

Using the Flipped Classroom Strategy in Teaching Arabic for Develop Intensive Reading Skills and Some Habits of the Mind of Preparatory Stage Students

Abstract:

The aim of the current study was to investigate the effectiveness of using flipped classroom strategy in teaching Arabic for developing intensive reading skills and some habits of the mind among first-year preparatory students. **The problem** of the current study is the weakness of first year prep students in intensive reading skills and in their mind habits. This required developing these skills using teaching strategies suitable for the reading topics and the habits of the mind students use for doing learning tasks. The study depended on the **descriptive analytic** method for reviewing the literature, and designing the study instruments, and the experimental one for carrying out the study experiment. **Group** of the study consisted of 70 students, divided into two groups; one control (35 students), and another one experimental (35 students). **Procedures** of the study included: preparing a list of intensive reading skills, identifying the habits of the mind appropriate for first year prep students, and preparing at teacher's guide and a students' book for teaching the intensive reading strategies using the flipped classroom. **Measurement instruments** included intensive reading skills test, and a scale for the habits of the mind. These instruments were applied on the sample prior to and after the implementation of the experiment. Data obtained from the experiment was statistically analyzed and interpreted using the Black's adjusted gain ratio. **Results** of the study indicated that the flipped classroom was strongly effective in developing intensive reading skills, and enhancing the habits of the mind of the experimental group. Based on the results of the study, some recommendations and suggestions for further research were introduced.

Keywords: *flipped classroom, intensive reading, mind habits*