions) to engage
Alignment	• Disparity between message and body/voice/words • (Messages mixed)	• Congruence between body/voice/words • (Messages aligned)
Constructed Impressions	**Poor Performance**	**Excellent Performance**
Confidence	• Appears anxious or apprehensive • Manner conveys nerves, lack of authority or connection • Inflexible – working from fixed script	• Appears relaxed and stable • Speaker manner conveys their knowledge and authority, their relationship with audience • Flexible
Clarity	• Meaning difficult to understand	• Meaning easily understood
Engagement	• Appears uninterested in presentation/lacks enthusiasm • Impression that audience would be bored, unmotivated, easily distracted, even alienated • Lacks impact • No interaction/does not connect	• Interested and enthusiastic • Anticipate that audience would likely be engaged, interested in presentation • Makes an impression • Interacts/connects
Appropriateness	• Content and delivery unsuitable • Talking to wrong level of audience (context)	• Content and delivery (language register) both suitable for a particular audience • Talking to the level of the audience and situation (context)