The Effect of The Flipped Classroom Strategy on Reading Comprehension and Motivation in the English Language Among Secondary School Students

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A Thesis Submitted in Fulfilment of the Requirements for the Degree of Master in English Language Curriculum and Instruction

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Dedication

I dedicate this thesis to:

My beloved mother,

Whose unwavering support and countless sacrifices have been the foundation of my journey.

My father,

Whose dedication and guidance have always been a source of strength and encouragement.

My brothers and sister,

For their constant support and belief in me throughout the way.

My dear wife,

For her patience, love, and understanding—for standing beside me through every challenge and never letting me give up.

My friends,

Whose help, advice, and encouragement made this path easier to travel.

My instructors,

For nurturing my curiosity and inspiring a lifelong passion for learning.

To all of you—thank you for your steadfast support during the most difficult and defining moments of this research.

— The Researcher

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CHAPTER 1

1.1 Introduction

Reading is a process of knowing, analyzing, evaluating, and creating, and therefore developing reading comprehension skills must be the intended purpose of teaching it, as it reflects the learners' ability to understand, translate, interpret, and evaluate written symbols. Lafi, (2006) stated that reading is a window to human thoughts, and a means of accessing all kinds of knowledge, as it provides the individual with ideas and information. It expands his circle of experience, opens the doors of culture, refines the scale of taste, and contributes to scientific preparation.

Reading comprehension is a complex process that consists of many mental, psychological, and performative processes, in addition to the personality of the reader in the entire reading process, and it does not occur without understanding the reading, because understanding is the basis of the educational process and the desired results of teaching and learning. (Al-Badri, 2019).

Considering the cognitive and technological progress, it has become impossible to avoid taking advantage of the opportunities available to students in the field of e-learning, as exploration and access to information have become accessible to all. And due to what is characterized by the current era of rapid change and the explosion of knowledge resulting from technological progress and the information revolution, it has become necessary to diversify teaching methods to meet the requirements of the era, and the flipped classroom strategy is one of

the strategies that receive great attention in the field of education and self-development (Al-Egab, 2018). The idea of the flipped classroom is based on concepts such as active learning, student effectiveness and participation, mixed lesson design, and the broadcast of the studied curriculum. The value of this class is that they deliberately transform class time into a training workshop, in which they can test their skills in applying knowledge and communicating with each other while performing manual activities. During class time teachers perform functions similar to those of coaches, advisors, or mentors, encouraging students to undertake individual inquiry and effective collaborative group effort (AL-Khalifah, 2017). The flipped classrooms strategy provides a balance between direct and indirect teaching methods, which gives the student more confidence and motivation towards learning. And it provides the student with the knowledge he needs to apply during the class session and to discuss it with his colleagues and the teacher. (Al-Sharman, 2015).

1.2 Research Problem

English language skills are considered very important for academic achievement and professional success (Crystal, 2003). However, a lot of recent studies have shown that many students are struggling with reading comprehension and feel less motivated to engage with English texts (Bergmann & Sams, 2012). This is a serious issue because being able to read well is connected to developing critical thinking skills, building knowledge, and continuing to improve language abilities over time (Grabe, 2009). Traditional ways of teaching, especially ones that focus mainly on lectures and teacher-centered instruction, often do not solve these problems. In fact, they sometimes make students less interested in learning and result in only surface-level understanding (Bishop & Verleger, 2013).

Because of these challenges, teachers have been trying new teaching methods like the flipped classroom. In this approach, students watch videos or do reading assignments before class, and then the actual class time is used for more active and group-based learning (Hung, 2015). There has been research showing that flipped classrooms are effective in improving learning outcomes and keeping students more engaged, especially in science and math subjects (Chen et al., 2014). However, there is still not enough research that focuses on how the flipped classroom affects English language learners, particularly when it comes to reading comprehension and motivation (Strayer, 2012). Even though some early studies have found positive results (Tucker, 2012), it is clear that more studies are needed to better understand this.

Therefore, the problem of the study revolves around the following questions:

1- What is the effect of using the flipped classroom strategy on the reading comprehension of the English language for second secondary students in Rabigh City?

2- What is the effect of using the flipped classroom strategy on the motivation of the English language for second secondary students in Rabigh City?

1.3 Research Objectives

- Recognizing the impact of flipped classroom strategy in reading comprehension and motivation towards learning the English language.
- The comparison between the flipped classroom strategy and the usual learning methods and the knowledge of the effectiveness of the experimental method in removing the obstacles that students face in reading comprehension and motivation in learning English.

1.4 Research Significance

- The study will address one of the modern strategies in the educational field, where it will use the flipped classroom strategy and investigate its impact.
- The lack of Arabic, local, and international studies conducted in the field of flipped classrooms and their impact on reading comprehension and motivation towards learning.
- Recognizing the role of the flipped classroom strategy to develop methods of teaching English language subjects using technology.
- The study will address the procedural method of the Flipped Classroom strategy, which leads to guiding teachers towards the appropriate way to use this method and those in charge of preparing teachers in developing English language teaching methods.
- Shedding light on the importance of students acquiring some learning skills such as research, observation, self-learning, self-confidence, and responsibility, which are difficult to acquire in traditional teaching methods.

1.5 Research Terms

1- Reading Comprehension

Madkour (2006) defined reading comprehension as the art that depends on looking, foresight, understanding what has been read, analyzing, interpreting, and criticizing it, and thus evaluating it. Which begins with feeling a problem, then a person begins reading to solve that problem and satisfy his desires.

Its clear how important reading comprehension is to improve students' performance in the English language, as reading does not depend on the pronunciation of words only, but rather the reading must be understood to achieve cognitive goals, and to develop students' reading skills.

2- Motivation towards Learning

It is defined by Bo Hamada and others, (2006) that it is an internal psychological physiological state that moves the individual to perform a certain behavior to achieve a goal, and if this goal is not achieved, the person feels distressed and tension until he achieves it.

It is defined procedurally as the process by which the student becomes passionate and loving and has the necessary interest in the English language, especially in reading using the flipped classroom strategy.

1.6 Research Limitation

1- Spatial: Al-Fahd School in Rabigh
2- Time: the academic year 1445-1446 AH
3- Subject: The Flipped Classroom Strategy, Reading Comprehension, and motivation towards learning.

1.7 Research Hypothesis

1. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the mean scores between the experimental group and the control group in the pre-test of reading comprehension skill.

2. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the mean scores between the experimental group and the control group in the post-test of reading comprehension skill.

3. There is no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the mean scores of the group students in the experimental group, and

the scores of the control group students in the post-application of the motivation scale towards learning English.

CHAPTER 2

Theoretical Framework

2. Introduction:

Along with the development and existence of technology, Flipped Classroom gains popularity among researchers and educators in the world (Yilmaz, 2017, Webb & Doman, 2016, Evseeva & Solozhenko, 2015). The terminology is switched or flipped from which the traditionally learning done inside the classroom and do homework outside. In the flipped classroom, students view online videos, read material on books, modules, website, blog and other sources at home. As policy, students have to understand the important concept of knowledge before coming to the class engaging in active learning activities such as group discussing, do certain exercises, debates, quiz, project, summarize etc. (Gilboy, et al. 2015, sung 2015, Evseeva & Solozhenko, 2015). Flipped classroom as part of blended learning which combine e-learning or web-based lecture and face-to-face classroom session technique.

The teachers delivered in the class but outside. They first prepare for the classes by watching online videos' lecturer instead of a passive-style lecture, receive individual instruction, workshops and several activities conducted the classroom learning process. (Halili, & Zainuddin, 2015, Nishigawa, et al. 2017, Thai, et al. 2017). According to Wang, (2016) flipped classroom has a positive learning impact on the students'learning performance and technology usage facilitates in the flipped classrooms' implementation.

2.1 Flipped Learning Approach:

Flipped classroom or flipped learning approach is an alternative instructional model that the direct instruction in class time and homework are reversed. Short content or instructional video are introduced and viewed by the students at home before the class time, while homework such as exercises and projects, or class discussions are done in-class time. The video is the main tool in the flipped learning approach that are being either created by the teacher and posted online or selected from online resources or available commercial materials (Bergmann & Sams, 2012; Jacot, et al. 2014; Khan, 2012).

The concept underlying the flipped classroom model includes helping students to become active learning, enhancing students' engagement, designing hybrid course, and course podcasting. The value of a flipped learning model is to change the class time into learning activities or workshops where students can inquire about the content, test their skills in applying knowledge, and interact with one another in hands-on activities. During class time, the teachers' roles are either facilitators, coaches or advisors, encouraging students in individual inquiry and collaborative effort (Driscoll, 2012; Strayer, 2012). Therefore, the flipped learning approach or the flipped classroom has been introduced in greater numbers of course. This instruction concept supplements traditional out-of-class work with content video or presentations and supporting inquiry-based and project-based learning during regular class times (Bergmann, et al. 2012; Bergmann & Sams, 2012; Driscoll, 2012; Khan, 2012).

The flipped classroom identified as innovative and effective instructional approach which totally bring down the traditional instruction by switching class instruction at home. This teaching model commonly asked students watching video at home and use the class time for discussing, solving complex concepts and answering questions where students are being encouraged to learn actively. The teacher's role is for guiding and facilitating them for discussing and giving

professional feedback as good self-learning. (Hwang, 2015). In a flipped classroom, students watch video lectures at home through screen casts then class time is spent for engaging students through a variety of several learning activities (Schultz, et al. 2014). The flipped classroom delivers lecture contented to students at home through electronic device via teacher-created videos or online video linked as interactive lessons and they use class time for practical application activities (Arnold-Garza, 2014, Clark, 2015). According to Mehring (2016) kinds of tools are able to use for creating the student-centered in the flipped classroom. They are:

1- **Videos**; The biggest notice for the teachers is determining if students are doing the pre-class assignments or not (e.g., watching the videos at home). Being able for assessing the students'understanding can be possible by instruct them from many free programs available on the internet now days, it possible for the teacher to embed questions and links to the web sites and pictures to stop the video play and to collect the students' data as students watch. Free programs such as Edpuzzle at www.edpuzzle.com, Zaption at www.zaption.com material as kind of input for getting information replaced the teacher's explanation in the traditional teaching method.

2- **Programs for English Foreign Language reading:** Almost in EFL reading classes are tried to build the vocabulary, reading speed and fluency. Students come to class to practice reading drills by getting the teacher's or lecturer's feedback, but there is only few interactions among classmates and the teacher. Then students back to their home and try to comprehend the reading text and accomplish the assignment of reading tasks before the next meeting. It can be an alternative way to thrift the time in the classroom, so the students are able

to do several activities in the class; such as answer questions, group discussion, do the worksheet etc.

3- **Clickers or student response systems:** During in the class, it is possible for using some clickers or student response systems. Clickers mean an interactive technology system that possible for instructors to compose and propose or provide questions to students and collect it immediately. We can also view overall students response such as Kahoot at www.kahoot.it, Socrative at www. socrative.com and Pear Deck at www.peardeck.com. They are example of several free programs which allow teachers to assess students face-to-face. Here, the teacher can conduct quiz related the questions from the reading text.

The integration of technology has significantly reshaped educational practices worldwide (Khaloufi & Laabidi, 2017). Among these advancements, flipped learning, pioneered by Lage, C, and Treglia (2000), has emerged as a promising approach. This innovative pedagogy inverts traditional classroom dynamics by shifting content delivery outside the classroom, typically through pre-recorded lectures or online resources. In-class time becomes dedicated to collaborative learning activities, problem-solving exercises, and deeper exploration of the pre-taught concepts. This shift aims to enhance student engagement and foster a more comprehensive understanding of subject matter.

Reading comprehension, a cornerstone of academic success, has long been a focus in educational research (Chall, 1983; Larouz, 2012). However, the effectiveness of traditional instructional methods in cultivating proficient readers remains a topic of debate. In this light, flipped learning presents a potential avenue for improving students' ability to comprehend and interpret written text (Hamdanat,

2024). The integration of technology and active learning strategies inherent in flipped learning aligns with contemporary perspectives on effective reading instruction, as advocated by Duke & Pearson (2007).

Theoretical Framework Flipped learning, as conceptualized by Lage, Platt, and Treglia (2000), represents a pedagogical shift that inverts traditional classroom dynamics. In this model, students engage with instructional content independently outside of class, typically through pre-recorded lectures or online resources. This allows class time to be dedicated to collaborative learning activities, problem-solving, and deeper engagement with the subject matter. This approach aligns with constructivist learning theories, which emphasize the active role of learners in constructing knowledge through interaction with their environment and peers (Piaget, 1936). By providing students with opportunities to apply their knowledge in real-world contexts and collaborate with classmates, flipped learning fosters a deeper level of understanding.

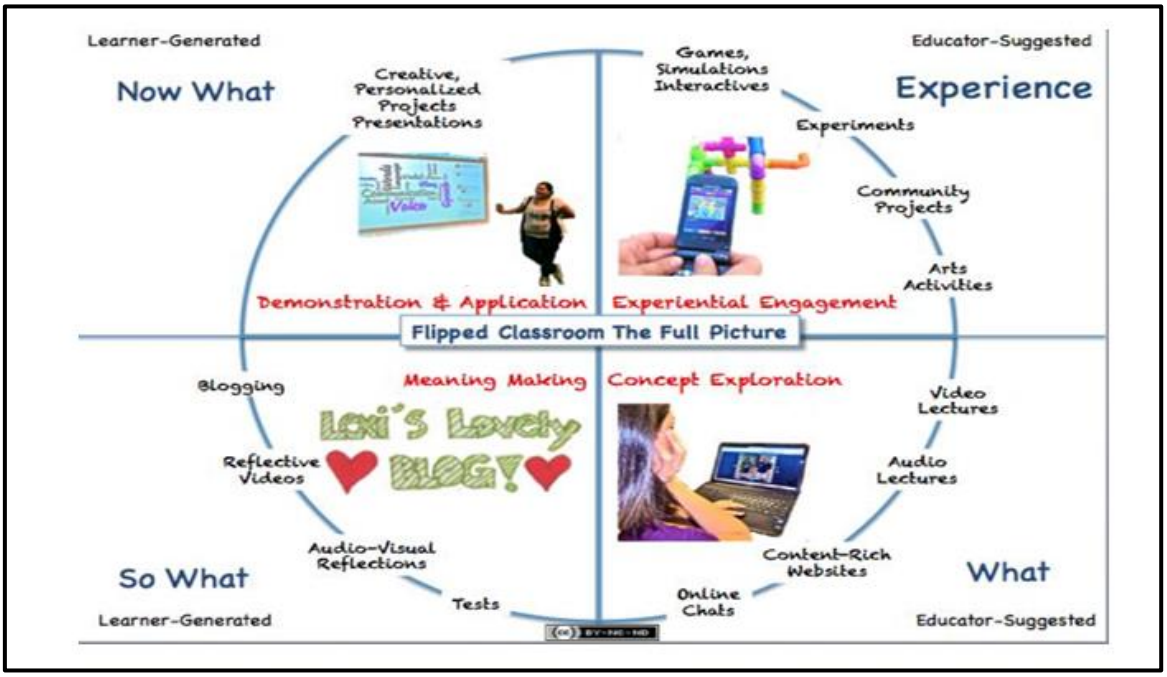

Figure (1) Flipped learning Model (Lobdell, 2013, p. 4)

The integration of technology into education has commenced in a new era of teaching and learning, with flipped learning emerging as a prominent pedagogical innovation (Love, et al. 2014). This instructional approach, which inverts traditional classroom dynamics by shifting content delivery outside the classroom and dedicating class time to collaborative learning, has gained significant traction in recent years (Bishop & Verleger, 2013). Proponents of flipped learning argue that it fosters a more active and engaging learning environment, potentially leading to improved student outcomes (Hamdan, et al. 2013).

Reading comprehension, a cornerstone of academic success, remains a critical focus in education (National Reading Panel, 2000). While traditional instructional methods have been widely implemented, their effectiveness in developing proficient readers has been subject to ongoing debate (Alvermann, 2012). The integration of technology and innovative teaching approaches, such as flipped learning, offers promising avenues for enhancing reading comprehension (Hung, 2015). However, the efficacy of flipped learning in improving reading comprehension, particularly within specific cultural and educational contexts, requires further investigation (Wiranata, et al. 2023).

Constructivism, a learning theory positing that individuals actively construct knowledge through experiences and reflections, aligns closely with the principles of flipped learning. In flipped learning, students engage with content independently before class, allowing them to construct initial understandings (Brame, 2013). This aligns with the constructivist idea that learners build knowledge based on prior experiences (Piaget, 1954). By shifting the focus of classroom time to collaborative activities and problem-solving, flipped learning provides opportunities for students to share their constructed knowledge, engage in dialogue, and refine their understanding (Bergmann & Sams, 2012). This

process, central to constructivism, encourages students to question, challenge, and negotiate meaning with peers, leading to a deeper and more robust comprehension of the subject matter (Hamdanat, 2024; Kim, 2017).

Research has shown that flipped learning can significantly enhance student engagement and achievement. For instance, Lage, et al. (2000) found that students in a flipped classroom were more active participants in their learning process. Similarly, Strayer (2012) reported that students in a flipped learning environment experienced higher levels of engagement and interaction compared to traditional classrooms. Furthermore, the collaborative aspect of flipped learning aligns with Vygotsky's (1978) social constructivist theory, which emphasizes the importance of social interaction in cognitive development.

2.2 Cognitive load theory and flipped learning:

The flipped learning model is also underpinned by cognitive load theory, which suggests that learners have limited cognitive capacity to process information (Sweller, 1988). By separating content delivery from application, flipped learning can reduce learners' cognitive load during class time, allowing them to focus on higher-order thinking skills and problem solving. Additionally, flipped learning can accommodate individual learning paces, as students can review pre-recorded materials at their own speed.

2.3 Active Learning in Flipped learning:

Active learning is a pedagogical approach that places students at the center of the learning process, encouraging them to engage with the material through activities such as problem-solving, discussion, and inquiry. This approach contrasts with traditional passive learning methods, where students primarily receive information through lectures. Research has shown that active learning promotes

deeper understanding, critical thinking, and the application of knowledge (Freeman, et al. 2014).

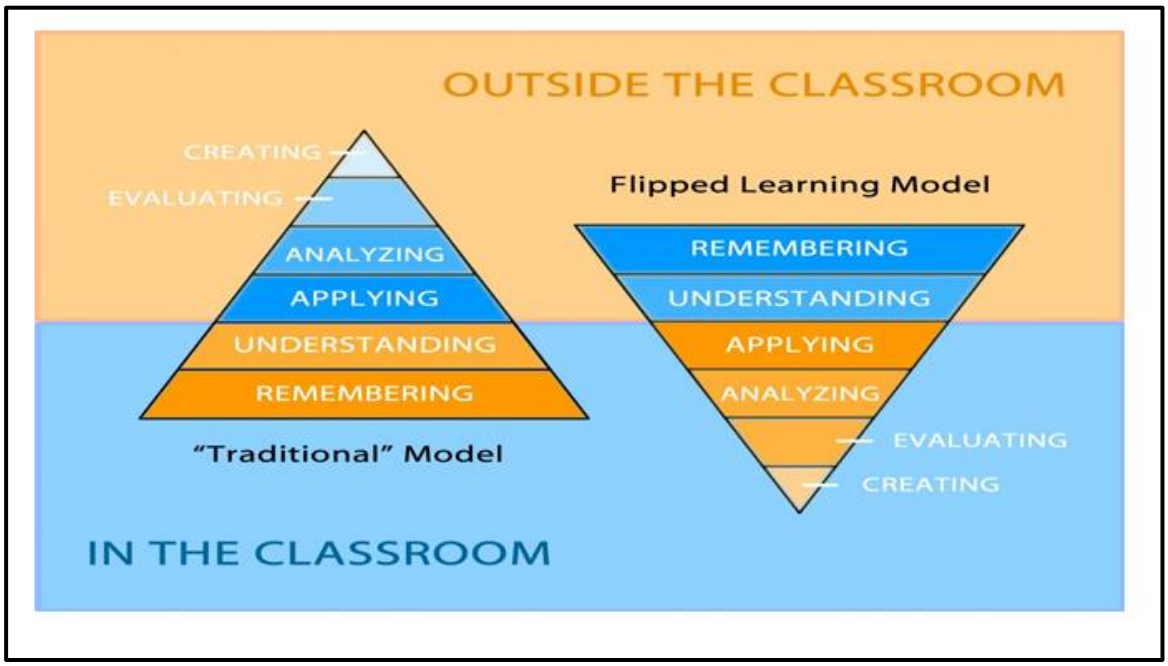

Figure (2) Flipped learning Model skills (University of Minnesota, n.d.)

Flipped learning is inherently aligned with active learning principles. By shifting content delivery outside of the classroom, this innovative model frees up valuable class time for interactive activities that enhance student engagement. For instance, studies by Lage, et al. (2000) and Abeysekera & Dawson (2015) highlight that flipped learning facilitates various active learning strategies, including group discussions, problem-solving exercises, case studies, simulations, and peer teaching. These methods are designed to foster collaboration, encourage the application of theoretical knowledge, and develop higher-order thinking skills.

Moreover, flipped learning creates an environment where students are actively involved in the learning process. This shift transforms students from passive recipients of information into active participants in their own education, engaging them in the construction of knowledge. According to Strayer (2012),

this participatory approach can lead to improved academic outcomes, as students are more likely to retain information and apply it in novel contexts.

Overall, the integration of active learning strategies in flipped learning not only enhances student engagement but also promotes critical thinking and deeper understanding of the subject matter. The effectiveness of this pedagogical approach is well-documented in educational research, underscoring the value of active learning in modern educational settings (Wiranata, et al. 2023).

2.4 Empirical Evidence on Flipped Learning Effectiveness:

Research on the effectiveness of flipped learning has produced mixed results. Some studies have reported positive impacts on student engagement, motivation, and academic performance. For instance, (Bishop & Verleger, 2013) conducted a comprehensive review that found flipped learning often lead to improved student engagement and learning outcomes. Similarly, (Hamdan, et al. 2013) highlighted that flipped learning can enhance student-centered learning experiences, promoting active engagement and deeper understanding of the material. However, other studies have found more modest effects or even negative outcomes, suggesting that the success of flipped learning implementations may depend on several contextual factors.

Factors such as the quality of instructional materials, the level of teacher preparation, and student characteristics play critical roles in determining the effectiveness of flipped learning (Bishop & Verleger, 2013; Hamdan, et al. 2013). It is crucial to carefully consider these variables when interpreting research findings and designing flipped learning interventions.

The potential of flipped learning to enhance reading comprehension has garnered increasing attention in educational research. This instructional approach, which inverts traditional classroom dynamics, offers unique opportunities for

students to engage deeply with textual materials. By providing students with access to content outside of class, flipped learning allows for more in-depth exploration and analysis of texts during class time (Lage, et al. 2000). This increased engagement with text can potentially lead to improved reading comprehension.

Several studies have specifically examined the relationship between flipped learning and reading outcomes. For example, Hung (2015) found that students in flipped learning demonstrated significantly higher levels of reading comprehension compared to their peers in traditional classrooms. Similarly, Leis, et al. (2015) reported that flipped learning positively impacted students' abilities to analyze and interpret complex texts. These findings suggest that flipped learning can be an effective strategy for enhancing reading comprehension, but its success can vary depending on the context.

To optimize the impact of flipped learning on reading comprehension, it is essential to consider factors influencing its effectiveness. These include ensuring alignment between pre class materials and in-class activities, providing adequate support for struggling readers, and creating a classroom culture that fosters active engagement and critical thinking. Additionally, the integration of technology tools that facilitate reading comprehension, such as text-to-speech features and interactive reading platforms, can further enhance the benefits of flipped learning. Therefore, educators and policymakers should focus on these critical factors to maximize the potential of flipped learning in improving reading comprehension skills (Wiranata, et al. 2023).

2.5 Principles of Flipped Learning Approach:

Experienced educators from the flipped Learning Network and Pearson's School Achievement Services (EDUCAUSE, 2012) identified the key features or pillars of flipped classroom that allow flipped Learning to occur in to four pillars including Flexible Environment, Learning Culture, Intentional Content.

2.6 Flexible Learning Environments:

Flipped learning approach allow classroom having a variety of leaning modes. The learners' learning capacity is rearranged to accommodate the lesson or unit which normally involves group work, independent study, research, performance, project, and evaluation. Therefore, they create flexible environment in which students choose when and where they learn themselves. The students in flipped classroom environment could be somewhat noisier during the instruction in class time compared with the students' behavior in the traditional classroom.

2.7 A Shift in Learning Culture:

In flipped learning model, students explore topics in greater depth and receive a lot of learning opportunities that move from teacher-centered classroom to students-centered approach. Students are actively engaged in learning new content or knowledge through opportunities to inside classroom and evaluate their learning. They can also pace their own learning by reviewing content outside classroom and teacher can emphasize the use of classroom interactions to ensure student understanding in each particular learning unit.

2.8 Intentional Content:

Since teachers are an effective tool for teaching particular skills and concept, teachers in flipped classroom will decide what content they need to teach directly

and what materials are appropriate to help students explore on their own outside of the classroom. Teachers choose the specific content to maximize classroom time in order to apply various methods of instruction such as active learning strategies, peer instruction, project-based learning, inquiry-based learning or problem-based learning depending on the grade level and subject matter of the students.

2.9 Professional Educators:

In flipped learning approach, skilled or professional teachers or educators are required and important than in the traditional one. They have to decide whether when and how to shift direct instruction to the individual learning, and how to provide the interaction between students and students or even teacher and students. In addition, the flipped classroom teachers usually reflect their teaching and share with other teachers in order to improve their instruction procedures as well as to gain conceptual understanding of the particular concept.

2.10 The Comparison of Traditional Classroom and Flipped Classroom Model:

According to Bergmann and Sams (2012), students in flipped classroom work at their own pace. Time in class becomes available for students to engage more deeply content, practice skills, complete some projects, and receive feedback on their learning progress which reverse from the traditional classroom. Teacher can devote more time to facilitate the students, and inspire them by using challenging learning activities or projects that give opportunities for them to work on their own. The differences among the traditional classroom and flipped classroom are the activity. In traditional classroom, the activity focuses on going over homework from previous class, then, introducing new content and following

by practicing. Meanwhile, the activity in flipped classroom focuses on questions and answers on videos and dedicates the rest of the class time for guided and independent practice or lab activity for a science classroom. Students may get frustrated when they have to complete homework because of ineffective note-taking. Therefore, the students in flipped learning classroom have more chances to view the content and take note from watching the instructional videos outside classroom. Then they also have chances to ask for clarification and homework will be done in classroom. Teacher will facilitate the discussions during the class time. As a consequence, the gaps in understanding and all the stress will be reduced which is different from what happens in the traditional classroom.

2.11 Characteristics of Flipped Learning Approach:

In flipped learning approach, the students are allowed to learn own their own pace because learning is not limited to the classroom. The effective flipped learning approach shares a few important characteristics contended by Bennett et al. (2011) and Bennett, Kern, Gudenrath and McIntosh (2011) and Bergmann et al. (2012) cited in Davies et al. (2013) as follows:

1- Students transform from passive listeners to active learners.
2- Technology often facilitates the attempt or effort in learning.
3- Class time and traditional homework time are exchanged so that homework is done first inside the classroom and class time takes on a fluid structure to help personalize instruction.
4- Content is given context as it relates to real-world situations.
5- Class time is used either to help students grasp especially challenging concepts or to help students engage in higher orders of critical thinking and problem solving.

Table (1) Comparison between the roles of the learner, the roles of the teacher, and the roles of the subjects

Learner Roles	Teacher Roles	The Roles of Materials
One goal of flipped learning approach is to encourage students to take charge of their own learning and become autonomous learners. In addition, flipped learning approach anticipates that students will be able to support each other collaboratively in learning although it may challenge those students who like to sit down and listen to the lectures as seen in a traditional classroom. In addition, flipped learning approach requires students to explore the content in greater depth by themselves and be able to increase higher order thinking level and provides a lot of learning opportunities that move from teacher-centered to student-centered approach. Students are also actively involved in knowledge formation though opportunities to participate in the meaningful learning environment (Bergmann & Sams, 2012; Cockrum, 2014; Lockwood, 2014).	One goal of flipped learning approach is to encourage students to take charge of their own learning and become autonomous learners. In addition, flipped learning approach anticipates that students will be able to support each other collaboratively in learning although it may challenge those students who like to sit down and listen to the lectures as seen in a traditional classroom. In addition, flipped learning approach requires students to explore the content in greater depth by themselves and be able to increase higher order thinking level and provides a lot of learning opportunities that move from teacher-centered to student-centered approach. Students are also actively involved in knowledge formation though opportunities to participate in the meaningful learning environment (Bergmann & Sams, 2012; Cockrum, 2014; Lockwood, 2014).	The materials used in the flipped learning approach are typically used with the subject matter of the core content. It is recommended that the videos and authentic materials are used as the central materials for flipped learning approach. Videos are a great learning tool for students to help them take charge of their own their own learning and make use of the knowledge gained from watching videos to complete the learning tasks inside the classroom. Meanwhile, other authentic materials such as news articles, TV broadcasts, advertisements, newspapers, magazines, etc. can be useful learning materials to use for both inside and outside classroom activities in the flipped language classroom (Cockrum, 2014; Lockwood, 2014).

2.12 Developing the Flipped Classroom:

Regarding curriculum development using the flipped learning approach, Bergman and Sams (2012) suggested five components to consider:

1- Establish clear learning objectives.
2- Assure student access to videos.
3- Incorporate engaging learning activities to be done in class.
4- Flipped Learning Approach Instructional Procedures.
5- Create multiple versions of each summative assessment for students to demonstrate their mastery of each learning objective in a particular unit of study.

2.13 Flipped Learning Approach Instructional Procedures:

Flipped learning approach was developed based on the theory of experiential learning cycles by providing a sequence of learning activities throughout the instruction procedure. There are four stages in the flipped learning approach including Experiential Engagement, Concept Exploration, Meaning Making and Demonstration and Application suggested by Gerstein (2011). They take place both inside and outside classroom. Experiential engagement stage takes place inside classroom. Then students explore the concept outside classroom in concept exploration stage. After that, students complete the meaning making and demonstration and application stage inside classroom. Each stage is described as follows:

1- **Experiential Engagement**: Learners are engaged in an authentic or hands-on learning activity that fully engages the student inside classroom in this stage which provides students experience and prepares them for other learning

activities in the following stages. Learners are involved in the experience with their background knowledge and become interested in the topic because of the experience that motivates them to have a desire to learn more. Therefore, the teacher is responsible for structuring and designing the activities that will positively influence each student's potential experiences in applying the content knowledge learned such as simulations, experiments, community projects or even arts activities.

2- **Concept Exploration:** In the concept exploration stage, learners learn more deeply concepts touched upon after they have completed the activities during Experiential Engagement. Learners explore the contents about the topic more which is usually presented via content videos, content-rich websites and virtual simulations online and/or online reading materials outside classroom. This is the time that the videos are used to help students learn the concepts related to the topic being covered. For examples, those archived from Khan Academy, Teacher Tube, other video services or even teacher-make videos.

3- **Meaning Making**: This stage, learners elicit their understanding of what was learned during the previous stages including what was experienced during the experiential engagement and what was learned via the content-rich videos during the Concept Exploration inside classroom. Learners can construct their understanding of the content or topic being covered through written blogs or verbal-based audio or video recordings. Meanwhile, tests can be introduced as to test about students' understanding of the content either verbal or written exam.

4- **Demonstration and Application**: In the demonstration and application stage, learners have an opportunity to demonstrate what they learned and apply the materials in a way that makes sense to them. Learners have to create something that is individualized and extends beyond the lesson with applicability to the learners' everyday lives which can be creative projects or presentations.

2.14 How Flipped Learning Promote English Oral Communication Ability:

One of the benefits of flipped learning approach is about providing more opportunities for students' interaction. In flipped learning classroom, students are asked to work collaboratively in small groups (Bergmann & Sams, 2012; Hamdan, et al. 2013). Therefore, students are able to develop their English oral communication ability through group discussions, simulations and games by using English as a medium to communicate and negotiate among their peers in order to complete the tasks (Cockrum, 2014; Lockwood, 2014; Morris & Thomasson, 2013).

However, teachers need to ensure that the activity inside classroom is as interactive and as useful as possible so that students want to participate in the whole flipped learning approach.

In addition, not only students can develop their English oral communication ability through the learning tasks, but the allocation of time for practicing speaking is also important. Flipped learning approach dedicates most of the time for students to practice English skills especially English oral communication in class. They also get a chance to learn how to use the language and practice using the language outside of the classroom by watching the videos (Lockwood, 2014; Marshall, 2013).

2.15 How Flipped Learning Promote Motivation in English Learning:

Compared to the traditional classroom, flipped learning approach provided a method for delivering scalable and effective teaching and learning inside and outside classroom. The students are allowed to engage the content knowledge at their own pace and make better use of their time to improve their motivation in learning (Davies, et al. 2013). Students are more satisfied with the engaging and active learning environment and the task completion which can be the cause of gaining higher motivation in English learning (Cohen & Dörnyei, 2002).

In addition, flipped learning approach can promotes motivation in English classroom by increasing opportunities for students' collaboration to complete the learning tasks (Driscoll, 2012; Wilson, 2013). The studies also claimed that students have more positive attitudes towards English learning in cooperative environments and develop higher self-esteem and self-confidence than in other classroom structures (Hamdan, et al. 2013).

Furthermore, flipped learning approach provides opportunities for students to learn on their own paces and become an autonomous learner. Students have higher responsibility to manage their own learning process (Bergmann & Sams, 2012; Cockrum, 2014; Lockwood, 2014). This means that students are able to exercise their freedom of choice towards their personal goals in learning English. They also learn to regulate their own motivation in response to the learning tasks and with the support of the engaging and active learning environment. Therefore, students' motivation in English learning can become higher (Benson, 2010).

2.16 How to enhance English oral communication ability:

Based on several educators (Bailey, 2005; Brown, 2007; Hedge, 2000), there are possible suggestions to enhance students' English oral communication ability in the English classroom as follows:

1- Teachers should talk with students about spoken English either using direct approach or indirect approach. For direct approach, the teachers can apply a systematic analysis to elements of speaking competence and classroom practice. Meanwhile, the indirect approach involves students in conversation through role play, simulation and problem-solving tasks, and provides more opportunities to practice in classroom activities.

2- Teachers should make accuracy-based practice meaningful including contextualized practice by showing the clear link between linguistic form and communicative function, personalizing language by having students express their own ideas, feelings, preferences, and opinions, building awareness of the social use of language, and building learners' confidence. These concepts would help students to expose to and produce the language in complete the learning tasks. Therefore, there is a need to equip students with the learning resources before engaging in the activity that involves communication and negotiation.

3- Teachers should design and evaluate fluency-based activities such as free discussion, role-play, simulations, and "Gap' activities. For free discussion, this activity can provide opportunities for students to develop their fluency, encourage them to use the language needed in the conversation with other speakers, and help students to support each other in terms of structuring interactions from the groupwork. In addition, role-play and simulation can help students develop more fluency as they have to perform in pairs or groups. They also involve all students because each student will receive an opportunity to take role to perform. In addition, both role play and simulation promote transactional and interpersonal language that students can apply to use in their real-life situations. For "Gap" activities, this activity can promote oral communication ability because it involves the information exchange.

Therefore, negotiation of meaning becomes useful strategy for this type of activity.

4- Teachers should provide a range and balance of activities in a course. The criteria for the activity's evaluation including students' participation within the group activity, complexity of interactions, opportunities for management of interactions, degree of simulation required, structure of the activity and motivation.

5- Teacher should consider teaching the pronunciation component of a course including balancing holistic and atomistic approaches and integrating pronunciation teaching in the classroom.

6- Teachers should treat error in the classroom. For examples, which errors to correct, how to get a balance between correction and encouragement, which strategies to choose for correction, and how to respond to error during different activities.

7- Managing classroom interaction is another key to help enhancing students' English oral communication. Producing language in front of other students can generate high levels of anxiety especially those students who have negative experiences in speaking activities. Therefore, teacher should create a reassuring and more supportive classroom environment in which students are prepared to experience in the language activities.

2.17 Concept of Motivation:

In general, motivation refers to a psychological feature causing from internal and external factors which arouse an individual to behave or act towards a desired goal. In general, motivation is examined in terms of intrinsic and extrinsic motives of the learner (Brown, 2007) and also as instrumental and integrative orientation (Gardner & Lambert, 1972).

2.18 Intrinsic and Extrinsic Motivation:

Intrinsic and extrinsic motivation are defined as a continuum of possibilities of intensity of feeling or drive, ranging from deeply internal self-generated rewards to externally rewards from others (Csizér & Dörnyei, 2005). Intrinsic motivation is individual's desire and satisfaction derived from doing an activity or performing certain behavior from their internal motivation such as their needs, interests, challenges, or enjoyment. Meanwhile, extrinsic motivation behaviors are carrying out in anticipating of a reward form outside and beyond itself such as money, prizes, grades, and positive feedbacks. However, extrinsic motivation might lead to short range activity; therefore, it is important to back up by internalizing the extrinsic motivation through process of learning.

2.19 Instrumental and Integrative Orientations:

Gardner and Lambert (1972) divided motivation into two categories includes instrumental and integrative orientations. Instrumental orientation refers to the individual's desire to learn a language for utilitarian purposes whereas integrative orientation is the individual's positive attitudes towards the target language and willing to integrate and be a part of the target language community. Therefore, both integrative and instrumental orientation are usually referred to the context of learning, individual learners, cultural milieu, teaching methodology, and social interaction.

2.20 Promoting Motivation in English Classroom:

In terms of teaching English language, motivation plays an important role to help learners become successful. Therefore, teachers have to promote the variety of different ways that motivate students learn effectively. There were four key stages in terms of promoting motivation in English classroom including creating the basis motivational conditions, generating student motivation, maintaining and

protecting motivation, and encouraging positive self-evaluation based on the framework of motivational teaching practice in the second classroom developed by Dörnyei (2001). The following sections elaborated the details of each stage.

- **Creating the basic motivational conditions**: There are several conditions that should be considered to crate the in the second language classroom including appropriate teacher behaviors and a good relationship with the students such as sharing personal interest in the second language with the students and showing that teacher values second language learning as a meaningful experience that produces satisfaction and enriches their lives. In addition, creating a collaborative and supportive atmosphere should be done in the classroom such as showing sufficient inspiration and enjoyment to build up continuing motivation in the learners. Lastly, providing a cohesive learner group with appropriate group norms should be another condition in the classroom (Dörnyei & Murphey, 2003).

- **Generating initial motivation**: Teachers need to generate positive students' attitudes towards learning English. There are five main points that teacher can do to promote motivation in this stage including enhancing learners' language-related values and attitudes, increasing learners' expectancy of success, increasing learners' goal-orientedness, making the teaching materials relevant for the students, and creating realistic learner beliefs.

- **Maintaining and protecting motivation**: There are particular ways to maintain and protect students' motivation in English classroom including making learning stimulating and enjoyable such as varying the learning tasks, the presentation style, learning materials, teaching procedure and activity sequence, presenting tasks in a motivating way such as explain the purpose

and the utility of the task and providing appropriate strategies for doing the task, setting specific learner goals, protect the learners' self-esteem and increase their self-confidence, allow learners to maintain a positive social image, promote cooperation among the learners, create learner autonomy in order that students enable to exercise a certain degree of choice and freedom to share their responsibility among their peers which they can also regulate their own motivation in learning environment, and promote self-motivating learners strategies (Benson, 2010; Brown, 2007; Wenden, 1991).

- **Encouraging positive retrospective self-evaluation**: Teacher can help students to evaluate their achievement and encourage them to take credit for those achievements by promoting attributions to effort rather than ability, for example, teacher should emphasis on the low effort in failure situations and use as being a strong reason to communicate with students that they can do better in the future, providing motivational feedback, and increasing learner satisfaction and the question of rewards and grades in order to reinforce students' achievement behavior and encourage them to be proud of themselves after completing the tasks.

2.21 Methods Used to Examine Motivation in English Learning:

Attitude/Motivation Test Battery (AMTB): Attitude/Motivation Test Battery or AMTB was constructed by Gardner (2004). It is designed for investigating secondary school students studying English as a foreign language attitude and motivation. The questionnaire has been checked for the validity and reliability by Gardner himself and his colleagues and it has been translated and used for his research in Brazil, Croatia, Japan, Poland, Romania, and Spain. The Attitude/Motivation Test Battery (AMTB) is comprised of 108 items and categorized into six aspects and 12 components of attitudes and motivation.

Chapter 3

Methodology

3.1 Research Methodology

In this study, the researcher will rely on the quasi-experimental method, because it is the most appropriate method for studying this topic, as it is the only method that aims to test hypotheses about causal relationships directly.

The experimental design will be based on two groups: the first is an experimental group that studies the English language using the flipped classroom strategy, and the second is a control group that studies the English language in the traditional way.

3.2 Research Community

The research community is represented by secondary school students in the third year of secondary school at Al-Fahd School in Rabigh Governorate, and their number is 200 students.

3.3 Research Variables

- The independent variable: Teaching using the flipped classroom strategy.
- The first dependent variable: reading comprehension in English language texts.
- The second dependent variable: motivation towards learning English.

3.4 Research Sample

The research sample will be represented by the students of the second year of secondary school in Al-Fahd School in Rabigh Governorate, who are 88 students

and will be divided into two main groups, an experimental group taught by the flipped classroom strategy, and the other is a control group taught by traditional learning.

3.٥ Research Tools

To measure the effectiveness of the flipped classroom, the following tools will be used:

1- Achievement tests: pre-test and post-test which consist of texts that the student reads and then answers the questions.

2 - To measure motivation towards learning The Motivated Strategies for Learning Questionnaire (MSLQ) tool will be used.

3.6 Research Procedures

1. Reviewing theoretical background and previous studies related to EFL reading skills.
2. Dividing the students into two groups experimental and control.
3. Preparing the teacher's guide for the class, which will be taught using FCS,
4. Administering the pre- reading test to both groups.
5. Teaching the experimental group using the FCS.
6. Sending the reading lessons from https://mobile.ien.edu.sa/ to students the day before the class.

7. Getting the students to complete writing tasks about what they have learned as feedback.

8. Checking how the student done there flipped learning at home.

9. Administering the post-test to both groups.

10. Administering the post application of the motivation questionnaire.

3.7 Statistical Methods

After designing the questionnaire, testing, modifying and circulating it to the target sample, and after a group of respondents to be analyzed through several statistical analysis programs to reach indications with values and indicators that support the subject, where the program (27.IBM SPSS V) This is done using the following statistical tools:

1. Calculate the internal validity of the questionnaire by calculating Pearson's correlation coefficient Calculate the stability of the study tool

2. Calculation of the stability of the study tool the questionnaire used the researcher (Cronbach's Alpha (a))

3. Use **the Kolmogorov-Smirnov (K-S)** and **Shapiro-Wilk (S-W)** tests to check the extent to which the study data follow the normal distribution.

4. Test (Mann-Whitney U Test) is a non-parametric test used to compare two independent groups when the condition of normal distribution is not met.

5. **Two tests (Independent Samples T-Test),** to achieve the significance of the differences between the average scores of the experimental group students and the control group students in the dimensional application of the motivation scale towards learning English.

3.7 Conclusion

The methodology used in this research was designed to investigate the effect of the Flipped Classroom Strategy on students' English comprehension and motivation. A mixed method approach adopted, incorporating both quantitative tools to gather as much valid data. The selection of participants, data collection , and procedures were aligned with the study's objectives and research questions.

Chapter 4

Results and Discussion

4.1 Introduction

This chapter discusses the results of using the FCS and its effect on the students' reading comprehension and motivation. Reading comprehension test and motivation questionnaire were used as data collection tools to find the effect of using flipped classroom strategy on students' English reading comprehension and motivation. This chapter discusses and answers the three main questions. The

findings aim to provide insights into the effect of the FCS on academic performance and learner's ability to engage in the learning prosses.

Internal consistency:

The internal validity of the questionnaire was investigated by calculating Pearson's correlation coefficient using SPSS version 27, and the following table shows the correlation coefficients between each question and the total score.

Table (4-1) Internal honesty of the questionnaire Pearson correlation

Significance value	Link	Question number	Significance value	Link	Question number
0.039	.277*	Q12	0.000	.556**	Q1
0.000	.600**	Q13	0.000	.694**	Q2
0.000	.556**	Q14	0.000	.581**	Q3
0.000	.537**	Q15	0.000	.505**	Q4
0.000	.536**	Q16	0.000	.455**	Q5
0.000	.604**	Q17	0.000	.556**	Q6
0.000	.503**	Q18	0.000	.538**	Q7
0.000	.556**	Q19	0.000	.468**	Q8

0.000	.666**	Q20	0.000	.565**	Q9
0.001	.432**	Q21	0.000	.772**	Q10
0.001	.443**	Q22	0.000	.611**	Q11

Source: Prepared by the researcher based on the results of the statistical analysis **SPSS**.

From the results of the table (4-1), we find that all Pearson's correlation coefficients between the questions and the total degree of the dimension are statistically and significantly at0.05, where the minimum correlation coefficients were * and the upper limit for the correlation coefficients772** Therefore, through the results of internal consistency and consistency in the table, it is clear to us that the study tool (questionnaire) is highly stable and its internal consistency is true, which makes us apply it to the entire sample.

Calculation of resolution stability:

To measure the stability of the study tool, the researcher used (Cronbach's Alpha (a) to ensure the stability of the study tool on a part of the sample consisting of (10) response.

Table (4-2) Cronbach alpha coefficient for measuring the stability of the study instrument

Coefficient of stability	Number of questions	Alpha Cronbach
	22	.851

Source: Prepared by the researcher based on the results of the statistical analysis **SPSS .**

It is clear from Table (4-2) that the coefficient of stability of the study is high, reaching (.851) for the total paragraphs of the questionnaire (22), and this indicates that the questionnaire has a very high degree of stability that can be relied upon in the field application of the study according to the Naeli scale, which was adopted 0.70 as a minimum labor. (Nunnally & Bernstein, 1994: 264-265)

Normal Distribution Test:

The normal distribution test is one of the most important statistical tests used to describe the similarity of data and the extent to which it is centered around the mean, and it is a basic indicator for choosing the appropriate statistical method (parametric or non-parametric). In this study, **the Kolmogorov-Smirnov (K-S)** and **Shapiro-Wilk (S-W)** tests were used to verify the extent to which the study data followed the normal distribution.

The statistical base for these tests' states that if the value of **Sig. (probability level) is less than the significance level ($\alpha \leq 0.05$), then the variable does not follow the** normal distribution, and vice versa

Table (4-3) showed that the **data for the control group's pre- and post-reading comprehension test and the experimental group's pre-test** data do not follow the normal distribution where the sig values were given less than (0.05) in one or both tests (K-S or S-W), indicating a deviation from the normal distribution of this data..

While the **experimental group post-test data in reading comprehension** and motivation **data towards learning English for the two groups** followed the normal distribution, where the values of Sig. Greater than (0.05) in both tests.

Accordingly, appropriate statistical tests (parametric or non-parametric) were selected for each case according to the nature of data distribution.

	GROUP	Kolmogorov-Smirnov[a]		Shapiro-Wilk	
		Statistic	Sig.	Statistic	Sig.
Reading comprehension	Control Pretest	.187	.020	.873	.004
	Control Posttest	.205	.006	.899	.015
	Experimental Pretest	.156	.105	.921	.048
	Experimental Posttest	.104	.200*	.941	.142
Students' motivation towards learning English	Control Posttest	.119	.200*	.935	.084
	Experimental Pretest	.130	.200*	.944	.144

Table (4-3) *S-W and K-S test* for normal distribution

4.2 Answering the questions

The First hypothesis:

H_0: "There were no statistically significant differences at the level of ($\alpha \leq 0.05$) between the average scores of the experimental group and the control group in the pre-reading comprehension test."

Since the data do not follow the normal distribution as shown in the Shapiro-Wilk test, the Mann-Whitney U Test is a non-parametric test used to compare two independent groups when the normal distribution condition is not met.

To reveal the validity of this hypothesis, the Man-whitney test was used to achieve significant differences between the average scores of the experimental group and the control group in the pre-reading comprehension test. The results are as shown in the table:

It is clear from Table (4-4) that the average rank for the experimental group was (28.91), which is slightly higher than the average rank for the control group (25.98), but the differences between them were not statistically significant, with a value of "U" = 324.500, and a value of Z = -0.686, and the significance level (Sig.) = 0.493 which is a value greater than (0.05). Therefore, we accept the null hypothesis, which states that there are no statistically

significant differences between the average scores of the two groups, which indicates the equivalence of

the two groups in the pre-reading comprehension test, before the application of

Group	N	Mean Rank	Sum of Ranks	**Value" U"**	**Z value "**	**Significance level**
Control	26	25.98	675.50	324.500	-.686-	.493 Non-function
Experimental	28	28.91	809.50			

the experiment..

Table (4-4) Significance of the differences between the average grades of the experimental and control groups in the pre-reading comprehension test

The Second Hypothesis:

To answer this question, the validity of the two hypotheses was investigated as follows:

$H_{0:}$ " There were no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average scores of the experimental group students and the control group students in the post-reading comprehension test."

Since the data do not follow the normal distribution as shown in the Shapiro-Wilk test, the Mann-Whitney U Test is a non-parametric test used to compare two independent groups when the normal distribution condition is not met.

To reveal the validity of this hypothesis, the Man-whitney test was used to achieve the significance of the differences between the average scores of the experimental group students and the control group students in the post-reading comprehension test. The results are as shown in the table:

It is clear from Table (4-5) that the average rank for the experimental group was (31.34), while the average rank for the control group was (23.37), which indicates that the experimental group students excelled on average. However, the value of "U" = 256.500, and the value of Z = -1.869, and the significance level (Sig.) = 0.062, which is greater than the approved significance level (0.05).Therefore, we accept the null hypothesis, which states that there were no statistically significant differences between the average scores of the students of the two groups in the post-reading comprehension test, which indicates that the

The Collection	N	Mean Rank	Sum of Ranks	Value" U"	Z value "	Significance level
Control	26	23.37	607.50	256.5	-1.869	.062 Non-function
Experimental	28	31.34	877.50			

difference between the two groups did not reach the approved level of statistical significance.

Table (4-5) the significance of the differences between the average ranks of the scores of the experimental and control groups in the post-reading comprehension test.

The Third Hypothesis:

H_0: There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the average scores of the experimental group students and the control group students in the dimensional application of the motivation scale towards learning English..

To reveal the validity of this hypothesis, the **test (T)** was used **for two independent** samples **(Independent Samples T-Test),** to achieve the significance of the differences between the average scores of the experimental

group students and the control group students in the dimensional application of the motivation scale towards learning English. The results are as shown in the table (4-6).

It is clear from the table that the average scores of the control group students in the dimensional application of the motivation scale towards learning English reached (3.8506) with a standard deviation of (.49683) which is slightly higher than the average scores of the experimental group students, which amounted to (3.7549) with a standard deviation. (55025). The T test value = .684, with) a p-value (. Sig.) of .497, which is greater than the significance level (0.05). Therefore, we accept the null hypothesis H0, which states that there are no statistically significant differences between the average scores of the experimental and control groups, which indicates that there is no statistically significant effect of the program or experiment used on students' motivation towards learning English, as the difference between the two groups was not statistically significant.

Groups	N	Mean	Std. Deviation	**t**	**Sig**	**Hypothesis decision**
Control	28	3.8506	.49683	.684	.497	**No function**
Experimental	28	3.7549	.55025			

Table (4-6) test for two independent samples to compare the average scores of the two groups in the scale of motivation towards language learning

4.2 Result Discussion

The results of the current study revealed that there were no statistically significant differences between the students of the experimental group and the control group in their performance on the subsequent test to measure reading comprehension, and no significant differences appeared in the results of the motivation scale towards learning English. These results indicate that the application of the reversed classroom strategy did not lead to a significant improvement in student performance in these two variables compared to the traditional method of teaching, within the sample covered by this study.

This type of results is partly consistent with the findings of **Al-Jamli's (2024)** study, which indicated that there was an overall improvement in the level of reading comprehension among students in both the experimental and control groups, but this improvement was not enough to cause statistically significant differences between the two groups. This suggests that the flipped learning strategy may not be more effective than traditional methods in all contexts, and its results may be influenced by multiple factors, most notably the characteristics of Learners such as the level of readiness for self-learning, self-motivation, the extent of their interaction with the content, in addition to the teacher's competence in implementing the strategy and providing a stimulating and appropriate learning environment.

On the other hand, the results of this study contradict what was shown by a series of previous studies that clearly supported the effectiveness of the flipped learning strategy in enhancing reading comprehension skills and raising levels of motivation towards learning English. For example, **the study of Rommel Al-Ali (2024)** proved that there were statistically significant differences in favor of the group that learned through the flipped classes strategy, as shown by **the study of Al-Shati and Al-Khawaldeh. (2023)** Similar results confirm the remarkable positive impact of flipped learning compared to traditional methods, which was also confirmed by **Al-Harbi's study (2021),** which showed a significant impact of this strategy in improving students' reading and comprehension skills. It seems that this discrepancy in results between the current study and those of previous studies may be attributed to a combination of methodological factors, such as the different educational stage addressed Each study, the variation in the sample size used, the duration of the experiment, as well as the individual differences between students in terms of English language level, level of self-reliance, and the availability of the necessary infrastructure to effectively activate this strategy.

The absence of statistically significant differences in the current study can also be explained by the presence of realistic challenges that have limited the effectiveness of the strategy, such as students' low willingness to self-learn outside the classroom, which is one of the prerequisites for the flipped classroom strategy,

as well as their weak internal motivation to interact with digital educational content, or even their limited experience in using electronic resources efficiently. These factors were also pointed out by **Diningrat (2023), Hasna and Arefani. (2022)** As one of the most prominent obstacles that may weaken the impact of flipped learning, especially in educational environments where the culture of self-learning has not yet taken root or a supportive infrastructure.

Recommendations

1. **Continue to explore the effectiveness of the flipped classroom strategy** by applying it to larger samples, for longer periods of time, and at different educational stages, in order to verify its real impact on the development of reading comprehension and motivation towards learning English.
2. **Provide training programs for teachers** on how to effectively apply the flipped classroom strategy, with a focus on designing interactive digital content that encourages students to self-learn outside the classroom, and increases the effectiveness of classroom classes.
3. **Develop the technical infrastructure** in schools to ensure the success of the application of the flipped classroom, including the provision of

devices, internet connectivity, and appropriate educational platforms for students.

4. **Conduct qualitative (qualitative) studies** to explore the reasons for the ineffectiveness of the strategy in some contexts, such as students' motivations, study habits, commitment to learning outside the classroom, or the nature of the educational material.

5. **Integrate other supportive strategies with the flipped classroom**, such as cooperative or project-based learning, to enhance student engagement and achieve better learning outcomes.

6. **Redesign the measurement tools** used to assess reading comprehension and motivation, so that they are more sensitive to measuring the subtle changes that may occur as a result of the implementation of the strategy.

7. **Encourage students to self-learn and interact with content outside the classroom** by motivating them, providing them with continuous support, and increasing their awareness of the importance of modern learning models.

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