



Flipped Task-based Language Instruction Impact on EFL Learners' Speaking Ability: Learners' Perspectives

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Abstract

Task-Based Language Teaching (TBLT) and Flipped-based teaching seem attractive for English language teaching. This study aimed to investigate the impact of Flipped TBLT on EFL learners' speaking skills and attitudes towards Flipped learning. Four intact classes consisting of 60 EFL learners were assigned to control and experimental groups. The data were collected by administering two speaking tests and a questionnaire investigating the participants' beliefs about Flipped TLT. The mean scores of the participants on speaking tests were submitted to Analysis of Covariance (ANCOVA). In addition, descriptive statistics (frequency and percentage) of the participants' scores to the questionnaire items were reported. Results showed that Flipped TBLT has a positive impact on EFL learners' speaking skills. It was also found that the attitudes of the participants in experimental groups towards Flipped TBLT changed positively. The findings can be theoretically and practically employed by EFL teachers and applied linguists.

Keywords: EFL Learners, Flipping Learning, Speaking Skill, Task-based Instruction

INTRODUCTION

Providing EFL learners with enough input is the primary goal of most language classes, and only through using suitable teaching procedures. However, not every method and teaching procedure can assist the learners to feel successful in their attempt to master the language skills (Richards & Rodgers, 2001; Richards & Renandya, 2002). Many scholars have mentioned the ineffectiveness of lectures in traditional learning environments (Berryman, 1993; Millis, 1995). In traditional classrooms, the teacher is the information provided via direct instruction, and this model is classed to be teacher-centered; however, flipped classroom is more student-centred,

creating a more suitable environment for better learning opportunities (Hamdan, McKnight, McKnight & Arfstrom, 2013). Task-based instruction (TBI), on the other hand, is regarded as an alternative method to traditional language teaching methods because it favours a methodology in which functional communicative language use is aimed at and strived for (Brumfit, 1984; Ellis, 2003; Willis, 1996). Task-based learning assumes that the learners automatically develop communicative competence by engaging them in communication. It is argued that tasks only engage students in communication without teaching communication. Considering the given pitfall of task-based instruction, flipped

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classroom techniques can be applied to fill some gaps in teaching context (Tavakoli, 2009). However, the rationale for incorporating flipped classroom technique is related to the deficiencies of traditional language classes, as Broughton and his colleagues claimed, which is the "teacher-dominated interaction" (Broughton, 2009, p. 22).

There has recently been a plethora of research into active learning (Michael, 2006; Prince, 2004). The most dominant model of lecturing at universities is still a model of "show and tell, with students as passive recipients of information" (Vliet, Winnips & Brouwer, 2015, p. 1). Gündüz and Akkoyunlu (2019) stated that technological changes in the twenty-first century had created new demand for learning settings. The 21st-century features such as notebook computers, tablets, and mobile phones are part of our daily lives and have become more ubiquitous. Recently, flipped-classroom (also called flipped-lecture or flipped class) pedagogy has become very popular. Several different definitions of flipped learning have been given in the literature. It is a model that requires students to prepare for the lesson by listening to podcasts, watching videos, and reading articles (Mull, 2012). It has also been defined as a student-centred learning method that consists of two parts: individual learning on computers outside of the classroom and interactive learning activities during lessons (Bishop & Verleger, 2013). Filiz and Benzet (2018) suggested: "the learner-centred approach forgoes unnecessary teacher-talk time during class by scaffolding learning from pre-class assignments, and expanding or deepening learning in class" (p.72). This instructional activity through which technology is used to reverse the traditional classroom time is the flipped or inverted classroom (Warden, 2016). Flipped Classroom (FC), as defined by Gündüz and Akkoyunlu (2019) is an approach that blends face-to-face interaction in the classroom with independent study outside of it, often through watching prepared video content. Today, flipped learning and instruction has become more intentionally grounded in research and theory. Musallam (2010, 2013) posed a model referred to as explore-flip-apply,

where students engaged in initial activities to their background knowledge and perceptions, after which they participate in the flipped learning throughout of class assignments, lecture videos, etc., followed by in-class applications which extend into critical thinking activities and assignments. In this model, the class proceeds beyond a traditional inversion of a lecture and homework flip by focusing on more intentional guidance of higher-order thinking while still extending some work beyond the classroom setting once the foundations are established through the previous steps of exploration flip and guided practice. Numerous instructors have recently found benefits in trying the flipped teaching strategy in high school and college classrooms. The benefits ranged from increased repetition and exposure of key concepts to ample opportunities for guided practices and creating greater student autonomy and ownership of the learning process (Strayer, 2012). To evidence the student ownership and perception, Strayer (2012) conducted a mixed-methods study by implementing flipped method. The participants were surveyed to measure perceptions of personalization, innovation, student cohesion, task orientation, cooperation, individualization, and equity of the learning environment both at the beginning and end of a semester. The survey intended to measure the perceptions of the actual learning environment versus what their actual learning environment might look like. The researcher found that out of 26 participants, most students felt that the actual learning environment in the classroom did not coincide with the student's preferred learning environment. Qualitative data bolstered the quantitative data as students stated that they felt that their actual learning in the traditional environment did not measure up to what it could be. The researchers noted that the flipped instruction group was more open to cooperation than the traditional instruction group. The author suggested a mismatch in the traditional teaching strategies used in the classroom and how 21st-century students learn and view success. These results emphasized the importance of considering student perceptions related to the full picture of their learning

experiences. Very recently, Gündüz and Akkoyunlu (2019) determined the challenges and benefits of the flipped classroom in higher education. They employed a questionnaire consisting of open-ended questions to delve into the participants' views of flipped learning. Their study indicated that through implementing flipped learning, students can have a chance to experience greater instructional flexibility during both online and in-class sessions. Although the study participants argued that they felt more responsible for their learning, some were satisfied with poor Internet access outside of the classroom and expressed disappointment with the lack of immediate feedback while watching videos and listening to podcasts. Sung (2015) investigated the effect of flipped classrooms containing twelve university students attending an elective course. Before the instruction, the learners previewed lesson materials such as readings and videos and involved various online activities on a Learning Management System (LMS) platform. Then, they completed collaborative class activities such as sharing their thoughts on paper, discussing weekly online readings and implementing the final project of planning an assessment proposal. The analysis outcomes of both informal and formal course assessments and student work indicated that they were positive with FCI despite early integration problems. The results also indicated that FCI is a good choice for modification, at least in existing English language teaching. Adedaja (2016) examined Nigerian pre-service teachers' attitudes towards the flipped instruction and the challenges they faced with. The study used both conventional instruction and flipped instruction by developing the questionnaire and Focus Group Discussion. The results revealed that the attitude of pre-service teachers was completely positive regarding flipped instruction. Nouri (2016) studied the Swedish learners' attitude towards flipped learning in research methods by administering the questionnaire. The results showed that the sum of the participants stated a positive attitude towards flipped classrooms due to improved motivation, engagement, and more effective learning. Butt (2014)

investigated the flipped classroom in his final-year actuarial course in Australia. By giving a two-part questionnaire to his students, he found that students perceive that they learn the most from performing an activity and prefer individual study over lectures, tutorials, and group study. By comparing students' attitudes at the beginning and then again at the end of the term, Butt found that students change their opinions towards the flipped class by the end. Results showed that the course benefitted students of all writing levels, in particular non-native English speakers. Students are invested heavily in the workshop and each other's writing, and their writing exceeded the standards set by the university. Li (2013) also described her flipped classroom and painted a picture of her learners before and after the flip, as the classroom changed from being teacher-centred to becoming more learner-centred. She found that the flip helped in many ways: by allowing the teacher to individualize instruction, allowing students more opportunities to engage in the four skills, creating students who are more self-disciplined to study, making students more active in class, not wasting students' time on note-taking in class, and reducing teacher pressure to create materials as they can share online. As a result, Li suggested that the flipped classroom be considered as a viable teaching technique in China. In conclusion, data from empirical studies is hardly available for the flipped classroom as of yet. The term has become popular in educational circles, but few teachers have embraced the concept enough to do empirical studies on the topic.

Task-based instruction (TBI) is an alternative to traditional language teaching methods since it emphasized language as communication (Brumfit, 1984; Ellis, 2003; Willis, 1996). However, it has been subject to several criticisms, the most important of which fall within the following categories. The most crucial problem is abstract tasks like expressing an opinion where the task elements are not concrete and reported to be more difficult (Nunan & Keobke, 1995). Moreover, a mismatch between the learners' and teachers' perceptions regarding cognitive and linguistic

demands, affective factors and linguistic deficiency has been observed (Cook, 2000 as cited in Ellis 2009). Besides, the most critical deficiency falls within theoretical objections to task-based teaching, which relates to the restricted nature of such an approach (Skehan, 1998). This does not entirely dismiss task-based teaching but points at the limitations that are inherent. The problem for the TBLT is paying too little attention to communication. Task-based learning assumes that the learners automatically develop communicative competence by engaging them in communication. The review of the related studies shows that task-based language instruction and flipped learning have been separately studied to a great extent. However, to the authors' knowledge, flipped task-based learning has not been appropriately studied to date. More importantly, it is not known whether flipped and non-flipped task-based instruction has the same impact on Iranian intermediate EFL learners' speaking ability. More importantly, it is not known how Iranian EFL learners view flipped task-based instruction. In line with these objectives, the following research questions are addressed:

Does Flipped Task-Based Language Teaching have any significant effects on developing EFL learners' speaking ability?

What are the EFL learners' attitudes towards the use of TBLT in speaking classes?

What are the EFL learners' attitudes towards integrating TBLT with flipped classroom procedures in developing their speaking ability?

METHODS

Participants

The study participants included 60 male and female EFL learners among the intermediate EFL learners attending two Kish Air Language Institute branches in Kerman. They were placed in 4 intact classes, each consisting of 15 participants. The entire classes were selected through convenience sampling. Two intact classes received flipped task-based instruction and two received non-flipped task-based instruction. The participants were informed about the purpose of the study and they were

allowed to change their classes which were taught based on the regulations of the language institute. All the intact classes were taught by the same teacher. The four intact classes were all homogenous at the onset of the study.

Instrumentation

Three instruments were used to collect data: speaking tests 1 and 2 (adopted from IELTS tests) and a related questionnaire. The reliability of the speaking test 1 and 2 were reported as 0.87 and 0.88, respectively. Speaking test 1 was used as pre-test to check the participants' initial homogeneity assigned to different teaching conditions. However, speaking test 2 was used as a posttest to evaluate the participants' speaking progress. In addition, a questionnaire consisting of two parts was used to investigate the participants' perceptions about TBLT and Flipped TBLT. This questionnaire was adapted from two questionnaires (Jeon & Hahn, 2006; Jafarigohar, Haghghi, Khoshsima & Vahdany, 2019). In other words, the first part which explores the students' perception on task-based method was developed by Jeon and Hahn (2006) and the second part, which explores the students' perception of learning in a flipped classroom was developed by Jafarigohar et al., (2019). The reliability of the instrument was assessed through Cronbach's Alpha test. The reliability of the first and the second parts were reported to be 0.82 and 0.84, respectively. Three applied linguists confirmed the content validity of the instrument.

Data Collection Procedure

The study was undertaken in different steps. First, four intact classes were selected and were checked in terms of their initial language homogeneity. Then, the participants received the speaking test 1. Their speaking performance was assessed holistically by using an interval scale consisting of 5 to 30. The initial homogeneity of the control and experimental groups was checked. Then, the control groups were taught through a face-to-face TBLI method, while the experimental classes were taught through flipped learning. Having finished the instruction, the participants

received the posttest. In the second phase, the participants taught through flipped TBLI received a questionnaire that was developed to explore their attitudes towards Flipped TBLI.

To answer the first research question a quasi-experimental research design was employed. The two groups' score on the speaking test was the dependent variable measured through an interval scale. The mean scores of the participants in both groups were submitted to ANCOVA as well as descriptive statistics. However, for research questions 2 and 3, a qualitative survey was used. The participants' scores on all items of the questionnaires were dependent variables that were measured through an ordinal scale. To analyze the data, the participants' responses to the questionnaire items were analyzed through descriptive statistics and one-sample-t-tests.

RESULTS

Research Question One

The first research question aimed at investigating the impact of flipped task-based language instruction on improving the speaking

ability of Iranian EFL learners. As we had a two-group pre-test/post-test design, multivariate ANCOVA was the best statistical procedure for analyzing the data. The scores on pre-test were treated as a covariate to 'control' for pre-existing differences between the groups. As ANCOVA has some assumptions and the researchers should make sure that the assumptions are not violated, we checked for the assumptions such as reliability, liberality. In this study, we tried to check for at least three assumptions of ANCOVA. In order to calculate the reliability of both pretest and posttest, we tried to estimate KR-21. The results showed that the reliability indices of the speaking test were 0.87. Therefore, the reliability assumption of the tests was not violated. Also, ANCOVA assumes that the relationship between the dependent variable and each covariate is linear (straight-line). Scatter plots were used to test for linearity. Results showed that the relationship between the dependent variable (posttest) and pretest (covariate) was linear. Therefore, the linearity assumption was not violated.

Table 1

Descriptive Statistics of Posttest Scores

	Groups	Mean	SD
Speaking	Control	22.46	2.1
	experimental	25.76	4.1
	Total	20	3.6

The above table results show that the means of control and experimental group on the speaking post-test were 22.46 (SD= 2.1) and 25.76 (SD= 4.1), respectively. As the

descriptive statistics cannot determine the mean score difference, we had to run an inferential statistics procedure (ANCOVA). The results are shown in the following Table 2.

Table 2

Levene's Test of Equality of Error Variances

	F	df1	df2	Sig.
Speaking test	3.593	1	58	.163

The results in the above table indicate that error variances are equal ($F=3.59$, $p=.163 > 0.05$).

In the following Table, the groups' scores are compared. As it is shown in the above Table, the difference between the groups' scores on the posttest is statistically significant

($MS=103.79$, $F=12.75$, $p=.001$), favouring the experimental group. Therefore, it could be strongly argued that the null hypothesis of the study is rejected and the alternative hypothesis is confirmed and Flipped TBLT has significant impacts on learners' speaking skills. The effect size, as indicated by the corresponding Partial

Eta Squared value should also be considered. The value in this case for speaking is 0.40 (an

average effect size according to Cohen's 1988 guidelines).

Table 3
The Results of ACNOVA

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Speaking	323	1	103.799	12.725	.000	.405
Intercept	Speaking	130	1	141.001	17.286	.000	.236
Pretest	Speaking	6.471	1	6.471	.793	.377	.014
Groups	Speaking	145.703	1	145.703	17.863	.000	.242
Corrected Total	Speaking	768.183	59				

Table 4
The Comparisons Between the Means of Control and Experimental Groups

Dependent Variable	(I) groups	(J) groups	Mean Difference	Std. Error	Sig. ^a
Speaking	control	Experimental	-4.104*	.100	.001

The results in the above Table show that the mean difference between control and experimental group speaking accuracy is 3.30 and it is significant at p value of .001.

Research Question Two

The second research question aimed to investigate the participants' perceptions about implementing TBLT. Results are presented in Table 5.

Table 5
The Participants' Perceptions about TBLT

N	Statement	SD (1)	D (2)	U (3)	A (4)	SA (5)
1	TBLT provides a relaxing atmosphere to promote the target language use.	1 6%	2 11%	3 17%	7 39%	5 28%
2	TBLT activates learners' motivation in learning.	2 11%	1 6%	1 6%	8 44%	6 33%
3	TBLT pursues the development of integrated skills in the classroom.	1 6%	1 6%	5 28%	6 33%	5 28%
4	TBLT recognizes the importance of grammar.	1 6%	1 6%	5 28%	7 39%	4 22%
5	TBLT is suitable for learners who are preparing for an exam.	0 0%	2 11%	3 17%	7 39%	6 33%
6	TBLT is based on the student-centered instructional approach.	2 11%	3 17%	2 11%	6 33%	5 28%
7	TBLT is proper for controlling classroom arrangements.	1 6%	1 6%	5 28%	7 39%	5 22%
8	TBLT is useful in the English classes.	2 11%	1 6%	4 22%	8 44%	3 17%
9	TBLT is consistent with the principles of communicative language teaching.	1 6%	2 11%	3 17%	6 33%	6 33%
10	TBLT materials should be meaningful and purposeful based on the real-world context.	2 11%	2 11%	3 17%	7 39%	4 22%

As shown in the Table, the majority of the EFL learners (67%) in the experimental group believed that TBLT provided a relaxing atmosphere to promote the target language use and a significant percentage (77%) mentioned that TBLT activated their motivation in learning. More than half of the students (61%) uttered that TBLT pursued integrated skills in the classroom and recognized the importance of grammar. Once again, the same percentage (61%) believed that TBLT is based on the

student-centered instructional approach, proper for controlling classroom arrangements, and valuable in the English classes. Finally, 66% of the EFL learners agreed that TBLT was consistent with the principles of communicative language teaching and 61% agreed that the materials should be meaningful and purposeful based on the real-world context.

The means scores of the participants who received Flipped TBLT were submitted one-sample t-tests. Results are presented in Table 6.

Table 6
One Sample t-tests for Comparing Sample Means with Hypothetical Mean

	Mean	SD	T	P
TBLT provides a relaxing atmosphere to promote the target language use.	3.7	1.17	4.4	0.001
TBLT activates learners' motivation in learning	3.8	1.29	4.3	0.001
TBLT pursues the development of integrated skills in the classroom	3.7	1.12	4.59	0.001
TBLT recognizes the importance of grammar	3.67	1.08	4.5	0.001
TBLT is suitable for learners who are preparing for an exam	3.9	.99	6.1	0.001
TBLT is based on the student-centered instructional approach	3.5	1.38	3.06	0.001
TBLT is proper for controlling classroom arrangements.	3.78	1.11	4.8	0.001
TBLT is useful in the English classes	3.5	1.2	3.5	0.001
TBLT is consistent with the principles of communicative language teaching	3.8	1.2	4.40	0.001
TBLT materials should be meaningful and purposeful based on the real-world context	3.5	1.2	3.2	0.001

As shown in the above Table, the sample's means on all items that measure the participants' perceptions of implementing TBLT exceeded the hypothetical mean (2.5 which is fifty percent of the total score). Also, the difference between the sample's mean and hypothetical mean (the mean of the population set to be 2.5) was statistically significant

($p=0.001$). Therefore, it could be strongly argued participants of the study had positive perception about TBLT.

Research Question Three

The third research question aimed at investigating the participants' attitudes towards Flipped TBLT. Results are presented in the following Table.

Table 7
Learners' Perceptions of Learning in a Flipped Classroom

1.	Learning English via flipped classroom, I can study at my own pace due to availability and accessibility of all necessary online resources	0 0%	1 6%	4 22%	7 39%	6 33%
2.	I found that at times following the class procedures gave me a feeling of deep personal satisfaction.	0 0%	3 17%	3 28%	5 28%	7 28%
3.	Learning English via flipped classroom encourages me to work with my classmates outside of class.	1 6%	1 6%	5 28%	4 22%	7 39%
4.	The flipped classroom procedures helped me to be more willing to communicate in English.	1 6%	2 11%	3 17%	7 39%	5 28%
5.	The class procedures helped me to be more active inside the class.	0 0%	1 6%	2 11%	7 39%	8 44%
6.	Learning English via FC, I can distribute knowledge to classmates more quickly and effectively.	2 11%	1 6%	3 17%	5 28%	7 39%
7.	I look forward to have more English courses of this kind.	1 6%	2 11%	1 6%	8 44%	6 33%

PART II: Effect on Speaking Skill

8.	The class procedures helped me speak more fluently and accurately.	1 6%	2 17%	4 22%	6 33%	5 22%
9.	The class procedures helped me improve my pronunciation.	0 0%	1 17%	3 17%	7 39%	7 28%
10.	The class procedures improved my speaking skill.	1 6%	2 11%	5 28%	4 22%	6 33%

As it is shown in the above Table, a significant percentage (72%) of the students in the experimental group could study at their own pace due to the availability and accessibility of all necessary online resources and more than half of them (56%) found that the class procedures gave them a feeling of deep personal satisfaction and encouraged them to work with their classmates. Also, 61% of the students agreed that learning English via flipped classroom encouraged them to work with their classmates outside of class. Furthermore, 67% of the participants declared that the flipped classroom procedures helped them be more willing to communicate and 83% said that flipped classroom procedures helped them be more active inside the class. Finally,

67% of the EFL learners mentioned that they could distribute knowledge to classmates more quickly and effectively, and 77% stated they look forward to having more English courses of this kind. The last part of the questionnaire evaluated the effect of flipped classroom procedures on speaking skill. More than half of the EG (55%) students believed that the class procedures helped them speak more fluently and accurately and improve their speaking skills. Moreover, 67% of the students believed that the class procedures helped them improve their pronunciation. In addition, the participants' scores on all items of the survey were submitted to one-sample t-tests. Results are presented in Table 8.

Table 8***T-tests for Comparing the Sample and Population's Mean Scores on Flipped Learning***

	Mean	SD	T	P
Learning English via flipped classroom, I can study at my own pace due to availability and accessibility of all necessary online resources	4.00	1.11	4.1	0.001
I found that at times following the class procedures gave me a feeling of deep personal satisfaction.	3.9	1.3	4.5	0.001
Learning English via flipped classroom encourages me to work with my classmates outside of class.	3.8	0.99	4.4	0.001
The flipped classroom procedures helped me to be more willing to communicate in English.	3.5	0.98	4.11	0.001
The class procedures helped me to be more active inside the class.	4.1	.99	6.1	0.001
Learning English via FC, I can distribute knowledge to classmates more quickly and effectively.	3.8	1.38	5.25	0.001
I look forward to have more English courses of this kind.	3.9	1.11	5.1	0.001
The class procedures helped me speak more fluently and accurately.	4.1	1.2	4.2	0.001
The class procedures helped me improve my pronunciation.	4.2	1.2	4.6	0.001
The class procedures improved my speaking skill.	4.1	1.3	5.3	0.001

As shown in the above Table, the sample's means on all items which measures the participants' perceptions about flipped learning exceeded the hypothetical mean (2.5). Also, the difference between the sample's mean and hypothetical mean was statistically significant ($p=0.001$). Therefore, it could be strongly argued that participants of the study had positive perception about using Flipped learning.

The study's goal was to investigate the impact of flipping TBLT on improving EFL learners' speaking ability. This type of implementation was based on the TBLI pitfalls observed by different scholars in the language classes (Seedhouse, 1999; Skehan, 1996; Swan, 2005). As it was discussed, using tasks in the classroom, especially pedagogic tasks, to some degree, can be beneficial and enable students to emulate some sort of fluency in the outside world but at the same time, as Nunan (1989) postulates, tasks do carry benefits about helping the learners' application of the language. A term

that is used with tasks is 'noticing'. Schmidt (1990) proposed the 'noticing hypothesis', suggesting that nothing is learned unless it has been noticed. However, this does not mean that this results in acquisition; instead, it is the starting point. Moreover, learners continue to notice and pay attention to specific features of a language as they deal with different aspects of the language using various procedures. A lot of language input is provided when the learners experience the language they learn in various forms.

On the other hand, the language feature has to be noticeable to the learners. For this reason, specific criteria have to be met to help the student can notice. According to Hedge (2000) the criteria are listed as: a) it frequently occurs, b) it relates to the learner's common sense about essential functions of language, and c) its functions are those to which a learner would be likely to pay attention. Again, this refers to choosing, planning and implementing appropriate tasks so that a relationship can build

between the task and student. The use of flipping can give the learners the required opportunity to feel independent of the teacher and the classroom; rather they have to personally decide about the selection and use of the teaching procedures in a flipped context.

Moreover, Thornbury (2007) claimed that by manipulating task design or the choice of text, they can be harnessed to the needs of an essentially grammar-driven program. Alternatively, they can form a sub-set of task types within a meaning-driven task-based syllabus. If tasks are designed and applied well, then they can be just one of many components needed in helping towards second language acquisition. However, based on the achievements of the present study, it was proved that the use of flipped classroom procedures associated with tasks could lead to the speaking improvement of the learners more significantly and effectively than the group that was exposed to just different speaking tasks. The achievements are noticeable in terms of several factors.

The first benefit is that the learners benefit from both tasks and flipping techniques at the same time. The participants clearly expressed their satisfaction with the use of these techniques in their language learning processes. As the learners deal with the given tasks, they could benefit from the procedures and teaching techniques they achieved through flipping. Thus, there are some reasons for the effectiveness and success of flipping in the speaking class. The reasons can be interpreted based on the potential outcomes of the recommended procedures in the flipped classroom that were integrated with classroom tasks.

One important reason for success lies in the psychological principles that dominate the teaching-learning situation because the learners can feel autonomous and independent due to the required independence given to the learners to act in the learning context. As Hamdan et al. (2013) discussed, a flipped classroom frees up class time for teachers and presents learning choices to students rather than just informing them in a sit-and-listen format. Moreover, it is discussed that in flipped classroom model, the

role of the teacher changes to a guide, facilitator, and organizer. A more student-centred classroom environment can be created with all these roles, paving the way for students to achieve a more active role in their learning. It can be concluded that flipped classroom is beneficial in terms of some categories based on the idea that the learners learn at one's own pace, and advance the student preparation as well as overcoming the limitations of class time by increasing the participation in the classroom (Hamdan et al., 2013). Moreover, it is interesting to know that flipped classrooms can decrease face-to-face lessons and support lectures with the use of technology. It is also "one possible step towards a more customized learning environment" (Enfield, 2013, p. 27).

The study achievements are in line with other studies that followed only flipped classroom procedures. These studies indicated that a flipped classroom is effective in increasing students' grades compared to a traditional, lecture-based class (Day & Foley, 2006; Flumerfelt & Green, 2013). In addition, students prefer flipped classrooms to traditional lectures (Lage et al., 2000). DeGrazia, Falconer, Nicodemus, and Medlin (2012) also suggest that students come to class more prepared with video lectures outside the classroom. When appropriately used, the interaction between students and teachers increases in a flipped classroom (Roehl et al., 2013). Millard (2012) suggested that the flipped classroom can contribute to student engagement, team-based skills, personalized student guidance, classroom discussion, and the creative freedom of faculty. In one flipped instruction study, Enfield (2013) found that this model "was effective in helping students learn the content, and increased self-efficacy in their ability to learn independently" (p. 14). However, integration of the two procedures of flipping and task-based led to the elimination of some of the pitfalls of the task-based procedures as the flipped techniques provided more practice opportunities and thus made it more feasible for the learners to feel their improvement not only in writing but also in other productive skills.

CONCLUSION

Based on the pitfalls of task-based instruction, this study attempted to integrate task-based instruction and flipping in the speaking class to overcome the assumed shortcomings of TBI. Therefore, the study results can assist language teachers in improving their teaching methods by treating their students' learning situations. The results indicate that teaching methods need to be improved since they are subject to some limitations, and when combined with other techniques and procedures, they can overcome some parts of their deficiencies. Integrating the two disciplines can assist teachers to adapt their teaching methods, alter them and link them to the needs, level and objectives of their courses. It can give suggestions to the teacher to implement the techniques of multiple contributions learning not only in speaking but also in other language skills.

In other words, the findings confirm the use of additional techniques and procedures as a remedy that may be employed to compensate for the possible deficiencies in the teaching methods. The findings stress the critical use of learners' involvement and their effective contribution to the teaching and learning activities. In effect, enough attention has to be given to the role of the learners by reducing the teacher's role. Moreover, more inside and outside classroom activities were suggested and presented to provide more chances for communication in the teaching situation. Similar studies were rare to be compared with the study results because the study that integrated the principles of task-based and flipping was rare in the literature. However, some studies focused on task-based or flipping that worth being mentioned and could be compared with the results of this study. For instance, Ahmed (2016) found that the experimental group outperformed the control group in the post-test of EFL writing. In other words, the result of this study was compatible with this study since both confirmed the impact of flipping on language skill.

The findings are also in line with the results of the study by Zhang et al. (2016) who found that flipped classrooms had some excellent effects in vocabulary achievement. The main

point about this study was that it focused only on vocabulary acquisition and both tests and interview were used to achieve the data. In line with the findings, it can be concluded that Flipped TBLT can be used as a practical teaching innovation in EFL classes, most particularly speaking classes. As the main focus of the study was speaking fluency, large scale studies are needed to see whether Flipped TBLT affects the language learners' reading, listening, as writing skills. An extensive qualitative study can also be beneficial in delving into the teachers' perceptions of Flipped TBLT.

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