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The Effect of Flipped Instruction on Iranian EFL Learners' Speaking Performance

Alireza Bonyadi
English Department, Faculty of Humanities, Urmia Branch, Islamic Azad University, Urmia, Iran
Email: Alireza.bonyadi@iau.ac.ir

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ABSTRACT

Numerous pedagogical strategies have been proposed to enhance the language proficiency of English as a Foreign Language (EFL) learners. One such method, Flipped Classroom Instruction (FCI), has gained attention for its potential to foster more effective learning outcomes by inverting traditional teaching paradigms. This quasi-experimental study investigated the impact of FCI on the speaking performance of Iranian EFL learners. The research involved 80 participants, both male and female, aged 16 to 23, enrolled at a private language center. Participants were assigned to four groups: two experimental and two control, ensuring a balanced comparison. In the experimental condition, learners received instructional materials—comprising multimedia resources and structured content—prior to class, enabling self-paced study and repeated review, a hallmark of FCI; however, the control groups followed a conventional instructional model, with teachers delivering content during sessions and assigning practice tasks for later completion. Following the intervention and speaking assessments, the statistical analysis revealed that the experimental groups, exposed to FCI, demonstrated a significant improvement in speaking skills compared to their traditionally instructed counterparts ($p < 0.05$). These findings imply that FCI offers a promising pedagogical framework for enhancing EFL learners' oral proficiency by optimizing preparation and in-class engagement.

Introduction

Flipped instruction, as a conceptual framework within the context of English as a Foreign Language (EFL), consists of three interrelated components: engagement, practice, and feedback.

The first essential component of this framework is engagement. The flipped classroom model facilitates students' interaction with instructional materials outside the traditional classroom setting, often via video lectures or online resources. This preliminary engagement enables students to become acquainted with vocabulary, grammar, and speaking strategies at their own pace, thereby creating a more individualized learning experience that primes them for in-class activities.

The second component, practice, highlights the significance of utilizing classroom time for interactive speaking exercises that foster real-time communication. Such activities may encompass role-playing, group discussions, and peer interactions. By focusing on speaking practice during class, students can implement what they have learned in a nurturing environment, which helps alleviate anxiety and enhances their confidence in speaking.

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Lastly, feedback constitutes a vital element of this framework. Ongoing feedback is essential for language acquisition, as it assists students in recognizing areas needing improvement while also reinforcing their achievements. Instructors can offer immediate, constructive feedback during speaking exercises and incorporate peer feedback into the learning process. This collaborative method promotes mutual learning among students, thereby enhancing not only their speaking abilities but also their capacity to collaborate effectively in teams.

This conceptual framework is consistent with the growing importance of language teaching and learning in the educational domain, where a universally accepted definition of an effective pedagogical approach remains challenging to establish (Bell, 2005). Various techniques and methods have been suggested to improve the language skills of EFL learners; however, it is crucial for language educators to persistently seek innovative teaching strategies (Blake, 2008). The framework's focus on engagement, practice, and feedback addresses a significant gap that many current methodologies have overlooked: the enhancement of speaking skills among EFL students.

Speaking as one of the main language skills is of great importance in EFL instruction (German, 2017; Kashef, Alavinia & Khabazian, 2023; Nouri & Zarfsaz, 2024). It is, however, considered the most challenging and difficult language skill to teach and test (Luoma, 2004). It has been indicated that despite EFL students' adequate knowledge of the vocabulary and grammar of the English language, they feel a sense of isolation and despair when faced with authentic speaking situations (Anam, 2017). This makes them to be hesitant and reluctant to communicate (Faulin & Soefendi, 2013). Even on some rare occasions, they venture to engage in oral communication, they usually get lost and find it hard to keep communicating their ideas (Juhana, 2012).

In Iran, where English is taught as a foreign language, classroom context is the only setting for language instruction (Yarmohammadi, 2002); therefore, there is a need to come up with a language teaching method that accommodates sufficient opportunities for language use. Fortunately, nowadays most of the students have access to different internet services. This potentiality can be employed in language instruction in various ways. Flipped instruction is one of the ways to incorporate Internet technology in EFL instruction.

Review of the Literature

The concept of flipped instruction, or flipped classroom, has gained significant traction in language education, particularly in enhancing speaking skills among English as a Foreign Language (EFL) learners. This literature review explores various studies that have investigated the application of flipped instruction in EFL contexts, tracing its origins and effectiveness.

The roots of flipped instruction can be traced back to the early 1960s when Gregor Novak, a physics teacher, recognized that his students struggled to concentrate due to fatigue. To address this, he developed a model where students engaged with course materials before class, allowing for more interactive and collaborative learning during class time. This approach evolved with technological advancements in the 1980s, leading to the creation of Just-in-Time Teaching (JITT),

where students completed brief assignments prior to class, enabling instructors to tailor lessons based on student feedback (Novak, 2006).

In the early 1990s, Eric Mazur at Harvard University adopted a similar approach to increase student engagement. He encouraged students to study physics concepts at home and reserved class time for discussions, although he initially did not incorporate technology. Mazur's method, which involved creating concise video lessons, aimed to simplify complex material and foster peer instruction (Crouch et al., 2007).

By 1996, researchers at Miami University coined the term "inverted classroom," synonymous with flipped instruction, where students studied lecture materials before class discussions. This model evolved with the rise of online platforms, replacing traditional media with accessible digital content (Lage & Platt, 2000). The advent of mobile devices further enhanced the accessibility of educational resources (Hu, 2011).

Recent studies have examined the effectiveness of flipped instruction in various educational settings. For instance, Tuyen et al. (2024) found that applying the flipped classroom model to non-English major students led to significant improvements in speaking skills. The study highlighted the importance of pre-class preparation and in-class activities that promote speaking practice, particularly for students with limited exposure to English outside the classroom. Gender differences in engagement were also noted, suggesting a need for further investigation into how flipped instruction affects male and female learners differently.

Demir and Mirzaie (2023) explored the impact of flipped classrooms on EFL learners' speaking skills, revealing that students engaged in this instructional method showed notable improvements compared to those in traditional settings. The interactive nature of flipped classrooms, which encourages peer collaboration, was identified as a crucial factor in enhancing speaking abilities. Similarly, Kristyowati et al. (2023) reported that the flipped classroom model improved students' confidence and fluency in speaking, with female students demonstrating higher participation levels.

Yoon (2023) focused on English dialogue activities within a flipped learning framework, showing that structured dialogue practices significantly enhance speaking abilities. The model allowed students to prepare at home and practice in class, resulting in improved pronunciation and vocabulary usage. Zhang et al. (2023) further confirmed that students in flipped learning environments exhibited higher engagement and academic performance.

A meta-analysis by Chen et al. (2023) reviewed multiple studies on flipped classrooms across various subjects, concluding that this instructional approach consistently leads to improved student performance and satisfaction. However, challenges such as technological barriers and student resistance were also highlighted (Korkmaz & Karatas, 2023).

Rachmawati (2022) emphasized the role of technology in facilitating flipped instruction, noting positive outcomes in speaking performance among EFL undergraduate students. Aisuna's findings suggested that allowing students to learn at their own pace fosters deeper engagement with the material. Shabani (2023) explored the effects of interaction-embedded versus interaction-

reduced modes of flipped instruction, finding that more interactive approaches yield better speaking performance.

The literature indicates that flipped instruction can significantly enhance EFL learners' language skills, emphasizing the importance of interaction and engagement. However, the role of gender in this context remains underexplored. Therefore, the present research aims to investigate potential differences in speaking attainment between male and female students taught through flipped classroom instruction compared to traditional methods, addressing critical questions in this evolving field of language education.

RQ1: Does Flipped Classroom Instruction have any significant effect on the speaking performance enhancement of male Iranian EFL learners?

RQ2: Does Flipped Classroom Instruction have any significant effect on the speaking performance enhancement of female Iranian EFL learners?

RQ3: Are there any significant differences between the speaking performance enhancement of learners who received the Flipped Classroom Instruction and those learners who received traditional in-class instruction across genders?

Method

Participants

The participants of the study included 80 male and female EFL students within the age range of 16-23 studying at a private language center in Urmia, Iran. The participants of the study were selected out of a population of 376 based on the convenience non-random sampling method. At the time of the study, all the participants were at an advanced level. The students attended the English class three days a week for one and a half hours each day for about two months each term. The curriculum emphasized speaking and listening skills through a combination of direct instruction, interactive activities, and collaborative projects focused on real-life scenarios.

In addition to regular classes, students had access to supplementary online resources through the institution's platform, which included recorded lectures and interactive exercises, reinforcing their in-class learning. Motivated by the desire to improve their speaking skills for academic and professional contexts, the participants represented an ideal group for examining the effects of flipped classroom instruction on their speaking performance.

Instruments

To conduct the study, the following instruments were utilized:

A Consent Form

The participants in the research had to give their consent. Hence, after getting the required permissions, informed consent papers were distributed among research participants to ensure that

they willingly chose to engage in the study. Participants were asked to read and sign the document if they consented to participate in the study.

New Headway 5th Edition

Since New Headway 5th Edition by Soars and Soars (2019) was the main course book being instructed in the language center, it was used both in experimental flipped groups and control traditional groups. The researcher chose four units from the course book to assist teachers in developing instructional videos and Power-points for the flipped experimental group participants. The teacher taught the identical units to the control group participants in the traditional manner.

Instruction Videos and Power-points

Instructional videos and Power-points were developed by teachers working with the researcher and applied in the flipped classroom teaching process since they were necessary to carry out the flipped teaching methodology. Power-points and movies were created from four New Headway 5th Edition lessons. Learners were shown the contents of sessions delivered to them via Whats-app groups using these files.

Test of Spoken English (TSE) as Pre and Post-Tests.

TSE is an oral proficiency language test for non-native speakers of English and is a member of the Test of English as a Foreign Language (TOEFL) family of tests developed by the Educational Testing Service (ETS). This test is designed to measure the ability of non-native speakers of English to communicate orally in English. TSE is a semi-direct audio-taped test that needs to be administered with a microphone and a voice recorder. In terms of the exam content, consists of 12 questions printed in the test book and recorded at normal speed on the test audio file. Each of the test questions demanded participants to execute a certain language function, such as storytelling, persuading, or expressing an opinion. Furthermore, the reliability of both pre and post-tests was calculated by performing inter-rater reliability by using Pearson correlation analysis ($r = .81$, $r = .79$. which indicated a high level of consistency. Furthermore, to check the validity of the tests, we requested two of our faculty members, experts in EFL, to examine their suitability to be used in the research.

Design

The research design used in this study was quasi-experimental; this decision was taken depending on the type of the research questions being investigated. A quasi-experimental design lets researchers investigate the impact of an intervention or treatment in a controlled environment where random assignment is not practical. Thus, by using this design, the researchers were able to adequately address the research questions and derive significant conclusions from the study.

Procedure

The researcher received consent from the language center to undertake her study. Since the researcher was not a teacher at the chosen language center and did not teach the classes, she requested permission to speak with the instructors of the classes about the methodology and data collection. After obtaining learners' consent to participate in the study, to ensure their homogeneity of English language proficiency level with a standardized test, they were given a standardized English proficiency test. After omitting the outliers, one of the male classes (N=18) was randomly assigned as the male experimental group, a female class (N=20) as the female experimental group receiving the flipped classroom teaching approach, and the other ones (N=19) as the male control group, the male control group (N= 19) receiving traditional teaching approach. Later, TSE was used as a pretest to check all the participants' speaking ability before the treatment phase. Following the pre-test, the videotaped instruction and PowerPoints were sent to experimental group participants two days before each class session to be watched at home. The experimental groups were provided with the content of the classes in advance so that they could study at their speed and review them as many times as they wanted. They asked questions in class and then participated in exercises relating to the material they had learned through films and PowerPoints. The teachers used class activities in the book to make sure that all the participants had covered the content of lessons through power points.

The control groups received traditional instruction, in which the teacher covered the contents in class and asked students to complete the activities for the subsequent sessions at home. It's worth noting that the materials offered to the experimental and control groups were similar, and both groups received sixteen sessions of intervention.

After 16 sessions of treatment (flipped teaching), TSE was administered again in all groups as a posttest to check the effect of using flipped instruction on Iranian EFL students' speaking performance.

Data Analysis

As already mentioned, before the experiment and to ensure that there were not any significant differences in terms of speaking proficiency between the experimental and control groups, the TSE as the pretest was administered to all the participants, and the scores were compared using an ANOVA test. Later, to analyze the participants' performance after the posttest and compare their possible progress, t-tests were applied to see if the participants performed differently within groups or not. After within-group comparison and to address the first and second research questions, the results of the posttest were compared using another ANOVA test and its related post hoc test to address the third research question checking the existence of any significant difference among the groups.

Results

Investigating Pre-test Data

The researcher made use of the Statistical Package for Social Sciences (SPSS), version 23, to analyze the pertinent data. After a statistical study of the distribution normality by the Kolmogorov-

Smirnov test which demonstrated that the scores were normally distributed, the researcher used an ANOVA test to see if there was any evidence of a significant difference between the participants' performances in the experimental and control groups before the treatment.

Table 1

Descriptive Statistics of the data obtained from the Pretest

pretest	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Male flipped group	19	30.32	7.173	1.646	26.86	33.77	18	44
Female flipped group	19	32.26	4.886	1.121	29.91	34.62	23	41
Male control group	18	31.28	5.613	1.323	28.49	34.07	22	41
Female control group	20	29.65	5.244	1.173	27.20	32.10	20	36
Total	76	30.86	5.761	.661	29.54	32.17	18	44

According to Table 1, the mean scores and standard deviation of male and female experimental groups and male and female control groups are M = 30.32, SD = 7.17, M = 32.26, SD = 4.88, M = 31.28, SD = 5.61 and M = 29.65, SD = 5.24 respectively. Comparing the mean scores, some differences between the groups were observed. To check whether the observed differences were statistically significant, the researcher used an ANOVA test, the results of which are shown in Table 2.

Table 2

Analysis of Pretest Scores of experimental and control Groups

pretest	The sum of Squares	df	Mean Square	F	Sig.
Between Groups	75.457	3	25.152	.750	.526
Within Groups	2413.951	72	33.527		
Total	2489.408	75			

The findings of the ANOVA test revealed that the observed variations in groups' mean scores were not statistically significant. It was determined that there was no significant difference

in the participants' speaking abilities at the pre-test between the experimental and control groups. After comparing the initial proficiency of the participants, the treatment was implemented, and after the treatment, the post-test was given to the groups. Similar to the analyses done on pre-test scores, a statistical study of the distribution normality was performed. After getting assured of the normality of the data, the researcher used paired samples t-tests to determine whether or not Flipped Classroom Instruction contributes to Iranian EFL learners' speaking competency improvement.

Table 3

Descriptive Statistics of the Data Obtained by Experimental and Control Groups in the Pre and Posttest

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Male flipped group pretest	30.32	19	7.173	1.646
	Male flipped group post-test	47.47	19	8.188	1.878
Pair 2	Female flipped group pretest	32.26	19	4.886	1.121
	Female flipped group post-test	44.42	19	7.190	1.650
Pair 3	The male control group pretest	31.28	18	5.613	1.323
	The male control group post-test	35.22	18	10.474	2.469
Pair 4	The female control group pretest	29.65	20	5.244	1.173
	Female control group post-test	32.30	20	5.488	1.227

According to Table 3, the mean scores of male experimental, female experimental, male control, and female groups in pre and post-tests are M_{pre} = 30.32, M_{post} = 47.47; M_{pre} = 32.26, M_{post} = 44.42; M_{pre} = 31.28, M_{post} = 35.22 and M_{pre} = 29.65, M_{post} = 32.30 respectively. As can be observed, the post-test mean scores are different and higher, which may indicate a notable improvement in performance from the pre- to post-test. Accordingly, paired samples t-tests were run on the data to see if the differences were statistically significant or not.

Table 4

Analysis of Pretest and Post-test Scores of All Groups

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Male flipped group pretest-Male flipped group posttest	-17.158	6.327	1.451	-20.207	-14.108	-11.821	18	.000
Pair 2	Female flipped group pretest-Female flipped group posttest	-12.158	7.755	1.779	-15.896	-8.420	-6.834	18	.000

Pair 3	Male control group pretest-Male control group posttest	-3.944	5.896	1.390	-6.876	-1.012	-2.838	17	.011
Pair 4	Female control group pretest-Female control group posttest	-2.650	3.951	.883	-4.499	-.801	-3.000	19	.007

To ensure whether the observed differences were significant, the paired samples t-tests were run. As the results shown in Table 4 reveal, the performance of participants in pre and post-tests in all groups are significantly different. Since the significant levels i.e. $p_{maleexp}$ = .00, $p_{femaleexp}$ = .00, $p_{malecont}$ = .01 and $p_{femalecont}$ = .00 were lower than $p \leq .05$, and comparing the mean scores, it was inferred that participants had a significantly better performance in post-test compared to the pre-test. Hence, regarding the first and second research questions, it was concluded that Flipped Classroom Instruction had significant effects on the speaking performance enhancement of both male and female Iranian EFL learners. However, it was concluded that the speaking performance of the learners in the control group was also enhanced. Therefore, the post-test scores were examined thoroughly.

Comparing Participants' Performances of Control and Experimental Groups in Post-test

The researcher carried out an ANOVA test on the post-test scores of the participants to determine the groups that outperformed the other ones, keeping in mind that the learners had similar speaking proficiency before the treatment.

Table 5

Descriptive Statistics Comparing Experimental and Control Groups in Posttest

posttest

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Male flipped group	19	47.47	8.188	1.878	43.53	51.42	32	60
Female flipped group	19	44.42	7.190	1.650	40.96	47.89	36	60
Male control group	18	35.22	10.474	2.469	30.01	40.43	22	60
Female control group	20	32.30	5.488	1.227	29.73	34.87	23	42
Total	76	39.82	10.067	1.155	37.52	42.12	22	60

The mean scores and standard deviations of experimental control groups were compared in order to investigate the existence of any potential variation between groups showing one's outperformance over the others. Though their pretest did not differ, it was noted from comparing the groups that the male experimental group had a higher mean score than the female experimental and male and female control groups. Another ANOVA test on the post-test values helped one determine whether this outperformance was statistically significant and addressed the third study question.

Table 6

Comparing the Post-test Scores of Experimental and Control Groups

posttest

	The sum of Squares	df	Mean Square	F	Sig.
Between Groups	3026.742	3	1008.914	15.879	.000
Within Groups	4574.680	72	63.537		
Total	7601.421	75			

The results revealed that the significance level (p =.00) was smaller than the cut-off p value, implying a noteworthy variation. The researcher paired the groups using a Tuckey post hoc test to ascertain the variations between the genders and groups.

Table 7

The Pairwise Comparison of the Male and Female Experimental and Control Groups

Dependent Variable: posttest

Tukey HSD

(I) grouping	(J) grouping	Mean Difference (I-J)	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Male flipped group	Female flipped group	3.053	.641	-3.75	9.85
	Male control group	12.251*	.000	5.36	19.15
	Female control group	15.174*	.000	8.46	21.89
Female flipped group	Male flipped group	-3.053	.641	-9.85	3.75
	Male control group	9.199*	.004	2.30	16.09
	Female control group	12.121*	.000	5.40	18.84
Male control group	Male flipped group	-12.251*	.000	-19.15	-5.36
	Female flipped group	-9.199*	.004	-16.09	-2.30
	Female control group	2.922	.673	-3.89	9.73
Female control group	Male flipped group	-15.174*	.000	-21.89	-8.46
	Female flipped group	-12.121*	.000	-18.84	-5.40
	Male control group	-2.922	.673	-9.73	3.89

*. The mean difference is significant at the 0.05 level.

The pair comparisons revealed that since p equaled.64, the variations between male and female experimental groups lacked statistical significance. Actually, it can be said that gender had no bearing on the effectiveness of the flipped education; both male and female students are impacted by the training in the same and equal ways. Conversely, it was also evident from

comparing the male and female experimental groups to male and female control groups that both male and female experimental groups exceeded both male and female control groups. Therefore, it can be said that the flipped instruction approach was able to considerably raise learners' speaking skill far better than the conventional in-class training, even if the speaking proficiency of control group members improved. Although it was not possible to make a difference between different genders, it was decided that employing Flipped Classroom education in improving was more effective in comparison to traditional in-class education and helped to improve speaking fluency of Iranian EFL learners.

Discussion

The present study reveals that Flipped Classroom Instruction significantly enhances the speaking proficiency of both male and female Iranian EFL learners. This finding underscores the effectiveness of the flipped classroom model in improving language skills and highlights a shift in pedagogical practices that fosters more engaged and autonomous learners. The marked difference in speaking performance between those who received Flipped Classroom Instruction and those who experienced traditional instruction indicates that the flipped model creates an environment conducive to active language learning.

Several factors contribute to this observed improvement, particularly the availability of instructional videos and teaching materials. These resources enable students to engage with content at their own pace, allowing them to revisit complex concepts and practice speaking outside the classroom. This aligns with Enfield's (2013) assertion that a flipped classroom empowers students to take charge of their education through independent study. Additionally, the structured classroom time in the flipped model, characterized by teacher supervision and peer interaction, creates a supportive environment for practicing speaking skills, which is crucial for building learners' confidence in using the target language.

The effectiveness of flipped classrooms in enhancing speaking proficiency is also linked to the increased time available for classroom participation, where students can engage in meaningful interactions. This is consistent with Hsieh, Wu, and Marek's (2016) findings that flipped instruction positively impacts various aspects of language learning, including learners' attitudes and perceptions. The freedom that Flipped Classroom Instruction provides encourages students to take responsibility for their education by actively participating in class activities (Hung, 2015; Obari & Lambacher, 2015).

Comparing our findings with those of Demir (2023), who reported significant improvements in speaking skills among EFL learners using the flipped classroom technique, reinforces the idea that this model consistently enhances speaking proficiency across different contexts. Demir emphasizes the importance of interactive activities, which aligns with our findings that peer interaction is a key component of the flipped model's success. Conversely, Tuyen's (2024) study indicates that the flipped classroom model may particularly benefit learners with limited exposure to English, suggesting that while our study found no significant gender effects, other factors like learners' backgrounds may influence the effectiveness of this instructional approach.

Shabani's (2023) exploration of interaction modes within flipped instruction highlights the importance of fostering meaningful interactions in the classroom. Our findings support this notion, as structured classroom time encourages students to engage in dialogue and collaborative activities essential for developing speaking skills. Kristyowati's (2023) research further reinforces the positive impact of the flipped model on speaking skills, particularly in building confidence and fluency, while noting that female students often exhibit higher participation levels.

Yoon's (2023) study on English dialogue activities within a flipped framework emphasizes structured dialogue practices, resonating with our findings that highlight the importance of classroom dynamics in fostering language acquisition. The incorporation of dialogue activities into flipped instruction can enhance students' speaking abilities, suggesting that a blended approach combining various interactive practices may yield greater benefits.

While the study's results are promising, limitations exist, such as the use of convenience sampling, which may restrict generalizability. Conducting the study in a single private language center may not fully represent diverse educational contexts across Iran. Future research should employ a more randomized sampling approach and incorporate objective assessments to strengthen the validity of the results.

In conclusion, this study contributes to the literature on flipped instruction, demonstrating its significant positive effects on EFL learners' speaking performance across genders. The findings emphasize the importance of creating interactive, supportive classroom environments that foster engagement and autonomy. As language education evolves, further research should explore the nuanced effects of demographic factors and instructional strategies within the flipped classroom model to maximize its benefits for diverse learner populations.

Conclusion

The findings of this research highlight significant pedagogical implications for implementing Flipped Classroom Instruction, which can transform traditional teaching into a more student-centered learning environment. This approach enables students to engage with learning materials at their own pace while fostering a classroom rich in interaction and feedback. By identifying students' strengths and limitations, flipped instruction promotes independent learning and allows educators to tailor their strategies to meet individual needs.

Educators should integrate technology-enhanced tools within the flipped classroom framework to optimize language learning outcomes. Utilizing platforms that facilitate collaboration and communication—such as discussion forums, peer review systems, and interactive multimedia resources—can enrich the learning experience, making it more engaging. Hashemifardnia et al. (2018) support this, indicating that flipped classrooms improve reading comprehension, a finding that may extend to other language skills.

Future studies should explore the effects of flipped instruction on additional language skills, such as writing and listening, across diverse contexts, including different age groups, proficiency levels, and cultural backgrounds. Investigating the long-term effects of flipped instruction on language development could provide insights into the sustainability of this approach. Comparative

studies between traditional instruction and flipped methods could further elucidate which is more effective for enhancing EFL students' language skills.

Additionally, exploring the perceptions of both students and instructors regarding flipped instruction is essential for understanding its impact on teaching practices and learning outcomes. This understanding can refine instructional strategies and foster a more effective learning environment. The contrasting findings of Bell (2015), which showed no significant differences in test scores between groups, underscore the need for further investigation into the conditions that enhance the effectiveness of flipped instruction.

In summary, this study advocates for the broader implementation of Flipped Classroom Instruction in language education to maximize its benefits for learners.

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Alireza Bonyadi is an Assistant Professor in English Department at Islamic Azad University, Urmia, Iran. As an academic member of staff, he has published many papers on scholastic journals such as Discourse & communication, SageOpen, English Language Teaching and Journal of language teaching and research.