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### Investigating the Effect of FLIP/LIP Teaching Model on Iraqi Preparatory Pupils' Achievement

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<p><b>Keywords:</b></p> <p>-models</p> <p>-Skills</p> <p>-pupils</p> <p>-Groups</p>	<p><b>Abstract:</b> In the English language there are many models of the teaching English language, Flip teaching model one of the modern models. The current study aims at investigating to which extent the flip teaching model effected on the achievement of Iraqi preparatory pupils. To succeed the study and to fulfill its aims, hypotheses are posed as the following:</p> <ol style="list-style-type: none"> <li>1. There are no statistically significant differences between the mean scores of the experimental groups pupils whom are taught according to flipped teaching model and the control groups pupils whom are taught according to lipped teaching model.</li> <li>2. There are no statistically significant differences between the mean scores of the experimental groups in the pre-test and their scores mean in the post-test</li> <li>3. There are no statistically significant differences among Iraqi preparatory pupils' achievement according to their field of specialization. To achieve the aims and verify the hypotheses, the researchers have adopted a number of procedures as the following: Presenting a theoretical background of the flip teaching model as well as lip teaching model. Selecting randomly samples of Iraqi preparatory pupils as subjects for conducting A written pretest has been conducted and presented for both groups to assess the pupils' achievement in reading, writing, listening and speaking skills.</li> </ol> <ol style="list-style-type: none"> <li>1. The experimental group has been exposed to the flip teaching model.</li> <li>2. Both groups are exposed to a post-test to find out whether the flip teaching model have any role on pupils' achievement in English learning skills.</li> <li>3. Data of the post-test and results have been presented, and have been analyzed on the basis of which conclusions and recommendations have been give</li> </ol> <p>The sample of the current study consists of (88) pupils derived from four sections chosen from 'Maysaloon Preparatory School for Girls'.</p> <p>The fifth stage consists of four sections; section (A) randomly selected to be the experimental/ Scientific group, section (B) has randomly chosen to be the experimental / Literary group, section (C) has randomly chosen to be the control / Scientific group, and section (D) has randomly chosen to be the control / Literary group. Each section consists of (22) pupils.</p> <p>To analyze the obtained data, different statistical methods have been used, namely One- Way Analysis of Variance (ANOVA), Scheffe Test, weighted mean and Percentiles mean to measure the pupils' posttest achievement.</p>
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## دراسة لتأثير طريقة Flip/Lip على تحصيل طلبة الإعدادية العراقيين

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هناك طرق عديدة لتدريس اللغة الإنكليزية وأحدها طريقة Flip/Lip . تحاول هذه الدراسة تسليط الضوء على تأثير هذه الطريقة على تحصيل طلبة المرحلة الإعدادية في المدارس العراقية. وقد تكونت عينة الدراسة من 88 طالبة من طالبات ثانوية ميسلون للبنات. وقد أثبتت هذه الطريقة فاعليتها في رفع درجة التحصيل العلمي بين الطالبات. كما أن العينة التجريبية قد أظهرت تفوقا في التعلم أكثر من غيرها.

### 1. Introduction

One of the main aims of learning English is developing pupils' achievement in English learning skills. The flip teaching model satisfies the pupils' needs by allowing pupils to refine their knowledge and skills, enable pupils to use critical thinking and problem solving because they take care of group projects and presentations; they can communicate and collaborate during their teamwork. These activities can be creative and innovative when using technology through new programs and websites offered by the teacher for independent learning activities both within and outside the classroom. Flip teaching model is more student-centered learning, creating a more suitable environment for better learning opportunities (Hamdan et al., 2013:23). The lip teaching model is mostly teacher-centered teaching model which is in conflict with the constructivist approaches to learning and teaching. Lip teaching model lacks the sufficient time for practical instruction and teacher guidance for pupils, and does not allow the teacher to help pupils to absorb information and create new ideas. Then, there isn't communication and interaction between teacher and student (Brooks, 2002: 13).

The essential problem in Iraqi schools is that the modern curriculums deal with the communicative method while the Iraqi teachers depend on the old method of teaching "lip teaching model" which depends on the memorization of word meanings and a list of grammatical rules. Accordingly, the emphasis will be on the skills of reading & writing neglecting by that the skills of listening & speaking which are essential in communication. This traditional method of teaching results in weakness in speaking and listening which are essential pillars in applying the communicative approach.

So, the current study utilizes "the flip teaching model" in order to activate the classroom's environment, and to allow pupils exchange the information in peer works and with their teacher. The lip teaching model emphasizes that students are involved with the new teaching media everyday. Most of teachers have no interest of these new changes and techniques in teaching. On the contrary, they focus on applying the traditional approaches, methods, techniques and strategies, i.e, they

are away from new technologies ,innovations and development. So far, the flipped model has gained attraction in the upper high school grades and in college-level classes. The model has proved most popular in foreign language classes, where content is usually more technical and linear. In foreign language classes, such an approach may offer great benefits for both the teachers and students since classroom time can be applied to more interactive tasks. By extending classroom hours in this way, language teachers can focus on successfully addressing all subjects in the curriculum communicatively.

This research aims at:

1. Finding out the effect of the flip teaching model on Iraqi preparatory pupils' achievement.
2. Finding out the effect of the lip teaching model on Iraqi preparatory pupils' achievement.
3. Identifying and comparing the effect of the flip/lip teaching models on Iraqi preparatory pupils' achievement.

The researcher hypothesized that:

1. There are no statistically significant differences between the mean scores of the experimental groups pupils whom are taught according to flipped teaching model and the control groups pupils whom are taught according to lipped teaching model.
2. There are no statistically significant differences between the mean scores of the experimental groups in the pre-test and their scores mean in the post-test.
3. There are no statistically significant differences among Iraqi preparatory pupils' achievement according to their field of specialization.

The current study is limited to:

1. Fifth year preparatory pupils at scientific and literary branch.
2. Unit One and Unit two of the 'English for Iraq' text book.
3. The academic year 2016/2017.

The procedures followed in the current research include:

- 1- Assigning randomly four groups: two as experimental and two as control groups.
- 2-Applying the pre-test to the four groups for the sake of equalization among other variables such as age, mothers' education,...etc.
- 3-The experimental groups have been exposed to the flip teaching model.
- 4-Four groups are exposed to a post-test to find out the effect of flip teaching model on pupils' achievement.
- 5-Data of the post-test and results have been presented, and have been analyzed by using suitable statistical methods.

## **2.1 Theoretical Background**

### **2.1.1 The History of Flip Teaching Model**

The term 'flip' is created first by the teacher and technology expert 'Karl Fisch', who named it the Fisch flip (Bergmann & Sams, 2012:13). Flipping can be also viewed as an exchange of classwork for homework and may be called as 'backwards classroom', 'reverse instruction', 'flip teaching', and 'reverse teaching' (Siegle, 2014: 54).

The flip model means as delay of the communicative approach. It is gathered with the student-centered models. To 'flip' or 'reverse' the old-style lesson-based classroom model is to have pupils learn topic comfortable outside class hours, and when they come to class, prepared to work on their 'homework' during the class period. Bergmann and Sams (2012: 11) state that there is no uniform way to flip the classroom. The classroom is to move the lesson for the pupil instead of the teachers. And each teacher has a special way to flip classroom.

### **2.1.2 The Acronym of FLIP Teaching Model**

Hamdan ,et al.( 2013: 55) state that the four pillars (F-L-I-P) of the flip teaching model stand for a certain property of this innovative model as shown below:

1. Flexible Environment: The flip teaching model is flexible and open, allowing a lot of variety. Flip learning specialists take advantage of learning spaces to support group work or independent study. The flip learning modality creates large, flexible spaces for pupils to learn as they wish; where and when they wish. In addition, teachers of these classes are also flexible in their assessment of pupils.
2. Learning Culture: In flipped learning, the pupil is focused on, so that the lesson is devoted to discussion the pre-recorded video session out of the classroom in effective participation of the pupil with his colleagues and with the teacher, and building culture knowledge for the pupil. Evaluate pupils' learning in a way that is personally and culturally meaningful.
3. Intentional Content: It allows teachers to think about how to use this model to help the pupils to understand knowledge. Teachers in this model determine what pupils need from scientific materials to explore them individually and use the maximum duration of the lesson using active learner-centered learning strategies.
4. Professional Educator: The role of the professional educator is important in the flipped classroom and is more important than the lip classroom. Educators' role in the classroom is to constantly monitor the pupils, give them cognitive support when needed, evaluate their activities, communicate with pupils to improve their education, accept constructive criticism and allow confusion in the flipped classrooms.

Chen et al (2014, 22) have suggested two ways to investigate this:

- Increase dialogue between student and teacher.
- Watching previews of video lectures, followed by competitions and reactions to the formation of opinions through the Internet

### **2.1.3 Flip Teaching Model**

The flip teaching model includes teaching methods that convey the focus of teacher-to-student learning, focusing on developing pupil independence by placing learning responsibility on the shoulders of the learner. Accordingly, the flip teaching model is student-centered learning. Nowadays, all most of scholars such as Rogers (1983:17), Pedersen (2003:64), and Hannafin& Hannafin (2010:33) believe that education focuses on the learner , and practicing skills that enable the learner to solve problems independently.

This model is based on *constructive learning theory* that emphasizes the role of the learner in building new information from previous experiences.

The principles of the flip teaching model can be expressed with a situation in which teachers "transform into direct learning from the space of large group learning and transfer it to the space of individual learning, assisted by one of several technologies" (Pearson, 2013: 40).

The researchers found out that the technologies of flip currently available are in line with communicative methods of language teaching in the sense that:

- 1- They emphasize learning by work and interaction among pupils,
- 2- They also solves a task-based teaching approach whereby learners respond to groups of tasks according to their different abilities.

The flip teaching model, has been developed as a new model required in the lives of learners to meet their scientific needs (Bergmann& Sams, 2013: 23). It was created as a cure or a solution for many learning and teaching problems. The idea of the flip teaching model centered around the concept of developing interaction among pupils and their responsibility for developing their own individual learning.

The flip teaching model has two stages: the *first* one takes place outside the classroom and involves learning individually with the help of technology, and the *second* stage in the classroom where learning is through a group of activities and discussions among pupils themselves and between pupils and teachers (Bishop & Verleger, 2013: 7).

The basic notion of the flip teaching model is the corporate teaching style, with videos that are created by teacher and collaborative learning, and the teaching that occurs in class now are to be done at home, before lesson while the classroom becomes the place to solve problems, development notions by discusses and cooperative learning (Bogost, 2013;15).

The main idea of flip teaching model where learning is an “active, social process in which learners use current knowledge and previous experiences to build an individual understanding of new material” (Shimamoto, 2012:39 ). According to what has been mentioned, it is clear that the flip teaching model is based on interactive and audiovisual tools before and during the class in which information is presented and depends on a different number of teaching strategies such as; active learning, projects, and differential learning.

#### **2.1.4 Pedagogical Implications of Flipped Classroom Model**

The flipped classroom requires exposing pupils to the initial concepts through online readings, videos and activities prior to class, then ensuring that the period of time in class provides pupils with the chance to exercise higher cognitive functions. Additionally, (Brame,2013:3)during flipped class time, the creative reaction helps instructors clarify knowledge and some ambiguities so as to ensure that the pupils are able to “organize their new knowledge in a way that is more accessible for future use”.

Bergmann & Sams (2012:11-17) assert that in a flipped classroom, the time is completely reorganized, the pupils still need to ask the questions to clear the contents of the video received in advance, the teacher answers this during the first few minutes of the lesson. These answers to pupil's questions remove misconceptions before practicing them. The responsibility of methods in this model is focused on the pupil rather than on the teacher. The pupil should watch the video earlier at home and ask appropriate questions. The teacher has a duty in the classroom to provide pupil with observations, not information. Hence, the flipped classroom model provides the pupil with evidence and solutions so the pupil is excited to learn the subject of the lesson more deeply, and this will set proposals for the development of pupil's participation.

In this domain, Tucker (2012: 82) believes that more strategies are needed to increase pupil's motivation and interest. In order to achieve this belief, the new teaching model must be integrated with new communication tools and hypermedia (Sheehy & Bucknall, 2008:110).

The flipped classroom model develop better understanding in both form and content. The pupils engage in the new lecture outside the classroom. Engagement will help pupils to alter the content into new

information by discussing and sharing better information among the pupils and discussing with the teacher some concepts (Brame, 2013: 3).

Teachers guide pupils towards exploring aspects such as cultural that text implies where the classroom becomes the arena for solving difficulties, replacing the opinion and discussion, and before that time they are prepared to unveil the message behind some observations about the video and explore the perceptions presented during a video lecture. A main theory supports the flipped classroom pedagogy is “active learning” which Bonwell and Eison (1991: 2) refer to as “anything that involves students in doing things and thinking about the things they are doing”. This, in fact, supports the aim of *active learning* stated in Bloom’s Taxonomy (1956).

Bransford , et al (2000: 16) explain that "active learning" involves:

- Developing the basis of knowledge based on truth.
- Understanding how knowledge is within a specific framework.
- Recovering and applying that knowledge in a type of contexts.

By exposing pupils with the opportunity to use their knowledge realistically with the participation and access to immediate feedback from colleagues and teachers, the flip teaching model contributes to the development of all language skills in real context rather than concentrating on introducing language items. Accordingly, the flip teaching model is contrary to the lip teaching model; teachers must create new environments that enhance pupils' practical skills and their ability to transfer new information and productivity, participation, cooperation, interaction skills and teamwork (Missildine, et al, 2013: 598).

### **2.1.5 The Pedagogical Implications of Lip Teaching Model**

The lip teaching model, refers to any instruction style where pupils come to class and the teacher presents content for the pupils to learn, and the pupils then drill what they were experienced in school at home (Matthew, 2009: 33). This oral method of instruction (which is implemented via mouth) is the lip teaching model which presents just theoretical information without appealing different learning styles. Pure listening enables listeners to remember just 5% of given information, then listeners don’t develop existing skills or acquire new information that as the result of this model. As soon a teacher is a main authority, the given information can be partial. The instructors’ view is the only option of pupils, and they cannot get other views and for the cause of lack of the communication and prepared feedback, the information cannot be conversed .The classical classrooms are mostly teacher-

centered which is in struggle with the valuable or useful methods to education and instruction (Brooks, 2002:28)

Generally, the teacher would spend the first 25 minutes doing a warm-up activity and going over those problems pupils didn't understand. Then present new content for 30 to 45 minutes and spend the remainder of the class with independent practice or a lab (Bergmann & Same, 2012;14).

## **2.2 Previous Related Studies:**

### **2.2.1 Cara's Study(2012):**

The aim of this study is to measure the impact of the flipped classroom on students' achievement and students stress levels.

the study hypothesized that:

1. The use of differentiation through the flipped classroom, where students watch video lectures for homework and complete traditional homework in class, so as to increase understanding of concepts.
2. Independent learning allows students to complete work in a classroom with the help of teachers, thus reducing workload and stress in the International Baccalaureate (IB) classroom while still increasing knowledge and content .

The sample of the study consists of 19 students (14 females, 5 males) in the Environmental Systems and Societies (ESS) course.

In order to achieve this aim, the researcher constructs video lectures. The students watch these videos outside the class and achieve their assignment during class time.

The statistical means which are used "The one-way repeated measure ANOVA" is selected to investigate students' semester grades over the course of the student's high school career and to determine if student's performance has changed overtime and what impact of the flipped classroom may have had on student's performance.

The data analysis finds out that:

1. Students show lower stress level in this type of classroom environment as compared to other classes.
2. Exam grades don't show significant improvement while semester grades show improvement.
3. Students show positive feelings toward the enjoyed treatment the associated benefits of being able to choose their own assignment and explore concepts they found interesting more in-depth.

### **2.2.2 Abd Elfatah & Ahmed's study (2016):**



The aim of the study is to investigate the effect of a flipping classroom on writing skill in English as a foreign language and students' attitude towards flipping.

This study Hypothesized that :

- 1- Flipping classes affect writing skills in English as a foreign language.
- 2- There is a significant difference between the degrees of pre-test and post-test to develop the four writing skills identified: ideas, content, organization, voice and style.
- 3- Determine the effect of flipped classroom on the attitude of students towards him.

The study sample consists of 60 students at Qassim University and divided into two groups: 30 students for the experimental group and 30 students for the control group.

The instruments of the study are an EFL writing test and a questionnaire, to measure students' attitude towards flipping.

The data analysis finds out that:

- 1- The experimental group outperformed the control group in the post-test of EFL writing.
- 2- There is 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.
- 3- This difference can be attributed to using flipping.

### **2.3 Discussion of the Related Studies**

In respect to the comparison of the aims of the previous studies with the present one, it was found that the aims are different. The aim of Cara's study (2012) is to measure the impact of the flipped classroom on students' achievement and students stress levels. Whereas the aim of the second study is to investigate the effect of a flipping classroom on writing skill in English as a foreign language and students' attitude towards flipping. In terms of the present study aims at Finding out the effect of the flip teaching model on Iraqi preparatory pupils' achievement .

The sample of the Cara's study consists of 19 students (14 females, 5 males) in the Environmental Systems and Societies (ESS) course. While, the sample of the second study consists of 60 students at Qassim University and divided into two groups: 30 students for the experimental group and 30 students for the control group.

Regarding the sample of the present study consists of 88 EFL Iraqi preparatory pupils are chosen from Maysaloon preparatory school.

The surveyed previous studies followed more than one procedure in gathering the data to achieve the aims of the study, for instance, the data of the first study is collected by constructing video lectures. While the second study, the data is gathered through constructing EFL writing test and a questionnaire, to measure students' attitude towards flipping. Regarding the present study, the data is collected through constructing pre-post test.

<b>Group</b>	<b>Pre-test</b>	<b>Independent variable</b>	<b>dependent</b>	<b>Post-test</b>
Experimental Group 1/Literary	Pupils achievement	Flip teaching Model	Achievement in English subject	Pupils achievement
Experimental Group 2/ Scientific	Pupils achievement	Flip teaching Model	Achievement in English subject	Pupils achievement
Control Group 1/ Literary	Pupils achievement	Lip teaching Model	Achievement in English subject	Pupils achievement
Control Group 2/ Scientific	Pupils achievement	Lip teaching Model	Achievement in English subject	Pupils achievement

## **Methodology and Procedures**

### **3.1 Experimental Design**

The demanded experimental design in the current research is named "Non-Randomized control group pretest- posttest Design". Consequently four groups of the fifth preparatory school are the sample of the study. The experimental design of the research is illustrated in table (1)

**Table(1) The Experimental Design**

### **3.2 Population and Sampling**

#### **3.2.1 Population**

The population of the research includes the fifth year pupils of the Maysaloon preparatory School in Salah al din Governorate. The total number of the 5<sup>th</sup> year pupils' population is (235) distributed into two branches scientific and literary.

#### **3.2.2 The sample**

The sample of the study consists of (88) pupils derived from four sections chosen from Maysaloon preparatory school. The fifth stage consists of four sections; section A is randomly chosen to be the experimental Scientific group,

section B is randomly chosen to be the experimental / Literary group, section C is randomly chosen to be the control / Scientific group, and section D is also randomly chosen to be the control / Literary group. Each section consists of (22) pupils. Table (3) shows the sample of the study.

**Table (2) The Sample of the Study**

Groups	Sections	Number
Experimental/ Scientific	A	22
Control/ scientific	C	22
Experimental / Literary	B	22
Control /Literary	D	22
<b>Total</b>		<b>88</b>

### 3.3 Equalization

Certain variables which may cause a variance in the pupils' achievements should be taken into account otherwise they may affect the research results.

#### 3.3.1 Age

By applying t-test for two independent sample , it is found that the computed t-value is 0.087 which is lower than the tabulated t- value which is 2.00 at the degree of freedom 86 and a level of significance of 0.05. Therefore, there is no statistically significant difference among the four groups on the age variable, i.e., the four groups are equivalent on this variable see table (3)

**Table (3) A Variable of Age**

Group	Mean	SD	t-test value		d.f	LS
			C .value	T. value		
Experimental	195.8000	3.18834	0.087	2.00	86	0.05
Control	195.7333	2.72831				

#### 3.3.2 Pupils' Achievement at Previous Schooling Year 2015-2016

Pupils' achievement at previous schooling year 2015-2016, has been got from the school administration. After applying ANOVA, the results show that there is no statistically significant difference between the two groups at 0.05 level of significance. Where the computed  $f$ -value is found to be 2.3 which is lower than the tabulated  $f$ -value which is 2.8 as shown in Table 4.

**Table (4)**  
**Pupils' Achievement at Previous Schooling Year (2015-2016)**

Source of variance	S.S	DF	M.S	F Computed	F Tabulated
Between Groups	7567.77	3	2522.59	2.3	2.8
Within Groups	8210.55	86	97.75		
Total	15778.32	88			

### 3.3.3 Pretest Variable

Lado (1972:383) suggests that the pre-test of teaching should be used to equate the two groups, because the amount of pre-test knowledge is an important learning factor. The pre-test has been conducted prior to the experiment in order to equalize the four groups (the experimental and control groups). The table of specification of pre-test is drawn in the following table (5):

**Table (5) The Table of Specification of Pre-test**

Q No.	Type	No. of Items	Type	Total scores
1	Read passage and answer questions	5	Objective	10
2	Grammar& function "Do as required"	5	objective	10

3	Choose the correct word	5	objective	10
4	Make full sentences with given adjectives	5	objective	10
5	True & false	5	objective	10
6	Matching items	10	objective	10
7	Matching halves sentences	5	objective	10
8	Listen and complete the conversation		objective	10
9	Composition "Give opinions in using the internet"		Subjective	10
10	Composition "Write a letter"		Subjective	10
Total Number				100

By applying ANOVA, it is found out that the computed f- ratio is 2.3 which is lower than the tabulated f-ratio which is 2.8 with the two degrees of freedom 3 and 86 and a level of significance of 0.05 .Therefore, there is no statistically significant difference among the four groups in the pretest variable. This indicates that the four groups are equivalent according to this variable. See table (6)

**Table (6) ANOVA for Equalizing.**

**The Four Groups in The Pre-test Variable**

Source of variance	S.S	DF	M.S	F Computed	F Tabulated
Between Groups	7567.77	3	2522.59	2.3	2.8
Within Groups	8210.55	86	97.75		
Total	15778.32	88			

### 3.4 Factors Jeopardizing Validity

#### 3.4.1 The History

History refers to the particular occasions, other than, the independent variable, that occur during the period of the experiment and might cause the result (Lewin, 1979:388). The history can be affected on events that occur in the environment and

that change the circumstances of the study. The date event can occur before the experiment starts, or between the pre-test and post-test.

### **3.4.2 The Experimental Mortality**

Al-Qaraghooly (1996:61) refers to it as the loss of subjects during experimentation because of death, accidents, inability to locate former subjects, no longer willing to participate, transfer to other geographical areas, affected by experience (anger, indifference, frustration or simple stopped performance), the researcher, has not been faced the effect of such factor, through the period of the experiment.

### **3.4.3 The Maturation**

Campbell and Stanley (1963:5) define maturation as a process during respondents is effective, as a function over time, including growing and growing older, growing more weary and the like. Maturation is natural changes occurring as a result of the normal passage of time.

The experiment started on the 5<sup>th</sup> of March, 2017 and end on 23<sup>rd</sup> of April. This period is not so long that the pupils' responses might be attributed to the long changes which occurred with the passage of time.

### **3.4.4 The Classroom Environment**

The experiment has been carried out to the fifth year pupils of the Maysaloon preparatory schools in Salah al din governorate, from which the two groups, the (experimental group & control group) are chosen, including pupils of the same environment of classroom, such as heating, listening, size, noise effect, and amount of desks.

### **3.4.5 The Teacher**

The researcher herself has taught the four groups, the two experimental and two control groups, so the variable of the teacher's bias to the traditional method is controlled.

## **3.5 Test Construction**

In order to measure the degree of success of the experiment, the instrument includes preparing a written test. Mcnamara (2000:6) describes that the achievement tests are limited to specific material covered in a curriculum within a specific time frame, and are offered after a course has covered the objectives in question. An achievement test should provision the teaching to which they relate.

A written test is constructed to measure the pupils' achievement.

The Post-test consists of Ten Questions: ( see Appendix 2)

- ❖ The researcher measures the pupils' levels according to Bloom's Taxonomy levels, as shown in Table (10) .
- Question One consists of a passage with sub questions about the passage to measure the pupils' **comprehension level**.
- Question Two consists of grammar sentences, the researcher asks the pupils to do as required in each sentence. That is to measure their **creative level**.
- Question Three consists of Grammar sentences also, but the researcher asks the pupils to choose the correct word, in order to measure their recognition **level**.
- Question Four consists of five adjectives where the researcher asks the pupils to put them in full sentences in order to measure their **creative level**.
- Question Five consists of five sentences from the fifth year text book; the researcher asks them to state whether the sentences are true or false and correct the false ones. This is to measure their **Evaluating level**.
- Question Six consists of ten items; the researcher asks the pupils to match these items to write compound nouns in order to measure their **comprehension level**.
- Question Seven consists of five uncompleted sentences then the researcher asks them to match them to complete the sentences.in order to measure their **comprehension level**.
- Question Eight consists of a conversational passage where the researcher asks her pupils to listen to the conversation and the complete the missing words. This question measures their **knowledge level**.
- In question Nine, the researcher asks the pupils to write their opinion about advantages and disadvantages of the internet. That to measure their **knowledge and productive level**.
- In question Ten, the researcher asks the pupils to write a letter to a friend in order to measure their **creative level**.

Table (7)

Specifications of the Achievement posttest

Q No.	Type	No. of Items	Category objective	Total scores
1	Reading and answer passage	5	to measure the pupils' comprehension level	10
2	Grammar and function	5	to measure their creative level.	10
3	Choose	5	to measure their recognition level.	10

4	Put the adjective and make full sentences	5	to measure their creative level.	10
5	True &false	5	to measure their Evaluating level.	10
6	Match	10	to measure their comprehension level.	10
7	Match halves sentences	5	to measure their comprehension level.	10
8	Listen and complete	10	To measure their knowledge level.	10
9	Give your opinion in using the internet		to measure their knowledge and productive level.	10
10	Write a letter		to measure their creative level	10

### 3.6.1 Face Validity

Heaton (1988:159) states that validity as a basic measurement feature of a test, is defined as "the extent to which the test measures what is supposed to measure and nothing else".

Hence, validity is the degree in which the test or other determining tool is truly measuring what we planned it to measure. In order to ensure the face validity of the test, it is exposed to a jury Members of specialist in English Language who have agreed on the question of the test. (see Appendix(1)).

### 3.6.2 Content Validity

Hughes (1989:22) says that, a test is, thought to have content validity if its content constitutes a representative sample of the language skills and structures, with which the test is intended to be concerned. The test would have content validity only, if it comprises a good sample of the significant structures.

The content analysis of the test in question is, based on Bloom's Taxonomy of cognitive domains to state the behavioral objectives. The cognitive domains begin with the lower level of cognitive and finish with the higher level of cognition which is creation.



**Table (8) Number of test items for each level of Bloom's Taxonomy**

Test items	Knowledge	Comprehension	Application	Analyzing	Creation	Evaluation	Total
1		5					5
2	6						6
3						5	5
4					5		5
5						5	5
6		10					10
7		5					5
8	5						5
9	4						4
10					4		4
Total	15	20			9	10	54

### 3.7 Reliability

Reliability is one of the features of a good test. Weir (1993:20) asserts that for a test to be valid it must be first reliable, and if a test is reliable the results can also be dependable.

Joppe (2000:1) defines reliability as: the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability. If the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

For the purpose of computing the reliability coefficient of the test of the current study, *the split half method* is used.

After collecting the data, coefficient correlation factor between the two halves of the test, i.e. the correct responses on odd and even items, is calculated by using *Pearson Correlation Coefficient* Formula. The correlation coefficient is found out to be (0.76). It is a good percentage. Yet, because *Pearson Correlation Coefficient* Formula measure one side of the test; so, correcting the computed coefficient of reliability has to be made by using the *Spearman-Brown equation*, the reliability coefficient amounted to be (0.86) which is an acceptable one.

### 3.8 Pilot Study

Richards and Schmidt (2010:219) state that *Pilot testing* is a preparation of the test to a small but representative group of examinees in order to determine its suitability or effectiveness.

In the light of these positive sides, conducting a pilot test was strongly preferred for the current study. For this purpose, (22) pupils derived from four sections were randomly selected from Maysaloon preparatory school, to be tested. On the 23<sup>rd</sup> April, 2017, the pilot test was carried out in a normal situation and classroom condition. In particular, the pilot test has been intended to estimate the time required for answering the test and to know whether the questions are clear for the subjects. The pilot test has revealed that the time required to answer the whole items of the test is (120 minutes). In addition, the pilot study has helped the researcher in making the final administration of the post-test.

### **3.8.1 Item Analysis**

Item analysis is the process of analyzing examiners' answers in order to know the level of difficulty and the power of discrimination for each item listed in the test as follows:

#### **3.8.1.1 Difficulty level .**

Ebel (1972: 85) mentions that, the level of difficulty refers to the percentage of pupils who get the items correct. The total scores of the twenty two pupils have been ranked from the highest to the lowest one, and then they are divided into two groups. The total scores of the pupils who answer the test items correctly at both the upper and the lower groups are divided by the total number of the students of both groups.

The test items should vary in their difficulty level between 30 to 90, the satisfactory level of difficulty ranges from 30% to 90% (Madsen, 1983:183).

#### **3.8.1.2 Discriminating Power.**

Stanely and Hopkins (1972: 23) confirm that, the discrimination power of the test refers to the degree to which the item discriminates between the pupils with high and low achievements. According to Brown (1981: 104), the test item is good if it has a discrimination power of (0.20) or more.

In calculating the discrimination power of the test items, it ranges between 0.30 and 0.40 which is regarded as an adequate power of discrimination.

### **3.9 The test scoring scheme**

The test consists of ten questions and each question consists of five item except two production questions of each one has been given ten marks. The test item which is correctly rendered, is given two marks, and a wrong one is given zero. The items that are left without answer by the pupils are given zero, because they are considered wrong.

### **3.10 The Experimental Work**

### **3.10.1 The Experimental Material**

As stated previously, the fifth year pupils (the population) of the Maysaloon preparatory school in Salah al din Governorate have been chosen as a sample of the experiment.

The researcher herself has taught the four groups, i.e. the two experimental groups and the two control groups. The lectures are arranged to be on every Monday for experimental groups and on Tuesday for control groups.

The material of the experimental group includes:

- English Of Iraq for fifth class (student book and activity book),
- Laptop,
- DJ for audible voice for all participates,
- White board,
- Power Point Application for better presentation

The material of the control group includes:

- Student's book and Activity book,
- White board,
- Color pin for white board.

### **3.10.2 Application of the Experiment**

The application of the experiment started on the March of / 2017. On that date, the pre-test has been applied. The experiment has lasted for eight weeks. The lectures have been organized for four groups as two hours per week. Finally, the post-test has been applied.

The Control groups have been taught the “Lip Teaching Model” , in accordance with the text book of fifth year “English for Iraq”.

The experimental groups have been taught the “Flip Teaching Model”.

The researcher followed the following procedures in teaching flip model:

- 1- The researcher demonstrates and clarified the working steps and the pupils have collected enough background on what they are going to do. The researcher has been started with the descriptive flip model.
- 2- The researcher sends the recorded Power Point (PPT) and video lecture over the media of the internet such as YouTube, e-mail, and drive it on the CDs and gave them to the pupils who haven't internet in their houses but have computer or CD driver to view the recorded lectures.
- 3- The researcher introduces the PPT of the flip teaching model about Unit One and its lessons then Unit Two and its lessons.
- 4- The researcher highlights and emphasizes on screen cast of other teachers' video.

- 5- The researcher asks pupils to view video lecture at home, do what teacher asks them to do, write down in the notes book the questions, and if there is any ambiguous point they come to class, they ask the teacher and discuss with their classmates to clarify misconception.
- 6- The researcher assigns the next lecture for pupils to prepare it and view the lecture night before the class.

### 3.11 Lesson planning

Hillocks (1995:125) asserts that the goal of planning will be to invent materials and activities that will engage pupils in using specific processes and strategies relevant to particular writing tasks.

Teaching is best when the teacher is able to draw his lesson plans according to the needs, interests and capacities of the pupils involved. Lesson planning varies according to the subjects the teacher intends to teach. Some subjects may necessitate detailed plans while others require a brief outline (Al-Mutawa and Kailani, 1989:140).

The necessary lesson plan has been prepared previously. The lesson plan for the control groups are worked out according to the instructions of the teacher's guide according Lip teaching model. The experimental groups lesson plan are worked out according to the Flip teaching model. (See Appendices 1, 2)

### 3.12 Final Administration of Instruments

The post-test is administered to four groups, experimental and control, and is conducted at the same time, in the same place and on the same day.

### 3.13 Statistical Means :

The following statistical tools are used:

1. Pearson correlation coefficient formula is used to calculate the reliability coefficient of the pre-test and post-test, using the split-half method. The following formula is used:

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

(Glass and Stanley, 1970:114)

2. This formula is used to measure difficulty level:

$$DL = \frac{H_c + L_c}{N}$$

(Bloom, 1971: 181)

3. This formula is used to compute the discrimination power of the test items:

$$DP = \frac{R_u - 1/2T}{1/2T} \quad (\text{Mehren and Lehman, 1984: 192})$$

4. One Way Analysis of variance (ANOVA)

It has been used to find out the differences among four groups.

5-Scheffe Test

It has been used for comparisons deal with the final results of the pre-posttest among the four groups.

6-Weighted Mean

It has been used to find out the weighted mean of the items of the test to calculate the highest or lowest weight for each item.

$$X = \frac{W_1X_1 + W_2X_2 + \dots + W_nX_n}{W_1 + W_2 + \dots + W_n} \quad (\text{Madansky,2003:23})$$

7-Weighted Percentile

It has been used to calculate the weighted percentile for test item.

$$W.P = \frac{X \div \text{the highest degree}}{100} \quad (\text{ibid:24}).$$

#### 4.1 Analysis of the Collected Data

The pupils' responses to the test items have been analyzed statistically . The statistical treatment for the scores of the pretest and posttest of the scientific experimental group and scientific control group has shown that the mean score of the scientific experimental group in the posttest is 80.50 and scientific experimental group in the pretest is 38. 41, while it is 58.41 for the posttest in scientific control group and 38. 41 for scientific control group in the pretest. The standard deviations are 17.23, 9.51, 17.23 and 10.48, respectively. Table 9 illustrates these values.

Table (9)The Mean Scores and Standard Deviations of the Two Groups: scientific Experimental group and Scientific Control group

Groups	Sample size	Mean	SD
Exp. group Scientific (Pretest)	22	38.41	17.23
Exp. group Scientific (Post-test)		80.50	9.51
Cont. group scientific (Pre-test)	22	38.41	17.23
Cont. group scientific (Post-test)		58.41	10.48

To find out the significant statistical differences among the four groups scientific experimental in pretest and posttest groups and scientific control in pretest and posttest groups ANOVA has been used .

Table 10 illustrated that the computed f- ratio which is 25.81 is higher than the tabulated one which is 2.8 at 3 ,86 degrees of freedom and 0.05 level of significance. This indicates that there are statistically significance differences among four groups on pupils' achievement in posttest in favour of the scientific experimental posttest group. This justifies the effect of the FLIP teaching model on the Iraqi preparatory pupils' achievement in posttest. This results indicates that the second null hypothesis has been rejected .

Table- 10- ANOVA Results of the four Gropus on pupils' achievement in posttest.

Source of Variance	Sum of Square	Degrees of Freedom	Mean Square	Calculated F-Ratio	Tabulated F-Ratio	Level of Significance
Between Groups	7567.77	3	2522.59	25.81	2.8	0.05
Within Groups	8210.55	86	97.75			
Total	15778.32	88				

Scheffe Test is used to identify the source of difference among the four groups

Table (11) Scheffe Values for the Comparison Among the Four Groups on Posttest's Achievement

Groups	Mean Difference	Critical Scheffe
Control group (Scientific)	2.35897	3.86
Control group (Literary)	2.35897	3.86
Experimental group(Literary)	15.06879	3.55
Experimental group(Scientific)	17.42777	3.55

Table 11 illustrates the following:

1. The calculated Sceffe value for the difference between the mean scores of the scientific experimental group which is 17.42777 and the mean scores of the scientific control group which is 2.35897. The mean score of the scientific experimental group is higher than the critical Scheffe value which is 3.55 while the mean score of the scientific control group which is lower than the critical one which is 3.86 at 0.05 level of significance. This indicates that there is a statistically significant difference in favour of the scientific experimental group which is taught by the FLIP teaching model.
2. The calculated Sceffe value for the difference between the mean scores of the literary experimental group which is 15.06879 and the mean scores of the literary control group which is 2.35897. The mean score of the literary experimental group is higher than the critical Scheffe value which is 3.55 while the mean score of the literary control group which is lower than the critical one which is 3.86 at 0.05 level of significance. This indicates that there is a statistically significant difference in favour of the literary experimental group which is taught by the FLIP teaching model.
3. The calculated Sceffe value for the difference between the mean scores of the scientific experimental group which is 17.42777 and the mean scores of the literary experimental group which is 15.06879. The mean score of the scientific experimental group and the literary experimental group is higher than the critical Scheffe value which is 3.55 at 0.05 level of significance. This indicates that there is a statistically significant difference in favour of experimental groups: scientific and literary which are taught by the FLIP teaching model.

This justifies the effect of the FLIP teaching model on the Iraqi preparatory pupils' achievement in posttest. These results indicate that the first and third null hypotheses have been rejected .

To know the range of achieving the posttest items for the four groups of the research, the researcher has used the weighted percentiles for the items of the test.

As shown in table ---- for experimental groups , the weighted means range between 4.07 and 9.66. While the weighted percentiles range between 41% and 97%..

Thus the results of the weighted means and weighted percentiles reveal that the pupils in the experimental groups have employed communicative strategy based on flip teaching model to exchange and share ideas in a real life situation.

**Table (12) weighted means, and weighted Percentiles of the Achievement Post-test**

No. Question	Weighted mean Lip	Percentages Lip	Weighted mean Flip	Percentages Flip
1	7.91	79%	8.68	86%
2	5.57	56%	7.64	76%
3	3.95	40%	4.07	41%
4	5.59	56%	7.48	75%
5	5.77	58%	7.55	75%
6	6.50	65%	7.52	75%
7	4.52	45%	6.84	68%
8	4.91	49%	6.59	66%
9	5.59	56%	7.70	77%
10	7.91	79%	9.66	97%
<b>Total</b>	5.82	58.3%	7.35	73.6%

scientific and literary

#### 4.2 Discussion of the Obtained Results

1-A statistical significance difference has been found between experimental groups (scientific and literary) and control groups (scientific and literary

Experimental groups for both fields of specialization (scientific and literary) show superiority over the control groups. This indicates the impact of flip teaching model on improving pupils' achievement in English subject matter. This dues to the fact that flip teaching model is a learning –centered approach that harmonize between focusing on form and function simultaneously.



2-A statistical significance difference has been found between pretest and posttest scores of the experimental groups and control groups. The significance is for the experimental groups. This is due to the fact that the pupils of the experimental groups have been taught by the flip teaching model which enjoys the empowerment of skills by exposing pupils to modern technology tools such as asking the classroom pupils to watch the recorded lectures and prepare the lesson before time of the class. While the pupils of the control groups have been left to traditional method. Flip teaching model leads the pupils to be more active through the classroom environment by collaborative learning and creates positive trends towards learning EFL in general.

### **5. 1 Conclusions**

1-The research provides evidence for the positive effectiveness of applying flip teaching model on enhancing fifth preparatory pupils' achievement.

2-The teacher's role is changed from an authoritarian to a discussion, organizer, facilitator and a language adviser permits pupils to share more responsibilities for their learning and become freely the center of the learning process.

3-The use of flip teaching model involves the pupils in thinking and communicating skills which mean that the pupils will accomplish the fullest potentials of their needs to gain good achievement.

4-Through the implementation of the flipped classroom model, pupils are engaged in daily extra time of activities gained by placing lecture materials on videos by using technology's tools in their learning. These strategies are considered one of the main language pedagogies of communicative approach.

5-According to the pupils' scores, the effect of the flip teaching model has been better in quality in terms of teaching because pupils are more responsive to learning. The pupils have ability to self-organize to learn, have greater motivation to participate in the classroom activities and have good understanding of curriculum content to solve problems independently.

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### **Appendix(1) A Typical Daily Lesson Plan for the Flip Experimental Group.**

**The Grade :** fifth Class.

**Date :** march, April 2017.

**Time : 2 hours.**

**Topic : Culture and customs & Communication.**

**Material Needed :** Data show, laptop computer, whiteboard, CD, DJ, Student book and Activity book.

**Warm up :**

**General questions:**

- Asking the pupils, what do you know about Mother's day?
- Asking the pupils about the situation in which they watch the PPT.
- What do you know about customs and traditions in other countries in Ramadan?
- Asking the pupils, what do you know about Scotland?
- What do you know about Babylon Festival?

What's your opinion about the Internet generally? **Rational :**

**Stages and sub-skills :**

**Listening;**

- Recognizing context.
- Comparing and predictions during and after listening.
- Dealing with unknown words.
- Listening for gist and detail.
- Taking notes.

**Writing;**

- Brainstorming ideas in preparation for writing-selecting and rejecting ideas.
- Arranging information logically and coherently between the sentences in paragraph.
- Developing meaning within a paragraph and through the text.
- Producing grammatically accurate sentences.
- Selecting formal/informal language to suit the task and audience.
- Proofreading for coherence and accuracy of punctuation, spelling and grammar.
- Complete the sentences with suitable rules.
- Plan and write an essay (70 words) about specific title.

**Lesson content :**

- Pupils will be exposed to the same information in the classroom twice.
- Identify the important expression between the write and receiver in the context of the e-mail.
- Identify some parts of speech such as :adjectives, nouns, verbs and asking students to write them in their notebooks.
- Identify stress in compound noun.
- Identify different types of text.
- Make and respond to suggestions in short dialogues.
- Identify and practise linking consonant and vowels in spoken English.
- Discuss the Internet using language for agreeing, disagreeing and interrupting.
- Make a plan to write an essay about the Internet, the friend has specific adjectives, celebrations in Iraq, and write an e-mail to pen-friends.
- 

**Objective:**

The pupils will be able to;

- use important expressions.
- Enable pupils how to use some expressions.
- Encourage pupils to cooperate with others.
- Enable pupils to differentiate between simple present and present continuous.
- Enable pupils to use simple present and present continuous correctly.
- Enable pupils to write sentences by using the giving verbs.
- Enable pupils to apply the rules they have learned without mistakes.
- Enable pupils to use the correct auxiliaries in short answers of Yes/No Questions.
- Extend knowledge of adjectives to describe people.
- Enable pupils to understood the content of the e-mail and the relationship between the receiver and writer.
- Enable pupils how to link words (adjectives) together.
- Listen to a radio programme.
- Enable pupils to describe other people with high stilly.
- Enable pupils for writing constructions.
- Encourage pupils to guess meaning of vocabulary from context.
- Enable pupils to differentiation between the true and fals. The conversation ((Have You got a problem?)).
- Encourage pupils to recognize the tenses. ,(Present perfect, Present simple).

- Enable pupils to understand and aware the conversation.
- Enable pupils and encourage them to know how to use syntactic knowledge.
- Enable pupils to develop their skills in reading and pronunciation the words in a correct way.
- Encourage pupils to write an essay including an introduction and conclusion.
- Enable pupils to use context, punctuation and sentence structure to complete dialogues.
- Learn pupils extend vocabulary and compound noun related to communication.
- Encourage pupils to practice reading text message abbreviations.
- Enable pupils to make a plan to write an essay about the Internet.
- Encourage pupils to discuss that to know what the of the advantages and disadvantages Internet .
- Learn pupils when and how using consonant and vowels in the language.

**Activates :**

The lessons had been sent to the pupils by the Internet one by one, two lessons in the week were presented, then they read and prepared the lesson before night. In the class the teacher presented the new material through the power point . The teacher asked them general questions as a warm up. The teacher distributed the pupils as groups in the form of rows, the pupils started discussing exercise solutions and read out of the construction. The teacher distributes CDs for each student in addition to sending the same information included in the CDs to the students' emails.

**Assessment :**

The teacher assess the pupils after the end of the two units, The assessment is after the experiment, this is called the summative assessment.

**Reflection Questions :**

- What do you think about solving the exercises together with your classmate through the Internet ?
- What do your impression about the PPT ?
- Are there any ambiguous in the PPT ?
- What do your opinion about division in the form of groups in the form of rows ?.

### **Appendix(2)A Typical Daily Lesson Plan for the Lip Control Group.**

**The Grade :** fifth Class.

**Date :** October and November 2017.

**Time :** 5 hours in week.

**Topic :** Culture and customs & Communication

**Material Needed :** Student book , Activity book ,whiteboard and colorful whiteboard pin.

**Vocabulary :** Mother's day ,greeting card, joke(v.),Ramadan, patient(v.), sunset, pray(v.), scooter, honesty, crash(v.), ghost, castle, Loch, Scottish dancing, Affirmative, Negative, holiday camp, windsurfing, cultural, play(n.), musician, artist, to be 'on' (for an event), star(v.), bit(=part), worried, annoyed, disappointed, jealous, e-card, chat, laptop computer, text message, camera, phone, plug in, turn on/off, switch on/off, hairdryer, push, left-hand, power, photo booth, wrong number, download, surf the internet, share, go on line, must, mustn't plus past participle.

**Warm up :**

**General questions:**

- Asking the students, what do you know about Mother's day?
- Asking the students about the situation in which they watch the PPT.
- What do you know about customs and traditions in other countries in Ramadan?
- Asking the pupils, what do you know about Scotland?
- What do you know about Babylon Festival?
- What's your opinion about the Internet generally?

**Rational :**

**Stages and sub-skills :**

**Listening;**

- Recognizing context.



- Listen to the teacher when read the conversation.
- Read it again then check their answers.
- What means the new words.
- Taking notes.
- Read and complete the conversations.
- Listen to the specific sounds, and distinguish consonant sounds then vowel sounds.

**Writing;**

- Brainstorming ideas in preparation for writing-selecting and rejecting ideas.
- Arranging information logically and coherently between the sentences in paragraph.
- Developing meaning within a paragraph and through the text.
- Producing grammatically accurate sentences.
- Selecting formal/informal language to suit the task and audience.
- Proofreading for coherence and accuracy of punctuation, spelling and grammar.
- Complete the sentences with suitable rules.
- Circle the correct verb from the sentences.
- Combine the two sentences in each item.
- Plan and write an essay (70 words) about specific title.

**Lesson content :**

- The teacher explains the lessons, then the pupils prepare the exercises as homework.
- Identify the important expression between the write and receiver in the context of the e-mail.
- Identify some parts of speech such as :adjectives, nouns, verbs and asking students to write them in their notebooks.
- Identify stress in compound noun.
- Identify different types of text.
- Make and respond to suggestions in short dialogues.
- Identify and practise linking consonant and vowels in spoken English.
- Discuss the Internet using language for agreeing, disagreeing and interrupting.
- Make a plan to write an essay(70- 100 words) about the Internet, the friend has specific adjectives, celebrations in Iraq, and write an e-mail to pen-friends.

**Objective:**

The pupils will be able to;

- use important expressions.
- Enable pupils how to use some expressions.
- Encourage pupils to cooperate with others.
- Enable pupils to differentiate between simple present and present continuous.
- Enable pupils to use simple present and present continuous correctly.
- Enable pupils to write sentences by using the giving verbs.
- Enable pupils to apply the rules they have learned without mistakes.
- Enable pupils to use the correct auxiliaries in short answers of Yes/No Questions.
- Extend knowledge of adjectives to describe people.
- Enable pupils to understand the content of the e-mail and the relationship between the receiver and writer.
- Enable pupils how to link words (adjectives) together.
- Listen to a radio programme.
- Enable pupils to describe other people with high stilly.
- Enable pupils for writing constructions.
- Encourage pupils to guess meaning of vocabulary from context.
- Enable pupils to differentiation between the true and fals, The conversation ((Have You got a problem?)).
- Encourage pupils to recognize the tenses,(Present perfect, Present simple).
- Enable pupils to understand and aware the conversation.
- Enable pupils and encourage them to know how to use syntactic knowledge.
- Enable pupils to develop their skills in reading and pronunciation the words in a correct way.
- Encourage pupils to write an essay including an introduction and conclusion.
- Enable pupils to use context, punctuation and sentence structure to complete dialogues.
- Learn pupils extend vocabulary and compound noun related to communication.
- Encourage pupils to practice reading text message abbreviations.
- Enable pupils to make a plan to write an essay about the Internet.
- Encourage pupils to discuss the advantages and disadvantages of the Internet .
- Learn pupils when and how using consonant and vowels in the language.

**Reflection Questions :**

- What do you think about checking the exercises together with your classmate (work in pairs)?
- What do your impression about the lesson the conversation from the teacher?
- What do your opinion about division in the form of groups in the form of circles?

### **Appendix (3) Posttest**

#### **Q 1/ Listen and answer the following passage carefully: (10 M)**

##### **((Reading comprehension)) ((comprehension level))**

Although the internet is useful and full of unlimited information, it has many bad effects on students, physically, educationally and psychologically. **1).**, it can cause bad effects on health and hurt the eyes, the back and the neck. These damages happen because a student stays for a long time staring at the screen of the computer. **2).**, it may waste time and interfere with school work. **3).**, Sometimes a student may leave the main work to surf another interesting site and forget about his main purpose. **4).** Moreover, it can make a student loner because of spending long time alone. Of course, when staying most of the day at home, friends and family members will not be seen. **5).**, it is necessary to balance between surfing the internet and achieving other works and duties. We can have fun, but not before doing our main work.

##### **Now answer the questions:**

- 1- What are the bad physical effects of the internet? (knowledge level).(define).
- 2- Why does the internet make the student loner? (knowledge level).(explain).
- 3- How can you balance between surfing the internet and doing duties? (knowledge level).( Identify).
- 4- The pronoun " it " in the first line refers to: (the internet – the student – the bad effect)? (analysis level).(select).
- 5- Give a suitable title to this passage.(Comprehension level) (Rename).

##### **((Grammar and function))**

##### **(Structure): ((Application level))**

#### **Q 2/ Do as required: (10 M) (answer 5 only):**

- 1- She never (have) breakfast. (correct the verb).
- 2- It (not rain) a lot here in winter. (Present Simple).
- 3- Come to my house for a coffee. I (make) a delicious cake. (Present Perfect).
- 4- I can't find my glasses. I ..... (look for) them all day. (Present Perfect Continuous).
- 5- They (leave) theatre early yesterday. (Correct the verb).

6- We've met in Beirut, ..... ? (Question tag).

**Q 3/ Choose the correct word: (10 M) ((Analyzing level)).**

1- Who..... on her mobile? She is very angry.

a. does she speak. b. is she speaking. c. was she speaking.

2- I feel proud..... myself when I get high marks.

a. in. b. of. c. with.

3- She has been waiting you..... an hour.

a. for. b. since. c. since now.

4- Ali is .....in painting and collecting old photos of footballers.

a. interested. b. good. c. bad.

5- He's fasting now, .....?

a. hasn't he . b. isn't he. c. has he .

**Q 4/ Put each of the adjectives in full sentences: (10 M) ((Creating level)).**

1- funny          2- nosy          3- serious          4- quiet          5- honest

**((Literature Focus ))**

**Q 5/ Read these sentences from your text book and put mark true (T) or false (F) and correct the false one : (10 M) ((Comprehension level)).**

1- The first Babylon Festival held in 1978.

2-The famous writer and poets came to Babylon festival.

3- Fareed Lafta was born in London in 1980.

4- *go online* : means connect to the internet.

5-Fareed Lafta wants to be the first Iraqi in Space.

**((Vocabulary and spelling))**

**Q 6/ Match a word from each list and write the compound nouns : (10 M)**

**((Knowledge level)).**

- |            |             |
|------------|-------------|
| 1. hair    | a. card     |
| 2. radio   | B .control  |
| 3. power   | c. computer |
| 4. digital | d. dryer    |
| 5. remount | e . phone   |
| 6. laptop  | f. message  |
| 7. mobile  | g. game     |

- |              |           |
|--------------|-----------|
| 8. text      | h. camera |
| 9. phone     | I. alarm  |
| 10. birthday | J. point  |

**Q 7/Match the sentence halves:(10 M)((Comprehension level)).**

**a-**deserts in Europe. **b-**many books of, Medicine and Philosophy. **c-** yellow eyes.  
**d-** Lebanese. **e-** an English Playwrights ,but he is Iraqi.

- 1- Al-Razi wrote,.....
- 2-Lion have got.....
- 3-The famous singer Fairouz is.....
- 4-There aren't any.....
- 5-Jawad Al-Assadi isn't.....

**Q 8/ Listen and Complete the conversation: (10 M) ((comprehension level)).**

Hind: Good morning Sally .

..... are you?

Sally: very well, and ..... ?

Hind: fine .

Can I barrow your ..... to write down what I missed from English exercises?

Sally: Sorry, I ..... ,because I forgot a notebook at home.

You can see what you missed from the lesson by the internet on .....

Hind :Oh , Really. That a ..... thing .

Sally : Yes, it's very usefully , ..... , ..... Thing .

Hind : Thank you to ..... , that's so nice of you.

**((Writing))**

**Q 9/What are the advantages and disadvantages of using the internet ?.Give me your opinions . (10 M) ((Knowledge & Comprehension level)).**

**Q 10/ Write a letter to a friend describing a traditional celebration in Iraq. Write about 100 words.(10 M) ((Creating level)**