The Effect of Flipping Classroom Strategy on the Attitudes of the Iraqi 6th Preparatory Students towards English Subject.

Omar Abid Salih (M.A.)
General Directorate of Education in Anbar
Email: omaroffice8@gmail.com

Meethaq Khamees Khalaf (M.A.)
University of Anbar
Email: mith_kh@yahoo.com

Abstract:

This study aims at investigating the effect of flipping classroom strategy (FCS) on the Attitudes of the 6th Preparatory Students towards English Subject. The participants of the study have been (70) purposefully chosen from Himreen secondary school for boys/ the representation of ministry of Education in Erbil and divided into two groups: (35) students for the experimental group and (35) students for the control group.

To achieve the aim of the study, the two groups have been statistically equalized in some variables. The experiment has lasted two weeks during which the researcher himself has taught the experimental group which adopt FCS while the control group has received the ordinary method. The instrument of the study has been a scale constructed by the researcher to measure students' attitudes towards English Subject.

By using t-test formula, the results have showed that there is a significant difference in the students' attitudes between the experimental group and the control group in favour of the experimental one. This difference can be attributed to the use of FCS.

*Keywords: **Flipping Classroom, 6th Preparatory Students, Attitudes, English Subject***

Section One: Introduction

1.1 Statement of the Problem:

The rapid growth of approaches and methods is a prominent characteristic of contemporary language teaching (LT). However, the field of LT has not reached the point of the one superior method over another for all teachers and students. Consequently, TL should vary according to the environment in which the teachers and students find themselves are working. So, it is the job of the researchers to prove the efficiency of a certain strategy to teach certain students in a certain classroom situation.

Literary texts are meant to supply students with authentic material and situations of the foreign culture. English foreign learners are expected to develop their competence of their language through such subjects. These texts help students to master the four skills of language, vocabulary, and grammar (Stem, 2008:37).

Salasar (1999:31) states that "LT has achieved a higher level of efficiency than before, but one thing has remained stagnant that is the teaching of literature". Harrison (1973:46) add that "the teaching of literature is a difficult task since literature is a manifestation of verbal culture and cannot be filtered out or separated from language".

The researcher's notes, throughout their simple experience in teaching with other teachers of literature, that most of the students look to literature as a boring lesson full of facts, information and events. Therefore, we cannot see them show serious attention in their studies that affects passively on their attitudes. The reason behind low achievement is most of the teachers are using traditional methods and strategies which depend

on dictating students and focus on the teacher rather than the student.

Ryan (1963:1) asserts "all literary forms have most conspicuously neglected. The reason for this neglect seems clear: most of them have gained a more or less permanent place in the study of English are difficult". The difficulty of teaching literature lies in deciding the ideal, effective method or the most appropriate techniques used by the teacher. Through the study of Al-Temimi(2000:42), it has been found the only dominant way in teaching literature is the lecture or the extended-controlled presentation in which there is a little interaction between the teachers and the students. This means that the students have no chance to express themselves or to show any literary tendencies.

When the problem reaches its climax, the researchers will try to adopt FCS as an important technological strategy to help students get rid of insufficient methods they suffer. We hope that it will be beneficial to Iraqi teachers of English at various levels of learning and their students who study English as a foreign language. Finally, since this study has not been conducted before, it comes to be justifiable.

1.2 Significance of the Study:

This work is thought worthy to study since:

1. It provides theoretical and empirical contribution to the field of ELT by detecting the impact of the teacher-learner interaction.

2. It serves as a contribution in facilitating the process of teaching English as a foreign language because it is still in its infancy in Iraq and in solving problems related to teachers, learners, and material.

3. It strongly calls the teachers of English in search for better teaching strategies, techniques, and methods utilized in teaching English in general and short story in particular.

4. It provides empirical evidence on some aspects of teaching literature as educational debate because literature-teaching methodology is placed on more secure empirical footing as it is always said that an experiment is the only way for setting disputes regarding educational practice.

1.3 Aim of the Study:

This study aims at finding out the effect of FCS in developing the 6th preparatory students' attitudes towards English subject in general and short story in particular.

1.4 Hypothesis of the Study:

There is no statistical significant difference in the 6th preparatory students' attitudes between the mean scores of the experimental group and control group.

1.5 Limits of the Study:

1-The sample of the study is limited to the 6th preparatory students enrolled in the representation of ministry of Education in Erbil / morning studies.

2-The Material of the study is derived from the textbook (English for Iraq) prescribed to be taught to the 6th preparatory students. The researcher focuses on one short story (The Swing by Mohammed Khudair).
3-The study is conducted during the first course of the academic year 2015 – 2016.

1.6 Definitions of Basic Terms:

1.6.1 Effect:

Al-Burkani(2008:12) defines effect as "a change that results when something is done or happens". The operational definition of effect is the changes that result in the 6th students' attitudes after using FCS and applying the scale of attitude.

1.6.2 Flipping Classroom:

FC means "events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa" (Bishop and Verlager, 2013:32).

1.6.3 Attitude:

Attitude can be defined as a mental concept that depicts positive or negative feelings toward an object (Atallah, 2010: 103).

The operational definition of attitude has been proposed to be the impression of the 6th students' responses concerning agreement or refusal towards English subject (short story: the Swing) due to the use of FCS. They are measured by the total marks students get depending on the scale of attitude constructed by the researcher.

Section Two: Theoretical Preliminaries:

2.1 Background of Flipping Classroom:

The initial steps of the learning process through direct instruction involved going over notes in a book before class, but due to the development and availability of technological tools for today learners, the learning material can be provided before class time through intentional content in direct instruction(Brame, 2013:11). FL is seen as an alternative to direct instruction and it is a pedagogical model in which the typical lecture and homework elements are reversed. Short video lectures are viewed by students at home before the class meeting, while the time of class is devoted to exercises and discussions. The video lecture is often seen as the key in the FC, such lectures being either created by the teacher or selected from an online repository (ibid).

The notion of FC draws on some concepts such as active learning, student engagement, design, etc. Strayer (2007:17) reported the goal of using FL is to create an active learning environment during class meetings, while ensuring content coverage. Strayer's framework is derived from Piaget's theories of active learning.

> *The classroom flip is usually motivated by a desire to learn through active participation in the classroom. Piaget says that learning occurs not when a person merely copies an idea, but when a person acts on it (ibid: 45).*

The value of FC is changing the class time into a workshop where students can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands on activities. During class meetings, teachers function as advisors, encouraging students in individual inquiry and collaborative effort. It is widely used to describe almost any class structure that provides prerecorded lectures followed by in class exercises. Teachers might lead discussions and put into practice what they learned from the lectures they view outside class. They suggest various approaches, clarify content, and monitor progress. They might organize students into a workgroup to solve a problem that some students are struggling to understand (Al-Khalifa and Mutawa', 2015:8).

In a traditional lecture, students often try to listen and write what is the teacher says. They may miss significant points because they are trying to transcribe the teacher's words. By contrast, the use of video and other prerecorded media puts lectures under the control of the students: they can watch, replay, and fast forward as needed. This ability may be valuable for students with accessibility concerns, especially where captions are provided for those who are suffering from some problems. A lecture that can be viewed more than once may help those who are English is a foreign language. Devoting class time to application of concepts might give teachers an opportunity to detect errors in thinking, particularly those that are widespread in a class. At the same time, collaborative projects can encourage social interaction among students, making it easier for them to learn from one another. In terms of Bloom's taxonomy of learning, FC has students perform the lower levels of cognitive work outside of class, and the higher levels of cognitive work in class (Brame, 2013:27). Sezer, (2011) as cited in Shimamoto (2012:37) noted that students in active learning environments "show improved retention and better conceptual understanding of learned material".

When FC becomes more popular, new devices emerge to support this kind of learning outside of the class. In particular, the ongoing development of powerful mobile devices will put a wider range of educational resources into the hands of students, at times and places that are most convenient for them. FC constitutes a change for teachers' role, who gives up their position in front of the class into a more cooperative contribution to the teaching process. There is also a concomitant change in the role of students where instruction is served to them. FC puts more of the responsibility for learning on the shoulders of students while giving them great experience (Bishop and Averleger 2013: 14).

The main goal of FC is to enhance student learning by reversing the traditional model of a classroom, focusing class time on student understanding rather than on lecture. This allows class time to be devoted to expanding on and mastering the material through collaborative learning exercises, projects, and discussions. In this way, the homework that is typically done at home is done in the classroom, while the lectures that are usually done in the classroom are viewed at home (Brame, 2013:28).

2.2 Principles of Flipping Classroom:

FC implies a reversal of the normal class set up and the switch between class instruction and homework. What happens through FC approach is that students acquire the basic information outside of class, constructing their learning, enjoying the freedom of watching for further learning. They "pause to reflect on what is being said, rewind to hear it again, and view the lecture on a mobile device rather than in a fixed location"(Talbert,2012:101). FC allows differentiated instruction to help students overcome language learning obstacles and provides learners with opportunities to learn by doing since their learning is more personalized. It creates the potential for active, engaged, student-centered learning, and personalized instruction. Active learning is generally defined as "one that engages students in the learning process, where learners are actively and extensively involved in activities and are responsible for and have ownership over their learning" (Pearson, 2013:40).

The principles of the FC can be summarized as having a situation where "teachers shift direct learning out of the large group learning space and move it into the individual learning space, with the help of one of several technologies"(ibid).The used technologies seem perfectly consistent with Communicative Language Teaching Methods since they emphasize learning by doing, where learners respond to sets of tasks depending on their various abilities.

2.3 Advantages of Flipping Classroom:

This strategy yields numerous potential advantages to both students and teachers, including:

1. Students have more control:

In FC, it is possible for students to have increased input and control over their own learning. By providing short lectures at home, students are given the freedom to learn at their own pace. Students may pause or rewind the lectures, write down questions they may have, and discuss them with their teachers in class.

2. It promotes student-centered learning and collaboration:

FC allows class time is used to master skills through collaborative projects and discussions.This encourages students to teach and learn concepts from each other with the guidance of their teachers.

3. Lessons are more accessible:

By making video lectures available at all times, students who are forced to miss class due to illness, or emergencies, can catch up easily. This also gives teachers more flexibility when they themselves are sick or busy. This would not work in a traditional classroom, but by flipping the classroom provides a great deal of flexibility to help students with their busy lives.

4. Access for parents to see what's going on:

Unlike traditional classroom models, FC gives parents an access to their students' video lectures. This allows parents to be better prepared when attempting to help their students and gives them insight into the quality of instruction their students are receiving.

5. It can be more efficient:

In FC, students can have more free time or more academic practice when it is done properly. Since it limits the outside workload for watching the video that is usually less than two hours, this gives students and teachers more time outside of class to focus on other interests like friends, families, and hobbies.

6. It increases student & teacher interaction:

FC allows teachers to use technology to increase interaction with students. Teachers play a vital role in the lives of their students. They are advisers, friends, neighbors, and experts. Having face-to-face interaction with teachers is an invaluable experience for students.

7. It increases student–student interaction:

FC allows students to have more time for collaborating with other students which can be a great learning experience for the students and as a way for them to build their teamwork abilities. (Randall and et al , 2013: 10)

2.4 The Role of the teacher:

Brooks and Brooks (1999: 32) noted that teachers generally behave in an interactive manner, mediating the environment for students as opposed to behaving in a didactic manner, disseminating information to students. In addition, teachers in FC seek for the students' points of view.

The teacher plays an integral role in developing the learning environment. Baker (2000:9) referred to the shift from the "sage on the stage, to the guide on the side". Teachers may revere the idea of student centered learning but they do not know how to implement the practice. The lack of content knowledge may lead to a

teacher centered classroom. They in a specific domain tend to adhere to conventional teacher instruction, while experienced teachers are more open to move towards reform guided instruction (Wiersma 2008:47). Another reason that may prevent teachers from acting upon their beliefs may relate to contextual factors, such as lack of time, large classes, or mandatory exams (Barak & Shakhman, 2008:12)

The behavior of the teacher also changes in a student-centered learning environment, as noted in this study which involved establishing cooperative small group activities during two weeks of study. Johnson and Johnson (as cited in Cooper et al.,1990:7) found that cooperative learning has a more positive impact on student self esteem than traditional methods of instruction. This increase in self-esteem may lead to better student engagement and less disruptive behavior.

2.5 Previous Studies:

In latest recent years, an international attention has been interested in studying of the impact of the modern teaching strategies adopted the modern techniques for developing the educational process. One of the most prominent strategies is FC. Throughout reviewing the previous studies, the researcher has found that no study in Iraq has investigated the same aim of the present study. This gives a clear indication that this strategy is still suffering from negligence especially by researchers in the field of TEFL.

Ahmed (2016) conducted a study to investigate the effect of FC on writing skill in English as a foreign language and students' attitude towards flipping. The participants of the study were (62) students at Qasim University and was divided into two groups: (30) students for the experimental group and (30) students for the control group. The instruments of the study were a writing test and a questionnaire to measure students' attitude towards flipping. The experimental group was taught using flipping while the control group was taught using the traditional method. Finally, students in both groups were post tested using the writing test while the questionnaire was applied for the experimental group only. Results of the study showed that the experimental group outperformed the control group in the post test of writing. Second, there was statistically significant difference between the mean scores of the pre and post application of the questionnaire of the experimental group in favor of the post application. This difference can be attributed to the use of flipping.

Johnson (2012) examined the efficacy of traditional and flipped course delivery methods using a mixed methods switching replications design. To examine the benefits, shortcomings, perceptions, and academic results of FC model by using technology, a high school computer applications course was flipped so that instruction occurred prior to class time. The cognitive level of questions asked by students and teachers during class that would gauge the level of student's cognition based on the levels of Bloom's Taxonomy. Perceptions of course format served as a dependent variable that would provide insight into teacher and student preferences of learning method. It was hypothesized that students in the computer applications class would benefit from the flipped method due to the transitioning of class time from lower level activities to collaborative group work. The results did not support this hypothesis because this study did not provide insight into further research on the topic as well as observations in relation to the findings.

Al-Zain (2015) explored the effect of using FCS on the academic achievement of the Students in Department of Education/ Princess Nourah bint Abdulrahman University. The sample of the study consisted of (77) female students from department of special education.The students were administered an achievement test constructed by the researcher at the end experiment. The results revealed the effectiveness of FCS on the academic achievement of the Students in the mentioned department. Based on the findings of this study, some recommendations were drawn by the researcher.

Sung (2015) looked into a flipped English content-based class where (12) participating of college students enrolled and completed all the course requirements in an elective course. Firstly, the students were guided to preview lesson materials such as readings and videos and to engage in diverse online activities on a flat

form. Then, they did cooperative class activities such as sharing their thought papers, discussing the questions on readings developed online, and doing a final project of designing an evaluation plan.The results of the analysis of both informal and formal course evaluations and student work showed that they viewed flipping learning positively despite few difficulties of adjusting themselves to it. They also viewed that flipped teaching could be a good motivation for change in current English language teaching.

Li (2013) described FCS and took a picture to her learners before and after applying the flipping. She found out that the classroom changed from being teacher centered to becoming more learner centered. She found that FCS helped in many ways: by allowing the teacher to individualize instruction, giving students more opportunities to engage in the four skills, creating students who are more self disciplined to study, making students more active in class, not wasting students' time on note taking in class, and reducing teacher pressure to create materials as they can share online. As a result, she suggested that FC could be considered as a viable teaching strategy in China.

Johnson (2013) chose a group of students from high school in math classrooms where instruction was flipped to examine their perceptions of FC and to assess the role of social media, and educational technology played in FC environments. The survey utilized both qualitative and quantitative research which provided a broader understanding of how students responded as a group and as individuals. The results revealed three major findings: students were doing less homework in FC than in a traditional lecture, students enjoyed learning in FC environment, and students benefited from watching their lectures in condensed videos. The findings also illustrated that technology can provide a self paced instructional setting that can effectively support mastery learning for students. Additionally, educators who use FC can add additional supporting elements like assessment for learning; problem based inquiry, strategies for differentiation, and can create an environment for instruction that is more flexible than traditional classroom settings.

2.6 Discussion of Previous Studies:

Having reviewed the related studies, FCS has drawn many attentions of researchers in advanced countries. Most of the previous studies emphasized the application of FCS and its effectiveness in developing the academic achievement of the students and increasing their interaction and participation in the lecture as well as their enjoyment in applying this type of strategies. Throughout the long experience of the researchers as teachers, they found out that the necessity of employing modern technologies in the process of learning. It has become popular in educational circles, but it seems to us few teachers have embraced the concept enough to do empirical studies on the topic. Therefore, the current study offers an attempt to fill the gap in the current lack of research into FC, particularly the EFL classroom.

Section Three: Methodology
3.1 Research Design:

The current study has utilized the experimental design since the choice of the sample has been intentionally and it suits the aim of the research. The researcher has compared the findings of the experimental group by using FCS with the findings of the control group used the ordinary method. The researcher has adopted the table below so as to further explain the design of the study.

Table (1): The Design of the study

Groups	Independent Variables	Instrument of the study	Dependent Variable
Experimental	FCS	The scale constructed by the researcher	Students' Attitudes
Control	Ordinary method		

3.2 The Population and Sample of the Study:

The population of the present study has included the 6th preparatory male students in the secondary schools that belong to the representation of ministry of Education in Erbil / morning studies during the first cour of the academic years 2015–2016. The researcher has purposefully chosen Himreen secondary school since the researcher has been one of its stuff. The sample of the study consists of (70) students assigned to two groups: group(A) represents the experimental group which has received FLS and group (B) represents the control group which has received only ordinary method. Therefore, the total number of the sample is as shown in Table (2).

Table (2): The distribution of the participants

Groups	Number of Students	Per cent
Experimental	35	50%
Control	35	50%
Total	70	100%

3.3 Equalization of Groups:

To achieve better equation of the experimental and control groups, some of the variables which may affect the findings of the experiment are controlled.There variables are: the age measured by months, the academic level of parents, and the scores of English in the previous year. To examine whether any significant differences on the mentioned variables may occur between the experimental and control groups, chi-square formula and t-test were used. According to the statistical manipulation of the variable data, it has been found that there are no statistically significant differences between the two groups at 0.05 level of significance in all the above mentioned variables.

3.4 Selection of the Material:

Short story is one of the most important subjects taught to the 6th preparatory students, since it is very rich in expressions and imagination that stimulate the students to think and give their various ideas and interpretations of the story. One short story ("The Swing" by Mohammed Khudair) has been selected from the textbook prescribed to be taught to the 6th preparatory students.

3.5 Preparing the Instructional Plans:

One of the successful teaching requirements, the lesson plans has been prepared in the light of the independent variables (FCS and the ordinary method). These plans have been exposed to a group of specialists who are known in the field of English language teaching and learning to determine their suitability and in the light of their suggestions; the plans have been modified and highly regarded by the researcher.

3.6 Application of the Experiment:

After choosing the sample of the study and distributing them into two groups, the instruction started on the 8th of November, 2015 for both groups. The researcher himself has taught the two groups and arranging the lessons: three periods for each group every week. The experimental group has been taught by using FCS, directing the students to watch the events at home and activate interaction with the text to answer the activities given by the teacher inside the class. The researcher has provided them with nice videos about the story they need to comprehend and generate new ideas about the indented situation. They could watch them by using any modern technological device such as: mobile phone, laptop, ipad, etc. Based on their watching the events deeply, the students discuss the story among them and interact with the teacher to explain all the

details, they communicate inside the classroom and the researcher has given them various activities and questions to answer, to communicate with the teacher and with each other. The students have presented different opinions for the same situation. They were told to think of questions and write them on a sheet of paper, so the students exchange questions and the teacher listen, guide and reinforce their performance.

While the control group has been taught the same material according to the ordinary way by explaining the short story directly to the students who has been listening and taking notes from the teacher who has clarified and explained the events of the story. And then, the teacher has given them some questions to be answered at home with few discussions among them or exchanging the opinions.

3.7 Instrument of the Study:

For measuring the attitude of the sample of the study towards the subject-matter, there must be an appropriate scale to achieve this purpose. The researcher has not found a ready scale meets the requirements of the study that includes all the aspects such as the academic level, and the scopes of the scale that show the variables of the study, so the researcher has constructed a suitable scale for measuring the students' attitudes depending on the following procedures:

1. Determining the aim of scale. **2**. Viewing the previous studies.
3. Determining the scopes of the scale. **4.** Preparing the scale instructions.

The scale consists of (32) positive and negative items as an initial form, each one followed by four levels of response (highly agree, agree, disagree, and highly disagree). These items have been distributed on four scopes:

1. The attitude towards the nature of the subject-matter.
2. The attitude towards the value of the subject-matter.
3. The attitude towards learning the subject-matter.
4. The attitude towards enjoying the subject-matter.

3.7.1 Validity of the Scale:

The researcher has exposed the initial form of the scale to a critical examination by six jurors who are well known for their efficiency in the field of English language teaching and learning, linguistics and statistics to determine the face validity of the scale. The items have been discussed with them and their suggestions were taken into account in modifying the scale before it was applied.

Analysis of the short story has been made by the researcher to secure content validity covering all the subject-matter. All the experts have agreed that the scale is suitable to the sample of the study and it has measured the purposes they designed for and got (0.80) agreement.

3.7.2 Reliability of the Scale:

The researcher has utilized Cronbach's Alpha Formula to estimate the reliability of the scale after conducting the pilot study on (60) students from Al-Amal secondary School on the 1st of November, 2015. It can provide valuable information about the ease of using the scale, the time students need for completing it, the clarity of instruction, and the kind of language being elicited in the items, the usability of the marking scales. It has been found out that the calculated reliability value is (0.76) which is considered adequate with reliabilities (0,60 – 0,85).

3.8 Application of the Instrument of the Study:

 After ensuring the validity and reliability of the scale, the students of both groups has administered the scale constructed by the researcher on the 22nd of November, 2015. The same procedures have been followed in conducting the scale. The researcher has given clear instructions concerning how to answer each item of the scale so as to overcome any kind of ambiguity. In addition, suitable conditions have been provided to allow them do their best under the same circumstances and to avoid any extraneous variables might affect the result of the study. All students have finished their answers without any problems within (60) minutes.

3.9 Statistical Means:

The following statistical means have been used in this study:

1-T-test for two independent samples has been used to find out the equivalence between the two groups and to find out the significance of the difference between the two groups (Glass and Stanley, 1970:295).

2-Chi-square has been used to find the equivalence between the two groups in their mothers' and fathers' education (AlKubaisi, 2007:44).

3-Cronbach's Alpha Formula has been used to find out the reliability of the scale constructed by the researcher (Al-Nabhan, 2004:249).

Section Four: Results and Discussion
4.1 Results of the Study:

In order to determine whether there are significant differences between the mean scores of the experimental and control groups, the researcher has used the mean, standard deviation and "t" test formula. Moreover, data have been treated by using the statistical program called as "SPSS".

To achieve the aim of the study stated at the beginning and verify its hypothesis, the researcher made a comparison in order to find out if there are significant differences between the mean scores of the two groups or not, as follows:

4.2 Comparison of the Experimental and the Control Groups:

With reference to the aim and the hypothesis whether there is a significant difference in the attitude of the students' mean scores between the experimental and the control groups due to the use of FCS, the researcher has compared the mean scores of the two groups. It has been found that the mean of the experimental group is (36.2) and the mean of the control group (30.82). 't' test has been used in order to find out if there is any significant difference between the two groups or not. The calculated value has been found 2.936 which indicate that there is a significant difference between the two groups in favour of the experimental one. This refers that the attitude of the experimental group used FCS is higher than the attitude of the control group which has been taught according to the ordinary method, as shown in Table (3).

Table (3): The Mean, SD, and t- Value of the Scale Scores of both groups

Groups	Number	Mean	SD	D F	T-Value	
					calculated	Tabulated
Experimental	35	36.2	8.98	98	2.936	1.98
Control	35	30.82	9.33			

4.3 Discussion of the Result:

It is apparent that most of the findings drawn in the previous studies show that the used strategy (FC) reveals certain effectiveness on the development of students' abilities in various subject matters. Likewise, this study has revealed that there is a statistically significant difference between the mean scores of the students of the experimental group who has received FCS and that of the control group who has been taught according to the ordinary methods and it is in favour of the students of the first group. This can be interpreted to mean that teaching short stories with modern activities that promote interaction with the text, and encourage thinking is more benefit to learning than the ordinary way which does not give the students the chance to discuss and communicate inside the classroom. Therefore, interaction with the teacher is better for learning a language than listening to the teacher's explanation. And the interaction with text by watching its events, gives the students an opportunity to develop their thinking. This is a chance which may not be possible inside the class.

The learning occurs as a result of critically analyzing key concepts at their own pace in an individualized setting such as their homes. Students perceive the use of classroom activities that activate higher order thinking to be able to give different analyses of events and perform their tasks. Additionally the environment enables students to remain at higher levels of Bloom's Taxonomy for longer periods of time. The longer students remain in the higher levels of thinking and problem solving, the more they feel engaged with their tasks, and the perceived quality of the learning is greater as they have more and more time to brainstorm their minds. In addition, the rich input given through the videos, individualized tasks and the classroom interaction promotes better skills and enhances the productions on the different levels of rhetoric and linguistic level of the language.

Conclusions:

The results of this study indicate the relative superiority of teaching story communicatively, that encourages thinking and different interpretations for the same story, over the ordinary way of teaching literature, i.e, explaining the story directly where the students have no chance to watch the events and discuss them with themselves. Therefore, the results have confirmed that the use of FCS in teaching short stories is expected to have a significant positive effect on students' attitudes.

From a theoretical point of view these results support the point of view that language teaching is communication between the student and the text; the students should read the text, watch the events and think of them, then they should try to fill gaps and interact with the teacher and interaction among themselves.

Teaching short stories by explaining the material directly to the students without permitting students' participation and without interacting with the text will not permit communication between the student and the teacher or among the students themselves. From a pedagogical point of view the results uphold the importance of watching and interaction between the student and the text, which enables the former to develop attitudes towards the subject. From a practical point of view the results indicate the importance of teacher training both academically and professionally especially in presenting different activities inside the classroom.

The results also indicate the importance of various activities given by the teacher, as the teacher is described as an intelligent moving from one activity to another in foreign language learning situation, when accompanied by personal contact between the teacher and the students. FCS, therefore, makes the students more active, helps and encourages them to watch and analyze the text developing their ability to read and understand the text, and to be able to appreciate or criticize literary texts. As a result, it helps them to develop their language skills to be creative in learning the foreign language.

The students will get benefit from studying stories and their appreciation of them will be enlarged, through their understanding of new ideas which appear in the text.

Recommendations:

In the light of the findings of the present study which prove the effectiveness of the suggested teaching strategy in improving the learning of literary texts, the researcher recommends the following:

1. More attention should be directed to teachers of providing them with the up to date strategies to be acquainted with the development in the field of teaching literary works.

2. Teachers should be encouraged to use modern teaching strategies to enhance their students' mastery of reading skills and increase their interest and motivation that lead to improve their achievement and attitudes.

3. Teachers should do their best to organize and manage the instructional material in the way that serves to maximize students' engagement in their academic studies.

4. Teachers should perceive the importance of emphasizing the linguistic properties of literary texts to achieve optimal understanding of such texts.

5. Students should train themselves to pay close attention to language, particularly syntax, cohesive devices and discourse markers, in order to interpret difficult texts.

6. Students' attention should be directed to interact with texts to analyze and criticize to help them be creative and critical.

7. Texts selected to be included in literary textbooks should be authentic, i.e. exhibit the characteristics of true discourse: having something to say, being coherent, and clearly organized.

Suggestions for Further Studies:

On the basis of the findings of this study, it is suggested that:

1. A study to be conducted to find out the effect of using FCS in teaching other subjects of literature: novel, drama, and poetry.

2. Another study to be carried out to investigate the role of FCS on other academic levels.

3. A similar study can be conducted to find out the difference between male and female achievement through using FCS.

4. A similar study can be conducted to examine the effect of other techniques on teaching short story.

5. A similar study can be proposed to investigate the effect of FCS on students' creative thinking in short story.

References:

Ahmed, M.(2016). The Effect of a Flipping Classroom on Writing Skill in English as a Foreign Language and Students' Attitude Towards Flipping .Journal of US-China Foreign Language, 14 (2).

Al-Burkani, N. (2008). The Effect of six Hats Strategy on the achievement of the 3rd intermediate female Students in Mecca. Unpublished M.A. Thesis, De Bono Centre.

Al-Kubaisy, Abdul Wahid.(2007).some of the Basics of university Teaching. 1st ed. University of Anbar: center of Methods of Teaching.

Al-Khalifa, H. and Mutawa', D. (2015). Strategies of Active Learning. 3rd. Al-Mutanabi Bookshop.

Al-Nabhan, M.(2004). The Basics of Measurement in the Behavioral Sciences. Amman, Jordon: Dar Al-Shurooq.

Al-Temimi, S. (2000). The Appopriateness of Techniques used by Instructors of Literature in Reinforcing the Learning of Language Skills. Unpublished M.A. Thesis, University of Baghdad.

Al-Zain, H.(2015). The Effect of Using Flipped Learning Strategy on The Academic Achievement of The Students in Education Department. Journal of Education, 4 (1).

Atallah, M. (2010). Methods and Styles of Teaching Science. Amman, Jordan: Dar Al-Maseera for printing and publishing

Baker, J. W. (2000). The Classroom Flip: Using web Course Management Tools to become the Guide by the Side. In J. A. Chambers, Selected papers from the 11th International Conference on College Teaching and Learning. Jacksonville, FL: Florida Community College at Jacksonville.

Barak, M. and Shakhman, L.(2008). Fostering Higher-Order Thinking in Science Class: Teachers' reflections. Teachers and Teaching: Theory and Practice, 14(3).

Bishop, J. and Averleger, M. (2013). The Flipped Classroom: A survey of the research. 120th ASEE annual conference and exposition. American Society for Engineering Education.

Brame, Cynthia J. (2013). Flipping the classroom. Vanderbilt University for Teaching.

Brooks, J. & Brooks, M.(1999). In search of Understanding: The Case for Constructivist Classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.

Glass, G. V.,and Stanley,J.C.(1970). Statistical Methods in Education and psychology. Englewood Cliffs New Jersey: Prentice – Hall, Inc

Harrison, B. (1973). English as a Second and Foreign Language. London: Longman.

Johnson, G. (2013). Student Perceptions of the Flipped Classroom. Unpublished M.A. Thesis, University of Coppin State.

Johnson, L. (2012). Effect of The Flipped Classroom Model on a Secondary Computer Applications Course: Student and Teacher Perceptions, Questions and Student Achievement. Unpublished M.A. Thesis, University of Louisville.

Li, L. (2013). The Application of Flipping Classroom Model in English Language Teaching Flipped Classroom, Model in English Teaching. The Youth Writers, 20 (6).

Pearson,T.(2013).The Flipped Learning Model: Executive summary. Retrieved from http://researchnetwork.pearson.com.

Randall S., Douglas L.and Dean, N. (2013). Flipping the Classroom and Instructional Technology Integration in a College- level Information Systems Spreadsheet Course. Educational Technology Research and Development, 61(4).

Ryan,M.(1963). Teaching the Novel. New York: the Macmillan Company.

Salasar, N. (1999). A New Approach to Teaching Literature. Forum, 30(2).

Shimamoto, D. (2012). Implementing a Flipped Classroom: An Instructional Module. Technology, Colleges, and Community Worldwide Online Conference.
http://scholarspace.manoa.hawaii.edu/handle/10125/22527

Stem, S. (2008). Expanded Dimensions to Literature in English as a second Language and English as a Foreign: An Integrated Approach. Forum, 25(4).

Strayer, J. (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. Retrieved from Proquest UMI. (3279789)

Sung, K. (2015). A Case Study on A Flipped Classroom in an EFL Content Course. Multimedia-Assisted Language Learning, 18(2).

Talbert, R. (2012). Inverted Classroom. Colleague, 9(1). Retrieved from http://scholarworks.gvsu.edu

Wiersma, A. (2008). A Study of the Teaching Methods of High School History Teachers. The Social Studies, 99(3).