

***The Effect of Flipped Teaching on Iraqi Intermediate EFL Students'  
Willingness to Communicate and Language Achievement***

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**تأثير التدريس المقلوب على رغبة طلاب المرحلة المتوسطة العراقية في التواصل والتحصيل  
"اللغوي"**

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## Abstract

Flipped learning has emerged as a relatively modern approach to language instruction and has generated significant interest. The study investigated the impact of flipped learning on the willingness to communicate (WTC) and language proficiency of Iraqi English as a Foreign Language learners. Thirty high school students were divided into the experimental and the control groups, utilizing a quasi-experimental design. The proficiency level of the participants was classified as intermediate. The participants were adolescent females, aged seventeen, enrolled in a school in Iraq. The two classrooms were stratified into experimental and control groups. The experimental group was exposed to flipped learning, whereas the control group was subjected to conventional instruction. The convenience sampling method was employed to select each participant. The Babel English Language placement test was employed to assess the students' proficiency in the English language. There exists a total of four tests, all of which are of equal difficulty. This study involves the selection of 20 products from diverse locations at an intermediate level for analysis. The WTC scale developed by Peng (2010) was utilized for the assessment of second language willingness to communicate (L2 WTC). The scale utilized a total of 27 items to evaluate students' preparedness for engaging in L2 communication in various contexts, including both in-class and extracurricular settings. The experimental group received the flipped approach as the intervention. The control group received in-class instruction from the instructor, as well as assigned homework and additional assignments to be completed outside of class. During the period of at-home instruction, the experimental group's students were exposed to educational content through either teacher-prepared videos or pre-made YouTube videos. Subsequently, the students were required to fulfill their in-class assignments and engage in practice exercises. The educator closely monitored the students and provided prompt responses to their inquiries while they engaged in the completion of the exercises. According to the data, the experimental group demonstrated superior language achievement compared to the control group. The incorporation of the flipped technique into EFL curricula by material developers can be facilitated through the findings of this research. Furthermore, EFL teachers must recognize the advantages of integrating this approach into their pedagogy.

**Keywords:** Autonomy, Flipped Teaching, Language Achievement, Willingness to Communicate

## المستخلص

لقد ظهر التعلم المقلوب باعتباره أسلوباً حديثاً نسبياً لتعليم اللغة وقد أثار اهتماماً كبيراً. بحثت الدراسة في تأثير التعلم المقلوب على الرغبة في التواصل (WTC) وإتقان اللغة الإنجليزية العراقية كمتعلمين لغة أجنبية. تم تقسيم ثلاثين طالباً من طلاب المرحلة الثانوية إلى مجموعتين تجريبية ومتحكم (ضابطة)، وذلك باستخدام التصميم شبه التجريبي. تم تصنيف مستوى إتقان المشاركين على أنه متوسط. وكان المشاركون من المراهقات، في السابعة عشرة من العمر، المسجلات في إحدى المدارس في العراق. تم تقسيم الفصولين الدراسيين إلى مجموعتين تجريبية وضابطة.

تم تصنيف مستوى إتقان المشاركين على أنه متوسط. وكان المشاركون من المراهقات، في السابعة عشرة من العمر، المسجلات في إحدى المدارس في العراق. تم تقسيم الفصولين الدراسيين إلى مجموعتين تجريبية وضابطة. وتعرضت المجموعة التجريبية للتعلم المعكوس، في حين تعرضت المجموعة الضابطة للتعليم التقليدي. تم استخدام طريقة أخذ العينات الملائمة لاختيار كل مشارك. تم استخدام اختبار بابل لتحديد مستوى اللغة الإنجليزية لتقييم كفاءة الطلاب في اللغة الإنجليزية. يوجد إجمالي أربعة اختبارات، كلها متساوية في الصعوبة. تتضمن هذه الدراسة اختبار 27 منتجاً من مواقع متنوعة على المستوى المتوسط لتحليلها. تم استخدام مقياس مركز التجارة العالمي (WTC) الذي طوره (Peng (2010) لتقييم مدى استعداد اللغة الثانية للتواصل (L2 WTC). استخدم المقياس

ما مجموعه 27 عنصرًا لتقييم مدى استعداد الطلاب للانخراط في التواصل باللغة الثانية في سياقات مختلفة، بما في ذلك الإعدادات داخل الفصل الدراسي وخارج المنهج الدراسي. تلقت المجموعة التجريبية النهج المقلوب كتدخل. تلقت المجموعة المتحكم (الضابطة) تعليمات داخل الفصل من المعلم، بالإضافة إلى الواجبات المنزلية المعينة والمهام الإضافية التي يجب إكمالها خارج الفصل. خلال فترة التدريس في المنزل، تعرض طلاب المجموعة التجريبية لمحتوى تعليمي إما من خلال مقاطع الفيديو التي أعدها المعلم أو مقاطع فيديو اليوتيوب المعدة مسبقًا. بعد ذلك، طُلب من الطلاب إكمال واجباتهم الصفية والمشاركة في التمارين العملية. قام المربي بمراقبة الطلاب عن كثب وقدم إجابات سريعة على استفساراتهم أثناء مشاركتهم في إكمال التمارين. ووفقًا للبيانات، أظهرت المجموعة التجريبية تفوقًا في التحصيل اللغوي مقارنة بالمجموعة الضابطة. يمكن تسهيل دمج التقنية المعكوسة في مناهج اللغة الإنجليزية كلغة أجنبية من قبل مطوري المواد من خلال نتائج هذا البحث. علاوة على ذلك، يجب على معلمي اللغة الإنجليزية كلغة أجنبية أن يدركوا مزايا دمج هذا النهج في طرق تدريسهم.

الكلمات المفتاحية: الاستقلالية، التدريس المعكوس، التحصيل اللغوي، الرغبة في التواصل

## **1. Introduction**

### **1.1 Background of the Study**

#### **1.1.1 The Flipped Classroom theory**

Education is the production of complex ideas to describe realities, according to the idea of inquiry-based or constructivist education (Bruner et al. 1961). According to constructivism, engaging projects in which students take significant responsibilities could involve and inspire students more efficiently than passive ones. By opening up classroom hours for inquiry-based education, the flipped class and internet courses complement constructivism's ideas (Brandt, 1997).

Greater cognitive functions are stressed when this form of education allows individuals to connect what they have learned to the myriad challenges that they face in daily life. These skills are valued because they are maintained and used longer after the individuals have forgotten the intricacies of the particular topic covered in college. These talents are viewed as one group of necessary attributes for continuing to educate and coping in a fast-altering society (Bloom, 1978). Bloom's Taxonomy distinguishes between several types of education, ranging from the simple recall of data to the use of information that results in the creation of something new. Every category has various stages; for instance, the updated Bloom's classification for intellectual acquisition (Anderson, 2000) is as follows:

## Traditional Model

## Flipped Model



## Blooms Taxonomy

*Figure 1.* A revised version of Bloom's Taxonomy for cognitive Learning

In a flipped classroom, students utilize Bloom's modified taxonomy to engage in lower-order cognitive activities, such as recall and comprehension, independently outside the classroom. This allows them to focus on higher-order cognitive activities, such as application, analysis, evaluation, and creation, within the structured environment of the school, where they benefit from the guidance and support of their peers and instructors (Brame, 2013). Bennet (2012) discusses the concept of the "flipped" education paradigm, which emphasizes the immediate and easily accessible availability of educational content for students. This approach allows teachers to dedicate more time to cultivating higher-order cognitive skills and fostering intellectual development.

### **1.1.2 The background of willingness to communicate (WTC)**

During the late 1950s and early 1960s, the concept of willingness to communicate (WTC) in North America originated from an examination of interaction in a native language, as evidenced by studies conducted by McCroskey (1997) and McCroskey & Richmond (1990). Despite the fact that those who interact effectively are praised, other individuals do not interact much. Different interaction behaviors were conceptualized as happening on a frequent basis throughout settings and being influenced by various character features (McCroskey & Richmond, 1990).

Willingness to Communicate is a notion that "...is described as a consistent inclination to interaction when allowed to decide to do so" (McCroskey & Richmond, 1987). WTC was created to represent a recurring pattern of interaction behaviors in a specific mother tongue (L1) throughout social interaction scenarios (McCroskey & Richmond, 1990). The mental process of communication has been described as the deliberate act of speaking, which is shaped by an individual's personality (McCroskey & Richmond, 1990).

Interaction as seen by oneself the idea of one's capacity to interact is referred to as proficiency. WTC's basic formulation indicates that it has a trait-like quality that is consistent over time and in different settings. WTC, although, is reliant on particular settings, according to scientists (e.g., McCroskey & Richmond, 1990). The simultaneous implications of personality and condition factors to WTC were verified in research by MacIntyre et al. (1999) that looked at WTC in L1. The investigators looked at the character and conditioned WTC factors in this research by observing the participants' willingness to engage in a classroom and their propensity to cooperate in a hard interaction assignment.

They proposed that feature WTC triggered the willing engagement in an experiment and that condition WTC decided whether or not interaction could occur in a given setting. The findings of this research show how feature and condition factors contribute to WTC in a complementary way. The examination of L1 WTC provided the foundational knowledge necessary for the development of L2 WTC, a construct considered to be more intricate than L1 WTC (MacIntyre et al., 1998).

## **2. 2. Literature Review**

### **2.1 Flipped classroom**

Since learners see a clip, debate and use that information in classroom, and then see additional clip for new material presentation, the inverted education is typically conceived of as a process (University of Texas, 2013). A flipped classroom blends two well-known educational components: presentation and interactive study. Learners have accessibility to film lessons and other basic information earlier in time, which “relieves up additional face-to-face hours for learners to request clarity from instructors, discuss with classmates, and try using ideas while receiving explicit advice and comments from professionals” (University of Texas, 2013, p. 89). Courses offered as assignments are valued by teachers who switch their classrooms as teaching help. Assignment is crucial since it allows learners to communicate their education achievements with their families, spend time solitary with their thinking, think about their education, and study both the subject and the teacher’s input (Fulton, 2012).

Because of the video or visual elements, reversed education has been likened to internet, mixed, and remote education, but there are significant variations. In the context of online learning,

instructional delivery occurs exclusively through digital platforms, thereby eliminating opportunities for direct interpersonal engagement between the educator and the student (Oblinger et al., 2005). Online courses, projects, and presentations take place concurrently, though not usually, using a class administration site. Team conversations or other techniques of promoting participation and classroom education are often used to supplement courses and other events.

The content is then applied in the classroom via challenging issue solutions, greater theoretical understanding, and colleague engagement (Strayer et al, 2012). Lage, Platt, and Treglia (2000) offer a concise and clear explanation of the concept of the reversed (or inverted) class. The concept of reversing the class entails the relocation of activities that were traditionally conducted within the confines of the school to an external setting, and vice versa. It is important to consider that there exist two alternative combinations of presentation and assignment. Both occurrences may manifest within an educational setting or outside of it. These are sometimes linked to residential college and individual research. While this description explains why reversed or inverted language is used, it falls short of describing the process of what scientists call the inverted class.

The reversed class, according to this concept, is just a reorganization of class and at-home tasks. Many inverted school studies use group-based collaborative education practices within the class, referencing student-centered education principles built on Piaget's (1967; 1968) and Vygotsky's (1964; 1967) writings. The structure of these actions differs significantly among investigations. Likewise, there is a broad range of what is considered "assignments at home." The term "reversed class" is most commonly applied to programs that combine concurrent

web-based streaming lessons with closed-ended questions or exams. This is often the only teaching learners receive in conventional classes. As a result, rather than merely rearranging tasks, the reversed class reflects an expansion of the curriculum.

The flipped classroom, on the other side, has two distinguishing features: it moves the teaching out of the classroom, typically via digital tools, and it brings the actual software tasks, previously assignments, inside the class (Educause, 2012). The concept of a reversed classroom is characterized by its open-ended and adaptable nature. As noted by Sams (2011), a prominent proponent of this educational approach, the term "reversed class" is considered to be a misnomer, as the flip in instructional delivery is an ongoing process (Sams, 2011). Sams (2011) posited that it is possible to reconfigure a classroom setting to cater to specific subject areas or concepts, incorporating dynamic lecture presentations, interactive seminars, and active student engagement. Furthermore, Sams feels that engaged education methodologies backed by instructional technology will just increase through time and with more discovery.

According to Sams (2011), there is no one-size-fits-all strategy for reversing a classroom; nonetheless, the inverted classroom method is based on a socio-constructivist paradigm, which holds that all engaged education must take place in school and all inactive tasks could be completed at home. "In the usual method of teaching, the interactive component of education is given to the learner on his or her own, out of the school," says Eric Mazur, the inventor of Friends Teaching. If you think about it, you should "Reverse it," which means putting inactive education out of school and engaged education within. As a result, reversed school concepts focus on freeing up classroom hours for engaged participation and assisting learners in the present as they study



(Bergmann et al. 2012). Reversed classrooms are a student-centered educational setting that focuses on the learners' education encounters rather than the school's supply of information.

## 2.2 Willingness to Communicate

Based on the L1 WTC concept proposed by McCroskey and Baer, MacIntyre et al. argued in 1998, a speculative second language (L2) Writing-Through-Reading and Comprehensible Input (WTC) framework was developed, building upon a framework proposed in 1985. The pyramid-shaped theory delineates the conceptual mechanisms that underlie initial interactions in second language (L2) acquisition. The study conducted by MacIntyre and colleagues demonstrated. The prototype is illustrated in Figure 2. According to MacIntyre et al. (1998), the term L2 willingness to communicate (L2 WTC) refers to the readiness to engage in conversation with specific individuals or groups using a second language at a specific time. This concept emphasizes that students who are eager to interact would find opportunities to participate in L2 discussion. The WTC is envisioned as a cognitive procedure in which multiple layers of factors interact in a remote continuity.

According to MacIntyre (2007), the paradigm includes the kernels of knowledge from prior work, which include the degree of understanding of the concept, interactional interaction mechanisms, and the question of time. The paradigm consists of 12 factors organized in six levels that are divided into two stages: environmental factors (Layers I-III) and personal effects (Layers IV-VI) (Layers IV-VI, as shown in Figure 2.1). Contextual factors (for example, a need to talk with a particular individual) are likely to alter based on the current setting. Personal factors (e.g., intergroup connections, student character) are envisioned as unchanging human characteristics that may be used in any context.

Because positional factors are placed in the top stage nearer to the highest point of the pyramid, while personal factors are situated in the decreased stage at the bottom of the pyramid, the proximal agreement of positional factors and personal impacts in the framework implies the importance of contextual factors over personal impacts. Personal factors form the core layer of the WTC system, albeit having a delayed effect on WTC.

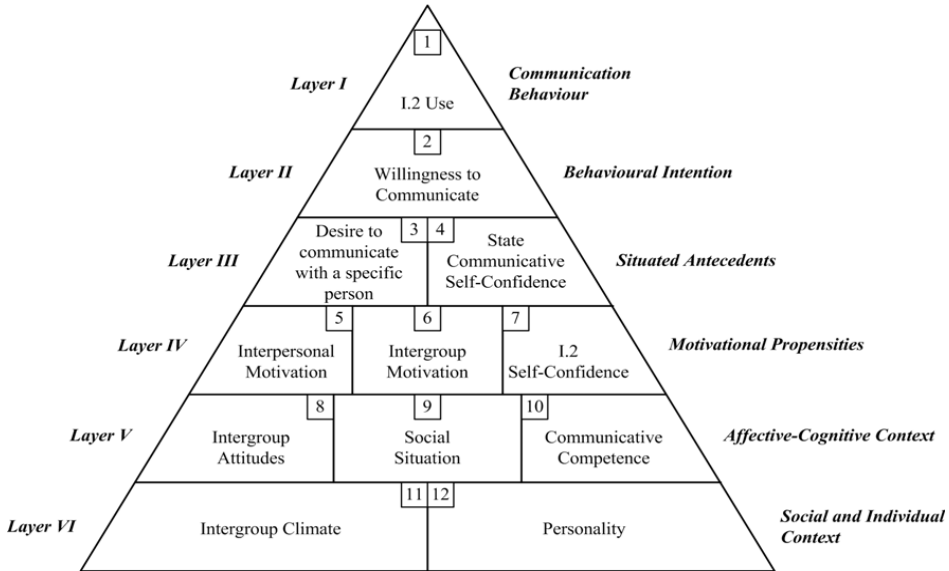


Figure 2. Heuristic Model of WTC in L2 of MacIntyre et al. (1998)

Level I, at the apex of the structure, symbolizes L2 Utilization, which includes not just verbal actions but also actions like reviewing magazines and viewing television in L2. Eagerness to Speak, which is represented by Level II, is a social purpose. Level III includes the Wish to Interact with a Particular Individual and Condition Expressive Self-Confidence, which are contextual causes that instantly affect the WTC. These two tactically variable factors are the most important WTC factors, which are shaped by long-term impacts or personal variations. Intention to Connect

with a Particular Individual is influenced by two kinds of motivations. Identification and Authority are the two purposes.

Command relates to a kind of interaction based on practical reasons, like stronger interactants, when interactants want to influence each other when interacting, sometimes with particular goals, like needing their help, participation, or assistance. These two sorts of events also have an effect on long-term factors (such as Relational and Inter – group Encouragement) in the levels below. Condition Stress and Condition Recognized Proficiency generate Condition Expressive Confidence, which is directed by contextual circumstances. Nervousness in a certain scenario is referred to as situational anxiety, and it could be caused by a variety of causes, including poor past encounters. Condition Considered Proficiency describes an individual's perception of their ability to interact at the time of talking. The last two characteristics were clearly the most significant WTC precursors (MacIntyre et al. 1994).

The persistent impacts or personal variations layer is positioned underneath the contextual factors far from the pyramid's peak. Three factors make up Level IV, Inspirational Predilections. First, either Authority or Identification is required for Relational Drive. Second, Inter-group Drive is influenced immediately by the society to which an individual participates, and is influenced by Interactional Environment and Interactional Views in the levels below, as well as Authority or Membership. Third, there are two elements to L2 Self-Confidence: Intellectual and Emotional. At this stage, L2 self-confidence is better consistent than contextual condition expressive self-confidence. Interactional Views, Interpersonal Circumstances, and Expressive Proficiency are three factors in Layer V, Affective-Cognitive Environment. Lastly, two

elements, Interactional Environment and Character, make up level VI, Society and Personal Environment.

Interactional Environment represents the unique qualities of the multilingual environment, where issues such as language accessibility or linguistic vibrancy (social, organizational features), as well as views toward cultural communities (cognitive and emotional correlations), become crucial. Since they are constantly emphasized in both contextual and interpersonal factors in the paradigm, controlling and affiliation motivation are crucial aspects that motivate WTC. The eagerness to utilize English in diverse contexts in the classroom, as measured by the students' self-evaluation survey ratings, is referred to as the WTC in English for Thai EFL trainees in this research. There has been insufficient research conducted in the domain of English as a second language. Numerical and analytical methodologies were used in the WTC study in both ESL and EFL situations. An evaluation of important WTC study is offered below, which is divided into two categories according on the study techniques used: important numerical study and important subjective investigation. Study from both ESL and EFL settings is featured in each part, which is organized by the key factors discovered.

Statistical study that is essential Nervousness about communicating and apparent capability. In the context of both English as a Second Language (ESL) and English as a Foreign Language (EFL), research consistently demonstrates that perceived competence (PC) and communication anxiety (CA) are the primary factors influencing willingness to communicate (WTC) and the frequency of interactions. All statistical and subjective methods were used in different circumstances. An overview of important WTC study is offered below, which is divided into two categories according to the study techniques used:

essential numerical research and important subjective analysis. Every chapter includes data from both ESL and EFL situations, which are grouped by the important factors discovered.

In the setting of ESL, MacIntyre and Charos (1996) used route evaluation to build a route framework for WTC in L2 to study the links among emotional characteristics (e.g., PC and CA) and their effect on the rate of L2 interaction. The research involved 92 English speakers who were enrolled in an entry-stage spoken French course in Canada. According to the theory, L2 interaction in a multilingual situation is linked to WTC in the target language, passion for language acquisition, interaction opportunities, and, most significantly, assessed proficiency. Language stress, intelligence, and the interpersonal situation all impact apparent proficiency. Two investigations by Yashima (2002) in the Japanese EFL setting also confirm the effect of PC and CA on WTC (Yashima, 2002).

Both observed capability and nervousness were integrated into one category, communicative assurance, in Yashima's research. She assessed her interpersonal assurance using the MacIntyre and Charos (1996) measure. The structural equation modeling (SEM) analysis conducted in these studies corroborated the relationship between subjective ability and apprehension in the formation of L2 interaction assurance. Furthermore, the findings revealed a significant correlation between L2 self-assurance and willingness to communicate (WTC) with coefficient values of .68 and .59 in Yashima (2002) and Yashima et al (2004), respectively. Kim (2004) conducted a study using structural equation modeling (SEM) to examine the validity of MacIntyre et al. 's model in explaining willingness to communicate (WTC) in English among Korean learners. The findings indicated a significant association between self-confidence in English interaction and WTC in

English. Utilizing 10 research tools used in prior surveys, information was obtained from 191 Korean college learners.

Moreover, Interaction Stress in English was revealed to be adversely connected to Self-belief in English Interaction and favorably linked to Reported English Proficiency in this research. Hashimoto (2002) conducted a study on the factors influencing the use of second language (L2) among Japanese learners in an English as a Second Language (ESL) context in Hawaii, and found similar results. In the Canadian setting, Hashimoto (2002) showed the impact of acknowledged ability ( $=.31$ ) and L2 stress ( $=.10$ ) on WTC utilizing route assessment, which matched the conclusions of MacIntyre and Charos' (1996) paradigm (Hashimoto, 2002). The relationship between observed ability and L2 interaction regularity was not observed to be substantial in Hashimoto's research, despite MacIntyre and Charos (1996). This could be explained by the individuals in the research having varying levels of linguistic ability. Respondents in MacIntyre et al. research appeared to be first-time language students, but those in Hashimoto's research appeared to be more experienced second students. As a result, for more experienced learners, reported ability does not appear to play a substantial role in L2 usage. Baker et al (2000), as well as MacIntyre et al (2000), reported comparable findings. Despite the fact that PC and CA looked to be similarly linked to WTC, one tended to operate better than the other for students in various educational contexts.

According to a research of WTC characteristics across learners in immersion and non-immersion courses, reported proficiency was more strongly connected with WTC for learners in non-immersion courses than for learners in immersion projects, probably due to the latter team's absence of L2 interaction (Baker et al, 2000). Baker and MacIntyre (2000) conducted a study on

individuals at proficiency Levels 10, 11, and 12 who were native English speakers and were learning French as a second language, comparing those who were immersed in the language and those who were not. They discovered that whereas immersion learners' assessed French competency was not substantially connected with their desire to speak in French, non-immersion pupils' desire to interact in French did.

Since they have less chance to utilize the language, non-immersion pupils are more pushed by assumed competency. In contrast, individuals characterized by a high level of dedication to language acquisition, who are afforded greater opportunities for L2 communication compared to their non-immersive counterparts, experience heightened anxiety due to their elevated self-expectations regarding linguistic proficiency. As a result, because they are accustomed to pleasant encounters, they are more prone to be frightened by unpleasant ones. research by MacIntyre et al. showed an equivalent outcome (2003). Due to the absence of L2 interaction in both categories, it appears that the characteristics of non-immersion learners are analogous to those of Thai EFL learners.

As a result, recognized ability could be a viable component for affecting the WTC of Thai EFL students. In L2 acquisition, interpersonal assistance, language education approaches, perspectives, and enthusiasm are all important factors. The acquisition of a second language has been associated with interpersonal support, language learning strategies, attitudes, and motivation. In their study conducted in 2001, Clément, MacIntyre, and MacIntyre Conrod examined the impact of interpersonal assistance and language acquisition strategies on the willingness to communicate (WTC) in a second language (L2) among 79 level nine L2 French learners in a Canadian high school. The

researchers found that the provision of interpersonal support from both family members and educators had a significant impact on individuals' willingness to communicate in the classroom. Additionally, group engagement was found to influence their willingness to communicate outside of the school environment. It's possible that the lack of a substantial impact of social assistance on learners' WTC in the classroom was due to the fact that the individuals were young and less reliant on group assistance.

This research also discovered a link among five language acquisition approaches and WTC both within and out the school. Travel, job-related language acquisition, connection with Francophones (those who enjoy the French language), individual information, and academic accomplishment were the five language educational approaches. Based on Gardner's (1985) approach, drive derived from two primary views: efficiently—and behaviors toward the education setting. Gardner's model's idea of encouragement has been used in WTC research (MacIntyre et al. 1996). In the classes of Japanese ESL learners in Hawaii, Hashimoto (2002) looked at emotional characteristics as determinants of claimed L2 usage. The present study was founded on the research conducted by MacIntyre et al. The publication from 1996 discusses. In Hashimoto's study, it was indicated that inspiration emerged as a significant predictor of WTC, whereas this finding was not observed in the study conducted by MacIntyre et al. The year 1996 saw significant developments in the field of.

In Hashimoto's research, a substantial link was discovered between L2 WTC and inspiration, demonstrating that WTC has inspirational qualities. The environmentally restricted element of inspiration can explain the variations between the outcomes of two research (MacIntyre et al, 1996). Aspiration, according to Clément



and Kruidenier (1985), is linked to student traits in particular settings. To be more connected with the Japanese EFL setting, Yashima (2002) created interrelated perspectives regarding educational circumstances. The concept of global position pertains to an individual's orientation within educational environments. The concept under consideration pertains to the collective viewpoint of Japanese English as a Foreign Language (EFL) students toward the second language (L2) community, as cultivated within the EFL context in Japan, characterized by limited L2 interaction. As a result, the learners' grasp of L2 groups could be hazy.

Yashima (2002) defined global orientation as "...involvement in international or global events, eagerness to learn or work abroad, desire to communicate with multicultural colleagues, and, one believes, flexibility or a non-ethnocentric approach to diverse civilizations, among other things" (Yashima, 2002, p.57). Global stance (= .22) had a limited but straight connection to WTC, according to Yashima (2002). The relationship between global attitude and willingness to communicate (WTC) is a significant factor to consider. Research has demonstrated that individuals with a strong global orientation are more inclined to engage in communication in English. Therefore, it is evident that global attitude has a considerable impact on WTC. According to Yashima's study, individuals who exhibit a strong desire to acquire proficiency in the English language demonstrate a corresponding level of ambition that is positively associated with their second language (L2) competency and confidence. Yashima (2002) stated that assurance is more crucial to WTC than recognized ability, relying on the findings of her research, which revealed that assurance has a significant and obvious impact on WTC.

### **3. Method**

#### **3.1 Design of the study**

This current study employed a quantitative approach and utilized a quasi-experimental design. The researchers employed the Babel Language Replacement Test to ensure a homogeneous English proficiency level among the students. The WTC in English Inside the Classroom Scale and Learner Autonomy Questionnaire were utilized to evaluate the students' levels of willingness to communicate and autonomy in the classroom.

#### **3.2 Participants**

The study included a sample of 30 Iraqi high school students studying English as a foreign language. The participants were divided into two groups, with 15 students in each group: a control group and an experimental group. The participants exhibited proficiency at an intermediate level. All the individuals in the group were adolescent females, with an average age of 17, who were enrolled as students at a school located in Iraq. In one of the classes, the experimental group was assigned to a flipped education approach, while the other class served as the control group and adhered to traditional methods of instruction. The selection of all participants was based on convenience sampling.

#### **3.3. Instruments**

The present study employed the following instruments for data collection and analysis:

### **3.3.1. The Babel English placement test**

The Babel English Language placement test was employed for the evaluation of students' language proficiency. The selected iteration of The Babel English Language Placement Test was employed to evaluate the proficiency of the learners. The assessment consists of four examinations, designated as Test A, Test B, Test C, and Test D, all of which are of equal rigor. The assessment comprises four sections, each containing twenty-five items related to reading comprehension, grammar, and vocabulary. In this investigation, a selection of 20 items from various components was made, with consideration given to their intermediate level of complexity (See Appendix A).

### **3.3.2. WTC in English Inside the Classroom Scale**

The Level 2 Writing Task Complexity (L2 WTC) was assessed using the WTC scale devised by Peng (2010). Baker et al. conducted the modification. The year of 2001 marked significant developments in the field of. The scale utilized 27 items to evaluate students' inclination to engage in L2 communication, encompassing both formal and informal settings, employing L2 WTC across the core skill domains of speaking, listening, reading, and writing. Responses on a 5-point Likert scale are polarized, with "Almost never willing" at one extreme and "Almost always willing" at the opposite extreme. The results indicate a positive correlation between higher scores and higher willingness to communicate in the English language. In the preliminary investigation, it was determined that the reliability of the scale was found to be. 92

## 3.4 Procedure

### 3.4.1 Data collection

A quasi-experimental study design was employed to collect the necessary data to achieve the primary, secondary, and tertiary objectives of this research endeavor. In the experimental group, the flipped approach was taken into consideration as the treatment. In the control group, the instructor provided in-class instruction along with assignments and homework for the students to complete at home. Students in the experimental group watched YouTube videos that were pre-made or ones that the teacher had created to teach the subject. Students were then expected to complete their classwork and practice assignments in class. The teacher kept an eye on them and responded to their inquiries as they worked on the exercises. The Bable test was employed to assess the student's proficiency in English prior knowledge, while the Learner Autonomy Questionnaire and WTC in English Inside the Classroom Scale were utilized as pre-and post-tests to measure the students' autonomy and willingness to communicate in English. The control group received traditional instruction without the use of technology by the teacher. Moreover, in order to achieve the fourth objective of the study, a questionnaire was developed and distributed to the students. The participants were requested to evaluate eleven statements using a 5-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree". This facilitated the ability of researchers to gain further insights into the perspectives of students regarding the flipped learning approach. It was based on Hung (2017) and changed to satisfy the objectives of this investigation. The first two items were made up for individual background information after the tests reflecting their interest in the flipped classroom approach, desire to take a course with the

approach, and expectation with or concern about such a course.

### 3.4.2 Data Analysis

The primary consideration in any research endeavor is the potential for generalizability of the findings to the broader population. If statistical significance is achieved, it indicates that the results are representative and applicable to the broader population. When findings are deemed as non-significant, it suggests that they lack the necessary qualifications to be extrapolated to the entire population. This study utilized the SPSS 22 software for the purpose of data analysis. In order to achieve the objectives delineated in the study, T-test statistics were employed to ascertain the statistical significance of the mean differences between the two groups. The independent samples t-tests were utilized in the pre-test stage to ensure the homogeneity of the two groups with respect to autonomy, willingness to communicate (WTC), and language proficiency. The efficacy of implementing the flipped classroom model as an independent variable within the experimental group was subsequently evaluated in terms of its impact on the dependent variables of learners' language learning, willingness to communicate (WTC), and autonomy, utilizing the same statistical methods employed for the post-test analysis. Descriptive statistics and correlation analysis were employed to investigate the potential relationship among the students' responses, as part of the study's fourth objective.

## 4. Results

### 4.1. Test of Normality

The normal distribution of the data was assessed using the Kolmogorov-Smirnov test. The objective of this study is to assess the potential deviation of the distribution from a standard normal distribution. Hence, if the p-value is greater than .05, it can be concluded that the distribution of the sample is normal and does not deviate significantly from a normal distribution. If the p-value is found to be statistically significant ( $p < .05$ ), then the distribution of the data is determined to be non-normal. The results of the Kolmogorov-Smirnov test are presented in Table 4.1.

Table 4.1

*The Results of the K-S Test for Autonomy and WTC*

	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Autonomy	.016	28	.31
WTC	.045	28	.22
language achievement	0.14	28	.13

It is evident that the resultant significance value for the variables exceeds .05. Henceforth, the data exhibits a normal distribution across the various variables. In order to assess the internal reliability of the measurements, the Cronbach's alpha test was utilized. The study determined that the autonomy exhibited a reliability coefficient of 0.71, while the WTC demonstrated a reliability coefficient of 0.82.

## 4.2. The Results of Pretests

**The taking after investigations were conducted to see whether the independence, WTC, and phonetic accomplishment of the control and exploratory bunches contrasted essentially from one another.**

### 4.2.1 The Results of Pretest on Students' Language Achievement

An autonomous tests t-test was utilized to see in case there was a noteworthy contrast within the phonetic accomplishment of the students between the test and control bunches. The clear discoveries of the students' dialect capability within the two bunches are shown in Table 4.2.

Table 4.2

#### *Descriptive Statistics of Students' Language Achievement*

	Groups	Num	Minim	Maxim	Mea	Std.
					n	Deviation
Pre-test Language Achievem ent	Experime ntal	15	12.00	20.00	16.00	5.32
	Control	15	11.00	20.00	15.50	4.83

As the Table appears, the cruel scores of students' dialect accomplishment over members in control and test bunches are diverse: test (M=16.00, SD=5.32), control (M=15.50, SD=4.83).

To see whether this watched distinction is factually noteworthy, an autonomous test the t-test was run. Table 4.3 shows the comes about of t-test on students' dialect accomplishment.

Table 4.3

*The Results of T-test on Students' Language Achievement*

		Levene's Test for Equality of Variances						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pre-test language achievement	Equal variances assumed	12.73	.44	3.12	28	.31	.43	.12
	Equal variances not assumed			3.12	28	.22	.43	.12

As can be seen, there's not a factually critical distinction between the two bunches with respect to their dialect accomplishment (t= 3.12, p> .05). In other words, the two bunches had the same level of capability earlier to the think about.



Table 4.6

*Descriptive Statistics of Students' WTC*

Groups		N	Minimum	Maximum	Mean	SD
Pretest	Experimental	15	34.00	135.00	84.50	6.90
WT C	Control	15	30.50	130.50	80.00	6.75

As the Table shows, there's a distinction between the cruel scores of the WTC over control and test bunches: control (M=80.00, SD=6.75), and exploratory gather (M=84.50, SD=6.90). To see if this contrast is factually noteworthy, an autonomous test t-test was run. Table 7 appears the comes about of t-test on students' WTC.

Table 7

*The Results of T-test on Students' WTC in Pretest*

		Levene's Test for Equality of Variance						
		F	Sig.	t	Sig. (2-tailed)	Mean Difference	Std. Error Difference	
Pretest	Equal variances assumed	14.22	.14	3.15	.08	15.11	4.20	
	Equal variances not assumed			3.15	.08	15.11	4.21	

As may be appeared, the degree of WTC does not vary measurably altogether between the two bunches ( $t=3.15$ ,  $p>.05$ ). Put in an unexpected way, the two bunches were comparable in terms of their WTC levels some time recently the think about.

### 4.3. Results of the First Research Question

RQ1: Does flipped teaching have any significant effect on Iraqi EFL students' willingness to communicate?

The post-test comes about were analyzed to decide the contrasts between the two bunches in arrange to address the beginning think about address, which related to the effect of flipped instructing on the communication preparation of Iraqi EFL understudies. It was found that the post-test implies for the two bunches were not the same (Table 4.8).

#### Table 8.

##### *Descriptive Statistics of Students' WTC in Posttest*

	Groups	N	Mean	Std. Deviation
Posttest WTC	Experimental	15	92.80	2.18
	Control	15	83.50	2.58

As can be seen in Table 4.8, the cruel of the exploratory bunch ( $M= 92.80$ ,  $SD= 2.18$ ) is higher than that of the control gather ( $M= 83.50$ ,  $SD= 2.58$ ). To explore whether this distinction is factually critical, an independent-sample t-test was run.

Table 9

*The Results of T-test on Students' WTC in Posttest*

		Levene's Test for Equality of Variances			Sig. (2-tailed)	Mean Difference	Std. Error Difference
		F	Sig.	t			
Posttest WTC	Equal variances assumed	5.56	.020	5.64	.008	.34	.17
	Equal variances not assumed			5.64	.008	.34	.17

The WTC of the test and control bunches contrasts measurably essentially, as Table 4.9 illustrates, with the exploratory gather having a more noteworthy WTC than the control gather ( $t= 5.64$ ,  $p < .05$ ).

**4.5. Results of the Second Research Question**

RQ2: Does flipped teaching have any significant effect on Iraqi EFL students' language achievement?

The taking after Table (Table 4.12) presents the clear insights of students' dialect accomplishment over control and exploratory bunches within the post-test. As the Table uncovers, the mean score is higher within the exploratory bunch.

Table 4.12

*Descriptive Statistics of Students' Language Achievement in Posttest*

	Groups	N	Mean	Std. Deviation
Posttest Language Achievement	Experimen tal	15	19.00	6.41
	Control	15	16.00	6.23

To see in case this distinction is factually noteworthy, a free tests t-test was run. Table 13 presents the comes about of t-test run on students' dialect accomplishment.

Table 13

*The Results of T-test on Students' Language Achievement in Posttest*

		Levene's Test for Equality of Variances					Mean	Std. Error
		F	Sig.	t	df	Sig.	Difference	Difference
Posttest language achievement	Equal variances assumed	4.65	.030	2.58	28	.008	3.12	4.02
	Equal variances not assumed			2.58	28	.008	3.12	4.02

As can be seen, there's a factually noteworthy distinction between the two bunches concerning the degree of dialect accomplishment ( $t=2.58$ ,  $p< .05$ ). In other words, the level of language accomplishment within the exploratory gather is higher than within the control bunch.

## **5. Discussion and Conclusion**

The post-test comes about were analyzed to decide the contrasts between the two bunches in arrange to address the introductory ponder address, which related to the effect of flipped instructing on the communication availability of Iraqi EFL understudies. Within the post-test, it was found that the implies of the two bunches were not the same. An independent-sample t-test was performed to see on the off chance that this contrast is factually critical. Agreeing to the comes about, there was a factually critical distinction in WTC between the exploratory and control bunches, with the test gather having a more noteworthy WTC than the last mentioned.

The cruel score was higher within the exploratory gather, which addresses the moment inquire about address, which inspected the effect of flipped educating on the dialect accomplishment of Iraqi EFL understudies. This distinction was tried utilizing an autonomous test t-test to decide whether it is factually noteworthy. The result appeared that, in terms of etymological accomplishment, there's a measurably critical distinction between the two bunches.

### **5.3 Discussion**

In the next part, the discussion for each research question will be elaborated:

### **5.3.1 Discussion for research question 1**

"Does flip teaching have any basic effect on Iraqi EFL students' enthusiasm to communicate?" is the essential request approximately the address posed in this consider. An independent test t-test was utilized to see at this address, and the revelations outlined that the flipped methodology inside and out and emphatically impacts the WTC of Iraqi EFL understudies. The comes approximately are dependable with a think almost by Marashi and Eghtedar (2021) that included 68 understudies and utilized the flipped strategy inside the exploratory bunch though keeping up standard teaching techniques inside the control bunch. The study's disclosures showed up that the exploratory bunch beat the control bunch in terms of WTC scores.

Other considers moreover have found that the flipped approach can upgrade students' inspiration to memorize and communicate in a second/foreign dialect (e.g., Abeysekera & Dawson, 2015; Al-Zahrani, 2015; Basal, 2015; Baeten et al., 2013; Bergmann & Waddell, 2012; Boyraz & Ocak, 2017; Chen et al., 2016; Deci & Ryan, 2000; Enfield, 2013; Milman, 2012; Sirakaya & Ozdemir, 2018; Zappe et al., 2009).

In a comparative vein, Zarrinabadi, Khodarahmi, and Shahbazi (2021) conducted mixed-methods inquire about in arrange to investigate the impact of flipped educating on Iranian students' WTC. To do so, both surveys and interviews were conducted. The comes about appeared that learners had higher WTC within the exploratory bunch after the treatment. In fact, their inspiration and delight were improved, and their uneasiness was decreased by the utilize of flipped educating (Zarrinabadi et al., 2021).

### **5.3.2. Discussion for research question 2**

The moment inquires about address in this consider inquires, "Does flipped instructing have any noteworthy impact on Iraqi

EFL students' dialect achievement?". To analyze this address, an autonomous test t-test was run and the comes about appeared that flipped technique incorporates a critical and positive affect on Iraqi EFL students' dialect accomplishment. The finding is in line with thinks about of Mohammadi, et al., (2019), Abaeian and Samadi (2016), Karimi and Hamzavi (2017), Yousefzadeh (2015), Al-Harbi, and Alshumaimeri (2016), and Hsieh et al (2016).

Inquire about has appeared that flipping the classroom has the potential to fathom conceivable issues within the prepare of dialect instructing and learning (Svalberg, 2009). One reason is the steady environment which this approach gives (Dark & Deci, 2000; Jones, et al., 2009). Moreover, in flipped classrooms, instructors provide instructive criticism to their understudies with respect to their execution (Akçayır & Akçayır, 2018; Niemiec & Ryan, 2009). Chen and Jang (2010) moreover accept that understudies involvement a sense of having a place in flipped classrooms, which is why they enjoy the learning. In this way, it can be gathered that these days increasingly instructors are getting to be willing to utilize flipped instructing in their dialect classes to upgrade understudy victory (Mohammadi et al., 2019; Oraif, 2018; Rama, 2019; Vaezi, et al., 2019).

In a think about done by Najmi (2020), it was uncovered that flipped classrooms can increment students' results and accomplishment in Saudi Middle eastern schools. Other thinks about moreover bolster the viability of flipping in improving understudy victory (e.g., Almodaires, Alayyar, Almsaud, & Almutairi, 2019; Bergmann & Sams, 2012; Hung, 2015; Schmidt & Ralph, 2016; Lai & Hwang, 2016; Lee & Wallace, 2017; Lin & Hwang, 2018; Cherish et al., 2014; Obari & Lambacher, 2015).

Subsequently, it can be concluded that a flipped classroom is more compelling than the conventional classroom, and it

increments students' dialect accomplishment (Missildine, Wellspring, Summers, & Gosselin, 2013; Sergis, Sampson, & Pelliccione, 2018; Thai, De Wever, & Valcke, 2017).

In expansion to the considers that inspected the part of flipped instructing in dialect accomplishment in common, a few thinks about considered a specific dialect ability or subskill. Moradi Khazae, Dowlatabadi, Amerian, and Fathi, (2020), for occasion, investigated flipping the classroom to improve composing the execution of Iranian EFL understudies and found the strategy compelling, since the test gather in which flipped instructing was connected, picked up higher composing scores than the control bunch where conventional educating was utilized (Abedi, Keshmirshekan, & Namaziandost, 2019; Adnan, 2017; Alghasab, 2020; Ahmed, 2016; Buitrago & Díaz, 2018; Fathi & Rahimi, 2020; Leis, Cooke, & Tohei, 2015; Su Ping, Verezub, Adi Badiozaman, & Chen, 2019 ;Wu et al., 2019).

#### 5.4. Conclusions

The reason of this think about was to examine how flipped instruction influenced the WTC and dialect capability of Iraqi EFL learners. The outcomes demonstrated that these three constructs are significantly and favorably impacted by the flipped technique. Students' enjoyment of experimenting with new techniques in addition to the conventional approaches typically employed in their classrooms is one of the factors contributing to the success of this teaching strategy. One reason is that they could learn the material at any time and place they want out of class limitations (Nguyen & Pham, 2012). Because of that, the application of this approach in the educational context has been increased. For the most part talking, the utilize of innovation for learning purposes is upgraded and understudies are interested to memorize by means



of the unused innovation. When learners learn something through an innovative way, they are able to learn it better.

Moreover, when the course time is apportioned to their issues and shortcomings, they will ace the dialect and be more willing to communicate in that dialect. At long last, it can be said that the strategy was successful in improving students' independence. In other words, they can work autonomously instead of relying on their instructors to memorize the fabric and do the homework at domestic.

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## Appendices

### Appendix B. WTC in English Inside the Classroom Scale

1.	Speak in a group about your summer vacation	1	2	3	4	5
2.	Speak to your teacher about your homework assignment	1	2	3	4	5
3.	Have a conversation with a stranger if he/her talks to you first	1	2	3	4	5
4.	Ask for instructions/clarification when you are confused about a task you must complete	1	2	3	4	5
5.	Talk to a friend while waiting in line	1	2	3	4	5
6.	Be an actor in a play	1	2	3	4	5
7.	Describe the rules of your favorite game	1	2	3	4	5
8.	Participate in a debate	1	2	3	4	5
9.	Read part of an English novel	1	2	3	4	5
10.	Read an English article in a paper	1	2	3	4	5
11.	Read letters from a pen pal written in native English	1	2	3	4	5
12.	Read personal letters or notes in which the writer has deliberately used simple words and constructions	1	2	3	4	5
13.	Read an advertisement in the paper to find good merchandise, e.g. a book, you can buy	1	2	3	4	5
14.	Read reviews in English for popular movies	1	2	3	4	5
15.	Write an invitation to invite your schoolmates to a weekend party	1	2	3	4	5
16.	Write down the instructions for your favorite hobby	1	2	3	4	5
17.	Write a report on your favorite animal and its habits	1	2	3	4	5
18.	Write a story	1	2	3	4	5
19.	Write a letter to a friend	1	2	3	4	5
20.	Write a newspaper article	1	2	3	4	5

21.	Write the answers to a “fun” quiz from a magazine	1	2	3	4	5
22.	Write down a list of things you must do tomorrow	1	2	3	4	5
23.	Listen to instructions in English and complete a task	1	2	3	4	5
24.	Bake a cake if instructions were in English	1	2	3	4	5
25.	Fill out an application form in English	1	2	3	4	5
26.	Take directions from an English speaker	1	2	3	4	5
27.	Understand an English movie	1	2	3	4	5