



The Impact of Using the Strategy of Flipped Classroom Technique to learn Reading Comprehension for the Fifth Secondary Grade in Islamic Secondary Schools in Iraq.

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Abstract:

This study investigates the effect of using the flipped classroom technique to enhance reading comprehension skills among fifth secondary grade students in Islamic schools in Iraq. The research was conducted on a sample of 22 students who participated in both a traditional reading instruction phase and a flipped classroom phase. The study used a quantitative pre-experimental design involving a pre-test and a post-test to measure the effectiveness of the intervention. Statistical analysis, including descriptive statistics and a paired samples t-test, revealed a statistically significant improvement in the students' reading comprehension scores after the flipped classroom intervention. These findings suggest that integrating flipped learning into English language instruction can foster more active engagement and improve academic achievement. The study concludes with practical recommendations for educators and suggestions for further research.

Key word : Impact – Flipped Classroom – Reading Comprehension – Islamic schools .

اثر استخدام استراتيجية الصف المقلوب في تدريس اللغة الإنكليزية لتنمية تعلم القراءة الاستيعابية لطلبة
الصف الخامس الإسلامي

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ديوان الوقف السني \ دائرة التعليم الديني والدراسات الإسلامية اثنوية طارق بن زياد الإسلامية / بغداد -
العراق

الملخص:

تحقق هذه الدراسة من أثر تطبيق تقنية الصف المقلوب (Flipped Classroom) في تعزيز مهارات الفهم القرائي لدى طلاب الصف الخامس الإسلامي في المدارس الإسلامية في العراق. هذه الدراسة شملت 22 طالباً ممن خضعوا في تعلم الفهم القرائي بالطريقة التقليدية قبل الاختبار ومن ثم بعد ذلك خضعوا بتجربة تطبيقية عملية باستخدام الصف المقلوب. تم استخدام تصميم تجريبي شبه مسبق، اعتمد على اختبار قبلي قبل التدخل واختبار لاحق بعده، لقياس فعالية التقنية. أظهرت التحليلات الإحصائية، بما فيها الإحصاء الوصفي واختبار العينات المرتبطة (paired samples t-test)، تحسناً معنوياً ذا دلالة إحصائية في نتائج الفهم القرائي بعد تطبيق الصف المقلوب. تشير هذه النتائج إلى أن إدماج الصف المقلوب في تدريس اللغة الإنجليزية



يؤدي إلى زيادة تفاعل الطلاب داخل الصف ورفع تحصيلهم الأكاديمي. وتختتم الدراسة بتقديم توصيات عملية للمدرسين ، واقتراحات لمزيد من البحث في هذا المجال .

الكلمات الافتتاحية : التأثير – الصف المعكوس- الفهم القرائي – طلبة المدارس الاسلامي

Introduction

1.1. Background :

In recent years, Iraq has witnessed a significant shift towards adopting modern methods and techniques in teaching English in schools. This trend reflects global changes in the field of education and the need to equip students with the linguistic skills necessary to meet future challenges. Literary studies indicate that the use of technology, such as e-learning and interactive applications, has contributed to enhancing the learning process and increasing student engagement with the curriculum. Additionally, the development of curricula to include innovative teaching strategies based on critical thinking and problem-solving has further empowered students to use English in real-life situations. These trends highlight the educational system's commitment in Iraq to developing students' competencies and preparing them for the global job market, where proficiency in English is a key communication tool.

The teaching of the English language aims to equip students with the essential skills necessary in reading, writing, speaking, and comprehension, as well as to instill in them a range of vocabulary, linguistic structures, and ideas that they can apply in their daily lives. English is regarded as a tool for acquiring diverse and varied knowledge and experiences, and it plays a crucial role in achieving educational goals (Abu Salma, 2015). From this perspective, the English language is not merely a subject to be studied but rather a means for intellectual, cognitive, social, and cultural communication. Therefore, English language instruction in schools is not an end in itself but a means to develop the student's ability to comprehend what they read and learn in English, enabling them to engage with the linguistic experiences and activities contained within reading texts (Al-Nashwan, 2016).

The flipped classroom approach aligns well with the needs of language learners, as it provides opportunities for repeated exposure to language input and greater practice in producing language output. Studies have demonstrated that this method can lead to improved proficiency in the



four language skills, which are critical for academic success in English-medium education (Hung, 2015; Abeysekera & Dawson, 2015). Moreover, the active learning environment fostered by the flipped classroom can increase student motivation and engagement, which are key factors in achieving higher academic performance (Bergmann & Sams, 2012).

The impact of the flipped classroom on academic performance is supported by a growing body of research. For example, a study by Zainuddin and Halili (2016) found that students in flipped classrooms outperformed their peers in traditional classrooms in terms of both language proficiency and overall academic achievement. The flipped model not only enhances students' language skills but also promotes critical thinking, problem-solving abilities, and collaboration, all of which contribute to their success across various academic disciplines.

1.2. Statement of the Problem

The effectiveness of traditional methods in teaching English has not always been established. The study's issue is related to the widespread grievance that kids' reading comprehension needs to be enhanced. Therefore, it is necessary to investigate innovative approaches to support and enhance the instruction of reading skill tasks in EFL classrooms. The current study aims to investigate the effect, applicability, and use of the flipped classroom to improve Iraqi EFL reading skill activities with fluency and accuracy in English at Islamic secondary schools in Iraq. It seeks to prove the validity and effectiveness of the new method of teaching English. Therefore, the problem of the study was determined by answering the following questions:

What is the effectiveness of using the flipped classroom in teaching English to develop reading comprehension among 5th grade secondary male students at Secondaries Schools for males in Baghdad capital (al- Karkh and Rusafa District) ?

1.3. Aims of the Study :

This study aims to investigate the impact of using the flipped learning approach in creating four English language skills activities for fifth-grade secondary school students in the Baghdad capital governorate (Karkh and Rusafa region) of Iraq. Its sub-goal is to demonstrate the impact of employing the flipped learning approach



in helping fifth-grade secondary school pupils in the capital governorate of Baghdad acquire four English language proficiency activities.

1.4. Research Questions

The following questions are intended to be addressed by the current study:

1. What are the results of implementing a flipped classroom strategy to enhance English as a Foreign Language (EFL) reading comprehension in Islamic secondary schools in Iraq?
2. How do Iraqi EFL students feel about the flipped classroom model as a novel approach to education that offers advantages over the conventional method?

1.5. Significant of the Study :

Islamic schools in Iraq need continuous development in curricula, especially the English language curriculum, in order to keep up with development in academic schools in the country as well as curricula in countries around the world. Modern methods and strategies must be used in teaching the English language through the following benefits:

- 1) The current study represents one of the new trends in developing traditional education systems using technological innovations, making them more efficient, effective and appropriate to the requirements of learning and teaching in the twenty-first century.
- 2) The study may benefit teachers, educators and faculty members who are responsible for the planning and development process of teaching and learning systems, especially in advanced educational stages such as university and postgraduate studies.



3) The current study may also benefit researchers in the field of educational technology and educational technologies in shedding more light on the flipped classroom strategy, and revealing its efficiency and effectiveness.

The study of Abu Sulam (2015), Al-Harbi (2015) , and Marlowe (2012) , confirm the importance of the flipped classroom strategy in teaching to develop different learning skills among students.

Since the researcher has taught English for more than twenty years, he noticed a decline in the level of acquisition of reading comprehension skills by 5th grade male students, and this may be due to the traditional teaching methods that most English teachers are accustomed to. Therefore, he decided to research the effectiveness of using the flipped classroom in teaching English to develop reading comprehension among 5th grade male students in Baghdad District.

1.6. Hypotheses of the Study :

1-There is statistically significant difference at the level of($\alpha = 0.05$) between the averages scores of the students of the experimental group who studied the text and the reading in English using the flipped classroom strategy and the students of the control group who studied the texts psychologically using the usual method in the post-application of the reading comprehension skills test.

2- There is statistically significant differences at the level of ($\alpha = 0.05$) in academic achievement between the control group and the experimental group in the use of the reading comprehension in teaching.

1.7. Definition of terms :

Flipped learning Strategy: A strategy which concentrates on the learner. Al-Zain (2015: 177) defines it as: "A strategy based totally on focusing across the pupils as opposed to the instructor, in which the pupil watches instructions through video in his home before attending the educational lessons, which allows the teacher to use the class time to activate and direct the student depending on what he knows".

Reading Comprehension: We are aware that students can identify the concepts in the text and interpret them at different levels; they can also infer ideas and engage with it before being able to respond to questions that are based on the text.



This is dependent on the cognitive legacy of the learner as well as their capacity for investigation, development, and assessment.

1.8. Limitation of the Study:

The limitations of the study are as follows:

1.9. The objective of the Study:

The study is limited to the sixth units in the English language textbook for 5th secondary grade students in Islamic secondary schools .

1. Place of the Study: 5th grade secondary students in Tariq Bin Ziyad Islamic Secondary school in the Karkh region Baghdad Governorate.

2. Time of the Study: This study is limited to 5th secondary grade students in the first semester, 2024-2025 .

Chapter Two

Review of Literature

Introduction

2.1. Flipped Classroom Model :

The phrase "Flipped Classroom" complements the already-used phrase "blended learning," which refers to the use of technology in the classroom to support instruction and provide students with new learning opportunities (Baker, 2000). According to some researchers, the term "flipped classroom" simply refers to a type of blended learning in which a class is reversed, recorded, and then posted online for students to view at any time, from any location, and repeatedly (Staker & Horn, 2012).

Egbert et al. (2015) provided a more thorough explanation of the true worth and advantages of implementing flipped classroom strategies by combining interaction with activities to foster meaningful participation rather than busywork with an emphasis on learning. Additionally, the flipped classroom approach makes learning more individualized and guided rather than didactic, giving students more opportunities to learn and assess their own learning (Alvarez, 2011).

In order to investigate the effectiveness of the flipped classroom strategy in terms of students' engagement and performance, as well as the benefits of the flipped classroom model in comparison to the traditional model, Bormann (2014) carried



out an analytical study by critically evaluating and analyzing 19 scientific studies on the method. He focused on the scientific research that was accessible on E. Bishop and Verleger (2013) carried out an analytical study of the earlier research on the flipped classroom approach. They examined twenty-four scientific research conducted up until 2012 in terms of their goals, methods, tools, target audiences, activities both within and outside of the classroom, and conclusions. The researchers came to the conclusion that the majority of these studies concentrated on how students perceived the approach.

The study also highlighted how important it is to use the flipped classroom approach in instruction, particularly when it comes to promoting learning and strengthening collaborative and cooperative ideals. This approach is predicated on flipping the learning process, as Azahrani (2015) notes. Instead of learning new concepts in class and then doing homework at home, the learner learns new concepts in the flipped classroom at home by watching teacher-prepared videos that last five to ten minutes. The instructor distributes these movies to the pupils via social media or a Web2 website. They can also share educational games, multimedia, and video clips from internet resources like TED Talks, Khan Academy, YouTube for Education, and other educational websites.

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2.2. Previous Studies:

Numerous research have been conducted on the efficiency of traditional teaching approaches in EFL classrooms. To ensure that technology is useful in teaching and learning languages in the modern era of technology and technological facilities in education, it is crucial to look into the validity and applicability of the technology. Because of this, research on blended learning, and more especially the flipped classroom, is new and focuses more on how it is applied and what its advantages



are (Gardner, 2012). Genuine research on flipped classrooms is necessary to fill up the gaps in our understanding of how well it works for teaching various language skills and resources. Nonetheless, there is a dearth of study in each of these areas (Köroğlu and Çakır, 2017, p. 19).

Foreign studies

1. Arif Rahman Hakim et al. (2023)

“The Implication of Flipped Classroom Toward Students’ Reading Ability in English Class”

- **Participants:** 52 first-year students at an Islamic high school (Madrasah Aliyah) in Bengkulu, Indonesia
- **Design:** Quasi-experimental (26 flipped vs. 26 traditional)
- **Findings:** Flipped group improved from an average score of 51.23 to 71.85, versus 50.92 → 62.85 for control; difference was statistically significant ($p < 0.001$)

2. Desy Desmita Wulandari et al. (2022)

“Flipped Classroom Model to Enhance Students’ Reading Comprehension”

- **Participants:** 65 second-year senior high school EFL students in Indonesia
- **Design:** True experimental comparing flipped + Jigsaw IV vs. traditional
- **Findings:** Significant gains in reading comprehension for the flipped group

3. Herlindayana et al. (Year Unstated)

“The Effect Of Flipped Classroom On Students’ Reading Comprehension”

- **Participants:** 32 students at SMA Kartika XX-2, Kendari, Indonesia
- **Design:** Pre-experimental mixed-method (pre/post test + questionnaire)
- **Effect Size:** Large (1.28); significant improvement ($p < 0.001$)

4. Jessycha Sania Putri & Neni Nurkhamidah (2023)



“The Implementation of Flipped Classroom to Develop Students’ Reading Skill”

- **Participants:** 18 tenth-grade science students (Classroom Action Research)
- **Findings:** Post-test average reached 77.3 compared to failing pre-test; student participation also improved

5. Miftahul Rachmat et al. (2021)

“The Effectiveness of Flipped Classroom Learning Model for Increasing Students’ Reading Comprehension in Covid-19 Pandemic”

- **Participants:** Undergraduate English majors in Indonesia
- **Findings:** Flipped model (via WhatsApp video + PPT) effectively enhanced reading comprehension during pandemic disruptions

6. Suryati Ni Wayan Novi et al. (2019)

“The Effect of Flipped Classroom Strategy Toward Students’ Reading Competence in English for Nursing”

- **Participants:** 80 third-semester nursing students at STIKES Bali, Indonesia
- **Findings:** Flipped group improved from a pre-test mean of ~49.1 to ~78.6, versus 45.6 → 58.5 for the control; result was significant ($t = 12.737$, $p < 0.001$)

7. Umar Umar (Year Unstated)

“The Effect of Flipped Classroom on Students’ Reading Comprehension at SMA Negeri 1 Wawotobi”

- **Participants:** Class XI IPS 2 students, Indonesia
- **Design:** One-group (pre/post)
- **Effect Size:** Extremely high (3.57); significant improvement ($p < 0.001$)

8. Yuvita Yuvita et al. (2022)

“The Effect of Flipped Classroom Model Towards Students’ Reading Comprehension”



- **Participants:** 39 EFL university students in Indonesia
- **Findings:** Experimental group significantly outperformed control in post-reading comprehension scores ($p < 0.05$)

9. Riani Noor Yoshania et al. (2023)

“Gamification-Assisted Flipped Learning in EFL Reading Classroom: A Case of Secondary School in Indonesia”

- **Participants:** 20 third-year secondary students
- **Findings:** Average pre-test 54 → post-test 87; 85.8% of students rated gamification + flipped as useful

10. Ardi Wiranata Ardi et al. (2023)

“The Impact of a Flipped Classroom on Reading Comprehension in Students”

- **Participants:** 32 senior high school students, Indonesia
- **Design:** Pre-experimental mixed-method
- **Findings:** Reading comprehension and enjoyment increased; students found it engaging and helpful

Key Takeaways Across Studies

- **Consistent positive outcomes:** All studies reported statistically significant gains in reading comprehension.
- **Effect sizes strong:** Ranged from large (1.28) to very large (3.57).
- **Diverse groups:** Involved secondary and tertiary students, including Islamic school contexts.
- **Qualitative feedback:** Frequently cited improved engagement, autonomy, and enjoyment

Arabic Studies :

1. Eman Ahmed Ershid (2022) – Jordan (Ramtha)

Title (translated): The Effectiveness of Using the Flipped Classroom in Teaching English on the Development of Reading Comprehension Among Tenth Grade Female Students in Ramtha District .



- **Method:** Quasi-experimental with 40 tenth grade girls (20 control, 20 experimental).
- **Intervention:** Experimental group used flipped classroom for English reading texts; control group used conventional methods.
- **Assessment:** Pre- and post-tests measured reading comprehension across four domains: literal, inferential, critical, and creative.
- **Findings:** Statistically significant improvement ($\alpha = 0.05$) in all reading skills for the experimental group. The flipped classroom also supported knowledge retention and learner autonomy.
- **Conclusion:** Flipped classroom should be adopted in English teaching across different educational stages.

2. Rami Ali Abusaaleek (2020) – Jordan

Title: The Potential Effect of Using Flipped Classroom on Jordanian EFL Eighth Grade Students' Reading Comprehension .

- **Method:** Quasi-experimental with 67 eighth graders (control and experimental groups).
- **Assessment:** Pre- and post-reading comprehension test.
- **Findings:** Significant post-test improvement for the experimental (flipped) group.

3. Faten Qasem (2023) – Syria (Homs)

Title: The Effectiveness of Using Flipped Learning Strategy in Developing Sixth Graders' Attitudes Towards English

- **Method:** Quasi-experimental, 62 sixth graders (split into control and flipped-learning groups).
- **Assessment:** Pre- and post-attitude scale towards English, and reading skills test.
- **Findings:** The experimental group showed statistically significant positive changes in attitudes and reading skills. Gains (normalized gain) was 1.3.

4. Faten Mohamed Qasim (2023). Al -Baath university , Syria .



Title: Effectiveness of Flipped Learning Strategy in Developing Some Reading Comprehension Skills Among Sixth Graders in English and Their Attitudes

- **Method:** Quasi-experimental, 60 sixth graders (experimental and control).
- **Assessment:** Tests for comprehension skills and attitude scales.
- **Findings:** Experimental group showed statistically significant improvements in reading comprehension and attitudes.
- **Normalized gain:** 1.06 for comprehension, 1.3 for attitudes.

5. Iman Hani Yaqoub Ahmad (2019) – Jordan (Irbid)

Title: Effectiveness of Flipped Classroom Strategy in Acquiring English Language Concepts for Ninth Graders

- **Method:** Quasi-experimental, 38 ninth-grade girls (19 experimental, 19 control).
- **Delivery:** Flipped classroom via YouTube videos and Camtasia.
- **Assessment:** Pre- and post-achievement test.
- **Findings:** Significant difference favoring the experimental group in acquiring language concepts

Chapter Three

Method and procedures

In order to achieve the experiment's objectives and provide answers to its questions, this chapter outlines the research methodology that was applied during its execution. Additionally, the demographic and the instruments utilized to gather the study's data are introduced in this chapter.

3.1 Research design

The researcher employed a quasi-experimental approach, which is entirely predicated on a test to either accept or reject the proposed hypothesis through experimentation, to evaluate the impact of implementing the flipped learning approach on improving reading and English language proficiency among fifth-grade students in the Baghdad capital governorate. To ensure that the group is identical to accomplish the study's goal, a pre-post test was used with the same group to help the researcher learn more about the proposed unit of the English language curriculum and to calculate the impact.



3.2 Participants of the Study

Participants of this study included (22) 5th grade students in Tariq bin Ziyad Islamic high School for Boys in AL Karkh region in Baghdad capital in the academic year (2024-2025).

3.3 Validation

When building and assessing measuring tools, validity is the most crucial ingredient to take into account. According to Ary et al. (2014), it is the degree to which an instrument measures what it is supposed to measure. Twenty-five valid questions were obtained from the forty try-out pre-test questions written in the test questions' text. A group of experts and professionals in English language programs and associated teaching techniques, as well as English language supervisors, were consulted in order to confirm the test's validity. They were asked to explain how they felt about the test in terms of the connection between the test items and the material they represented. With a few adjustments that were taken into account for the final version of the test, they all agreed that the test was appropriate.

3.4 Data collection

Data were collected in two phases:

1. Pretest scores (before flipped instruction)
2. Posttest scores (after flipped instruction)

All test responses were scored manually by the researcher using a standardized answer key.

3.5 Research instrument

The primary instrument used in this study is a **reading comprehension test** developed by the researcher. The test consists of multiple reading passages followed by comprehension questions designed to assess various levels of understanding, including:

- Literal comprehension
- Inferential comprehension
- Critical thinking

The test was administered **before and after** the intervention. The validity of the instrument was reviewed and approved by a panel of



English language teaching experts, and reliability was tested through a pilot with a similar group, yielding acceptable internal consistency.

Procedures

The study was conducted over a **6-week period** and included the following steps:

Step 1: Pretest Administration

Before the flipped classroom was implemented, students took a standardized reading comprehension test to establish their baseline performance.

Step 2: Implementation of the Flipped Classroom

Over the course of six weeks, students engaged in flipped classroom instruction focused on reading comprehension:

- **Before class:** Students watched teacher-prepared instructional videos, PowerPoint presentations, and read selected materials at home using mobile phones or computers.
- **During class:** Classroom sessions were dedicated to discussions, group activities, problem-solving, vocabulary analysis, and deeper comprehension tasks under teacher guidance.

Step 3: Posttest Administration

At the end of the intervention, students took the same reading comprehension test to measure their progress and evaluate the impact of the flipped classroom.

3.6 Normality of the Study

Normality tests (Shapiro-Wilk and Kolmogorov-Smirnov) showed that the post-test scores were normally distributed, while the pre-test showed mixed results. However, the sample size ($n = 22$) allows the use of t-test due to the robustness of the Central Limit Theorem.

3.6.1 Test of Normality for both tests pre and post :



Tests of Normality						
Shapiro-Wilk				Kolmogorov-Smirnov ^a		
variable	Sig.	Df	statistic	Sig.	df	Statistic
Pre-test	0.233	22	0.945	0.200	22	0.152
Post - test	0.155	22	0.937	0.200	22	0.146

3.7 Data analysis

The collected data were analyzed using **SPSS (Statistical Package for the Social Sciences)**. The following statistical methods were applied:

- **Descriptive Statistics:** Mean and standard deviation for both pretest and posttest scores.
- **Inferential Statistics:** A **paired samples t-test** was used to determine whether the difference between the pretest and posttest scores was statistically significant at a significance level of **0.05**.

3.7.1 DESCRIPTIVE STATISTICS AND PAIRED SAMPLES T-TEST

STATISTIC	MEAN	S.D.	N	P-VALUE	T-STATISTIC	SIG.
PRE-TEST	54.64	11.52	22	1. 2. 0.0103	3. 4. 2.82	0.05
POST - TEST	59.95	9.75	22			

Chapter Four

Findings and Discussion

Findings

The data collected from 22 students before and after the flipped classroom intervention were analyzed using descriptive statistics and a paired samples t-test as shown in table 3.7.1. The mean score increased from 54.64 in the pre-test to 59.95 in the post-test. The standard deviations were 11.52 and 9.75, respectively. A paired samples t-test revealed a statistically significant difference ($t = 2.82$, $p =$



0.0103, $df = 21$), indicating that the flipped classroom strategy had a positive effect on students' reading comprehension.

Discussion

The results highlight the effectiveness of using the flipped classroom strategy in enhancing reading comprehension among fifth secondary grade students. The statistical analysis confirmed significant improvement in the post-test scores. This supports the idea that providing students with opportunities to review materials before class and participate in interactive activities during class can enhance understanding and retention.

Moreover, the flipped classroom model fosters student-centered learning, encourages responsibility, and promotes collaboration. These findings are consistent with previous studies which found that flipped learning improves student outcomes in language learning environments.

Chapter Five

Conclusion and Recommendation

Conclusion

This study concludes that the flipped classroom technique is an effective instructional strategy for improving reading comprehension among Islamic secondary school students. The students showed statistically significant improvement after experiencing the flipped learning model, indicating that it fosters better engagement, understanding, and achievement.

Recommendations

1. Islamic secondary schools should adopt the flipped classroom model for English reading instruction.
2. Teachers should be trained on how to implement flipped learning effectively.
3. Educational institutions should invest in digital resources and tools to support flipped classrooms.
4. Further research should be conducted using larger samples and in different regions.



5. Curriculum developers should consider designing reading materials that align with the flipped learning model.

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Appendices

Appendix A:

Pre-Test and Post-Test Scores

Pre-test scores: 59, 40, 50, 50, 40, 58, 61, 55, 40, 58, 65, 91, 60, 55, 53, 50, 61, 61, 35, 60, 50, 50

Post-test scores: 55, 43, 52, 57, 69, 68, 67, 52, 43, 58, 55, 81, 64, 60, 66, 52, 66, 66, 44, 66, 67, 68

Appendix B: Sample Lesson Plan

Appendix B: Sample daily Lesson Plan Using Short Stories

Section	Details
Subject	English – Reading Comprehension
Grade Level	Fifth Secondary Grade



Duration	One Week (3 sessions, 45 minutes each)
Topic	Comprehension through Short Stories about Prophet Muhammad's Arrival to al – Medina (Yathrib)
Objectives	<ul style="list-style-type: none"> - Improve comprehension skills through narrative texts - Identify characters, setting, and plot - Analyze theme and moral of short stories
Short Stories Used	Prophet Muhammad's Arrival in Medina and the Establishment of the Islamic State
Vocabulary Focus	<ul style="list-style-type: none"> - Sacrifice, treasure, fate, generosity (from) Prophet Muhammad's Arrival - Mercy, kindness, gratitude (through Prophet Muhammad's Arrival)
Pre-Class Activities	<ul style="list-style-type: none"> - Watch a video summary of the story - Read the short story at home (PDF or printed) - Identify 5 new vocabulary words
In-Class Activities	<ul style="list-style-type: none"> - Review key vocabulary on the board - Group reading and voice acting - Class discussion: What is the theme? - Comprehension Questions: <ul style="list-style-type: none"> • Multiple Choice (e.g., What did Della sell?) • True/False (e.g., The lion helped the mouse escape the trap.) • Gap Fill (e.g., Della sold her _____ to buy a gift.)
Post-Class Activities	<ul style="list-style-type: none"> - Write a short moral from the story in your own words - Complete a short quiz online (variety of questions) - Submit a reflection journal
Materials Used	<ul style="list-style-type: none"> - Printed short stories - Vocabulary lists - Video summaries (YouTube) - Digital quizzes and worksheets



Assessment	<ul style="list-style-type: none">- Comprehension quiz with question variety (MCQ, T/F, gap fill)- Class participation and roleplay- Written reflection and vocabulary usage
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