



The Effect of Incorporating Flipped Classroom Teaching Strategy to Enhance English Language Skills as Perceived by Iraqi EFL Faculties` in Diyala University

أ.م. ساميه محمد رزوقي
كلية التربية الاساسية / جامعة ديالى

Abstract

This study aims at investigating the effect of incorporating flipped classroom teaching strategy to enhance English language skills as Perceived by Iraqi EFL faculties` in Diyala University. To achieve the aim of the present study, the following hypothesis has been put: There is no statistically significant differences at ($\alpha \leq 0.05$) between the attitude of EFL faculties towards the effect of incorporating flipped classroom teaching strategy to enhance English language skills due to gender, qualification, years of experience and specialization. The sample of the study was purposive consisted of 45 instructors (23 males and 22 females) from English department \ College of basic education, and college of education for human sciences \ University of Diyala, during the academic year (2024 - 2025). Meanwhile a mixed method approach employing both qualitative and quantitative method was adopted. Data were collected through a questionnaire. The results showed that the total degree of the effect of incorporating in enhancing the four skills of English language as Perceived by Iraqi EFL faculties` in Diyala University scored a higher level of estimation. Furthermore, in relation to the hypothesis, the results showed that there were no statistically significant differences in the attitudes of English language faculties towards the effect of incorporating the flipped classroom in enhancing the four skills due to gender, qualification, and specialization. However, statistically significant differences were found due to years of experience variable.

The study recommended to integrate specific content and activities into the EFL curricula through utilizing technological advancements including YouTube videos, website links social media, and the like, and also recommended to integrate flipped classrooms strategy in teaching English language skills as it has been found highly beneficial in both physical learning and virtual learning.

Email:

samia_m.alaaqem@yahoo.com

Published: 1- 12-2024

Keywords: Flipped Classroom
Teaching Strategy, English
language skills

هذه مقالة وصول مفتوح بموجب ترخيص
CC BY 4.0

(<http://creativecommons.org/licenses/by/4.0/>)

المخلص

تهدف هذه الدراسة إلى معرفة أثر دمج استراتيجيات التدريس بالصف المقلوب في تعزيز مهارات اللغة الإنجليزية من وجهة نظر أعضاء هيئة التدريس العراقيين في جامعة ديالى. ولتحقيق هدف الدراسة الحالية، تم وضع الفرضية الآتية: لا توجد فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha \leq 0.05$) بين اتجاهات أعضاء هيئة التدريس في جامعة ديالى نحو أثر دمج استراتيجيات التدريس بالصف المقلوب في تعزيز مهارات اللغة الإنجليزية تعزى إلى الجنس والمؤهل العلمي وسنوات الخبرة والتخصص. تكونت عينة الدراسة من 45 مدرساً (23 ذكراً و22 أنثى) من قسم اللغة الإنجليزية / كلية التربية الأساسية وكلية التربية للعلوم الإنسانية / جامعة ديالى، خلال العام الدراسي (2024-2025). وفي الوقت نفسه تم اتباع نهج مختلط يستخدم كل من الأسلوب النوعي والكمي. وتم جمع البيانات من خلال الاستبيان. وأظهرت النتائج أن الدرجة الكلية لتأثير الدمج في تعزيز المهارات الأربع للغة الإنجليزية كما يدرها أعضاء هيئة التدريس العراقيون في جامعة ديالى حصلت على مستوى تقدير أعلى. وفيما يتعلق بالفرضيات، أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية في اتجاهات أعضاء هيئة التدريس في اللغة الإنجليزية نحو تأثير دمج الفصول المقلوبة في تعزيز المهارات الأربع تعزى إلى الجنس والمؤهل والتخصص. ومع ذلك، وجدت فروق ذات دلالة إحصائية تعزى إلى متغير سنوات الخبرة.

أوصت الدراسة بدمج محتوى وأنشطة محددة في مناهج اللغة الإنجليزية كلغة أجنبية من خلال الاستفادة من التطورات التكنولوجية بما في ذلك مقاطع فيديو YouTube وروابط مواقع الويب ووسائل التواصل الاجتماعي وما شابه ذلك. كما أوصت بدمج استراتيجيات الفصول المقلوبة في تدريس مهارات اللغة الإنجليزية حيث وجد أنها مفيدة للغاية في كل من التعلم المادي والتعلم الافتراضي.

1.1. The Problem and Its Significance

Learning English may entail some problems for a large number of learners in some countries like Iraq where English taught and learnt as a foreign language with very few opportunities to practice English outside the classroom. These problems might be attributed to the curriculum, material and sources used, evaluation methods, and the traditional method of teaching which is still adopted by Iraqi teachers.

Teaching is the cornerstone of any educational system, and for any system need to remain resilient and successful, it requires constant development to sustain creative educational models capable of offering what traditional system failed to do especially during exceptional conditions. the recent situation a mid COVID-19 pandemic has forced all educational systems to look for rapid and alternative and solutions to ensure the continuity of education during the unprecedented pandemic. Hence, new teaching models have appeared to compensate for the absence of face-to-face learning such as mobile learning, e-learning, blended learning. The flipped classroom teaching strategy is seen as one of the latest models in teaching and learning. This model of blended learning is intended to create an outstanding change in traditional teaching methods, and allocate the teaching time to provide the students with more in-class opportunities to learn (Bergmann, 2011:3).

Based on the aforementioned introduction, education in the 21st century need to pay great attention to new teaching strategies that promote students`

motivation, engagement, interaction, self –learning and their active role inside and outside the classroom. Moreover, there must be some tendency to increase students` active role in the learning process and enhance their motivation since several studies indicate positive effect of using the flipped classroom strategy on enhancing students` motivation and leaning as well. Thus, the flipped classroom model has gained obvious popularity in the last decade especially with the wide spread of internet technologies and social media networks. Thus, investigating the effect of incorporating flipped classroom teaching strategy to enhance English language skills is hoped to provide greater depth into the possible advantage of using flipped classroom strategy in Iraq.

1.2 Aim

The present study aims at investigating the effect of incorporating flipped classroom teaching strategy to enhance English language skills as Perceived by Iraqi EFL faculties` in Diyala University

1.3 Hypothesis

It is hypothesized that there are no statistically significant differences at ($\alpha \leq 0.05$) between the attitude of EFL faculties towards the effect of incorporating flipped classroom teaching strategy to enhance English language skills due to gender, qualification, years of experience and specialization

1.4 Limits

It is limited to:

- 1- Explore the effect of incorporating flipped classroom teaching strategy to enhance English language skills as Perceived by Iraqi EFL faculties` in Diyala University.
- 2- The instrument used to collect the data was questionnaire.
- 3- Faculties of English department \ college of basic education, and college of education for human science \ University of Diyala, during the academic year (2024 -2025).

2. Theoretical Background

2.1 Flipped Classroom Teaching Strategy

Bergmann & Sams (2014:24) explains flipped class is one that inverts the typical cycle of content acquisition and application so that students gain necessary knowledge before class, and instructors guide students actively and interactively to clarify and apply that knowledge during class." In this approach, "students gain first-exposure learning prior to class and focus on the processing part of learning (synthesizing, analyzing, problem-solving, etc.) in class" (Brame,2013: 43). Teaching in-class time is re-purposed for inquiry, application, and assessment in order to meet the needs of the individual students (Overmyer, 2014:32).

According to Strayer (2007: 21), the flipped classroom is a specific type of blended learning design that “uses technology (e.g., personal learning devices, video podcasts, etc.) to move lectures outside the classroom and uses learning activities to move practice with concepts inside the classroom”. Personal learning devices- smart phones, tablets, laptops, iPod Touches, net books, or any other Internet enabled device. Video podcasts- audio or visual files which are distributed in digital format and can be downloaded from the internet or directly distributed to an audience (McGarr, 2009:4).

2.2 The fundamental features and components of learning

As indicated by many research and educator, the flipped classroom is different from the traditional teaching classroom where students attend the physical classroom to interact face to face with their teachers. In the flipped classroom, students watch video lectures and record materials at their own time and pace prior to attending classes, where teachers answer their questions and collaborative activities are employed outside the classroom time (Yang ,2017:32). Such models seem to be different from the traditional teaching method where the teacher’s centered approach is emphasized and we're not all students come to class prepared to learn since some of them might lack adequate background of the material or might lack of interests and the subject (Bergmann & Sams 2012:88).

On the other hand, Bergmann & Sams (2012) stated that the flipping the classroom paves the way for a framework that enables students to get individualized learning to meet their individual needs. The flip classroom is basically centered on the idea that what is traditionally done in classes is now done at home and what is it traditionally done as homework is now completed in class. In such teaching situations the class time is centered on the students who are responsible for watching the video, taking valuable notes, raising appropriate questions, completing and sharing their work whereas the teacher provides experts’ feedback.

2.3 The flipped classroom implementation

Employing the flipped classroom strategy relies heavily on using technology and achieve the intended learning objectives. For example, social media such as Facebook, Twitter, and WhatsApp can be used to provide the students with the learning material before attending the classroom (Zappe et al., 2012:24).

One example of implementing the flipped classroom model is given by Hidayat & Praseno (2021). The following steps are involved in implementing the flipped classroom approach: first, the teacher gives learner the online learning video about the content to be learned and asks student to watch the video and gather information about the content of the video. Second, the students are asked to write question related to their content of the video for any

information they have gathered. Third, the student asked to submit and discuss these equations in class, and fourth the teacher explains answers and provides instruction for this student.

Abd Rahman et al., (2020:78) added that the student shows the place significant role when watching the video designed by the teacher. Thus, it is important for students to have some training on the concept of a flip learning as students take responsibility for their learning which might require students to log out other multimedia channel and dedicates some time for taking notes, and asking meaningful questions.

2.4 English language skills

Language is essentially a skill. It is not a content-based subject like-Science, Social Studies, Commerce, Mathematics, etc., which aim is to imparting information and fill the human mind with knowledge. Since language is a skill, it naturally comes under psychomotor domain. A skill may be called the ability to do something well. Swimming, playing, etc. are skills which people perform after acquiring them. Knowing about these things is an intellectual exercise (cognition) and using or doing them is a skill (action). Language is a complex skill involving four sub-skills.

2.5 Classification of Language Skills

The four and fundamental language skills, viz. LSRW (Listening, Speaking, Reading and Writing) may be further classified into two parts. Speaking and writing are called productive skills because while using these skills a learner/user is not only active but also produces sounds in speaking and symbols (letters, etc.) in writing, on the other hand, listening and reading are considered receptive skills because here a learner is generally passive and receives information either through listening or reading.

The primary skills that make up English language proficiency are clearly stated in the English syllabus, where it says that English proficiency is based on the student producing speech and writing in English, as well as the student being able to receive and understand speech and written language. Skills of reception are reading and listening and these skills allow the student to understand what another person is attempting to tell them. The other set of skills is those that enable the student to produce language for another person, viz the ability to speak or write, as they enable the student to give information to another person in a way that they can understand (Richards& Rodgers,2014: 245)

2.5.1 Speaking and Listening

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and

the purposes of speaking (Burns & Joyce, 1997). While listening is an active process by which we make sense of, assess, and respond to what we hear. The listening process involves five stages: receiving, understanding, evaluating, remembering, and responding (Ibid).

2.5.2 Reading and Writing

Nunan (2003 :123) define reading as “a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience”. While writing is a skill of production of graphic symbols that represent a language one can understand so that one can read these graphic symbols if one knows the language and the graphic representation. (Richards& Rodgers,2014: 248) defines it as an expression of ideas in a consecutive way according to graphic conventions of language.

3.1 Methodology

To achieve the objective of the study, the mixed- method approach was employed. This approach is defined by Tashakkori and Teddlie (2008:13) as combining the qualitative and quantitative approaches within different phases of the research process. Such mixed- method approach enable the research to move from one method to another in order to cover or confirm the study result. Researcher in this case is based on the numerical finding offered by quantitative research and the detailed understanding offered by qualitative research. Accordingly, qualitative and quantitative data were collected and analysis concurrently and independently through a questionnaire and an interview.

3.2 The population and sample

The population of the study consisted of all EFL instructors in the Diyala University (college of education for human sciences and college of basic education) during the first semester of the academic year (2024-2025). The sample was 45 instructors (23 males and 22 females) who responded to the items of questionnaire. The size of sample identified after distributing the questionnaire to the instructors through social networking sites, see table (1).

Variables	Classification	Frequency	Percentage
Gender	Male	23	51.12
	Female	22	48.88
	Total	45	100.0
Qualification	Ph.D.	18	40.0
	M.A.	27	60.0
	Total	45	100.0
Years of experience	1-5	9	20.00
	5-10	20	44.45
	10 and more	16	35.55
	Total	45	100.0
Specialization	Method of teaching English	20	44.45
	Linguistics	15	33.33
	Literature	10	22.22
	Total	45	100.0

Table (1) distribution of the study sample

3.3 The Study Tool (The questionnaire)

Experts in the field of educational research maintain that the tool of research is determined according to the nature of the research and its limitations (Borg and Gall, 1983: 273).

Since the study aims at investigating the effect of incorporating flipped classroom teaching strategy to enhance English language skills as Perceived by Iraqi EFL faculties` in Diyala University. The questionnaire is appropriate to be used in achieving the aims of this study. It is considered a suitable means for collecting data about exploring the effect of incorporating the flipped classroom in enhancing the language four skills as Perceived by Iraqi EFL faculties` in Diyala University, because it provides the researcher with the appropriate data that are needed for this study. So, the researcher has prepared a questionnaire to be used.

The question in this study consisted of 25 items. It was constructed using the reviewed literature and some previous studies that investigate the teachers` attitude and perspectives towards using the flipped classroom model in English language teaching. The questionnaire includes two sections in addition to their introduction. The first section aimed to find out some demographic information of the participants related to the independent variables in the study (gender, qualification, years of experience and specialization).

The second section comprise 25 items built on a five points Likert Scale that allow the target responders to specify their level of agreement or disagreement as follow: (1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5)

Strongly Agree. This section, as shown in table (2) below is divided into Five domains (writing, speaking, listening, reading and general attitude towards using the flip the classroom) table (2) shows the five domains and the number of items for each one.

No.	Domain	No. of items
1.	Writing skill	5
2.	Reading skill	4
3.	Listening skill	6
4.	Speaking skill	5
5.	general attitude towards using the flip the classroom	5
Total items of the tool		25

Table (2) domains of the questionnaire

3.4 Validity of the questionnaire

According to Clark & Watson (1995:222) validity refers to the degree to which a measuring device actually measures what it is supposed to measure. Michell (1999: 65) define it as a means to measure appropriateness of the instrument to achieve the identified educational needs of the tutor. To ensure the validity of the questionnaire in terms of its construct, content face validity, it was presented to a jury of a specialists in the field EFL , the jury provided the researcher with valuable comments and suggestions for modifying the items in terms of the language used, the number of items-deletion or addition, checking punctuation and capitalization, and most important dividing the questionnaire into dominion that enrich and sharpen the questionnaire , this comments are recommendation where taken in to consideration when preparing the final version of the questionnaire.

3.5 Reliability of questionnaire

Reliability is " the consistency of test scores obtained by the same persons when retested with the identical test or with equivalent forms of the test" (Oller,1979:231). To find out the questionnaires` total reliability and the reliability of the five domains Alpha- Cronbach formula was used, and the following table shows the results.

No.	Domain	No. of items	Alpha- Cronbach
1.	Writing skill	5	0.166
2.	Reading skill	4	0.157
3.	Listening skill	6	0.175
4.	Speaking skill	5	0.166
5.	general attitude towards using the flip the classroom	5	0.166
Total reliability		25	0.83

Table (3) results of reliability of each domain and the total score

Table (3) shows that the total reliability of the (25) items in the questionnaire is (0.83) which is considered suitable to conduct the study.

4. Discussion the Results

4.1 Results of teachers` responses in relation to the five domains of the study

The results shows that the teachers` responses scored a higher level of attitude in each individual means as well as on the overall attitude. So, a look at the means of these indicates that there are relatively slight differences between the means. See table (4 and 5).

No.	Items	Means	St. dev.	Estimation level
1.	Flip classroom (FC) helps students to develop their writing skill.	3.47	0.65	High
2.	FC help the student to get immediate feedback on their writing immediately from peers or the teacher.	3.36	0.54	High
3.	FC encourage student to explore more material online to complete their writing tasks.	3.34	0.52	Hight
4.	FC help the students to express their idea clearly in the writing classes.	3.29	0.48	High
5.	FC help students to refer to the learning material frequently to complete their task	3.25	0.42	High
6.	FC develops the reading skills	3.45	0.63	High
7.	FC makes it easier for the students to understand the reading passage easily	3.42	0.60	High
8.	FC enables students to practice the reading skills through materials learned at home	3.37	0.56	High
9.	F.C encourages students to read more at home	3.22	0.36	High
10.	FC help student to enhance their listening skills.	3.34	0.25	High
11.	Listening to English text in the flip classroom help to improve students` listening skills	3.25	0.38	High
12.	the online resources are attractive and simulating.	4.02	0.84	Very High
13.	the online resource used in the flip classroom offer various opportunities for students to practice listening.	3.91	0.75	High
14.	FC allows students to participate more in the classroom.	3.66	0.69	High
15.	FC familiarized students with the listening materials.	3.54	0.54	High
16.	FC help students to the develop their speaking skill	3.44	0.43	High
17.	FC creates an interactive atmosphere in the speaking classes	4.03	0.92	Very High
18.	using video motivates student to practice this speaking skill	3.19	0.17	High
19.	FC reduces students` anxiety when a practice the	3.16	0.15	High

	speaking skill			
20.	videos used in the FC enable students to learn a new expression	4.01	0.80	Very High
21.	FC helps students to develop their cognitive thinking levels .	3.98	0.78	High
22.	FC encourages students to come to class prepared	3.91	0.75	High
23.	FC allows students to have access to the lectures at any time easily.	4.09	0.92	Very High
24.	FC gives students more opportunities to communicate with each other.	3.72	0.65	High
25	FC empower students to become more responsible for their learning	3.87	0.72	High

Table (4) means, stranded deviations and estimation level of each items of the questionnaire of the study.

No.	Items	Mean	Std. Dev.	Estimation level
1.	Speaking skill	3.94	0.49	High
2.	Listening skill	3.77	0.45	High
3.	Reading skill	3.81	0.60	High
4.	Writing skill	3.93	0.45	High
5.	General attitude toward flipped classroom	3.92	0.59	High
Total degree		19.37	2.58	High

Table (4) means, stranded deviations and estimation level of the five domains of the study.

Table (4) shows that the total degree of teachers` responses to those 25 items of the study questionnaire in all domains scored (19.37) which indicates a higher level of estimation with a standard division of (2.58). As shown in this table, the highest means (3.94) was a scored by the speaking skill domain. The writing skill domain scored the second rank with a mean of (3.93) in contrast to the general attitude toward flipped classroom which came in the third rank with a mean of (3.92). The lowest mean (3.77) was scored by the listening skill domain whereas the reading skill domain came in the fourth rank with a mean of (3.81).

To test the hypotheses of this study, which it hypothesized that there is no statistically significant differences at ($\alpha \leq 0.05$) between the attitude of EFL faculties towards the effect of incorporating flipped classroom teaching strategy to enhance English language skills due to gender, qualification, years of experience and specialization. The means, standard deviations and T-test were used in relation to the five domains, the table below shows the result.

Variable	Classification	No.	Mean	St. Dev.	t. value	Significant
Gender	Male	23	4.02	0.36	1.445	0.15
	Female	22	3.88	0.41		
Variable	Degree	No.	Mean	St. Dev.	f.	Significant
Qualification	MA.	18	3.92	0.57	0.236	0.790
	Ph. D.	27	3.84	0.40		
Variable	Years	No.	Mean	St. Dev.	f.	Significant
Years of experience	1-5	9	4.00	0.36	5.570	0.005
	5-10	20	4.04	0.35		
	10 and more	16	3.73	0.43		
Variable	Level	No.	Mean	St. Dev.	T	Significant
Specialization	Method of teaching English	20	3.94	0.43	0.852	0.49
	Linguistic	15	3.87	0.39		
	Literature	10	3.76	0.27		

Table (5) means, stranded deviations of instructors` responses due to gender, qualification, years of experience and specialization

The result of using t-test for independent sample show that there was no statistically significant difference at ($\alpha \leq 0.05$) in the attitude of EFL faculties towards the effect of incorporating flipped classroom teaching strategy to enhance English language skills due to gender (male and female), qualification (MA. Ph. D.) and specialization (method of teaching English, linguistics, literature) at the collage of basic education and college of education for human science in the university of Diyala, have nearly the same positive attitude towards the effect of the flipped the classroom in enhancing the students' language skill. Such results might due to the fact that during the Covid-19 pandemic, all Colleges` instructors in Iraq regardless of their gender, qualification and specialization were informed to use any possible method to deliver the learning materials to their students in all area in Iraq. One possible Solutions was using the blended learning in the form of classroom utilizing zoom, Google classroom, Facebook and other media. This resource will mostly available for instructors and students in the ministry of Higher Education to continue the teaching and to minimize the learning loss among the students.

However, there were statistically significant difference at ($\alpha \leq 0.05$) in the attitude of EFL faculties towards the effect of incorporating flipped classroom teaching strategy to enhance English language skills due to years of experience in favor to (1-5) years of experience versus those more than 10 years of experience in addition to a difference in favor of (5-10) years of experience versus those with more than 10 years. these differences indicate that the two groups of instructors who have less than 10 years of experience had more

positive attitudes towards the effect of incorporating flipped classroom teaching strategy to enhance English language skills due to years of experience variable.

Conclusion

The current study was conducted to investigate the effect of incorporating the flipped classroom strategy in enhancing English language skills as perceived by English language faculty in the University of Diyala. The results provide some evidence that EFL faculty in the Iraq context have the commitment and the ability to cope with recent situation (Covid-19), through adopting new approaches such as the flipped classroom strategy. Such evidence is seen in the instructors` responses to the questionnaires items which revealed that the flipped classroom is helpful and involves many benefits that can help the students to learn, and teacher to teach especially in difficult times and situation. This view where consistent with the result of many studies that revealed positive impact on students` achievement and on teachers` attitude towards this teaching approach. What make this teaching approach a promising one is that, it creates a change in the role of the teacher and the student when moving from teacher-centered activities in to the student-centered activities where the students hold the responsibility of their own learning and play different role inside and outside the classroom. As final remarks, flipped learning is potentially a stepping-stone to a better language teaching with a more enriched, innovative, flexible, learner-driven environment. Flipped learning is at its heart an act of promising pedagogy for teaching EFL/ESL better.

References

Abd Rahman, S., Yunus, M., & Hashim, H. (2020). **The Uniqueness of Flipped Learning Approach**. International Journal of Education and Practice, Vol.8(No.3). [Vol. 8 \(No. 3\)](#).

Bergmann, J. & Sams, A. (2012). **Flippe Your Classroom: Reach Every Student in Every Class Every Day**. International Society for Technology in Education (ISTE).

Bergmann, J. (2011). **Flipped Classroom Offers New Learning Path**. *Electronic Education Report*, Vol.18(No.23).

Bergmann, J., & Sams, A. (2014). **Flipped Learning: Gateway to Student Engagement**. Washington: International Society for Technology in Education.

Borg, W.R. and Gall, D. (1983) **Educational Research**. Longman, New York.

Brame, C. (2013). **Flipping the Classroom**. Vanderbilt University Center for Teaching. Retrieved from <http://cft.vanderbilt.edu/guides-subpages/flipping-the-classroom>.

Burns, A. and Joyce, H. (1997). **Focus on Speaking**. National Centre for English Language teaching and Research, Sydney.

Clark, L. A., & Watson, D. (1995). **Constructing validity: Basic issues in objective scale development**. *Psychological Assessment*, Vol. 7(No.3) ,. <https://doi.org/10.1037/1040-3590.7.3.309>

Hidayat. L. & Praseno, M. (2021). **Improving Students` Writing Participation and Achievement in Ed-puzzle Assisted Flipped Classroom**. *Journal of Education of English as Foreign Language*. Vol.4(No.5), <https://educafl.uobaghdad.edu.iq/article/view/172/164>

McGarr, O. (2009). **A Review of Podcasting in Higher Education: Its Influence on the Traditional Lecture**. *Australasian Journal of Educational Technology*, 25, 309-321. <http://www.ascilite.org.au/ajet/ajet25/mcgarr.html>

Michell, J. (1999). **Measurement in psychology: A critical history of a methodological concept**. New York: Cambridge University Press

Nunan, D. (2003). **Practical English Language Teaching**. International Edition, McGraw-Hill, Singapore.

Oller, J. W. (1979). **Language Test at School**. London: Longman.

Overmyer, G. R. (2014). **The Flipped Classroom Model for College Algebra: Effects on Student Achievement** (Doctoral dissertation). Fort Collins: Colorado State University.

Richards, J. C., & Rodgers, T. S. (2014). **Approaches and Methods in Language Teaching (3rd ed.)**. Cambridge University Press.

Strayer, J. F. (2007). **The Effects of the Classroom Flip on the Learning Environment: a Comparison of Learning Activity in a Traditional Classroom and a Flip Classroom that Used an Intelligent Tutoring System** (Doctoral dissertation). Columbus: The Ohio State University

Tashakkori, A., & Teddlie, C. (2008). **Introduction to Mixed Method and Mixed Model Studies in the Social and Behavioral Science**. In V.L. Plano-Clark & J. W. Creswell (Eds.), *The mixed methods reader*, (pp. 7-26)

Yang, C. C. R. (2017). **An Investigation of the Use of the Flipped Classroom Pedagogy in Secondary English language classroom**. *Journal of information Technology education: Innovations in practice*. Vol16(No.1), ERIC - EJ1126071



Zappe, S., Lechit, R., Messnar, J., Litzinger, T., & Lee, H., W. (2012). **Flipping The Classroom to Explore Active Learning in a Large Undergraduate Course**. Paper presented at 2009 American society for engineering education annual conference & Exposition, Austin, TX. Retrieved from [ASEE PEER](http://www.asee.org/peer)



Appendix




The questionnaire




This questionnaire consists of two sections; the first section seek to collect personal information including: gender, specialization, and years of experience. The second section contains 25 items that aim at exploring the responses of the participants regarding each item.

Section (1) Personal Information

Gender: Male  Female 

Qualification: Ph.D.  MA. 

Years of Experience: 1-5  6-10  10 and more 

Specialization: Methods of Teaching English  Linguistic 
Literature 

Section (2) contains 25 items that aim at exploring the responses of the participants regarding each item.

No.	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Flip classroom (FC) helps students to develop their writing skill.					
2.	FC help the student to get immediate feedback on their writing immediately from peers or the teacher.					
3.	FC encourage student to explore more material online to complete their writing tasks.					
4.	FC help the students to express					

	their idea clearly in the writing classes.					
5.	FC help students to refer to the learning material frequently to complete their task					
6.	FC develops the reading skills					
7.	FC makes it easier for the students to understand the reading passage easily					
8.	FC enables students to practice the reading skills through materials learned at home					
9.	F.C encourages students to read more at home					
10.	FC help student to enhance their listening skills.					
11.	Listening to English text in the flip classroom help to improve students` listening skills					
12.	the online resources are attractive and simulating.					
13.	the online resource used in the flip classroom offer various opportunities for students to practice listening.					
14.	FC allows students to participate more in the classroom.					
15.	FC familiarized students with the listening materials.					
16.	FC help students to the develop their speaking skill					
17.	FC creates an interactive atmosphere in the speaking classes					
18.	using video motivates student to practice this speaking skill					
19.	FC reduces students` anxiety when a practice the speaking					

	skill					
20.	videos used in the FC enable students to learn a new expression					
21.	FC helps students to develop their cognitive thinking levels .					
22.	FC encourages students to come to class prepared					
23.	FC allows students to have access to the lectures at any time easily.					
24.	FC gives students more opportunities to communicate with each other.					
25.	FC empower students to become more responsible for their learning					