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The Role of FILLIP in Teaching English Language

A B S T R A C T

Flipping the classroom is how the student is engaging in a great method to improve learner getting the information and to achieve a high degree of understanding, and making enough use of class lesson.

This research introduces the steps and the ways that give the opportunity and the chance to supply a proof and how to implicit for practical high-level learning.

The research aims at how teacher can maximize the language learning progress, and how can both teachers and learners make data, decisions and effected changes in learning and teacher process in the way that improves learners' feedback.

The researcher mentions many important strategies for flipping technique through giving instruction containing three stages.

Readers will get the chance and the opportunity to be able to get many information related to how to use this technique practically and basically.

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1. Introduction:

Flipped teaching: is a form of communicative learning in which student learn new material online by supplying the students with a video, usually at student home , and what can be considered as homework (assigned problem) is now achieved and accomplished in class with the teacher by giving more information and interaction with students instead of giving lectures.

This is also known as a backwards classroom (Wikipedia, the free encyclopedia).

That means students watch a pre- recorded video of the teacher doing lecture at home, so at school the homework portion can be done during class.

We can say that the characteristics of flipping in classroom is like and similar to those classes that have a great quality of using instructional technique and models that is suggested through Gustafson and Branch (2002) and Morrison, Ross, Kalman, and Kemp (2011) when the lecture can be introduced by using many steps that may contain many data of experts and a well instruction of the chosen subject.

For example, gathering information through the educational year in real life situation, often using learning during live instruction to help scaffold deep learning during class time. Students' role this kind of learning must be directed by themselves.

To get a great amount of related and considerable material and have the chance to mannage their own critical thinking.

Flipping holds a high benefit for helping students achieve and understand meaningful learning information , and to give the lecturer the ability to use and explain anything related to the subject .Teacher that assess and choose this kind of activity or techniques must consider and regard many point that guarantee the sequence of data and who can be delivered in the class and during the accurate time.

The research introduces the information and background knowledge that offer a simple understanding and a clear explanation for students.

1.1. Traditional vs. Flipped Classroom:

The traditional pattern of teaching has been to give students the duty of reading textbooks and solve problems which are outside school, while listening to lecturer and taking tests in class.

In flipping teaching, the students first read about the topic by themselves.

Typically using video lessons set up by the teacher. In class students apply the knowledge by solving problem and doing practical work.

The lecturer guide the students when they become adhesive rather than getting knowledge in the initial lesson.

Flipped classroom Student get information by doing and asking questions.

Student also can guide each other, a task that benefits both the high level and low-level learner.

Flipping classroom also can change the allotment of the lecturer's time.

Traditionally, the teacher encourages the students who ask questions but those who don't ask may have the most attention." We refer this as to the silent failer " said by one teacher who wants to ensure that flipping led her to target those who need the most guidance rather than the most confident. Flipping changes lecturer from one stage on the stage to " guide on the side allowing them to work with individuals or groups of students throughout the lecture. The flipped classroom can be considered as a challenge towards the traditional teaching , instead of lectures introduced in his classroom and homework being done at home , the opposite happens .Lectures are watched at home by student through video (found online or created by the teacher or projects based on this knowledge / plp network .com /2012/flip-love – affair.

1.2. When the Classroom is Flipped:

Student's assignment is to think when they are seeing online video and other material arranged by their teacher.

Time in lecture is just for discussion of main ideas, to works on the weak point in learning to clear up many concepts and for the teacher to work more intensely with students who need new information or encouragement. videos and other applications of learning occur during class when the teacher is available to answer to questions, provide explanation as well as assist and guide students (Bergman & Sams ,2012:97).

1.3. Advantages of Flipping Classroom Lesson:

Flipped learning has certain advantages:

1-The flipped classroom method clarifies how students learn best, even if it's on a subject were especially like it. clarification and hand –on activate tend to keep students' interest.

While you work with students in a direct way as they make a research to the concepts they're learning in class, and can provide directly feedback that help them develop their learning as they go on.

2-Teacher provide more personalized attention Not all students don't all get information at the same time and in the same way.

That's has been a difficult factor in teaching. The question of how to meet a group of unique students at their own levels is one that keeps teachers up at night.

The flipped classroom model gives teachers more chances to engage directly with students. They can, therefore, see in a clear way when a per student is having a problem with an item and work with them to get information. The direct interaction with students in the classroom will help

teachers get a clear idea of the different learning styles of their students, so they can know their material to the understand of each one .

3- A students sit in a lecture, take information will almost certainly lose one information the professor tells while writing another information.

That is still an improvement for the students whose mind asks so they don't get much of anything. If they're seeing a video at home instead, they have the power to pause the lecture while they write something down, and repeat and re-watch a particular part they didn't fully understand the first time. If they could really use a second chance to better understand the instruction, they have that choice. They have great ability over the way and process by which they study and learn.

The ability to pause, repeat fast forward, and repeat the video, give the student the chance to watch and learn at their own spaces.

- 1- Most of the students like the new classroom setting but some still are interest the traditional way of learning. ([www.scotscoop .com](http://www.scotscoop.com)).
- 2- Video lessons can be changed and edited. Students can pause, replay and see lessons repeatedly at home. Factually may even find that with editing. A lesson contains less time and more concentration.
- 3- By simple analysis of achievement on past examinations, faculty can ask for areas where students often get and use this information to determine how classroom time will be used.
- 4- Faculty can then offer time to help students improve synthesis and explore application.
- 5- Students in a flipped classroom become more care of their own learning process than students in more traditional setting allowing them to concentrate on their activity and focus in order to make necessary relations to course content (Frederickson, Reed & Clifford ,2005:6).
- 6- Students grades on assignments, homework, project s and the course as a whole develop (Stryayer,2012:171).

How we flipped the classroom:

The first step is achieving the flipped classroom model consist of making the content for students to see prior to class.

This pre-class content replicates what students would get during a lecture in a traditional classroom model. Though we give the students some readings and a related lesson.

Video are encouraged to be used to get this material using videos the teacher made.

Sometimes a more difficult items required in the creation of multiple video.

The next steps contain getting the students to the video. This could be by uploading the video to website and sharing the link with the class or as involved as using area designed for flipped classroom use.

One effective method we use is to create a class preparation instruction involving links to the assigned website videos.

This instruction would include the related question for each video, which students would finish, achieve and submit prior to the class (Willim :2007 :39).

1.4. Stages of Flipping: Practical Flipping:

Flipping lectures purpose are not modern and not old but we can say that it is from middle areas of teaching, when teacher encourages using many kinds of activities that support student' learning especially when it considers their attitude and it is standing when the teacher choose easy features of learning the environment of language that meet students' needs.

The teacher must recognize the level of students' understanding for data and the level of data itself to get a meaningful and deeper learning for second language.

The mental taxonomy of Bloom's (Anderson, Krathwohl, & Bloom, 2001) is an important domain which clarify the kind of skills that the students need to enquire in self-person environments.

In this activity students may students may have a reasonable and deep thinking to how can get a recall skill, how to analyze and understanding the information of the subject then, use higher Students must be found the flipped style especially in the period of when they asked to prepare their homework online in the house and how they progress it to be asked about it by the teacher of to (Fisher & Assa-Eley, 2013 as mentioned in Meeting Abstracts, 2013; Doyle, Krupicka, & Vo, 2013 as cited in Meeting Abstracts, 2013). Teacher must pay attention to the students' attitude and experience in language learning and encourage them to engage in a deep understanding to obtain.

The most important thing that the research shed the light on is that this kind of technique is considered as a learner – role and the main focus is on them, at the same time of being the teacher or the instructional designer as a facilitator.

In the flipped classroom students must collect, analyze and conclude the results by themselves.

There is a reason for being the student not to feel ready for the process of using flipped activities , although we can consider such kind of activities as a student based role (Anderson et al., 2013) The teachers must give the student their role focusing them on their tasks with this instructional approach and clarify who the process will work in a related situation of their curriculum shedding the light on the strong and weak points of students , and encouraging them to be active members in an accurate time in this process (Talbert, 2014c).

The merit of Perfect instructional designs supports teaching and learning in a flipped situation. The use of useful Internet-based resources can help one redesign not only the getting method but also the sequence of content curriculum; the interactions between learner and content, student and teacher, and between students; and the means by which learning and

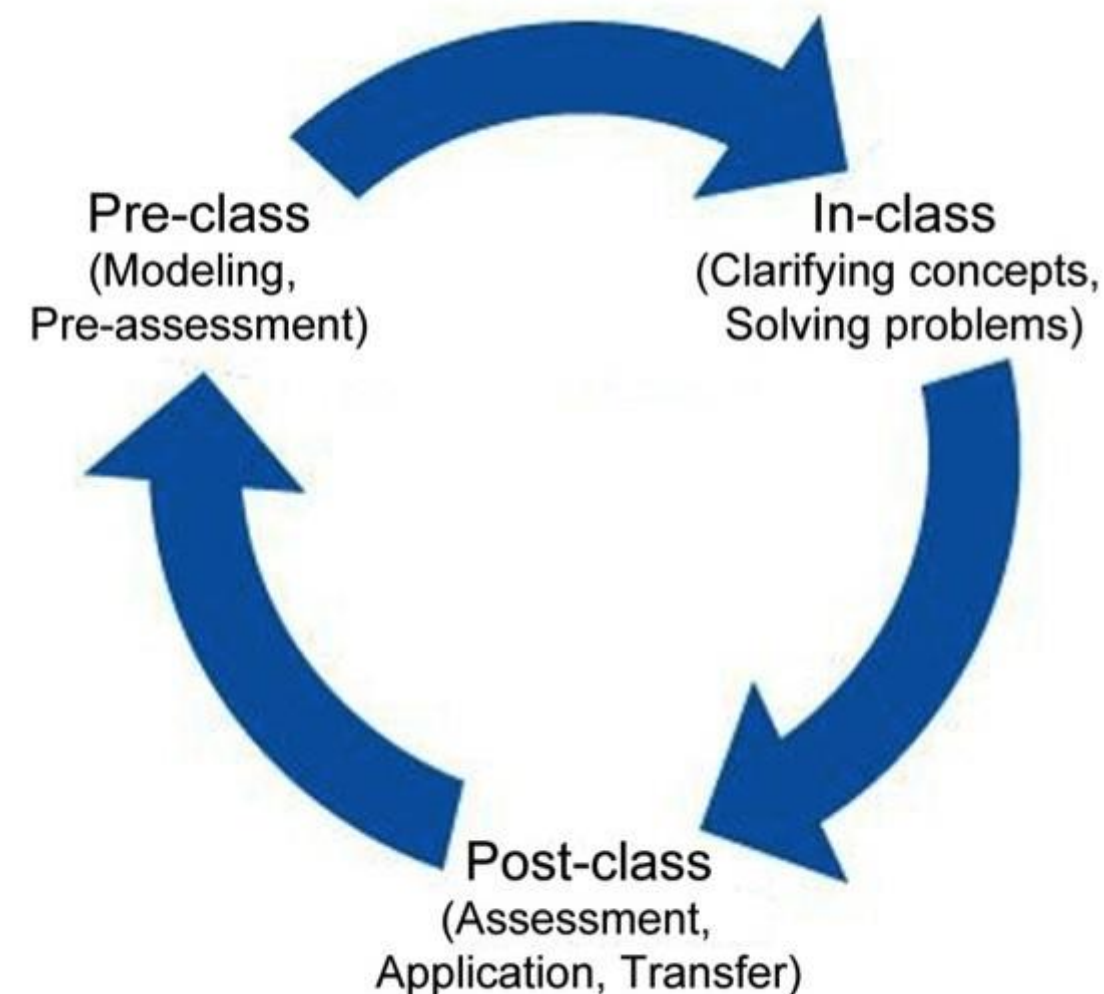
understanding in-class and in online situation are assessed. Each should be considered with more attention planning (Driscoll, 2005; Gustafson & Branch, 2002; Morrison, Ross, Kalman, & Kemp, 2011).

Flipped classrooms mainly depend on having deep and cooperative learner interaction, and getting a good level of learning feedback. Both out and in classroom situation give learners the chance for realizing data building as proof for achieving their goal (Reiser, 2001).

Thus, many activities and strategies can be used for relating learning situation, building and arranging students' duties (Driscoll, 2005).

We can say that not all instructors have been suggested to engage in learner – role activities especially using the flipped classroom, because they depend on less waste of time, we propose a low-cost, simple model for flipping the classroom.

Figure 1 shows the main stages of the flipped classroom which consists of each pre-class, in-class, and post-class stages .From the figure we can conclude that flipped classroom includes three levels to inform the students about who can use the flipped classroom, And Driscoll (2005) explained who is the structure of flipped classroom and how can the teacher can construct such kind of materials that support the students and develop them cognitively and mentally in language learning.



Pre-Class

Figure nom. 1. Flipping

The main point of flipping process is to prevent using face to face classroom activities in the lecture and to give the students their role to understand the note, information and communicate with the material through using their attitude when watching, analyzing and understanding such kind of related video.

Such kind of information gives the student the opportunity or the chance to obtain an accurate data or outcome which leads to near understanding by using related part of YouTube video (Clark & Mayer, 2011; Horton, 2012).

The process of instructional creating or construction is difficult because it must depend on the subject course, learning goal, and the expected results.

The teacher must assess everything and that what we call pre- class- assessment.

This mean assessing student information background in and outside the class (Novak & Patterson, 1998).

Teachers can create the main recorded materials, selecting it according to what is previously mentioned and relating to students (Mazur, 2009; Demski, 2013), created such kind of videos to explain different parts of the undergraduate neurobiology textbook for Smith College students (Olivo ,2011).

As we know that recorded material for lecture is not common in education so it will be a hard task especially for teachers to create such kind of material but although the teacher must be good and have a great control for cearting video that meet the students' need.

In-Class:

As mentioned previously, the purpose is for students to get the higher level of understanding the instructional material practically and leading them to a higher level of having a big amount of comprehension (Clark & Mayer, 2011; Horton, 2012).

In this kind of lecture, the teacher will use a plan for how to ask the student and encourage to increase student and teacher connection through in-class explanation, observation, and mentally understanding learner response systems , and also shedding the light on the weak and strong points of the students by encouraging them to reflect their particular comprehension.

The activities of student center are very important and it provide them with a peer feedback for practice and discover (Crouch, Watkins, Fagen, & Mazur, 2007; Powell, 2003).

It is found that when the students are following traditional lectures, they will be weak in language more than using a mental way to understand. (Crouch & Mazur, 2001). So, they need to encourage them by using student-based interaction, (Chickering & Gamson, 1987).

Post-Class

Teachers in this technique have a chance to maximize student attitude for learning when they are at home, and to evaluate their achievement. For example, the teacher create motivation that supports high arrangement.

They create clear understanding for flipping progress material goals and wanted outcomes (Talbert, 2014c). Adoption of this technique turns the role of learning from teacher to learner flipped situations (Talbert, 2014c).

In the time of the lecture students will start to get their knowledge and skills from one learning context to the other, and apply what is obtained to real life situations. A variety of activities and tools are available to evaluate student learning after the shown material.

Developing where users create, cooperatively assess, modify, and a free online account. Students can introduce and demonstrate what they got and learned (Mabrey & Liu, 2013) in person or online using a tool like YouTube.

Challenges of a flipped classroom:

One of the big challenges to flip classroom is that some learners especially those in the rural places or from families of limited salaries, do not have the ability of accessing to computer and high-speed internet to get the online subject. Schools must make computers available for learners after school's time or in all the time of day but it will be difficult task. Besides, some school have recognized that the results of flipping teachers the classroom the student need to spend important time of their out –of school time seeing the online subject.

Flipped classroom needs of internet website accessibility outside the school.

Internet sometimes is difficult to access for each one which can make it not easy for many students to get the material (Bergmann & Sam,2012:87).

Testing will become not easy. Test are usually given out to each one at the same time in order to give judgment about how much they get learn over a period of time and to confirm that they can go up. If students are cooperating by the flipped classroom activities, they will each can be engaged in tests at different times. This will also make learners to communicating on their learning when they are preparing for the next test.

Promoting of lackadaisical learning environment: Sure, we all do the best when we get thing done at our pace, but a flipping classroom motivates learner to see their engagement of classroom subject.

This can have long learned effect, learners may begin to see down their learning scale which would crease the amount of subject they learn in an exist of time (Stryer,2007:21).

Monitoring: The flipped classroom comes with the exception that students will finish " their role " at home. However, as any lecturer knows, that is virtually impossible to guarantee.

Many students will finish their work at home, but other will not. Without this two-way preparation and completion, the flipped classroom will be unsuccessful.

Also, the teacher will need to ensure students on task during in – class group work time. Acting as a facilitator of great strategies (Mary,2012 :22).

Challenges and Solution:

While the use of flipped learning in higher education is growing rapidly, and nine of ten teachers respond to it (Sophia & Flipped learning network survey Sophia & flipped learning Network, 2014) reported improvement in student engagement, there are challenges to its implementations.

For instance, to acquire foundation knowledge in the asynchronous environment, students must recognize and demonstrate self – directed learning skills to be successful.

In the flipped classroom teachers must be able to respond to spontaneous questions from student after pre-class activities (Berrett, 2012, Zhang, Wang&Zhang 2012). In addition, there must be technology or media creation and access issues (Talbert, 2014d).

These matters raise legitimate concerns that the instructor needs to be as a learning coach, facilitator or active learning, and one who is transparent about the process and expectations for flipped learning.

Public labs and computing resources are generally made available to students in postsecondary education.

However, these do not always allow for playing, or for the download of applets that run particular applications. Spaces may be limited or unavailable.

If online access to flipped instructions is an issue, the instructor may reserve a functional computing space for students to use students to use outside of the class time, or alternatively provide asynchronous materials on paper or digital file handed to students on a storage device like a USB drive, CD or DVD media.

Access also relates to prohibitive elements. Free online systems and learning management applications are widely available and should be a first stop for teacher who think student to create artificial recordings, demonstration, and engage on work.

Also, it is important to understand the use of rich media versus lower-tech solutions that demand led bandwidth. The teacher should ask main questions at the construction steps of a flipped class in order to ask about the best way for student to have technology transfer (Talbert, 2014d).

The practice of flipping contains activities such as pre- class, in class and post class technology may be used to support the material constructions of flipped material but it is not without challenges. Fortunately, low –cost –tech, and alternative strategies and solutions are available.

Section two: Procedure

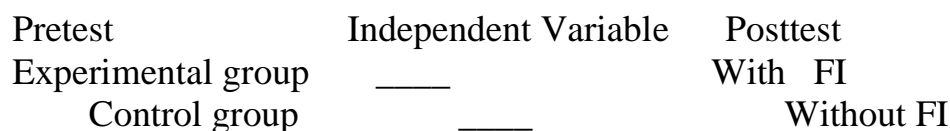
2.1. Experimental Design:

According to Christensen (1980:35), the term " experiment " refers to an objective observation of phenomena which is made to occur in strictly controlled situation in which one factor is varied and the others are kept constant.

The term "design " on the other hand, refers to the outline plan or strategy conceived in an attempt to obtain an answer to the research question. Hence, it is crucial that the design should be an appropriate as it determines th possibility of obtaining valid, objectives and accurate answers to research questions (Ibid: 158).

The " experimental design " can be defined as the name given to the type of educational research in which the investigator controls the educative factor to which a learner or a group of learners are subjected during the period of inquiry and observes the resulting achievements (Good et al, 1941:485) In order to achieve the aim of the study the posttest only control group design is the only adapted adopted as shown in Figure (2). This design should include the following steps:

- 1- Selecting two group of students, at random and assigning them to experiment and control group.
- 2- Administrating the independent variable (teaching English through flipped instruction) only to the experiment group.
- 3- Teaching the control group, the same English material as presented in the Teacher's Book (without flipped instruction).
- 4- Post testing both groups of students, so that the type of the experimental design implemented in this study is called the "posttest only control group design".



Figurer (2) The posttest

The design is better than some others designs because no interaction effect of pretesting and treatment can occur. In this design, only the experimental group receives the independent variable.

After that, the two groups are tested and their scores are compared to ascertain the effect of the independent variable.

If the experimental group scores are greater than those of the control group, the difference is attributed to the treatment variable effect. (Issac and Michal,1977:42).

2.2. Population and Sampling:

The population of this study includes all the preparatory schools for girls and boys in the city of Tikrit during the academic year 2015-2016. The total number of these school is fourteen. \

Al-Aqeeda preparatory school for Girls is randomly selected to be involved in the experiment of this study.

The fifth class includes twenty-two girls grouped into two section namely, A and B. Section A includes twenty –two girls and section B includes nineteen girls.

One subject is excluded from the experimental group and one from the control group because they are repeated. Therefore, the final number is forty-one as shown in Table (1).

Group	Section	Original student number of	Number of repeaters	Final number
Experimental	B	18	1	19
Control	A	21	1	23
Total		39	2	41

2.3. Instructional Material:

The instructional material of this study includes unit 3 and 4 of (book 7) Iraq opportunities.

These units are selected according to their sequence in book 8 which should be taught during the period of conducting the experimental part of this study and according to the weekly plans.

The instruction of the two groups started in February 19th, 2016 and lasted for teen weeks, i.e. the experiment is ended on May 1st 2016.

Within each unit there are different sub-topics which provide variety and at the same time explore the unit theme in depth.

Each one aims at teaching:

- Grammar through reading comprehension passage (grammar focus).
- Listening and speaking and grammar through listening to phone conversation, documentaries and songs. (skill focus).
- Writing and speaking through communication workshops New vocabulary (mini-dictionary).
- Grammar through language problem solving Literature.

2.4. Students' instruction:

The researcher, herself has taught the same units to the two groups of students. The experimental group is taught by adopting flipped instruction as described in section (2).

The researcher gives the student the topic which is found in the present chapter and ask them to search about this topic at home in the internet website especially in YouTube and to collect information about it.

In the next lecture the researcher ask the students to discuss the information they collected in a group work and to explain what they understood , and then the researcher explain the main points to the students and ask them to make examples about the topic , whereas the control group is taught without using the flipped instruction.

2.5. Instrument of the study:

In order to collect the necessary information concerning the effectiveness of flipped instruction in teaching EFL , an achievement test has been constructed in the light of contents and behavioral objectives of the instructional material.

The achievement test is subdivided into written and oral tests as follows:

2.5.1. The written achievement test (WAT):

An achievement test has been constructed in the light of the contents and behavioral objectives of the instructional material.

Hence, the written achievement test (WAT,for short) in its final form consists of seven different questions and reach of these questions consists of two subdivision: A and B , according to the specified contents and behaviors stated in table (5) .

The first question, section A is about writing four lines from Blake poems. Section B consists of five items related to poetry.

Question 2, section A consist of five sentences with blanks about telephone making suggestion. Section B consists of five words to be determined whether they are accountable or uncountable.

Question 3, Section A consist of three sentences with blanks and filling it.

It is with suitable writer virtual writer. Section B consists of five words and completing it with suitable completion.

The fourth question, Section A is about matching five words with their synonyms.

Section B consists of five sentences with blanks and filling them with the correct verbs.

The fifth question section A consists of five sentences blanks to be filled it with the suitable words.

Section B is about matching questions with their suitable response. The sixth question Is about completing sentences with the correct alternative.

Section B is about writing the number of column A that goes with the correct answer in column B.

The seventh question is section A, It is about completing the sentences with the correct verb "going to", "will" or "wont".

Section B includes sentences to be completed with "another, other, the other, second, both, neither, all.

No of item	Content	Behaviors	S c o r e
1-5	Literature spot	To name the poem writer and four line of the poem	5
6-10	Literature spot	To answer the given question	5
11-15	Suggestion	To make suggestion by writing the appropriate expression	5
16-20	Countable and uncountable words	To put C in front of the countable and U in front of uncountable	5
21-25	Writers of virtual reality	To fill in the blanks with a suitable completion	5
26-30	Key words	To complete the wards with a suitable completion	5
31-35	Internet words definitions	To match between the number of internet words and the letters of item	5
36-45	Verbs	To fill in the blanks with the correct verb	5
46-50	Vocabularies memorization	Completing the sentence with the correct vocabularies	5
51-56	Grammatical structure	Using the correct grammatical structure through matching the question with the suitable response	5
56- 60	Adjectives and adverbs	To complete the sentence with the correct alternative	5
61-65	Question related to reading	To write the number of the question in column A that	5

	comprehension passage	goes with the correct answer in column B	
66-69	Futures words	To complete the sentences with the correct form of going to ,will or wont	5
69-74	Another, other ,the other ,second	To fill in the blank with the correct form	5

2.5.2. The oral achievement test (OAT):

The researcher has also constructed an oral achievement test (OAT), for short) which includes two questions, as shown in appendix (D).

The first question consists of a paragraph and five related items. Testees are required to read a paragraph and do the five items orally.

The second question includes a recorded dialogue with tree items. Testees listen to the two roles of the dialogue and the related items are also done orally.

2.5.3. Scoring schema of the achievement test:

Concerning the (WAT), testees' response are scored out of seventy. One mark is specified to each correct response on each item or blank of the test, at it has been illustrated in table (5).

Concerning the (OAT) testees' response on items of Harris's typical scale (1996:84), in other words, those responses are assessed in terms of grammar, vocabulary, fluency, comprehension and pronunciation.

A new component is added, this component measures the ability to response to the scoring rating scale.

The student who could not respond to five questions or more gets one mark, as shown in table (6).

Table (6) The scale of assessing oral achievement of these subject

Component	marks	Qualities
Grammar	5	She makes no grammatical errors
	4	She makes one grammatical error which does not however obscure meaning
	3	She makes frequent grammatical errors which occasionally obscure meaning
	2	She makes frequent grammatical errors which make meaning difficult
	1	She makes frequent grammatical errors which are so serve as to make speech

Vocabulary	5	She makes her speech fluent and effortless
	4	She sometimes makes inappropriate term or and must rephrase ideas of lexical
	3	She frequently uses wrong words; her conversation is somewhat limited because of an inadequate vocabulary
	2	If her misuse of words and very limited vocabulary make comprehension difficult
	1	If she makes vocabulary limitations so extreme as to make conversation virtually impossible
Fluency	5	
	4	She makes her speech fluent and effortless
	3	She makes the speed of her speech seems to be slightly affected by language problem
	2	She is usually hesitant and sometimes forced in to silence by language limitations
	1	She makes her speech so halting and fragmentary as to male conversation virtually impossible
Comprehension	5	She understands everything without difficulty
	4	She understands nearly everything at normal speed although occasional repletion may be necessary
	3	She understands most of what is said slower than normal speed with repetition
	2	If she has great difficulty following what is said
	1	If she cannot understand simple English conversation
Pronunciation	5	Her pronunciation is very satisfactory
	4	Pronunciation problem necessitate concentrated
	3	She occasionally leads to misunderstanding
	2	She is very hard to understand because of pronunciation problems

	1	She is frequently asked to repeat
Ability to understand	5	She makes all necessary responses
	4	She fails to respond in one way
	3	She fails to respond into two cases
	2	She fails to make the proper response in three instances
	1	She rarely makes expected response

Students' responses are evaluated by scoring the students' total answer on each item, every component has been given five marks and since the scale consist of six components, so the item of the test is scored out of 30, the highest mark is 30 while the lowest mark is 6.

2.6. Test validity:

According to (Hughes :1989) a test is said to be valid if it measures what the tester wants or intends to measure.

Validity of the test means what precisely does the test measure (Harris, 1969:68).

Madsen (1993:38) indicates that "valid test is the one that in fact measures what it claims to be measuring." validity of the test also is the activity that gathers evidence to decide if the test is appropriate for a particular purpose or not (Fletcher,2003:44).

Face validity of the test (oral and written) has been ensured by exposing the test tasks and behaviors to a jury of specialists (see appendix E).

The jurors are requested to include their remarks and suggestions about the suitability of the test for the sample of the study.

The note is discussed with them and their directions and modifications are considered before putting the test in the final form.

All jurors have agreed upon the validity of the test and its suitability for the testees.

2.7. Test Reliability:

Reliability is one of the basic criteria for any test. It can be defined as the accuracy and consistency of the instrument (Pumfrey ,1977:50).

Oller (1979,4) states that reliability provides consistency which secure validity and indicates how much confidence we can place in our results.

Reliability has to do with stability of scores for the same individuals (Lado,1961:330).

The method used in this study is called by Alderson et al (1995:135) "routine double marking ". In this type, the scoring process is taken place by two scorers /rate.

The tasters' responses on the test (written and oral) are scored by the researcher and another scorer and yielded reliability coefficient of 0.89. This means that the test is suitable for applications due to the fact that reliability coefficient of a test would be enough and acceptable if it is not less 0.50 (Nunnally, 1972:266). See appendix F.

2.8. Pilot administration of the test:

It is a common practice that data collecting instrument should be tried out before they are finally administrated (Klein, 1974:129) after achieving the content and face validity, the test (oral and written) has been administrated to a sample of twenty students from Al –Aqeeda preparatory for girls.

The aim of the pilot administration is to:

- 1- Secure the clarity of the test items and instructions.
- 2- Analyze the test items to find out the difficulty level and discrimination power of each item.
- 3- Determine the average time required for the students to finish the whole test.
- 4- Determine the reliability.

The pilot study is carried out on the 20th of April 2012. The findings of pilot administration have indicated the instructions of the test items are clear to testees and the average time required for all testees to do the written questions ranges between 10- 15 minutes for each testee of the oral question.

3.9. Item Analysis:

The process of the test analysis means "checking responses constructed by all students for each item including in the test " (Oliva, 1988:15).

The aim of item analysis is to reveal the difficulty and easiness level of each item and to make the necessary modification or reformulate it and exclude the unsuitable one.

After scoring the test paper of the pilot, the testees' total scores have ranked from the highest to the lowest in order to select the 27% of the highest scores to be put in one group (those represent an upper group) and 27% of the lowest scores to be put in other group (those represent the lower group).

This process is done in order to obtain the difficulty level as well as the discrimination power of the test.

2.9.1. Difficulty level (DL):

It is also called item facilities. " it is the measure of the ease of the test items.

The difficulty level has to do with how easy or difficult an item is from the view point of the group of students or examinees taking the test of which that item is a part " (Mosuavi, 1999:193).

The DL level refers to the percentage of the examinees who passed the test.

It is calculated by determining the percentage of the students who answered the items correctly divided by the total number of students.

The aim behind this procedure is to select the items whose difficulty is suitable to students' level (Madsen, 1983:182).

After scoring the papers, testees' scores have been arranged from the highest to the lowest.

An upper group consisting of 50 percent of the total group and lower comprising 50 percent of paper from those who received the lowest scores have been separated.

This percentage is considered the best proportion for use in item analysis. It is convenient and statically defensible to consider "good" students those who scores place them in the upper 50 percent of the total group and to consider "poor" students those whose scores place them in the lower 50 percent of the total group (Ibid).

By applying the formula of items difficulty, it has been found that the DL of the test items ranges between 0.31 and 0.76 percent which is considered a suitable DL.

Bloom et al (1981:95) states that " a good spread of results can be obtained if the average difficulty of the items is around 50 to 60 percent and items vary in difficulty from 20 to 80 percent ". (See appendix G).

3.9.2. Discrimination power (DP):

As well as knowing how difficult an item is, it is important to know how well it distinguishes between students at different level of ability (Alderson et al ,1995:51).

After the application of a certain discrimination formula especially intended for subjective test items, it is found the DP ranges between 0.32 and 0.73 percent.

Ebel (1972:329) believes that when the obtained DP of an item is 0.30 and above, the item is acceptable. If the item discrimination is less than 0.30, the item is weak.

therefore, the items have a satisfactory and acceptable DP. (see appendix G).

2.10. Final administration of the achievement test:

After the constructed test has met the requirements of validity and reliability, it has been applied to the included sample of forty - one students who are seated in two separated classroom, A and B.

The WAT has been administrated on the 1st of February 2016 during the first lesson of that day.

The researcher has explained the instructions of the test to the student and told them that the time for conducting the test is limited, later on, the answer – sheet is collected to be scored.

The OAT administrated on the 2nd February 2016 and lasted for ten days till the 11th February 2016.

The researcher has asked each testees to read a passage and answer a group of questions and then listen to a dialogue and answer the related questions.

The tasks of the OAT have been administrated individually to the selected sample of the forty students involved in this study.

Each testee is presented with the necessary instructions requires to implement a task.

The testee is asked to respond orally to the presented items. All the testees' responses have been recorded on CD to help the consistency of the test.

Section 4: Discussion of result and conclusion and conclusion:

From the analysis of the collected data, it is found that the mean scores of the experimental group is 74.272 which is higher than scores of control group that is found to be 71.684.

This indicates that student achievement of the experimental group is better than that of control group.

It can be concluded that this experiment turned out to determine significantly more learning effect for flipped instruction in teaching.

This can be interpreted to mean that those taught English by using flipped instructions are more successful than those taught English without it.

The findings are in favor of using flipped instruction in teaching EFL foe preparatory school students

Conclusions:

The flipped method of instruction shows great promise. It has the potential to change the entire pedagogical ideas, careful research and analysis is needed.

We do not believe in abandoning another methods gust to implement one.

In other words , there is much that is right about current methods of instruction , including teacher led discussion and hands – on workshop models , particularly in the best practices associated with ELA curriculum –perhaps the flipped classroom has a place in project – based learning and inquiry activities while cohabitating with other ,more traditionally method ,or perhaps , as the students in our study seemed to imply the flipped method should only targeted for specific ,perhaps more low level content knowledge in ELA.

The flipped classroom may not be for everyone. It involves some extra upfront work and just might not mesh with the teaching style of every educator out there.

But enough of the teacher that have tried it are having success that you may find it worthwhile to experiment with flipping lesson or two to

see what happens. you might just become a converter. And also, we can say that the aim for effective instructional design is to establish conditions for learning with a particular attention to activities that generates awareness, near transfer, and far transfer of course content (clark & Mayer ,2011; Horton ,2012).

This paper has examined the concept of the flipped classroom from this perspective.

The success of a flipped approach hinges on the synergy between instructor and students and requires sustained motivation and contribution before, during, and after live instruction.

When used appropriately, flipping the classroom is a valuable addition to higher education practice as evidenced in the research.

Challenges of A flipped Classroom:

1- ONE OF THE biggest challenges to "flipping" is that some students, especially those in rural settings or from families of limited means, don't have access to computer and high-speed internet to retrieve the online material. [http // flipped classroom .org /](http://flippedclassroom.org/).

Some school make school computers available for students after school or in the evening but find that limited transportation can be hurdle. Additionally, some schools have found that when several teacher "Flip their classrooms it results in students needing to spend significance portion of their out –of school time watching the online material. (Bergmann & sam ,2012 :87).

And flipped classroom requires of internet accessibility outside of the classroom. Internet is not always easily accessible for every one which can make it difficult for some students to access lectures (Ibid).

2- Testing will become difficult. Test are usually given out to everyone at the same time in order to judge how much they have learn over a period of time and to ensure that they can keep up .If students are operating under the flipped classroom model , they will each can be approaching tests at different times .

This will also allow students to procrastinate on their learning when they are dreading the next test.

3- Promoting of lackadaisical learning environment: Sure, we all do best when we get thing done at our pace, but a flipping classroom encourage students to slow down their engagement of classroom material.

This can have long term effect; students may begin to slow down their learning rate which would decrease the amount of material they learn in a given amount of time (stryer:2007).

Monitoring: The flipped classroom comes with the expectation that student will complete "their part " at home.

However, as any teachers knows, that is virtually impossible to guarantee. Many students will compete their work at home, but other will not.

Without this two-way preparation and completion, the flipped classroom will be unsuccessful. Also, the teacher will need to ensure students are on task during in –class group work time.

Acting as facilitator can be quite challenging and demanding and will require a plethora of great strategies (Mary: 2012:22). Challenges and Solutions.

While the use of flipped learning in higher education is growing rapidly, and nine of ten teachers who responded to the Sophia & Flipped Learning Network survey Sophia & Flipped Learning Network, 2014) reported improvements in student engagement, there are challenges to its implementation.

For instance, to acquire foundational knowledge in the asynchronous environment, students must recognize and demonstrate self-directed learning skills to be successful. In the flipped classroom teachers must be able to respond to spontaneous questions from students after pre-class activities (Berrett, 2012; Zhang, Wang, & Zhang, 2012). In addition, there may be technology or media creation and access issues (Talbert, 2014d). These matters raise legitimate concerns that the instructor needs to address as a learning coach, facilitator of active learning, and one who is transparent about the process and expectations for flipped learning.

Public labs and computing resources are generally made available to students in postsecondary education. However, these do not always allow for playing audio, or for the download of applets that run particular applications. Space may be limited or unavailable. If online access to flipped instruction is an issue, the instructor may reserve a functional computing space for students to use outside of class time; or alternatively provide asynchronous materials on paper or digital file handed to students on a storage device like a USB drive, CD, or DVD media.

Access also relates to prohibitive factors like cost and bandwidth. Free online applications and learning management systems are widely available and should be a first stop for instructors who expect students to create artifacts, recordings, demonstrations, and portfolios of their work. Also, it is important to consider the use of rich media versus lower-tech solutions that demand less bandwidth.

The instructor should ask key questions at the design stage of a flipped class in order to determine the best way to accommodate student technology access (Talbert, 2014d).

The practice of flipping involves activities pre-class, in-class, and post-class. Technologies may be used to enhance the instructional design and delivery of flipped instruction but it is not without challenges. Fortunately, low-cost, low-tech, and alternative strategies and solutions are available

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