Research Article

The Impact of Flipped Instruction on Developing Iranian EFL Speaking Skills

Marzieh Rezaei Khatouni [1], **Fatemeh Behjat** [2]

1.2. Department of Foreign Language, Shiraz Branch, Islamic Azad University, Shiraz, Iran

* Corresponding author: **Fatemeh Behjat**; Email fb-304@yahoo.com

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ABSTRACT

Today flipped instruction is highly precious in EFL teaching since it provides autonomous learning and more collaboration through technology. Since speaking is the most demanding skill for EFL learners, investigating the effects of flipped instruction on EFL learners' speaking is still a nascent area for empirical research which is the aim of the current study. Teachers and researchers try to find new strategies and methodologies of teaching to help learners learn this laborious skill, especially in the EFL context more convenient. To achieve this goal, flipped instruction made the way easier by applying technology and inverting face-to-face and online classes. The current study was an effort to investigate the effect of flipped instruction on Iranian EFL speaking skills development. To this end, 60 Iranian EFL university students were allocated into two experimental and control groups. A pre-test/post-test design was used to elicit the required data. The outstanding results were found after flipped instruction from the experimental group while there was not any significant difference in the post-test of the control group with traditional instruction. This study represents learners' speaking improvements through flipped instruction for being prepared before in-person classes by watching uploaded videos. Also, it provides recommendations and implications for future practice.

Introduction

During the past decades, researchers and teachers have investigated many methods to improve learners' performance in language learning. With the outbreak of the COVID-19 pandemic, many teachers shifted their methods to electronic teaching (Islam et al., 2020). Traditional face-to-face teaching has been changed to E-

learning or digital teaching. In some cases, teachers have to use a mixture of both traditional face-to-face and online teaching which is called blended learning (Williams, 2002).

Through flipped instruction (FI), a kind of blended learning, the primary physical classroom is digitalized, so the students can learn independently of place and time. Flipped classroom equipment is pre-recorded video or downloaded lectures by the instructor. In this kind of classroom, self-learning is followed by group learning with the aid of the instructor as a coordinator (Lage et al., 2000). In a traditional classroom, assignments are accomplished by the student individually at home as homework while they are completed in the group collaboratively in a flipped instruction classroom (Stohr et al., 2020). According to Shumin (2018), learning a second language is not only learning grammar and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Also, he believes in *interaction* as a vital element to improve learners' speaking abilities. He mentioned the purposes of spoken language as interactional (to keep social relationships) and transactional (to express information and ideas). Since most of our routine activities are interactional, language teachers should provide chances for learners to communicate with each other, because "communication comes essentially from interaction" (Rivers, 1987, p. xiii).

Due to the essential role of interaction in learners' speaking proficiency, instructors should raise a willingness to speak to learners and create opportunities to talk in the classroom. With the support of technology, instructors can involve the students more. Teachers found flipped instruction as a good way of involving learners in classroom discussions. Also, it helps learners to learn at their own speed before coming to class since students learn differently at different speeds (van Alten et al., 2019). Teaching experiences show that many students are not fast enough to learn to cooperate with others. Flipped instruction creates new opportunities for these learners to prepare themselves at home. Positive reactions of the students toward FI encourage teachers and researchers to work more on this teaching method's

effects on learners' language skills especially speaking skill, the most challenging skill for learners. Among a lot of problems that students encounter in learning English as a second language, lack of exposure is the most salient one. Flipped instruction solves this problem by providing chances for communication through online instruction with the aid of social media and technology (Sun et al., 2017).

Unfortunately, few investigations have been conducted regarding the effects of FI on learners' speaking (e.g., Jafarigohar et al., 2019). Therefore, more studies should be carried out in the EFL context (Lee & Wallace, 2018). The purpose of this study was to investigate the effects of flipped instruction on Iranian EFL speaking skills. To achieve this goal, the following research question was created:

Are there any significant differences between traditional and flipped instructional models in EFL speaking skills?

Literature Review

Many language learners study English to improve their speaking proficiency. The ability to speak a second language is a very complicated mission. Especially in the EFL context, it is quite challenging for the learners since the English language is not applied in daily communication, so the students feel nervous when they are asked to speak in front of the class by their teacher (Amini et al., 2019). Also, it is not easy for adult learners to speak the target language fluently. Teachers should be informed about the factors that affect adult learners' speaking skills. These factors may inhibit or facilitate their language production.

Age is one of the most cited factors in the success or failure of learning a foreign language. Krashen, Long, and Scarcella (1982) believe in more successful language proficiency in early childhood through natural exposure than beginning language learning in adulthood.

The second factor which has a central role in improving learners' speaking is *listening comprehension*. Everyone in communication has a dual role as a listener and a speaker. "While listening, learners must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their

understanding of what they hear in the light of prior knowledge and of incoming information" (Mendelsohn & Rubin, 1995, p. 35).

The third fundamental factor in learning a second or foreign language is *the cultural characteristics of a language*. According to Berns, (1990) to speak a language, the learner should know how the language is used in a social context, also the rules of usage as to when, how, and to what degree a speaker may impose a given verbal behavior on his or her conversational partner. Besides the effective mentioned factors, learners should bear in mind that lack of familiarity with the *nonverbal communication system* may lead to

misunderstanding, also *emotions, self-esteem, empathy, anxiety, attitude,* and *motivation* are some other effective factors in learning L2.

Furthermore, to reach a higher speaking proficiency without hesitations, language learners should be aware of the constitutes of speaking skill. Hymes's (1971) theory of communicative competence consists of the interaction of grammatical, psycholinguistic, sociolinguistic, and probabilistic language components. Based on Hymes's theory, Canale and Swain (1980) show graphically the components underlying speaking proficiency.
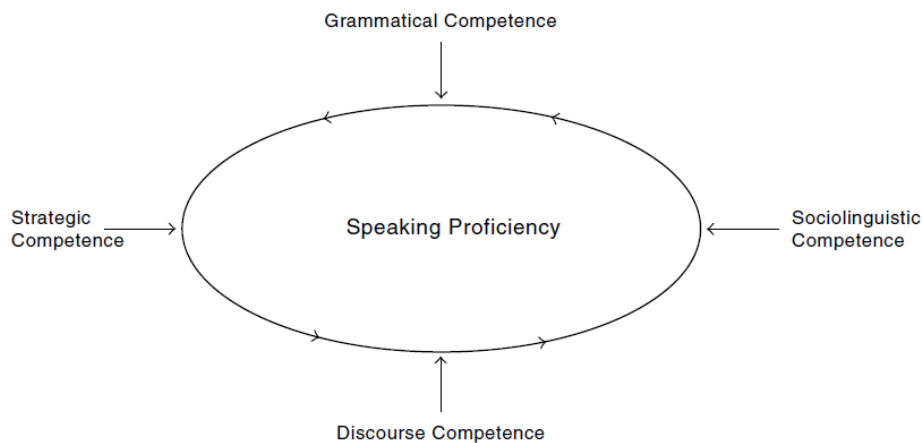

Figure 1. *The components underlying speaking proficiency by Canale and Swain (1980)*

Grammatical competence which is an umbrella term comprises the knowledge of grammar, vocabulary, and sounds of letters and syllables, pronunciation of words, intonation, and stress (Scarcella & Oxford, 1992), thus the learner can speak accurately without any hesitations. Besides grammatical competence, learners must be aware of *discourse competence* and the rules of cohesion and coherence which hold communication in a meaningful way. Also, in a successful communication learners should know what is *socially* and culturally expected by the native speakers. Therefore, "adult second language learners must acquire stylistic adaptability to be able to encode and decode the discourse around them correctly" (Brown, 1994, p. 238). *Strategic competence* is "the way learners manipulate language to meet communicative goals" (Brown, 1994, p. 228). This competence is the most important communicative competence because it is

the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules (Berns, 1990).

Language teachers try to find some appealing ways to involve learners in discussions, due to the fundamental role of interaction in students' speaking skills. Effective interactive activities should be manipulative, meaningful, and communicative, involving learners in using English for a variety of communicative purposes. Specifically, they should (1) be based on authentic or naturalistic source materials; (2) enable learners to manipulate and practice specific features of language; (3) allow learners to rehearse, in class, communicative skills they need in the real world; and (4) activate psycholinguistic processes of learning (Shumin, 2018). Based on these benchmarks, he suggested some beneficial activities to practice in the classroom.

Aural: oral activities. Teachers can select some materials like news reports on podcasts or radio, based on the learners' proficiency levels, then ask the students to act out in different ways like storytelling individually or in a small group.

Visual: oral activities. Appropriate films, videotapes, and soap operas are good sources of audiovisual materials. Exposure to audio-visual materials aids learners in understanding how to use levels of formality on each occasion and notice nonverbal behaviors.

Material-aided: oral activities. Language input for oral products can be derived from a variety of sources that are used to create real-life communication tasks. Some examples of these materials are appropriate reading materials structured by the teacher with some comprehension questions, sequences of pictures for storytelling, articles in newspapers for oral reports or summaries, hotel brochures for making reservations, etc.

Culture awareness: oral activities. One of the factors in learners' communicative competence improvement is cultural awareness, which is related to the appropriate use of language. Appropriateness is defined by the shared social and cultural agreements of a particular group of speakers. Some kinds of exercises can help teachers to motivate students to learn culture." Teachers can present situations in which there are cultural misunderstandings that cause people to become offended, angry, and confused. Then, thought-provoking information and questions can follow each description or anecdote for in-class discussion. Students can be asked to analyze and determine what went wrong and why, which will force them to think about how people in the target culture act and perceive things, and which will inevitably provide a deeper insight into that culture." (Shumin, 2018)

Unfortunately, discussion skills are not developed in the EFL classroom. Green, Christopher & Lam (2002) mentioned some inhibitors like large class size, students' level of proficiency, and time constraints for this situation. As a solution, some teachers use structured or guided discussions. Learners receive some input before the discussion, then they follow some predetermined stages through the discussion. Some prompts or feedback are provided by the teacher. In contrast to providing some security for learners in this approach, there is no direct learners 'cognitive involvement in the discussion, so this approach is called *objective* and *non-heuristic* since it is structured in advance. (Green, 1993).

It is argued that discussion skills should be subjective. According to researchers' experiments a learner-centered approach, with carefully chosen groupings would be effective for any type of course with every level of learners. Green, Christopher & Lam (2002). It reviewed the stages in the implementation of a classroom discussion which is acceptable by the above-mentioned researchers and has trailed in the universities where English is the medium of academic communication.

Pre-discussion stage:
The first step in this stage is *identifying the partners' groups.*

It is investigated that groups of four would be the most suitable number of learners for fluent communication. The willingness of all the participants to contribute is the essential factor. Learners' contributions depend on many factors like their familiarity with the topic and their personality types. Krashen (1981) believes that mostly extroverts are more successful in communication than introverts. So, the groups must be homogeneous based on learners' personality types and linguistic ability to make satisfactory progress. Also, the formation of partner groups of observer-evaluators is necessary to create some opportunities for learners to observe, explain, and estimate the process which leads to having a substantially learner-centered discussion class.

Identifying and organizing the topic is the second stage in pre-discussion.

It's recommended that the teachers teach brainstorming and mind-mapping techniques in this stage since most learners have difficulties in generating and organizing discussion topics even in their first language. (Buzan, 1974, 1988, 1989)

Discussion
Three major possible means of observing and evaluating the discussion are:
1. *The observer ring:* During the conduction of the discussion by the participants, the observer-evaluators complete observation and evaluation

sheets (see Figure 2). For those participants who are more active in the discussion, their names would be written above the line and those fewer active participants' names would be written under the line. This kind of exercise works as a great motivator.

Behaviour	Number of Contributions					
	Student A	Student B	Student C	Student D	Student E	Student F
1 Total number of contributions made						
2 Responding supportively						
3 Responding aggressively						
4 Introducing a new (relevant) point						
5 Digressing from the topic						

Figure 2. *The observation and evaluation sheets by Green, Christopher & Lam (2002)*

2. *Shadowing*: while the observer ring considers "all observer-evaluators in recording data on all the discussion participants, shadowing provides for intensive one-to-one peer evaluation, and the possible development of long-term, reciprocal, 'buddy' pairings" (Green, Christopher & Lam, 2002). In this technique, a specified member of the partner group sits next to or just behind the group. At a prearranged time in the discussion, the shadow substitutes his/her rule in the argument. This is the practice of contributing and responding empathetically which is beneficial for learners to understand how others think and express themselves. An example of an observation exercise is best executed in Figure 3.

Functions	Language used	Pronunciation	Gestures
1 To prevent interruption and finish speaking	*Please . . . I must finish . . .*	Voice gets louder and faster	Holds up one page
2 Helping somebody to begin speaking	*I wonder if Amy has an opinion about this . . . ?*	Stress *Amy*; voice rises towards end of question	Smiling; eyes wide open
3 Interrupting to disagree	*Sorry, but I can't agree . . .*	Stress the negative	Eye contact made with speaker
4 Interrupting to obtain more information	*What do you mean by . . . ?*	Stress on uncertain term; voice falls at end of question	Leans forward
5 Supporting the previous speaker	*I think Peter made a good point about . . .*	Stress *good*	Looks at Peter
6 Not supporting the previous speaker	*Unlike Peggy, I think that . . .*	Stress *Peggy*	Looks around the group for support

Figure 3. *An example of an observation exercise by Green, Christopher & Lam (2002)*

3. *The reviewing of video and audiotape recordings of discussions*: This technique is the most obvious but not the easiest. It provides the best possible feedback for learners. Playing initial videos of a group discussion, and comparing these to later recordings of the same group, should help students to identify the progress that has been made. This technique is suitable for those learners who are uncomfortable with getting feedback in front of the whole class.

Post-discussion

Reviewing and discussing the strengths and weaknesses of the discussion with peers and the teacher are the chief concerns of this phase. Learners give some recommendations for future modifications and improvements. This is the time

for the teacher to give any feedback on false grammar or enrichment of vocabulary.

Although productive skills are the most arduous skills especially for EFL learners, today the Internet and mobile tools play significant roles in language learning especially speaking and listening skills. Since the students listen to realistic materials (e.g., broadcasting and TV channels, audiobooks), they can also practice the language through chatting (e.g., FaceTime, Skype) or recording their voices. Researchers found some of these media as supportive tools for second language learning (Papadima Sophocleous & Charalambous, 2015).

Due to the many difficulties that language learners encounter in the EFL context, many pedagogical approaches are applied to enhance learners' oral proficiency by the instructors. Flipped instruction is one of the burgeoning approaches using technology in language learning (Al-Hamdani & Al Breiki, 2018).

The flipped classroom model was applied in 2007 by Jonathan Bergman and Aaron Sams, two chemistry teachers living in Colorado. They recorded their class and presentations and put them on YouTube for their students who missed their classes. This method is based on active and group-based problem-solving activities in the classroom. Many studies investigated the effects of the flipped classroom model on the students' learning and success. For example, Bergmann (2012) after reviewing more than 51 researches during the last five years administered a qualitative study to discover the impact of flipped learning on learners' achievements. He found better results by flipped interactive environments in the 21st century. Since learners have more time to work on their projects. They can work by themselves under teachers' supervision to produce authentic research. (Herreid & Schiller, 2013). Figure 4 presents Bloom's taxonomy of traditional and flipped instruction.

Figure 4. *Bloom's taxonomy of traditional and flipped instruction*

As you see in Bloom's model, at the first stage which is *remembering,* learners recognize and recall the facts, then *understand* what the facts mean. In the *applying* stage, they can apply the facts, rules, concepts, and ideas. By *analyzing* the information, learners break down the information into parts and then *evaluate* the value of information or ideas. Finally, *create* by combining parts to make a new whole.

Roehl, Reddy, and Shannon (2013) mentioned that the flipped instruction model can be combined with technology before the class. In the comparison of traditional and flipped classrooms in Bloom's model, it has appeared that in *remembering* level, face-to-face occurs in traditional learning in contrast to using pre-recorded lectures and videos in flipped instruction. In the *understanding* stage, question-and-answer tools are applied in traditional

classrooms while peer-to-peer discussion tools are used in flipped classrooms. In the *analyzing* phase, homework tool is used in traditional lecture classrooms while in the flipped classroom, projects and presentation tools are used.

Applying technology and social media in this model makes this instruction unique. According to Bergmann and Sams (2012), in this kind of method, the classroom starts with a discussion about the video lectures delivered before the class then learners' questions are answered. Passive learners of traditional classes followed by active ones with high engagement.

A successful flipped classroom is beyond delivering videos before class, particularly class time is more dominant than video lectures. In other words, in a flipped classroom, "classroom time can engage in activities, discuss concepts, clarify hard-to-understand information, and investigate content-related questions" (Basal, 2015, p. 29). The cognitive theory of multimedia learning declares two information-processing systems-auditory/verbal —and visual/pictorial. The human mind learns the best by harmonizing them. These are the fundamental points of online learning material used in flipped instruction (Mayer 2014).

Among many advantages of flipped classrooms shown in pedagogic literature, getting more direct feedback from teachers and peers during group work is salient. Indeed, teachers can dedicate more time to observing students' performance and "providing immediate adaptive feedback to individuals or groups" (Chuang et al., 2018, p. 57). This is in line with Vygotsky's theory of the zone of proximal development, the distance between what a learner can do with help and what they can do without help. Vygotsky in this theory believes in scaffolding learners when they are at the zone of proximal development to attain task achievement (Vygotsky, 1978). Sam, (2011), believes that with the aid of scaffolding, teachers can control the student's frustrations by working on their strengths to solve their problems. So, flipped instruction motivates learners more (Van den Bergh et al., 2014; Abeysekera & Dawson, 2015; DeLozier & Rhodes, 2017). Moreover, the students perceived flipped classrooms as "exciting, motivating, and engaging" (Farrah & Qawasmeh, 2018, p. 275).

However, some findings revealed the shortcomings of this model. Bergmann & Sam, (2012), found that in a flipped classroom the students can't ask questions crossing their minds while the instructor is teaching as well as a traditional class. Furthermore, "certain concerns and doubts regarding the flipped classroom approach remain" (Hung, 2017, p. 180). Since it requires a confident and motivated teacher with enough time and resources to support this class (Wang, 2017). Also, the students may be opposed to FI, since it requires more preparation before class (Sander, Stevenson, King, & Coates, 2000). Since reviewing the relevant literature revealed the ambiguity of the effectiveness of the FI, this study was conducted to examine the effect of flipped classrooms on developing Iranian EFL students' speaking skills.

Method
Research design

This investigation enjoyed the experimental design which was conducted on two experimental and control groups. It benefited from both quantitative and qualitative stages of data collection.

Participants

The research was conducted on 60 female and male students at Payam e Nour University in Shiraz. Their ages were between 20-35 years old. They were chosen through an interview. Two control and experimental groups were created randomly. Convenience sampling design was used in this research. The sample was chosen by non-probability sampling method which is the most common method among the researchers in the EFL context. The OPT test was administered to choose the homogeneous learners in terms of English language proficiency.

Instruments

The instruments applied in this research were Oxford Placement Test (OPT) to determine the participants' English level, IELTS speaking rubrics to conduct standard interviews to check learners' ability in speaking skills in two groups of traditional and flipped instruction, video lectures to manipulate flipped instruction, and speaking pretest and posttest.

Data collection procedures

In the first stage, the traditional offline teaching and examining speaking skills were conducted on both experimental and control groups. In traditional offline speaking classes, the teacher taught speaking proficiency by teaching four competencies: grammatical, discourse, sociolinguistic, and strategic competence. The teacher prompted the students to work on their strategic competence as the most important competence since this is the capability to cope with the scarce knowledge of linguistic, sociolinguistic, and discourse rules. This is the knowledge of realizing when and how to keep a conversation going, how to cease the conversation and deal with comprehension problems. Furthermore, to examine the learner's speaking skills, IELTS speaking rubrics were used by the teacher during the interview. The results of this traditional way of teaching and evaluating English speaking were registered by the teacher to be compared with the results of flipped instruction in the experimental group.

The learners were exposed to video lectures by the teacher at least three days before the face-to-face class. The instructor tried to download the videos based on learners' interests from YouTube or Google search engines. The duration of the videos was not more than 15-18 minutes since Wan (2014)

and Sarawagi (2014) declare that brief videos (less than 15 minutes) helped the students understand better. The teacher-researcher added the experimental group students to the WhatsApp group.

The videos were uploaded in this group. The students watched the videos at their speed whenever they could. They could pause and play, forward and backward the video lectures. The students read the topic of discussion individually and prepare themselves before the in-person class. This helped the teacher to spend more time on discussion, solve learners' problems, and apply teamwork with the aid of digital tools (Martínez & Ruiz, 2020). While the students were doing their assignments in groups or pairs, the teacher observed them and tried to give them feedback whenever they needed it. The flipped classroom was based on inductive methodology.

Results

This study was conducted on 60 EFL students and had a 100 percent response rate. The participants were distributed into two control and experimental groups. Additionally, both groups took part in a pre-test, at the outset of the study and in the post-test at the end of the research. Table 1 shows the participants' pre-test and post-test mean scores.

Table 1.

Descriptive Statistics of all Participants 'scores in the speaking pre and post-tests

	test	N	Mean	Std. Error	Std. Deviation	Variance
speaking	pre-test	60	4.68	.076	.596	.356
	post-test	60	5.44	.122	.952	.908

As Table 1 signifies, all the participants regardless of the categorizing were 60. Their mean score on the speaking pre-test was 4.68 and in the post-test

was 5.44. In Table 2, descriptive statistics are reported according to their grouping.

Table 2.

Descriptive Statistics of Control and Experimental Group

variables	group	Test	N	Mean	Std. Deviation	Variance
speaking	control	Pre-test	30	4.63	.600	.361
	experiment		30	4.73	.597	.357
	control	Post-test	30	4.73	.653	.426
	experiment		30	6.15	.617	.382

Table 2 indicates that the speaking means score of the control pre-test was 4.63 and their post-test was 4.73, while the pre-test of the experiment was 4.73 and the post-test mean score was 6.15.

Independent-sample t-test was conducted to compare the mean scores of control and experiment to check if they were different at the outset of the study. The descriptive statistics results are reported in Table 3, and the independent t-tests are shown in Table 4. Table 3 reveals that there are differences between control and experiment pre-test mean scores. The following table is trying to show whether these differences were statistically significant or not.

Table 3.
Independent Samples Test of control and experimental group pre-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Speaking	.003	.958	-.64	58	.521	-.100	.154		-.409	.209

As Table 3 signifies, there were not any significant differences in the mean scores of the control group's speaking pre-test (M=4.63, SD=.6) and experimental group pre-test (M=4.73, SD=.597); t (58) = -.64, p = .52.

This research aimed to explore the effect of flipped instruction on EFL learners' speaking skills, to fulfill this aim, an independent t-test was run on the speaking post-test mean scores. Table 4 demonstrates the related inferential statistics.

Table 4.
Independent sample t-test of control and experimental group speaking post-test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.256	.615	-8.63	58	.000	-1.416	.16415	-1.745	-1.088
Equal variances not assumed			-8.63	57.824	.000	-1.416	.16415	-1.745	-1.088

According to Table 4, there was a significant difference in the mean scores of the control group's speaking post-test (M=4.73, SD=.65) and experiment group post-test (M=6.15, SD=.61); t (58) = -8.63, p = .000. This significance is meaningful, which is due to the positive effect of flipped instruction. Based on the results of this study null hypothesis which supposed that there are not any significant differences between traditional and flipped instructional models in EFL learners' skills, was rejected.

Discussion and conclusion

This study was designed to examine the effects of flipped instruction on learners' speaking skills, the most intricate skill to develop among EFL learners. As the results of the study proved, this kind of instruction to a great extent, solved learners' difficulties in learning speaking skills. Those difficulties which are due to lack of exposure to the English Language in the EFL context, lead to lower self-confidence of some of the students who are not fast enough in learning. As has shown, there weren't any significant differences in the speaking pre-test conducted through traditional offline teaching speaking methods without any technology and in advanced preparation. However, the outcomes represented remarkable differences in the post-test experimental group that confirmed the noteworthy contributions of cooperative learning since the

students had enough chance to prepare themselves and practice the target language more before attending a face-to-face class.

This investigation was a response to the call by researchers such as Adnan (2017), Chen Hsieh, Wu, Marek (2017), and Hung (2017) for further research on FI to improve learning through innovative instruction. They confirmed that learners' engagement is fundamental to their language success. Based on Vygotsky's ZPD theory, learners can learn beyond their abilities when they learn cooperatively and get feedback. These findings are in line with previous research directed at online classes, which found that flipped learning was an effective method of improving students' speaking skills (Chen & Liu, 2019; Ubaedillah & Pratiwi, 2021).

This study confirmed that one of the main points of success in flipped classrooms is inverting the teaching order. Wen (2008), in her 'Out-put driven/Input-enabled' model mentioned that the students will be more motivated to learn when the class starts with out-put. It increases learners' autonomy to learn self-study.

Although this study had some similarities with previous research, there have been some contradictory results. For example, Herreid and Schiller (2013) and Chen Hsieh, Wu, and Marek (2017) found that persuading students to study on their own and accepting time commitments which is fundamental in flipped learning is problematic. So, this is the duty of the teacher to find some ways to create positive feelings to reduce learners' complaints about the extra time and workload of FC in comparison to traditional learning. Furthermore, both teachers and students should perceive that in the flipped classroom, which is technology-mediated learning, they should adopt different roles and prepare themselves in advance (Comas-Quinn, 2011).

Lastly, it is declared that grammar and linguistic forms are ignored in flipped classrooms. Since negotiation of meaning and interactional modifications are the focus of attention in the activities and tasks of FC. As Long (2015) affirmed instructional designs should involve 'a reactive use of a wide variety of pedagogic procedures (PPs) to draw learners' attention to linguistic problems in context, as they arise during communication' (27).

This can be achieved by corrective feedback from the instructor during the activities of flipped learning.

This investigation would be replicated by examining all kinds of corrective feedback during flipped instruction as a suggestion for further research. Also, it would be transferable to different settings by different ages, levels of general English, and skills as the most important opportunities for future investigations. Furthermore, examining participants' autonomy and self-regulation in the traditional and flipped classroom would motivate instructors to implement flipped instruction despite some limitations of applying this method like inaccessibility of the internet in some areas of the country, selecting and uploading videos that are arduous and time-consuming for teachers, etc.

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