Journal of English Language Teaching and Learning

University of Tabriz

Volume 16, Issue 34, (Fall & Winter 2024)

Enhancing EFL Students' Essay Writing Proficiency through Input Flooding Strategies for Parallel Structure: An Examination of Flipped Online versus Flipped Face-to-Face Instructional Models

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ARTICLE INFO:

Received date:
2024.06.18
Accepted date:
2024.07.19

Print ISSN: 2251-7995
Online ISSN: 2676-6876

Keywords:

input flooding, parallel structures, essay writing, EFL learners, flipped learning

Abstract

The proficient use of parallel structures in essay writing plays a vital role in enhancing language proficiency among English as a Foreign Language (EFL) learners. Exploring effective instructional strategies, such as input flooding, can contribute significantly to improved writing outcomes. This study investigates the impact of input flooding techniques on the utilization of parallel structures in essay writing among EFL learners, comparing two instructional settings: flipped online and flipped face-to-face. A total of 73 participants were randomly assigned to three groups: the flipped online group (n=24), the flipped face-to-face group (n=22), and a control group (n=27). In the flipped online approach, the participants were exposed to input flooding through pre-recorded videos and received online feedback on their essays, allowing for extensive exposure to parallel structures. In the flipped face-to-face approach, the participants received the same instructional materials emphasizing relevant structures and engaged in activities to promote the use of parallel structures. The control group followed their regular instructional method without any specific intervention. Following the treatment sessions, all participants underwent a post-test essay assessment to evaluate their proficiency in utilizing parallel structures. The results indicate that the flipped online group demonstrated the highest level of proficiency, highlighting the effectiveness of input flooding techniques in promoting the use of parallel structures in essay writing. Nevertheless, the flipped face-to-face group also exhibited improvement compared to the control group, suggesting the potential benefits of incorporating input flooding in the face-to-face approach. The study indicates that employing input flooding techniques, particularly in a flipped online instructional environment, can significantly improve EFL learners' proficiency in using parallel structures in essay writing. Moreover, the implications extend beyond the classroom, offering valuable insights for educators and policymakers to refine instructional strategies and shape language learning policies effectively.

DOI: 10.22034/elt.2024.62166.2665
Citation: Farzaneh, M; Khodabandeh, F & Rezvani, E. (2024). Enhancing EFL Students' Essay Writing Proficiency through Input Flooding Strategies for Parallel Structure: An Examination of Flipped Online versus Flipped Face-to-Face Instructional Models. *Journal of English Language Teaching and Learning*, 16(34), 113-134. DOI: 10.22034/elt.2024.62166.2665

Introduction

Over the past few years, there has been an increasing fascination with integrating innovative teaching approaches to enhance the language skills of English as a Foreign Language (EFL) learners and facilitate effective language acquisition. One such approach that has gained significant attention is the flipped classroom pedagogy. The flipped classroom model transforms the traditional instructional approach by shifting direct instruction beyond the classroom through pre-recorded lectures or online materials, while in-person class time is dedicated to interactive activities, discussions, and the practical application of knowledge (Bergmann & Sams, 2012). This model empowers students to assume greater responsibility for their learning and engage in active, independent learning experiences, resulting in heightened student engagement, improved critical thinking abilities, and enhanced problem-solving skills (Han et al., 2023; Zou, 2020).

In the realm of EFL writing instruction, the development of coherent and well-structured essays is a fundamental skill that contributes to effective communication (Chang et al., 2020). One specific aspect that enhances the coherence and clarity of written texts is the skillful use of parallel structures. Parallel structures involve utilizing grammatical constructions that emphasize or assign equal weight to multiple ideas or elements within a sentence or paragraph. Proficiency in employing parallel structures is highly valued in academic writing as it promotes textual cohesion, improves readability, and facilitates reader comprehension (Almusharraf & Alotaibi, 2022).

While previous research has independently examined the benefits of flipped classrooms (Challob, 2021) and the significance of parallel structures in EFL writing (Yahya et al., 2020), there is a research gap in investigating the combined impact of input flooding techniques within the flipped classroom context on EFL learners' utilization of parallel structures in essay writing. Input flooding, a strategy that exposes learners to a substantial amount of language input in a rapid manner, has been found to facilitate language acquisition and incidental learning in various language learning contexts (Ahmadpour Kasgari, 2018). However, its potential effects on the development of parallel structures in EFL writing classrooms remain understudied. Therefore, the objective of this study is to examine the impact of input flooding techniques on EFL learners' ability to use parallel structures in both flipped online and face-to-face essay writing classes. By examining the effectiveness of input flooding in promoting the usage of parallel structures, this research aims to add to the current body of knowledge on flipped classroom pedagogy, language acquisition, and EFL writing instruction. To address the research objectives, the subsequent research inquiries were devised:

Q1: What is the effect of implementing input flooding on shaping EFL learners' utilization of parallel structures within the framework of online and face-to-face essay writing in a flipped classroom setting?

Q2: Does the application of input flooding lead to a significant impact on the utilization of parallel structures by EFL learners across both online and face-to-face contexts in a flipped classroom setting?

The results of this study hold significant implications for language educators, as they provide valuable insights into the potential benefits of incorporating input flooding techniques within flipped classrooms to enhance EFL learners' utilization of parallel structures in essay writing. Understanding the effects of input flooding in different instructional contexts can inform instructional practices and curriculum design, leading to more effective and engaging language learning experiences for students. Additionally, the study contributes to the broader field of flipped classroom pedagogy by exploring its effectiveness in the specific domain of EFL writing instruction. By filling the research gap on the combined effects of input flooding and flipped classrooms, this study offers new perspectives and evidence to inform educational practices and promote more effective language teaching and learning.

1. Review of Literature

1.1. Flipped instruction

The concept of flipped learning represents a cutting-edge instructional methodology that involves students accessing new material through pre-recorded lectures or readings before engaging in practical application and collaboration during class time. In the context of writing, this may include watching video lectures on writing components and subsequently working in groups to apply those concepts (Chen & Li, 2020).

Several studies have highlighted the advantages of flipped instruction in enhancing writing outcomes for English learners. In their study, Wu et al. (2020) delved into the consequences of employing online flipped writing instruction on EFL writing proficiency and found that it improved students' writing proficiency and did not lead to demotivation. Fathi and Rahimi (2022) conducted a study on a flipped classroom, revealing that it significantly improved EFL students' global writing performance and fluency. Wu et al. (2021) combined elements of constructivist learning, the connection between reading and writing, flipped learning, and online intercultural exchanges, leading to improved writing performance and increased intercultural sensitivity among EFL learners. Additionally, Challob's (2021) study on flipped learning demonstrated favorable outcomes concerning students' English writing proficiency, self-directed learning, and motivation.

Flipped writing courses have been associated with increased student engagement, higher levels of participation, and improved flexibility in accessing course materials (Khodabandeh, 2024; Tomas et al., 2019). Moreover, research has revealed the advantages of flipped instruction in enhancing reading comprehension abilities for language learning. Several studies have demonstrated the positive impact of flipped education on the reading skills and attitudes of EFL learners in different contexts. For instance, Karimi and Hamzavi (2017) and Zhang and Li (2020) reported that flipped instruction significantly improved EFL learners' reading skills and their attitudes toward reading. Aghaei et al. (2020) conducted a rigorous investigation into class practitioners' experiences with flipped learning in EFL discursive contexts, using a narrative inquiry approach that incorporated data from interviews and observational field notes. Their study revealed that flipped learning was a well-suited practice for these learners. Students valued the omnipresent and self-directed characteristics of the flipped model, enabling them to independently explore the content in greater depth. These findings were further corroborated by Hwang et al. (2019) and Samiei and Ebadi (2021), who found a significant enhancement in

reading comprehension abilities across diverse learner populations through the implementation of flipped instruction. Additionally, research suggests that flipped instruction can be beneficial for developing speaking skills, as it increases student engagement and achievement in speaking skills (Abdullah et al., 2019; Fischer & Yang, 2022). Furthermore, flipped instruction holds potential in fostering listening skills. For instance, Ebadi et al. (2022) examined the influence of flipped vocabulary learning on the listening proficiency of EFL learners. The experimental group underwent instruction using the flipped vocabulary learning approach, while the control group did not. The findings of the study revealed that flipped vocabulary learning can serve as a valuable pedagogical strategy for enhancing learners' listening accomplishment.

The use of flipped instruction in language learning aligns with theories of second language acquisition, such as constructivism (Vygotsky, 1978) and sociocultural theory (Lantolf & Thorne, 2006). These theoretical frameworks emphasize the importance of active engagement, social interaction, and meaningful communication in language learning. By providing students with pre-recorded lectures or readings as foundational knowledge, the flipped classroom model allows for more interactive and collaborative activities during class time, facilitating authentic language use and meaning-making.

1.2. Recent Studies on Input Flooding in Language Learning

Input flooding, a technique involving the exposure of learners to a large amount of language input, has garnered significant attention in recent research on language learning. Scholars have explored its impact on various aspects of language proficiency, including grammar knowledge, reading comprehension, writing abilities, and speaking proficiency. To initiate, Lee and Huang (2008) investigated the outcomes of instructional interventions employing visual input enhancement for grammar acquisition, drawing upon 16 primary research studies. Their findings suggested that second language readers showed slightly better performance with enhancement-embedded texts compared to unenhanced texts. Similarly, Hernández (2008) showcased the notable impact of deliberate instruction and input flooding on students' utilization of Spanish discourse markers within a simulated oral proficiency interview. These studies emphasize the potential benefits of input flooding in promoting grammar knowledge and language production.

Moving on to reading comprehension, Rikhtegar and Gholami (2015) explored the impact of input flooding through reading on simple past tense acquisition in young Iranian EFL learners, finding significant gains in the group receiving the program compared to a control group. Furthermore, Zheng et al. (2023) highlighted the significance of providing language learners with a variety of tactics and ample input to facilitate vocabulary learning and reading comprehension. Input flooding has also shown effectiveness in improving writing skills. Yamashita (2013) investigated the impacts of extensive reading on the essay-writing skills of Japanese university students and found that those engaged in extensive reading demonstrated superior writing skills with fewer errors. Additionally, Yousefi et al. (2018) examined the effectiveness of massive open online courses that included input flooding activities, such as reading and writing tasks, in improving the writing skills of English as a Second Language (ESL) learners. Moreover, Elola and Oskoz's (2010) meta-analysis of research concerning the impacts of extensive reading on L2 writing revealed positive effects on various writing aspects,

including grammar, vocabulary, and overall quality. Furthermore, input flooding has been investigated in relation to speaking proficiency. Rashtchi and Mohammad Yousefi (2017) explored the implementation of input flooding strategies, namely extensive listening and language immersion programs, and noted a favorable association between heightened exposure to comprehensible input and the fluency of learners' speech.

In the realm of collocation acquisition, Szudarski and Carter (2016) centered their attention on the mastery of verb-noun and adjective-noun collocations among L1 Polish learners of English as a non-native language through the utilization of input flooding combined with input enhancement techniques. Their study revealed that this instructional approach led to the acquisition of collocations at the level of form recall and form recognition. Similarly, Ghavamnia et al. (2018) delved into the efficacy of instruction enhanced with input on the capability of Iranian EFL learners to generate suggestions that are both pragmatically suitable and grammatically precise. Additionally, Fakher Ajabshir (2022) scrutinized the impacts of instruction focused on input and output on the acquisition of L2 request modifiers, providing valuable insights into grammar instruction and its impact on language learners. Jahan and Govindasamy (2022) found that multiple exposures to enhanced texts positively affected participants' noticing and grammatical development in relation to different forms, suggesting the usefulness of these techniques in promoting learners' grammatical development. Similarly, Al-Shammari and Sahiouni (2023) explored the outcomes of applying textual enhancement and input processing methods on the linguistic advancement of university-level EFL learners specifically regarding the passive voice, providing further support for the benefits of input enhancement and textual techniques in language learning and development. Furthermore, Namaziandost et al. (2020) investigated the effectiveness of three input enhancements on Iranian EFL learners' vocabulary learning, showing significant improvements in comprehension and production tasks with no significant difference between the techniques. Chung and Révész (2021) studied the impact of incorporating textual enhancement into task-based reading lessons on L2 grammatical knowledge, revealing a small but positive effect, suggesting its potential benefit when combined with other instructional strategies. Lee (2021) examined the effects of two forms of textual enhancement on the acquisition of English third-person singular forms, with both forms resulting in significant improvements in the experimental groups compared to the control group. Moreover, Liu et al. (2021) investigated the influence of working memory capacity on the benefits of input enhancement for L2 vocabulary learning, revealing the importance of individual cognitive factors in instructional outcomes.

1.3. Integration of Input Flooding in the Flipped Classroom

The flipped classroom model, which involves the reversal of conventional teaching techniques, has been examined in combination with input flooding. Brown and Johnson (2016) conducted an investigation pertaining to the realm of writing, wherein the use of input flooding in a flipped classroom setting resulted in a notable upsurge in learners' writing proficiency. The incorporation of input flooding activities, such as extensive reading and guided writing tasks, significantly contributed to the enhancement of written expression and language accuracy. Neisi et al. (2019) conducted a study that investigated the effect of input flooding on reading comprehension in a flipped English classroom. The results of the study indicated that

individuals who engaged in input flooding tasks showed a significant improvement in their reading comprehension skills, including a better grasp of main ideas, inference-making, and critical thinking. In a separate study conducted by Namaziandost et al. (2020), the research focused on a flipped vocabulary course. The study found that the integration of input flooding activities significantly enhanced learners' vocabulary acquisition and retention, as well as their ability to use vocabulary in context. Yousefi et al. (2018) conducted an investigation indicating that learners who participated in input flooding activities exhibited more advanced reading comprehension competencies, which included heightened reading pace, increased vocabulary acquisition, and overall comprehension improvements. Likewise, Thai et al. (2017) scrutinized the amalgamation of input flooding materials in the flipped classroom and noted affirmative results pertaining to learners' motivation and language learning outcomes.

1.4. Stuides on Parallel Structures

The concept of cohesion, as a foundational element of textuality, has been extensively explored by scholars. Poškienė (2009) delves into the use of parallel structures as a means to achieve cohesion, emphasizing their significance in creating grammatically, stylistically, and lexically coherent writing. Parallel structures involve arranging words with similar meanings in a sentence, enhancing clarity and meaningfulness, making it easier for readers to comprehend the text. They are commonly employed in coordinating conjunctions, correlative conjunctions, words in a series, sentences with function words, and comparisons and contrasts. Additionally, parallelism has been observed to play a crucial role in the speeches of renowned orators, such as Lincoln, King, and Obama, where it reinforces ideas and creates a rhythmic and sonorous sentence structure. Moreover, it has been identified as a unifying mechanism in written composition, establishing connections with the reader through isomorphism.

Scholarly studies have also investigated the impact of parallel structures on writing performance. Samadian and Mohseny (2019) found that implementing parallel structures and blueprint strategies positively affected coherence and cohesion in writing. On the other hand, Ayuningsih et al. (2020) highlighted students' struggles with faulty parallel structures in their argumentative writing, emphasizing the need for teaching and reinforcing parallelism to improve writing skills. Similarly, Alqasham et al. (2021) demonstrated that students lacked expertise in using parallelism effectively to achieve coherence in their writing. Furthermore, Diez-Peredos and Cabrejas Peñuelas (2012) conducted a thorough analysis of the cohesive utilization by various politicians, highlighting the importance of parallel structures in expressing relations between sentences or sentence fragments. Additionally, Sari and Oktavia (2023) conducted a study investigating English students' struggles with parallel structure in TOEFL examination responses, shedding light on the challenges faced by students in this aspect of writing.

Despite the potential benefits of parallel structures, there is still a research gap concerning the specific effects of input flooding on EFL learners' essay writing skills and their utilization of parallel structures. Input flooding, a technique aimed at providing learners with abundant exposure to the target language, has shown positive impacts on grammar knowledge, reading comprehension, and writing abilities. However, its effects on the use of parallel structures in essay writing remain unexplored. Additionally, comparative studies between flipped online and

face-to-face instruction are needed to understand potential differences in implementing input flooding in these contexts. To address these research gaps, the present study aims to investigate the effect of input flooding techniques on EFL learners' use of parallel structures in both flipped online and face-to-face essay writing classes. The findings from this study will contribute to our understanding of how input flooding can be effectively utilized to enhance essay writing skills, particularly in terms of employing cohesive parallel structures, in EFL learning environments.

2. Method

2.1. Research Design

The study employed a quantitative quasi-experimental design, following a pretest-treatment-posttest sequence due to the absence of true randomization. It consisted of three groups: flipped online instruction, flipped face-to-face instruction, and a control group. The dependent variable was the participants' proficiency in using parallel structures in essay writing. The independent variables were the two instructional formats (flipped online and flipped face-to-face) and the use of the input flooding technique.

2.2. Participants

The participants included 63 male and female language learners enrolled in English translation programs at Isfahan Payam-e Noor universities in Iran. A total of 90 intermediate EFL learners, aged between 19 and 24, who were taking a two-credit required Writing course in the second semester of the 2022-2023 academic year, were selected for the study. The participants' level of proficiency was assessed using the Oxford Placement Test (OPT). Among the participants, 73 achieved an intermediate range score on the OPT. These participants were randomly assigned to three groups: Group A (flipped online with input flooding, 24 participants), Group B (flipped face-to-face with input flooding, 22 participants), and Group C (control group, 27 participants).

2.3. Instruments

2.3.1. Oxford Placement Test (OPT)

The English language proficiency of participants was evaluated using the Oxford Placement Test (OPT) to ensure sample homogeneity. This assessment comprises 60 multiple-choice items split into two sections: the first with 40 items assessing various language aspects and the second with 20 items delving deeper into language skills. To ensure consistency across the three groups (Group A, Group B, and Group C), the OPT was administered, and scores were noted. The average OPT score across all participants was 27.14, with a standard deviation of 1.80, indicating both the central tendency and the variability in their English language proficiency.

2.3.2. Pre-test and Post-tests

For the pretest, the participants were asked to write a 150-word essay on the topic: "The Impact of Social Media on Mental Health: Does Increased Online Interaction Lead to Positive or Negative Outcomes?" For the the posttest participants were asked to write an essay on a different topic: “The Benefits and Drawbacks of Social Media in Modern Society: Exploring Its Positive Contributions and Potential Negative Effects.” Participants had 1 hour and 30 minutes to complete both tests. The essays were scored based on a rating rubric from the

participants' textbook, which included a blueprint list outlining the main points or topics for essay development. Two English instructors scored the essays, and inter-rater reliability was calculated to establish scoring reliability.

2.3.3. Teaching material

The textbook "The Practical Writer with Readings" by Bailey and Powell (2018, Seventh edition) was used as the teaching material throughout the course, providing a structured approach for students to learn essay writing step by step.

2.3.4. Learning Management System (LMS)

A Learning Management System (LMS) was utilized as an online platform to create, deliver, facilitate, and track educational courses and assessments. The LMS supported various instructional formats and allowed students to access lessons, lecture materials, notes, and other educational resources. In this study, the LMS was used to provide activities, sheets and facilitate communication and access to course materials.

2.4. Treatment

2.4.1. Flipped online class

The Flipped Online Class comprised 24 EFL learners who were immersed in input flooding techniques through pre-recorded videos and online essay feedback. The instructional process began with comprehensive pre-recorded videos extensively covering parallel structures in essay writing, offering numerous examples, explanations, and exercises. The participants then submitted essays for personalized feedback, focusing on their utilization of parallel structures, aiming to evaluate the impact of input flooding on their proficiency in essay writing. The teacher also encouraged active participation and discussion related to the video material during online sessions. The participants were prompted to share their insights, ask questions, and provide feedback on the videos.

Spanning one term, the study scheduled Flipped Online Classes in the morning, with two main components to the teaching process. The participants accessed teacher-recorded essay writing videos a week before class, addressing various teaching points and guiding them in essay writing at home. During the online session, the teacher provided feedback, comments, and clarification on the essays. Teaching materials were distributed via the LMS a week before each session, with classes lasting 1.5 hours weekly from January to July. The initial and concluding sessions centered on pretests and posttests, respectively, supported by Adobe Connect as the LMS platform.

The instructional approach emphasized providing recorded videos for each session, focusing on expanding ideas into paragraphs. The participants were exposed to numerous essay writing blueprint examples, a technique known as input flooding. Following instruction, the participants wrote essays based on the new teaching point, solidifying their understanding and application of parallel structures.

Figure 1 illustrates a summary of the treatment applied in the flipped online class:

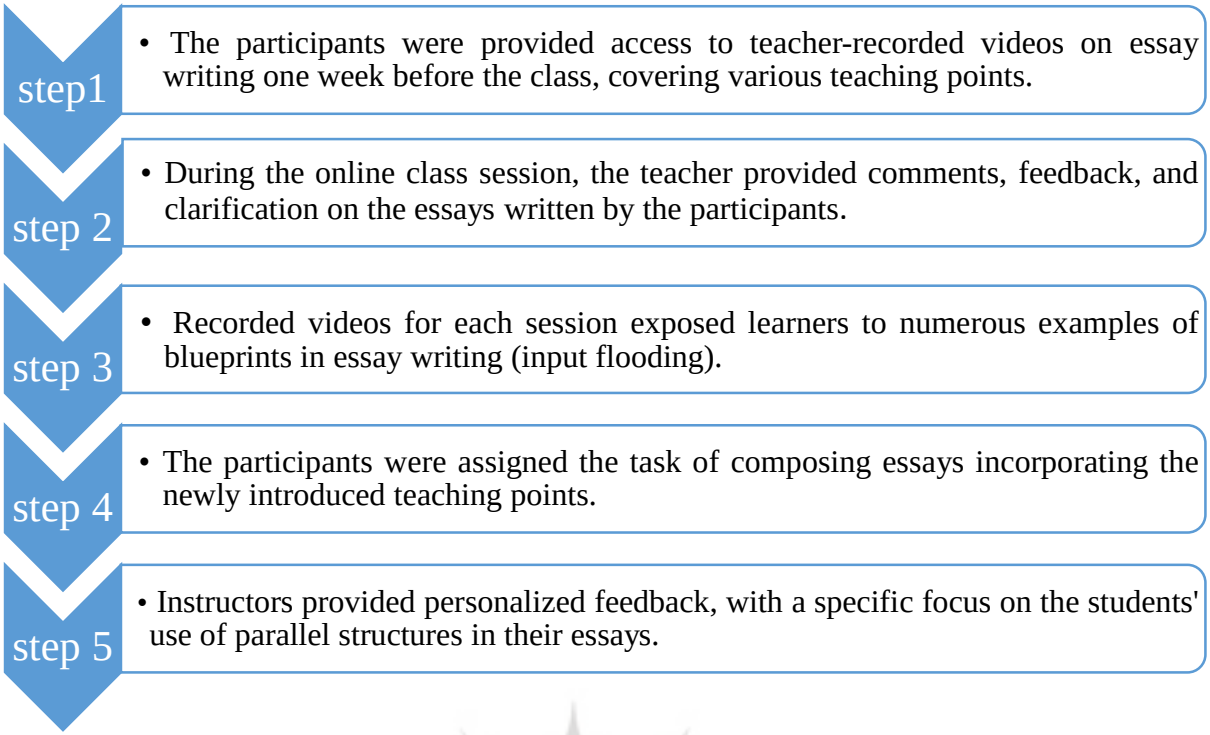

Figure 1. *Treatment of Input flooding in flipped online class*

In Figure 2, we present an illustrative sample of a participant's written work within the context of a flipped classroom setting.

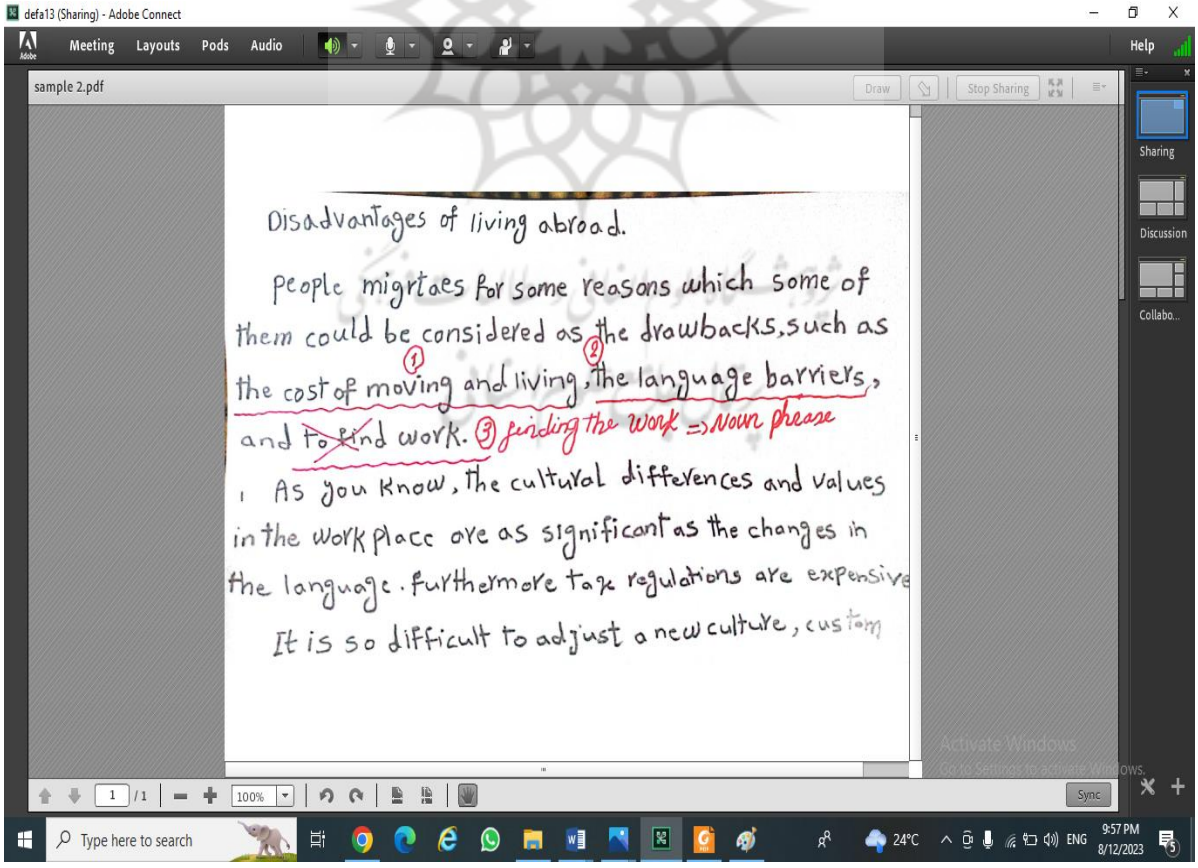

Figure 2. *Illustrative Sample of Participant's Written Work in a Flipped Classroom Setting*

2.4.2. Flipped Face-to-face

The flipped face-to-face group constituted the experimental group with input flooding. This instructional approach involved 22 EFL learners who were randomly assigned to this group. Unlike the control group, the participants in the flipped face-to-face group received their instruction in physical classroom settings. Notably, they received their instructional material one week before the following class. To ensure uniformity in instructional materials, the participants in this group also received the same instructional videos provided to the online group, albeit through CDs. In this context, the flipping primarily involves the distribution of instructional materials, such as printed notes or handouts, CDs, before the face-to-face sessions. This allows students to review the material beforehand, enabling more interactive and engaging in-class activities and discussions. To ensure that participants had watched the videos, the teacher actively engaged with them during face-to-face sessions. The teacher incorporated discussions about the video content into class activities and asked participants questions related to the videos. It should be noted that while online classes were not be utilized, the key principles of flipped learning were applied. These principles included providing the particpants with access to learning materials before class, encouraging active engagement during face-to-face sessions, and providing opportunities for personalized feedback and application of concepts.

The teaching process in this group involved two main components: the distribution of printed notes and engaging in in-class activities. At the end of each face-to-face class, the participants were given printed notes from the teacher containing the teaching material for the next session. These notes emphasized the relevant parallel structures and their usage in essay writing, providing a foundation for the subsequent activities. During the face-to-face class sessions, the participants were exposed to blueprint structures through the use of multiple essay samples, effectively employing input flooding as a teaching method. Furthermore, the participants received direct feedback and comments from the teacher during these in-person sessions, which contributed to their learning process.

In the face-to-face flipped class, the participants were immersed in an instructional approach known as 'input flooding.' This method inundated them with a comprehensive array of instructional materials, activities, and feedback mechanisms aimed at fostering deep learning and understanding. In the face-to-face setting, the participants received printed notes emphasizing parallel structures and their application in essay writing, alongside engaging in in-class activities. The use of multiple essay samples provided diverse examples and reinforced understanding through practical application. Furthermore, direct feedback from the teacher during these sessions guided the participants' understanding and enhanced their learning outcomes.

Figure 3 illustrates a summary of the treatment applied in the flipped online class:

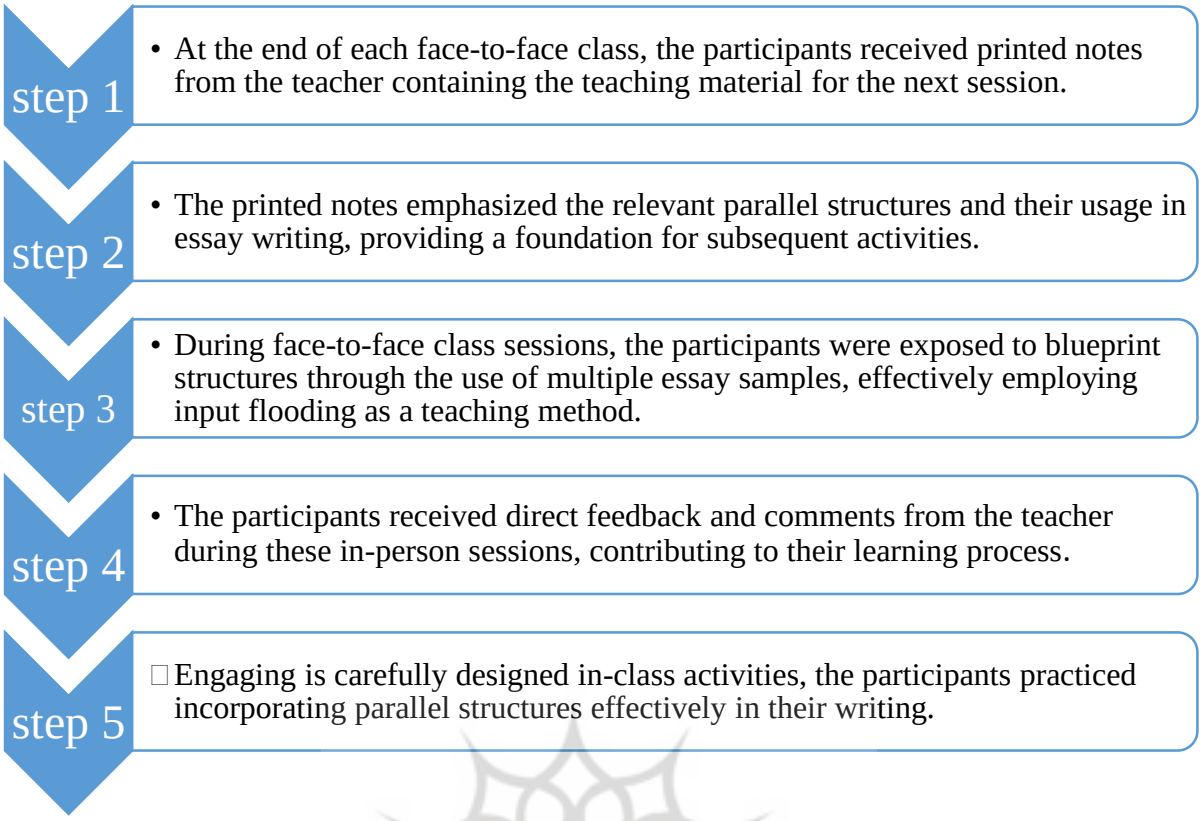

Figure 3. *Treatment of Input flooding in flipped face-to-face in an experimental group*

2.4.3. Control Group

The control group followed a traditional instructional approach throughout the study without any specific interventions, contrasting with the experimental groups' utilization of input flooding techniques. One notable difference from the face-to-face flipped group was the lack of instructional material provided one week before subsequent classes for control group participants. Despite actively participating in regular face-to-face sessions, they did not receive the same treatment as the experimental groups.

Within the control group, the participants studied parallel structures from their assigned book and received explanations from the teacher during face-to-face sessions. Additionally, within their class sessions, the participants were exposed to blueprint structures from their book, effectively employing input flooding as a teaching method. They also received direct feedback and comments from the teacher during these in-person sessions, contributing to their learning process. Engaging in carefully designed in-class activities, the participants practiced incorporating parallel structures effectively in their writing.

The inclusion of the control group allowed for a comparative analysis between their performance and that of the experimental groups, providing valuable insights into the effects of input flooding techniques on the utilization of parallel structures in essay writing.

As depicted in Figure 4, we can observe an exemplar of a participant's written contribution:

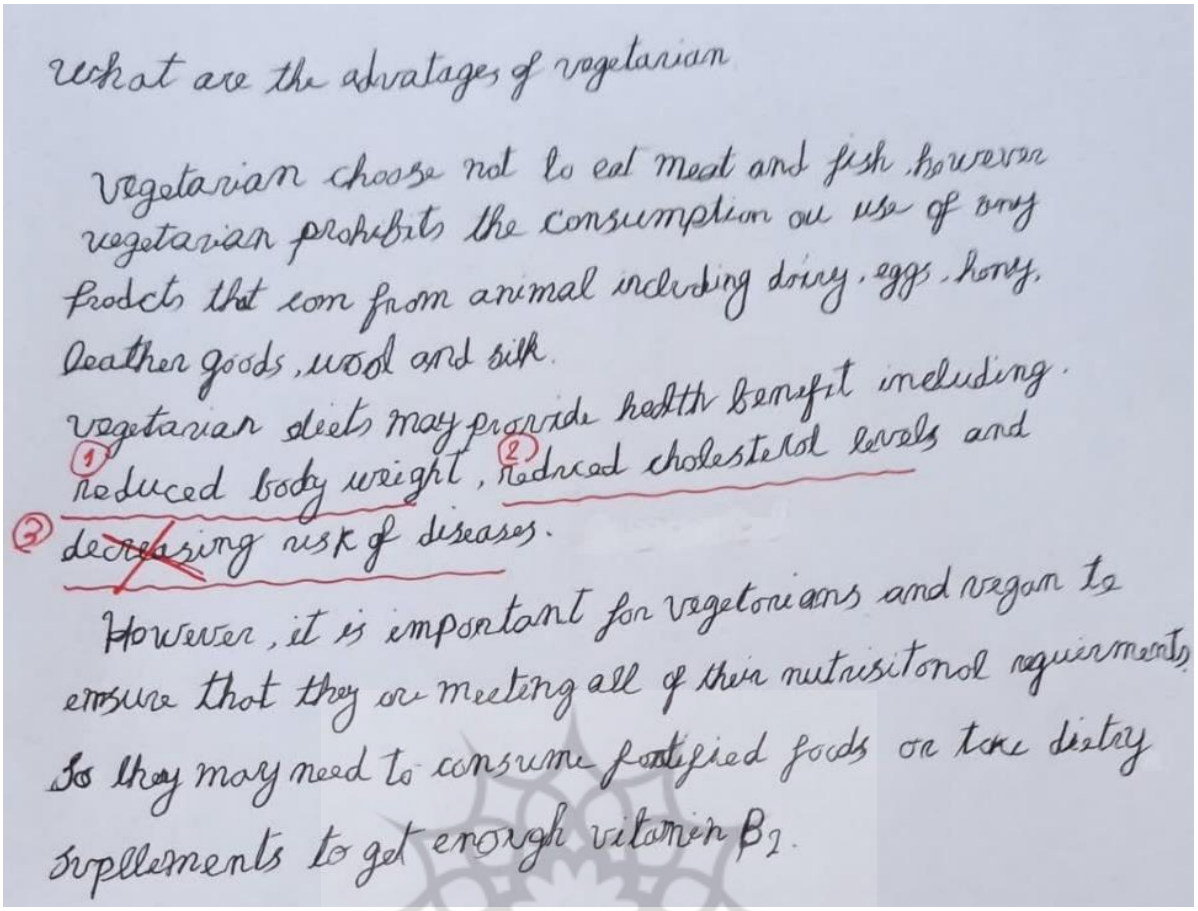

Figure 4. *Exemplar of Participant's Written Contribution*

3. Results

A One-Way ANCOVA was conducted to examine the effect of implementing input flooding on EFL learners' use of parallel structures in flipped online and face-to-face essay writing. The outcomes of the statistical analyses are provided in the following section.

Table 1 presents skewness and kurtosis indices of normality for pretest and posttest scores across different groups: Online, Face-to-face, and Control. Skewness measures the asymmetry of the distribution, with positive values indicating right-skewed distributions and negative values indicating left-skewed distributions. Kurtosis measures the peakedness of the distribution, with higher values indicating greater peakedness or heavy tails. Overall, the skewness and kurtosis statistics for both pretest and posttest scores across all groups fall within acceptable ranges, suggesting that the data approximate normal distributions.

Table 1. *Skewness and Kurtosis Indices of Normality*

Group		N	Skewness		Kurtosis			
		Statistic	Statistic	Std. Error	Statistic	Std. Error	Skewness	Kurtosis
Online	Pretest	24	-.272	.472	.078	.918	-0.58	0.08
	Posttest	24	.301	.472	-.117	.918	0.64	-0.13
Face-to-face	Pretest	22	-.209	.491	.171	.953	-0.43	0.18
	Posttest	22	-.033	.491	-.613	.953	-0.07	-0.64
Control	Pretest	27	-.134	.448	-.611	.872	-0.30	-0.70
	Posttest	27	-.473	.448	-.053	.872	-1.06	-0.06

Table 2 displays the results of the linearity test, indicating the relationship between the pretest and posttest scores of essay writing. The significant F-value suggests a linear relationship, with approximately 47% of the variance in posttest scores explained by pretest scores.

Table 2. *ANOVA Test of Linearity of Relationship between Posttest of Essay Writing and Pretest*

			Sum of Squares	Df	Mean Square	F	Sig.
Posttest * Pretest	Between Groups	(Combined)	211.204	15	14.080	3.462	.000
		Linearity	130.857	1	130.857	32.175	.000
		Deviation from Linearity	80.346	14	5.739	1.411	.178
	Within Groups		231.824	57	4.067		
	Total		443.027	72			
	Eta-Squared		.477				

Table 3 presents the results of the Test of Homogeneity of Regression Slopes, examining the interaction effect between Group and Pretest on the dependent variable. The analysis indicates significant findings for the Group factor ($F = 4.549$, $p = .014$, partial eta squared = .120) and the Pretest factor ($F = 86.318$, $p < .001$, partial eta squared = .563), suggesting that both Group and Pretest have a significant influence on the dependent variable. However, the interaction effect between Group and Pretest was not significant ($F = 1.276$, $p = .286$, partial eta squared = .037), indicating that the relationship between Group and the dependent variable does not vary significantly based on participants' pretest scores.

Table 3. *Test of Homogeneity of Regression Slopes*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Group	13.773	2	6.886	4.549	.014	.120
Pretest	130.665	1	130.665	86.318	.000	.563
Group * Pretest	3.862	2	1.931	1.276	.286	.037
Error	101.422	67	1.514			
Total	8241.250	73				

Table 4 shows the results of the homogeneity of variances test. Levene's test of homogeneity of variances examines if there are significant differences in variances among the groups being compared. The non-significant p-value suggests that there are no significant differences in variances.

Table 4. *Levene's Test of Homogeneity of Variances*

F	df1	df2	Sig.
1.726	2	70	.186

Table 5 presents the Pearson correlations for inter-rater reliability of the pretest and posttest scores of essay writing. The highly significant correlations indicate a high level of agreement and reliability in assessing essay writing performance.

Table 5. *Pearson Correlations for Inter-Rater Reliability of Pretest and Posttest of Essay Writing*

		PreR2	PostR2
PreR1	Pearson Correlation	.779**	
	Sig. (2-tailed)	.000	
	N	73	
PostR1	Pearson Correlation		.909**
	Sig. (2-tailed)		.000
	N		73

Table 6 presents descriptive statistics for the posttest scores of essay writing across different groups, including Input Flooding Online, Input Flooding Face-to-Face (F2F), and Control. The mean scores indicate that the Input Flooding Online group achieved the highest mean posttest score of 12.528, followed by the Input Flooding F2F group with a mean score of 10.201, and the Control group with the lowest mean score of 8.497. The standard errors provide an estimate of the variability in the scores, while the confidence intervals offer a range within which the true population mean is likely to fall. The notation 'a' signifies statistical significance, suggesting that differences in mean scores between groups are noteworthy.

Additionally, the table notes that covariates appearing in the model are evaluated at a specific pretest value of 8.04, indicating that pretest scores were controlled for in the analysis.

Table 6. *Descriptive Statistics for Posttest of Essay Writing by Groups with Pretest*

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Input Flooding Online	12.528[a]	.252	12.025	13.031
Input Flooding F2F	10.201[a]	.263	9.676	10.727
Control	8.497[a]	.238	8.022	8.971

a. Covariates appearing in the model are evaluated at the following values: Pretest = 8.04.

According to Table 7, the One-Way ANCOVA test examines the differences between the means of the groups on the posttest scores of essay writing, while controlling for the influence of the pretest scores. The significant F-value indicates significant differences among the groups, as well as the magnitude of the effect size (partial eta squared) indicates the magnitude of the effect.

Table 7. *Tests of Between-Subjects Effects for Posttest of Essay Writing by Groups with Pretest*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pretest	139.748	1	139.748	91.587	.000	.570
Group	206.886	2	103.443	67.794	.000	.663
Error	105.284	69	1.526			
Total	8241.250	73				

Table 8 presents the results of post-hoc comparison tests for posttest scores of essay writing between specific groups, controlling for pretest scores. The table displays the mean difference between groups, along with standard errors, significance levels, and 95% confidence intervals for the differences in mean scores. Significant mean differences are observed between all pairs of groups: Input Flooding Online compared to Input Flooding Face-to-Face (F2F), Input Flooding Online compared to Control, and Input Flooding F2F compared to Control ($p < .05$). The mean differences range from 1.704 to 4.031, indicating significant variations in performance between certain groups.

Table 8. *Post-Hoc Comparison Tests for Posttest of Essay Writing by Groups with Pretest*

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Input Flooding Online	Input Flooding F2F	2.327*	.365	.000	1.432	3.221
	Control	4.031*	.347	.000	3.180	4.882
Input Flooding F2F	Control	1.704*	.355	.000	.834	2.575

*. The mean difference is significant at the .05 level.

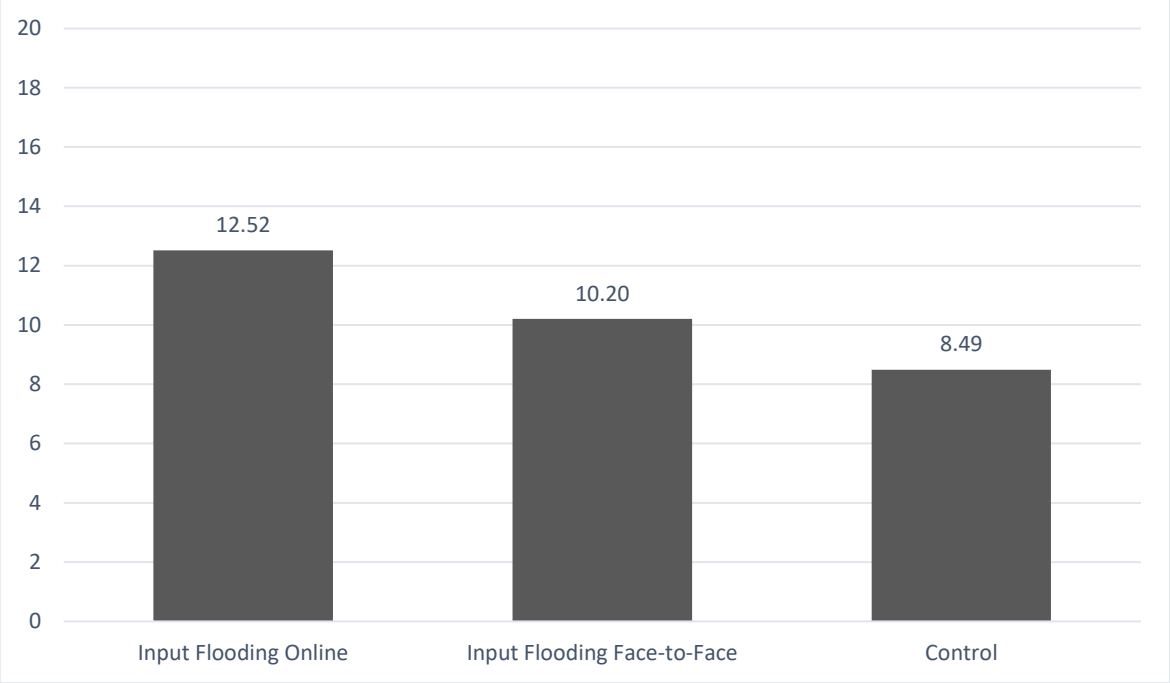

Figure 5. *Means for Posttest of Essay Writing by Groups with Pretest*

This figure presents a visual representation of the means for the posttest scores of essay writing by groups with pretest scores, further illustrating the differences between the groups.

Overall, the results suggest that implementing input flooding techniques in both flipped online and face-to-face classes positively influenced EFL learners' utilization of parallel structures in essay writing.

4. Discussion

The objective of the study was to investigate the impact of input flooding on EFL learners' use of parallel structures in flipped online and face-to-face essay writing. The results provided valuable insights into the effects of input flooding in different instructional contexts. The findings from the flipped online method indicated that implementing input flooding strategies significantly influenced EFL learners' proficiency in using parallel structures in essay writing (Chen & Li, 2020; Karimi & Hamzavi, 2017; Abdullah et al., 2019). The integration of input flooding in the flipped classroom model further reinforced these benefits, resulting in improved language learning outcomes (Wu et al., 2021; Tomas et al., 2019). The study found that the online group, which received input flooding through a flipped online approach, demonstrated the highest proficiency in employing parallel structures. This suggests that the combination of input flooding, which inundated learners with instructional materials, and the flipped online approach, where instructional content was delivered outside the traditional classroom and active learning occurred during online sessions, was highly effective for enhancing language learning outcomes. The online format offered accessibility and flexibility, allowing participants to engage with materials at their own pace and convenience, likely contributing to deeper understanding and retention of concepts. Additionally, interactive online sessions provided opportunities for active engagement, collaborative learning, and immediate feedback, enhancing comprehension and application of language concepts. Furthermore, the repetition and practice facilitated by input flooding likely reinforced learning, contributing to the

observed proficiency in employing parallel structures. Similarly, the results for the flipped face-to-face technique demonstrated the significant effect of input flooding on the utilization of parallel structures by EFL learners. Although the face-to-face group did not perform as well as the online group, they still outperformed the control group. This highlights the potential of applying input flooding techniques to the flipped face-to-face approach to enhance learners' proficiency in using parallel structures.

The findings from this study add to the current body of knowledge supporting the effectiveness of input flooding exercises in improving writing abilities. Previous research has shown that input flooding, which exposes students to extensive reading and writing activities, can enhance grammar, vocabulary, and overall writing quality (Elola & Oskoz, 2010; Kojima & Komori, 2015; Yousefi et al., 2018). This study adds to that body of research by comparing the outcomes of online and face-to-face input flooding with a control group. Importantly, after controlling for pretest scores, the results demonstrate that both online and face-to-face input flooding were more effective than the control condition in improving posttest essay writing scores. This suggests that online input flooding can be equally successful as traditional face-to-face instruction, which has significant practical implications, particularly in the context of the COVID-19 pandemic where online learning has become prevalent.

The One-Way ANCOVA test showed significant differences in posttest scores of essay writing between the groups with input flooding and the control group, revealing the effectiveness of the intervention. Moreover, the statistical analysis demonstrated a significant linear relationship between the pretest and posttest scores of essay writing, indicating a strong connection between the learners' initial proficiency and their progress after the intervention. Additionally, the study's findings align with previous investigations that emphasized the importance of parallel structures in writing coherence and cohesion. The research on parallel structures in American political rhetoric demonstrated their significance in creating a rhythmic and sonorous sentence structure, thus captivating the audience's attention and reinforcing the speakers' intended meaning (Diez-Perados & Cabrejas Peñuelas, 2012). Furthermore, studies focusing on students' writing performance revealed that the explicit employment of parallelism plays a crucial role in linking ideas, sentences, and paragraphs to achieve coherence and clarity in written composition (Samadian & Mohseny, 2019; Ayuningsih et al., 2020).

Furthermore, this study adds to the expanding pool of information on flipped classrooms, which have been gaining popularity as a pedagogical approach to enhance student engagement and academic performance (Bergmann & Sams, 2012). Flipped classrooms involve students independently learning tasks prior to class, followed by group projects and interactive discussions. Collaborating with the research on input flooding, the study's results emphasize the positive effect of this instructional strategy in facilitating the use of parallel structures in essay writing. The integration of input flooding activities, such as extensive reading and guided writing tasks, significantly contributed to the enhancement of written expression and language accuracy. The incorporation of input flooding in both flipped online and face-to-face classes provided learners with a large amount of comprehensible input, leading to improved writing coherence and cohesive expression.

The results of this study correspond with various theories of second language acquisition. Firstly, the constructivist theory emphasizes the active construction of knowledge through meaningful experiences and social interaction (Vygotsky, 1978). The combination of input flooding and the flipped classroom model in this study promotes active learning and meaningful engagement with parallel structures, allowing EFL learners to construct their understanding and proficiency in using them effectively (Vygotsky, 1978). Secondly, the sociocultural theory posits that language learning is a social and cultural process that occurs through interaction with others and the surrounding environment (Vygotsky, 1978). In the flipped classroom setting, learners engage in collaborative activities and discussions, which provide opportunities for social interaction and negotiation of meaning. Input flooding techniques enhance this interaction by inundating learners with numerous examples of parallel structures, fostering the development of sociocultural competence in writing (Vygotsky, 1978). Additionally, the input flooding approach aligns with the comprehensible input hypothesis proposed by Krashen (1982). According to this hypothesis, language acquisition occurs when learners receive input that is slightly above their current proficiency level, allowing them to understand and make meaning from the language input. Input flooding exposes learners to a large amount of language input, increasing their exposure to parallel structures and providing opportunities for them to notice and acquire the grammatical patterns (Krashen, 1982).

Conclusion

The current study has provided valuable perspectives into the efficacy of input flooding in flipped online and face-to-face essay writing classes for EFL learners. The results demonstrate a significant enhancement in EFL students' ability to utilize parallel structures in their essays through the use of input flooding techniques. Notably, the online group, which experienced input flooding in the flipped online approach, exhibited the highest level of proficiency in employing parallel structures. However, the face-to-face group also displayed significant improvement compared to the control group, underscoring the effectiveness of input flooding in the flipped face-to-face setting. Overall, these findings highlight the effectiveness of input flooding techniques in improving EFL learners' use of parallel structures in flipped online and face-to-face essay writing, aligning with relevant theories of second language acquisition.

While the study provides valuable insights, it is essential to acknowledge certain limitations. One limitation is associated with the relatively modest sample size, potentially limiting the applicability of the results to a broader context. Future research with larger and more diverse samples could offer a more comprehensive understanding of the effects of input flooding on EFL learners' use of parallel structures. Additionally, the study focused exclusively on parallel structures in essay writing, warranting further research on the impact of input flooding on other linguistic aspects such as vocabulary use, sentence structure, and coherence, to provide a more holistic analysis of its effects on overall writing proficiency.

Taking into account the findings and constraints of this study, numerous suggestions for future research can be put forward. First, investigating the long-term effects of input flooding on EFL learners' writing skills would be beneficial. Follow-up studies assessing the durability of the observed improvements in parallel structure use over an extended period could shed light on the sustainability of input flooding effects. Furthermore, exploring the potential interaction

between input flooding and other instructional strategies, such as explicit instruction, corrective feedback, or task-based learning activities, could contribute to a better understanding of how different approaches can synergistically enhance language learning outcomes. Examining the effects of input flooding across different proficiency levels could also provide insights into its varying impact depending on learners' proficiency levels. Lastly, delving into EFL learners' perceptions and attitudes towards input flooding techniques would offer valuable insights into their experiences and preferences, thereby informing instructional practices and fostering a learner-centered language learning environment.

In conclusion, although this study has produced valuable insights into the effectiveness of input flooding techniques in improving EFL learners' use of parallel structures in essay writing, there are opportunities for further research. Future studies with larger samples, broader foci, and longitudinal designs can build upon these findings and deepen our understanding of the impact of input flooding on various aspects of language proficiency. Moreover, investigating the interaction between input flooding and other instructional strategies, exploring different proficiency levels, and considering learners' perspectives will contribute to the continued advancement of effective language teaching practices.

Availability of data and materials

Data, materials, and teaching resources used in the study are available upon request from the corresponding author.

Funding

The study did not receive any specific funding.

Acknowledgements

The authors would like to express gratitude to the participants for their valuable time and dedication in participating in the experiments.

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