

Word Order in Azerbaijani Turkish Short Stories**Mohammad Dabir-Moghaddam****Mostafa Shahiditabar**

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This paper involves investigation of word order in Azerbaijani Turkish. The corpus contains eleven short stories in Azerbaijani Turkish. Findings of the study show that with respect to 'the relative order of subject, verb, and object' typological parameter, the basic word order in Azerbaijani Turkish is SOV. The results of such a study contribute to both linguistics and narrative studies.

The Effect of Comprehensive Written Corrective Feedback on English as a Foreign Language Learners' Written Syntactic Accuracy**Mohammadreza Valizadeh**

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This quasi-experimental study, using a pre-test-treatment-post-test-delayed post-test design, investigated the effects of two comprehensive corrective feedback strategies: direct corrective feedback (DCF), and metalinguistic explanation (ME) on L2 learners' written syntactic accuracy. The participants were 90 Turkish EFL learners. After ensuring their homogeneity in terms of L2 proficiency using Oxford Quick Placement Test, they were assigned to three groups: DCF, ME, and NF (i.e., no feedback). The treatment/control period lasted for five weeks, during which the experimental groups wrote an argumentative essay in class, received the unfocused feedback, and revised their corrected text. Results of the post-tests and delayed-post-tests (i.e., after a two-week interval) revealed that both experimental groups significantly outperformed the NF; however, no statistically significant difference was found between the DCF and ME groups.

The Flipped Pedagogy: Effects on Grammatical Competence and Writing Skill of Basic Users of English**Mohammadreza Valizadeh**

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This experimental study, using a pre-test-intervention-post-test design, aimed to explore the effect of semi-flipped instruction on the grammatical competence and writing skill of basic users of English, who were also considered as low achievers among their classmates, based on the teachers' opinions, criteria of the institute as well as Common European Framework of Reference for languages. The participants were 53 Iranian students, who were assigned to two groups: the flipped and non-flipped. Each group received ten sessions of intervention. First, whether there was any significant difference between the two groups in terms of their grammatical competence and writing skill was investigated. The flipped group significantly outperformed the non-flipped one. Next, whether the non-flipped intervention caused any significant change in the grammatical competence and writing skill of the non-flipped participants was examined, and significant changes were found. The superiority of the flipped pedagogy can be attributed to the process of actively engaging the students in their learning in addition to including various techniques, such as collaborative writing, in-class teacher-learner interaction and negotiation as well as the video screen-casting, because it is argued that the essential point in flipped instruction is how the instructors best utilize in-class-time with the learners.