# The Comparative Effect of Flipped Classroom Instruction versus Traditional Instruction on Iranian Intermediate EFL Learners' English Composition Writing

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## Abstract

This study tried to compare the impact of flipped classroom instruction versus traditional instruction on Intermediate EFL Learners' English composition writing. To do this study, 32 Iranian intermediate participants were chosen through administrating the Oxford Quick Placement Test (OQPT). Then, they were divided into two groups; one experimental group and one control group. Then, both groups were pretested by an English composition writing. After that, the researcher put the participants of the experimental group in a flipped classroom. The flipped classroom was equipped with Internet, computer and projector and participants in this classroom were permitted to bring their Smartphones to the classroom and use them during learning. The control group was exposed to traditional instruction in the class. This procedure continued till the last session. The results of independent samples t-test and one-way ANCOCA revealed that the experimental group outperformed the control group on the post-test. In addition, the findings indicated that there was a significant difference between the performances of the experimental group and the control group on the post-test. **Keywords:** flipped classroom instruction, English composition writing, Iranian intermediate EFL learners

## INTRODUCTION

Flipped guidance is typically thoroughly analyzed with "conventional" or "standard" guidance. In light of an encouraging model called Present, Practice, Reinforce, Apply, conventional guidance at first displays new study hall substance pursued by apportioning time to rehearse the substance under the instructor's supervision. To fortify the presented ideas, understudies are then required to do some appointed schoolwork. In ensuing classes, they audit the past exercise (Moranski & Kim, 2016). Flipped guidance,

notwithstanding, switches this example by conveying the new content or the class talk to understudies at home as schoolwork. Subsequent to tuning in to the talk at home, the understudies go to classes to rehearse and apply oneself examined materials (Gilboy, Heinerichs, & Pazzaglia, 2015). Obviously, flipped guidance can be acknowledged in various models, in any case, in all models educators should utilize electronic assets in their guidance (Hao & Lee, 2016; Namaziandost, Ahmadi, & Keshmirshekan, 2019). Truth be told, the thought behind flipping the homeroom is that the understudies ought to use the class time taking care of the raised issues, examining the related ideas and getting occupied with community-oriented learning (Butt, 2014; Gilboy, Heinerichs, & Pazzaglia, 2015).

Although it is asserted that "the hypothetical and commonsense components that help "flipping" get from works composed more than 100 years prior by the most recognizable face in instructive hypothesis– John Dewey ("What is Flipped Instruction?", 2016), the fundamental hypothetical systems for leading flipped study halls in the writing rest upon the two persuasive instructive hypotheses in particular "revelation learning" and "social constructivism" set forward by Piaget (1970) and Vygotsky (1978) separately.

At the heart of discovery learning lies the construction of meaning which is based on one's interpretation of the data (Moranski & Kim, 2016). In other words, what is primary in this learning paradigm is the role of an individual in his learning process. Dimitriadis and Kamberelis (2006) have argued that "Piaget grounded his developmental learning theory in the individual learner and positioned children as active, intelligent, creative constructors of their own knowledge structures" (p. 170). This is realized in flipped instruction while students are working at home.

The pedagogical relevance of the flipped classroom is supported by a range of student-centered learning theories in the field of educational psychology (Bishop & Verleger, 2013), including cooperative learning (Gecer & Dag, 2012), collaborative learning, peer tutoring, peer assisted learning (Topping & Ehly, 1998), problem-based learning (Kronholz, 2012), and active learning (Moranski & Kim, 2016).

As of late, the improvement of instructive innovation has permitted flipped study halls to be effectively embraced in advanced education settings (Hamdan, McKnight, McKnight, & Arfstrom, 2013). This learning condition can be portrayed as understudy focused— understudies are required to come to class having just picked up the information important to effectively take part in critical thinking exercises with their friends. All through the cycle of guidance, they keep up a functioning job at the focal point of learning. The training depends on the suspicions that important collaboration among companions empowers information building and that instructors can give all the more opportune and customized direction and input during in-class exercises (Kim, Park, Jang, & Nam, 2017; Nasri & Biria, 2017).

Utilizing flipped classroom instruction can improve EFL students' composition ability. Composing is extremely significantly more than ''orthographic symbolization of discourse and most strikingly it is a deliberate determination and association of experience'' (Arapoff, 1967, p. 33). Bereiter and Scardamalia (1987) expect that

composition, together with other subjective procedures, includes the psychological development of the point and is created in view the interest and the information frameworks of the essayist' As per Li (2008), scholars in English are required to imagine the thoughts, pick the suitable words and material to build the sections total the sentences in consistent request, and utilize certain composition methods and doing the corrections from setting up the composition to its consummation.

Second language (L2) writing is more perplexing than first language (L1) composing. L1 composing includes delivering content, drafting thoughts, overhauling composing, picking proper jargon, and altering content while L2 composing includes these components confused with second language handling issues (Wolfersberger, 2003). L2 composing testing since they are looked with social and intellectual provokes identified with second language procurement. This is a powerful subjective procedure where essayists change, affirm and create thoughts, recover L2 structures, and control the composition system (Azadi, Biria, & Nasri, 2018; Li, 2008).

This study aims to answer the following research question:

**RQ.** Does flipped classroom instruction have any significant effect on Iranian EFL learners' English composition writing?

Based on the above-mentioned research question, the following null hypothesis will be tested:

**HO.** Flipped classroom instruction does not have any significant effect on Iranian EFL learners' English composition writing.

## REVIEW OF THE LITERATURE

The use of flipped guidance in EFL instructing has been a subject of request by some researchers both subjectively and quantitatively. Investigating understudies' and educators' view of flipped instruction was the primary topic of subjective research ponders while quantitative examinations centered on measuring the commonsense impacts of this sort of guidance on various language abilities.

Flipped guidance has been utilized at first in significant scholastic substance zones, for example, science, math and the sociologies (Strayer, 2012). By and large, these examinations have shown the positive effects of flipped guidance. For example, Bergman and Sam, the originators of this guidance, (as referred to Kronholz, 2012) recorded their homeroom addresses and posted them on the web so that their students could get to them online at whatever point it was advantageous. Later on, they detailed that the understudies in the flipped study hall communicated more in the class (Namaziandost, Nasri, & Rahimi Esfahani, 2019).

Internet learning has different definitions. Verifiably, video talks were made to give educational program access to people who lived a long way from school. Educators began acknowledging recordings helped off-site understudies, yet in addition understudies who were available during talks (Namaziandost, Fatahi, & Shafiee, 2019). Online classes picked up fame in the previous decade, particularly at the school level. Be that as it may, understudies usually grumbled about constrained collaboration and correspondence in

absolutely online classes (Gecer & Dag, 2012). Flipping the study hall alludes to web-based learning by a progression of video addresses, however it is supported or fortified by eye to eye study hall discourses and educator's assistance. Accordingly, the flipped study hall is not quite the same as conventional web-based learning conditions (Bergmann, 2012; Hosseini, Nasri, & Afghari, 2017).

Traditional classroom lectures frequently pursue a one-pace-fits-all way of thinking. Educators may modify their talks dependent on the understudies' criticism, yet a few understudies will without a doubt discover the pace quick, while others think that its moderate. Video talks gave through the flipped study hall model enable understudies to quick advance through models they as of now comprehend, or delay and rewind to return to themes which may require all the more preparing time (Goodwin & Miller, 2013). Recordings enable talks to be broken into pieces, rather than conventional guidance which regularly contains a huge volume of substance conveyed at once (Hashemifardnia, Namaziandost, & Sepehri, 2018).

Khan (2012), a broadly perceived online instructor, promoted the flipped study hall through his site, Khan Academy. This site contains more than 4,120 short instructive recordings, most itemizing a particular math idea (Mirshekaran, Namaziandost, & Nazari, 2018; Thomas, 2013). Khan deals with the issues well-ordered on every video. "Khan's thought was that adolescents would watch the recordings at home and work on the issues in class, basically 'flipping' the homeroom" (Kronholz, 2012, p. 25). Understudies likewise visit the site to get schoolwork help when they are stuck on the issue. Khan looks to change the manner in which individuals consider training, noticing "the old study hall model just doesn't accommodate our evolving needs" (Khan, 2012, p. 1).

Numerous schools have utilized Khan's recordings to flip the study hall. Greg Green, head at Clintondale Community Schools in Michigan, recommended the flipped study hall for its capacity to help understudies who don't do schoolwork at home (Namaziandost, Abedi, and Nasri, 2019; Kronholz, 2012). Understudies currently get direction at home as video addresses, and can legitimately communicate with instructors and companions during class time to find solutions to their inquiries. Educators using Khan Academy to flip their study halls acknowledge they frequently work more earnestly during the school day as they are continually moving near and associating with understudies. It must be noted Khan Academy isn't implied as a fix-all. Math educator Courtney Cadwell remarked Khan "isn't incredible at helping children conceptualize math" (Kronholz, 2012, p. 26). Video talks should be enhanced with exercises which support discourse and underscore the application side of science. When flipping the homeroom, educators should persistently connect with understudies, alter guidance on the fly, and get ready exercises which complete the recordings.

Composing is one of the most troublesome language aptitudes to learn (Namaziandost & Shafiee, 2018). Alsamadani (2010) demonstrated that "composing is a difficult and troublesome procedure as it incorporates different aptitudes, for example, distinguishing proof of the postulation articulation, composing supporting subtleties, looking into, and altering" (p. 55). Similarly, Abu-Rass (2001) included that composing is a troublesome aptitude for local and nonnative speakers as understudies should make balance between

different issues, for example, content, association, reason, crowd, jargon, accentuation, spelling, and mechanics.

Composing is a perplexing aptitude. Understudies in English as an unknown dialect setting will require English composition aptitudes extending from a basic passage and rundown abilities to compose expositions and expert articles. As understudies enter the workforce, they will be approached to pass on thoughts and data in an unmistakable way. On the off chance that understudies' composition aptitude is improved, it will allow the understudies to graduate with an expertise that will be helpful forever (Namaziandost, Sabzevari, & Hashemifardnia, 2018). Truth be told, great EFL composing, as Lee (2009) expressed, is a key worry for educators, specialists, reading material scholars, and program planners in the space of unknown dialect instructing.

Composing is the way toward passing on considerations and thoughts into composed messages. Composing is a pondered and subjective procedure which requires supported scholarly exertion over an extensive timeframe. Great composing requires the author to state himself/herself in a progressively powerful manner to concern spelling and correspondence. Many composition parts are incorporating into composing in this way, to achieve a synthesis task, journalists experience various phases of composing. Alexander (2012) expressed that "the composition procedure is arranged in a five phases consecutive design (pre-composing, drafting, updating, altering and distributing" (p. 1).

A few examinations have been led on flipped study hall to gauge its belongings. For example, Strayer (2012) contemplated the impacts of the flipped study hall on the learning condition: an examination of learning movement in a customary homeroom and a flip study hall that utilized an insightful mentoring framework. The discoveries of this examination uncovered that the understudies in the flipped homeroom were less happy with how the structure of the study hall guided them to the learning errands in the course. In any case, the discoveries of Marlowe (2012), who examined the impact of the flipped study hall on understudy accomplishment and stress, showed that the members of the flipped study hall revealed lower feelings of anxiety in this sort of study hall circumstance contrasted with other conventional class. While semester evaluations indicated improvement, test grades did not demonstrate noteworthy improvement. Generally speaking, understudies showed positive sentiments towards the treatment and delighted in the related advantages of having the option to pick their own assignments and investigate ideas they discovered fascinating more with regards to profundity.

Johnson and Jeremy Runner (2012) analyzed the effect of the flipped study hall model on an auxiliary PC applications course: understudy and educator observations, questions and understudy accomplishment. The results demonstrated that no advantage to utilizing the flipped homeroom guidance in an auxiliary PC application. Robert (2014) researched the flipped study hall model for school variable based math: consequences for understudy accomplishment. The discoveries of this exploration demonstrate that there was not a factually huge contrast in the scores of understudies in the two gatherings; nonetheless, understudies in the flipped segments showed improvement over the understudies in the conventional segments.

Hashemifardnia, Namaziandost, and Shafiee (2018) examined the impact of actualizing flipped homerooms on Iranian middle school understudies' perusing cognizance. To this end, 50 Iranian pre-middle of the road understudies were picked and arbitrarily allocated into two equivalent gatherings; one exploratory gathering (flipped study hall) and one control gathering (customary homeroom). From that point onward, the two gatherings were pretested through a perusing understanding test. At that point, the scientists put the respondents of the exploratory gathering in a flipped homeroom. The flipped study hall was furnished with Internet, PC and projector. The understudies were required to peruse every content before coming the class and talk about it with their cohorts. Then again, the control gathering was instructed in the customary homeroom. Prior to showing every content, the scientists gave foundation information to the control gathering and subsequent to showing every content, the understudies were required to respond to certain inquiries identified with the content. In the last session, the post-trial of perusing perception was directed. The discoveries uncovered that the trial bunch altogether outflanked the control gathering (p < .05) on the post-test.

## METHOD

### Participants

The participants of this study were 32 intermediate female language learners who were selected among 60 EFL students on the basis of their scores on the Oxford Quick Placement Test (OQPT). The participants' age range was from 15 to 18. They have been studying English as a foreign language for at least 5 years. The learners were randomly divided into two groups, one experimental group (flipped classroom) and one control group (traditional classroom).

### Instruments

The first instrument which was used in the present study to homogenize the participants is the OQPT. It helps the researcher to have a greater understanding of what level (i.e., elementary, pre-intermediate, intermediate) his participants are at. According to this test, the learners whose scores are between 37 and 43 (out of 60) are considered as the intermediate learners.

The second and the most important instrument for gathering the needed data to answer the research question was a researcher-made English composition writing pre-test. It was based on the students' course book (Interchange One). It included three topics which the students were required to write about one of them arbitrarily. The researcher wanted the participants to write a composition on a selected topic. The respondents should write a composition with at least 180 words. After writing about the topic, all the compositions were collected and graded by two English teachers according to the same criteria. The raters considered the students' grammatical correctness, the meaningful of the sentences and the length of each composition while measuring the students' English composition writing skill. The validity of the pre-test was confirmed by two English experts and its reliability was computed through using inter-rater reliability by means of Pearson correlation analysis and it was 0.856.

A researcher-made English composition writing post-test was used in the present study. The post-test was based on the topics which were taught to the groups. The post-test included two topics and the students should write about one of them. Two raters rated the students' compositions. The post-test was administered to measure the impact of the treatment on the participants' writing improvement. It should be noted that the validity of the post-test was confirmed by two English experts and its reliability was also calculated through using inter-rater reliability by means of Pearson correlation analysis and it was 0.901.

## Data Collection Procedure

To conduct the present study, the researcher gave OQPT to 60 Iranian students to determine their level of English proficiency. The researcher selected 32 intermediate students and divided them randomly into two equal experimental group (flipped classroom) and control group (traditional classroom). Then, both groups were pretested. After that, the researcher put the participants of the experimental group in a flipped classroom. The flipped classroom was equipped with Internet, computer and projector and participants in this classroom were allowed to bring their Smartphones to the classroom and used them during learning. The students in the flipped classroom were given 6 topics from Interchange Two. Each topic was sent to the students via Email, WhatsApp or Telegram to the students. The students were required to write about the topic coming the class and discuss it with the classmates. In the class, the teacher could elicit some information from the students, asked them some questions or gave them a test. On the other hand, the control group was taught in the traditional classroom. After the treatment, in the last session, both groups took the post-test of English composition writing.

## Data Analysis Procedure

Firstly, the descriptive statistics were calculated through using SPSS software, version 25. Finally, paired and independent samples t-tests were run to determine the effectiveness of flipped and traditional classrooms on Iranian EFL learners' English composition writing.

## RESULTS

It was stated above that 32 intermediate learners were drawn from a larger pool of EFL learners as a result of their scores on the placement test, and were assigned to the two groups of EG and CG. To further ascertain the homogeneity of the two groups in terms of their writing ability before the treatment, their pretest scores were compared via an independent-samples *t* test:

**Table 1.** Descriptive Statistics for the Pretest

|  | Groups | *N* | Mean | *Std.* Deviation | *Std.* Error Mean |
|---|---|---|---|---|---|
| Pretest | EG | 16 | 14.7500 | .98319 | .24580 |
|  | CG | 16 | 14.3438 | 1.53535 | .38384 |

Table 1 shows that the EG learners' mean score on the pretest equaled 14.7500 and the CG learners' mean score was 14.3438. To see whether the difference between these two mean scores, and thus the two groups on the pretest, was statistically significant or not, the researcher had to examine the *p* value under the *Sig.* (2-tailed) column in the *t* test table. In this table, a *p* value less than .05 would indicate a statistically significant difference between the two groups, while a *p* value larger than .05 indicates a difference which failed to reach statistical significance.

**Table 2.** Results of Independent-Samples T-Test Comparing the Pretest Scores of EG and CG

|  |  | Levene's Test for Equality of Variances | | t-test for Equality of Means | | |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | F | Sig. | t | df | Sig. (2-tailed) |
| Pretest | Equal variances assumed | 1.633 | .211 | .891 | 30 | .380 |
|  | Equal variances not assumed |  |  | .891 | 25.531 | .381 |

Based in the information presented in Table 2., there was not a statistically significant difference in the pretest scores for EG (*M* = 14.7500, *SD* = .98319) and CG (*M* = 14.3438, *SD* = 1.53535), *t* (30) = .891, *p* = .380 (two-tailed). This conclusion was made since the *p* value was larger than the significance level (*p* > .05). Hence, it could be inferred that the learners in the two groups were at the same level of pretest.

As the research question of the study was intended to figure out whether flipped classroom instruction have any significant effect on Iranian EFL learners' English composition writing, the posttest scores of the EG and CG learners had to be compared. To attain this objective, the researcher could run an independent-samples *t* test, but to control for any possible pre-existing differences between these two subgroups, and compare their post-test scores accordingly, one-way ANCOVA was chosen to be conducted:

**Table 3.** Descriptive Statistics for Comparing the Post-test Scores of the EG and CG Learners

| Groups | Mean | *Std.* Deviation | *N* |
| --- | --- | --- | --- |
| EG | 17.6875 | 1.53704 | 16 |
| CG | 15.5313 | 1.48850 | 16 |
| Total | 16.6094 | 1.84799 | 32 |

In Table 3, it could be found that the post-test mean score of the EG learners (*M* = 17.6875) was larger than the post-test mean score of the CG learners (*M* = 15.5313). To find out whether this difference was a statistically significant one or not, the researcher had to look down the *Sig.* column and in front of the Groups row in Table 4.

**Table 4.** Results of One-Way ANCOVA for Comparing the Post-test Scores of the EG and CG Learners

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| Corrected Model | 37.367[a] | 2 | 18.683 | 7.910 | .002 | .353 |
| Intercept | 71.318 | 1 | 71.318 | 30.193 | .000 | .510 |
| pretest | .171 | 1 | .171 | .072 | .790 | .002 |
| groups | 37.040 | 1 | 37.040 | 15.681 | .000 | .351 |
| Error | 68.501 | 29 | 2.362 | | | |
| Total | 8933.750 | 32 | | | | |
| Corrected Total | 105.867 | 31 | | | | |

a. R Squared = .526 (Adjusted R Squared = .505)

In Table 4, if you find the row labeled Groups in the leftmost column, and read across this row, under the *Sig.* column, you can find the *p* value, which should be compared with the alpha level of significance (i.e., .05). The *p* value here was lower than the alpha level of significance (.00< .05), which indicates that the difference between the two groups of EG (*M* = 17.6875) and CG (*M* = 15.5313) on the English composition writing post-test was statistically significant. This means that using the flipped classroom instruction could significantly improve the English composition writing of the EG learners.

Another noteworthy piece of information in Table 4 is the effect size value, shown under the Partial Eta Squared column in front of Groups. This value equaled .351, which means that the treatment (i.e., using the flipped classroom instruction) accounted for 35% of the difference between the EG and CG learners.

## DISCUSSION AND CONCLUSION

This study attempted to address the question that was: Does flipped classroom instruction have any significant effect on Iranian EFL learners' English composition writing? Subsequently, the following null hypothesis was formulated and explored: Flipped classroom instruction does not have any significant effect on Iranian EFL learners' English composition writing. The hypothesis of this study is rejected since the results showed that there was a significant difference between wrting skill scores on the posttest through using flipped classroom instruction and traditional instruction.

In sum, after administrating various analyses, it was manifested that utilizing flipped classroom instruction to learning English composition writing could be an advantageous technique which can significantly expand the skill of writing. As a matter of fact, the participants who were taught the English composition writing skill through flipped classroom instruction performed more successfully on the post-test than those who taught through traditional instruction. In fact, using flipped classroom instruction improved English composition writing more effectively.

Besides, flipped guidance, as seen by the specialist himself, drastically influenced the getting the hang of instructing forms. To begin with, it built up a communitarian picking up setting in which the understudies imparted their discoveries to one another. Also, flipped guidance made the understudies come to accept that they are responsible for their very own learning. Thirdly, this technique for educating, as seen by the specialist, helped the understudies build up their individual learning styles, something that has just been called attention to as " self-dispersed learning. At long last, as the understudies got

connected completely at home taking a shot at the posted tracks, they figured out how to completely take part in the demonstration of oral introductions in the classroom.

Flipped learning has a positive effect on student writing abilities. Flipped learning can provide the students with an opportunity to learn in a more differentiated fashion rather than linear and didactic (Butt, 2014; Gecer & Dag, 2012; Willey & Gardner, 2013). Students noted several times that they appreciated the ability to digest the content of their essays and writing exercises when they deemed necessary, so long as it was done before the next class period. Though the majority of students completed the required outside content on a fairly regular basis, there was always a small portion that did not (Namaziandost & Nasri, 2019; Moranski & Kim, 2016). The results of the study are also consistent with the constructivist theories of learning. Students in the experimental group constructed their long-term learning by applying inductive learning strategies to improve their English composition writing skills in opposition with Chomsky's simplified notion of language learning as an unconscious process. Their learning occurred as a result of critically analyzing key concepts at their own pace in an individualized setting such as their homes. In this fashion, they improved their English writing proficiency by consciously following taught strategies. Furthermore, the findings of the study also support the impact of the method of instruction on students' achievement in writing through the form-focused instruction and input-based instruction (Namaziandost & Nasri, 2019). Students in the experimental group emphasized the input-based instruction, which helped them to consciously notice the language features.

In terms of student engagement, flipped learning received the most positive remarks from students in the qualitative surveys, especially when addressing the use of class time. Students perceived the use of classroom activities that activated higher-order thinking to be able to write different types of essays and perform their writing tasks (Butt, 2014; Namaziandost, & Nasri, & Rahimi Esfahani, 2019; Moranski & Kim, 2016). Additionally, the environment afforded students to remain at higher levels of Bloom's Taxonomy for longer periods of time. The longer students remain in the higher levels of thinking and problem solving, the more they feel engaged with their writing tasks, and the perceived quality of the learning is greater as they have more and more time to brainstorm their minds and jot down their ideas at their own pace (Namaziandost & Ahmadi, 2019). In addition, it was clear that a flipped learning environment better prepares students for the written work environment.

Bruce, Hughes, and Somerville (2012) indicated that Informed Learning was a key piece to students feeling comfortable with how to learn. How students took the written tasks that is given to them, made sense of it, and learned from it in authentic ways, is what gave students confidence in learning beyond the classroom (Butt, 2014). This idea was the premise of every flipped learning environment tested in this review. The results of the study are consistent with active learning. Flipped learning empowered students through more active learning (Butt, 2014). Rather than having the instructor's interpretation of the material delivered explicitly during class time where students passively took notes and possibly asked questions, the students were held more accountable for the front-loading of their writing content. Students can revise content outside the class space and

synthesize the material at their own pace. By assigning the videos to be watched as homework, the teacher aims to situate the content of the writing lesson in the learners' world. Active learning is generally defined as one that engages students in the learning process, where learners are actively and extensively involved in activities and are responsible for and have ownership over their learning. This more active role is difficult for some students to adjust to, but it was evident that they do prefer it, especially looking at the percentage of students who prefer a flipped environment to a traditional one (Namaziandost, Rahimi Esfahani, Nasri, & Mirshekaran, 2018; Gecer & Dag, 2012).

To stay aware of new instructional innovations, some EFL educators have as of late decided on flipped guidance for showing fundamental language aptitudes. For the most part, uncovering the EFL educators' and understudies' certain discernments on flipped guidance, the discoveries of these examinations demonstrated that through utilizing this academic technique, it is conceivable to improve understudies' phonetic exhibitions. Discoveries of the investigation uncovered that this technique helped the understudies upgrade their oral translation exhibitions.

In addition, taking into account data from students' responses on the questionnaire, it was found that a considerable number of students felt more motivated and independent because of the Flipped Classroom Instruction. Learner autonomy is best manifested in students through better confidence in their attainment and abilities. This is a feature, which was reported by many students in the experimental group who felt greater confidence to their learning and skills. This, of course, was reflected not only through the questionnaire but also through the improved results, and was found to be consistent with Smith (2008) who views learners in the center of their learning, which is enhanced by Blended Approaches to Learning. Past research (Liu, 2013; Nasri, Biria, & Karimi, 2018) holds that learners today highly appreciate computers and technology, and blended learning in general increases student-centeredness, motivation, autonomy, and writing ability.

In any case, an expression of alert should be raised. Flipped guidance ought to be taken as a supplement and not as a substitute to customary instructing as in some instructive settings, for example, some country territories it is clearly not attainable to anticipate that educators should decide on this sort of guidance before outfitting the setting with the required online offices.

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