Research Paper

Translanguaging in Aviation ESP Blended MOOC Flipped Classrooms: ESP Teachers' Perceptions

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Abstract

The aim of the present study was to investigate Aviation English (AE, hereafter) language teachers' perceptions about translanguaging in AE classes. Translanguaging is a language practice through which language learners use their L1 linguistic knowledge for meaning-making purposes in their L2. The participants were ten subject teachers teaching EAP courses to pilot students and flight engineers at Army Aviation Training Center located in Isfahan, Iran. In order to investigate the participants' perceptions of translanguaging, a questionnaire adopted from Yuvayapan) 2019) was employed. In order to answer the research questions, the questionnaire was administered among the teachers teaching AE materials, and the participants were taught online using the Edmodo network. The results revealed that the majority of AE language teachers were not interested in encouraging students to use their mother tongue in answering their questions. It was also found that using the mother tongue in AE classes is encouraged to promote help to peers during activities. The results also revealed that more than half of the AE teachers did not boost learners' use of Persian to help peers in activities and did not explain problems irrelevant to the content. However, they acknowledged the importance of translanguaging in these particular situations. In answering their questions, the majority of AE language teachers were not interested in encouraging students to use their mother tongue. Furthermore, some participants believed that Persian can be used to explain vocabulary in AE language classes. The results have some implications for ESP language teachers and material developers.

Keywords: Aviation English, bMOOC, Teacher perception, Translanguaging

INTRODUCTION

Though teaching English in a traditional way can be boring both for learners and teachers, many teachers are still teaching their students the same way they themselves were taught (Anglin & Anglin, 2008). Many teachers are still teaching based on the traditional ways regardless of emerging new technology-based methods. For example, using electronic learn-

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ing (e-learning) is not common in Iranian L2 contexts. As Mellati and Khademi (2018) state, only very few universities support e-learning in Iranian language learning contexts. Before Pandemic coronavirus, due to the high cost of electronic tools, lack of accessibility and availability of the Internet in Iranian contexts, and lack of skilled teachers, distance-learning or e-learning environments could not be established in Iran in general (Mellati & Khademi, 2018). bMOOC methodology as a

kind of e-learning is an unknown teaching mode in Iran and most English classes are held face to face rather than online instruction. Therefore, this study aimed to uncover perceptions of Iranian AE teachers as well as EFL teachers towards translanguaging in blended MOOC flipped Iranian AE classes.

MOOCs employ social networks to create and keep the social aspect of learning, and to improve knowledge production rather than providing a platform for knowledge consumption (Yang, Shao, Liu & Liu, 2017). Social network sites allow learners and their instructors to enhance their face-to-face interaction.

ESP is a change to match language teaching to the specific learning goals and needs of special groups of students (Dominguez & Rokowski, 2002). In a similar vein, institutes and universities in Iran are aware that it is crucial to nurture students' English ability as well as improve specific English competence to meet their future needs in the world of high technology and to allow them to participate in international affairs. Many language learners are willing to study field-specific English in order to improve their competence or follow their careers. Students who study at aviation training centers in Iran are not exceptions of this rule. In spite of the present status of ESP, researchers are aware of the substantial attempts that must be made to improve ESP. First, comparing the theoretical and the empirical background of ESP reveals a gap in the field. The main reason is that more emphasis has been put on applied linguistics, on courses, and materials design (Graves, 2008). In addition, there are still controversies within ESP related to the content of ESP courses to be taught and the kind of methodology to be developed. As far as the ESP courses are concerned, the common-core approach (Widdowson, 1983) contradicts with subject-specific approach (Swales, 1990) which considers that the common-core approach has some limitations.

Aviation experts use the English language outside of phraseology in non-routine situations, which has some potential risks, and may lead to miscommunication and thus aviation mishaps. In recent years, there has been widespread worry about inadequate English proficiency in aviation on the part of non-native English-speaking pilots or air traffic controllers, and its role as a causal factor in the chain of events resulting in accidents.

Another important issue is the number of studies that have been made on teachers' perceptions in order to understand the complications supporting the teachers' perceptions and their classroom practices (Baker, 2014). The teachers' perceptions include issues like teachers' knowledge, opinions, beliefs, and attitudes towards their actual performances and their practices in a classroom context. The researchers and experts of teacher education have paid a lot of attention to teachers' perceptions. The existing body of literature on teachers' beliefs and knowledge has improved and the way these studies are shown in their classroom practices is shown in the literature (Borg, 2006).

To the best knowledge of the researchers, in Iranian aviation colleges, the issue of teacher perceptions in general, and teacher perception in teaching AE in specific is under-researched. Aviation English, specifically, in the military sector is considered an occluded genre, and this field has eluded researchers' attention. Furthermore, teachers' practices in classes where AE is taught are not well elaborated into details, and there is not a definite picture, specifically what beliefs these teachers harbor and what attitudes these teachers have toward AE in the Iranian setting. Moreover, due to the fact that there are two groups of teachers who teach aviation English, namely Iranian EFL teachers and filed specialist AE teachers, the issue of AE is not deeply investigated. Therefore, the present study aimed at investigating the perceptions of Iranian content aviation teachers (EFL ESP teachers) who teach AE in Iranian aviation training centers about trasnlanguaging.

The findings of the study will be of use for educational policymakers in aviation training centers, for aviation English instructors as well as pilot students and flight engineers. They can improve special materials through the results of the study. In addition, curriculum and material developers working in the field of avia-

tion English will take advantage of the results of the present research.

Training deputy and educational policy-makers in aviation training centers, English instructors, pilot students, flight engineering students, curriculum developers, material designers, Army aviation training centers. To the best of the researchers' knowledge, no study has so far investigated EFL ESP teachers and field specialist ESP teachers' perceptions about translanguaging in aviation English classes. This study was novel in that it was conducted in a unique context where no study has so far investigated translanguaging. In fact, the study was an occluded genre, which is not accessible for many researchers.

The research in the teacher perception area, especially in Iran, has a recent history; however, some studies have been conducted on teachers' attitudes regarding grammar (e.g. Alijanian, 2012, Atai, 2013, Atai & Fatahi-Majd, 2013). However, to the knowledge of researcher, not much research has ever been conducted on ESP teachers' attitudes regarding translanguaging in AE classes. The general question posed here is what Iranian EFL teachers' and subject teachers' specific attitudes, knowledge, or beliefs toward traslanguaging are in blended MOOC flipped Iranian AE classes are.

LITERATURE REVIEW

The concept of translanguaging was originally started in Wales (Lewis, Jones, & Baker, 2012) to describe the practices of bilinguals. Translanguaging encourages language users to make use of all their linguistic skills (García &Wei, 2014) in situations where a repertoire is the numerous ways that people use language in diverse social contexts rather than a system of grammar (MacSwan, 2017). For example, students were needed to read in Welsh and write in English. Therefore, both languages alternate. This term designates a language practice that shows the organized use of two languages in the same lesson. Translanguaging shows a shift from monolingual methods in that it considers specific flexibility between language systems and the linguistic skills of the language learner.

Translanguaging describes multilingual practices which were used to be known as code-switching (Wei, 2011), and thus the two concepts are distinct in different ways. Code-switching, on the other hand, describes languages as two discrete items within bi-or multilingual users (Otheguy et al., 2015). Translanguaging describes the single language system within a user to show the unique features of an individual's language more accurately. These differences in names are important as they affect how interactions are described (MacSwan, 2017). Another difference between translanguaging and code-switching is that translanguaging does not follow monolingual biases which were marginalized bilingual speakers (García & Wei, 2014). Generally, translanguaging provide a more inclusive account of language use in comparison with the literature on code-switching (García & Wei, 2014).

According to Cummins's Interdependence Theory (2000), when the mother tongue is used to teach emergent bilinguals, that proficiency will be of use for the development of an additional language. In this way, the Interdependence Principle triggers translanguaging practices. Drawn from Translanguaging, languages are social constructs that show nation-state ideologies (Heller, 2007). According to Cummins (2009), the theory of translanguaging is producing pedagogies that use bilingual instructional strategies; because, they can open the pedagogical space in ways that activate the linguistic talents of English language learners. Translanguaging is at work not only in real classrooms but also in virtual and flipped classrooms.

Sapitri, Batan, and Myartawan (2018) investigated the functions of the EFL teachers' translanguaging and the teachers' reasons for the use of translanguaging. The results revealed three functions of translanguaging including knowledge construction, classroom management, and interpersonal relations. The participants mentioned nine reasons for the use of translanguaging such as facilitating students' understanding, providing L1 and TL comparison, eliciting students' responses, attracting students' attention, managing stu-

dents, promoting discipline, developing a personal relationship, creating a secure classroom atmosphere, and making the class more interesting.

Flipped learning includes two main parts, namely, interactive learning activities and computer technologies (Bishop &Verleger, 2013). Example of the learning activities includes the community of inquiry (COI), which has a strong analytic framework and was developed by Garrison, Anderson, and Archer (2000). Blended instructional models such as flipped learning have their origin in social constructivist education principles (Akyol, Garrison, & Ozden, 2009; Shea & Bidjerano, 2013). Kim (2017) defines COI as "a group of individuals involved in a collaborative process of empirical or conceptual inquiries to construct personal meaning and mutual understanding" (p.39).

A number of studies (e.g., Hung, 2015) have proved the advantages of the flipped classroom, such as raising personalized L2 learning, student-teacher and classroom interactions. Moreover, these studies have shown that flipped classroom has increased L2 learners' motivation (Strayer, 2012). In addition, some (e.g. Dill, 2012) have shown that flipped classrooms can improve learning engagement and academic performance. Besides, some other studies (Williams,2016) have yielded better learning outcomes. Other studies (e.g., Kim, Kim, Khera&Getman, 2014) have revealed that flipped learning can improve L2 learners' active learning habits and enhance student-oriented learning situations. Indeed, in these learning situations, L2 learners are actively engaged by giving speeches, interacting collaboratively, self-evaluating in discussions, and growing high-order thinking skills. Higher-order thinking skills include creating, applying, analyzing, and evaluating under the teacher's guidance and peer support. Furthermore, L2 learners can self-regulate in consolidation after class (Zappe et al., 2009).

MOOC stands for Massive Open Online Course, and it is a common mode of learning which will be explained later. The term known as so-called cMOOCs, appeared between 2008 and 2011 in which C stands for connectiv-

ism—a learning theory. Connectivism appeared after learning theories of behaviorism, cognitivism, and constructivism (Siemens, 2004). However, connectivism is still under question (Saadatdoost, Sim, Jafarkarimi, & Hee, 2015).

According to Siemens (2004), in connectivism there is a network structure for L2 learning, in which there are nodes and ties among the nodes. The start of L2 learning in connectivism occurs in a community if knowledge is activated by L2 learner who links to the community and provide information for it (Kop & Hill, 2008). Siemens (2004, as cited in Bell, 2011), presents some principles of connectivism. Siemens believes that within connectivism, knowledge rests in a variety of opinions. Furthermore, he believes that L2 learning deals with connecting information sources within connectivism. Also, he claims that L2 learning may be found in non-human appliances. In addition, in connectivism, the capacity to know more is more important than what is presently known. In connectivism, maintaining connections is critical to facilitating constant L2 learning, and the capability to see connections between ideas and concepts is a fundamental skill. One of the objectives of all connectivist L2 learning activities is to obtain up-to-date knowledge. An answer which is right today, maybe wrong tomorrow, because of changes in the information atmosphere which affect the decision.

The founders of MOOC have shown the efficiency of bMOOC in the context of higher education. Improving university status and attracting more students were found to be the advantages of this approach (Sandeen, 2013a). Furthermore, providing L2 learners with different learning materials from universities (Loviscach, 2013; Sandeen, 2013a), and L2 learners' engagement (Fabris, 2015) were also positive points of this model. Furthermore, bMOOC environments have certain prerequisites like openness; therefore, the quality of bMOOC design should be clearly defined. According to Yousef et al., (2015), certain processes, products, and services of bMOOC must be taken into consideration.

Sapitri, Batan, and Myartawan (2018) investigated the functions of the EFL teachers' translanguaging and the teachers' reasons for the use of translanguaging. The results revealed three functions of translanguaging including knowledge construction, classroom management, and interpersonal relations. The participants mentioned nine reasons for the use of translanguaging such as facilitating students' understanding, providing L1 and TL comparison, eliciting students' responses, attracting students' attention, managing students, promoting discipline, developing a personal relationship, creating a secure classroom atmosphere, and making the class more interesting.

According to what was mentioned above, there is a lack of research in the field of translanguaging and MOOCs; accordingly, the present paper intended to answer the following research question:

RQ: What is the attitude of Iranian content teachers towards translanguaging in blended MOOC flipped Iranian AE classes?

METHOD
Context and Design of the study
As a survey study, this research was conducted at Army Aviation Training Center located in Isfahan, Iran. This center provides has provided EGP and ESP courses for pilots and flight engineers for more than 40 years. Annually more than 800 pilot students and flight engineers are trained in the training center. The teaching staff includes 17 full-time ELT instructors and 20 subject teachers.

Participants
To select the teacher participants teaching at the above training center, purposeful sampling was employed. They comprised 10 teachers who were all Persian native speakers of Persian. 6 teachers held bachelor's and master's degrees, and four others were Ph.D. students. They were pilots and flight engineers with no formal ELT education in their profiles. For ethical issues, the participants' consent was gained, and the researcher promised to keep the results and their names anonymous. The detailed demographic information of the participants is presented in the following table.

Table 1
Participants' Demographic Information

Name	Gender	Field of study/ Job	Degree	Teaching experience		A.E. or G.E. training Opportunities
				General	EAP	
ESP T A	Male	Pilot	BA	1	14	Teaching a course titled MOI* for both pilots and flight engineers.
ESP T A	Male	Pilot	BA	3	10	Studying a few books on ELT. Teaching in a language institute.
ESP T A	Male	Flight engineering	BA	2	14	Studying some books in ELT. Passing the MOI course.
ESP T A	Male	Flight engineering	BA	4	13	Passing the MOI course.
ESP T A	Male	TEFL/ Flight engineering	PhD student in TEFL/ BA in Flight engineering	12	9	University courses in EGP & ESP
ESP T A	Male	TEFL/ Flight engineering	PhD student in TEFL/ BA in Flight engineering	9	12	University courses in EGP & ESP
ESP T A	Male	TEFL	MA in TEFL/ BA in Flight engineering	10	0	University courses in EGP
ESP T A	Male	TEFL	MA in TEFL/ BA in Flight engineering	3	0	University courses in EGP
ESP T A	Male	TEFL	MA in TEFL/ BA in Flight engineering	3	0	University courses in EGP
ESP T A	Male	TEFL	MA in TEFL/ BA in Flight engineering	3	0	University courses in EGP

Note 1: MOI stands for Methods of Instruction which is a course offered to those who are going to teach aviation English in an army aviation training center, and do not have experience or an academic degree in teaching. This course is presented both in English and in Persian.
Note 2: "General teaching experience" for EFL instructors refers to years of experience in teaching general English, and for subject teachers, it refers to the experience in teaching courses related to their areas of specialty.
Note 3: A.E (aviation English), G.E. (general English). 'AFS TA: aviation field specialist teacher A

Instruments

The following instruments were exploited in the current study:

Tanslanguaging Questionnaire

In order to investigate the participants' perceptions about translanguaging, a questionnaire adopted from Yuvayapan (2019) was employed. The questionnaire had two parts, the first part included items to collect general information about teachers' age, gender, and years of experience are included. The second part was a Likert-Type scale to investigate how the use of Persian by the AE teachers and the pilot students and flight engineering students in online classes was perceived and how they applied Persian in their classrooms. The questionnaire contained 31 items, and in order to check its reliability it was piloted among 15 EFL teachers, and the reliability index was calculated through Cronbach alpha. Furthermore, the questionnaire was checked by the supervisor to make the necessary changes.

Edmodo Platform (MOOC-Based Educational Program)

Edmodo Platform (MOOC-based educational program) was used to deliver the course content in the selected classes. Edmodo is a social learning platform for teachers, students, and parents. It offers a safe and easy way for students and teachers to exchange ideas, share content or information, and access homework.

Procedure

The participants were taught online by using Edmodo network. To collect data, the researcher attended AE classes and in order to investigate the participants' perceptions about translanguaging, a questionnaire adopted from Yuvayapan (2019) was employed. A video/mobile recorder was used to make the recordings of the classes. In addition, an MP4 player was put near the teacher in each class both to record whole class interaction and to capture the teacher's voice more clearly. An observation checklist was developed by the researchers according to the literature about translanguaging. Items like teachers' reasons for using their mother tongue in AE classes were included in the checklist. Ten full sessions were observed and the whole classes were audio-recorded. Then, the recordings were transcribed in order to find out the teachers' use of their L1 in AE classes. In addition, along with observations the researcher also took field notes. After data transcription, each teacher's amount of using their mother tongue was measured in minutes.

RESULTS

The present research intended to investigate the attitudes of Iranian AE teachers towards translanguaging in blended MOOC flipped Iranian AE classes. The results are presented in the following section.

Table 2

Percentage and Purposes of Encouraging the Use of Persian in AE Classes from AE teachers' Point of View

Purposes	Never/Not often	Somewhat often	Often/very often
To discuss content or activities in small groups	68%	22%	10%
To promote assistance to peers during activities	60%	33%	7%
To brainstorm during class activities	62%	20%	18%
To explain problems not related to content	39%	23%	38%
To enable participation by lower proficiency students	19%	28%	54%
To respond to teacher's questions	50%	9%	41%

The first Likert-type question was about how often AE language teachers observe or encourage the use of Persian in AE classes. According to the results presented in Table 1, teachers let students' use Persian to enable participation with lower proficiency students (54 %), to respond to teachers' questions (41 %), to explain problems not related to content (38%), to promote assistance to peers during activities (36 %), and to brainstorm during class activities (33 %). Moreover, 68% of the respondent teachers (never/not often) were not eager to encourage the employment of Persian by their students to discuss content in pair or

group work activities and to promote assistance in these activities. In addition, it was shown that 50% of the participants did not seem to let their students respond to their questions in Persian (60 %). Figure 1 depicts the participants' responses to the first research question.
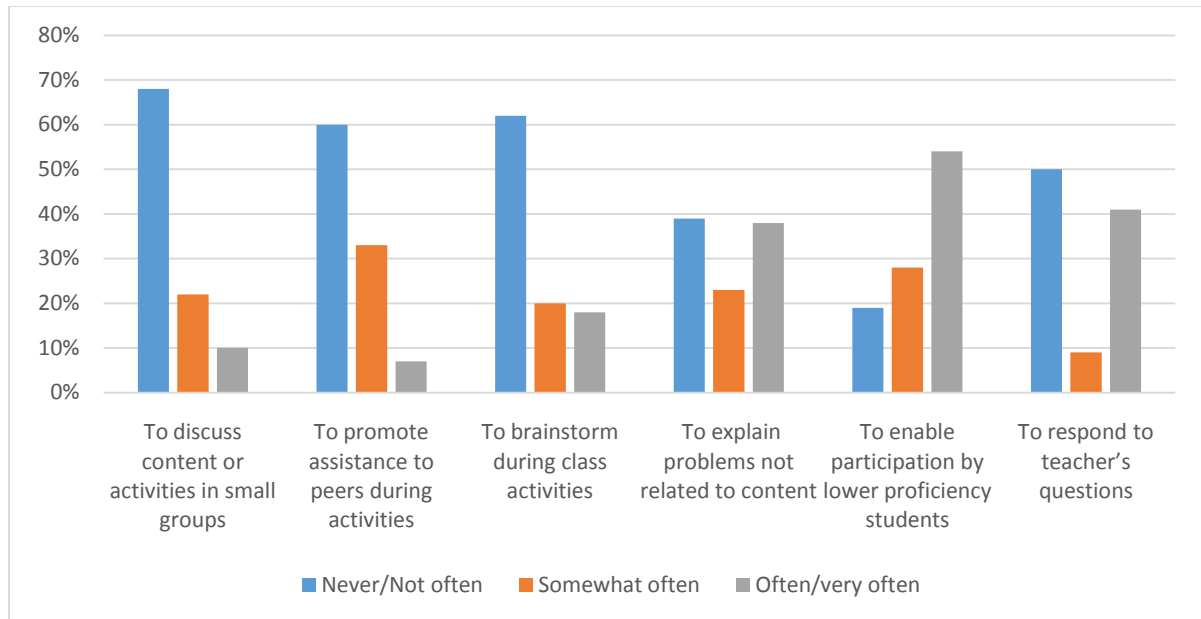

Figure 1. *Percentage and Purposes of Encouraging the Use of Persian in AE Classes from AE teachers' Point of View*

As shown in Figure 1, AE language teachers encouraged using mother tongue among students for various purposes. The next questionnaire item investigated AE language teachers' perceptions about the importance of using Persian in various contexts. The results are presented below in Table 3.

Table 3

How important do you believe it is for students to use Persian in the classroom within the following contexts?

Purposes	Not important	Important	Very important
To ask permission	76%	24%	0
To enable participation by lower proficiency students	22%	60%	18%
To translate for a lower proficiency student	23%	61%	16%
To explain problems not related to content	38%	45%	17%
To brainstorm during class activities	62%	25%	13%
To promote assistance to peers during activities	45%	40%	15%
To discuss content or activities in small groups	62%	29%	9%

The results presented in Table 2 reveal that 60% of AE language teachers agreed that students' use of their mother tongue was important to enable participation by lower-level students. In addition, 61% of them believed that using Persian is important for AE students to translate for a lower proficiency student. In addition, 83% of AE teachers believed that language students can use their mother tongue to explain problems not related to content. Moreover, 85% of AE teachers believed that it is important or very important to use L1 to promote assistance to peers during activities. Similarly, 91% of AE teachers believed that it is very important or important to use L1 to discuss content or activities in small groups.
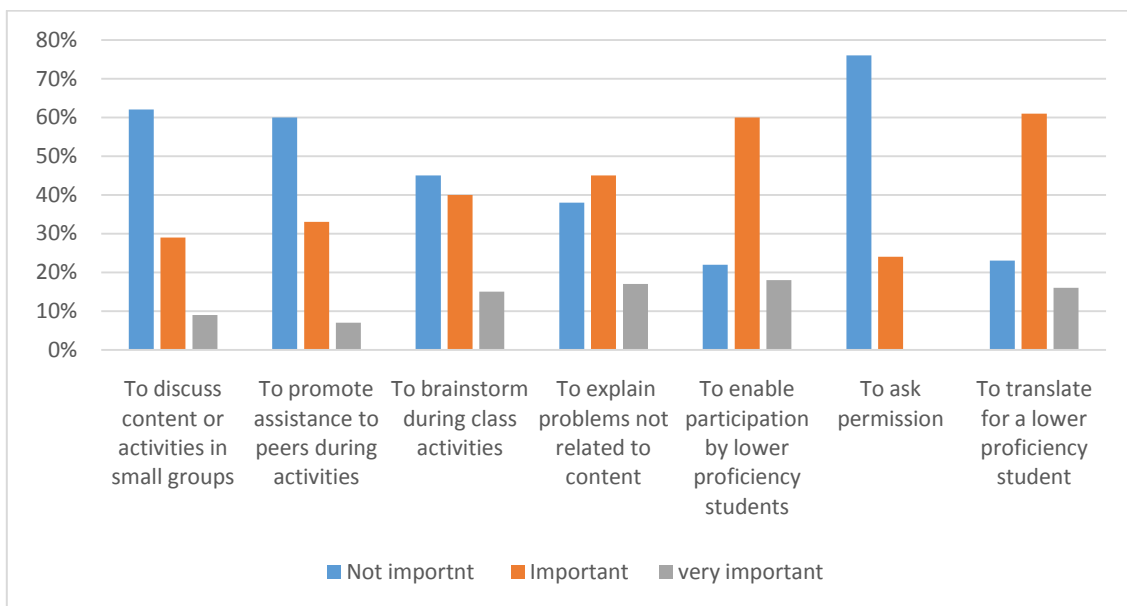
Figure 2. *How important do you believe it is for students to use Persian in the classroom within the following contexts?*

As shown in Figure 2, AE teachers believed that in four instances it was not very important for AE students to use their mother tongue in AE classes including asking for permission, brainstorming during class activities, promoting assistance to peers during activities, and discussing the content of activities in small groups. The next question aimed to investigate how often Farsi is used in AE classes for various situations. Table 4 presents the results.

Table 4

How often do you use Persian in the classroom for the following situations?

Purposes	Never/Not often	Somewhat often	Often/very often
To help low proficiency students	58%	21%	21%
To quickly clarify during activities	74%	19%	7%
To build bonds with students	81%	15%	4%
To give feedback to students	79%	13%	8%
For classroom management	77%	14%	9%
To give directions	86%	12%	2%
To describe vocabulary	73%	10%	17%
To explain concepts	83%	13%	4%

As shown in Table 4 above, in general, the respondent teachers generally avoided using Persian in AE language classes for different purposes including giving directions, maintaining classroom management, giving feedback to students, explaining concepts, building bonds with students, and clarifying during activities. In response to this question only around one-fifth (21%) of the respondents claimed that participants' L1 should be used to help lower-level students. In addition, 17% of the participants stated that learners' L1 should be used to describe vocabulary. Figure 3 displays the frequency of using L1 in AE classes for various purposes from Iranian AE teachers' point of view.
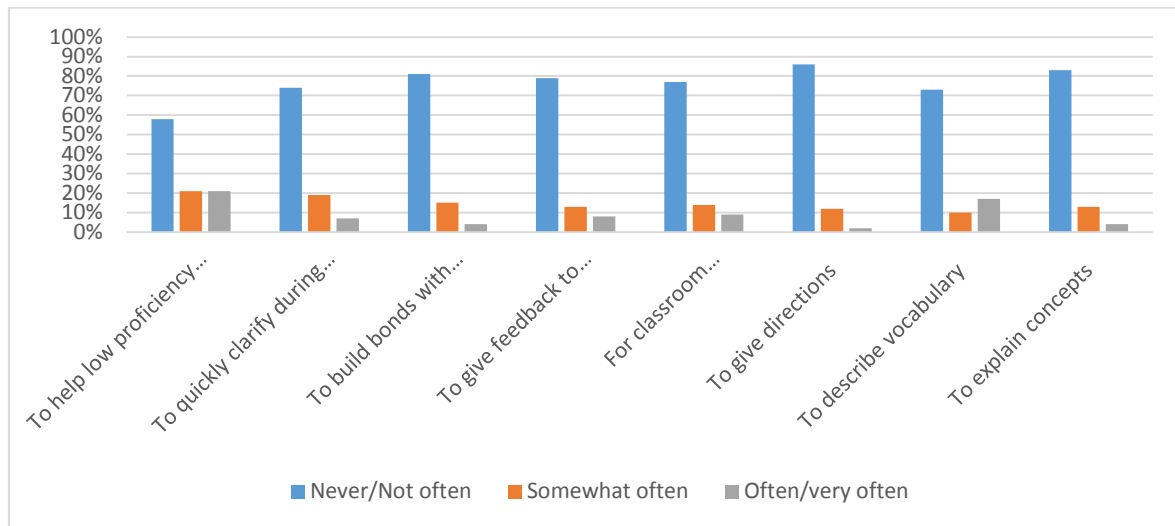
Figure 3

How often do you use Farsi in the classroom for the following situations?

As shown in Figure 3, AE language teachers generally were not intended to use Persian in their classes for various purposes. The next question dealt with how important it was for teachers to use Persian in AE classes in different situations.

Table 5

How important is it for teachers to use Persian in AE classes in the following situation?

Purposes	Never/Not often	Somewhat often	Often/very often
To help low proficiency students	29%	50%	21%
To quickly clarify during activities	67%	21%	12%
To build bonds with students	61%	24%	15%
To give feedback to students	62%	25%	13%
For classroom management	56%	29%	15%
To give directions	81%	13%	6%
To describe vocabulary	62%	34%	4%
To explain concepts	61%	31%	8%

As shown in Table 5, 21% of AE teachers claimed that it is important to use Persian in AE classes to help low proficiency students; however, the majority of the respondents believed that they never or often use learners' mother tongue in language classes for purposes such as clarifying during activities, building bonds with students, giving feedback to students, giving directions and describing vocabulary. Figure 4 compares the attitudes of the respondent teachers in response to this research question.
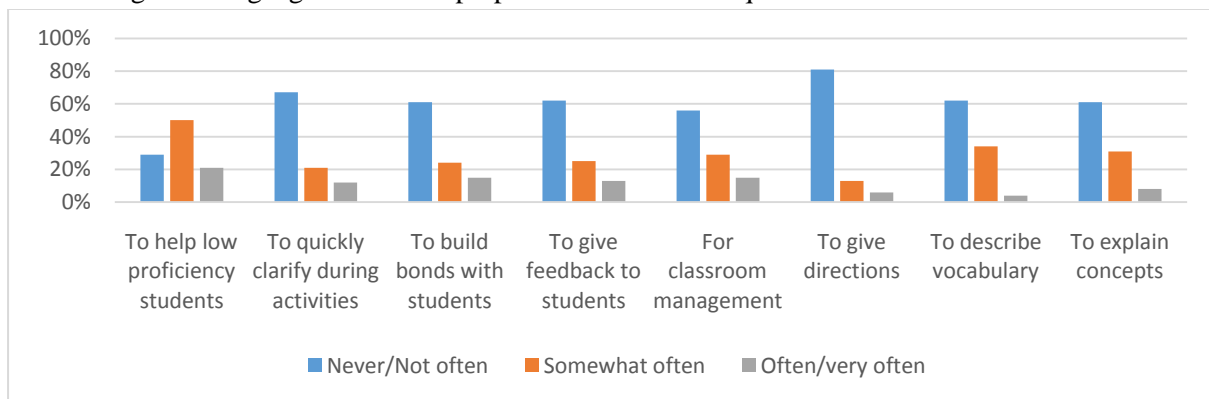

Figure 4

How important is it for teachers to use Persian in AE classes in the following situation?

As shown in Figure 4, except for the purpose of helping low proficiency students, in other cases the respondent teachers disagree with using Farsi in AE classes.

DISCUSSION

As it was shown, the majority of AE language teachers were not interested in encouraging students to use their other tongue in answering their questions. The findings in this regard are comparable with the study by Yuvayapan (2019) and Nambisan (2014) which showed that the participant teachers allowed the use of L1 to smooth the involvement of low-level students and to encourage support to peers during activities. The results also lend support to the study by McMillan and Rivers (2011) which showed that language teachers may encourage using L1 in classes to allow involvement by lower-level students and to clarify problems irrelevant to the content. As mentioned, it was found that using L1 in AE classes is encouraged to promote assistance to peers during activities. This finding is in line with Yuvayapan (2019) and McMillan and Rivers (2011).

The results also discovered that more than half of the AE teachers believed that they did not boost learners' use of Farsi to encourage help to peers during activities and to elucidate problems irrelevant to the content. However, they acknowledged the significance of translanguaging in these specific situations. In this regard, it may be claimed that the teachers' perceptions and the existing practices about students' use of their mother tongue in some particular situations were different.

As shown earlier, some participants believed that Persian can be used to explain vocabulary in AE language classes. This is consistent with the findings of Yuvayapan (2019) and McMillan and Rivers (2011) who specified that L1 use may be of assistance in teaching vocabulary. Moreover, in the study by Yuvayapan (2019) and Paker and Karaağaç (2015), it was found that the use of L1 is effective for building rapport and explaining difficult concepts. However, the findings of the present study revealed that Persian is was not

preferred to be used in AE classes as an acceptable strategy to explain concepts.

In general, the findings of the study indicated that from AE teachers' point of view translanguaging was not common in the AE classes. This result lends support to some previous studies such as the one by Yuvayapan (2019) and Paker & Karaağaç(2015) who discovered that English language teachers used L1 to explain problematic notions but were inclined to give feedback, to present the topic, to teach lexical items, and to interpret sentences.

CONCLUSIONS

This study investigated aviation English teachers' attitudes about translanguaging in AE classes. The findings revealed that from the participants' perspective the use of Farsi in AE classes was important to help lower proficiency students. However, there was a bent to evade the use of Persian to encourage help to peers during actions and to enlighten difficulties irrelevant to the content. Additionally, most of the participants agreed that learners' mother tongue can be used to rapidly illuminate problems.

The results of the present study may offer insights into the perceptions and practices of EFL teachers in Iran towards translanguaging in AE classes. The results of the present study have some pedagogical implications. At first, it should be mentioned that the findings of this study could enrich the literature in the area of foreign language teaching and learning considering online language teaching and learning.

Also, the findings have implications for L2 learners in that they should note that preparation before class is critical to flipping the classroom successfully. L2 learners should be clearly informed to understand the flipped classroom model which is necessary for their engagement with class activities. L2 teachers should try to improve learners' participation in class. Moreover, the findings of the study can be used by L2 practitioners and teacher trainers to consider the role of technology in language teaching. Another pedagogical implication of the present study is to help the material developers design educational materials in a

way so as to be applicable to the online, flipped classroom.

Educational administrations and officials in charge of aviation education should try to provide well-made professional development programs and ESP teachers should be motivated to participate in these programs. Nevertheless, a problem for officials in education for holding professional development programs is cost. The results of this study have this implication for officials that in order to provide professional development, enough budget should be provided for running professional development courses. An implication for teacher trainers in the field of ESP is that the trainers can follow the principles of constructivist teacher education including feeding, showing, leading, throwing, and reflecting to raise teachers' skills in teaching.

It is worth noticing that the present study does not intend to generalize its findings of translanguaging in bMOOCs-based flipped learning. This is due to the fact that this study like any other research suffers from a number of limitations that have to be removed. The first limitation concerns the used instrument to gather data. In this study only questionnaires were used to obtain the data, other instruments such as observation and interview may yield more reliable results. Second, the study was restricted to L2 learners in one training center in, Isfahan, Iran. Third, the participants in this research were limited to a small number of L2 learners, and the number of participants was not enough in order to generalize findings to the population ofL2 learners.

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