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# The Effect of Flipped Classroom technique on Iraq EFL Students' Achievement in Learning Adjectives

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## Abstract

The current study aimed at investigating the effect of flipped classroom technique on Iraq EFL students' achievement in learning adjectives.

The sample of the current study was 3<sup>rd</sup> grade students from the English Department at the college of Basic Education/ Al-Mustansiriya University.

To fulfil the aim of the study, the researcher adopted a null hypothesis which indicates that there was no significant difference between students' achievement that used a new technique in learning adjectives of that do not use. To achieve the aim of the current study an eight weeks experiment was conducted on the experimental group with pre and posttest. The experiment was started on 11 October and ended in 11<sup>th</sup> January, 2017.

At the end of the experiment, the researcher has used t-test for two groups and he submitted the form of the test to experts to ensure its validity and reliability, the calculated results had shown that there was a statistically significance difference between the achievement of the students of the experimental group on the posttest from control group. Finally, the researcher had put down some conclusions, recommendations and suggestions for further research.

## Chapter One: Introduction

English language plays an increasingly crucial role in daily life in the world. The reason is that the significance of English is recognized by more and more people who learn English language as their second language. Therefore, in many countries, English as L2 has been taught to learners since their early age.

Vocabulary plays an important role in English acquisition, especially for learners. The core of language is communication. Comprehending the meaning of words is the foundation of communication. Therefore, finding an efficient teaching method for the meaning of words is necessary. The English adjective, which is considered as one of the traditional eight English parts of speech is worth studying. Many English learners find that

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it is difficult to describe a word with an English adjective of suitable meaning. Some of them have problems in retaining the adjectives' meaning (Richards & Rodgers 2001: 73-74).

## 1-1 The Problem of the Study and Its Significance

Cooperative learning techniques are opposed to conventional techniques; these techniques provide learners with opportunities to take more active roles in their own learning. One of the cooperative learning techniques is flipped classroom technique.

Flipped classroom technique has taken important role in higher education, and the traditional course is likely employ the element of the flipped classroom to supplement out-of-class work with video presentations. In particular, new technology will put rich educational resources into the hands of students at any time and place.

In spite of this technique is used to teach English as a foreign language it. has a positive effect on the EFL learners' attitudes, engagement, participation, and performances. So, this technique had not been examined in the Iraqi EFL context. A lot of studies referred that Iraqi EFL learners do not have the opportunities to engage in English language use or practice skills outside of the classroom, largely due to two reasons. The first reason is the passive role; many teachers have adopted and used traditional techniques. The second reason indicated that EFL Iraqi classes are teacher-led because the main teaching method is lecturing, making the textbook and the teacher the only sources of knowledge. This has created passive and unmotivated learners and reduced students' chances to naturally acquire the language. These reasons encouraged the teacher to use the flipped classroom technique because it motivates students to spend more time of out- of-class to learn by themselves and encourages them to participate more in their class. The other reason is that the limited practice opportunities in Iraq EFL classes are the nature of the curriculum. The curriculum does not encourage learners to take a role in the learning process since learner-centered methods are not used in Iraqi EFL contexts.

## 1.2 The Aim of Study

Based on the problem above, the researcher assumed that it was necessary to find a right solution for this problem, the researcher proposed new technique which is called flipped classroom technique. This technique could give benefit both for the students and the teacher.

From the researcher's aspect, flipped classroom technique could help the teacher to use a variety of activities to maintain the students' motivation

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on learning, and gradually it would help the teacher to support the students to improve their communication.

## 1.3 Hypothesis

For the sake of carrying out experimentation, the current study is based on the following hypothesis.

1. There is no statistically significant difference between the mean scores obtained by the subjects of the experimental group who are taught adjectives according to flipped classroom technique and those of the control group who are taught adjectives according to the traditional method.

## 1.4 Procedures

The following steps are:

1. Selecting a random a representative sample of third level students at the college of Basic Education/ Al- Mustansiriyha University,
2. Dividing the students into two groups, control and experimental
3. Constructing a pre-posttest to ensure its validity and reliability,
4. Administrating the test (a pretest) to the subjects to assess the level of the subjects,
5. Teaching the subjects by using flipped classroom technique.
6. Conducting a final administration of the test (as a posttest) to the subjects to find whether the suggested technique has any effect on the sample or not,
7. Analyzing the collected data to get results using suitable statistical tools and finally
8. Interpreting the obtained results to come up with conclusions and recommendations and suggestions for further research.

## 1.5 Limitation

The present study is limited to:

1. Application flipped classroom technique, and
2. It will be limited to third level at the college of basic education during the academic year (2016/ 2017).

## 1.6 Value

1. to the Teachers of English

This study is useful for teachers of English they may also find it easier to develop the materials which are interesting to the subjects so that teachers will be more creative in teaching.

2. to the Students

For the students, hopefully they will improve their learning process or in other occasions.

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## 1.7 Definitions of Basic Terms

In order to avoid any misunderstanding of the basic terms that are in the present study, they are defined operationally.

### 1.7.1 Flipped Classroom Technique

The Flipped classroom technique is operationally defined as an instructional model based on the principles of the flipped learning in which students watch recorded lectures about the intended content of the course out of class, then complete assignment and activities under the guidance of their teacher in class (in-class practices). where the instructor moved lecture content, previously presented in class, to the online environment in digital format such as recorded screen casts, videos of the instructors teaching, or existing video lessons published on Internet sites.

### 1.7.2 Achievement

Achievement is the accomplished or proficiency in a given skill or body knowledge (Good, 1937: 7).

### 1.7.3 Adjectives

Yule (2006:110) states that adjectives are a single words (exciting, new, and thorough) and compounds (hard- working, well-organized) that modify nouns.

## Chapter Two: Review of Literature

### 2.0 An Introductory Note

This chapter presents an overview of grammar in general and learning adjectives in particular.

### 2.1 What is grammar?

in foreign language classes, teaching grammar has main issue which is discussed among many teachers of languages. Each language in the world has its own grammar Thornbury (1999: 1) states that grammar "is partly the study of what forms (or structures) are possible in a language. Thus, grammar is a description of the rules that govern how a language's sentences are formed" .

Rutherford and Smith (1988:88) states that "grammar teaching is seen as the major goal in foreign language classrooms. It is taught to produce correct sentences either in written or orally way. It is presented directly in text books so that the learners obtained the rules of language, this type of teaching is called deductive teaching which was used largely in Grammar Translation Method. However, the teaching of grammar has largely changed from deductive to inductive, because students are taught grammar deductively. The attention of students is the rules rather than understanding

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the language. In inductive teaching, learners are taught grammar rules as well".

### 2.2 The Notion of Grammar

There are different views about the notion of grammar; the literature states that many students and teachers of second language have operated under a static and limited conception of grammar. In the traditional view, grammar is seen as "set of rules" or the features of language (sounds, words, formation and arrangement of words. etc)(Rutherford and Smith, 1988:89 ).

Moreover, Larsen-Freeman (2003:252) supported this idea and argued that grammar "is not a set of grammatical forms, but also it includes grammatical meaning and use as whole. It is not helpful to see grammar as a discrete set of meaningless, decontextual, static structures or prescriptive rules about linguistic form".

### 2.3 The Role of Grammar in English Language

Lin (2010: 13) states that grammar is "the heart of language, and it is a tool for help the learners' comprehension of the target language. Grammar provides systematic rules of structure and word order; learners can create their own spoken and written discourse using these grammatical rules. Without grammatical structure, the use of language could easily become chaotic and might not be understandable".

### 2.4 Parts of Speech

In each language, words are divided into the number of word categories. Word categories are based on sharing common properties of words. The same division exists in English language as well. These categories are traditionally called parts of speech. There are some criteria for establishing a part of speech. The most common are semantic properties, morphological properties and syntactical properties. Semantic properties are based on the meaning of word. Morphological properties are based on the word structure from an internal point of view. Those criteria show the morphemes and their classification. The syntactical properties are based on sentence structure or on a distribution of words (Quirk et al, 1985: 67).

#### 2.4.1 Adjectives

Wehmeier (2006: 21) mentions that an adjective is a" word class that is used to describe a person or thing, such as a *big* house, foreign *people*, a *bad* car ".

### **2.4.1.1 Features of Adjectives**

Crystal (2003: 211) states that an adjective is a word, which can be defined from different points of view. One of these definitions says that an adjective amplifies a noun and it determines its properties. It is a word, which expresses some feature or quality of a noun or pronoun.

### **2.4.1.2 Criteria of Adjectives**

#### **2.4.1.2.1 Semantic Criteria of Adjectives**

Veselovská and Emonds (2011: 4) state that semantic criterion based on the meaning of identifying object and on its function in a larger group of words.

Furthermore, Quirk and Greenbaum (1989:124) assert that "adjectives are characteristically stative, but many can be seen as dynamic. In particular, most of adjectives are susceptible to subjective measurement which is capable of being dynamic. Therefore, stative and dynamic adjectives are differed in a number of ways. For example, a stative adjective such as *tall* cannot be used with progressive or with imperative"

\* He's being tall, be tall

In contrast, it can be used *careful* as dynamic adjective:

\* He's being careful, be careful

#### **2.4.1.2.1.1 Similarity of Verbs and Adjectives**

Dušková (1988:143) shows that adjectives are similar to verbs. Stative verbs express status, relations and attitudes. For example, verb *succeed* could be expressed as *to be successful*.

#### **2.4.1.2.1.2 Continuous Form of Adjectives**

Ibid (1988: 143) states that verbs not only are to classify as dynamic or stative. Adjectives are in contrast with verbs. Some of them are also dynamic.

#### **2.4.1.2.2 Morphological Criteria of an Adjective**

The second criterion of an adjective is morphological, in this criterion. It will show the similarity between adjectives and adverbs.

#### **2.4.1.2.2.1 Similarity of Adjectives and Adverbs**

In the morphological point of view, adjectives are stranded very closely to adverbs. Their morphological features are very similar. (Dušková 1988:142).

#### **2.4.1.2.2.2 Gradable / non Gradable of Adjectives**

Most adjectives are gradable, but they can be modified by adverbs which convey the degree of intensity of the adjective (Quirk and Greenbaum, 1989:124). From morphological point of view, grading means adding inflections (*-er and -est*).

As an example, adjective *happy* is used:

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\* *The women are happier than before.*

\* *They are the happiest women I have ever seen.*

### 2.4.1.2.2.3 The Forms of Adverbs as Adjectives

Quirk and Greenbaum (1989:124) assert that many adverbs have not adverbial suffixes, for example, adverbs (*then, often, here, soon, there*) and so on. They should not be wrong to classify as adjectives. Some adverbs have the same form as adjectives. For example *fast, long, late, near* and so on. From morphological point of view, those words could be classified as adverbs but also as adjectives. The classification depends on the distribution of words in the sentence, therefore on its syntactic function.

\* *I have got a fast car.*

Where the word *fast* pre-modifies noun *car* and develops it, therefore it is classified as adjective.

(2) *I can drive my car fast.,*

Where the word *fast* post-modifies the verb phrase *can drive* and therefore it is classified as adverb.

### 2.4.1.2.2.3.1 Suffix -ly

Quirk (1985: 407) states that suffix *-ly* is not suffix especially, it connected to adverbs as part of speech. But it is also a typical suffix of adjectives. For example:

(1) *She succeeded sufficiently.*

(2) *He reacted naturally.*

(3) *I have a lonely feeling.*

(4) *They are friendly people.*

In the first and second examples, words *sufficiently* and *naturally* are seen in the position of adverb which are modifying verbs *succeeded* and *reacted*. In the third and in the fourth examples, words *lonely* and *friendly* are shown in the position of adjectives which modifying nouns *feeling* and *people*.

### 2.4.1.2.3 Syntactical Criteria of an Adjective

Quirk et al (1985: 402) mention that adjectives and adverbs can appear in the position of predicate nominal, attributes or a subject/object complements. In the position of predicate nominal it is called an adjectival predicate, in the position of attribute, it is called an adjectival pre and post-modifiers of noun phrase and in the position of complements, it is called adjectival complements. Two main of these three functions of adjectives are adjectival pre and post-modification of noun phrase (attributes) and being an adjectival predicate (predicate nominal).

Most adjectives are both attributive and predicative, but some are either attributive only or predicative (Quirk and Greenbaum, 1989:115).

"Two other features usually apply to adjectives:

a) most can be premodified by the intensifier *very*

e.g. \*the children are very happy

b) Most can take comparative and superlative forms. The comparison may be by means of inflections,

e.g. \* the children are happier now

\* They are the happiest people I know.

Or by the addition of the pre modifiers *more* and *most*

e.g. \* These students are more intelligent

\* They are the most beautiful paintings I have ever seen".

#### **2.4.1.2.3.1 Predicate Function of Adjectives or Phrases**

A lot of adjectives take place in the predicative function and they can be in the position of subject complement or in the position of object complement (Quirk et al, 1985: 403). In the predicate function of adjectives, copula or linking verbs are followed by a phrase. Copula is any form of the verb *be* and linking verbs are for instance verbs *seem, became, appear, feel, smell, sound, taste*.

1. Predicate function of a phrase with copula (copula + AP)

\* *His brother is handsome.*

\* *My sister is smaller than me.*

2. Predicate function of a phrase with linking verb (linking verb + AP)

(1) *She seems very happy.*

(2) *He became really old.*

#### **2.4.1.2.3.2 Attributive Function of Adjectives or Phrases**

The syntactic functions of adjectives are attributive and predicative (Quirk and Greenbaum, 1989:115).

Quirk et al (1985: 402), in attributive function adjectives or a phrase modify nouns as heads of noun phrases. That means that they are noun-modifiers. It could stand in both positions – in front and after a head of a noun phrase. (The position depends on the characteristics of the adjective and on the complexity of the phrase).

Examples of pre and post-modifying adjectives:

\* *John is a scared child. John is a child scared of dogs.*

\* *He is a very happy boy. He is a boy very happy to help.*

In the first sentence of example (1) and (2), adjectives are stranded as pre-modifiers of heads of a noun phrases. In second sentences adjectives stand after heads of noun phrases. They post-modify noun phrases. As is visible, those post-modifiers are more specific than pre-modifiers.



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### 2.4.1.2.3.3 Complement Function of Adjectives or Phrases

Quirk and Greenbaum (1989:115) confirm that predicative adjectives can be (a) subjective complement and (b) objective complement. In the position of a subject complement, adjective is related to the subject and to the predicate. Adjective in the position of an object complement is related to the object and to the predicate.

1. A phrase as a subject complement

\* *Susan arrived very tired.*

\* *John returned so different.*

In sentence (1) a phrase *very tired* stands in the position of subject complement. It develops subject. As well as in sentence (2) where a phrase *so different* amplifies subject *John* and gives more information about it.

2. A phrase as an object complement.

\* *Richard painted the wall so dark.*

\* *He made his wife happy.*

In sentence (1) A phrase *so dark* modifies object *the wall*. In sentence (2) A phrase *happy* modifies object *his wife*. Phrases give more information about those noun phrases.

### 2.4.1.2.3.4 Peripheral and Central Adjectives

The kinds of adjectives are called typical adjectives which mean that they can pre and post-modify nouns, they can follow linking verbs and copula and are gradable. (Quirk et al, 1985: 403 – 404).

\* *Susan is an old friend.*

\* *The patient was asleep.*

\* *The meeting is soon.*

\* *Anna is abroad.*

ibid (1985: 404), it can be said that **central adjectives** are able to satisfy first two criteria – attributive use and predicative use after the linking verb *seem*. **Peripheral adjectives** are able to satisfy at least one of those first two criteria – attributive use or predicative use after the linking verb *seem*. Word which does not satisfy at least one of two first criteria could be classified in traditional grammar as an **adverb**

Adjective *hungry* is able to satisfy all four criteria:

\* *My hungry brother*

\* *My brother seems hungry.*

\* *My brother is very hungry.*

\* *My brother is hungrier than yesterday.*

Adjective *infinite* satisfies attributive use and predicative use after the linking verb *seems*:

\* *An infinite passion*

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\* *It seems infinite.*

\* *It is very infinite.*

\* *It is more infinite.*

It can be said that adjectives *hungry* and *infinite* are both central adjectives.

Adjective *old* satisfies the first, the third and the fourth criterion:

\* *My old grandfather*

\* *He seems old.*

\* *He is very old.*

\* *He is older than ma father.*

Adjective *afraid* satisfies the second, the third and the fourth criteria:

\* *Afraid kids are not at school.*

\* *He seems afraid.*

\* *He is very afraid.*

\* *He is more afraid than me.*

### 2.5 Types of Adjectives

#### 2.5.1 Emphasizing adjectives

Emphasizing adjectives are restrictive or intensifying. We use restrictive adjectives (1) when we talk about something as special or unique. (2) We use intensifying adjectives to reinforce the meaning of the noun. (3) We usually put restrictive before intensifying (Yule, 2006:110).

e.g., \*Safety is my chief concern (restrictive)

\*The meeting was a complete waste of time (intensifying)

#### 2.5.2 Describing adjectives

The second type of adjective is called describing adjective which is used when there is more than one adjective to describe someone or something. We usually put them on the presented order (Opinion, size, physical quality, age or time, shape ,colure).

e.g., I loved that **old green** sofa with the **lovely round** seats and the **big soft** cushions.

#### 2.5.3 Classifying adjectives

This type of adjectives are used when there are more than one adjective to describe someone or something. We usually used them in the presented order (location, origin or source, material, type, purpose)

e.g., I hate nylon running shorts, its southern French style.

#### 2.5.4 Participle adjectives

Participle adjectives are derived from present participle to describe the source or cause of an action or feeling

e.g., \*The news was **surprising**

\* My parents were **surprised**

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### 2.5.5 Compound adjectives

Compound adjectives are consist of one adjective, adverb or noun and either present participle or a past participle. Compound adjectives with present participle are often based on active verbs. While compound adjectives with past participle are often based on passive verbs.

e.g., I am in **slow moving** traffic.

\* Was it well planned trip (**not planned well trip**)

\* I'd really like **home-cooked** meal foe change (means a meal which is cooked at home).

### 2.5.6 Adjective as A Noun

We can use some adjectives after *the* as noun to talk about specific group of people in society. These nouns phrases are plural without "S".

e.g., \* **The rich** are not happier than **the poor**

We can also say **poor people** or a **poor person** ( not the poors or a poor).

We can also use *the* before adjectives describing nationality (Italian, French).

e.g., **The Italian** are here and **the French** have also agreed to send a peace –keeping force.

### 2.5.7 Equatives

Most adjectives have three different forms, equative, comparative and superlative

<b>Equative</b>	<b>comparative</b>	<b>superlative</b>
sad	sadder	saddest
happy	happier	happiest
unusual	more unusual	most unusual

Equatives are marked by as ..... as or not as.....as . we use adjectives in equative to say that person, thing , action is similar or not to another in some way.

e.g., she is as tall as her father

\* I'm as hungry as horse. (ibid:120)

### 2.5.8 Comparative adjectives

Comparative adjectives are used to compare the difference between two objects. They are used in sentences where two nouns are compared.

e.g. (larger, smaller, faster, higher).

\* My house is larger than hers.

\* This box is smaller than the one I lost.

\* Your dog runs faster than Jim's dog. (ibid: 120)

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### 2.5.9 Superlative adjectives

Superlative adjectives are used to describe an object which is at the upper or lower limit of a quality (the tallest, the smallest, the fastest, and the highest).

\* This is the smallest box I've ever seen.

#### 2.5.9.1 Regular Comparatives and Superlatives

To form comparatives and superlatives is depended on the number of syllables in the original adjective.

##### 1. One syllable adjectives

To add -er for the comparative and -est for the superlative. If the adjective has a consonant + single vowel + consonant spelling, the final consonant must be doubled before adding the ending.

##### 2. Two syllables adjectives

To form comparative or superlative adjectives, adjectives with two syllables can form either by adding -er or by preceding the adjective with more. These adjectives form the superlative either by adding -est or by preceding the adjective with most.

##### Three or more syllables adjectives

Adjectives with three or more syllables form the comparative by putting more in front of the adjective, and the superlative by putting most in front.

#### 2.5.9.2 Irregular Comparatives and Superlatives

These very common adjectives have completely irregular comparative and superlative forms.

\* Today is the worst day I've had in a long time.

\* You play tennis better than I do.

\* This sweater is less expensive than that one.

### 2.6 Flipped Classroom Technique (FCT)

Flipped classroom technique started in 2006 in Colorado, and it referred to the notion that the lecture and explanation would no longer be done in classroom but at home,(Bergman and Sams, 2012). In this technique, students are asked to prepare before class time. The flipped classroom technique is special and important for two reasons: the first one, it used video as a pre-teaching tool, and teachers are able to record or created video content and shared it with their students to help them to learn independently. Second, the flipped classroom established the framework to effectively personalize learning to assert that every student is capable to learn anything when they gave the right motivation.. (Kang, 2015: online).

(ibid, 2015: online) states that FCT is

*“A Form of blended learning that use new technology to influence classroom learning with the hope that the teacher will be able to spend*

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*more time interacting with students rather than lecturing. This is most frequently done using teacher- or publisher-created videos that students are required to view outside of class as assigned homework”.*

In this technique the teacher used videos which are accompanied the classroom lecture to ensure that students have more interesting in learning and recording lectures. The student first studies the topic alone, using readings designated by the instructor, recorded lectures, and online tutorials. Then, in the class the student is guided by the teacher to apply the knowledge gained outside class by solving problems and using the acquired knowledge in real-life situations. The role of the classroom teacher is to assist and mentor his / her students when they need a help .

### 2.6.1 The Rational of Flipped Classroom technique

In flipped classroom method, teacher is not centered but student centered. Houston and Lin (2012:Int) contend that in a traditional classroom, teachers spend only five percent of their time actually working with students, while spending the other 95 percent lecturing, creating lectures or even grading. Therefore, this limitation in class time ratio makes it impossible for teachers to adapt their teaching style for each learner's learning style. Additionally, it is recognized that active learning strategies have proven to impact the student learning environment and increase engagement. However, the practices used in active learning often consume a large portion of class time that is also needed to fulfill course requirements. The flipped classroom method presents a solution to those issues along with offering numerous other benefits.

Millard (ibid:28) identifies several justifications for the shift to the flipped model of instruction, including:

- (a) An increase in student engagement,
- (b) Stronger collaboration skills,
- (c) Differentiated instruction,
- (d) Deeper discussion of content, and finally
- (e) Creative freedom for faculty.

### 2.6.2 Principles of Flipped Classroom Technique

Talbert (2012: 101) asserts that flipped classroom technique is implied a reversal of the normal class set up and switch between classroom instruction and homework. In other words, students can acquire the basic information outside of class, constructing their learning, enjoying the freedom of researching online for further learning. Conversely, in the classroom, students should focus on internalizing the material with the help of their peers and teachers who are supported their decisions while they are

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working on highly cognitive tasks which they were expected to complete by themselves under “traditional” class teaching structure.

FCT provided the learners with opportunities to learn by doing.. Flipping the classroom will create the potential for active, engaged, student-centered learning, peer interactions, and personalized instruction (Pearson, 2013:34). In this technique the students are encouraged to watch videos at home; the aim of teacher is to situate the content of the writing lesson in the learners’ world. The video is likely to engage learners by involving all of their senses while providing opportunities.

## 2.6.3 The Flipped Classroom Technique in Education

The notion of flipped classroom is to use technological advances, however, is new and has been gaining popularity over the past decade. Regarding the recent implementation of the flipped classroom in teaching and learning, Garrison and Kanuka (2004:99) state that "the flipped classroom method is an integration of face-to-face and online learning experiences—not a layering of one on top of the other. Classroom time should complement exercises and readings done outside of class as assigned homework. The self-guided grammar tutorials and quizzes should be the basis for the engaging and real-world applications that teachers help students make during class time".

## Chapter Three: Methodology of the Study

### 3.1 The Experimental Design

Good (1973: 174) defines the experimental design as “the plan according to which experimental groups are selected and experimental treatments are administrated and their effect is answered”.

The current study followed “**The Partial Control Design**”, and it is also called “**The Non-Randomized Control-Group Pre-test and Post-test Design**” (Al-Zuba’i and Al-Ghannam, 1981: 128-9. The experimental group has been taught adjectives by using flipped classroom technique while the control group has taught by the traditional method

Table (3-1) The Experimental Design

The Groups	The Test	Independent Variable	The Test
The experimental group (EG)		Flipped classroom technique	Post-test
The control group (CG)		Traditional method	Post-test

### **3.2 Population and Sample Selection**

The sample of the current study is comprised (72) Iraqi EFL students of the Department of English / College of Basic Education during the academic year (2016/3017). This sample had chosen randomly from the population mentioned above. One group was selected as the experimental group and the other group as the control group. the number of the students were (72), each group has (36) students .

#### **3.2.1 Equivalence of the Sample**

The researcher tried to control some of the variables that might be affected the current study. These variables are: age, parents 'education. Therefore, the differences were tested at (0.05) level of significance by using the t-test formula for two independent samples and chi-square formula. it was found that the students of the experimental group and control group are not affected on the above mentioned variables since there were no statistically significant differences between the experimental and control groups.

### **2.3 The Test**

#### **3.3.1 Test Construction**

The researcher has constructed a test consists of (40) items distributed among four questions.

1. Objective which consists of four questions (choose the correct answer, matching, fill the gaps).
2. Semi –objective which consists of one question that require from the students to complete the test.

Each question of this test consist s of 10 items. So, each correct item has one score and zero for the wrong one. Forty is the highest score at this test.

#### **3.3.2 Test validity**

Best and Kahn (2006:295) state that validity is “the extent to which the test measures what is supposed to measure”.

Seliger and Shohamy (1988:188); Best and Kahn (2006:96) classified validity as face validity, content validity, construct validity and empirical validity.

Face validity “is the degree to which a test appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of an observer” (Richards & Schmidt, 2002: 196-197).On other hand, Pennington, (2003: 37) states that content validity “is related to face validity, though content validity should not be confused with face validity. The latter is not validity in the technical sense; it refers, not to what the test actually measures, but to what it appears superficially to measure”.

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In order to assert the face and content validity, the test items were exposed to jury of experts who are working in the field language and linguistics to judge whether the test items are suitable or not for the proposed purpose. Then, the jurors are asked to read the test, add, delete or change the items.

\* The jury members are:

1. Prof. Dr A.J. Darwash (College of Basic education, Al-Mustansiriya University).
2. Prof. Dr Duha Attallah Hassan (College Basic education, Al-Mustansiriya University).
3. Asst .Prof Saad, Salal (College of Basic education, Al-Mustansiriya University).
4. Asst.Prof Al- Bakri, Mo'ayed (College of Basic Education, Al-Mustansiriya University).

### **3.3.3 Pilot Administration of the Test Item Analysis**

On the 1<sup>st</sup> of December 2016, a pilot administration of the test was carried out. The test was experimentally tried out on a sample of 40 students were selected randomly from third year students at the same Department, College of Basic Education. The purpose behind this study was to:

1. Estimate the time needed to answer the test;
2. Provide information about the ease of administrating the test;
3. Check the clarity of instruction;
4. Analyze test items in the light of the students' responses to determine their effectiveness in terms of their difficulty level and discrimination power; and
5. Calculate the reliability coefficient of the test.

The pilot study indicated that the instructions are clear, the items of the test are suitable for the intended sample, and that the time needed for the test was about 45-50 minutes. As for the clarity of instructions, they were clear. After adapting the item discrimination formula, it is found out that the discrimination power of the test items ranged between 0.1-0.8 , whereas by adapting the item difficulty formula, it was found out that it ranged between 0.7-0.8 and the reliability of the test was achieved by using certain statistical tools.

### **3.7 Test Reliability**

Reliability refers to "the degree of consistency of the test measurement" (Oller, 1979:4). Test reliability can be estimated by a variety of methods. Best and Kahn (2006:297) state that there are various methods of



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estimating test reliability such as test-retest, split-half, Cronbach Alpha, Kuder-Richardson, and equivalent forms.

In the current study, the method used to estimate the test reliability is Kuder-Richardson formulas 20 and 80, which yielded reliability coefficients of 0.94 and 0.96 respectively. Eom and Arbaugh (2011:278) do not consider assessment measures of school performance valid unless their reliability is greater than 0.60. This means that the test has an acceptable and adequate reliability since its reliability is greater than 0.60. Test reliability has been 0.75 which is considered valid.

### **3.7.1 Pre- Test**

After checking the reliability and validity of the test, the researcher has given his sample a pre-test. This test is given to the subjects before the treatment to measure the sample's level of achievement in the dependent variable, i.e., adjectives

The pre-test in its final form is administered to the sample on 13 of December 2017. The study subjects totaling 72 students are seated to take the test in a comfortable room at the lap of the College of Basic Education.

### **3.7.2 Administration of the Posttest**

The posttest was administrated on the 17 of January, the aim of the posttest is to indicate whether an experimental sample has achieved better in learning adjectives. The treatment was only carried out for the experimental group; therefore, the different results between pre and posttest of the experimental group indicated the effectiveness of the treatment (flipped classroom technique).

## **Chapter Four: Results, Conclusion, Recommendation, and Suggestions**

### **4.0 Introductory Note**

This chapter introduces and then interprets the test results by using suitable statistical tools. Conclusions are drawn in the light of the results also recommendations are presented and finally suggestions for further studies are put forward.

### **4.1 Introduction of Results**

In this chapter, results are introduced according to the hypothesis of the study. The aim of the present study is to be investigating the effect of flipped classroom technique on Iraq EFL students' achievement in learning adjectives.

### **4.2 Results Related to Hypothesis**

In order to attain whether there is any significant differences between the two mean scores of the experimental and control groups in the total

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scores of the posttest , the t-test formula for two independent samples is used as shown in table 4.1, the mean score of the experimental group (38.533) and that of the control group is (30.7) by using the t-test , it is found that the calculated t-value is (3.385). Which is more than the tabulated value is (2.011) at df (70), which means a statistically significant difference in favour of the experimental group. This indicates that teaching adjectives by flipped classroom technique is more effective than the traditional one.

**Table 4.1 The Mean Scores, Standard Deviations and T-Test Value For the Two Groups in the Post Test**

<i>Group</i>	<i>No.</i>	<i>Mean</i>	<i>SD</i>	<i>Computed t- value</i>	<i>Tabulated t- value</i>	<i>df</i>	<i>Level of significance</i>
EG	36	38.533	2.840	3.385	2.011	70	0.05
CG	36	30.7	2.709				

### 4.2.1 Interpretation of the Results

As a result, the null hypothesis of the current study is rejected and an alternative hypothesis is accepted which states that there is a statistically significant differences between the experimental and control group in their learning adjectives.

### 4.4 Conclusions

Based on the explanation in previous chapters, the researcher concludes that flipped classroom technique is important in developing students' achievement in learning adjectives. If a teacher wants to be succeeded in his/her teaching, he/she has to know properly how to motivate the students to communicate through his/her best strategy in teaching. It is not easy to do that because the teacher should know great amount of material to be taught before teaching in the classroom. Besides that, he/ she have to choose one of the most appropriate methods in teaching. To overcome the problem above, the teacher should consider a good teaching method.

### 4.5 Recommendations

In the light of the finding and due to literature, the researcher recommends the following:

1. Information technology should be used in the classroom in various form of activity, task or project. It can benefit language teaching such as films, radios, videos which are available in many EFL settings.
2. The teachers should encourage shy students to practice and participate orally by using different activities.

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3. The use of active learning strategies in teaching rather than the traditional methods as they insert in learning process.

### 5.6 Suggestions for Further Studies

The following studies are

1. A similar study can be conducted at the intermediate stage.
2. A similar study can be conducted Audio techniques in teaching speaking skill.
3. A similar study can conduct a new technique such as (CD, videos) in teaching linguistics.
4. The effect of using flipped learning approach on the communication skills of EFL prospective teachers.

### Pretest

**“Q1 Complete the following sentences with correct answer**

1. Her hair is long and \_\_\_\_\_.  
a) curly      b) happy      c) slim      d) late
2. He drives a bright red sports car. It's very \_\_\_\_\_.  
a) wild      b) shallow      c) fast      d) tall
3. Today, the weather's going to be \_\_\_\_\_.  
a) hopeful      b) warm      c) blue      d) urgent
4. This house is \_\_\_\_\_ and old.  
a) awkward      b) electric      c) large      d) fat
5. I'm feeling really \_\_\_\_\_ today.  
a) late      b) long      c) happy      d) round
6. The food at this supermarket is always \_\_\_\_\_.  
a) gentle      b) hopeful      c) empty      d) fresh
7. Her new husband is very \_\_\_\_\_.  
a) high      b) smart      c) urgent      d) relaxing
8. Take care of this letter, it's \_\_\_\_\_.  
a) urgent      b) round      c) blonde      d) fresh
9. I had a brilliant holiday. It was really \_\_\_\_\_.  
a) relaxing      b) loving      c) low      d) straight
10. I have fallen in love with a \_\_\_\_\_ woman.  
a) closed      b) beautiful      c) wooden      d) handsome”

**“Q2 Choose the correct answer of the following**

1. Which word is an adjective?  
a) after      b) pretty      c) taste
2. Which word is an adjective?  
a) dirty      b) ran      c) away
3. Which one of this word is an adjective?  
a) eat      b) hot      c) meal

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4. The word adjective is .....  
a) beautiful      b) over      c) wave
5. 'Lovely' is an adjective  
a) True      b) False
6. 'Liquid' can be an adjective  
a) True      b) False
7. Adjectives always come before the noun in the sentence.  
a) True      b) False
8. How many adjectives are there in this sentence? I thought the film was very long and boring.  
a) 1      b) 2      c) 3
9. How many adjectives are there in this sentence? I need to find a new car that is less expensive to run than my old one.  
a) 1      b) 2      c) 3
10. How many adjectives are there in this sentence? You told me that the talk would be interesting.  
a) 1      b) 3      c) 3”

### “Q3 Fill in the gaps with the comparative and superlative form of the adjectives given in the brackets

1. It is the ..... shop in town. (large)
2. Monday is the ..... day of the week (bad)
3. The Queen Anne is ..... than the king John. (big)
4. Ben was the ..... person in his family. (noisy)
5. Tom is ..... than David (rich)
6. Sam is the ..... in the class. (popular)
7. Which is the ..... subject at school? (difficult).
8. Paris ..... than London ( beautiful)
9. Jim is the ..... player in the football team. (good)
10. That is the ..... Sofa in our class (comfortable)”

### “Q4 Complete each sentence using the correct word from the box (Use each word once).

bored	interested	surprising	amusing	confused
boring	amused	confusing	surprised	interesting

1. Your idea is very ..... tell me more about it.
2. He told me a very ..... story. I laughed and laughed .
3. This is a terribly ..... book. Nothing happens in it.
4. She’s ..... in politics and often talks about it .
5. The map was ..... and I got lost.
6. She was ..... because she had nothing to do all day.
7. Everyone else thought it was funny, but she was not .....

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8. Could you repeat that, please? I'm a bit ..... because it was very complicated.
9. It is ..... that she failed the exam, because she's a good student.
10. Everyone was ..... by the sudden noise."

### Posttest

#### **"Q1 Choose the correct answer from the following**

1. It is very \_\_\_\_\_ to write clearly.  
a) dangerous                      b) important                      c) silly
2. There are no more \_\_\_\_\_ towels in the cupboard.  
a) white                              b) dirty                              c) empty
3. I can't afford that coat. I need to find a \_\_\_\_\_ one.  
a) black                              b) cheaper                              c) fashionable
4. I've lost my glasses so I'm wearing my \_\_\_\_\_ ones.  
a) clean                              b) better                              c) old
5. Be careful - the roads are \_\_\_\_\_ after the rain.  
a) slippery                              b) long                              c) bendy
6. He gave her a (an) \_\_\_\_\_ fur for her birthday.  
a) colorful                              b) handsome                              c) slow
7. Do you like \_\_\_\_\_ or dry sherry?  
a) surprised                              b) sweet                              c) expensive
8. She is, as it were, the most \_\_\_\_\_ girl I have ever seen.  
a) interesting                              b) warm                              c) beautiful
10. All three men were hot, dirty and \_\_\_\_\_.  
a) exhausted                              b) magnificent                              c) faint"

#### **"Q2 Fill in the gaps with the comparative form of the adjectives given.**

1. A rock is..... than a leaf (heavy)
2. Our house is ..... than yours. (big)
3. The princess is ..... than the witch. ( beautiful)
4. Tom is a ..... Student than Mary. (good).
5. Bicycles are..... than motorbikes. (safe)
6. July is ..... than January. (hot)
7. A lion is ..... than a cat. (dangerous)
8. Helen is ..... than Mary. (happy)
9. Computers are .... than telephones. (expensive)
10. I think golf is ..... than football. (boring)"

#### **"Q3 Fill in the gaps with the comparative or the superlative form of the adjectives given.**

1. This armchair is ..... than the old one (comfortable)
2. Trains are ..... than aero planes. (slow)

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3. I bought the ..... souvenir I could afford (expensive)
4. In this classroom there are ..... girls than boys. ( many)
5. Ann is the ..... child in the family. (young)
6. That TV set is the ..... of all. (cheap)
7. You are ..... here than there . (safe)
8. Fifi is ..... than Kate. (pretty)
9. This is the ..... film I have ever seen. (exciting).
10. Tim is ..... than Peter. (talented)”

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## المخلص :

تهدف الدراسة الحالية الى اثر استخدام الطريقة الصف العكسيه على الطلاب العراقيين متعلموا اللغة الانكليزية لغة اجنبية في تعلم الصفات حيث طبق الباحث هذه التجربة على عينة من الطلاب المرحلة الثالثة في قسم اللغة الانكليزية كلية التربية الاساسية الجامعة المستنصرية ولتحقيق هذا الهدف تم افتراض فرضية صفرية كما موضح ادناه: .لا يوجد فرق ذو دلالة إحصائية بين معدل درجات الطلاب الذين تعلموا باستخدام الطريقة الصف العكسيه في تعلم الصفات عن الطلاب الذين تعلموا باستخدام الطريقة التقليدية وتتالف عينة هذه الدراسة من 35 طالب وطالبة من المرحلة الثالثة / قسم اللغة الانكليزية. حيث تم اجراء هذه التجربة على العينة لمدة ثمانية اسابيع. بدأت التجربة في 11 من اكتوبر وَاُنْتَهت في 16 من كانون الثاني وفي نهاية التجربة قام الباحث ببناء الاختبار(القبلي والبعدي) والتأكد من صحة وصدق الاختبار من خلال عرضهما على مجموعة من الخبراء وقد تم حساب ثبات الاختبار . حيث تم تحليل هذه النتائج باستخدام الاختبار التائي وتم التوصل الى ان استخدام الطريقة التقليدية في تعلم الصفات افضل من الذين تعلموا بالطريقة التقليدية.

واخيرا وضع الباحث بغض من الاستنتاجات والتوصيات وكذلك بعض المقترحات ليحث اخر.