

Using a flipped classroom strategy based- program in Islamic reading texts in developing English vocabulary acquisition of Al-Azhar secondary stage students

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Abstract

This study investigated the effectiveness of using the flipped classroom strategy based- program in Islamic reading texts of Al-Azhar secondary stage students. The sample of the study consisted of (20) students at Al- Azhar Hurghada Ideal Institute for boys, Red Sea Governorate. It utilized the one group quasi-experimental design with its pre-post testing procedures. The instruments included a language skills checklist, a vocabulary acquisition test and a rubric for assessing the test. The study was administered to measure the effectiveness of using the flipped classroom strategy during the academic year 2020/2021. The results revealed that there were statistically differences between the mean scores of the participants in the pre and post-test of the English vocabulary acquisition test favoring the post-test. The study concluded that using the flipped classroom strategy based program proved to be effective and had significant contributions in developing the Islamic English vocabulary acquisition of Al- Azhar first-year secondary students. Recommendations of the study and suggestions for further studies were provided.

Key words: flipped classroom strategy, vocabulary acquisition

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Introduction

English is a significant language of communication and expressing people's requirements, feelings and thoughts. In addition, it has become a rudimentary and compulsory subject at schools, educational Institutions and universities. At the same time, it is used as an instrument to teach supplementary various fields; science, math, religion and engineering .Consequently, it is used to teach the Islamic reading texts as a part of the English in Al-Azhar Institutions.

Hamdona (2007) and Solid (2011) stated that English spread globally and people use it in their everyday lives and in different aspects, science, economic, education, business, commerce, academia, social science and mathematics. Klein (2018) also illustrates that English language can be used to facilitate the thinking process and help people to express their ideas and beliefs. Patel & Jain (2008) refer that English is the window that opens a big prospect of human's achievements and connects the growth of the modern nations with the effective understanding of English in all different types of speeches, structures and meanings. On his opinion, (Williams, 2013, p.1) argues that "vocabulary includes spelling, pronunciation, and grammatical behavior". At the same way, (Ouazeta 2016, p. 38) views that vocabulary is a basic element in learning learner's knowledge, opens the academic settings for learners and affects both of the fluency and comprehension. (Ripley& Nichols as cited in Laraba, ibid) illustrate that "Vocabulary is the glue that holds stories, ideas and contents together and that facilitates comprehension reading'. Also, Othman (2018, p.2) demonstrated that vocabulary can be used in reading, speaking, listening and writing. While, Bakeer (2011) believed that it broaden

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learners' thinking and advised to be aware of the semantic and the conceptual relations of vocabulary acquisition and texts.

Moreover, Laraba (2007) accentuated that using texts in reading comprehension books often aim at improving structure, vocabulary items, language and reading skills, because "texts in reading comprehension books lead to expand both of the language and the reading skills (Ripley, 1999, p.54)", and that is appropriated by Shehata's view (2016) that texts play a significant role in enriching students' vocabulary acquisition.

According to Schmitt (2009) increased words is not only by using definition or meaning from a context, but also via the extensive reading, and exposing students to different reading that use the words in several texts. (El- Masrafy, 2006, p.314) acclaimed that using "contexts in teaching vocabulary may clear the semantic function of lexis to learners". In fact, vocabulary becomes a very essential part in studying English; accordingly Thornbury (2006) explained the importance of vocabulary as a critical tool in learning foreign languages because there is relation between the vocabulary acquisition and the successful communication.

Ibrahim, Sarudin & Muhammad's study (2016) referred to the significant relationship between the pre university students' reading comprehension skills and their vocabulary size and level. On her view, Ebeed (2018) pointed out the significance of reading in discipline new words and phrases, While (Gu,2017, p.51) argued that "vocabulary knowledge and English reading comprehension are positively connected, so learners should develop their vocabulary by using variety of techniques and strategies". So, Helgeson (2015) suggested using the flipped classroom strategy to teach English grammar and vocabulary.

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Learning vocabulary is a very effective topic that makes the National Reading Panel of the National Institute of Child Health and Human Development (NICHD, 2000) considered vocabulary as an essential skill that students need to improve. There were several studies regarding learning foreign language vocabulary as shown in previous studies & literature by (Bakeer, 2011; Al-dahhasi, 2013; Galila, 2014 & Ouazeta, 2016). On the other side, (Marks, Doctorow & Wittrock, 1974 as cited in Chen, 2014, p.75) pointed out that low level in words, may cause meaningless in whole sentence, which may inhibit comprehension of the meaning of subsequent sentence in the same passage.

Varied strategies have been applied to develop vocabulary as shown in Abu Jamous (2009) stated the effect of using flash cards on the development of vocabulary recognition skills of the students of the lower classes. Also, Mohamed (2013) examined the influence of integrating scientific activities as a context for teaching English to develop English vocabulary of the first grade primary school and notes the importance of integrating other subjects to find ways to enrich students' vocabulary.

Flipped classroom is a strategy that increases the interaction and personalizes the contact time between students and teachers; it also enhances students' independence and increases their self-efficacy Bergmann & Sams (2012). While, (Wilson, 2013, p.194) claimed that the flipped classroom converted "the learning process from the traditional learning by moving the typical' transmission of knowledge to be outside the classroom while application of knowledge into the classroom". Therefore, (El-Maizer & El Kahtany, 2015, p.2)

===== argued that "flipped classroom strategy has a major role in forming the future schools".

Correspondingly, Cockrum (2014) stated that the flipped strategy develops a student centered learning environment, grows the learning and performance in reading. Also, Al-Sherman (2015) indicated that flipped learning enable students to interact and deepen their understanding of the content.

As Barkley (2015) stated that the flipping classroom is one of influential strategies in teaching English, Lee (2017) showed that flipped classroom was originated in 2007 and used by Bergmann & Sams to solve the problem of their absent students, they provided the material of the subject in interactive ways. (Bergmann & Sam 2012, 2014; Bormann, 2014; Barkely, 2015, McDonald & Smith 2013) accentuated that flipped classroom (FC) is flexible strategy that ease the learning process and can help teachers to deliver the content to learners via online videos or recorded lectures out the classroom, consequently learners can manage their time, pause videos and get back for it again. But in the classroom students rendering to Brame (2013) focus on the higher forms of cognitive in the class while low level at home.

It is deduced that, flipped classroom strategy is an important variable as shown in some studies of Lee (2017); Keshta (2016); Li & Suwanthep (2017) & Koroğlu (2017). Similarly, Alzaytunia (2016) argues that the flipped classroom has a vital role in teaching English Grammar. For other fields, Hassan (2018) demonstrates the effectiveness of the flipped classroom in developing the mathematical connections skills and systematic thinking, while Alhagri (2018) proves the effectiveness of it in developing the habits of mind and mathematical

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communication skills. Also, Kırmızı & Kömeç (2019, P. 438) recommended the flipped classroom to teach vocabulary in meaningful and enjoyable contexts. Thus students can go over these materials outside the classroom. But inside the classroom, they can involve in communicative tasks and use the target vocabulary actively.

Concerning students of Al Azhar study selected passages and reading texts in the Islamic selections book as an influential and functional part of English language deal with a background that reflects the Islamic studies in forming students' thinking Khalil & Effat (2016). Meanwhile, Fu (2003) confirmed that students whom were non-native speakers had difficulties in English such as; the limitation of vocabulary acquisition. Stitch (1997) & Stryker & Leaver (1997) pointed to the importance of learning through religious content in teaching language as it facilitates learning language, shortens the time for learning, increase the ability to memorize vocabulary and motivate the learner.

In conclusion, the researcher suggested using the flipped classroom on developing English vocabulary acquisition. Because flipped classroom strategy demonstrates its efficacy in various levels of schools and educational institutions. Hereafter, the current study examined the use of the flipped classroom strategy based-program in Islamic reading texts on developing the English vocabulary acquisition of Al Azhar first secondary stage students.

1.1. Statement of the study

The problem of the current study lied in the low level of English Islamic vocabulary acquisition of Al-Azhar secondary stage students. Investigating their

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written, listening, speaking and reading production showed that, they lacked vocabulary skills. As, they couldn't use the Islamic vocabulary properly. Moreover, the absence of originality and variety of sentences` length and structures were very clear in the students` written texts, their listening and speaking were very low. Additionally, some teachers` point of views, supervisors` opinions and specialists complains showed insufficiencies in using Islamic vocabulary acquisition for first-year secondary school students`. Therefore, the current study attempted to investigate the effect of using the flipped classroom strategy based-program in Islamic reading texts

1.2. Questions of the Study

Based on the above mentioned problem, the study attempted to address the following question:

1- What is the use of the flipped classroom strategy based- program in Islamic reading texts on developing the English vocabulary of Al Azhar first secondary stage students?

1.3. Hypothesis

The present study hypothesized the following:

1. There is a statistically significant difference between the mean scores of the participants in the pre and post-test of the English vocabulary acquisition achievement test favoring the post-test.

1.4. Purpose of the Study

The purpose of the study is to determine the effects of using flipped classroom Strategy based- program in Islamic reading texts in developing English vocabulary acquisition of Al-Azhar secondary stage students

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1.5. Significance of the study

The current study was significant for the Al-Azhar secondary stage students, teachers and curricula designers. It might help Al-Azhar students to develop their Islamic vocabulary acquisition. Also, EFL teachers might attempt to adopt a new strategy (flipped classroom strategy) in language learning in Egypt throughout developing materials and activities as an innovative method of teaching and assessing students' vocabulary acquisition. The program might assist teachers in designing more focused tasks on the specific needs of their own students and depend on students' centered learning approach. Moreover, curricula designers and decision makers might develop the EFL curricula for different stages based on the flipped classroom strategy.

1.6. Definition of terms:

1.6.1. The flipped Classroom

The flipped classroom is defined operationally in the current study as a modern pedagogical strategy that uses modern technology (videos, podcasts and power points and blended learning) to deliver a group of learning contents in Islamic reading texts to students outside the classroom on an electronic program and assess the learning activities inside the classroom in a way that are appropriate their abilities

1.6.2. Vocabulary acquisition

The current study defined vocabulary acquisition operationally as getting a set

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of English words that relate to the Islamic culture, civilization and that are highlighted in the Islamic selections students' book of English and can be used to convey learners' thoughts and feelings.

1.7. Delimitations of the study

The current study was delimited to:

- 1- A group of (20) first year Hurghada ideal secondary institute male students at Hurghada Ideal Institute for boys in Al-Azhar Hurghada Administration.
- 2- Dealing with applying the experiment by using the flipped classroom strategy based program during the academic year 2020-2021 for about (6 weeks).
- 3- Developing the vocabulary acquisition subs kills (synonyms, antonyms, definition and collocations by integrating them in listening, speaking, reading and writing.

1.7.1. Method

The current study employed a one group pre-posttest quasi-experimental design. The study group was pretested on vocabulary acquisition through a flipped classroom strategy based-program in Islamic reading texts and finally post tested. Difference in mean scores between the administration and post administration was calculated.

1.7.2. Participants

The participants of the current study were a first secondary stage students of Al-Azhar. Twenty (20) male students were chosen randomly form Hurghada Ideal Institute for Boys to participate in the current study during the second semester of the academic year (2020/2021). The age of the students ranged from 15 to 16.5.

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This sample was involved in the one group, which was instructed and trained in order to develop their English vocabulary acquisition via a flipped classroom strategy based-program in Islamic reading texts.

1.8. Instruments of the study

The current study utilized the following instruments:

- A language skills checklist. (Designed by the researcher).
- A pre-post English vocabulary acquisition test. (Designed by the researcher).
- An Electronic flipped classroom program. (Designed by the researcher).
- A Rubric for presentation.

1.8.1. The language skills checklist

The language skills checklist was designed to determine the most significant sub-skills of the four skills; listening, speaking, reading, writing and vocabulary (synonyms, antonyms, guessing, definitions and collocations) to be found in the program to develop vocabulary acquisition. The checklist was submitted to a panel of jury specialized in the field of curricula and methods of teaching English, curricula and methods of teaching technology and EFL teachers to determine the degree of importance of each skills to the first secondary stage students. The researcher calculated the percent of agreement among the panel of jury.

The panels of jury members agreed on the appropriateness of most checklist items, their responses were statistically calculated at least by (80%) of the jury members. upon the jury members. The final form the list are: Listening sub-skills include; listen for details, listen for gist, listen for deducing the meaning of a word from a listening text, listen to predict an end for a text and infer the attitude of a

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speaker. Writing sub-skills include; write a topic sentence, write supporting ideas, write a conclusion, write a paragraph, write an email, write relevant related to a topic and use suitable causative cohesive ties. Reading sub-skills include; read for gist, read for scanning, infer one's opinion based on a reading text, deduce the meaning of words and use contextual clues to guess the meaning of new vocabulary. Speaking sub-skills include; use of grammar, vocabulary, function, features of connected speech, speak fluently and use register to speak appropriately. Vocabulary sub-skills include translation from Arabic into English and vice versa, spelling and pronunciation of new Islamic words and expressions, Use the antonyms and synonyms and use contextual clues to guess the meaning of new vocabulary.

1.8.2. The vocabulary acquisition test

The aim of this pre-posttest was to assess the vocabulary acquisition skills by integrating the four skills; (listening, reading, writing and speaking) of students before and after the implementation of the flipped classroom strategy based-program in Islamic reading texts and consequently, to investigate the effectiveness of the program. In addition, it aimed to make sure that the participants were homogenous in terms of their academic level in English in general and their vocabulary acquisition in particular. This was reflected clearly from their scores in the pre-test. The pre-post vocabulary acquisition test consisted of The test consists of reading texts and (40) questions of the multiple choice and productive questions type, where the students were asked to choose the correct answers and write some answers and speak for some questions that measure different aspects of students' vocabulary acquisition. For each type of questions, students were given specific directions. It was to students' advantage to say as much as he/she could in the time

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allowed. It was also important that he/she would use vocabulary by integrating them in the four skills. The time allotted for the test was (90) minutes per learner, including giving clear instructions. The examiner listened to the student as he/she was doing the test, and then evaluated his/her level by comparing the learners' performance to descriptors of the analytical rubric.

To measure the test content validity, the first version of the test was submitted to some TEFL specialists to evaluate the test as a whole. After the modifications were made, the test proved to be valid, as it measured what it was intended to measure stated by the jury.

Henceforth, the final version of the test consisted of 40 questions. To measure the reliability of the designed speaking test was the test retest method. The test was administered to 20 (male) students and was re-administered by an intermission of three weeks to the same group. Using the Cronbach's Alpha Formula, reliability of the test was calculated by half –split method and applying the tests Then, Pearson correlation coefficient was calculated between the halves of the test which was (0, 97). Then, Spearman Brown formula was used to find the reliability coefficient that amounted to (0.05) which was statistically accepted. To ensure that the vocabulary acquisition test is valid, it was submitted to a panel of jury members and experts in the field of EFL, who examined the test, write their comments and supported the suitability of the test to the content of the program. The jury members' comments revealed that the lessons' objectives were clear, the content was suitable and the exercises were exciting. The statistically computed validity of the test was obtained from the square root of the reliability of the test. Validity coefficient of the test was (0.95), and the value is considered high and adequate

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since it is greater than (0.05), which means that the test is valid. the difficulty coefficient is assessed when the test is administered to the pilot study by finding out the percentage of the wrong answers of each item made by the students. So when the rate was high, indicated that the question was easy, on the other hand if the rate is low, this indicated to the difficulty of the question. If the difficulty ranged between (20.0) & (80.0), thus the passage that exceeds the difficulty rate or less than that range should be avoided. It was found that the estimated correlation coefficients were statistically significant at (0.00)level. This showed a high reliability among the three raters was estimated a period of 90 minutes would be enough time for each student to complete the test.

1.8.3. A Rubric of EFL Skills

Students' performance was evaluated by using an analytical rubric developed by the researcher which gave detailed guidance to the raters while scoring the test and thus helped to ensure they paid attention to the same aspects of performance for each student. The rubric was designed in the light of the listening, speaking, reading, writing and vocabulary sub- skills. Thus, the rubric helped to provide detailed feedback about the effectiveness of the program with respect to each skill. The descriptors used in the rubric were characterized by being brief, clear, definite, and comprehensible independently without reference to other descriptors. The rubric was reviewed by a jury of EFL specialists, whose comments were considered in the final version of the rubric. The jury indicated that the rubric was valid and the descriptors were clear, adequate and comprehensible.

Each skill had five levels; Level (5) was excellent performance, level (4) was very good performance, level (3) was good performance, level (2) was basic

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performance and level (1) was novice performance. Each level included a set of indicators or descriptors. Thus, each level descriptor gave a quantitative grade for scoring students' skills performance. To assess the score assigned for each skill, the mean score was calculated for each skill and the total score of the test was also calculated.

1.9. The proposed program

1.9.1. Description of the program

Al Agha (1996) states that any program can be used to teach the students as a unit that includes skills, activities, tools, techniques of teaching and assessment. So, the program is divided into two units which included listening, speaking, reading, writing and vocabulary skills. The first unit consists of five lessons of the basic skills. The lessons are devoted to teaching listening, speaking, reading and writing skills through activities based on the flipped classroom strategy. The second unit consists of five lessons of advanced skills. The lessons are devoted to teaching the four main skills through activities based on flipped classroom strategy. The lessons of the program include two units which include variety of activities that are suitable and relevant for students according to the judgment of the jury members. Each unit contains five lessons, each lesson is divided into two parts, outside the classroom and inside the classroom that includes individual and group work.

- 1- Each lesson began with general objectives and a warm-up preview for students to assess their level before beginning the lesson and to refer to after completing the lesson.

2- Practice was graded beginning from individual work, pair work, group work, and ending with homework; thus establishing students' confidence in treating the practice items.

3- Each lesson included videos, listening, online website, instructions, guided practice, pair work, and independent practice interactive and traditional assessment.

1.9.2. Aims of the program:

Investigating the effectiveness of the program in developing the vocabulary acquisition based on Islamic reading texts for Al-Azhar first secondary stage students by using flipped classroom strategy based program.

1.9.3. Assumptions of the program:

The program was based on the following assumptions derived from Vygotsky's (1981) theory of successful Constructivism. The theory attempted to go beyond prediction of school grades to account for social life activities. According to the theory Constructivism, the best way to predict this is through learning in a similar ways to that of inquiry, where students acquire new information through experience and practice (Lotter, Marshall, Sirbu, & Smart, 2011; Rusche & Jason, 2011). The flipped classroom strategy is an example of integrating technology in the classroom within the context of a constructivist framework (Lage, Platt & Treglia, 2000).

To be successfully Constructivism in the 21 century, students must be able to think practically (Sternberg, 2010), so it is very important to develop language learning in general and vocabulary acquisition skills in particular in light of

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integrating technology in the classroom within the context of a constructivist framework, that could be seen in vocabulary acquisition by integrating listening, speaking, reading, writing sub skills in teaching vocabulary (Nanjappa & Grant, 2003).

1.9.4. The content of the program:

The program is divided into two units which included listening, speaking, reading, writing and vocabulary sub skills. The first unit consisted of five lessons of the basic skills. The lessons are devoted to teaching listening, speaking, reading and writing skills through activities based on the flipped classroom strategy. The second unit consisted of five lessons of advanced skills. The lessons are devoted to teaching the four main skills through activities based on flipped classroom strategy. The program is basically designed to be an instructional syllabus for developing the vocabulary acquisition based on Islamic reading texts for Al-Azhar first secondary stage students by using flipped classroom strategy based program.

1.9.5. Designing the program:

After reviewing the relevant literature, the researcher was able to design the program according to Elgazzar (2014) ISD model which consists of five stage.

1.9.5.1. The analysis stage:

Identifying the skills of listening, speaking, reading, writing and vocabulary for Al-Azhar first secondary stage students by reviewing the related literature, following the recommendations of EFL professors in EFL:

- Instructions and the new trends in teaching EFL.
- Setting the general behavioral objectives of the program by analyzing Al-Azhar
- Students' needs.
- Determining the suitable teaching, learning activities and tasks according to the program's behavioral objectives through Islamic Reading Texts.
- Designing the framework, including general and behavioral objectives, content, methods of presentation, training techniques, activities and evaluation techniques.
- Validating the frame work by submitting it to a jury of TEFL specialists.
- Learning Activities tasks are designed to outfit the students to participate in the program. They deal with Islamic vocabulary in videos and electronic exercises. It was divided into two parts:
 - Electronic part includes videos, podcasts and electronic learning activities and tasks via website. Students deal with it outside the classroom autonomously.
 - Traditional part via the meetings inside the classroom between students and teacher where they participate in discussions and answering exercises so they can develop their vocabulary acquisition

1.9.5.2. Learning strategies

Teacher used varied activities such as cooperative learning, discussion, brain storming and role play to acquire students' responses to participate in the learning process and develop their vocabulary acquisition.

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1.9.5.3. Designs interaction webpage

The researcher designed a web page on this link entering the program is free for the students by choosing a name and a pass word, the program account the percentage of the students' progression of the study.

1.9.5.4. The production stage:

- Designing the online program: teacher's guide, student's book and a website link on the internet.
- Judging the content and the general form of the whole program in the terms of:
 - i. Linguistics stating of the items.
 - ii. Appropriateness of the objectives to the subject of the study.
 - iii. Academic verification of the content.
 - iv. Appropriateness of the activities and tasks to the objects.

The comments of the panel were taken into consideration to write the last form of the program.

1.9.5.5. The development stage:

- Developing the program units and lessons.
- Uploading the program's materials on the internet.
- Piloting the program to make the last modification.

1.9.5.6. The usage stage:

- Use the program with bits final form.

1.9.5.7. Designs interaction webpage

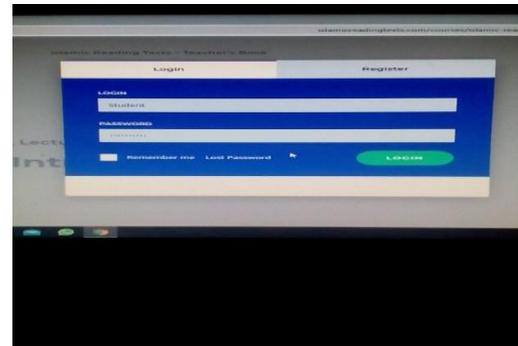
The researcher designed a web page on this link entering the program is free for the students by choosing a name and a pass word, the program account the percentage of the students' progression of the study.

- The program was presented to the participants in the form of website entitled <https://islamicreading texts.com> which aimed to train students to develop vocabulary acquisition

Figure (1) the opening page of the electronic website



Figure (2) How to open page of the electronic website



In constructing the program, some notes were taken into consideration:

Figure(1) shows the home page of the electronic website, The website categories include a homepage, a student's booklet, a teacher's guide, the tests and the contact icon to contact the researcher. Figure (2) shows students how to log in the website, by writing his name and making a pass word. Lessons evaluation is presented at the end of each exercise. The designer of the website used; PHP (Personal Home Page), CSS (Cascading Style Sheet, Java Script and LMS (Learning Management System)

Note: there is an electronic copy of the program (See the included CD).

1.9.5.8. Duration of the proposed program

The program consists of 2 units and 10 lessons that were taught in two

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meetings per week over a period of 6 weeks. The experiment of the program took place during the academic year 2020/2021.

1.9.5.9. The validity of the program:

To test the program validity, the researcher submitted it in its first edition to a group of jury members. They were asked to give their opinions concerning the following:

- The consistency of the content of the program with the objectives.
- The appropriateness of the techniques for teaching the program.

In the light of the stated criteria, the jury members reported the validity of the program. The juries stated that the program was comprehensive; they asserted the creativity of the designed activities and tasks. They approved its suitability for the subjects and the objectives of the study. They also asserted the variedness of the relatedness of the behavioral objectives to general ones, to the content and to the teaching techniques. Most of the items were accepted as in figures 1, 2 & 3 but in figure 4 the title of the program was adjusted to be the program instead of the Thus, the program was modified according to the jury's comments and suggestions.

1.9.5.10. Piloting the program:

The program was designed to decide on the appropriateness of activities and allotted time needed for teaching the every lesson in the program. Piloting the program spent 6 weeks from (15/3/2021) to (28/4/2021) The first lesson of each unit was taught to some students of Al-Azhar first secondary stage to assure the clarity of instructions, appropriateness of the linguistic level to the participants and

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to determine the time limit for teaching the program. The results indicated the clarity of the directions and the suitability of the linguistic level for the participants.

1.10. Findings of the study

1.10.1. The first hypothesis

To investigate the first hypothesis:

1- "There are statistically significant differences between the mean scores of participants in the pre and post-test of the English vocabulary the acquisition achievement test favoring the post-test". Paired-samples t-test is used to compare the mean scores of the Pre-posttest administrations in favor of the posttest .see table (١) below. The results and the interpretations state the following

Table (1) Paired samples t- test results of the study group on the pre-posttest in the vocabulary acquisition test.

Administration	N	M	SD	df	T	p. value	Eta squared η^2
Pre-test	19	20.05	5.90	20	9.752	0.000	0.83
Post- test		27.65	3.67				

** Significant at 0.000 (N=20), maximum score=40

The values of (Eta square) are defined as follows: From (2.21) to less than (2.20) are small, from (2.20) to less than (2.11) are medium and from (2.11) and more is large, (Cohen, 1988, p. 325).

Effect size of Eta squared:

$$\eta^2 = \frac{T^2}{T^2 + N - 1} \quad (\text{Ragaa Mahmoud Abu Alaam, 2018, p.141})$$

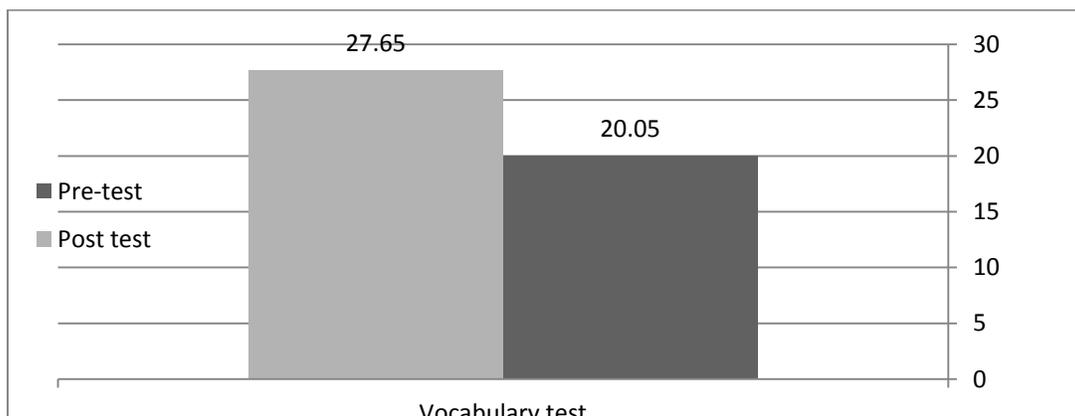
The effect size of Eta squared = 9.75 square.

Results shown in table (1) revealed that the p value in the vocabulary acquisition test equal (0.000) which is less than the level of the significant (0.05) that means rejecting the null hypothesis and accepting the alternative one which

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indicated the existence of the statistically significant difference between the mean scores of the participants in the pre and post-test of the vocabulary acquisition test favoring the post-test at (0.000). To ascertain the effect of the program on the participants of the experimental group, the effect size is calculated to make sure (attributed to the effect of the independent variable) Flipped classroom based program via Islamic reading texts. The practical significance of the results by using Eta square to find the percentage of variance the dependent variable (the vocabulary acquisition test) attributed to the effect of the independent variable (the flipped classroom strategy based program on Islamic reading texts). The Eta square equals (0.28) which mean that there is a (28%) variance of the improvement in vocabulary acquisition. The achievement of AFRED experimental group is attributed to Flipped classroom based program via Islamic reading texts, the effect size value was found high, that confirms the strength of the relationship between them which give the practical indication of the statistical differences between the independent and dependent variables.

Figure (1) Students' achievement in the vocabulary acquisition



Results shown in figure (1) revealed that the mean scores gained by the participants are higher on the Islamic vocabulary acquisition post- test (27.65) than those obtained in the pretest (20.05). "P" value is (0.000) which is significant at (0.83) level. The high results of the participants in the post-testing of the Islamic vocabulary acquisition test could be due to the training they had on the flipped classroom based program via Islamic reading. Consequently, the results of the first hypothesis provides an answer to the first question of the study as the results indicate that the program is influential in developing Al-Azhar first secondary stage students' Islamic vocabulary acquisition.

Table (2) Arithmetic average and standard deviation of T test scores, SD and P value of the language skills checklist

Variable	Measurement	N	Mean	SD	DF	T	P value	Effect Eta size
Vocabulary	pre test	20	3.80	0.523	19	10.180	**0.000	0.84
	post test		5.65	0.988				
Listening	pre test	20	3.90	1.020	19	9.831	0.000	0.83
	post test		5.85	0.875				
Speaking	pre test	20	3.50	1.000	19	9.658	0.000	0.83
	post test		5.30	1.031				
Reading	pre test	20	3.80	0.894	19	11.139	0.000	0.86
	post test		6.10	0.718				
Writing	pre test	20	3.80	0.523	19	10.180	0.000	0.84
	post test		5.65	0.988				

** Significant at 0.000

(N=20), maximum score=40

The values of (Eta square) are defined as follows: From 0.01 to less than 0.06 are (small), from 0.06 to less than 0.14 are (medium) and from 0.14 to more are (large), (Cohen, 1988, p. 325).

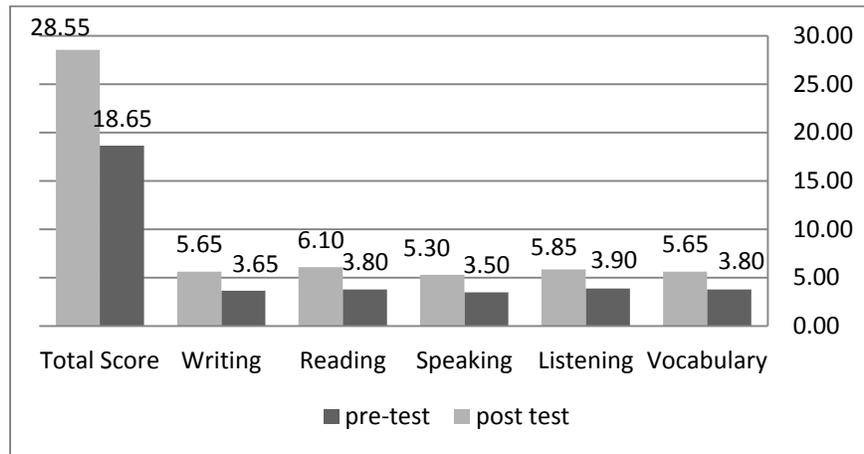
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The size of the effect was calculated through an equation Eta squared:

$$(\eta^2) = \frac{T^2}{T^2 + N-1} \quad (\text{Ragaa Mahmoud Abu Alaam, 2018, p.141})$$

Results in table (2) revealed that the P value of the language skills checklist test and its dimensions is equal (0.000) which is less than the level of significance (0.05) that means rejecting the null hypothesis and accept the alternative one, which indicates the existence of significant differences between the mean scores of the experimental group participants in the pre- post-test of the skills at (0.05) level in direction of the post application the size effect of the program on the participants was calculated to verify the practical significant of the results by using the Eta square to find out the percentage of the variance of the dependent variable (language skills checklist) attributable to effect of the independent variable (the flipped classroom strategy based program on Islamic reading texts). By checking table (3), it is shown that the value of Eta square in vocabulary is (0.84) that means (84%) in the variance of the development in vocabulary of the participants of the participants who study by the flipped classroom strategy based program on Islamic reading texts, listening is (83%), speaking is (83%), Reading is (86%) and writing is (84%).

Figure (2) Students' achievement in the pre posttest skills



1.11. Discussion, Recommendations and Suggestions:

1.11.1. Discussion

The current study agreed with results of the study of Kırmızı & Kömeç (2019) developed vocabulary acquisition using various contexts and Abdel Aziz's study (2020) which examined the effectiveness a strategy based on mixing scamper model and flipped classroom strategy on developing the programing and critical thinking skills of the Preparatory stage students.

Developing vocabulary had been reviewed by Sulfikar, Salija, & Weda (2019) who conducted a study aimed at investigating students' achievement through reading short stories. It employed vocabulary test which include vocabulary form, function and meaning. The sample of the study was 40 students which were divided into 20 women and 20 men. The study findings indicate that reading short story improve students' vocabulary. Based on the discussions of the results, it is become clear that the flipped classroom strategy based program had a statistically significant influence on developing the vocabulary acquisition of the participants. Using the

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program of the current study for Al-Azhar first secondary stage students added to the studies of Alzaytuniya (2016) & Hassan (2019) who recommended using the flipped classroom and electronic programs in developing the English Language skills and vocabulary.

Also the study approved with the study of Tony (2015) which aimed to detect two types of flipped classroom (traditional \ double) providing some basic skills in self-knowledge management and academic Perseverance among students of department of educational technology, Semi experimental approach were used. Measurement tools were self-knowledge management evaluation card and academic Perseverance scale. The study sample consisted of (60) students divided equally into two groups (Traditional flipped classroom group) and (Double flipped classroom). Results indicated no statistically significant differences between traditional group and double group in skills in self-knowledge management acquisition. Results also indicated statistically significant differences between traditional group and double group in academic Perseverance scale for double flipped classroom. The study recommended teaching a special course on personal knowledge management skills within the courses taught in the educational technology departments.

Similarly, Abdel-Lateef (2016) conducted a study aimed to identify the effectiveness of using the flipped classroom strategy to develop the cognitive aspect and creative thinking skills in the physical education lesson among the students of the Faculty of Physical Education - Tanta University. The researcher used an experimental approach. The study sample consisted of the third-year

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students (female) of Teaching Division at the Faculty of Physical Education, during the academic year 2015/2016. The experimental group was subjected to n = 20 teaching and followed the Flipped Learning Strategy in the Physical Education Lesson from the Physical Education. The study found the effectiveness of using the flipped learning strategy in developing the cognitive aspect and creative thinking skills in the physical education lesson for the curricula of teaching methods of physical education. The study also showed that the Flipped Learning Strategy has a positive impact on the opinions and impressions of experimental group members towards learning.

Equally, Alhagri (2018) stated the significance of the flipped classroom strategy in teaching mathematics. Meanwhile, Abdullah (2004) accentuated the need to a training program in the area of vocabulary development to develop students' knowledge using Islamic vocabulary.

Abdel Aziz (2020) conducted a study which investigated the effectiveness of mixing scamper model and flipped classroom strategy on developing the programing and critical thinking skills of the Preparatory stage students at Taha Agag preparatory school, Dakahlya. The sample of the study consisted of (40) students who were divided into experimental and control groups. It used the quasi experimental design, a cognitive achievement test, an observation card and critical thinking skills scale. The findings revealed that there were significant differences between the mean scores of the groups in favor of the experimental one and there were significant differences between the mean scores of the pre-post-test achievement and the critical thinking skills scale in favor of the post application.

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Zwain (2020) conducted a study on the effectiveness of The Flipped classroom of EasyClass in the teaching of social studies on the development of the skills of geographical research in the third grade students. The study sample was (70) divided into two groups from the students of the third grade preparatory school of martyrs' preparatory girls affiliated to the department of Martyrs Educational in Menoufia, the experimental consisted of (35) student and taught using the Flipped classroom platform of Easy Class. The geographical skills test was conducted in the world resources and economic activities unit in the second semester. The results show that: There was a statistically significant difference at the level of (0.01) between the average scores of the students of the experimental group who studied using the inverted class with Easy Class contributed to develop the geographical research skills from surveying the results of the study as well as the given interpretations and discussion.

The current study investigated the effectiveness of using a flipped classroom strategy based- program in Islamic reading texts in developing English vocabulary acquisition of Al-Azhar secondary stage students. Based on the results of the posttest, it showed that the participants achieved important development in developing English vocabulary acquisition after instructed via the flipped classroom. Using of the flipped classroom facilitated in establishing a proper and an attractive environment for teaching developing Islamic vocabulary acquisition by integrating the four skills. The flipped classroom shifted the focus from teachers learning centered into to students centered learning environment. Through the flipped classroom strategy based- program. This program changed the learning

environment to be more attractive and motivated. Therefore, the traditional role of the students as passive receivers was changed, as they develop their vocabulary acquisition meaningfully. Also, it changed the environment of learning to be more attractive and meaningful to students. since The program of the current study included various attractive tools and features (videos, pod casts, pictures, electronic assessment activities, tasks and assignment that focused mainly in assisting students developing their Islamic vocabulary acquisition). These tools were in the form of navigation or cognitive tools. These tools benefited to catch students' interests and attractions towards learning.

One of the purposes of the current study was developing Islamic vocabulary acquisition, made students more successful and performed better. It also, encouraged students to achieve well by integrating the target four language skills. Additional advantage was that the students were exposed to language input (listening, reading, writing and speaking) which assisted them to develop their Islamic English vocabulary.

The supportive feedback which students got through developing the Islamic vocabulary acquisition assisted them to develop their vocabulary in particular and language proficiency in general. The feedback started by watching the videos outside classroom, where they answered some exercises by the end of the video and get the feedback automatically. Afterwards, they received feedback from their peers and teacher during the session inside the classroom, where they answered some activities from their student' book. Another feedback was done by using analytic rubric that focused on the major traits of listening, reading, writing and speaking sub skills. These rubrics assisted student self-correction, therefore depend

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on themselves as far as possible and develop their vocabulary acquisition and language proficiency simultaneously. The procedures adopted throughout the implementation of the flipped classroom strategy based program were effective; these procedures gave students the opportunities to learn autonomously.

Moreover, not only did the different forms of feedback, which students received throughout the vocabulary acquisition process focus on words but also highlighted on the vocabulary sub skills; definition, synonyms, antonyms, collocations . This helped the students to develop their vocabulary, language proficiency and self-confidence.

That involved a necessary change in the student's role, the teacher's role also changed to be an organizer, a facilitator, a tutor and a guide, who is ready to offer assistance when necessary. It was also effective for teachers who could achieve their learning objectives, evaluations and assessment. The duration of the program lasted for thirty- hours in one academic term (2021), five hours a week. The program had a positive effect on the students` performance. The researcher suggested that the longer the period spent in instruction, the better the chances that training was remain and be transferred to other situations.

The results of the study were encouraging as they revealed that there were statistically significant differences between the mean scores of the participants on the pre and post-test of the English vocabulary acquisition test favoring the post applications. This indicated that the Islamic English vocabulary acquisition was developed. The students` scores on the pre-test were unacceptable. Before applying the study, they had not got any training in developing their vocabulary acquisition.

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Thus, through the current study, they had the opportunity to develop. Consequently, they were able to get higher scores on the posttest.

1.11.2. Recommendations

The current study gave valuable evidence about the effectiveness of a flipped classroom strategy in developing English vocabulary acquisition of Al-Azhar first secondary students. Certainly, the current study was distinguished from other studies by using an online flipped classroom strategy based- program in Islamic reading texts in developing Islamic English vocabulary acquisition. Furthermore, the program was effective in developing students` Islamic English vocabulary acquisition, but it could be more effective when the following ideas were taken into consideration:

- The students need more training for the using of online flipped classroom before applying the program.
- More focus and training needed on using Islamic vocabulary by integrating the four skills; listening, speaking, reading and writing via Islamic reading texts.

Based on the results of the current study, the following recommendations are put forward:

a) Students

- 1- Al Azhar first year secondary stage students should be encouraged to develop their Islamic vocabulary sub skills and students should be engaged in more attractive activities to learn how to use them applicably.
- 2- Islamic vocabulary teaching should be part of the syllabus, and be taught in a well-organized and regular basis.
- 3- There should be a general and organized Islamic course that runs along the three

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years of study in Al Azhar secondary stage to achieve remarkable and considerable improvements in developing knowledge and use of Islamic vocabulary.

4- Students should be given enough opportunities to use vocabulary by integrating them in the four skills and more attention should be paid to develop their different academic skills.

5- Students should become the center of the learning process and should take more responsibilities in their learning. In this way, they can develop their vocabulary autonomously.

b) EFL teachers

1. EFL teachers should be able to create variety of techniques based on flipped classroom strategy in teaching English efficiently.

2. Teachers of different stages should familiarize themselves more with the flipped classroom strategy.

3. The current program can be adopted for teaching vocabulary to students in the preparatory and secondary stages.

c) Materials developers

1. The National Centre for Examination & Educational Evaluation should design the examinations and tools of assessment in the light of the flipped classroom strategy.

2. The Professional Academy of Teachers should prepare sustainable professional training development for teachers in the light of the needs of flipped classroom strategy.

3. Al-Azhar Institute sector should overcome the challenges of using the flipped classroom strategy inside schools by providing tablets and empower the internet

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service.

4. Supportive feedback should be offered throughout the implementation of the program which would help students identify their weaknesses in vocabulary and ways of overcoming them. Also, this can increase their motivation, involvement and willingness to participate.

5. Course designers should adjust the course of "Islamic Selections" of Al Azhar first year secondary stage to include learning objectives for teaching Islamic vocabulary, clarified Islamic texts, vary skills, activities, and design a teacher's guide to suit the flipped classroom strategy.

1.11.3. Suggestions for further studies

In the light of the current study results, the following studies can be suggested:

1. Inspecting the effect of using a training program based flipped classroom strategy to develop secondary stage students' critical thinking skills.
2. Investigating the effect of using flipped classroom based program on developing the first secondary stage students' translation sub skills and their attitudes towards EFL.
3. Studying the effect using the flipped classroom strategy based- program in Islamic reading texts on developing the first secondary stage students' creative writing skills and their attitudes towards EFL.
4. Examining the effect of using Self-regulated Learning in Flipped classroom strategy based- program on developing critical reading skills and their attitudes towards EFL.

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