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The Effect of Flipped Learning on Iranian Intermediate EFL Learners' Word Recognition from Speech

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ABSTRACT

Flipped learning is a relatively innovative pedagogical concept that can transform traditional classes into more engaging ones. This study examined the effectiveness of flipped classroom instruction in improving Iranian intermediate EFL learners' word recognition from speech (WRS). The research followed a quasi-experimental pretest-posttest comparison group design. Sixty homogeneous female intermediate learners, aged 17 to 20, from a private English Institute in Ardestan were selected based on their performance on the Oxford Quick Placement Test (OQPT) through convenience sampling and were then randomly assigned into two equal groups: one experimental and one comparison group. Throughout the treatment phase, the experimental group was provided with flipped learning, and the learners were allowed to use smartphones equipped with internet-based educational resources, but the comparison group was taught with routine English language instruction. One pre-test and one post-test were administered to assess the learners' word recognition from speech. The results of the paired samples t-test and one-way ANCOVA revealed the outperformance of the experimental group over the comparison group. The findings can inform teachers and curriculum designers to incorporate flipped classroom techniques with smartphone-based resources, enabling learners to practice listening beyond the classroom and strengthen their word recognition from speech.

1. Introduction

Listening comprehension plays a central role in effective communication and overall language proficiency, as learners must process and understand spoken input in real time. One important factor that predicts success in second language listening comprehension is the ability to recognize words correctly. Word recognition represents a cognitive component of listening comprehension, as it

involves processing the phonological, lexical, and aural characteristics of words (Matthews & Cheng, 2015; Milton et al., 2010). The ability to recognize words from speech, or in other words, the ability to recognize the phonological or aural aspect of vocabulary, contributes to a great extent to the prediction of skilled listening comprehension (Gwilliams et al., 2018). Accordingly, word recognition from speech is the most essential element of listening comprehension and speech processing, especially for EFL learners who must be aware of the phonological aspect of the words (Milton & Masrai, 2021). In other words, a learner's difficulty in perceiving the sound forms of words can limit comprehension even if the words are known in written form. Actually, most EFL learners know the words in the written forms, but they can't recognize them in the aural forms (Milton et al., 2010). One important problem for Iranian intermediate EFL learners is that they also have difficulty in recognizing English words from speech. Therefore, improving word recognition from speech is a crucial goal for EFL listening instruction, which directly links to the cognitive processing of phonological input.

The flipped or inverted classroom is a novel and popular teaching approach in which tasks that would ordinarily be done in the classroom are done at home, and tasks that would usually be done at home are done in the classroom (Fisher et al., 2024; Sohrabi & Iraj, 2016). This pedagogical concept emphasizes student-centered learning and provides learners with opportunities to engage with instructional content independently before class, which can support cognitive processes such as word recognition. According to the literature, the key benefits of flipped classrooms are flexibility to study from video, greater understanding of the topic, an advantage due to prior knowledge of the class, and an incentive to learn. The flipped technique may be more satisfying for students and less expensive than standard education (O'Flaherty & Phillips, 2015). While some research shows that flipped classrooms have many successful learning results, other studies highlight the limits of flipped classes and technical issues, such as the internet, software, and so on, that are among the drawbacks identified by students. Other students expressed dissatisfaction with the lack of immediate feedback; they also stated that they prefer fewer and shorter films (Mango, 2021). Furthermore, obstacles may include the need for extra time to adapt the course as a flipped classroom, low self-regulation by some students, and the failure of some students to appropriately arrange their time to absorb the out-of-class learning content (Lai & Hwang, 2016; Sudria et al., 2018). Despite these challenges, the flipped classroom offers a structured opportunity for learners to repeatedly listen to audio or video materials, which may facilitate auditory word recognition and enhance listening comprehension. The flipped classroom concept is being used in many different fields, such as mathematics, sociology, and humanities, as well as at schools and universities all over the world (Hao, 2016).

Two components of a flipped classroom instruction model are explicit instruction via online or offline courses through video lectures and dynamic face-to-face learning (Fisher et al., 2024). In the flipped classroom, the video lecture is frequently seen as a necessary component (Educause, 2012). However, the instructors and the way they combine the films into a strategy are very important, not merely the videos themselves (Johnson & Renner, 2012; Tucker, 2012). These videos might be found on the internet or recorded by the teachers. In any event, students are free to download them whenever they choose (Halili & Zainuddin, 2015). Bergmann and Sams (2012) provided some recommendations for using video lectures in flipped classes. To begin with, they emphasized eliminating long movies, which just increases the amount of effort required of pupils. They offered that using interactive video lectures can be utilized in a flipped classroom. According to Fisher et al. (2024), class time should be spent on activities that encourage students to collaborate and work in groups. Thus, the flipped

classroom can provide targeted support for cognitive aspects of word recognition, as students engage with vocabulary and listening exercises both independently and interactively.

Despite the significance of listening comprehension, many English language schools in various countries, particularly in Iran, still focus solely on reading and writing abilities, while listening skills are being largely ignored (Sarani et al., 2020). There is a low level of spoken word recognition among EFL learners in Iran, and Iranian EFL learners are confronted with a large variety of problems (Nowrouzi et al., 2015). This highlights the essentiality and significance of investigating instructional methods that can enhance word recognition from speech. In an attempt to find a solution to this problem, the study utilized a flipped learning-based model to develop Iranian EFL learners' word recognition from speech. To the best of the researcher's knowledge, the present study is the first to demonstrate the potential benefits of flipped learning (FL) on EFL learners' word recognition from speech (WRS). Hence, this study addresses a clear knowledge gap by combining the flipped classroom approach with the cognitive dimension of aural word recognition. The flipped learning method has evolved as a result of the advancement of mobile technology and multimedia, as well as the paradigm shift toward student-centered learning techniques and the need to train students with 21st-century skills. As a result, demand has grown for recorded lectures or films that may be listened to or watched before the classroom to replace deductive teaching. The flipped classroom allows students to participate in active learning while still covering important course information (Mohammadi et al., 2020). In line with the above-mentioned considerations, the study aimed to investigate the following research question:

RQ: Does the flipped learning-based model have any significant effect on Iranian intermediate EFL learners' word recognition from speech?

2. Literature Review

2.1 Flipped Learning

Flipped learning is a powerful method to create an interactive learning atmosphere in which students participate actively. It can also aid learners in discovering through their speed. While watching movies at home, for instance, students can stop, replay, or repeat programs to gain a clearer understanding of the topic. Flipped learning generally helps individuals to make greater extensive use of the resources, which can facilitate the growth of communicative ability. Active learning occurs in flipped learning since class time is saved, and the instructor has much more time to concentrate on active learning and utilize different tasks that require students to participate in educational content (Lee & Lai, 2017). The flipped classroom shifts the teacher's responsibility from delivering material throughout classroom time to directing students via a range of active learning projects (Salimi & Karimabadi, 2020). In flipped classes, the instructors do not teach for long hours while students watch the teaching movies and practice at their own pace (Wu & Wang, 2021). Additionally, teachers struggle more vigorously, facilitate learning, and provide more opportunities for students to practice in the classroom, and motivate them to act either personally or in teams (Khanif, 2022).

In typical classes, lectures and or projects are performed within the classrooms; however, in a flipped classroom, students learn at home by watching videos or slides produced by instructors, and

then practice in the classroom (Amiryousefi, 2019; Overmyer, 2014). Flipped Learning Network (FLN), established in 2012, is a community of flipped learning advocates who endeavor to conduct studies and practices to raise awareness about this method of teaching (Flipped Learning Network, 2014). The FNL (Flipped Learning Network) concentrates on the fact that flipped learning is more than just showing video clips out of the context of the classroom. Teachers are required to include all four main pillars of flipped learning (a flexible environment, a learning culture, intentional content, and a professional educator) to provide a flipped learning context (Zhang et al., 2016). An adaptable learning condition would comprise the utilization of various approaches to help students master learning programs, for example, the integration of technology along with different practices in the classroom. This also comprises the educators' duty to carefully observe the exercises and modify if necessary (Zhang et al., 2016). A learning culture supports the social constructivist foundation of this study and features the significance of SCL and moving the teacher to a more facilitative function. It also comprises the significance of scaffolding and feedback through teaching or helping students reach a higher level of comprehension (Kalina & Powell, 2009).

2.2 Flipped Learning and Listening

Theoretically, flipped learning is based on principles of constructivism and the theory of cognitive load. Constructivist theory lays its emphasis on the fact that knowledge is actively constructed by learners based on experience and reflection (Vygotsky, 1978). It flips the classroom for listening purposes by allowing students to prepare individually, leaving class time free for group and interactive activities that consolidate understanding. Cognitive load theory (Sweller, 1994) further explains that repeated exposure to listening materials outside class allows learners to encode and consolidate auditory input in long-term memory, improving processing efficiency during in-class activities. By moving instructional content outside of the classroom, learners are able to engage with listening materials at their own pace, which allows them to pause, replay, and review audio or video resources as needed (Ahmad, 2016**;** Lee & Lai, 2017; Namaziandost et al., 2020). This self-paced pre-class engagement reduces cognitive overload during real-time listening tasks and provides students with additional opportunities to process complex auditory input.

2.3 Flipped Learning and Word Recognition from Speech

Word recognition is perceiving words as phonological forms, linking them to their meanings, and incorporating them into comprehension (Gwilliams et al., 2018). Many EFL learners, including Iranian intermediate learners, know words in the written form, but they do not know how to recognize them in the audio form (Milton et al., 2010) and, therefore, would not be able to understand what is being heard. This challenge could be addressed within the pedagogically suitable framework of the flipped classroom. For example, pre-class resources such as videos or audio recordings might allow learners to repeat vocabulary in context and so develop phonological awareness and auditory discrimination. According to input processing theory (VanPatten & Smith, 2022), listening to these words in a repeated fashion aids learners in the efficient mapping of sounds to meanings and the construction of a strong recognition skill. These materials could have the added advantage of allowing students the freedom to work on some difficult aspects of phonemes and word stress or connected speech patterns, which generally fall through the cracks of traditional classes. The provision of direct listening activities and corrective feedback for interactive practice during in-class sessions will provide scaffolding to learning, thus reinforcing the phonological forms introduced in the pre-class activities, which is in

alignment with Vygotsky's sociocultural theory, which prescribes the necessity for scaffolding, as well as guided interaction, in the development of cognitive skills (Vygotsky, 1978).

2.4 Theoretical Framework of the Study

The present study is designed based on several theoretical frameworks, which guide the implementation of flipped classroom strategies, student-centered activities, and active learning to enhance learners' engagement and understanding. The first foundational pillar is the blended learning method (Abaeian & Samadi, 2016). Flipped instruction moves the traditional lecture from the classroom to online platforms, using face-to-face class time for real application, thereby saving classroom time (Hill, 2012). The second pillar of the flipped classroom is the student-centered approach (Larsari & Abouabdelkader, 2024). This model shifts students from a teacher-directed environment to one where teachers function as planners, advisors, and coordinators (Ishkova et al., 2021). It emphasizes that each student is responsible for coming to class with a foundational understanding of the concepts, which allows them to actively participate in interactive classroom learning (Fisher et al., 2024). Finally, active learning serves as the third theoretical basis for the flipped classroom (Lemmer, 2013). This concept encompasses various pedagogies that highlight student participation and engagement in the learning process.

2.5 Empirical Studies on Flipped Learning in Language Classes

There is a significant amount of research that demonstrates learners' positive attitudes towards flipped classrooms (Muhuro & Kang'ethe, 2025). Perceptions and attitudes are the formation and development of people's ideas, attitudes, sentiments, values, cognitive tendencies, and perspectives toward an object or circumstance as a result of their experiences (Strelan et al., 2020). Moreover, Rapoport (2013) separated perceptions into emotional, behavioral, and cognitive components. Based on the studies on pedagogical approaches, humans' behaviors are influenced by their perspectives, which are the result of their perceptions of a model's efficacy, attractiveness, and accomplishment (Awidi & Paynter, 2019). Some students believed that using lecture videos as pre-class preparation material helped them better comprehend ideas and that the option to pause and repeat portions of the video allowed them to learn at their own pace (Vaezi et al., 2019). In other words, the instructional methods were more pleasant, interesting, and beneficial (Jafarigohar et al., 2019). Furthermore, with a flipped classroom format, the instructor appears to be more available to offer advice on difficult topics (Ihedioha & Osu, 2012; Lin & Chen, 2016; Van Sickle, 2016). Moreover, this strategy has enhanced learners' communicative skills, notably their ability to communicate mathematical concepts (Fisher et al., 2024; Muhuro & Kang'ethe, 2025).

In general, both quantitative and qualitative methodologies have been used to compare flipped learning to traditional learning or to investigate learners' attitudes regarding flipped classrooms. Basal (2012) explored the effect of flipped classrooms on reading and writing in Yildiz Technical University EFL students. He observed that the majority of participants had positive attitudes regarding employing a flipped learning paradigm.

In another study, Jafarigohar et al. (2019) examined the effects of flipped instruction on the perceptions and performance of 60 Iranian EFL students. The results showed that the individuals in the flipped classroom outperformed those in the control group. The questionnaire findings also revealed that the majority of the experimental group's members were happy with their English

learning through this new method of teaching, and they believed that technological advances improved their listening and speaking abilities. Furthermore, they discovered Telegram as an appropriate tool for language acquisition. Besides, Amiryousefi (2019) found that incorporating flipped learning into EFL classes improved learners' speaking, listening, and engagement compared to traditional instruction. Moreover, EFL learners held positive attitudes toward flipped learning, recognizing its multiple benefits (Shahani et al., 2021).

Given the limited research in this field, the present study aims to address the noticeable gap concerning the impact of flipped learning on Iranian intermediate EFL learners' spoken word recognition, thereby contributing to a better understanding of how this instructional model can enhance learners' listening-related skills.

3. Methodology

The study followed a quasi-experimental pretest-posttest comparison group design. It comprised both an independent variable (the flipped classroom paradigm) and a dependent variable (WRS). Moreover, the study was undertaken at a private language institute in Ardestan, Iran, in the academic year 2024-2025. The reason for selecting the institute was that one of the researchers taught at this language institute, and thus, the researcher could conduct the study.

3.1 Participants and Setting

The participants of the current research were 60 intermediate EFL learners who were chosen based on convenience sampling from a group of 150 language learners who were studying English as a foreign language at a private English Institute in Ardestan. The participants were between the ages of 17 and 20. The Oxford Quick Placement Test (OQPT) results were used to establish their level of English language proficiency. Based on the test direction, 60 language learners who scored within the range of 30 to 44 were selected as the intermediate participants and were randomly assigned into two groups comprising one comparison group (conventional intervention) and one experimental group (flipped learning). Each group consisted of 30 female learners.

3.2 Instrumentation

3.2.1 Language Proficiency Test

First, the Oxford Quick Placement Test (OQPT) was employed to choose the participants of the study. The OQPT was composed of 60 multiple-choice items. Based on the OQPT table, 60 learners who scored within the range of 30-44 were at the intermediate level of English proficiency and were chosen as the subjects of the study. In the present study, the researchers estimated the reliability of the test at .83 through Cronbach's Alpha coefficient.

3.2.2 Word Recognition from Speech Test

The researchers focused on the assessment of word recognition from speech with 2 parallel 60-item WRS tests (pretest and Posttest), based on the previous studies by the experts (Cai, 2013; Matthews & Cheng, 2015). Two partial dictation tests, particularly devised for this study, were used to assess the learners' word recognition. By using this kind of partial dictation test, the participants will be engaged in listening to recognize a target spoken word (Matthews et al., 2015). Each item came with a segment of written text, with the target word's location implied by a blank space. Each item was made up of a single sentence containing a single target term. The pre-test and post-test intervention target words were the same, but each word was placed in a new contextual phrase. The scoring followed the rubrics stated by Matthews et al. (2017). Furthermore, the researcher asked two field experts to affirm the content validity of the test to ensure its content validity. They firmly supported the test's validity in terms of subject matter and assessing learners' spoken word recognition. To measure the internal consistency within the items of the tests, Cronbach's Alpha was calculated. They were .81 and .85 for pre-test and post-test, respectively.

3.3 Research Procedure

Initially, based on the experts' views, the researcher used the Oxford Quick Placement Test in a valid way to choose only participants who were at the intermediate proficiency level. According to the test results, the participants were randomly divided into 2 homogeneous groups, including 1 experimental group and 1 comparison group. The study lasted for 14 sessions over a period of six weeks during the fall and winter semesters of the 2024–2025 academic year, including one session for the OQPT, one session for the WRS pre-test, twelve treatment sessions, and finally one session for the WRS post-test. In the first session, the participants took the WRS pre-test for the assessment of their word recognition from speech. After the administration of the pre-test, the researcher performed the treatment on the experimental group. Considering the treatment, the participants in the experimental group were assigned to the flipped classrooms, whereas the participants in the comparison group were placed in the non-flipped classroom. The flipped classroom included digital equipment for teaching, including an internet connection, a computer, and a projector. Moreover, students were permitted to bring their smartphones to class and utilize them while studying audio files that were distributed to students in the flipped classes. Before entering the class, participants were obliged to review each material and debate it with their peers.

In every session, the teacher elicited information from students by posing some questions or administering a quiz. The teacher also instructed them to listen to the material and express the key information. For instance, after listening to an audio passage, students were asked to summarize its main idea, identify specific details, and discuss them in pairs or groups. In some sessions, they prepared short oral reports based on the audio files and shared them with the class. Additionally, students were asked to review the audio materials before class through their smartphones or personal computers and take brief notes on unfamiliar words or expressions. At the beginning of each class, they compared their notes with peers and clarified their questions with the teacher. In several sessions, students worked in small groups to create mind maps or visual outlines of the content, which they then presented to the class. Furthermore, short online quizzes were occasionally provided before class to check their preparation and ensure accountability. During in-class activities, the teacher

facilitated peer feedback and encouraged students to reflect on their learning process, fostering active participation consistent with flipped learning principles.

The participants in the comparison group, on the other hand, were taught based on the routine instruction of the institute. They listened to the audio files for the first time when they attended the class without applying any of the aforementioned advantages. In other words, they were prevented from using their cell phones and other digital equipment before and during the learning process. The teacher evaluated the participants by asking some questions and taking some quizzes immediately after listening to the audio files. Moreover, the students were corrected by the teacher immediately after making any errors. After that, 12 treatment sessions were completed, and both groups were given the posttest. Then, the results of the pretests and posttests were compared for data analysis. Finally, based on the quantitative results, the research question of the study was answered.

4. Data Analysis

To provide the answer to the research question of the study, the researchers initially checked the assumptions of ANCOVA. First, the primary assumptions of ANCOVA were evaluated. The Scatterplot demonstrated that the correlation between the dependent variable and the pretest was linear. The study's design revealed that the groups were chosen at random, and the samples were independent. In terms of the assumption of equality of regression slopes, it was demonstrated that the covariate did not interact with the post-test scores. The normality assumption was also tested using trimmed means and skewness analysis. Table 1 displays the results.

Table 1

Checking Normality Assumption

			Co.	Ex.
Pretest	Mean		158.35	158.30
	95% Confidence Interval for Mean	Lower Bound	154.80	154.08
		Upper Bound	161.72	162.32
	5% Trimmed Mean		159.04	159.04
	Skewness		-1.40	-1.18
	Kurtosis		1.40	.03
Posttest	Mean		158.51	165.57
	95% Confidence Interval for Mean	Lower Bound	155.06	161.37
		Upper Bound	161.95	169.77
	5% Trimmed Mean		159.25	166.38
	Skewness		-1.39	-1.05
	Kurtosis		1.36	-.23

As shown in Table 1, based on Tabachnick and Fidell (2007), the data satisfied the normality assumption as the skewness and kurtosis values fell within the range of ±2. Besides, the trimmed means were within the 95% confidence interval bounds for the mean. Thus, the results indicated that the pretest scores were normally distributed. Levene's F test was then used to assess the assumption of equal variances across the groups. Table 2 presents the results.

Table 2

Test for Homogeneity of Variances

	Levene's Test for Equality of Variances		
	F	df	Sig.
Pretest	1.753	1	.191
Post-test	2.526	1	.117

As presented in Table 2, the two independent groups were found to have approximately equal variances ($p > .05$). The homogeneity of regression slopes was also assessed (See Table 3).

Table 3

Tests of Between-Subjects Effects

Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
1.075	1	1.075	.756	.388	.013
5859.915	1	5859.915	4118.447	.000	.987
.462	1	.462	.325	.571	.006
79.679	56	1.423			
1582176.000	60				
6887.933	59				

Note. a. R Squared = .988 (Adjusted R Squared = .988), Dependent Variable: Posttest

As depicted in Table 3, the interaction between the covariate and post-test scores was not significant ($p = .571 > .05$), indicating homogeneous regression slopes. After confirming the assumptions of normality, homogeneity of variances, and homogeneity of regression slopes, descriptive statistics were calculated to summarize the test results (See Table 4).

Table 4

Descriptive Statistics for the Pre/Post Tests

	Groups	N	M	SD	SEM
Pretest	Comparison group	30	158.356	9.243	1.687
Posttest	Experimental group	30	158.300	11.005	2.009

As reported in Table 4, in the pretest, the mean difference between the two groups was only 0.056 points, indicating a negligible gap. In the posttest, however, the comparison group's mean score was 7.066 points lower than that of the experimental group, which had received the flipped learning intervention. Besides, a one-way ANCOVA was conducted to examine how flipped learning affected the students' word recognition from speech. The results can be found in Table 5.

Table 5

ANCOVA Test (Post-Test)

	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Contrast	763.317	1	763.317	536.472	.000	.905
Error	79.679	56	1.423			

The ANCOVA results in Table 5 indicated that, after adjusting for the covariate, there was a statistically significant difference between the two groups on the posttest, $F(1, 56) = 536.472$, $p < .001$, partial Eta Squared = .905, representing a strong effect size according to Cohen's (1988) guidelines. A paired-sample t-test was also used to confirm the performance of both groups from the pretest to the posttest (See Table 6).

Table 6

Paired Samples Statistics

			Mean	SD	t	df	Sig. (2-tailed)
Comparison group	Pair 1	Pretest - Posttest	-.23	.67	-1.88	29	.070
Experimental group	Pair 1	Pretest - Posttest	-7.36	1.51	-26.55	29	.000

As presented in Table 6, the results revealed that the mean differences for the posttest and pretest revealed that word recognition from speech emerging from the flipped learning-based model was higher than the conventional intervention. The P value for the experimental group was < .001 whereas for the comparison group it was P= .070. Given the aforementioned (p) values it was concluded that there was a statistically significant difference between the pretest and posttest scores of the experimental group, but there is no significant difference between the comparison group's pretest and posttest.

5. Discussion and Conclusion

The study found that adopting the flipped instruction model was beneficial in terms of improving the learners' word recognition from speech. The study's findings supported this viewpoint by using a quantitative methodology. For some reason, it might be claimed that watching movies in advance provides the opportunity to improve the participants' word recognition from speech to a great extent. Participants may have been aware of the difficulty of interpreting spoken English after listening to native speakers. This might prompt them to work even harder to improve their listening comprehension abilities through learning how to recognize words from speech. Actually, teaching aural vocabulary through inverted methods was done deliberately with a good amount of timesaving, as suggested by Yekta et al. (2025). Furthermore, nonverbal communication features such as facial expressions and gestures might help participants enhance their ability to recognize and remember words easily from speech. Different positive aspects of movies, such as the possibility of pausing,

analyzing, and replaying the movies and audio files over and over, could well offer opportunities for students to analyze and interpret the words and content better. Considering these features, numerous studies paid enough attention to the positive advantages of using flipped instruction in EFL classes (e.g., Allahveysi & Aliakbari, 2021).

The results of the study match state-of-the-art methods, although they go beyond previous reports, showing that these methods have different effects on short-term and long-term learning. In line with previous studies (Fisher et al., 2024; Jafarigohar et al., 2019; Shahani et al., 2021; Yekta et al., 2025), the findings showed that applying flipped learning in EFL classes was successful in enhancing learners' short-term learning. The findings verified that this new method of teaching improved learners' word recognition and listening skills. The underlying reason was that learners were naturally willing to be involved in the learning process, and the teachers had enough time inside classes to encourage students to practice as much as possible. In addition, the language learners already had a picture in their minds of the words presented by the teacher. Therefore, teachers' explanations and further reinforcing their understanding of the words from speech through mechanical practice helped them recognize the given words easily. Despite that, many learners are not interested in teaching, and the process is not supported by the teachers' clear guidance (Sudria et al., 2018).

Moreover, the findings were contrary to the findings of Johnson and Renner (2012), who concluded that introducing flipped classroom instruction would not help the computer application curriculum. However, Ihedioha and Osu (2012) believed that the suitability of the teaching approach depends on the type of materials being taught. In the present study, since the focus was on teaching before coming to the classes, flipped learning led to deep understanding and positive results, such as achieving higher levels of recognizing words from speech. The point that should also be noted is that the results of the study should be cautiously generalized, for they are limited to the sample and context of the present study. Taken together, the present findings support the effective role of the use of the flipped instruction model in word recognition from speech, and the results provided clear support for creative and integrative teaching in the classroom despite its pros and cons concerning word recognition from speech through the flipped instruction model.

The flipped classroom required participants to watch videos before attending the classes that detailed the subject of each lecture, which might be a contributing factor to the study's findings. The students had to pay close attention to these films to pass the online quiz and develop a basic understanding of the material so that they could participate successfully in classroom discussions. Making students ready before coming to the class could be beneficial to have more productive and active learning classes. In conclusion, the flipped classroom model appears to have a positive impact on EFL learners' word recognition ability, self-directed learning, and engagement in classroom activities. By requiring students to prepare before attending class, this model fosters active participation, critical thinking, and deeper comprehension of the material. The findings of the present study suggest that integrating flipped instruction into language learning can enhance learners' overall listening proficiency while promoting more independent and reflective learning habits.

The present study has relevant implications for language teachers, learners, curriculum designers, and language institutes to enhance EFL learners' listening proficiency, as well as to promote their long-lasting learning through flipped-based instructions. The results have important implications for language teaching and curriculum development. Teachers can incorporate flipped

classroom strategies, using smartphones and internet-based educational resources, to extend listening practice beyond the classroom and reinforce learners' word recognition skills. Curriculum designers may consider integrating flipped learning elements into language programs to promote autonomous learning and enhance learners' critical engagement with listening tasks. Language institutes can also benefit from adopting such instructional models to improve overall learner achievement and motivation.

This study has some limitations that should be considered. First, it was conducted only with female learners at the intermediate proficiency level, which may limit the generalizability of the findings. Results may be different with learners at other proficiency levels, with both females and males. Future research could include participants of different proficiency levels, genders, and educational contexts to explore potential variations in outcomes. Second, the study relied primarily on quizzes; incorporating interview sessions could provide deeper insights into learners' difficulties in recognizing words from speech. Moreover, increasing the sample size in future studies would strengthen the reliability of the findings and allow for broader application across diverse learner populations. Additional studies could also examine the long-term effects of flipped learning on listening proficiency and its impact on learner motivation and engagement. As a final note, the researchers accept full accountability for any errors or weaknesses identified in the current research.

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