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The role of flipped instruction in teaching English as a foreign language

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The stages of flipping a class

A R T I C L E I N F O

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A B S T R A C T

Flipping the classroom is emerging as a unique approach to improving learner retention and transfer, and making efficient use of class time. This article reviews the literature and research that offer evidence-based implications for its practice in higher education. The purpose of the article is to help higher education instructors maximize the learning experience, make data-driven decisions, and effectively shift accountability for learning in ways that improve learner outcomes. Emphasis is placed on aspects of flipping that situate it in the field of instructional design. The author describe specific strategies and tools for flipping using a three-stage framework for instructional design that involves learning in both asynchronous and synchronous environments. Readers will take away an understanding of effective practices and basic procedures and tools used to analyze, design, develop, implement, and evaluate a flipped learning experience.

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دور التعليم المقلوب في تدريس اللغة الإنجليزية كلغة أجنبية.

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الخلاصة

يظهر التقليب في الفصل الدراسي كنهج فريد لتحسين استبقاء المتعلم ونقله ، والاستفادة الفعالة من وقت الفصل. يستعرض هذا المقال الأدبيات والأبحاث التي تقدم تداعيات قائمة على الأدلة لممارستها في التعليم العالي. الغرض من هذا المقال هو مساعدة مدرسي التعليم العالي على زيادة خبرة التعلم إلى أقصى حد ، واتخاذ القرارات المستندة إلى البيانات ، وتحويل المساءلة عن التعلم بشكل فعال بطرق تؤدي إلى تحسين نتائج المتعلم. يتم التركيز على جوانب التقليب التي تضعه في مجال التصميم التعليمي. يصف المؤلف استراتيجيات وأدوات محددة للتقليب باستخدام إطار من ثلاث مراحل لتصميم

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تعليمي يتضمن التعلم في كل من البيئات غير المتزامنة والمتزامنة. سوف يسلب القراء فهم الممارسات الفعالة والإجراءات والأدوات الأساسية المستخدمة لتحليل وتصميم وتطوير وتنفيذ وتقييم تجربة التعلم المقلوبة.

Section 1

Introduction:

1:1 Statement of the problem :

Flipped instruction or flipped classroom is a form of blended learning in which student learn new content inline by watching video lecture , usually at home , and what used to be homework (assigned problem)is now done in class with teacher offering more personalized and interaction with students instead of lecturing . This is also known as a backwards classroom (Wikipedia , the free encyclopedia). Also it means students watch pre- recorded video of the teacher doing lecture at home ,so at school the homework portion can be done during class .

The nature of flipping a classroom is similar to that of classroom-oriented instructional design models proposed by Gustafson and Branch (2002) and Morrison, Ross, Kalman, and Kemp (2011) where the instructor of a course serves in many roles that may include subject matter expert, instructional designer, and media developer. For example, he or she collects practical data before, during, and after live instruction that inform the instructional design; moves didactic instruction to an asynchronous environment, often using technologies and incorporating media; and plans for active learning during live instruction to help scaffold deep learning during class time. The role of students in the flipped classroom is to use self-directed learning methods to review and critically consider materials outside of class, and then actively apply what was learned in a collaborative class environment.

While flipping holds promise for helping students achieve meaningful learning outcomes, and for helping instructors make more efficient use of class time, it is but one of many instructional strategies. Instructors who evaluate and select this instructional design approach must make important decisions regarding content sequencing and flexible formatting for access and delivery both in and outside of scheduled class time. This article reviews the literature and research that offer evidence-based implications for the practice of flipping in preparatory school students. A review of the tools and techniques that enable this approach is also included in this paper.

1.2 Aim of The Study :

This study aims at empirically determining the effectiveness of using flipped instruction as a technique for teaching English to fifth preparatory school students.

1.3 Hypotheses of The Study :

In order to achieve the aim of this study , these null hypothesis are put forward:

There is no significant differences between the scores on the Mid-year Test of each the control group and the experimental group.

1-4 Limits of The Study :

This study is limited to fifth year female preparatory schools students who are studying Iraq Opportunity (Book 9) during the academic year 2011-2012.

Chapter 2

Theoretical Background

1.1 Traditional vs. flipped classroom

The traditional pattern of teaching has been to give students the task of reading textbook and work on problem sets outside school ,while listening to lecture and taking tests in class .

In flip teaching , students first study the topic by themselves . Typically using video lessons prepared by the teacher. In class students apply the knowledge by solving problems and doing practical work .The teacher tutors the students when they become stuck rather than imparting in the initial lesson in person .Flipped classroom free class time for hands on work ,students

learn by doing and asking questions . Student also can help each other , a process that benefits both the advanced and less advanced learner (clark, 2011:28).

Flipping classroom also can changed the allocation of teacher time . Traditionally , the teacher engage with the students who ask questions but those who don't ask tend to need the most attention ." We refer to the silent failer " said the one teacher claiming that flipping allows her to target those who need the most help rather than the most confident. Flipping changes teacher from sage on the stage to " guide on the side allowing them to work with individuals or groups of students throughout the session. The flipped classroom essentially reverses traditional teaching , instead of lectures accruing in he classroom and assignments being done at home , the opposite accures .Lectures are viewed at home by student via video (found online or created by he teacher or projects based on this knowledge / plp network .com /2012/flip-love – affair / .

The flipped classroom essentially reverses traditional teaching , instead of lectures accruing in the classroom and assignments being done at home ,the opposite accrues. Lectures are viewed at home by students via videos (found online or created by the teaching and classes time is devoted to assignment or projects based on this knowledge .

1.2 When the classroom is flipped :

Student's homework is to read and watch online video and other material prepared by their teacher .Time in class used for discussion of concepts, to works in gaps in learning to clear up misunderstanding and for the teacher to work more intensely with students who need additional instruction or support .labs and other applications of learning occur during class when the teacher is available to respond to questions, provide clarification as well as assist and support student (Bergman &Sams ,2012;97).

1.3 Advantages of flipping classroom lesson :

Flipped learning keeps students more engaged .

The flipped classroom model addresses how students learn best , even if its on a subject we,re especially interested in .discussions and hand –on activities tend to keep students' interest . While you work with student directly as they explore the concepts they are learning in class , you can provide immediately feedback that help them improve their learning as they go Horton ,2012:76).

Teacher provide more personalized attention

Students do not all learn at the same pace and in the same ways . That is always been a complicating factor in teaching .The question of how to meet a thirty or more unique students at their own levels is one that keeps teachers up at night (Ibid) .

The flipped classroom model gives teacher more opportunities to work directly with students. They can therefore clearly see when an individual student is having trouble with a concept and work with them directly to get through it .The increased interaction with students in the class room will helps teachers gain a clear idea of the different learning styles of their students ,so they can tailor their instruction to the needs of each one(Mabrey,2014:7) .

Students sitting in a lecture , diligently taking notes will almost certainly miss one thing the professor says while writing down another . And that is still a vast improvement over the students whose mind wanders so they do not catch much of anything . If they are watching a video at home instead , they have the power to pause the lecture while they write something down ,and rewind and re-watch a particular part they did not fully understand the first time . If they could really use a second viewing to better understand the concept ,they have that option .

They have more power over the way and process by which they study and learn .

The ability to pause , rewind fast forward , and repeat the video , letting students watch and learn at their own paces .

Amajority of the students enjoy the new classroom setting but some still like the traditional way of learning .(www.scotscoop .com).

Video lectures can be edited , polished and recorded . Students can pause, replay and watch lectures repeatedly at the convenience .Factually may even find that with editing . Lecture become shorter and more on point .

By simple analysis of performance on past examinations ,faculty can determine areas where students often falter and use this information to determine how classroom time will be used . Faculty can then devote time to help students develop synthesis and explore application . Students in a flipped classroom become more aware of their own learning process than students in more traditional setting allowing them to adjust their activity and focus in order to make necessary connection to course content (Frederickson,Reed &Clifford ,2005:6). Students grades on homework ,assignment , project s and the course as a whole improve (Stryayer,2012:171) .

1.4 How we flipped the classroom :

The first step to implementing the flipped classroom model involves creating the content for students to view prior to class . This pre-class content replicates what students would receive during a lecture in a traditional classroom model . Though we did assign some readings and an occasional lesson .Video are preferred to deliver this material using videos the teacher created . Sometimes a more complex topic required the creation of multiple video . The next step involved delivering the video to the students .This could be as simple as uploading the video to you tupeand sharing the link with the class or as involved as using a more robust area designed for flipped classroom use .One effective approach we're used is to create a class preparation document containing links to the assigned YouTube videos .This document would include the associated question for each video ,which students would complete and submit prior to the class (willim :2007 :39).

1.5 The stages of flipping a class :

Flipping in Practice

The tenets of flipping the classroom are not new, and instructors already use a variety of methods to address learner needs. With flipping, the strategy used to reach learners is important. The instructor carefully selects and utilizes flexible features of learning environments to design instruction that meets diverse learner needs. He or she distinguishes lower-level and higher-level cognitive skills and makes decisions about what to deliver, and how to deliver it in a way that maximizes class time and leads to deep, meaningful learning (Olivo,2011:12).

Bloom's Taxonomy of the Cognitive Domain (Anderson, Krathwohl, & Bloom, 2001) is a useful framework for determining which thinking skills to teach online and which to teach in-person in a flipped environment. One might reasonably expect students to be able to learn, recall, and comprehend the subject matter at a basic level online; then, use higher order thinking skills to apply, analyze, evaluate, and create new material in the synchronous classroom. Fagen, Crouch, and Mazur (2002:58) recommend that more able students become peer tutors or 'learning buddies' for their classmates, helping with basic operations that may still require attention during class time.

Students seem to prefer the flipped format except when online preparation and the level of in-class performance are perceived to be demanding (Fisher & Assa-Eley, 2013 as cited in Meeting Abstracts, 2013; Doyle, Krupicka, & Vo, 2013. Instructors balance needs and perceptions to help students reach their full potential. This learner-centered approach where the instructor is subject matter expert, instructional designer, and facilitator, places the "burden" of active learning squarely on the shoulders of the student. Students in the flipped classroom are expected to show initiative, be proactive, inquire, collaborate, and contribute new knowledge in observable ways.

Because not all students have been predisposed to learner-centered environments (Anderson et al, 2013 as cited in Meeting Abstracts, 2013) and may feel that "flipped learning is just self-teaching" (Talbert, 2014c, p. 1), instructors should orient students with learner-centered approaches (Kugler et al, 2013 as cited in Meeting Abstracts, 2013), make instruction personally relevant (Flipped Learning Network, 2014), and make teaching transparent by clear explanation of pedagogical purpose and being responsive to learner strengths and weaknesses as they are revealed (Talbert, 2014c). Together, instructor and students in a flipped classroom commit to being active participants who make the most efficient use of time together in class.

This synergistic and proactive relationship creates a dynamic and rich learning context that bridges the online and offline experience (Ibid).

Optimal instructional designs support teaching and learning in a flipped environment. The use of widely available Internet-based resources can help one redesign not only the delivery method but also the sequence of instructional content; the interactions between learner and content, student and instructor, and among students; and the means by which learning and transfer in-class and in online environments are assessed. Each should be considered with careful planning (Driscoll, 2005; Gustafson & Branch, 2002; Morrison, Ross, Kalman, & Kemp, 2011).

Since flipped classrooms are intended for more in-depth and collaborative learner-content interaction, knowledge construction can be an important learning outcome. Both out- and in-classroom environments allow students to demonstrate knowledge construction as an evidence of learning (Reiser, 2001). For this purpose, a variety of tools and techniques can be used in instructional design considerations for connecting learning environments, creating and managing learning tasks, and developing frames of references (Driscoll, 2005) before, during, and after live instruction.

Not all instructors have been predisposed to learner-centered environments, and the thought of moving to a flipped instructional design can be daunting. We propose a low-cost, simple model for flipping the classroom, shown in Figure (1) [The model was first presented by the authors at two workshops for faculty members at James Madison University, Virginia, USA, in April 2013]. The pre-class, in-class, and post-class portions of the figure reflect three general stages informed by the tenets of learning theory rather than specific technologies. Driscoll (2005) describes the nature of effective instructional design as that which is grounded in the psychology of learning.

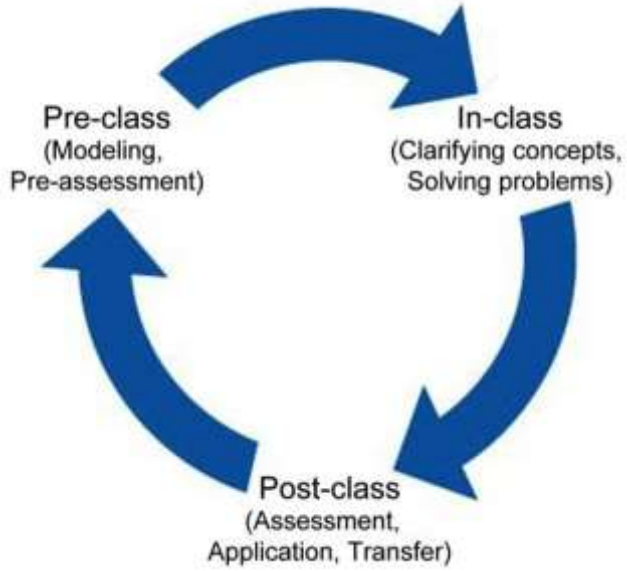

Figure (1) The stages of flipping a class

Pre-Class

Instead of using face-to-face classroom time mainly to inform, communicate and generate awareness, the flipped instructor will generally move this type of activity to an asynchronous environment. For instance, if the information is available online, students may read and refer to it as often as needed in order to recognize and recall it later. Procedural instruction that changes very little with time is also appropriate for the asynchronous environment. This type of instruction leads to near transfer (Clark & Mayer, 2011; Horton, 2012: 78). The information or experience can be documented, simulated, and explained in a way that stays relatively consistent over time. A variety of technologies may be helpful in this move. For example an instructor may link to a YouTube video demonstration that shows how to use a particular

software program or how to use a particular piece of equipment. Students can follow along with the video and practise on their own.

Creating instructional materials and assessments prior to class time can become complex, depending upon the course, the learners, and goals set forth. Rather than flipping an entire course at once, it may be more feasible to begin with only one aspect shown in Figure 1, like pre-assessment. In this step the instructor assesses student knowledge in advance of class time, to identify areas that require clarification or emphasis during class time (Novak & Patterson, 1998:67). Instructors may conduct regular pre-assessments of student knowledge, skills, and attitudes toward a particular topic prior to class time in an attempt to make student learning transparent, and also to make the most of scheduled class time together, later. Understanding student needs prior to class time is how the instructor will know what in-class adjustments to make. A technique like Just-in-Time-Teaching (JiTT) offers a low-tech solution for gathering data before class and responding to results in class. Using JiTT, the instructor may have students read relevant material and complete an assessment and/or post-reading reflection.

Universities often use a learning management system (LMS) for storing online materials for instruction, and for engaging students online. In the LMS an instructor can readily address low-level tasks by explaining in detail basic terminology, operations, or calculations. Features of systems like Blackboard, Canvas, Moodle, and Sakai help instructors create, organize, and manage online experiences such as the asynchronous component of flipped instruction. The Khan Academy (https://www.khanacademy.org/) is an example of a site that provides ready-made instructional media that supplements or enhances an instructor's original work in the LMS.

Instructors may design original, pre-recorded materials in a variety of media formats (Mazur, 2009; Demski, 2013). For example, Olivo (2011) produced video guides to explain different sections of the undergraduate neurobiology textbook for Smith College students. He recorded video of the book's pages along with his audio narration, highlighting areas of interest and focus, and interpreting difficult jargon. Students indicated that they enjoyed and gained value from the specification and explanation that made a difficult textbook more understandable, and appreciated the personal touch of the professor's voice in the recording.

Recorded lectures and media are not uncommon in education and their use is often associated with flipping techniques. The Khan Academy, mentioned earlier, is an example of a well-known online community where learners participate via asynchronous delivery by watching video and other media that animates, annotates, verbalizes, and visualizes the subject matter. Explain Everything and Doceri are two examples of tools that allow one to create similar materials where the instructor annotates on-screen with audio narration and models problem solving and similar techniques. An instructor may record embedded narration in a .pdf document that guides students through materials using a tool like Adobe Acrobat Pro (Ice, Curtis, Phillips, & Wells, 2007) or use an online application such as VoiceThread with play-by-play narration.

In the asynchronous environment instructors should assess student learning and comprehension and use resulting data to effectively design the next in-class session. There are a wide range of free, electronic applications that offer survey and questionnaire features for this purpose. Google Form, for example, offers multiple question types. An extension of this application, Flubaroo, assists with online grading and scoring. The instructor may download results to Microsoft Excel for further analysis. Assessment solutions like Zoho Survey offer a mobile solution for creating surveys on the go and viewing real-time results. KwikSurvey is one example of an assessment application that allows for unlimited questions and responses. It also supports the integration of text, images, and videos directly into the survey. The survey itself and the results can be embedded on a blog or website for students, and results may be downloaded. Assessment strategies may or may not require the use of technologies although online technologies, and applications that make information accessible and meaningful in the asynchronous learning environment, are often a part of the online instructional delivery mode of flipped instruction.

If materials are online, students will need Internet access and the appropriate tools and technologies for access. Many resources are freely available through sites like Open Educational Resources (OER) (https://www.oercommons.org/) and the Creative Commons. Students must have a basic familiarity with how to launch and navigate the learning materials without assistance (Dahlstrom, Walker, & Dziuban, 2013:37) that may require instructor guidance. Students who are unsure about how to be a successful self-directed learner, and who feel a need for immediate questioning and feedback, may find the asynchronous online component challenging and may need training on learner-centered strategies.

In-Class

When the goal is for students to perform in a way that models particular principles (ex. effective interpersonal communications), the learning experience will inherently be ill-structured. The outcomes will vary based on the scenario. Using many examples and helping students develop strategic skills through trial-and-error is important. Far transfer occurs when students are able to effectively apply these strategic skills in a variety of circumstances. Learning in this way requires an approach that is highly constructivist and typically team-based or social. This is the nature of the in-class instructional design for flipped learning. (Clark & Mayer, 2011; Horton, 2012)

In the flipped classroom, the instructor will use questions and prompts to increase student-teacher contact through in-class discussion, observation, and potentially the use of technologies such as learner response systems. For example, an instructor may review pre-assessment data to identify areas of weaknesses in student comprehension; then generate a set of prompts and questions to explore those areas further during class. If the class is large or distributed it may be helpful to use an Internet-based application like Socrative to collect and display feedback intermittently. In this way the instructor may make data-driven decisions about the instructional design that day.

Student-student engagement in the flipped classroom is also important, and it is common to use peer feedback and peer instruction for discovery and practice (Crouch, Watkins, Fagen, & Mazur, 2007; Powell, 2003 :33). When Eric Mazur, a Harvard physics professor and well-known figure in flipped literature, found that his students' conceptual and real-world understandings were weak following traditional podium lectures (Crouch & Mazur, 2001; Lambert, 2012), he increased student-student interactions using peer instruction. The method is described on the Mazur Group website as a strategy in which the instructor poses conceptual questions during lecture, to which students reflect, respond, discuss, and attempt to reach consensus on the answers in groups of three to four. This strategy, which promotes deep thinking, has led to significant gains (http://mazur.harvard.edu/research/detailspage.php?rowid=8).

Increasing instructor-student and student-student contact is regarded as a best practice in higher education (Chickering & Gamson, 1987). The features of technology can be used as a lever to make it happen effectively (Chickering & Ehrmann, 1996:63).

Post-Class

Before and after the asynchronous and synchronous components of flipping have occurred, instructors in the flipped classroom have an opportunity to increase and sustain student motivation for engagement outside of class time, and to assess learner progress. For example, the instructor may incorporate extrinsic motivators that encourage advance preparation, such as associating out-of-classroom learning tasks with grades and setting clear expectations for in-class engagement. He or she should use this time to design clear and consistent explanations of the flipped process, instructional goals, and intended outcomes to accompany asynchronous pre-class materials. Finally, adoption of techniques that shift the role of instructor to that of a learning coach will support the development of student self-regulation skills necessary for success in the flipped environment (Talbert, 2014c:81).

Ideally in any course, students will begin to transfer knowledge and skills from one learning context to the other, and apply what is learned to authentic situations. A variety of methods and tools are available to assess student learning after instruction. Rubrics are widely used to

both articulate expectations and to measure student progress. Developing effective rubrics takes time, and it may be more efficient to identify and adapt existing rubrics available at sites such as iRubric (see https://www.rcampus.com/indexrubric.cfm) where users create, collaboratively assess, modify, and share rubrics using a free online account. Alternatively, students may present and demonstrate outcomes (Mabrey & Liu, 2013:48) in person or online using a tool like YouTube. With proper instruction and clear expectations from the instructor, students can record individual or group presentations using a web camera, photos, or synchronous meetings. Other free tools like Screen-O-Matic and Jing may be used to record on-screen activities with narration. These can be uploaded and hosted by the vendor or YouTube. Project portfolios provide an excellent way to document progress over time in the flipped classroom, and to archive and display completed works. Electronic portfolio features are available in many learning management systems, and through online applications including but not limited to Wix and Weebly.

Challenges of a flipped classroom:

One of the biggest challenges to "flipping" is that some students, especially those in rural settings or from families of limited means , do not have access to computer and high speed internet to retrieve the online material . http // flipped classroom .org /. Some school make school computers available for students after school or in the evening but find that limited transportation can be a hurdle .Additionally some schools have found that when several teachers "Flip their classrooms it results in students needing to spend significance portion of their out –of school time watching the online material.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). .(Bergmann&sam ,2012 :87).

Testing will become difficult . Test are usually given out to every one 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 .

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:2007:21) .

Monitoring : The flipped classroom comes with the expectation that students will complete "their part " at home > However , as any teacher 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

Section Three
Procedures

3.1 Experimental Design :

According to Christensen (1980:35) the term "experiment" refers to an objective observation of a phenomenon which is made to occur in strictly controlled situation in which one more 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 questions .Hence , it is crucial that the design should be an appropriate one as it determines the possibility of obtaining valid ,objective and accurate answer 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 factors to which a learner or a group of learners is subjected during the period of inquiry and observes the resulting achievement (Good et al ,1941:485). In order to achieve the aim of this study the Possttest only Control Group design is adopted as shown in figure (2).This design should include the following steps :

1-Selecting two groups of students , at random and assigning them to experiment and control groups .

2-Administrating the independent variable (teaching English through flipped instruction) only to the experimental 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 ".

	Pretest	Independent Variable	Posttest
With flipped instruction	Posttest	———	Experimental Group
Without flipped instruction	Posttest	———	Control Group

Figure (2)
The Posttest Only Control Group Design

This design is better than some other 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) .

3.2 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 sections, 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 repeaters .Therefore , the final number is forty one,as shown in table (1) .

* This piece of information is taken from the General Directorate of Education in Salaheldeen Governorate.

Table (1)
The Sample of the Study

Group	Section	Original number of Student	Number of Repeaters	Final Number
Experimental	B	18	1	19
Control	A	21	1	22
	Total	39	2	41

3.4 Instructional Material:

The instructional material of this study includes units 3 and 4 of (Book7) 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 ,2012 and lasted for ten weeks ,i.e. the experiment is ended on May 1st ,2012. .Within each unit there are different sub-topics which provide variety and at the same time explore the unit theme in depth .

Each unit aims at teaching :

Grammar through reading comprehension passages (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 .

3.5 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 give the students 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 collect information about it . In the next lecture the researcher ask students to discuss the informations they collected in a group work and to explain what they understood , and then the researcher explain the main points to the student to and ask them for making examples about the topic .

Whereas the control group is taught without using flipped instruction .

3.6 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 the contents and behaviuoral objectives of the instructional material .The achievement test is

subdivided into written and oral tests as follows:

3.6.1 The Written Achievement Test (WAT):

An achievement test has been constructed in the light of the contents and behavioural objectives of the instructional material .Hence ,the written achievement test (WAT, for short) in its final form consists of seven different questions and each of these questions consists of two subdivisions ; A and B, according to the specified contents and behaviours stated in table (5) .

The first question, section A is about writing four lines from Blake poem. Section B consists of five items related to poetry .Question 2, section A consists 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 consists of three sentences with blanks and filling it with the suitable writer of 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 with 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 questions in column A that goes with the correct answer in column B .The seventh question section , A is about completing the sentences with the correct verb of "going to " , "will" or "won't" . Section B includes sentences to be completed with "another –other – the other – second –both –neither –all.

Table (5)

The Specifications of the Contents and Behaviors Of the Written Achievement Test (WAT)

No. of Item	Contents	Behaviors	Score
1-5	Literature spot	to name the poem writer and four lines of the poem.	5
6-10	Literature spot	to answer the given questions	5
11-15	Suggestions	to make suggestion by writing the appropriate expressions	5
16-20	Countable and uncountable words	to put C in front of the countable words and U in front of the uncountable ones.	5
21-25	Writers of virtual reality	to fill in the blanks with a suitable writer of virtual reality	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 the items	5
36-45	Verbs	to fill in the blanks with the correct verbs	5
46-50	vocabularies memorization	completing the sentences with the correct vocabularies	5
51-56	grammatical structures	using the correct grammatical structures through matching the questions with the best responses	5
56-60	adjectives and adverbs	to complete the sentences with the correct alternatives (adjectives or	5

		adverbs).	
61-65	Questions related to reading comprehension passage	to write the number of the question in column A that goes with the correct answer in column B	5
66-69	Futures Words	to complete the sentences with the correct forms of "going to", "will" ,or "won't"	5
69-74	another ,other, the other, second ,both, neither, all	to fill in the blanks with the correct choices.	5

3.6.2 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 three items . Testees listen to the two roles of the dialogue and do the related items also orally.

3.6.3 Scoring Scheme of the Achievement Test:

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

Concerning the OAT , testees' responses are assessed in terms 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 respond 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 the Subjects

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 grammatical errors, which make comprehension difficult.
	1	She makes grammatical errors, which are so severe as to make speech.
Vocabulary	5	She makes her speech fluent and effortless.
	4	She sometimes use inappropriate terms and/or must rephrase ideas because of lexical inadequacies.

	3	She frequently use wrong words, her conversation is somewhat limited because of 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	She makes her speech fluent and effortless.
	4	She makes the speed of her speech seems to be slightly affected by language problems.
	3	She makes her speed and fluency are rather strongly affected by language problems.
	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 make conversation virtually impossible.
Comprehension	5	She understands everything without difficulty.
	4	She understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	She understands most of what is said at slower than normal speed with repetitions.
	2	If she has great difficulty following what it said.
	1	If she cannot understand simple conversational English.

Pronunciation	5	Her pronunciation is satisfactory.
	4	Pronunciation problems 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 Respond	5	She makes all the necessary responses.
	4	She fails to respond in one case.
	3	She fails to respond into two cases.
	2	She fails to make the proper response in three instances.
	1	She rarely makes the expected response.

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

3.6 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 (1983:38) indicates that " a 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 behaviours 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 this study. The notes are discussed with them and their directions and modifications are considered before putting the test in its final form . All jurors have agreed upon the validity of the test and its suitability for the testees.

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

* The scorer was Soror Mamdoh , the teacher of English in Al-Aqeeda Preparatory School for Girls.

3.8 Pilot Administration of the Test :

It is a common practice that data collection instruments should be tried out before they are finally administrated (Klein ,1974:129). After achieving the content and face validity, the test (a 'oral and written) has been administrated to a sample of twenty students from Al-Khansa Secondary School 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 of the test .

The pilot study is carried out on the 20th of April 2012 .The findings of pilot administration have indicated that 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 50-60 and between 10-15 minutes for each testee of the oral questions.

3.9. Item Analysis:

The process of tests item analysis means : " checking responses constructed by all students for each item included 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 papers of the pilot study ,the testees' total scores have been 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 the 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 items.

3.9.1 Difficulty Level (DL):

It is also called item facility; "it is a measure of the ease of a 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 students who answered the item 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 papers 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 whose 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 item 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).

The following formula has been used for estimating the DL of each item:

$$DL = \frac{HC+LC}{N}$$

Where

DL= difficulty level.

HC = the number of testees in the upper group who answer the item correctly .

LC=The number of the testees in the lower group who answer the item correctly .

N=the total number of testees.

(Vattle,1977:38).

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 levels of ability (Alderson et al,1995:81).

After the applications of a certain discrimination formula especially intended for subjective test items ,it is found that 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).

$$DP = \frac{RU-RL}{1/2T}$$

Where :

RU = The number of the testees in the upper group (who got items right).

RL= The number of the testees in the lower group (who got items right).

(Grounlund,1990:211).

3.10 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 classrooms , 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 students and told them that the time for conducting the test is limited .Later on ,the answer –sheets are collected to be scored .

The OAT administrated on the 2nd February 2016 and lasted for ten days till 11th February 2016 . The researcher has asked each testee 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 fifty students involved in this study . Each testee is presented with the necessary instructions required 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 Results and conclusion

4.2 Discussion of the Results:

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 the mean scores of the control group that is found to be 71.684.

This indicates that students' achievement of the experimental group is better than that of the control group. It can be concluded that this experiment turned out to demonstrate significantly more learning effect for flipped instruction in teaching. This can be interpreted to mean that those taught English by using flipped instruction are more successful than those taught English without it. The findings are in favour of using flipped instruction in teaching EFL for preparatory school students.

Conclusion:

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 other 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 may find it worthwhile to experiment with flipping lesson or two to see what happens .We 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 education practice as evidenced in the research.

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