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The Effect of the Flipped Classroom Model on 9th Grade English as a Foreign Language Female Students' Reading Comprehension & Attitudes towards It

أثر نموذج الصف المقلوب على تحصيل فهم المقروء لطالبات الصف التاسع في اللغة الإنجليزية كلغة أجنبية وتوجهاتهم نحوه

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Abstract

The current study aimed at investigating the effect of the flipped classroom on ninth grade students' reading comprehension achievement, their attitudes, participation and engagement and their autonomy. The sample of the study consisted of 53 female students in one of Jerusalem Suburbs schools in Palestine. The study followed the mixed research design (qualitative and quantitative). Twenty-six of the students represented the experimental group, while twenty-seven of them were as the control group. The experiment data collection tools were, pre-post achievement test, nine structured interviews, students' notebooks, open ended question and researcher's observations. Thematic analysis methods were used for analyzing qualitative data, while the SPSS program (independent sample t-test and Paired sample t-test) was used for analyzing the quantitative data. Results indicated that students' achievement in the control group was better than that in the experimental group. However, students' attitudes were positive and encouraging for the experimental group towards flipped learning and they were engaged and participated more compared to before flipping their class. The study shed light on practical recommendations for conducting the flipped classroom and recommended other studies to be done on the same context.

مُلخص الدراسة

هدفت الدراسة الحالية إلى البحث في تأثير الصف المقلوب على تحصيل فهم المقروء لدى طلبة الصف التاسع و توجهاتهم و مشاركتهم وتفاعلهم وتعلمهم الذاتي نتيجة التجربة. اشتملت عينة الدراسة على 53 طالبة في احد مدارس ضواحي القدس في فلسطين. و اعتمدت الدراسة على المنهج البحثي المختلط الذي يدمج ما بين المنهج النوعي و الكمي. وقد مثلت (26) من الطالبات المجموعة التجريبية، في حين مثلت (27) منهن المجموعة الضابطة. واشتملت أدوات جمع البيانات على اختبار قبلي و 9 مقابلات منظمة وتعليقات وتأملات الطلاب على دفاترهم و سؤال مفتوح وملاحظات الباحثة أثناء التجربة. واستخدمت طرق التحليل الموضوعي لتحليل البيانات النوعية بينما استخدم برنامج ال SPSS لتحليل البيانات الكمية. وأشارت النتائج إلى أن تحصيل الطالبات في المجموعة الضابطة كان أفضل منه في المجموعة التجريبية. في حين كانت اتجاهات الطالبات في المجموعة التجريبية إيجابية ومشجعة وكانت مشاركتهم وإنخراطهم أكثر بالمقارنة على ما كانت عليه قبل تجربة الصف المقلوب. ألقت الدراسة الضوء على توصيات عملية لتطبيق الصف المقلوب إضافة لتوصيات لإجراء دراسات أخرى في نفس السياق.

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Chapter One

Introduction and Theoretical Framework

The flipped classroom (FC) is a blended learning strategy where assignments precede class time (Hashemifardnia, Namaziandost & Shafiee, 2018). It is a pedagogical model in which the typical lecture and assignments are inverted (Educause, 2012). Students watch or listen to lessons, that are provided by teachers, at home and do their homework in class (Fulton, 2012). Flipped learning can also be described as moving lectures outside the class (Milman, 2012). It is also seen as an alternative to direct instruction (Ahmed, M., 2016).

One major difference between direct instruction and flipped classroom learning is that the time taken in learning the content (Hashemifardnia, Namaziandost & Shafiee, 2018). Students learning through the flipped classroom strategy could learn the content of the lesson outside the classroom in their own time. On the other hand, students who follow the traditional learning method learn the content during regular class time. Teaching language learners following the flipped learning classroom model has several advantages.

Flipped classroom instruction enhances the efficiency of using classroom time. It allows for more time for interaction and clarification and a deep understanding of concepts, along with additional learning purposes. It allows students to learn new concepts on their own time since class time is spent on discussion and explanation of the content more in depth (Educause, 2012, Enfield, 2013, Karimi & Hamzavi, 2017, Soliman, 2016). Further, having sufficient time

could provide opportunities for students to learn how to think for themselves and engage actively in the content they learn (Karimi et al., 2017).

In addition, students who are taught following the flipped classroom method could access instruction and content at any time at home (Enfield, 2013; Karimi & Hamzavi., 2017; Soliman, 2016). This way is more interactive, inclusive, and effective for all learners (Talbert, 2012). It provides students with more active learning opportunities and engagement (Enfield, 2013; Karimi & Hamzavi, 2017). The flipped classroom strategy guarantees more interaction between student and teacher (Karimi & Hamzavi, 2017) and reinforcing the teacher-student relationship (Al-Harbi & Alshumaimeri, 2016). In addition, it provides learners with a better opportunity to detect errors in thinking (Educause, 2012) and identify the knowledge gap that needs more clarification, so that they could address these problems and misconceptions in class (Soliman, 2016). Furthermore, it allows students to move at their own pace (Al-Harbi & Alshumaimeri, 2016; Enfield, 2013; Karimi & Hamzavi, 2017). In addition, it assists them to become independent learners and encourage them to learn out of the classroom (Abaeian & Samadi, 2016). Further, the flipped classroom strategy allows teachers to personalize and individualize learning through guided and focused classroom discussion (Al-Harbi & Alshumaimeri, 2016; Enfield, 2013).   It frees them up from teaching traditionally all the time and offers a new method of teaching (Karimi & Hamzavi, 2017).

The shortage of studies that investigate flipped learning in foreign language teaching globally, and their absence in the local Palestinian context, aroused the researcher's interests and motivation to conduct a study using the flipped classroom method in teaching reading

comprehension.   In particular, this study was an attempt to teach ninth graders English (as a foreign language) reading comprehension skills at the school level using the flipped classroom strategy.   Within the scope of this study, the following terms will be used interchangeably: flipped classroom, flipped classroom model, flipped classroom strategy, flipped classroom method, flipped classroom approach, flipped learning model, flipped learning classroom model, flipped classroom learning model and flipped model approach.

Statement of the Problem

According to the researcher's experience, students in her English classes are unable to focus in class discussions when taught reading following traditional lectures and class discussions. They miss a great deal of important information due to the poor understanding of the texts that they are reading. Such poor comprehension limits their opportunities to participate in class discussions, reflect and share their thoughts and ideas during the lesson. This might be the reason behind their abysmal performance in reading classes and assessment. In an effort to improve learners' participation and engagement in reading classes and academic achievement, the researcher believes teaching reading classes using flipped learning might ameliorate the situation and assist learners in becoming autonomous learners. This is particularly significant in encouraging students to read outside classrooms and build the habit of reading.

Research Questions

The present study precisely aimed at answering the following four research questions:

1. What is the effect of using flipped learning model on students' *reading comprehension achievement*?

2. What are students' *attitudes* towards flipped learning?

3. What is the effect of using flipped learning model on student's *participation and engagement* in reading classes?

4. What is the effect of using flipped learning model on *developing autonomous learners*?

The Purpose of the Study

The purpose of the current study was to investigate the effectiveness of using flipped learning model on improving students' achievement in reading comprehension. Further, the study also aimed at finding the effects of flipped learning model on students' attitudes, engagement and participation in class discussions and activities. A fourth purpose of the study was to find out to what extent the flipped learning model assisted learners in becoming autonomous learners.

Significance of the Study

The significance of the current study stems from improving not only teaching reading comprehension of English as a Foreign Language (EFL) students. As we know, learning a foreign language requires mastering the four language skills: listening, speaking, reading and writing. Thus, the findings of the current study were expected to have major implications for teaching the four language skill sets. This is particularly true if flipped learning is found to have a substantial effect on learners' academic achievement, classroom engagement and participation and improving students' autonomous learning levels. Further, this will be of great benefit to all foreign language teachers, teacher trainers, and planning professional development training modules based on flipped learning.

Theoretical Framework

Constructivism served as the primary theory with the subsequent theoretical underpinnings of blended learning, active learning and student-centered instruction for the current study. Constructivism is a branch of cognitive theory suggesting that learning occurs when learners are actively processing information seeking solutions for problems (Bull, 2009). Both the blended learning approach and the active learning approach are rooted in the theory of Constructivism. The researcher will introduce and discuss each one of these theoretical foundations below. The focus will be on the arguments for such theoretical foundations in terms of contributions to improving students' learning experiences and achievement. Further, blended learning, active learning and student-centered instruction will also be discussed how they are related to the flipped classroom-learning model.

Constructivism and Bloom's Taxonomy

According to Vygotsky's theory on learning, it is a process that occurs when learners work with those with more experience, or skills, to find solutions to situations beyond their current skill level (Eppard & Rochdi, 2017). Connecting this to the flipped classroom approach, learners are given tasks where they are evaluated in their ability to utilize the knowledge that they have gained in order to find a resolution. This can be done by students who work individually or in a more cooperative setting. The stages of the learning process that is kept in consideration through the flipped model approach could be best illustrated through Bloom's taxonomy. Bloom's taxonomy shows "*the stages of learning and the type of learning that occurs at each stage. It does not explain best practices in how to master each level in a given context*" (Eppard & Rochdi, 2017, p35). The active way in which students are helped encourages students to think critically and deeply, which requires higher-order thinking. Students study the content of the lesson that is in lower stages of bloom taxonomy through the videos at home, then they come to school to apply the upper stages of it in the. Students are not fed the solutions to which they arrive: they are directly involved in the process. This is what active learning is, which will be discussed in greater detail in the following paragraphs.

Blended Learning

Blended learning, also known as hybrid courses, is an approach that combines online learning environment and face-to-face class sessions in a structured form (Hill, 2012). Notwithstanding the varying combinations of delivering content and interactive activities in blended learning, the logical extension of it is called the "flipped classroom." According to the

U.S. Department of Education, the blended learning approach is more effective when compared to the regular classroom setting. Blended learning is more complex due to its structured nature and the additional demands it requires in the way of additional resources and an increase in time invested that is required for learning to take place. One of the main characteristics of this approach is the ability to take advantage of technology and the Internet to make learning not only more interactive, but to reach and benefit large numbers of students. In the Palestinian context, this is immensely beneficial with the consideration of strikes, road closures, and travel safety concerns making the aspect of having a consistent learning experience difficult. This method will help not only in improving language learning experiences and student outcomes, but also improve access to a stable learning environment for learners.

Using blended learning environments is an attempt to maximize the advantages of both face-to-face and online methods (Osguthorpe & Graham, 2003). Osguthorpe and Graham (2003) suggested that online and face-to-face learning activities, students, and teachers' aspects are one might consider in a blended course.

Dziuban, Hartman and Moskal (2004) claim that blended learning should be seen as an educational approach that brings together a traditional classroom approach, in terms of the social and effectiveness aspect, along with the active learning engagement of students in an online environment. This should be seen as a redesign of the teaching model, shifting the center of instruction from lecture-intensive towards student-centered instruction where students take active roles with learning being an interactive experience. Students are more easily able to interact with their teacher, other students, and gain access to outside resources in an integrative

manner. Where their learning is not assessed at one point in a summative format but their performance would be assessed formatively giving students the ability to improve and gain a better grasp of the learned material in a meaningful way.

According to Yang Zhang, Hong Zhang and Seiler (2014), "*The blended learning approach effectively combines classroom lectures, e- learning, and other teaching tools into a unified teaching approach capitalizing on the advantages of each method*" (P.31). This integration of the traditional classroom setting and online learning is done methodically and with thoughtfulness in order to maximize the benefits of both approaches for the sake of facilitating effective student learning (Ayala, 2009; Garrison & Kanuka, 2004). The efficacy of blended learning rests in part on the community of inquiry aspect of this approach, in that it opens the way for learners to openly debate, negotiate, and discuss their interpretations or understanding with others. This type of format offers learners the platform where they can openly think critically and creatively which fosters complex thinking skills rather than a surface understanding of the educational goals (Garrison & Kanuka, 2004). This results in learners that are not passively learning but are taking on more active and vocal roles in their own learning process.

There are two main concerns in regards to the application of blended learning: strategic planning and operational planning. Strategic planning relates to the resources needed (material and financial) as well as the goals and objectives that must be met. Operational planning relates to the aspects needed in order for the blended learning environment to actually take place, such as the hosting of the material related to the learning environment, advertising, foreseen application costs (fees related to the Internet portion of this approach), technology that is needed

for the application to actually take place, and so on. These different aspects and potential issues are discussed in detail by Garrison and Kanuka (2004). Additionally, they recognized pedagogical richness, access to knowledge, social interaction, personal agency, cost effectiveness, and the ease of revising goals that educators might endorse as they design blended environments.

Active Learning

Learners take part in the learning process, have a degree of control, and build on the knowledge that they have in order to deepen their understanding. The active role learners play fits seamlessly with the active learning approach to teaching. Roots of active learning can be traced to Confucius (551-479 BC), who stated, "*I hear and I forget. I see and I remember. I do and I understand*" (Roth & Suppasetseree, 2016). This is a strong point made by this scholar in regards to learning. In that the hands-on approach, the active role a person takes in their own education is what helps solidify a true and complete long-lasting learning experience.

Active learning is the type of learning that allows students to interact with what they are learning and to have active roles instead of being passive learners (by taking information from teachers without applying what they are learning practically). One of the principles of good practice in undergraduate education that Chickering and Gamson (1987) embraced was encouraging active learning. They explain that learning does not happen when students sit in classes listening to teachers, memorizing assignments, and answering questions. Instead, they learn when they interact with what they are learning by discussing it, writing about it, connecting it to their background knowledge and their life experiences.

Bonwell (2000) mentioned some major characteristics related to active learning strategies. Some of them are: involving students in the learning process and engaging them with activities like reading, discussing and writing. It emphasizes developing student skills more than the transmission of information to them. It focuses on investigating students' attitudes and values, increasing their motivations, receiving instant feedback from the teacher and involving students in higher-order thinking skills like analyzing, synthesizing and evaluating. These characteristics are highly connected with the flipped classroom strategy. The flipped classroom gives learners the opportunity to develop their various skills on their own time outside of the classroom and within the classroom (where they would get immediate feedback from the teacher). It is worth mentioning that since this study is studying the impact of flipped learning on students' reading comprehension, and if/how active learning in the class will provide opportunities for more interaction between the teachers and their students, in addition to students with each other. This will assist them to become active readers instead of being passive ones.

Researchers suggest many strategies to be used in active learning. Some of these are: problem solving, small group presentations, role playing activities, and so on (Bonwell, 2000; Naithani, 2008). Some of the strategies that can be implemented in the active learning environment and suit the objective of teaching reading comprehension in a flipped classroom include role plays and simulations, short in-class writing assignments and summaries, and having debates and discussions. Naithani (2008) noted that to have a successful active learning environment, some prerequisites should be considered. For instance, strategies or tools should be clear and have a positive degree of engagement and involvement.

Student-Centered Learning

According to Cognitive and Socio-Constructivist studies of how learning occurs, knowledge cannot be fed into students' heads. Therefore, students must actively construct knowledge for themselves (Jacobs & Toh-Heng, 2013). We understand from this that only if there is an active learning that lets students take part in their learning process students will have the ability to learn and build their understanding and gain knowledge. Student-centered learning depending on active learning, instead of passive learning, emphasizes deep learning and understanding of concepts, increasing students' responsibility and accountability, increasing the sense of autonomy in the learner, and improving the mutuality between teacher and learner (Lea, Stephenson & Troy, 2003).

There are two reasons behind student-centered learning approach according to Jacobs and Toh-Heng (2013). Firstly, "*student-centered Learning reflects the reality of how students learn regardless of how we [teachers] teach*" (Jacobs & Toh-Heng, 2013, P.57). Secondly, student-centered learning is used to preparing students for the learning of the 21st century skills.

In the flipped classroom, it is not the teacher who is the center of the learning process. The students are the ones who are going to apply what they have learned from instructional videos. Accordingly, the teacher's role is going to be the facilitator of that process.

Summary

In this chapter the premise of the study was discussed in detail starting with identifying what the researcher intended by the term 'flipped classroom model'. In short, it references

lessons that the researcher put together in video format which students watch before they attend classroom sessions and includes further discussions and in class activities to help learners progress further in their comprehension and understanding of the material. Next, the chapter stated the problem of the study in which there was lack of classroom engagement and low outcomes in English and showed how the model was utilized in an effort to improve the following: Reading Comprehension, Participation and Engagement, and Developing Learning Autonomy. Then, it shed light on the study significant in which it will benefit not only learners within the classroom but encourage and provide a basis for training teachers and further development of current classroom instruction techniques. Finally, the chapter ended with pinpointing on how the study made use of constructivism's outlook on learning, bloom's taxonomy and blended learning, active learning, and student-centered learning theories. With the main connection with these three learning theories being students are not vessels for which teachers pour in information rather they are active participants taking in what is provided in their environment and building on it to improve their own understanding. The afterward chapter will be about reviewing literature of applying flipped classroom model.

Chapter Two

Literature Review

Introduction

In this chapter, the researcher will be reviewing some of the research on the effect of using the flipped classroom model in teaching English as a foreign language (EFL). In particular, the focus will be on those studies that investigated the effect of flipped instruction on teaching all languages skills, including listening, speaking, reading, writing, vocabulary, and grammar. In addition, the researcher will review some other related studies that studied the effect of flipped instruction on improving students' achievement and students' attitudes towards the flipped instruction model. The literature review will focus on using flipped learning versus the traditional way of teaching.

Effects of Flipped Learning Model on Developing Learners' Language Skills

Ahmad, S.Z. (2016) investigated the impact of using the flipped learning model on teaching listening skills to English as foreign language learners. The participants in the study were EFL majors. A one-group pre-post test quasi-experimental design was conducted within the time span of 12 weeks. In the study, participants watched 10-15 minutes long videos on YouTube and other Internet websites. The researcher used a listening comprehension test. She found that using the flipped classroom model improved the EFL students' listening comprehension. In

addition, data analysis showed improvement in students' collaboration, interaction, and participation in class discussions.

The effect of the flipped model of instruction on EFL learners' reading comprehension ability and attitudes towards using this strategy was also investigated. Karimi and Hamzavi (2017) conducted a study using 50 EFL students studying at a private language institute. The researchers divided the participants into two groups (control and experimental) where each group was composed of 25 students. The researchers conducted their study over an 8-week period in 15 sessions. Results of the study revealed a significant positive effect on EFL students' reading comprehension development when taught through the flipped model. Further, most of the students were satisfied and felt more confident and independent towards the flipped model of instruction. They reported that the flipped model allowed them enough time to acquire sentence structures and practice reading. The study also found that students' overall attitudes, beliefs towards reading were enhanced. Learners' motivation and engagement in class discussion were also improved.

Another study investigated the effect of flipped learning on reading comprehension was conducted by Abaeian and Samadi (2016). The researchers investigated the effect of the flipped classroom on 100 ESL college female students in terms of their English reading comprehension ability. The study was conducted over a 10-week period. They were divided randomly, with two classes as the experimental groups and two as the control groups. The teaching videos that were used in the flipped classroom were approximately 10 minutes long. The researcher applied a proficiency test on students which divided the students into intermediate groups and upper-

intermediate groups. After that, the researchers administrated two forms of pre-post reading comprehension tests for the intermediate and upper-intermediate groups. The outcomes of the study revealed that using the flipped instruction model had a significant effect on both the intermediate and upper-intermediate EFL students' reading comprehension. However, it is worth noting that participants at the intermediate level outperformed those at the upper-intermediate one.

The effect of flipped classroom instruction was also investigated at the high school level. Hashemifardnia, Namaziandost and Shafiee (2018) studied the effect of such an instructional model on junior high school male students' reading comprehension ability. The participants' ages ranged between 14 to 15 years. The researchers conducted the study using 8 sessions. Each session lasted for 50 minutes. The researchers used Oxford Quick Placement Test to homogenize their participants, then they administrated a pre-test and a posttest that was a modified version of the pre-test. The results of their study showed that participants in the flipped classrooms were highly motivated to learn. They enjoyed learning and felt satisfied with what they have learned since they were engaged in discussions, activities, problem solving, and group work. In addition, the results revealed that flipped classrooms could assist students to become independent and autonomous learners.

Researchers also investigated the effect of flipped classrooms on learners speaking skill and oral proficiency. Wu, Hsieh & Yang (2017) conducted a study exploring the effect of using an online learning community of flipped learning on the oral proficiency and learning perceptions of 50 second year Chinese EFL majors. Most of the participants were female. Their ages ranged

between 20 and 21, all with an upper-intermediate English level. The participants in the study were enrolled in two university required English speaking classes. The study collected data using pre- and post-tests, a "Community of Inquiry" (CoI) questionnaire, two one-hour semi-structured focus-group interviews and in-class observations. The study was conducted over a time span of 16 weeks. During the first eight weeks, the researchers used conventional lecture-based instruction. In the remaining eight weeks, the researchers followed the flipped instructional model. The results revealed that participants' oral proficiency was significantly enhanced. The flipped instructional design made learning meaningful for the students and improved their competency in different oral learning activities such as storytelling, dialogue interaction and so on. Additionally, participants were motivated, more engaged and encouraged to apply what they had learned to real life settings.

In addition to investigating the effect of flipped learning on students' oral speaking skills, some researchers investigated the impact of this model on students' English pronunciation. For instance, Hongwei Zhang, Du, Yuan and Liming Zhang (2016) investigated the effectiveness of the flipped classroom in an English pronunciation and intonation course at the university level. The duration of the study was for one semester. It included 64 freshmen participants from the English department from a university in the northern part of China. Participants were divided into two classes: 30 females and 2 males into each class. Both classes were taught by two different instructors sharing the same materials and tests. The flipped classroom instructor downloaded and sent 10 minutes' video-lectures to the students three days ahead of the class. Testing results showed that the flipped classroom model is more effective in teaching pronunciation than the traditional one. Students favored the flipped classroom since it provides individual coaching that

helped them manage their learning difficulties and gave them great confidence for autonomous learning.

Learning vocabulary following the flipped learning model was the topic of a study conducted by Alnuhayt (2018). The researcher aimed at exploring the effectiveness of applying the flipped classroom method on 45, level one Saudi female EFL students, concerning vocabulary achievement and their perceptions towards using it. The age of the participants ranged between 18-19 years old. Participants were divided evenly according to their registration numbers within two groups. The first group (the control group) had 21 students consisting of those with odd registration numbers, and the experimental group had 24 students with even registration numbers. Both groups began with the traditional method of lecturing until the ninth week of the semester. Starting of week 10, the experimental group began their experience learning through the flipped classroom method. Findings revealed that using the flipped classroom method in an EFL vocabulary class is beneficial. Students' performances in the post-test were significant and their attitudes towards using the flipped classroom method were positive. They strongly enjoyed their experience with the flipped vocabulary class. It was also found that this method could allocate class time for practicing language that, in turn, improves students' English language proficiency.

The effect of flipped learning on English learners' writing skill was also investigated. For example, Ahmad, M. (2016) explored the effect of flipping a classroom on 60 level four EFL female students' writing skills and their perceptions towards learning in following this method of instruction. The duration of the study was for three months. Data analyses showed that the

experimental group outperformed the control group. It was found that flipping classroom instruction method improved students' overall attitudes and beliefs towards writing skills. Students remarked positively on the flipped method since they were motivated and engaged during the learning process. They felt more responsible for their own learning. The results were also consistent with the constructivist learning theories, where students had the opportunity to construct their long-term learning by applying inductive learning strategies to improve their writing skills.

Teaching according to the flipped classroom model improved students' writing skills in general, as we saw above. Other researchers interested in finding out its effect on specific types of writing. For instance, Soltanpour and Valizadeh (2018) investigated the effect of the flipped instruction on EFL learners' argumentative essays quality. The participants, who enrolled in an intensive course on argumentative essay writing in an EFL learning institute, were 41 females and 14 males at an upper-intermediate English proficiency level. Their ages ranged between 21 to 36 years old. The participants were randomly divided into flipped instruction group (experimental group) and traditional instruction group (control group). The findings showed that flipped writing class improved students' writing quality more than the traditional lecture-based writing instruction. The results also showed improvement in the effectiveness of teacher-learner interaction and face-to-face cooperation that reduced misunderstanding.

Students' Attitudes towards Flipped Instruction

Saglam and Arslan (2018) investigated the effect of flipped classroom model on students' achievements and attitudes towards learning a new grammar structure in English language. A

'non-equivalent control group quasi experimental design was conducted within the time span of 6 weeks in the fall term of 2015-2016. The study used 56 students attending a Black Sea region university's foreign language school. The researchers used an academic achievement test and attitude scale for collecting data. Results of the study revealed that there was a medium effect on the participants' achievement and attitudes towards learning grammar following the flipped classroom model compared to traditional classroom teaching.

The effect of the flipped model of instruction on self-efficacy beliefs, learning outcomes and perceptions was also investigated. Kurt (2017) conducted a study using 62 second-year pre-service English teachers from Turkey who were learning a classroom management course through the flipped classroom model. The researcher randomly assigned the participants into experimental and control groups. The study was conducted over a 14-weeks period in one semester. The researcher used Teachers' Sense of Efficacy Scale, final exam and 9 interviews for collecting data. The researcher found that the pre-service English teachers who participated in the flipped classroom developed a higher level of self-efficacy beliefs and better learning. Their perceptions of the experience in the flipped learning environment were positive since the learning was a student-centered learning. The researcher stated that the students mentioned that watching the videos before the face-to-face class helped them learn the material better, and it was more enjoyable for them. Consequently, they felt more comfortable and confident.

Learning English Language Arts following the flipped learning model was the topic of a study conducted by Moran (2014). The researcher aimed at studying the impact of the flipped classroom method on 183 students studying English Language Arts in the 7th grade in Lakeview

Middle School in United States. The study implemented the flipped classroom for a month. A mixed method (quantitative and qualitative) design was used. The researcher used follow-up interviews, a pre and post-test questionnaire and field observations to collect data. Findings revealed that students were enjoying what they were learning at the beginning, but they could not keep that motivation until the end. The researcher concluded that the students' overall engagement motivation and effort decreased over the period of the study.

Researchers also investigated learners' perceptions towards learning writing through the flipped classroom model. For example, Gasmi (2016) conducted a study in Oman exploring EFL learners' perceptions of the benefits and challenges when having a flipped writing course. A number of 57 students in a level 3 writing course participated in the study. The study was conducted over a 10-week period using a mixed qualitative and quantitative study design. The instruments for data collection were self-report questionnaire, teacher observation, and focus group interviews. The outcomes of the study revealed that the participants' experience in learning by the flipped classes was positive, useful, successful and better than traditional classes. The researcher found that students' involvement, development and use of deep learning strategies increased when taught through the flipped instruction model.

Another study investigated students' perceptions towards learning writing following the flipped classroom approach conducted by Afrilyasanti, Cahyono and Astuti (2017). The researchers investigated 30 senior high school Indonesian EFL students' perceptions when implementing the flipped classroom model in a writing class. The researchers collected data by using questionnaires, immediate and unstructured interview and observations. The results of the

study revealed that implementing the flipped classroom model on the students was meaningful for them and beneficial in improving their writing skills.

The effect of flipped learning on students' perceptions / attitudes, engagement and performance in mathematics was also investigated. For example, Esperanza, Fabian and Toto (2016) explored the effect of flipping a classroom on 91 second and third year high school students on their perceptions and performance towards this method of instruction in California, USA. The duration of the study was one year. The researchers followed an experimental study design. The participants were randomly divided into control and experimental groups. Data was collected using a questionnaire, pre- and post test and an end activity evaluation that consisted of five questions relating to students' perception towards the usefulness of the flipped classroom model. The findings showed that students had positive attitudes towards the usefulness of the flipped classroom model. Additionally, they enjoyed learning using the flipped classroom model. Further, their motivation and achievement improved.

The effect of flipped classroom instructional videos on students' attitudes and engagement in mathematics classes was also investigated at the high school level. Moore and Chung (2015) studied the effect of such an instructional model on 35 students studying Algebra 2 in a high school in Granite Bay, California. The researcher used an action research with an exploratory mixed-methods design. The researcher collected data using a pre and post survey questions, 5 interviews and observation notes. The study took 5 months from August 2014 to December 2014. The results of the study revealed that students had positive attitudes towards using the flipped classroom environment in a mathematics course. The students were motivated

to use the instructional videos and were more engaged with the provided content. According to the researcher, the flipped classroom provides flexibility and responsibility for the students when learning, which in turn motivates them to learn the content.

The effectiveness of flipped classroom instruction in terms of students' engagement and performance compared to a traditional classroom conducted by Clark (2013). Forty-two 9th grade students participated in the study. For collecting data, the researcher used pre- and post-survey, a teacher-created unit test, random interviews, a focus group session, and notes documented in the researcher's journal. Implementing the study took place over a seven-week period. The outcomes of the study revealed that the participants responded favorably to the flipped model of instruction and experienced an increase in their engagement, participation and satisfaction when compared to the traditional classroom experience. In contrast, there were no significant differences in students' academic performance between the flipped instruction and the traditional one.

Shih and Tsai (2017) investigated attitudes towards the flipped classroom model at the university model. Sixty-seven university students participated in the study. The researchers use flipped learning model in an online project-based learning in a marketing research course. The researchers used a mixed research methodology (Qualitative and Quantitative). They used a questionnaire, 15 semi-structured interviews, online learning notes, and online discussions for data gathering. The study results revealed that online project-based learning might enhance students' learning effectiveness, motivation, and interest, as well as support diverse skills development and teamwork.

Butt (2014) also investigated the effect of the flipped classroom approach on students' perceptions at the university level. 100 undergraduate students enrolled at the Australian National University participated in the study. The researcher collected data by using a two-part survey: one at the start of the semester and the other at the end. Results of the study showed that the majority of the students viewed the flipped classroom approach as being beneficial to their learning and perceived a positive attitude towards it pointing that this approach worth pursuing in future years.

Effects of Flipped Instruction on Improving Students' Achievement

Ichinose and Clinkenbeard (2016) investigated the differences in students' achievement in Math 115: College Algebra classes when taught using the flipped classroom model. Six hundred and sixty-nine students participated in the study. One hundred and thirty-three students were placed in 3 flipped classes. Five hundred thirty-six students were placed in 16 classes taught following the traditional approach. The researcher found that there were statistically significant differences in Algebra course scores in favor of the flipped classroom model. Students in the flipped classrooms scored higher than those who are in the traditional classrooms.

Overmyer (2014) investigated the achievement differences between students in traditional college algebra classrooms and college algebra classes taught using the flipped classroom method. The study was a quasi-experimental design. Three hundred and one (301) students participated in the study. The researcher divided them into 166 students in the control group and 135 students in the experimental group. The researcher conducted the study during

the fall semester of 2012. The outcomes of the study revealed that there were no statistically significant differences in students' scores in the two groups. However, students in the flipped sections scored slightly better than students in the traditional sections.

Albalawi (2018) investigated the effectiveness of using flipped classroom in teaching calculus at the University of Tabuk in Saudi Arabia. The researcher adopted the quasi-experimental design. The participants in the study were 92 students divided into a control group with 45 students and an experimental group with 47 students. The results of the study showed that there was a significant difference between the control group and the experimental group in favor of the experimental one. The researcher concluded that using the flipped classroom model in teaching calculus was an effective method.

Another study investigated the effect of flipped learning on students' preparation, learning and achievement in calculus conducted by Sahin, Cavlazoglu and Zeytuncu (2015). The researchers investigated how teaching according to the flipped classroom model affected the participants' preparation, learning and achievement in a calculus class. Students were divided into three sections that had been taught following the flipped classroom and seven sections that has been taught using the traditional approach. The study was conducted during the spring semester of the 2013 school year. The results revealed that students' achievement in calculus in the flipped classrooms has improved performing better than students in the traditional classroom.

Also, Christina Carter, Randolph Carter and Foss (2018) investigated the effect of the flipped classroom on students' achievement in a mathematics course. A quasi-experimental

design was employed to conduct the study over 26 sections with 632 students. Three hundred and fifteen students placed in the control group sections while 317 placed in the experimental group sections. The outcomes of the study revealed that students in the flipped classroom scores were statistically significant and higher than the scores of the students in the control group. The researchers concluded that features of the flipped classroom provided students with the opportunity to achieve better results.

The impact of the flipped classroom model on students' achievement in biology was investigated. Malto, Dalida and Lagunzad (2017) investigated students' academic achievement and attitudes towards flipping a Biology class. Eighty 10th grade students participated in the study. The results of the study revealed significant differences in favor of flipped classroom group in both achievement and attitude towards biology. The students who are in the flipped classroom achieved higher scores than those in the traditional classroom. In addition, Casasola, Nguyen, Warschauer and Schenke (2017) investigated the effect of the flipped classroom on students' outcomes in a chemistry course. Results revealed that the students who enrolled in the flipped classroom achieved significantly higher grades in the course than students who were placed in the non-flipped classroom.

The effect of flipped learning on students' achievement in a physics course was also investigated by Sun and Wu (2016). The researchers followed a quasi-experimental design. One hundred and one freshmen studying participated in the study. One hundred and forty-two students signed up for the flipped classroom while 39 students enrolled in the conventional classroom. The results of the study revealed that the scores of the students who are in the flipped

classroom in the achievement tests were significantly higher than those for the students in the conventional classroom.

Finally, Salimi and Yousefzadeh (2015) investigated the effect of using the flipped classroom on the achievement of second grade level students in English, Arabic, Math, Science and Geography. Two hundred fifty students participated in the study. They were distributed into 10 classes with 25 students in each class. Five classes taught following the flipped classroom approach while the other five classes were taught the traditional way of teaching. An eight-week experiment revealed the achievement of the five classes who were in the flipped classroom outperformed students who were in the ordinary class (except Arabic classes).

Summary

Many researchers have investigated the effect of the flipped learning model on a myriad of educational and instructional issues relating to students' learning and teaching. In general, many researchers concluded that the flipped learning model drastically improved learners' academic performance (Alnuhayt, 2018; Ahmad, M., 2016). Furthermore, other studies found that this learning model enhanced student engagement (Esperanza, Fabian and Toto, 2016) and motivates them (Karimi & Hamzavi, 2017). Teaching using this model showed marked improvement in students' participation and use of higher order cognitive thinking skills when they were actively involved in the learning process (Ayala, 2009; Garrison & Kanuka, 2004; Yang Zhang, Hong Zhang & Seiler, 2014). In addition, learning through flipped learning was found to make learning highly enjoyable for students as they were more engaged in classroom activities, problem solving and group work. This model also assisted them in becoming more independent

and autonomous learners; leading to improvement in students' attitudes, collaboration, interaction and lower level of stress (Karimi and Hamzavi, 2017; Shih and Tsai, 2017; Ahmad, M., 2016; Hashemifardnia, Namaziandost & Shafiee, 2018). Some studies found an increase in learner confidence and satisfaction to be a result of learners having more time to put into learning activities (Abaeian and Samadi, 2016; Ahmad, S.Z., 2016; Hongwei Zhang et.al, 2016; Karimi & Hamzavi, 2017; Wu, Hsieh & Yang, 2017; Alnuhayt, 2018; Soltanpour & Valizadeh, 2018). The aim of the current study matches the aim of the previous studies in investigating the effectiveness of the flipped classroom on students' achievement or attitudes. Yet, it distinguishes since it focusses on four variables that are: Students' achievement, attitudes, engagement and participation and developing autonomous learners in reading comprehension. Additionally, it varies its data collection tools.

Chapter Three

Methodology

Introduction

The current study investigated the effect of using the flipped classroom model on English as a foreign language students' reading comprehension achievement, attitudes towards it, engagement and participation and developing autonomous learners. In this chapter, the researcher will present and detail the study design, the population and sample of the study, instruments of the study, the procedure of the study and how the data collected will be analyzed.

Study Design

This study was a mixed research design. The researcher used both qualitative and quantitative research methods. Collecting both quantitative and qualitative data enriched the data collected and allowed for more data collection. Qualitative data was collected using semi-structured interviews, allowing the researcher to ask more questions as the interview unfolds, students' notebooks, an open-ended question and the researcher's notes. Quantitatively, the researcher used the quantitative t-test to gauge the difference in performance between the control and the experimental group. The results of the t-test showed the effect of using the flipped learning model on students' reading comprehension achievement. The qualitative method was used to assist the researcher in collecting data pertaining to students' attitudes towards the flipped learning model and the effect of such an instructional model on students'

engagement in the learning process, active participation in classroom activities, and to observe any change in their autonomous learning.

Participants in the Study

The researcher conducted the study on the participation of 9th grade female students, ages between 14 and 15 years old, at one of the Public Girls School in the suburbs district of Jerusalem (Palestine), where she works as an EFL teacher. The study was conducted in the second semester of the school year 2018 / 2019. The school only has two 9th grade classes. The two groups were equivalent. The Sig of the pretest was more than 0.05, which means there were no significant differences between students' levels before conducting the experiment. Students were randomly chosen so that one of them functions as the experimental group while the other operates as the control group. The number of students in the experimental group were 26 in total, while 27 students were in the control group. The researcher taught both groups.

Instruments of the Study

This study used different instruments for data collection. The researcher administered a pretest to both the control group and the experimental group at the beginning of the second semester. To ensure the validity of the test, 5 experts in the field of teaching reviewed the test. The items in the test were multiple choice questions and closed ended questions. A posttest (same as the pretest) was given to both groups at the end of the research period, that was three months and a half. Further, the researcher conducted structured interviews with 9 participants from the experimental group. The researcher's notes and students' comments on their

notebooks were also used. Finally, an open ended question at the end of the experiment was asked for the students on how their experience in the flipped classroom was.

The Pre-Posttest:

The pre-posttest that was used in this study was developed by the University of Victoria, English Language Center website. Two reading comprehension texts were taken from the Level 200-Upper Beginner. This test was modified and adapted to the level of the participants of this particular study (See Appendix A). The focus of the test was to gauge students' reading comprehension achievement at the grade 9 level. The general reading skills that the test focused included the ability to read and demonstrate an understanding of the two texts, as well as extracting relevant information from written texts for a variety of purposes. The specific reading skills that the test focused included reading for meaning and the ability to respond to questions on texts.

Structured Interviews:

The structured interview questions consisted of three categories, (See Appendix B). Each category is composed of 5 or 6 questions and a final 3 questions. The first category focused on students' **attitudes** towards the flipped classroom. In this regard, the researcher tried to find out students' perceptions pertaining to the extent to which they believe flipped learning enriched their learning experience. The questions also aimed at finding out how students compare learning following the flipped learning model with learning reading the traditional way. Further, would they like to see other teachers teaching them using the flipped learning model? Other

areas on which some questions focused on in this category include the most and least liked aspects by students about the flipped classroom, students' general feelings about flipped classroom, and their enjoyment and satisfaction learning reading through the flipped classroom model.

The questions in the second category focused on students' **participation and engagement**. That is, the researcher tried to find out the effect of the flipped learning model on students' preparation before class, the desire to participate in class activities and the effect of such instruction on their engagement and motivation to learn. Moreover, some of the questions in this category tried to find out if learning using the flipped model encouraged students to work in groups and provided them with more opportunities to practice reading. Finally, some of the questions in this group tried to find out students' self-evaluation of their participation, engagement and becoming active learners.

Lastly, the third category of the structured interview questions focused on the effect of the flipped classroom on assisting students to become **autonomous** learners. Accordingly, the questions focused on finding out how learning following the flipped learning model assisted learners to take responsibility for their own learning, plan and use autonomous learning strategies. Moreover, some of the interview questions sought to find out students' ability to transfer and use some autonomous learning strategies in studying other subjects. In addition, some of the interview questions aimed at finding students' efforts in searching for and using additional resources to practice reading and improving their English.

Students' Notebooks:

In addition, students were asked to write their notes and comments at home after watching the assigned videos on a notebook that is for students' reflections and comments after watching the videos. (Please see Figure 1 Below). Students' reflections focused on the videos used, their experience regarding learning using videos. (Please see Appendix E for a sample of students' notebook and Appendix D for students' notebooks' transcriptions).
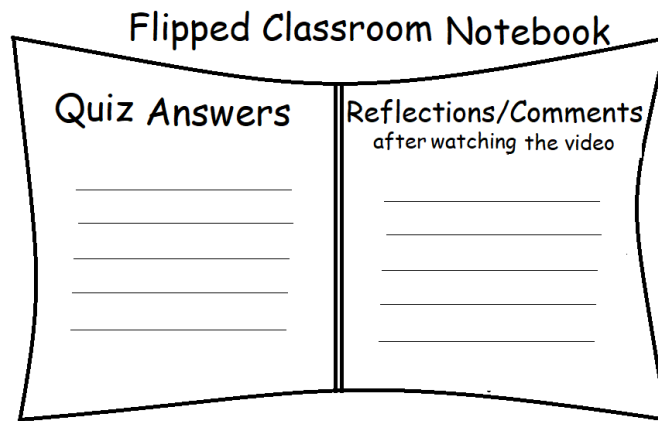
Figure 1: Flipped Classroom Notebook

Open-Ended Question:

At the end of conducting the study, all the students in the experimental group were asked to write down on papers to express their ideas, feelings and anything they wish about their experience in the flipped classroom. This helped on demonstrating students' experience in flipping their class.

Researcher's Notes:

Since the researcher is the first counterpart in the study, she used to observe her students when having the flipped classes. She used to write a few notes about what was happening in her class, (See Appendix F). In the matter of fact, we can say that she was a pair witness of what happen in her class precisely.

Instruments' Validity and Reliability

Validity is "*an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment*" (Messick, 1989, P. 13). A valid test measures what is supposed to measure, relies on empirical evidence (performance) and offers meaningful information about a test-takers' ability. To establish test validity, different kinds of evidence must be available. Content-related evidence (content-related validity) was achieved by making sure that the pre-test / post-test focusing on students' reading comprehension skills. Further, the test items were developed in a manner that directly test (direct testing) students' reading comprehension ability. Further, the researcher made sure that the test has concurrent validity where the results of the test are supported by other concurrent performances, such as other classroom reading comprehension assessment activities. In addition, the test was reviewed by a five (5) of specialists in teaching English as a foreign language (See Appendix C). This was done to ensure the test items were relevant and valid. Based on the comments of the reviewers, modifications to the test items were made in terms of wording or the adding or removal of items.

As for the validity of the interview questions, all the questions used in the structured interview were cross-validated, against the research study questions and the purpose of the study. This confirmed that all the interview questions were relevant, new ones were added when necessary and unneeded ones were eliminated. In addition, the thesis committee members reviewed the interview questions for more validation. This in turn made sure that data collected is valid and assisted in answering the research questions. Further, taking the findings collected through the interviews back to the participants for verification (respondent validation) confirmed the validity of the data collected through the interview instrument. In brief, the content validity of the structured interview questions was insured since all questions were reviewed by experts and ensured that questions covered thoughts, feelings and actions pertaining to attitudes towards learning reading comprehension through the flipped learning model.

Pertaining to the reliability of the test that functioned as a pre-test and post-test a number of measures was taken into consideration. First, all questions in the test were predetermined fixed responses. That is, open-ended responses that require the judgement of the teacher were avoided. Further, the researcher made sure that all test items were very clear and each has only one correct answer. The number of the items in the test were appropriate in order not to cause the participants to become fatigued and rapidly respond incorrectly. To ensure interrater reliability of the results found through the interviews, in analyzing the data, the researcher planned to work with colleagues to analyze the data thematically to make sure that the results are consistent and triangulated.

Study Procedure

The study was conducted at one of the Girls' Schools in Palestine during the second semester of the 2018-2019 school year. The implementation of the study began immediately at the beginning of the 2nd semester on January 23rd, and concluded on May 9th, 2019 lasting for sixteen weeks. As indicated, the researcher taught both the experimental and control groups. The study was conducted in three stages: pretesting, implementing the flipped classroom and post-testing. The procedure of both pretesting and post-testing were demonstrated before and after flipped classroom implementation. Below, the phases of planning and implementing the flipped classroom will be discussed in detail.

Flipped Classroom Planning:

This phase describes lessons planning, video planning, the online platform and students' orientation. The lessons were prepared after identifying the reading skills and strategies that students are going to learn to comprehend passages and determine the content that has to be covered by the end of the semester. The researcher prepared the content for the students in the form of videos. She made sure that the videos were short and easy to download as some other researchers described in their studies (Ahmad, S.Z., 2016; Hashemifardnia, Namaziandost & Shafiee, 2018; Hongwei Zhang et.al, 2016). The researcher created a YouTube channel (**A.sh Teach**) for the experimental group as a platform to watch and download the videos. The playlist of the videos is in the following link: https://www.youtube.com/playlist?list=PLA8f6cCHPIKEnxc1RSZWh3-JYyuIava-K. Then, she

prepared the additional materials that students worked on in the classroom. (Please see Appendix G for the In-class Worksheets)

The researcher held a two-day orientation for the experimental group before the beginning of the semester. On the first day, the researcher familiarized students with the flipped classroom model. She explained their roles to them. She also clarified what they need to accomplish and how to use the notebook during this session. For instance, she informed them that they will watch some videos at home before coming to class. The researcher informed them that at the end of each video, there is going to be a quiz; they should answer and write their answers to the quiz and their reflections and comments after watching the video in their notebook. Then, they will discuss the videos' content at the beginning of each class, applying the reading skills and strategies they have learned from the videos. Additionally, in this orientation, the researcher gave some advice on how students can download the videos easily to their PCs, their smartphones or tablets. At the end of the first day, the researcher tried to make sure that everything is clear for all students. On the second day, the trial continued and the researcher noticed the obstacles or misunderstandings that students faced. The researcher prepared a brochure to guide students on how to have an email account to be able to download the videos from YouTube.

Flipped Classroom Implementation:

The flipped classroom model was as follows:

➢ Before implementation, students in the experimental group received an orientation, preparation for the flipped learning and guidance towards using the YouTube platform.

➢ Next, a pretest for measuring students' reading comprehension skills was administered to both the experimental and control groups.

➢ For a 16-week period, all the required readings in the 9th grade textbook English for Palestine was taught to the experimental group using the flipped classroom model and the control group was taught using the traditional method.

➢ The instructional videos were designed by the researcher on the theory of constructivism where each video built on the one before it. Then, they were uploaded to YouTube Channel (**A.sh Teach**) two days before the face to face meeting for out-class learning.

➢ The in-class of practice was by working individually, in pairs or small groups to complete reading tasks and activities.

➢ As for the students in the control group, they were taught following the traditional method of teaching.

➢ The additional material with which the teacher provides the students in the experimental group for practice was as homework after class for the control group.

➢ In the last week of the study, the participants of the study took the post-test.

➢ In the last classes, the researcher conducted structured interviews with nine students from the experimental group.

➢ Finally, an open-ended question was given to all the students in the experimental group to express how they found their experience in the flipped classroom.

Data Analysis

The Independent Samples T Test and Paired Samples T Test were used to analyze the data collected through the pretest and posttests and to find the difference in the mean scores of the control group and the experimental group in the pretest and the posttest on reading comprehension. Data collected through interviews, open-ended question, researcher's notes and students' notebooks comments were thematically analyzed. Thematic analysis was used to find connections or repeated patterns that form meanings. These patterns describe and represent crucial meanings related to the study questions were classified as themes (Braun & Clarke, 2006).

These data were analyzed using Braun and Clarke's six-phase model which works as an outline for the thematic analysis process. In phase one, the researcher familiarized herself with the data by thoroughly reading and the data many times to make herself familiar with all the aspects of the data. During this process, the researcher took notes and underlined some ideas throughout the reading and rereading process to help her in the coding phase. In phase two, the researcher started to organize the data and coding them using different text highlighter colors.

In phase three, the researcher began searching for themes and putting the codes gathered into themes. In phase four, the researcher reviewed the themes making some adjustments and editing. In phase five, the researcher defined and named the themes. Finally, in phase six, the meaningful themes were presented and supported with evidence. Participants' names were replaced to protect their privacy as minors. The researcher analyzed the data as it was in Arabic language and then after finishing, she translated the themes in English.

Summary

This research was completed using a mixed research study design. Using qualitative methods such as structured interviews, open-ended questions, researcher's notes and students' notebooks. The use of multiple qualitative methods helped verify the consistency of the results from different aspects. Using quantitative data collection methods such as the pre and post-tests brought in measurable data that can be relied upon. The first step of this study's procedure involved the flipped classroom planning. Taking into consideration what content was to be covered and preparing videos and other materials that were to be used. As well as making the proper preparation needed when coordinating with the school administrators where the flipped classroom method was to be implemented.

The gathered quantitative data from pre and posttests were analyzed using the Independent Samples T Test and Paired Samples T Test. The qualitative data collected through interviews, open-ended question, researcher's notes and students' notebooks comments were thematically analyzed by Braun and Clarke's six-phase model. Both qualitative and quantitative data sets were used by the researcher to form a complete understanding of

what the effects the flipped classroom model had on the participants' reading achievement, attitudes, participation and engagement and developing learning autonomy. Results will be presented in the following chapter.

Chapter Four

Results

Introduction

The current study aimed at investigating the impact of the Flipped Classroom on 9th graders' reading comprehension skills, participation and engagement, autonomous learning and attitudes towards this learning model. This study used multiple sources of data in which they worked on together revealing the results in our hands. These include pre-post reading comprehension test, structured interviews, students' journals documenting their experience learning through this model, open ended question and the researcher's notes. The pre-post reading comprehension gauged students' achievement as a result of leaning reading comprehension using the Flipped Classroom model. To measure the effect on students' participation and engagement, learner autonomy and attitudes towards learning through this model the researcher analyzed the data collected following triangulation of the instruments. It is worth to mention that some results may overlap due to the close connection of the variables of attitudes, engagement and participation.

Effect of Flipped Learning on Reading Achievement

The study aimed to find the effect of Flipped Classroom (FC) on 9th graders reading comprehension achievement. Accordingly, pre-post tests were administered to find the differences between students' results before the study and the changes that happened, if any,

after concluding the study. The Independent-Sample T test and Paired-Samples T test were used to analyze students' results of the pre and post-tests for the experimental and control groups. This allowed the researcher to find the difference between the two groups after conducting the study by comparing the means and standard deviations for each group.

Table (4-1)

Results of the Independent-Sample T Test of the Experimental and Control Groups in the Pretest and Posttest

Independent-Sample T Test					
Test	Group	N	Mean	Std. Deviation	Sig. (2-tailed)
Pretest	Control	22	6.9773	4.58641	.705
	Experimental	25	6.5000	3.89444	
Posttest	Control	22	7.4318	5.76586	.525
	Experimental	25	6.4400	4.68224	

Table (4-1) shows that the level of significance for the pretest is .705 and .525 for the pretest and posttest consecutively which is more than 0.05. This means that there are no significant differences between the control and the experimental groups' achievement in the pretest and posttest. As a result, the alternative hypothesis will be rejected and the null hypotheses will be accepted.   When looking at the mean of the pretest for the control and experimental groups, we could see a slight difference. That is, the mean of the control group is

a little bit higher than the mean of the experimental group. It is also noticeable that the mean of

the control group is higher (0.9918) than the mean of the experimental group in the posttest.

Table (4-2)

Results of the Paired- Samples T Test of the Experimental and Control Groups in the Pretest

and Posttest

Paired Samples T Test					
Group	**N**	**Test**	**Mean**	**Std. Deviation**	**Sig. (2-tailed)**
Control	22	Pretest	6.9773	4.58641	.493
		Posttest	7.4318	5.76586	
Experimental	25	Pretest	6.5000	3.89444	.894
		Posttest	6.4400	4.68224	

Table (4-2) shows that there are no significant differences at the level of $\alpha \leq 0.05$ in the

averages of students' achievement in the flipped classroom model in the pretest and posttest in

the control and experimental groups. Therefore, the null hypothesis is accepted because Sig. (2-

tailed) is more than 0.05. When looking at the mean of the pretest and posttest of the control

group, a 0.45-degree increase in the mean is shown. However, when comparing the mean of the

pretest and posttest of the experimental group, there was a slight decrease in the posttest. It

means that the students in the experimental group scored lower on the posttest after learning

through the Flipped Classroom model. The researcher will discuss the reasons behind such results

in the discussion chapter.

Students Attitudes towards Flipped Learning

To find students' attitudes towards learning English reading comprehension following the flipped classroom model, the researcher analyzed the data collected using the triangulation of the instruments. As a result of the qualitative analysis using the thematic analysis approach a number of themes emerged.   These themes will be introduced and described thoroughly below.

Theme #1: Flipped Classroom is Interesting, Enjoyable and Innovative

Data analysis showed that students had positive attitudes towards learning through the flipped classroom model. They described it as interesting, enjoyable and innovative.   For example, Noor said that the flipped classroom motivated her to engage and participate more than the regular class because the flipped classroom in her own words" *is so much beautiful*". Other students in the experimental group reported that the flipped classroom as more interesting and enjoyable than the traditional class. Hana, for instance, said that the explanation of the reading passages through the videos is more interesting and engaging. Further, analysis of students' reflections in their notebooks, many students described the videos as interesting, sweet, nice, fun and enjoyable.   They considered their experience learning reading comprehension following the flipped classroom model as a great experience.   In one of the students' words (Faten):

> I was looking forward to come to school to attend the flipped
> classroom lessons because the videos are more enjoyable than
> the traditional way (lecturing). In lecturing you feel bored. By
> watching the videos at home, I have more time to organize my notes...
> This made me love learning English more and more.

Other students noted that the activities that they are required to perform before and after the flipped classroom instruction motivated them to learn and assisted them in retaining what they read. In one of the students' words (Fatemah), after finishing an activity (reading a book with a group), she reported that she enjoyed the activity and what she read with her group is stuck in her head to the extent that she will never forget it. Further, as the researcher observed, the flipped classroom activities were so engaging that even after the class was over and the bell rang students wanted to continue working on the assigned activities.

Students were effectively and cognitively engaged in the learning activities because according to their observations this is a new and innovative way of instruction. This is the first time they have been taught using such a method of instruction. They were looking forward to the class. Raghad put it this way:

> I loved the flipped classroom since it is a new way of teaching.
> We do not have to study everything using books and it is a
> change in the way of learning.

Most of students showed and expressed their engagement in the flipped classroom instructional model in several ways. For instance, Eeman said that the flipped classroom deepened her understanding, Laila reported that paragraphs of the reading passages were explained delightfully, and Amira noted that learning through the flipped classroom model is unique.

Another student, Sarah, reported that she loved learning through the flipped classroom model because it made learning easier, taught her how to summarize and answer questions effectively, helped her think and express her thoughts and suggestions through writing

comments on her notebook, and it helped her and her classmates to assess their understanding. The flipped classroom was so effectively engaging to the extent that Aseel was sad that the experience was over. In her own words,

> I am very sad because this will be the last video I follow and now
> I cannot watch videos like this that you used to send to us.

In addition, the majority of the students would like to see other subjects' teachers adopt the flipped classroom in their instruction.   They would like to see other English language skills, Arabic language lessons and other subjects taught following this model of instruction.   In Nouran's words: "*If all the subjects are taught like this {through the flipped classroom} we would have benefited so much.*"

Theme #2: Learning through the Flipped Classroom is Valuable and Meaningful

The results of the study illustrated that the majority of the students found the flipped classroom as a beneficial experiment and a meaningful one. For instance, one of the students, Leena, reported that learning through the flipped classroom model helped her and her classmates to be able to summarize and ask questions about the reading comprehension passage. Other students reported that learning through the flipped model deepened their understanding because they have the opportunity to watch the videos at home as many times as they wish. Nadia for example said that she wishes that next year she will continue learning through the flipped model because she learns better at home watching the videos.

Almost half of the students in the interviews confirmed that their understanding in the flipped classroom is better compared to learning through regular classrooms. In the words of one of the students (Aminah):

> The flipped classroom ease things for students by explaining things more. The teacher cannot deliver the information in a good way for twenty-four students per say. However, when you are at home and you have the video, you watch the lesson more than one time. So you get the information and understand it more.

Coming to school already watched the lesson on reading comprehension and performing the activities in the class with the assistance of the teacher helped students deepen their understanding according to one of the students (Rahaf). Another student (Rafeef) reported that she considered the flipped classroom valuable and meaningful because it helped her focus and watch the videos any time. Further, she added that when a student is absent from school she still could watch the videos and understand the lesson that she missed.

Theme #3: Learning through the Flipped Classroom is Challenging

In spite of the many positive aspects reported by students pertaining to learning through the flipped classroom model, some participants spoke of some challenges that they encountered during the learning process. Some of these challenges include students' inability to answer the quizzes in the videos because the teacher explained them only in English. Nedaa, for instance, reported that she did not like the videos to be in English because she and her classmates did not understand English very well. Other challenges include working in groups. Some students, partially, did not like the group work in the flipped classroom because of the noise. The reasons behind such challenges will be discussed in the discussion chapter.

Effect of Flipped Learning on Students' Engagement and Participation

The third research question that the current study tried to answer is the effect of flipped

learning model on students' engagement and participation in class activities. Based on the

qualitative data analysis conducted the results yielded three main themes. These include

teaching using the flipped classroom is motivating, improved student participation and

encouraged teamwork. The researcher will present these themes in detail below.

Theme #1: Learning through the Flipped Classroom Model is Motivating

The vast majority of the students reported that they were excited and looked forward to

the class. This is the first time that they had been taught using this method of teaching. In one

of the students' words (Ameerah)

> Yes, sure! It was exciting learning through the flipped classroom lessons…
> We have never been taught in this way. Learning using new ways is motivating.
> My classmates and I were racing to see who would first watch the videos,
> answer the quizzes and write the notes about the videos.

Further, most students were motivated to work in groups. During classes, the researcher

observed students working in groups and collaborating doing the class activities. They were

excited and strongly motivated to do so. They were excited to interact and compete with their

classmates to complete the class activities.

Theme #2: Learning through the Flipped Classroom Improved Participation

Most of the students reported that their participation in the flipped classroom has

improved drastically in comparison to being taught following the traditional classroom setting

(Lecturing). The flipped classroom model allowed them to prepare the lessons before they come to class.   They reported that during the flipped classroom time is dedicated to working on the activities individually and in groups whereas in classes that depended solely on lecturing we did not have time to participate because the teacher was explaining all the time.   For instance, one of the students (Hana) reported, "there was no time to participate before the flipped classroom". In addition, the researcher observed that teaching using the lecturing method limited students' participation in class activities.

Theme #3: Flipped Classroom Model Encouraged and Improved Cooperative Learning

Data analysis revealed that students enjoyed working together. According to them the flipped classroom provided them with opportunities to exchange information, cooperate and help each other. Hana stated that she

> liked working in groups because all the students started
> to interact and answer together… Our relationship became closer.

The flipped classroom allowed students to interact, cooperate and exchange information with each other. It encouraged them to seek help when they do not understand something during class. Those who understand assisted those who were having some challenges. As a result of learning following this model results showed that students started to prefer group work. For instance, in one of the activities that the researcher asked students to do individually, students informed her that they would like to work with a partner or group because this helps them understand better.   They reported that the flipped classroom helped them support and motivate each other.

Effect of Flipped Learning on Developing Autonomous Learners

The last research question that the current study sought to answer is how learning using the flipped classroom model assisted in developing and training autonomous learners. Data analyses resulted in three themes. These are improvement in sense of responsibility, improvement in focus and concentration, and knowledge transformation and sharing. Below is a thorough description of each one of these three themes.

Theme #1: Enhanced Sense of Responsibility and Improvement in Time Management Skills

The majority of students reported that learning through the flipped classroom model helped them in becoming responsible for their own learning. In the words of one of the students (Lara), "*I feel more responsible…Now, I am the one who should decide, answer and know everything.*" In addition, being taught using this method assisted students in improving their time management skills. The majority of the students reported that they began to schedule a time to watch the videos and do the required activities. Taking the initiative to schedule a time to watch the videos on one's own and doing the associated tasks with the video the results showed us how learning using the flipped classroom model developed and nurtured such skills in students.

Theme #2: Improvement in Students' English Skills

Data analysis revealed that some students have improved their English skills in particular reading comprehension. For instance, Laila, one of the students, reported that as a result of leaning reading comprehension through the flipped learning model she was able to read, understand and analyze the texts she read. Further, other students reported they learned

several reading strategies through the videos which helped them comprehend the texts that they read. For instance, in the words of Faten, prediction and questioning as reading comprehension strategies helped her improve her reading comprehension skills.

Leaning through the flipped learning model not only improved students reading comprehension strategies but also improved and enriched their vocabulary. According to the researchers' notes, students kept asking for new words' meaning and they searched for them. Also, it has been observed that the majority of the students wrote their comments on their notebooks only in English. Students' reliance on the teacher as the main source of information decreased. For instance, when they encounter a new word, instead of asking the teacher, they tried to find the meaning of the word by themselves either from the context or the dictionary. In the words of one of the students (Aseel),

> we have learned new vocabulary. We started to use English more.
> In other words, (our) English language improved.

Theme #3: Strategy Transformation

As a result of learning reading comprehension through the flipped classroom model, students leaned some strategies that they were able to transform to other subjects. For instance, Sakeena reported that she watched YouTube videos to learn math. In addition, some students used the reading comprehension strategies that they learned in learning English to other subjects such as Arabic. Amina stated that she was able to apply the reading strategies such as prediction, imagination, guessing word from context and prediction in reading Arabic texts.

Summary

The current study investigated the effect of using the flipped classroom model on improving English language learners reading comprehension, their attitudes towards learning through this model, the influence of this model on students' participation and engagement in class discussions as active learners. In addition, the study researched the impact of the flipped model on promoting autonomous learning. The T-test statistical analysis revealed that such learning model did not have much effect on students learning in the Palestinian context. The researcher will discuss the reasons behind such results in the discussion chapter. However, the effect of the flipped learning on students' engagement, participation and learner autonomy was clear in so many aspects as presented in the previous sections. Further, Students liked learning through the flipped learning model and would like other teachers to use it in other subjects such as math and Arabic.

Chapter Five

Discussion

Introduction

The purpose behind this study was to explore the effect of the Flipped Classroom on 9th graders reading comprehension achievement, their attitudes, participation and engagement and developing autonomy. Posttest results revealed that there were no significant differences between control and experimental groups. Yet, the experimental group participants' achievement decreased compared to the control group participants. Conversely, results of the qualitative data revealed that the experimental group had positive attitudes towards the flipped learning model. They participated and engaged in the flipped classroom and improved themselves on becoming autonomous learners. This chapter will discuss the results of the study according to each question and its themes. Furthermore, it will draw out the limitations of the study and suggest some practical and further recommendations for future studies. It is worth to mention that there might be an overlapping in discussing the results due to the close connection of the variables of attitudes, engagement and participation.

Effect of Flipped Learning on Reading Achievement

The effect of flipped learning on reading achievement was not as expected since the experimental group results showed a decline in their achievement compared to the control group. This result did not go along with Abaeian and Samadi (2016) and Karimi and Hamzavi

(2017) who found significant positive effect on EFL students' reading comprehension development. This result as well didn't go along with studies investigated the effect of flipped classroom model on other topic as in Ahmad, S.Z. (2016), Wu, Hsieh and Yang (2017), Alnuhayt (2018), Ichinose and Clinkenbeard (2016), Sahin, Cavlazoglu and Zeytuncu (2015), Christina Carter, Randolph Carter and Foss (2018), Malto, Dalida and Lagunzad (2017), Sun and Wu (2016) and Salimi and Yousefzadeh (2015) who resulted in significant effect and higher achievement in their control groups. The result of declining in achievement was not, as well, seen by Clark (2013) and Overmyer (2014) studies who showed no significant differences in performances or scores after flipping their classes.

One of the reasons behind this decline in the outcome might be seeing the flipped method as a new way of learning, which has many positive and negative aspects for learners. Being a new way of learning means that students have to meet the needed requirements to take full advantage of this method. In the case of the experimental students, they had many drawbacks to match these requirements. The main problem was the lack of reliable access to computers, tablets, phones, or other devices to watch the videos as well as at times minimal technological literacy. Another hurdle students had to overcome was that despite having access to the tools, they lacked internet connectivity and or the technological literacy on how to use them. A prime example was something as simple as having an email account so they can receive the private videos through YouTube. Students took more than two weeks to get the concept of opening an account and knowing how to use it before flipping their class. The two weeks were not intended to be spent this way, where at first the researcher tried to explain to students how to open and access their email accounts as a group in the orientation stage. Some students were

complaining about wanting to view the videos on YouTube, and they did not realize they were, in fact, viewing the videos on the YouTube platform. Even when the researcher tried to work with students to find possible workarounds for their accessibility concerns, they were uncooperative. The researcher put the videos on CDs for the students who have a computer and have no access to the internet. Additionally, since the researcher was their teacher at the school, she made arrangements for providing them permission to use the computer lab to watch the videos either in the morning before class or during their break. Some students took advantage of this opportunity while others, unfortunately, did not and practically refused. The problem with this workaround was the time restriction in which students had to watch the videos. This means, they could only watch it once and not pause it or take notes as freely and with the same benefits as those who watched them at home.

Even from a cultural and financial aspect, students were further limited. Some families simply did not have a computer or other device to watch the videos or download them. Another related topic was the role of culture in which it was socially unacceptable for these female students to have a phone and could not go to internet cafes to gain access to both a computer and the internet like their male counterparts. Additionally, the cultural environment of the area meant that the female students were of the mentality that their education was not a priority. That they were in school awaiting their future as homemakers. This on its own demotivated students to fully apply themselves in the experiment since in their minds it was pointless or useless. This was a lot more frequent in the experimental group since in the control group all the girls were unattached (not engaged) while in the experimental group some girls were engaged to be married.

The discontinuous access, previously mentioned, meant that students were unable to watch all required videos to gain the needed knowledge to participate and take part in class, which was problematic. This created issues since the videos were designed on the basis of theory of constructivism principles where each video built on the one before it. Skills were taught or introduced based on what was previously discussed and explained. With the expectation that the students did not view the required material (the lessons) and did not prepare for the in-class activities, this might explain majorly the reasons behind students' lack of improvement in their achievement. In other words, when students skip a video this created a gap in their knowledge leading to difficulties keeping up with classroom progress.

Further, when the researcher analyzed the data, the pretest marks for five students from the control group and one student from the experimental group were deleted because they were absent in the posttest. So, the achievement rate might have been different if the absentees took the posttest. The reason behind not including the absentees' marks is because it cannot be determined if they would have scored higher or lower marks within the average. Additionally, there were a few very weak students (2 or 3) who are having problems mainly in decoding basics like the alphabet and reading them. When comparing their answers in both the pre and post-tests they were either empty or a row of letters that have no meaning. These students were also among the students who viewed one or two videos within the experiment.

In terms of understanding how the control group showed improvement this might be explained by the high internal competition the girls had. They used to have their own groups and compete against each other pushing themselves to improve. Add to this, where in the

experimental group some students skipped watching some videos, the control group did not miss any classes; lessons; so they did not have a gap in knowledge when comparing the two groups.

Lastly, with the initial training of students and the design of the English curriculum focusing mainly on the writing skill, as seen in the content analysis of English for Palestine Curriculum (2015), there were not enough lessons to deepen students' reading comprehension. Students of course had to learn the other language skills such as grammar, listening, writing, speaking, and which are all part of language learning. The added difficulty of having to plan, outline, design, and create the original content for videos from the ground up also took a lot of time. In addition, since students were not used to articulating their thoughts, this was reflected in their weak writing in terms of their written comments on the videos. Meaning that students had to also struggle with their writing and searching for the right words to voice their thoughts when they answered the test.

Students Attitudes towards Flipped Learning

Students in the experimental group had positive attitudes toward learning through the flipped classroom model. This result goes along with the findings of Ahmad, M. (2016), Ahmad, S.Z. (2016), Alnuhayt (2018), Gasmi (2016), Karimi and Hamzavi (2017), Kurt (2017), Moore and Chung (2015) and Shih and Tsai (2017) studies. The participants of the current study enjoyed their experience in the flipped classroom as in Alnuhayt (2018) and Kurt (2017). They also found it meaningful as in Kurt (2017) and Wu, Hsieh and Yang (2017), and they felt it was beneficial for them as in Afrilyasanti, Cahyono and Astuti (2017), Alnuhayt (2018) and Butt (2014) and useful Gasmi (2016).

Theme #1: Flipped Classroom is Interesting, Enjoyable and Innovative

Students felt that with this new method of instruction, they were seen as important by their teacher and felt important as well. This result is connected with the theory of Student-Centered Learning in which students take the main role in their learning. This motivated them and made the experience for most of them enjoyable. The integrating of videos as part of the instruction outside the classroom was a new and innovative idea for the students. Students enjoyed the flipped classroom since it breaks the routine of how their class usually was. They watched videos at their own pace and convenience and then had opportunities to practice in a different way inside the classroom. They found the videos entertaining since they heard the teacher's voice and also saw what she was talking about through images and examples. Additionally, the in class activities were linked to the video content. Class activities were a new experience since usually any activities were used as homework or assessment. They found it 'lovely' that they got to actually input their own ideas and interact with their classmates and share and discuss their knowledge as seen in Ahmad, S.Z. (2016).

Theme #2: Learning through the Flipped Classroom is Valuable and Meaningful

Students expressed that they felt the flipped classroom was beneficial because they were able to learn at their own pace; pause the video when needed or rewind and re-watch a part of the video if something was unclear. They felt that the flipped learning is beneficial and meaningful since they saw the benefit of not being only lectured about a new reading strategy, rather the strategies were explained and examples of how to apply them were modeled by the teacher. Additionally, they felt that they could transfer these reading comprehension skills to

other classes as stated by Ameerah, "*I can benefit from what I learned in the flipped classroom in other subjects like Arabic language, where we answer questions and, if a paragraph is there, I can annotate things so they help me answering*." They felt that the video was catered to them in a way, almost one-on-one attention (instruction) since they could always go back and re-watch the video and still feel like they gained new information. This also gives them the opportunity to expand their knowledge base since they are exposed to new vocabulary. Some students said that if they were sick they might miss a classroom lesson, but the videos are available to watch when it is best for them at any time. During interviews a few students voiced that in the case of a teacher being absent they would not miss out on the needed instruction since the videos provided that in their own unique way. These findings go with Karimi and Hamzavi (2017) who found that one of the factors that improved the participants' learning was the availability of videos outside the classroom.

Theme #3: Learning through the Flipped Classroom is Challenging

Some students had negative attitudes towards flipping their class due to the language difficulty and the environment of the group work. Students in the experiment were not acquainted with studying watching videos that are presented all in English. They used to have more Arabic in class and receive words' meaning immediately. In the experiment, it was their role to search and learn vocabulary. So, students found it challenging, especially those who were able to download the videos, but did not have internet connection or lack the ability to download offline-dictionaries for finding words' meaning. Additionally, students before the experiment were not acquainted with listening to English language for a long time. So, they had to rely on

themselves and have extra time in re-playing the videos to understand; which was extra work for them that they did not like doing.

Some students reacted negatively to flipping their class because there was some noise that used to prevent them from fully focusing. The students who were not watching videos caused disturbances in class due to not being prepared, which prevented other students from focusing completely on the activities in the class. This led students to have negative attitudes, not enjoy working in groups in some situations, and preferred individual work in some cases due to the disturbances. If the experiment went as expected and all students took the initiative to access and watch the videos and then participate in class without disruptions, the class atmosphere would have been much more appropriate for learning. It can be argued that the negative attitudes were a result of accumulating difficulties of both technology literacy and English language comprehension. These two variables worked to form negative attitudes towards the flipped classroom which were beyond the teacher's control.

Effect of Flipped Learning on Students' Engagement and Participation

Theme #1: Learning through the Flipped Classroom Model is Motivating

Students felt motivated and engaged in the flipped learning. These findings are in accordance with those of Ahmad, M. (2016), Clark (2013), Hashemifardnia, Namaziandost and Shafiee (2018), Karimi and Hamzavi (2017), Wu, Hsieh and Yang (2017) results.

Most of the students were attracted to the flipped classroom since it is a new method of learning. Many of the students' motivation increased due to the competition among them to see

who would complete the video and answer its quiz before the others. They felt it was an exciting and interesting concept to be involved in part of the learning process as active participants not passive (as they were before the flipped classroom). Students usually were taught in a traditional method without the use of groups or social aspects of learning. However, in the flipped classroom, they had many opportunities to interact with their peers. Also activities went beyond note taking and only focusing on the teacher's words, rather students were pushed to actually try to apply and show their understanding. Once they got past the language barrier (even if it was a little) they felt enthusiastic and trusted themselves more than when they were learning traditionally. These results are in consistent with Active Learning theory in which students had taken active roles and applied what they have learned at home in school.

Students were excited and looked forward to the videos since the videos did not cover the same topic but looked at the material from a different aspect. With the variation of images, or music overlay students did not feel it was routine and usually was looking forward watching next videos. They actually used to keep asking when the next video will be.

Theme #2: Learning through the Flipped Classroom Improved Participation

Most of the students agreed that their participation has improved more in the flipped classroom compared to the traditional class. This result confirm the findings obtained by Ahmad, S.Z. (2016), Clark (2013) and Gasmi (2016). This can be attributed mainly to two reasons. Firstly, students were encouraged to participate more because they felt that they have an input into their own education process. Students participated in sharing their knowledge since they felt they were part of the process of sharing information, again, going beyond the traditional method.

This meant that the flipped classroom provided the student-centered atmosphere form to interact and have a major role in their learning. Furthermore, the chance to prepare in advance meant that they came to class understanding the material and ready to participate. Watching videos made it easier to learn more in a short time since video information is much more easily consumed versus reading from a book and trying to understand. The students coming prepared also meant students were excited to try and show what they understood, feeling proud of their understanding. The results of the current study are congruent with Hashemifardnia, Namaziandost and Shafiee (2018) study who found out during class time, students engaged more since they had prior knowledge of what they were going to do. In this study, students' engagement was reflected in some students saying they gained more trust in their abilities compared with the traditional method of learning.

Theme #3: Flipped Classroom Model Encouraged and Improved Cooperative Learning

Data collected from various sources supported that flipped classroom encourages students to cooperate, support and motivate each other. Flipped classroom provided them with opportunities to exchange information, cooperate and help each other. Flipped learning provided the students with chances to interact and expand their relationship as it is seen in the outcomes of Ahmad, S.Z. (2016) and Soltanpour and Valizadeh (2018). Consequently, this lead them to cooperate and support each other even beyond classroom activities. To illustrate, some students did not have access to the internet or any devices to watch the videos, so other students worked with them by meeting to access the videos together. Additionally, the majority of the activities in the flipped classroom were as group work that aimed to help everyone understand and

collaborate. The nature of these activities and their instructions supported students being supportive of their peers.

Effect of Flipped Learning on Developing Autonomous Learners

Theme #1: Enhanced Sense of Responsibility and Improvement in Time Management Skills

Results showed that most of the students conformed that the flipped classroom assisted them in becoming more responsible and independent. These results go along with Hashemifardnia, Namaziandost and Shafiee (2018) who found that flipped classrooms could support students in becoming independent and autonomous learners, and with Ahmad, M. (2016) who showed that the participants in her study felt more responsible for their own learning. The results also go with Karimi and Hamzavi (2017) who showed that their participants were satisfied and felt more confident and independent towards the flipping their class, and with Hongwei Zhang et al. (2016) whose participants reported that the flipped classroom model helped them manage their learning difficulties and gave them great confidence for autonomous learning.

Students knew they had to better manage their time in order to watch the videos, so they take more active roles in class. They knew that if they did not watch the videos before class, they would not be able to participate in class activities and discussions due to a gap in their knowledge. In the words of one of the students (Reem) "I*f we do not watch the video, we will not be active in the class.*" They felt responsible for their own preparation and initiative to view the required material and answer its quiz. They realized that they had a role in the learning process and were

responsible for their actions or inaction. This finding is in agreement with Ahmad, M. (2016) who concluded that students felt more motivated and independent because of the Flipped Classroom. In the current study, few students voiced this sense of responsibility towards their own learning and they need to put effort and expressed feeling guilt due to accessibility issues in being unable to view the required videos all the time. Part of this sense of responsibility meant that the students understood that they need to manage their time to allow enough time to view, comment, and perform required tasks. Some students said that setting aside the time to study the video meant they had to complete other tasks earlier or later after viewing the assigned video.

Theme #2: Improvement in Students' English Skills

Learning through the videos let students listen to what is written and follow along on screen what they hear. Hadeel, one of the students, stated, "*I feel more confident to answer [understand] a paragraph than the first semester because you already have shown us how to answer it*". This meant that the students considered the teacher's explanations in the videos as a model of what they should learn and then apply in the class. Students stated that the reading strategies they learned through videos helped in improving their reading comprehension of texts. Additionally, students have developed new vocabulary such as annotate, summarize, etc. showed students not only understood but knew when to use the words in the right context. This could be taken as they better understood what was expected of them since it was modeled to them through videos and in class representations by the teacher and activities. This helped improve their understanding of sentences and paragraphs. Not only were students improving

their reading comprehension skills, they also worked on their listening skills (video's audio), writing skills (written comments), and communication skills (class discussion) where these skills were not the primary focus. This improvement was observed at various points during the experiment. Previously, the teacher was their only source of information. However, during the course of the experiment students used translating tools to try to understand words that typically they would not hear. With the flipped classroom being not a traditional mode of instruction, students did not only learn the skills, but they also practiced them in class under teacher guidance.

Theme #3: Strategy Transformation

Students in the flipped classroom changed the way they learn, such as going to YouTube to watch videos and then apply what they learned through engaging activities in their class, which is something that was not previously done. Students also expanded their thinking on applying newly learned skills in other aspects of their education such as applying English reading comprehension skills in Arabic language reading situations. This new way of learning encourages students to think of alternative ways of approaching a learning situation. The yielded result confirm the findings obtained by Wu, Hsieh and Yang (2017) whose participants were excited to apply what they had learned to real-life settings. When students access YouTube to watch the assigned videos they get recommendations to other videos which would spark interest. In addition, skills not related to reading were learned. These new technological literacy skills could be applied in unlimited ways and expanded on since it was modeled, and students had the chance to try it. One student repeatedly requested to be taught how to make the videos, meaning it

opened the mind of the student to new skills and learning possibilities. This opened the need for a possible discussion of improving technological literacy in this particular school. To sum up, flipped classrooms could help students to be independent and assist them how to study outside the classroom (Hashemifardnia, Namaziandost & Shafiee, 2018).

Limitations of the study

In conducting the study, the researcher used two groups of grade nine students at one of the girls' public schools in Jerusalem Suburbs District in Palestine. The current study is limited in the sample of its participants who were only 53 girls. The results of the study cannot be generalized unless if there were similar circumstances with this study. The time of conducting the study was restricted. The study needed extra time to fill the gap of the participants' technological literacy. The content of the videos was restricted to main reading strategies like previewing, predicting, writing in the margins, annotating, questioning and summarizing, in addition to modeling these strategies.

Recommendations

Practical Recommendations:

- When conducting any study that needs technology, based on students' difficulties, there should be reliable access to computers and stable internet connections at students' homes and at school.

- Students need to be technologically literate in order to take full advantage of the flipped classroom environment.

- Students should have the basic skills (phonemic awareness, vocabulary, oral reading fluency) that is appropriate to their grade level before flipping their class to any language skills.

- Take into consideration societal expectations that in the case of this study does affect students' (female) motivation.

- Utilize an online classroom environment platform to simplify and streamline teacher communication with students and students' communication with their teacher (example Google Classroom).

- Use Edpuzzle website as a platform to watch the videos since it makes the videos interactive and allows teachers to identify whether students watched the videos or not.

- Student interaction with their classmates on a safe online platform for the purpose of the class so that they could learn together and from each other; this was not feasible since students were severely limited in their technology access and literacy.

- Conducting similar studies over a longer period of time (more than one semester) to be acquainted with the method of delivering and receiving the content of the flipped classroom.

Other Research Studies Recommendations:

- The effect of the flipped classroom could be investigated on other language skills and different samples, considering males for instance.

- A study comparing student results in the flipped classroom in relation to gender (male and female).

- Effect of educational context on learner motivation to pursue learning online or in

  flipped classroom environments.

- Use the flipped classroom model using more authentic texts and audio to better

  immerse learners in real life situations.

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Appendices

Appendix A: Pre-Post Test

Reading Comprehension Test (Grade Level: 9)

Name: _____   **Date:** _____

Total Points .... / 20 points		**Allotted Time:** 50 minutes

Reading One. (12 points)

Read the following then, answer the questions that follow:

Val's Garden

1 I am new to the city. I do not know anyone. But an old woman lives next door. Her name is

2 Val. She gives me a big box of vegetables.

3 She grows them in a garden by the sidewalk. There are carrots, tomatoes, beans, and peas.

4 They are the best vegetables I ever ate. Val lives alone, too. But she seems happy in her

5 garden. She loves plants. Sometimes, I can hear her talking to them. Maybe that is why they

6 grow so big. One day, I stop seeing Val in the garden. I see people take many boxes from her

7 home. Weeds grow in her garden. The dirt is dry. The plants look sad. Val must have passed on.

8 So I began to pull the weeds. I water the garden. I even talk to the plants daily.

9 Then a family moves next door. They are new to the city. They do not know anyone. And I

10 give **them** a big box of vegetables from Val's garden.

Questions:

1. **What does Val give the writer?**

   ----

2. **Where does Val grow vegetables?**

   ----

3. **What happened to the garden after the writer stopped seeing Val?**

   ----

4. **One of the following does NOT describe Val.**

   A. She is an old woman.

   B. She has a garden.

   C. She helps people.

   D. She sells vegetables.

5. **How long has the writer of the story lived in the city?**

   A. A very long time

   B. Not very long

   C. Ten years

   D. He was born in the city.

6. **What is the thing that the writer did NOT do to Val's garden?**

   A. pull the weeds

   B. water the garden

   C. talk to the plants

   D. sell the garden

7. **Read the following statements and choose either (TRUE) or (FALSE). Explain why they are true or false.**

   1) **The writer lives in his Grandma house. (TRUE / FALSE)**

   ----

   2) **Weeds are vegetables. (TRUE / FALSE)**

   ----

8. **The pronoun _them_ in line number 10 refers to_____?**

9. **Find in the passage the meaning of the word "died". died:………………………………. .**

10. Why do you think the old woman name is Val?

----

11. Do you know someone who plants anything and takes care of it? What is it?

Reading Two. (8 points)

Read the following then, answer the questions that follow:

GM Food

1 It is hard to be a farmer. Cold weather can kill your crops. Bugs can eat your crops.

2 Weeds can hurt your crops. Your crops may need more rain than they get. Fruits and

3 Vegetables can go bad before they are sold. Some people say farmers can fix all of this

4 with GM food.

5 What is GM food? All living things have DNA. DNA tells living things how to grow. These

6 days, people can change the DNA that tells food how to grow. When people change the

7 DNA of food, it is called GM food.

8 Some GM food can grow in cold weather. GM food can stop bugs from eating it. GM

9 fruits and vegetables can stay good longer. One day, GM food may be able to grow in

10 dry land in Africa. It will feed people who do not have much food.

11 But there is a lot we do not know about GM food. Will GM companies help poor people

12 grow food? Or do GM companies just want to get rich? Does GM food kill bugs we need,

13 like butterflies? Does GM food make birds sick? Does GM food make people sick? We do

14 not know. There have not been many tests on GM food.

Questions:

1. **What are the things that could affect farmers' crops?**
    ----

2. **What do we call the food when people change its DNA?**

    ----

3. **Read the following statement and choose either (TRUE) or (FALSE).**

    Explain why it is true or false.

    1) **GM food can only grow in cold weather. (TRUE / FALSE)**

    ----

4. **What is DNA? (2)**

    A. It is something everyone needs to change.

    B. Something that is only in GM foods.

    C. DNA is the part of every living thing that tells it how to grow.

5. **According to the reading, what is the thing that GM food can NOT do?**

    A. It can make food grow in cold weather.

    B. It can make food grow faster.

    C. GM food will help foods stay good longer.

6. **What is the main reason that we do not know enough about GM foods?**

    A. Farmers don't like GM foods.

    B. Scientists need to do more testing to understand GM foods.

    C. Companies just want to get rich.

7. **Summarize the text in your own words?**

    ----

8. **Do you think farmers in Palestine should grow GM food?**

Appendix B: Structured Interview Questions

Research Question # 2: What is the effect of the flipped classroom on students' attitudes?

1) Did you look forward to/ excited to the flipped classroom lessons after watching the videos? Why?

١)   هل كنتِ تتطلعي أو تتشوقي أو تتحمسي لدروس الصف المقلوب بعد مشاهدة الفيديوهات؟ لماذا ا؟

2) Do you think that the F.C. motivated you to interact and participate more compared to the regular class at the 1ˢᵗ semester? If yes, why? How? If no, why?

٢)   هل تعتقدين أن الصف المقلوب دفعك وحمّسك للتفاعل والمشاركة بشكل أكبر مقارنة بالصف العادي في الفصل الأول؟
إذا كان الجواب نعم ، **لماذا؟ وكيف** حمّسك؟ إذا **لا ، لماذا؟**

3) In which way watching the videos helped you to prepare for the class discussion?

٣)   بأية طريقة وكيف ساعدكِ مشاهدة الفيديوهات على التحضير (للمناقشة والتفاعل) في الصف/ الحصة؟

4) Do you think that the F.C. succeeded in delivering the information in an effective and efficient way and in a way that ease your learning process? Why or why not?

٤)   هل تعتقدين أن الصف المقلوب نجح في تقديم المعلومات بطريقة فعالة وسهلة وسلسة لتسهّل عملية التعلم الخاصة
بك(الطريقة اللي بتتعلمي فيها وبتسوتعبي فيها المعلومة) ؟ **لماذا** ولما لا؟

5) What are the opportunities that you were given through the F.C. to practice in order to improve your reading comprehension?

٥)   ما هي الفرص التي أتاحها لكِ الصف للمقلوب للتدرب من أجل تحسين فهمك لِما تقرأينه ؟

6) Did you like to work in groups in the flipped classroom? Why or why not? What did you like or not like about group work that has been done in the F.C.?

6) هل أحببتِ العمل في مجموعات في الصف المقلوب؟ **لماذا** و **لماذا لا؟** ما الذي أعجبك **أو لم** يعجبك في العمل الجماعي ضمن فريق العمل؟

Research Question #3: What is the effect of the flipped classroom on students' participation and engagement?

1) Did the F.C. experience focused on you as a student? In other words, did you feel that you were the primary focus of the study? How is that?

1) هل ركزت تجربة الصف المقلوب عليك كطالب؟ بمعنى آخر ، هل شعرت أنك كنت المحور الرئيسي للدراسة من خلال الصف المقلوب وأن الاهتمام انصب عليك أكثر من ذي قبل؟ **كيف** ذلك؟

2) What are the resources that you used to help you to study in the F.C.? For example, did you use the Internet like Google Translator, dictionaries, someone's help etc.? Did you need assistance in using these resources, or were you able to manage?

2) ما هي الموارد او مصادر المعلومات التي استخدمتها لمساعدتك في الدراسة في الصف المقلوب؟ على سبيل المثال ، هل استخدمت الإنترنت مثل Google Translator أوالقواميس أو طلب المساعدة من شخص ما وما إلى ذلك؟ هل احتجتِ إلى أي مساعدة في استخدام هذه الموارد ؟

3) What did you learn and improve in yourself after having this learning experience? For example, did you develop self-management skills (like managing time, self-confidence, taking responsibility), study skills like when you take notes and teach others….., learning skills etc.?

3) ماذا تعلمت وطوّرت في نفسك بعد تجربة التعلم هذه؟ على سبيل المثال ، هل قمت بتطوير مهارات الإدارة الذاتية (مثل إدارة الوقت ، والثقة بالنفس ، وتحمل المسؤولية) ، ومهارات الدراسة كتدوين الملاحظات والقدرة على نقل المعلومة وتعليم الآخرين؟

4) "So those skills you mentioned in the previous question, do you think you can use them outside of this F.C. class, or somewhere else in your life?" Where?

4) إذن تلك المهارات التي ذكرتها في السؤال السابق ، هل تعتقدين أنه يمكنك استخدامها خارج الصف المقلوب ، أو في مكان آخر في حياتك؟" **أين** ستسخدمينها؟

5) Do you feel more independent or self-confident to work on your own when reading difficult texts, after your F.C. experience? Why or why not?

5) هل تشعرين بأنكِ أكثر استقلالية وثقة واعتماداً على نفسك من ذي قبل في العمل لوحدك عند قراءة النصوص الصعبة ، بعد تجربة الصف المقلوب؟ **لماذا نعم** و لماذا **لا؟**

6) What was the thing you have learned the most to improve your reading comprehension through the F.C.? Do you think it helped you and /or will help you in the future?

6) مالذي تعلمتيه من خلال الصف المقلوب لتحسين فهمك لما تقرأينه ؟ هل تعتقدين أن هذا الشيء ساعدك أو سوف يساعدك في المستقبل؟

Research Question #4: What is the effect of the flipped classroom on developing autonomous learners?

1) Do you think that learning through the flipped classroom is better than learning in the traditional lecture classroom? Why or why not?

1) هل تعتقدين أن التعلم من خلال الصف المقلوب أفضل من التعلم في الصف العادي؟ **لماذا نعم** و لماذا **لا؟**

2) Do you think that teachers should use the flipped classroom pedagogy when teaching other topics or subjects in future? Why do you think so?

2) هل تعتقدين أنه على المعلمين استخدام أو تطبيق طريقة الصف المقلوب في تدريسهم لمواد دراسة وموضوعات أخرى في المستقبل؟ لماذا تعتقدين ذلك؟

3) Do you think that your experience in the flipped classroom was effective, efficient,

motivating and engaging for you? Why? In what way? Give me an example?

3) هل تعتقد أن تجربتك في الصف المقلوب كانت فعالة ومحفزة بالنسبة لك وجذبتك ؟ كيف ذلك؟ ممكن مثال توضيحي؟

4) What are your general feelings about the flipped classroom experience? What made you

feel like this?

4) ما هي مشاعرك بشكل عام نحو تجربة الصف المقلوب؟ مالذي جعلك تشعرين بذلك؟

5) Did you like the routine of the F.C. experience in watching the videos at home and then

doing activities about them in class? Why or why not?

5) هل أعجبك روتين/ نمط تجربة الصف المقلوب في مشاهدة الفيديوهات في المنزل ثم القيام بالأنشطة المتعلقة بها في

الصف؟ **لماذا نعم** و لماذا **لا؟**

Other questions:

1) Was what you needed to do in the flipped classroom clear? What were the challenges you

faced in the F.C.? Do you have suggestions to overcome them next time?

1) هل ما كان يجب عليك فعله في الصف المقلوب واضح؟ ما هي الصعوبات التي واجهتك أثناء التجربة؟ هل لديك اقتراحات

للتغلب عليها في المرة القادمة؟

2) Please provide suggestions for how to improve the F.C. experience

2) هلّا قدمتي اقتراحات لكيفية تحسين تجربة الصف المقلوب.

3) Is there anything you wish to talk about the F.C. experience or any other general comments

or ideas you want to express about?

3) هل هناك أي شيء تريدين التحدث والتعبير عنه حول تجربة الصف المقلوب من أفكار أو تعليقات ترغبين التعبير عنها؟

Appendix C: Pre-Post Test (Reading Comprehension Test Review)

Reading One			
	Question	**Answer**	**What the question measures.**
1.	**What Val gives the writer?**	a big box of vegetables.	Finding specific answers
2.	**Where does Val grow vegetables?**	In a garden by the sidewalk	Finding specific answers
3.	**What happened to the garden after the writer stopped seeing Val?**	Weeds grow in her garden. The dirt is dry. The plants look sad.	Finding specific answers
4.	**One of the following does NOT describe Val.**	She sells vegetables	Inference
5.	**How long has the writer of the story lived in the city?**	Not very long	Making connections
6.	**What is the thing that the writer did NOT do to Val's garden?**	learn about Val's family	Finding detail Determines supporting details
7. 1	**The writer lives in his Grandma house. (TRUE / FALSE)**	FALSE, because she lives alone	Inference

7.2	Weeds are vegetables. (TRUE / FALSE)	FALSE, because etc	Inference
8	What do the following pronoun refers to? "them": Line 10 -----.	The family who moved next door	Finding specific answers
9	Find from the passage a meaning of the word "died". "died"= ----.	Passed on	Vocabulary in context
10.	Why do you think the old woman name is Val? Guess, try to now	Val: V—egetab----al	Inference (creative thinking) To discover relationships, concepts, or generalizations in written texts.
11.	Do you know someone who plants anything and takes care it? What is it?	Students' answer (maybe yes or no	Connect prior knowledge with the new information, relate text and transfer knowledge to personal experience, opinion, or evaluation or relevant contexts.

Reading Two			
	Question	**Answer**	**What the question measures.**
1	**What things can affect crops?**	cold weather, Bugs, Weeds, not enough rain	Finding specific answers
2.	**What is the food that its DNA is changed?**	GM food	Finding specific answers
3.	**GM food can only grow in cold weather. (TRUE / FALSE)**	FALSE, because GM food can grow in dry land in Africa (hot weather)	Inference
4.	**What is DNA?**	DNA is the part of every living thing that tells it how to grow.	Finding specific answers
5.	**According to the reading, what is something (the thing) that GM food can NOT do?**	It can make food grow faster.	Determines supporting details
6.	**What is the main reason we do not know enough about GM foods?**	Scientists need to do more testing to understand GM foods.	Inference

7.	**Summarize the text in your own words?**	There is a new food that farmers can use to overcome hardness of being a farmer that is called GM food. It has many advantages, but scientist are not sure that it is 100% good to use. So, they are still testing it. (Students' response)	summarizing
8.	**Do you think farmers should grow GM food?**	If they have no other choice why not! (Students' response)	Predicting

Appendix D: Students Notebooks' Transcriptions

Student	V.1	V.2	V.3	V.4	V.5	V.6	V.7	V.8	V.9
Wesal	Outlook: I expect that I have already mastered the summary of the paragraph and predict what will happen in the text through the title, pictures, sub-titles and people. Comments: My comments the video is a lot sweet and simple and explain	Outlook: this video has become quite perfect, summarizing the paragraph and expressing ideas and duties. I have many and I know how to connect ideas. Comments: This video is simpler than the first video because it extracts the meaning and explains to thos who return Dmmar. And aunt Nada and hadeel. And accused Kano	The video was sweet and was easy to explain and liked much because it was streamlined and smooth.	I love the video because it is simple and the explanation is beautiful and it talk about key words in solving the question.	The video was so sweet, distinctive, s=fun, easy to explain, clear, beautiful and loving.	The video was awesome and very easy and the qustions were easy and I liked it so very nice video With my intense love and….	This video has become quite perfect, summarizing the paragraph and expressing ideas and duties. I have many and I know how to connect ideas. (same as V.2)	The video was sweet and was easy to explain and liked much because it was streamlined and smooth. And thank you… the end.	My comments the video is a sweet and beautiful and loving, very easy but لم أستطع مشاهدة the quiz

	the concept and wanna Afmta and love and was of sharing the lesson in an easy way.	Kitchen help some of them and thank you.							
Aseel	Video is difficult but beautiful The video is beautiful and your voice is sweet. I brought a problem in its opening The first video I cried Moo, but understood many times	Video is difficult and aifficet Video and tred In things not understood but the English but put on the translator and understand Thank you for your efforts my teacher dear Special thanks for my efforts	Video is not difficult it's beautiful In a small error that sound is low We have learned a lot of videos Thank you for your efforts	God gives you a good life and always you humble I asked a question why do not fool us with videos Video is so sweet and every video I learn from things	Video is sweet and simple They are all a concept and something difficult Time to give us a sigh because we appreciate bees Thanks for your interest.	Video is sweet and easy Everything is a clear concept a very sweet explanation, we learned a lot of videos In the meanings we have learned, we are not aware of it, and have taken	Thank you so much for the video Question? I mean if we have to bee, I have to turn an the teys to the correct solution. I've pulled the solution into the video so much	-	Video is sweet but with him is difficult The second video sweet but have meaning not understood Thank you for your efforts

	and understood Thanks for your efforts. شكراً مس أفنان . 2. واجهت مشاكل في فتح الفيديو 3. الفيديو لو كثير ومتعوب عليها 4.في معاني ما عرفت وعددت الفيدو ثلاث مرات مشان أفهم الاختبار إلي آخر الفيديو وفهمت بس	Video is so sweet and every video I learn from something ماذا نعني بالحواشي شكراً على الفيديو الجميل شكراً شكراً	You are tired on the video is true Thanks you teacher Afnan. Sh The video is beautiful but there are difficult sentences What is the meaning of the word Annotate?	Video tired on meaning. Think you teacher Afnan sh. الفيديوهات جمسلة وبسيط	Video is beautisul but difficult What is the meaning of a word highlighted and equipment earthquake ? Thinans you ☺ مش جايات على المترجم I think adont to text have a choice Because to paragraph reaching out to others	advantage of it. Thank you for your efforts.	Thank you for your efforts		
Zeen	"The video is nice and lessons easy and Nice and thanks	The Home Work! (لم أفهمه). (ولم أعرف حله) في الدرس أشياء بسيطة وشوي صعبة	The video is Nice ☺ and I handed	The video is Good	مس والله ما افهمت اشي بتمنى اتسامحيني	The video is nice and is good ولكنه صعب بعض الأحيان	The video is very good but in the same time it's little	The video is good likem vey good, thank you	والله يمس حاولت إني أحلخ بس والله ما عرفت حسيتو صعب شوي.

	you are On your creativity my virtuous teacher, I handed over my hand." "الفيديو جميل والدرس سهلاً وجميلاً. وشكراً لكِ على ابداعك يا معلمتي الفاضلة وسلمت يداكِ."	تقريباً ولكن شكراً جزيلاً على تعبك من أجل أن تعلمينا وتقودي بنا إلى الطريق الصحيح. شكراً لكِ وسلمت يداكي. I handed over my hand. Teacher afnan (معلمتي أفنان)	over my hand <3 <3 ((وأشكرك على إبداعك معلمتي الفاضلة)) "I love you"			ولكنك رغم مرضك مازلتي تتعبين من أجلنا ولكي ترفعيننا للأعلى وشكراً لكِ Thank you!	hard. I'm hope to success in the finish quiz.	for mathe. And Im hope to success in the finish quiz. السؤال الثالث A لم أعرف أحله Love	I'm soree
Hana	-	لو أن الكتابة بالأنجليزي والشرح بالعربي	الفيديو كان nice جميل ورائع beautiful and	The video is beautiful and easy and vey nice	-	-	-	-	-
Sala	Was video first is the beautiful and watshed veideo first was very nice and me understand,	The veideo Secound was Simple, through veideo second the duty was in trouble, write text in the word not	The veide 3 was tall, nice, and very beatieful. The Quize the veide 3	Was the veideo 4 is beatuful and nice and bit, simple not Quiz in the veidieo 4 and me	The video 5 was is very very very tall, and not understant in work in the text exyezzme (لو سمحت)	-	-	-	-

	the video first, very understand.	Understand, was veideo a bit and nice.	was very nice	understand very the veideo.	Ms Afnan the world were ther meaning.				
Lana	I love the video. Its amazing. Thank you.	The video is amazing Thank you	Thank you for video, I like this video and How is amazing	The video is amazing and nice I like the video	-	I have benefited a lot from the video because it teaches us the questions on the text. Thank you	I liked the video very much because it explains the meanings in a simple way and also makes us forget the meanings of words because it holds pictures of the passage and each word.	I liked the video because it teaches us how to express the sentence in the right way, But I did not get get the Quize because it was not clear on the screen.	The video was nice. He explains how to sum it up, but I did not really understand it very well. And I want to forgot the next time to simplify it for us a bit more. Thank you
Maisa	I learned that before readings the text you must make predictions.	Notes must be placed to understand the text. Notes such as: Illustrations	Some refrences or tags should be used to clarify	A solution can be found from the keywords	Use some words to question such as: who, what, where, why,	-	-	-	-

	We most predict events before they happen. The word "I think" should be set for each prediction until the sentence is correct.	Contradiction Meanings Translate it Put a step under the keywords	some sentences. We can use some symbols that belongs to us with some sentences	in question. Each question and text contains keywords that indicate the solution. Place a line, sign or sumbol indicating a keyword	how and so on.				
Farha	The video is clear and anderstendeble. - The music is ugly. - The music has rwined the shui video	thank you for accepting me comment and did not put music. The Quiz not clear There is no coment on the video clear.	-	-	-	The video is good because of graphics and illustration. The annotate, clarifications and understanding.	Part 1 ot is not beautiful, when we are represented , ya his represented by good. No comment about part 2 clear and understandable	Fun Good Hard Part three: it's not fun Not good Not useful And hard	-

Walaa	The video is fun but boring, but with the expection of the video dai RahAkun beautiful.	-	The video is beautiful but difficult to grill		The video is sweet. I liked it a lot, but I expected it if it was translated in Arabic	Video nice but short with the seventh video expect to be longer or thank you for the great effort	The seventh video I expected was very long but thank you for t Everything was clear and the video was so much fun	-	-
Sameera	Deliver on video the first video to be easy to solve the solution very hard was very, very easy I love you and love you.	Kana video is very easy and thank you for your meaning ful offorts.		The video was easy but it was difficult for me to shui but they were successful and thankfully thank you for helping you.	The fifth video was easy and light we add hahaha.	The video was so much beautiful and I loved it because you are my business Hahaha	On the occasion of the seventh video was very difficult and praise was successful and I love you make me Thank you for helping Bai Hahaha.		
Sawsan	This video is little boring	I learned how to parse the paragraph	-	-	The question is important	-	-	-	-

	I learned the meanings of new words.				in andurstand the text				
Nameer	The video very sweet and uanderstood some things and thank you so much God gives you wellness and I love you so much mss afnan I miss you always	The video is so sweet that you learn how to answer questions from paragraph decoding and reading progressive God gives you wellness afnan.shamasnah	Video is so much sweet and God gives you wellness and health I love you so much o teacher Afnan idea of video sweet stav!	Video is so much sweet and God gives you wellness and health I love you so much o teacher Afnan idea of video sweet stav!	Video is so much sweet and God gives you wellness and health I love you so much o teacher Afnan idea of video sweet staf!	Video is so much sweet and God gives you wellness and health I love you so much o teacher Afnan idea of video sweet stav!	The video is so sweet I understand that it is how to fix they keys of the solution and we wark a sentence that means frankly gives you a thasnd wellness and thank you… I love you afnan shamasnah	The video is so beautiful and the spject sweet and Quize the viry viry sweet what's mining working? And request? And question? I love you afnan	The video is a sweet cocktail I understood it How can I summarize paragraph ? How can God give you heath and wellness video 10? I love you sooo much ….afnan
Hadeel	This is the first video of the first educational group, we	The second video I feel that english is very easy. Thank you. I hope to	I like this' video very much because it's so easy	I learned the paragraph more easily and I	-	This is so amazing.			

	think you are the Best techer in the world But, I do not know why you are doing all this good with us. I like your video my teacher sooo muchhh	continue this wonderful work I appreciate all your offorts in this work to make us better, you are the best	and beautiful, I think what we do learn more from you, you make everything easy for me, I like english because of you. You make everything fun about english you're video and voice soooo nice. I love your style of teaching, you give us informatio n quickly I love you my teacher	learned the meaning better. I love the lesson You make us love an english I love you, your video soo cute and nice. Its make me happy		I know more information a out fish I ask myself and I wonder? Will we really lose fish or find solutions to this pollution? will we do the law		

Israa	لو أن الشرح بالعربي	Good	I like it a lot Like it alot	Smiley faces ☺	I understand everything	Video tale It's a video tale No understand of centuries	The video fun and fantactec amizing	I understand video but tall them. Notice Meanining fix	The video finally the end Mening of the meeting
Maysa	-	I like the video and love this	Each time I love your videos more because you enjoy a lot of them and be clear I love it	I like the video but there was a bug in the sound in certain clips. I hope next time not to repeat. I hope you take Rokey into consideration	As usual the video is distinctive and neat just. I love you Mr.s Afnan	Firstly: The video was fun and vey easy and questions are also easy. Second: I was sich because it is clear on your voice and I hope in the next time to be sound With my best wishes for you	The quality of the video is not good and I want to ask you something about why laughed when I first heard the question but the video is good and excellent and the sound is very clear. I love you	I liked the video but her the hard question example question 3b and question number 4 but it exairnig and fany مع تحياتي I love you Mrs/ Afnan shamasna Pleace +1 mark	I am very sad because this will be the last video I follow and now I can not watch videos like this that you're returning to us I love you

Appendix E: Sample of a Student's Flipped Classroom Notebook
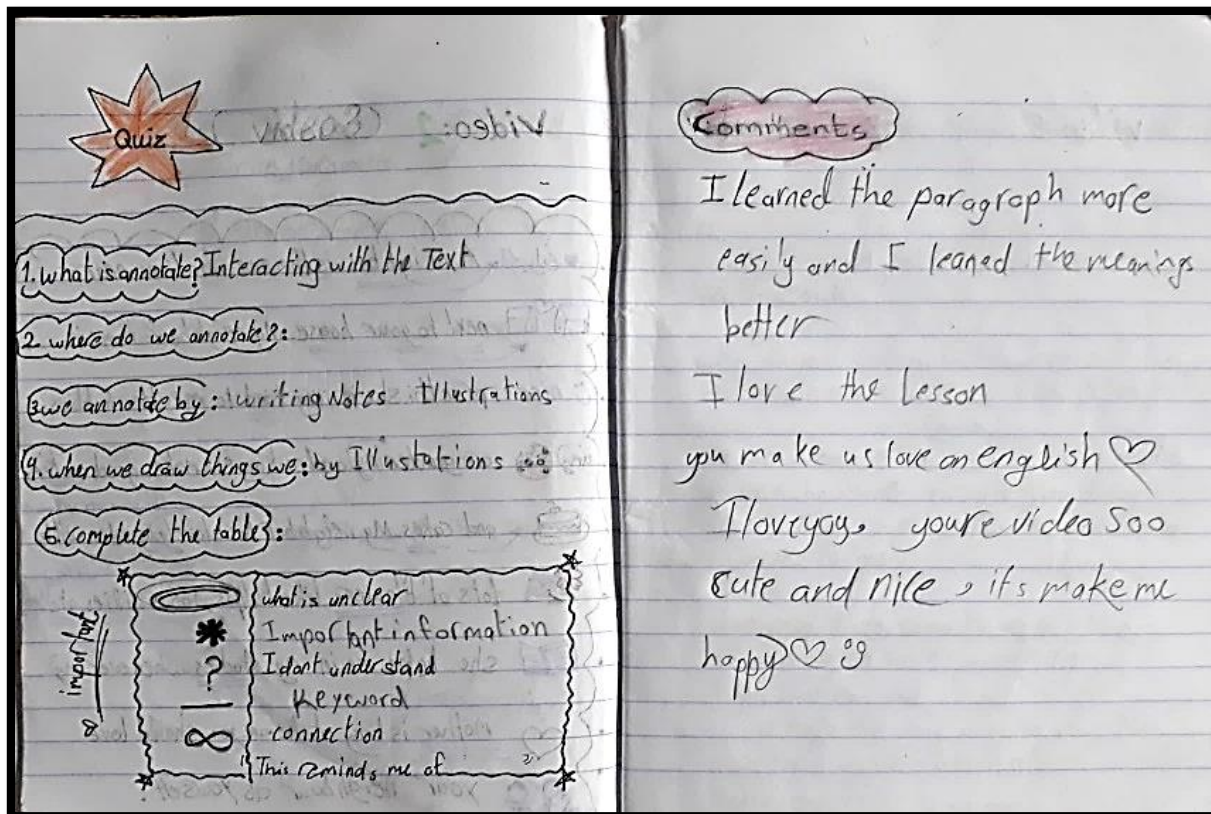
Appendix F: Researcher Notes' Transcriptions

On this date, students took the pretest. They didn't know before that they will take a test. They took it from 8:00 till 9:30. I monitored the experimental group while Ms. Rehab monitored the control group. There was no absence in both groups. As for the condition of the class, both classes' windows were closed. I documented students' seating for both groups through taking pictures. Collecting papers happened by taking the papers of each student after she finishes. The teacher didn't answer students' questions about the test after administering it.	Feb 10th, 2019
This day was the first day of the experiment. More than half of the class didn't watch the videos. I sent them to the computer lab to let them watch the videos but the internet connection was weak. Additionally, almost 9 students don't have an access to the video since they don't have emails yet. One of the most important problem I faced that the students' literacy on using computer was very poor.	Feb 12th, 2019
Today, I have revised the 5th video content with the students. They seem that they understood it because of their answers when I asked about it. I have already prepared the students a worksheet about what they have studied from the video. I explained what they are supposed to do. Some students told me that they don't understand what they are supposed to do, so I paraphrased to them what to do. **Some students helped others** on explaining the worksheet between their hands. I was monitoring them and providing some	Mar 28th, 2019

guidance when they are asking me. Some of students said that they **enjoyed** the class and when the bell rang they wanted to keep answering the worksheet. Regarding to time, "ringing the bell before its time", I had to keep the worksheet between their hands for the next class. Mainly, I felt they **enjoyed** the activity. One of the students drew one of the captions in the video. At first, I told them to work by their own, but then one of the students told me that she felt that when she works with her pair she **understands well**, which the same response of her pair was.	
When doing cretin research, I should make sure and make in technology consideration the access ability is an issue not only at school but outside for instance, having net but not computer. I just assumed that students have accessibility where they don't have. They lack motivation, so there were no efforts. They have the idea of getting married early. In the notebooks, most students used to write two words or such so I had an idea that the standard of their words should be at least 10 to 15 words.	Mar 28th, 2019
I have given students a worksheet to apply the 3 strategies that are previewing and prediction, writing in the margins and questioning. Some of the students know the concept but **can't apply it in English**. They know how to **apply it in Arabic** but not in English. Others still don't know how to use the prediction strategy, so I had to explain it for some of them again, pair to pair. Some of the students liked to do the activity of questioning. They needed scaffolding on how to paraphrase and write what they wanted. I knew that if I had given this worksheet as homework, they would not keep doing it by their own. I felt that they wanted to learn and were	Apr 2nd, 2019

encouraged to some extent for that. Students also were talking to each other asking about correct/wrong responses (competition/engagement/motivation)	
When I was teaching grammar class, one of my students asked me to send them a video explaining the **grammar** rule.	Apr 12th, 2019
In the activity When I gave them a book for each group to read one of the girls told me that she **enjoyed** what she read and the **information stocked in her head**. Perhaps the reason because I told the group together to read and explain to each other what the text means.	Apr 22nd , 2019
My nots about the activity that happened this day: **everyone was excited**. Even those students who was not much in English were **motivated** to answer. I felt that they understood more. They kept asking questions to know what the questions wanted.	Apr 23rd , 2019

Appendix G: In-class Worksheets

<u>Unit 9 Practice</u>

Read the following passage then answer the questions.

A lot of adults think that young people don't care about other people, but that really isn't correct. To start with, let's talk about Sameera from Palestine. Lots of young people are like her. **<u>They</u>** look after people at home. They help people in their families who are sick or disabled. Young people also volunteer to help others in the wider community. They want to do something extra, something more than just thinking about themselves all the time. Tom from Britain, for example, is a local community volunteer, and **<u>he</u>** does local community projects, he helped to build a new playground with lots of play equipment at a local school.

<u>1) Answer the following questions.</u>

1.How can young people volunteer at their homes?...

2.Where does Tom come from?..

3.How does Tom volunteer at the local community? ....

<u>2) Put (true) or (false).</u>

1. Young people don't care about others. (   )

2. Sameera is from Palestine. (   )

3. Tom does local community projects. (   )

<u>3) Find from the passage.</u>

1. The **opposite** of: a) old…………………….. b) international ………………

2. The **meaning** of: a) true………… b) society …………………………….

3. Two **adjectives**: a) ………………… b) ………………

4. Two **verbs**: a) …………………………… b) …………………

<u>4) Say what the underlined pronouns refer to.</u>

<u>They</u> refers to ………………. "**<u>he</u>**" refers to …………….

Unit 10 Practice

Read the following passage then answer the questions.

Fish and many other kinds of life, like coral, are disappearing from the oceans fast. There are sad changes everywhere. Near the coast, ***they*** are often caused by <u>pollution</u>. ***Farther out***, the cause is often over-fishing. Fishing boats with huge nets catch and kill everything. We risk a terrible man-made disaster – the death of the oceans.

But could our recent action to save the whales give us hope? Two centuries ago, whales were already being caught for their oil and meat. By the 1940s, ***the job*** was being made easier by modern technology. From the 1950s to the 1980s, they were being caught everywhere and numbers were collapsing. Whole species of whales were quickly being destroyed, and they were not being protected anywhere.

Finally, the world took action. In 1985, almost every country agreed to stop catching whales. This means that whale populations are slowly rising again.

Could the same thing happen with fish and fishing? Sadly, ***almost certainly not***. In Europe, people are required to catch smaller quantities now, but almost everywhere else they go on fishing freely – though it is getting harder. They cannot stop: too many hungry people need to eat.

Perhaps the only way to save the oceans is the one that our ancestors discovered long ago: farming. There are already many fish farms, and perhaps there will soon be many more along the world's coasts. People say the fish do not taste as good as wild fish. However, that is still much better than losing all the fish in the world.

1) <u>Read and complete.</u>

1. Two big causes of damage to sea life are ………………………… and…………………………
2. Whales were caught for their ………………………… and……………………………
3. The worst time for whales was…………………………………………………
4. In 1985, most governments agreed…………………………………………………
5. Fishermen in Europe now have to……………………………………………………
6. Fishermen outside Europe keep on……………………………………………………………
7. To save the oceans, we could have………………………………………………………………

2) <u>Answer the following questions.</u>

a) When was the action of protecting whales taken?

b) What did our ancestors discover long ago?

3) Read and put True or False.

1. The fish farms are tastier than wild fish.

2. Whale populations are slowly rising after the 1985's action.

3. Many forms of life in the oceans are in danger.

4. Fishing is the only cause of the problem.

5. Only a few countries agreed to stop catching whales.

6. Whale numbers are now rising, but quantities of fish are still falling.

7. The writer thinks that fish farms will soon cover the land near the coasts.

4) Read the passage again and say what the underlined words refer to.

1. *they* are often caused by pollution. >>>>> …………………… …………………………………

2. *Farther out*, the cause … >>>>> ………………………… …………………………………………

1. *the job* was being made easier …>>>>>…………………………………………………

2. Sadly, *almost certainly not*. >>>>> ………………………………………………

5) Read the passage again and say what the highlighted words mean.

1. the cause is often over-fishing. >>>>> …………………………………………………………

2. We risk the death of the oceans. >>>>> …………………………………………………

3. and numbers were collapsing. >>>>>…………………………………………………

4. Finally, the world took action. >>>>>…………………………………………………

6) Find from the passage.

word	Meaning	word	Opposite
enormous	………………………	slowly	………………………
quickly	………………………	tiny	………………………
all	………………………	survive	………………………
saved	………………………	decreasing	………………………
grandparents	………………………	appear	………………………
increasing	………………………	bad	………………………
global	………………………	worse	………………………

7) The best title for the passage is …………………………………………………………..…

Unit 11 Practice (1)

1) Predict what the text going to be about.

☐ I think the text is about……………………………………………………………………… because

………

2) Ask questions on the following.

Mrs. Qadiri and Waleed were shopping at the fish section in a big supermarket.

Mrs Qadiri: How much is the tuna, please?

Assistant: It's twenty-five pounds a kilo.

Mrs Qadiri: Twenty-five pounds? You're joking!

Assistant: No, seriously, that's the price. It's the finest fish that you can buy!

Mrs Qadiri: But twenty-five pounds is more than the most expensive meat! Your prices keep going up and up!

Assistant: I'm sorry, but we're paying more and more, so our prices to you have to rise, too.

Mrs Qadiri: So why is it happening?

Waleed: It's because too many fish are being caught, Mum. I'm learning all this at school.

Mrs Qadiri: Tell me more.

Waleed: Well, all the adult fish are being caught. So young ones aren't being produced. And that means fish populations everywhere have been falling for years.

Mrs Qadiri: That sounds terrible. Is anything being done about it?

Assistant: Yes, something is being done. In Europe, people are being stopped from catching too many fish now. They're being stopped by the government, and they aren't allowed to go out in their boats as much as they used to.

Mrs Qadiri: So does that mean there will be more fish again in future?

Assistant: We hope there will – in the end. If not, I'll lose my job!

Mrs Qadiri: And will your prices come down?

Assistant: We certainly hope they will.

Mrs Qadiri: Well, I'm very sorry, but until then, we'll have to go somewhere else and buy something cheaper. Come on, Waleed. Let's go!

3) Answer the following questions.

1 What kind of shop were Waleed and his mother in, and which section were they in?

………

2 How did Waleed know about the problems of the fishing industry?

………

3 Why have fish populations been falling?

………

4 What is being done to stop this?

………

5 What does the assistant hope will happen?

………

6 If it does not, what will happen to him?

………

7 If it does, what may finally happen to fish prices?

………

8 Until then, what will the Qadiri family have to do?

………

Unit 11 Practice (2)

Read the following text and answer the questions below.

Jack Hill, the committee secretary, thanked everyone who came to the meeting last night. The committee members were very surprised by the large number of volunteers who have lots of energy. Most of them are looking forward to starting work in this fantastic project on Sunday. People shouldn't make a mess on the site, but if they do, they should be ashamed of **themselves**.

Finally, we need people with right skills to lead the work as a gardener and a carpenter So, we should make a request on local radio for **their** help.

1) Read and put (True) or (False).

1- A few volunteers came to the meeting .	( )
2- Jack Hill is one of the committee members.	( )

2) Complete the following sentences.

1. They will start working in the project on …………… **(Monday– Tuesday- Sunday)**

2. They should make a ……………. for help on radio. (**note – request- question**)

3) Answer the following questions.

a) What's Jack Hill's job?

…………………………………………………………………………..

b) Why were the committee members surprised?

……………………………………………………………………….

4) Find from the text.

Word	Opposite	Word	Meaning
proud of	…………………………	power	…………………………
Wrong	…………………………	fix	…………………………

Unit 12 Practice

Read the following text and answer the questions below.

Tiddy is the oldest son of four, and his parents give all their attention to the younger ones.

They just ignore him. He feels very down because of that. He loves them, so he doesn't say

anything. He just goes to his room alone. But he always wants to scream or explode. He

sent his problem to Help World Programme.

Carrie from Australia tells Tiddy that he shouldn't do anything selfish or dramatic because

his parents probably think that he can look after himself. But Fuad from Bahrain tells him

that he shouldn't explode, he can talk quietly with his parents and they may give him more

attention.

Finally, Rose from Spain tells him that he should be positive, not negative, because his

parents aren't the whole cause of the problem and he is a part of it too. He can, for

example, help look after the children.

1) Answer the following.

1. How does Tiddy feel? ---

2. What does he always want to do? ---

3. What does Fuad advise Tiddy? --

4. Why is he feeling very down? --

2) Put (T) or (F).

1. Tiddy has got four brothers. (   )

2. Rose advices him to be negative. (   )

3-His parents don't ignore him. (   )

3) Choose.

1-The underlined word **they** refers to (**a-** parents **b-**brothers and sisters **c-** friends)