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The post COVID-19 implementation of the flipped classroom model in Lebanon in an English Language spelling unit for fourth graders: Its effect on students' motivation and academic achievement

By

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A thesis

Submitted in partial fulfillment of the requirements

for the degree of Master of Arts in Education

School of Arts and Sciences

April 2022

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Program: Masters of Arts

Department: Department of Social and Education Sciences

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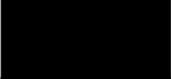
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Dedication Page

“A journey of a thousand miles begins with a single step” Lao Tzu

I dedicate this work to the people who held my hand while I took the first step.

To my mother, husband, and amazing daughter,

Thank you for standing by me, supporting me, and raising me up even during the toughest
moments.

ACKNOWLEDGMENT

This project would not have been possible without the support of many people. Many thanks to my advisor, Dr. Rima Bahous, who read my numerous revisions and helped make some sense of the confusion. Also, thanks to my committee members, Dr. Mona Nabahani and Dr. Rula Diab, who offered guidance and support. And finally, thanks to my husband, parents, daughter, and numerous friends who endured this long process with me, always offering support and love.

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Abstract

The flipped classroom approach or model is a blended method of teaching that has gained a lot of popularity lately. The idea of the flipped classroom approach is old, but its application is fairly new. The aim of this paper is to test the effect of the implementation of the flipped classroom model in Lebanon post the COVID -19 period on fourth graders' motivation level and academic achievement in comparison with the traditional approach. A quasi-experimental mixed method approach was conducted once a week over a whole semester in a private school in the city of Beirut. A grade four class was sampled, and 12 students participated in the study. In order to ensure the validity and reliability of the study, triangulation was used in data collection and analysis. Questionnaires, pre and posttests, interviews, and reflections were used for data collection. the research questions. The interviews were compiled, transcribed, and interpreted. The compiled results showed some considerable differences confirming the hypothesis proposed that the implementation of the flipped classroom model in fourth grade after the COVID-19 lockdown in Lebanon is not as effective on students' motivational and academic achievement levels as the traditional classroom would be. It is recommended that future research studies the effect of this approach on students in upper elementary grades and once the COVID situation settles down.

Keywords: Flipped classrooms, Spelling, Grade 4, Covid 19, Lebanon, Traditional approach

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Chapter One

Introduction

1.1 Research Area

Flipped, inverted, or what some studies might call reversed classroom model has been defined and proposed in theory several times before it was put to practice in 2007 by Bergmann and Sams (Bergmann & Sams, 2012). These two American chemistry teachers decided to record their lectures for students who missed class the day before. They used this strategy as an alternative to wasting their time in class to reteach- a group of students who were absent the day before- the concepts or skills that they covered (Bergmann & Sams, 2012). Bergmann and Sams (2012) express that they themselves as well as their students noticed that this idea was a successful one not only for students who missed class but also those who were not able to fully acquire the intended knowledge while in class. Students who need to write down notes or those who need to listen to instruction more than once to grasp it all benefitted from these recordings as well (Bergmann & Sams, 2012). These recorded lectures allowed for pausing, rewinding, and watching again as many times as needed and at the students' own pace. Hence, these two instructors decided to implement this model in their class with all students. Then, after it proved its success, they wrote about the experiment and published their findings.

Despite the detachment of this study from the context this research will be taking place in, nevertheless, it has paved the way for it. After the wide popularity the flipped classroom model gained with Bergmann and Sams, many researchers

(Dordan, 2019) after them took the initiative to implement this approach in other subjects with middle, secondary, and college students. This method evolved into a model that is being adapted by teachers all over the world. Yet, in this study, it will be used as a method only.

Students in the traditional classroom spend a considerable amount of their time in-class listening to the teacher lecture or explain about a certain idea. At many such instances, students might not even fully acquire the skill or concept taught, and then get minimal time for practice and mastery learning. This also, despite all efforts, tends to create a more teacher-centered classroom. But, since Bergmann and Sams initiated their flipped classrooms, they have created a more learner-centered type of class. Despite the fact that the grade level and subject matter they implemented this approach in was nothing related to our study today, nevertheless, the type of teaching intended is the same. Students in a flipped classroom benefit more from their times in class and can always review content while at home. After watching or reading the materials at home, students come to class with their set of questions ready, they ask and discuss what they learned about at home. Then, they move to application and practice and invest most of their class time in practical work which can take the form of collaborative work as well. In these cases, the teacher facilitates the process and ensures proper progression and scaffolding (Capone, De Caterine, & Mazza, 2017). This student-centered atmosphere (Bergmann and Sams, 2012; Evseeva & Solozhenko, 2015; Westermann, 2014) is much needed during the current twenty-first century. The time we are living in mandates a change in instructional methods that aligns with the change in students' needs. Nowadays, students have become able to access knowledge through various technological tools available, for this reason we need to raise a generation of life-long learners who know how to use this medium in

order to acquire content, utilize it, and manipulate it as per their needs (Bergmann & Sams, 2012; Chen Hsieh, Vivian Wu, & Marek, 2017; Hodges & Dubinski-Weber, 2015; Judy Shih & Cindy Huang, 2019).

When teaching foreign languages, we allow our students to listen, interact, and learn from native language speakers by the click of a button. For this reason, knowing to what extent technology should be used in a classroom and outside of it seems to be a crucial matter especially nowadays. Based on a study conducted by Farah and Frayha (2021), teachers and students showed positive attitude and perception towards online learning especially those who were prepared for it when the pandemic hit, and schools were obliged to completely shut their doors. English as the world's lingua franca and the language of technology is widely used by our Lebanese students not only that but it is also the language of instruction at schools where students learn it. Our Lebanese students who study English do not only use it for communication, but it is also the language they use in learning math and sciences as well. For this reason, our students need to have a solid English language repertoire to succeed and prosper in all other areas (Sheerah, 2020).

Our fourth graders who are between 9 and 11 years of age are the ones who mostly need this change. The fourth graders we're dealing with now are not anything like the ones who were targeted in the educational system half a century ago (Prensky, 2001). The future jobs awaiting these young people need experts in technology who can learn something new by themselves every day. The future jobs need entrepreneurs, employees and skillful people who can use technology effectively and efficiently (Prensky, 2008, 2012). Despite all this, the number of studies that tackle this age are minimal. The review of the literature of flipped classroom implementation showed results from two studies one in Jordan (Eliau & Hamaidi, 2018) and another

in Turkey (Kaya, 2021) where the flipped classroom model was used in a science and Turkish classes respectively. None were done in English for Speakers of Other Languages classes.

The literature reviewed on the flipped classroom in lower grade levels as well as higher ones has shown contradictory results. The majority, especially the ones conducted in higher education, have proven to positively affect students' motivation level as well as academic achievement students in ESL (Hojeij & Ozdemin- Ayber, 2015; Judy Shih & Cindy Huang, 2019; Ping, Verezub, Badiozaman, & Chen, 2020) or other subjects (Al-Rawajifa, 2019; Cilli-Turner, 2015). Yet, studies like the one conducted by Cabi (2018) showed that no statistically significant improvement was recorded when both the pre and posttest scores were compared. Another study by Boeve, Meijer, Bosker, Vugteveen, Hoekstra, and Albers (2017) showed that students not only did not change their study habits, but they also resisted the change. For this reason, Boeve, et al. (2017) recommend that both the setting and context in which the flipped classroom is going to be implemented need to be taken into consideration.

For this reason, it seemed necessary to study the context of Lebanon post COVID and the major lockdown it imposed. This is especially true because students have already experienced online learning. This is in addition to the many technical issues have faced and will face due to power cuts and internet services which have proven in many studies including Hava (2021) and Karakaya, Adiguzel, Ucuncu, Cimen, and Yilmaz (2021) to be among the major challenges students have faced during online learning.

1.2 Statement of Problem

The Outbreak of COVID-19 at the beginning of 2020 has had its impact on the whole globe and this impact has deeply affected the education field (Kefalaki, Nevradakis, & Li, 2021). Several countries- including Lebanon- experienced total or minor lock downs. Schools, administrators, teachers, students, and parents had to submit to the idea of distance learning in order to accommodate for the continuation of the education journey (Farah & Frayha, 2021). Many teachers were unprepared to teach from a distance (Farah & Frayha, 2021; Kefalaki et al., 2021) due to several constraints among which is their lack of preparation while in teachers' training programs at universities or their schools' inability to support technology usage and adaptation by both teachers and students. The scenario that arose was either the blended or the complete online form of education. The students would meet with the teacher either in class or synchronously online. Then, they would go ask their parents- in many cases- to support them in working on their assignments- like they always do in traditional classes. Parents became responsible of their own children education not only that, but they were expected to learn with their children how to navigate and utilize different educational platforms (Graumann, 2020). So many parents complained about the extra academic workload that schools were laying on their shoulders. For this reason, education stakeholders as well as teacher training programs should reflect and rethink about the way they support the integration of technology into the school system (Tumwesige, 2020) to teach the right stuff for tomorrow (Prensky, 2012). This was reflected in the Saudi experience where e-learning was previously implemented so that students perceived online education during COVID as a positive experience (Bahanshal & Alam Khan, 2021).

1.2.1 Why English?

English is the world's lingua franca. It is the language of technology and media. Many prestigious jobs around the world require that the applicants know good English before they consider their applications. In Lebanon in particular, English as a second language is not a mere language taught in schools. It is also the language of instruction for mathematics and sciences. Kaya (2021) cites Bloom (1995) and many others when he asserts the importance of the language development when it affects the learning of other subjects. For this reason, students need to have a good English conduct in order to learn the other subjects smoothly.

1.2.2 Why is it important to investigate the implementation of flipped classroom model in fourth grade?

Much of the literature talks about students' language development in third grade. Many studies show that by the end of third grade, students become more capable of reading and understanding more abstract things than do students prior to completing this grade level. According to Pellissier (2016), by third grade, the white matter in the brain increases resulting in higher cognitive abilities. Students become more capable to think logically and problem solve as well as process information. This in addition to the fact that their memory improves and so does their reading ability (Pellissier, 2016).

It has also been noted that students during third grade start developing their sense of independence and autonomy which can be strengthened during their fourth grade. Fourth grade marks the beginning of the second cycle of students' elementary education. Now that they know how to read fluently (Patino, 2020), during this grade level, students can become and feel the need to be more inquisitive and capable of figuring things out on their own which is also a factor that help them perform better

academically. When students reach fourth grade, their ability to process information is well developed. They can read almost all types of literature (Patino, 2020) which makes it easy for the teacher implementing the flipped classroom model to send explanations in written formats as well as media ones. Also, students' writing skills become way more developed by this age which allows them to write their questions and thoughts down and express them clearly because according to Piaget, this is the age when they start to understand the concept of audience reading their pieces. When it comes to the implementation of the flipped classroom model or approach, the literature reviewed included only two studies where this model was implemented in 4th grade. One that took place in a science 4th grade class in Jordan (Elian & Hamaidi, 2018) and another one in Turkey where the flipped classroom model was implemented in a native language class (Kaya, 2021).

1.2.3 Technology in education.

Another aspect that the twenty first century as well as the COVID-19 outbreak has brought about is the need to integrate technology in the educational materials. It is the technological era. When schools were forced to shut their doors due to COVID-19, online or hybrid education emerged and replaced the face-to-face one in order for the teaching and learning process to continue (Almansouri, 2021; Farah & Frayha, 2021; Kefalaki, Nevradaki, & Li, 2021). Students are now expected to know how to use various devices and tools. They also need to know how to search for, evaluate, and learn new information without the support of a teacher (Chen Hsieh, Vivian Wu, & Marek, 2017; Evseeva & Solozhenko, 2015). This need for the integration of technology in the instructional process to help students develop their metacognitive skills and learn how best they can adopt online materials is most subtly trained for in a flipped classroom setting than it is a traditional one. The flipped classroom model

prepares students to gain knowledge from outside the confines of the classroom. This is also what is needed in today's blended learning environment.

1.2.4 Flipped classroom post COVID-19 in Lebanon.

The aforementioned case with online learning that had to take place due to the outbreak of COVID-19 has brought with it research on the effect of online learning on students. Research has shown the positive attitude of both teachers and students towards online education (Kaya, 2021). Others highlighted the importance of parent-teacher interaction and how the nature of this communication used to affect the students' academic performance and psychological wellbeing either positively or negatively (Karakaya, et al., 2021). On the other hand, when reviewing research such as the one conducted by Graumann (2020), we discover a reality similar to the one we witnessed in Lebanon. Graumann (2020) presents facts such as the inequality between students when it comes to accessing online learning or having digital devices, the fact that parents during COVID-19 lockdowns were responsible of their children's education, and that online education had had limited effect on students' achievement in so many areas including reading and writing.

This sounds so much similar to the fact of what has been going on in Lebanon. This was due to several factors including but not limited to parents' inability to provide support to their children, the economic crisis that led to unavailability of devices as well as connectivity means and power at home. Hence, our students might perceive online education as something imposed on them just as the teacher in Graumann's (2020) study expressed. It might be even a source of stress for them and their parents as a result of the online learning that took place the past two years.

1.3 Statement of Purpose and Research Questions

The purpose of the study at hand was to investigate the effect of the implementation of the flipped classroom model on students' motivation and academic achievement after the period of COVID-19 total lockdown. The study was conducted on an English for speakers of other languages spelling unit for Lebanese students in a private school.

1.3.1 Research questions

The questions this study intends to answer are:

- 1) To what extent does the implementation of a flipped classroom model in an English for speakers of other languages spelling unit for fourth grade affect students' motivation in contrast to traditional classroom settings?
- 2) How effective is the implementation of the flipped classroom model to teaching in an English for speakers of other languages spelling unit for fourth grade on the students' academic achievement versus a traditional approach?

1.3.2 Rationale

Numerous studies have been conducted on the effects of implementing a flipped classroom whether in teaching English for speakers of other languages or other subjects (Helgeson, 2015; Moran & Young, 2014; Tarhini, Shouman, Kawtharani, Saleh & Khachfe, 2015). While most of the reviewed literature proves that flipping your class helps students develop their academic achievement at a higher rate than does a traditional classroom, there comes research where the opposite is proven to be true. Cabi (2018) shows that there were no statistically significant differences between the scores of the pre and posttests of the participants; on the contrary, there was a drop in the students' mean scores in the post tests of the

experimental group (Cabi, 2018). Research where the flipped classroom approach has proven to be effective was mostly true in students who are above 15 years of age. This is referred to by Phoeun and Sengsri (2021) who argue that the flipped classroom works best with students who are already independent learners and hence they need to be between 13 and 18 years of age to make that fully applicable. Boeve et al. (2017) also indicates that both the setting and context need to be taken into consideration when implementing this approach. There is a big gap in the literature that the research at hand will tackle/ address. Up to the researcher's knowledge, and according to all the literature reviewed so far, there is limited research conducted in regards to the flipped classroom model that studies the effect of this model on elementary grade levels and despite how rare they are, none of them addresses English for speakers of other languages. One main reason behind this is the fact that older students' language skills are well-developed, and so are their navigation and cognitive ones. This brings about what Bechter and Swierczek (2017) has deduced in regards to the flipped classroom approach. These two researchers indicate in their study that the flipped classroom approach is based on the constructivist approach which builds and is built on critical thinking and problem solving. Hence, unless the students have both of these developed, their ability to perform well during a flipped classroom might fail them. This might have driven researchers to become hesitant to implement this approach on younger pupils, but since during the lockdown of COVID-19, these students were using online learning, this research came in to fill this gap and add to the literature the findings related to an untouched topic.

1.3.3 Significance

This study is an added value to the educational field. The results added a new area of research as well as a plan for implementation of this teaching model. Right

after the pandemic hit and schools were forced to shut down, talks about a change in the education field had started, and many researchers and programs hinted at the flipped classroom approach in all grade levels and the probability of its implementation in the period post the pandemic. This study intended to primarily target students of different learning styles and those who can and have the means to effectively use technology. It also targeted teachers, policy makers at schools, and teacher- training programs. The results showed the above-mentioned individuals and groups the effect of how and when to implement the flipped classroom model in elementary school- cycle two in particular. It also provided educators with an example of a unit plan for teaching spelling in English in a flipped or reversed manner which can be a live sample for them to adapt or learn from. The third way this study was of great significance was when it addressed designers of teacher- training programs in order for this latter group to consider training teachers- to- be on how to lead a flipped classroom or a traditional one and how to measure the effects of each on students.

1.3.4 Operational definitions

Before we end this section about the study to be conducted, it would be necessary to define in more details the difference between a traditional classroom setting and the flipped classroom approach and how it is implemented in a blended approach setting.

As its name implies, what makes this approach different from others is the reverse order of what happens in class versus what happens at home. Yet, it is also a blended environment not only because it incorporates sections that take place at home, but also because these sections require the usage of technology (Capone, De Caterine, & Mazza, 2017; Westermann, 2014) which is not always a practice all

teachers in traditional learning classrooms integrate especially in the assignment part they send home.

In traditional settings, students come to class, review what was covered the day before, correct the assignment they had worked on independently or with their parents' help, and then they get to learn something new whether it be a concept or a skill or even an attitude, and they only get minimal time for practice. Then, they go home to work on the application and analysis part related to what they have learned to come back the next day for the same routine.

In a flipped classroom, however, the above-mentioned process is completely reversed. While at home, students watch a video, a presentation, a simulation, or any other type of explanation or lecture which will create an asynchronous virtual class for them through which they learn about new content (Capone, De Caterine, & Mazza, 2017; Hodges & Dubinski-Weber, 2015; Judy Shih & Cindy Huang, 2019). Then, they meet with their teachers and classmates whether physically or virtually. During their meeting, they start the session by sharing ideas and question-asking about what they have already learned while away from class, then they dedicate the rest of the session to practice, analyze, evaluate, and create. Not only that they get enough time to do all this, they also can work in groups and create a collaborative and cooperative environment (Bergmann & Sams, 2012; Westermann, 2014). This sufficient amount of time given for students to work is typically guided by their teachers, so whenever support is needed, it will be granted. This will both take off the parents' shoulders some of the load and give the students more confidence to construct knowledge and internalize it.

Chapter Two

Literature Review

2.1 Introduction for the Flipped Classroom Approach

In this chapter, the beginning and evolution of the flipped classroom model is presented. Then, the discussion moves to different literature that has studied the impact of the implementation of the flipped classroom model on both motivation level and academic achievement of students in relation to technology usage in the English for speakers of other languages elementary classrooms. The drawbacks of the flipped classroom model are also tackled, discussed, and taken into consideration. Then, the chapter concludes with a critical study of the literature presented.

2.1.1 The beginning of the flipped classroom model.

Flipping the class was introduced by many before it was named so and developed into a complete approach with guidelines (Abeysekera & Dawson, 2014; Bergmann and Sams, 2012). The term was first introduced by Baker (2000) and then in 2006 by the two American chemistry teachers Jon Bergmann and Aaron Sams from Woodland Park High School. Bergmann and Sams, though, are now considered the pioneers of the flipped classroom model. They came up with a similar teaching technique back then, but at that time they had completely different intentions and audience in mind. The idea of recording their sessions and assigning these videos for their students as homework to watch at home was designed to help their students who had missed a class (Davis, 2016) catch up on learning lost. Their intentions were completely different from what this idea evolved into (Bergmann & Sams, 2012). The motivation, collaboration, participation, and better academic achievement this

approach brought with it to students in these two classes made their teachers consider using it with others as well. Thus, what did this flipped classroom approach evolve into?

2.1.2 How the model developed.

Through practice and trial, Bergmann and Sams developed their method into a new pedagogical approach; a student-centered one as Evseeva & Solozhenko (2015), Hodges and Dubinski Weber (2015), Talan & Gulsecen (2019) as well as Kwan- Lo and Foon Hew (2017) identify it. If we want to briefly define this approach, we can say that it flips what takes place usually in class in a traditional or conventional setting with what is sent home as assignment. What does this mean and why do many researchers and studies refer to the flipped classroom model as a student-centered approach? This flipped classroom approach requires that the usual explanation/instruction part of the lesson or topic to be addressed is assigned to be read or watched at home via asynchronous technological means or readings (Russell, 2018). Usually videos, presentations, notes, readings, and other forms are used in order for the teachers to present materials to the students (Doubet, n.a.; Hodges & Dubinski Weber, 2015; Zannini, n.a.). Whereas students come back to class with questions and inquiries. They invest the time spent inside the classroom on questions answering and on practice. They do lots of class work which always includes hands-on activities and problem solving that requires collaboration within pair and group work (Zannini, n.a.; Zarrinabadi & Ebrahimi, 2016). This usually enhances students' cooperative learning techniques (Abeysekera & Dawson, 2014; Capone, De Catherine, & Mazza, 2017; Hodges & Dubinski Weber, 2015; Sarkar, Ford, & Manzo, 2020; Talan & Gulsecen, 2019) and allows them to work according to their own pace as well as increases the amount of time dedicated for scaffolding.

2.1.3 Blended approach.

The flipped classroom approach requires a blended approach to be adapted where both in class and online time are needed (Davis, 2016). This is not mere homework time. It means that students should do some effort and work hard to learn the materials being presented to them while at home (Alebrahim & Ku, 2020). Despite how simple this might sound; this approach requires intense preparation and strong will from the teachers' side. Teachers need to make sure their students are provided with adequate opportunities to see and practice the materials with abundance (Comber & Bos, 2018; Davis, 2016). It also requires that teachers train students on how to play these videos at home, how to take notes, how to read, and how to phrase their questions before they come to class. Lots of practice is needed before students feel comfortable doing this on their own (Helgeson, 2015). Hence, if preparations are not enough and time for implementation was not sufficient, the whole approach might not deem the required results. According to Cabi (2018), time and difficulty of content were among the striking themes that students brought up in the interviews which have led these students to exhibit an unfavored attitude towards the flipped classroom approach.

2.1.4 Flipped classroom during the technological era.

The rapid and intense integration of technology in every day's life matters has necessitated the integration of its tools in education as well (Dordan, 2019; Maxson & Szaniszla, 2015b). Our students now have phones, iPads, and laptops at home which they use to play games, communicate with acquaintances, and research topics and matters they feel like learning about. The availability of technological tools and devices has given the students the independency in gaining knowledge through authentic materials (Hodges & Dubinski Weber, 2015) which leads to a sudden and

dramatic change in students' needs in the field of education. Educators and stakeholders saw the need for a change in the way classrooms are facilitated (Chen Hsieh, Vivian Wu & Marek, 2017).

This paradigm shift has invited more educators to adapt technology in and out of their classrooms. The flipped classroom model, for example, has also become very popular amongst educators who cater for blended learning approaches (Bergmann & Sams, 2012; Chen Hsieh et al., 2017; Hodges & Dubinski-Weber, 2015; Judy Shih & Cindy Huang, 2019) because such a model or approach facilitates for both teachers and students the use of different modes of technology in materials presentation and submission (Maxson & Szaniszlo, 2015a). Videos, audios, digital texts, etc. became readily available due to technology allowing students to access information both online and offline through teacher- made or curated materials.

The use of technology in itself has proven to increase students' motivation and positively influence their academic achievement (Zain, 2016). This was attributed, by many researchers, to the fact that students learn more actively via technology than they do via conventional methods in a traditional classroom (Chen Hsieh et al., 2017; Sarkar et al., 2020). Due to this motivational aspect of technology, it has become widespread and the main medium of communication. It allowed students as well as adults to easily access knowledge, search for particular topics, and compare the different results various search engines provide them with (Chen Hsieh et al., 2017; Evseeva & Solozhenko, 2015). This effect is evident in language classes, especially English- the modern lingua franca. Students who use technology avidly become easily acquainted with native tongues and authentic contexts.

Keeping in mind that technology is the vital aspect of the flipped classroom model, this makes it a sword with two blades. What do I mean by this? Taking into consideration that technology cannot be operated without a strong source of power and a strong source on internet, it might be difficult for so many students to obtain whatever materials are shared with them online. Researchers such as Cil (2021) and Hava (2021) have shed light on the fact that students face technical or connectivity issues.

2.1.5 Flipped classroom in elementary grade levels

Despite that the literature reviewed on the implementation of the flipped classroom model focused its attention mostly on the effectiveness of this model on middle and high school grade level students as well as university and college ones, more recent research is being conducted on the effect of this model on younger ones. The shift in studying the effect of the flipped classroom model has tackled 4th (Elian & Hamaidi, 2018; Kaya, 2021), 5th (Ali, Yasmin, & Khizar, 2021; Kiyak & Ekmekci, 2021) and 6th (Shana & Alwaely, 2021) grades. Helgeson (2015) proposes that flipping ought to be successful in whatever grade level it is implemented in especially when the subject employing this approach is the language class. These young generations that are digital natives as Prensky (2001) describes them are already capable of looking for and grasping pieces of information through social media networks, search engines, and various other platforms. Our students can handle technology well and utilize it with ease even at a very young age. Helgeson (2015) and others see this among the valid reasons for their claims that the flipped classroom approach can be for any grade level and can motivate and help students do better. On the other hand, as described by Bechter and Swierczek (2017), the flipped classroom approach is based on the constructivist approach which builds and is built on critical

thinking and problem solving while the traditional approach is based on knowledge and hence is part of executive education which focuses on application of skills more than problem solving and active learning.

This brings us to think about its effect on students with minimal level of critical thinking which might have resulted from school closures during COVID-19 and the discontinuity of learning that has taken place.

2.2 Effects of Implementing the Flipped Classroom Approach

2.2.1 Effects of implementing the flipped classroom model in a language class.

Dordan (2019) expresses that the flipped classroom model that was first initiated by chemistry teachers has now spread to all subject matters and is being implemented throughout curricula. Based on his personal experience as an English language teacher for seventh and ninth grades, Helgeson (2015) confirms that flipping the English class yields positive results. His students achieved very well in his flipped classes. He also declares that many English teachers had used the flipped approach before without realizing it and putting it in this context. These teachers used to assign a piece of literature- reading selection, novel, etc.- for their students to read at home and pose questions that come up. Then, when they come together the next day, they discuss their ideas, questions, and opinions as well as do an application- type of activity. In his article, “An examination of flipped learning in foreign and second language instructional contexts”, Russell (2018) reviews over twenty pieces of literature that tackle the flipped classroom model and study its usage and effectiveness in teaching a language class especially English language. Most of the reviewed literature reveal that this approach is a very effective one. It has the capability of increasing students’ motivation and enhancing their achievement. This is due to many

factors among which is the time slots this approach frees up for the students to practice speaking, writing, and expressing using the target language. Russell (2018) concludes that when students learn the theoretical part of the language such as vocabulary, grammar, and writing strategies outside the classroom, this allows them to use these strategies and practice them while in class. This way they receive immediate feedback in addition to the room this opens for them to express and encounter the language in various contexts. Yet, it is worth mentioning here that many if not most of the students involved in these studies were either high school or university students. Hence, lecturing is the probably the only mode of instruction in these cases. For example, in a research by Tang, Abuhmaid, Olaimat, Oudat, Aldhaeabi, and Bamanger (2020), they report that students' attention to lecture during online learning reached up to 25% only during the COVID- 19 lockdown and that students expressed their dissatisfaction with this mode and its effect on their learning. However, in this study, when the flipped model was implemented, and students were able to watch the prerecorded videos of the lecture before class- which means at their own time and pace and probably as many times as they needed- their attention in class as well as engagement increased. Students' opinion in regard to the flipped classroom model was also favored in another study on undergraduate students in a study by Yildirim (2017).

On the other hand, and according to Beatty, Merchant, and Albert (2019), the perception of students towards the flipped classroom approach differs between high achievers and low achievers. The implementation of this approach requires plenty of preparation from both the students' and the teachers' side as well as sufficient slots of time to be dedicated for its implementation, technology usage preparation, and independent work activation. For example, in the study conducted by Cabi (2018)

which took place over four weeks only, students experienced a drop in the mean scores of their posttests. Cabi (2018) relates this to the limited amount of time given for the implementation and the difficulty of the content used.

Many students from the study conducted by Goedhart, Westrhenen, Moser, and Zweekhorst (2019) indicated that the flipped classroom approach did not help them improve their academic achievement. The authors of this study link that to the students' learning styles and they can play a role there.

This brings us to think about the diverse students our teachers deal with, and the amount of time needed before a significant effect can be observed.

2.2.2 Effect of Flipped Classroom Model Implementation on Students'

Motivation

2.2.2.1 Definition of motivation.

According to one of the definitions Slavin (2014) discusses in his book "Educational Psychology: Theory and Practice", motivation in education measures students' driving power to learn something, their willingness to keep on doing it for a certain period of time, and the outcome they wish to achieve. It is simply the how much, till when, and where to, this motivation will lead. Slavin (2014) also explains that when students are motivated, they can learn anything. There are many factors that make students become or stay motivated. Some of these factors might be rewards, teachers' attitudes, etc.

2.2.2.2 Motivation level in a flipped classroom.

People want to maintain a good self-image (Slavin, 2014). In a flipped classroom, students who might feel intimidated to ask questions or ask for repetition of instruction in a regular or traditional class, feel way more at ease watching and re-

watching, reading and rereading the materials given for them to learn the topic at hand. This process increases their motivation level to learn, for they can keep their integrity and self-image in front of their peers who will not know whether they watched the session once or more. Salvin (2014) also attributes this to self-regulation and that when students become aware of their metacognitive abilities and needs then this ensures higher motivation levels on the students' sides.

Many studies contradict this and debate the effectiveness of the flipped classroom model in engaging students and making them more involved in the learning process (Moran & Young, 2014).

Literature reviewed that confirms this model's ability to motivate and engage students focus on active self-driven inquiry and discovery-based learning (Hodges & Dubinski Weber, 2015).

The first reason presented by many researchers is students' autonomy as an effect of technology usage. When Steen-Utheim and Foldness (2018) interviewed the high school students after implementing a flipped classroom model with them, they expressed that this model allowed them to feel safer and learn more content via videos. According to Google Trends (2020), the popularity of the term "flipped classroom" has increased tremendously right after COVID 19 hit the world.

The need for a blended approach that ensures students' understanding of materials using technological tools has risen ever since. Many schools around the globe shut down and adapted distance learning as their primary mode of teaching and learning. Berrett (2012) calls this process the flipping of expectations which he sees contrary to what happens in a conventional classroom. Students in this mode of education are expected to learn content on their own using technological tools and

devices. This according to many studies- conducted pre and post COVID- improves students' motivation as well as their engagement level. Students we are dealing with today are Generation Z of the digital natives as Prensky (2001) describes them. These youngsters can manipulate and utilize technological tools with ease and comfort. Unlike older generations, these digital natives have better ability to concentrate and acquire knowledge from a screen rather than from a textbook (Prensky, 2001). For this reason, the effect of using digitalized materials to read or watch explanation and get informed about content in a flipped classroom model became of a high interest to students as well as their educators ever since 2011. Besides technology, there is a another very important reason for adopting this approach. It goes back to this model's ability to engage students in the process of gaining knowledge at their own pace. They can learn whenever and wherever they feel comfortable to. What facilitates this is the usage of available resources online and taking into consideration that these instructional materials are available there for students to refer back to at any moment (Gavriel, 2015; Sprouts, 2015).

Another reason behind the ability of this model to increase students' motivation level is its ability to engage them in the process of learning inside the classroom. A study conducted by Chen Hsieh et al. (2017) on English as a foreign language class shows in its findings that students who learned the idioms in a flipped classroom setting have exhibited a higher motivational level. It increased significantly due to their active participation in class during the practice time. These studies and many others ensure that the implementation of flipped classroom model is capable of increasing students' motivation no matter what their cognitive abilities are.

If students are not motivated due to their self-paced and self- regulated type of learning, technology in itself can provide a satisfactory level of motivation. These

digital natives (Prensky, 2001) do not only enjoy using technology, but they also need it to guarantee future careers and successes. Despite that some might argue that it forces students into a radical change into collaborative work, these need to realize that it is bringing them closer to the real world where they have to work with others to achieve.

Those who argue against the flipped classroom model bring forth the issue of participation, hard work, and collaboration on the students' side as well as extra preparation on the teachers' side. Students who prefer to work alone, are shy, or have not developed well the skill of coming up with proper questions to items they do not understand from the materials they encounter at home seemed less motivated to be involved in flipped classrooms than those who do not mind it (Alebrahim & Ku, 2020). These students feel like they are forced to work in groups, talk, collaborate, and work hard.

Also, when thinking about students' learning styles, it becomes evident that this might not be true with all types of students. Some might prefer working with a teacher and interacting with a person instead of a static material. This can be evidently seen in the study conducted by Boeve et al. (2017) where the authors report that some students resisted and did not want to change their study habits.

In addition to this, the effect of power cuts and internet insufficiency needs to be tested and whether it plays a role in demotivating students.

2.2.3 Effects of Flipped Classroom Model Implementation on Students’

Academic Achievement

2.2.3.1 Definition of students’ academic achievement.

Research on and application of the flipped classroom model have significantly increased since 2014 (Turan & Akdag- Cimen, 2020). Most of literature reviewed by Turan and Akdag – Cimen (2020) indicate that this approach yields positive results and increases students’ academic achievement in the field of English language teaching in particular. But, what is usually meant by academic achievement? Academic achievement is the measurement of learning that has taken place after treatment/ teaching using a certain method or approach. This usually is determined via achievement tests that show numerical results as in the study done by Talan & Gulsecen (2019) who used pre and post academic achievement tests and analyzed the data they obtained. These researchers reached a conclusion that the flipped classroom model had positively affected their students more than blended or traditional classes did in other study groups. On the other hand, the study conducted by Cabi (2018) has shown a drop in students’ mean scores. So, what is the effect of the flipped classroom model on students’ academic achievement and what factors play a role in that?

2.2.3.2 Academic achievement in a flipped classroom.

According to Self-Determination Theory (SDT) proposed by Deci and Ryan (1985), in order for students’ cognitive abilities to improve, they need to feel competent, and they need to have control and autonomy over their learning. Students also need to connect what they’re learning to their social context. Based on this and relating it to what was proposed above students’ learning styles, motivation level, and some other factors usually play the most significant role in helping a student improve

his or her academic performance. This deduction is supported by literature and studies done around the world.

Now, according to a review done by Kwan- LO and Foon- Hew (2017) on fifteen studies, the implementation of the flipped classroom model has the capability of helping students either performing at the same academic level or even higher. The students in the studies reviewed were positively influenced by this approach and showed positive increase in their test results. Below are some conclusions that explain the reason behind this model's positive impact on students' academic achievement.

When new topics or lessons are introduced to students while they are at home, many come to class with much enthusiasm to start applying what they learned. Students who are usually high achievers might not need the teachers' help or support as much as students who usually need repetition, enrichment, and reinforcement. Flipped classroom model allows the high achievers who do not need the teachers' support as much to start on the application task immediately in class. This gives more time for the teacher to cater for students who need support. They work with them either in small groups or individually. They answer their questions and provide them with guidance and scaffolding (Hodges & Dubinski Weber, 2015; Sprouts, 2015). This approach helps a great deal in reducing the gap between students who come from different statuses. In a traditional class, students go home with a load of assignments to work on. Those who have tutors or educated parents might get enough help and reinforcement. On the other hand, those who come from families in which parents are not educated enough, do not have the time, or cannot afford a tutor, do not get the same amount of help and attention. In the flipped classroom model, this is settled by the teacher (Helgeson, 2015). All students get exposed to the same content at home in order to save and extend class time for the authentic practice, projects, problem-

solving activities or simulations (Basal, 2015; Hodges & Dubinski Weber, 2015; Kwan- Lo & Foon Hew, 2017) and those who need help completing the applied work will get it from their own teacher inside the class (Helgeson, 2015).

Another effective strategy used in the flipped classroom model is group work. Doing enough practice inside the classroom using heterogeneous grouping techniques helps both high and low achieving students. High achievers benefit from the practice and being peer tutors. Low achievers benefit from being peer-tutored in addition to being teacher- guided (Sprouts, 2015).

2.3 Bloom's Taxonomy in the Flipped Classroom.

In their article, "An Introduction to Flipped Classroom", Maxson & Szaniszlo (2015a) explain that the flipped classroom has long been implemented in language classes. Students come to class after reading a novel or watching a video through which they learn about a new topic. In class, they need to be ready to engagingly discuss it, collaboratively apply it, and constructively build learning around it. The types of activities teachers assign and implement in class should be based on their students' needs and learning styles. This is what Helgeson (2015) claims. This is basically true since educators using the flipped classroom model are encouraged to move high up Bloom's Taxonomy while progressing in classwork (Davis, 2016). Bloom has created this taxonomy and revised, and it has been in use around the world for years. It simply identifies the different domains of learning that students should pass through before we can ensure that they mastered the skill or concept at hand. Following this taxonomy ensures that students develop their knowledge of the content from mere understanding to being capable to analyze it, evaluate it, and use it in new contexts. This also allows teachers the chance to differentiate instruction in the

classroom (Helgeson, 2015) based on learners' profiles, learning styles, and academic needs and abilities.

Not only that, but according to a study done by Sarkar et al. (2020), students were able to cover more content than did their counterparts in a traditional classroom setting. These students performed better on lessons especially when the chapters included theoretical materials. The active role students played versus the passive one imposed on them in traditional classes has helped cater for students with learning difficulties (Abeysekera & Dawson, 2014) and move the class with higher speed.

2.4 Drawbacks of the Flipped Classroom

As has been presented so far, the topic of the flipped classroom is a controversial one. Despite that it has proven to be effective in many contexts, the drawbacks are considerable and may hinder its capability to perform as desired. During a ISTE conference that Hertz (2015) attended in 2012, she reports that she discovered the opposite feelings people have when it comes to the flipped classroom model implementation.

In addition to the drawbacks presented earlier about the flipped classroom model implementation with respect to motivation, learning styles, connectivity issues, and students' cognitive and technological abilities, there is an additional one that was expressed by a group of students in a study done by Chen Hsieh, Vivian Wu, and Marek (2017). These students claimed that it requires more work on the students' side than does a traditional classroom. Another issue with the flipped classroom model was revealed in the study done by Sarkar et al. (2020). In this study, teachers complained about the amount of work required from their side as well.

Hertz (2015) also argues that if all teachers end up flipping their classrooms, students will be spending hours in front of their screens watching the prerecorded videos. This is not a favorable method first because it might not fit all students' learning styles and second because it is reinforcing lectures as the only way to introduce topics to students. Where are all the other student-centered methods that we spent hours learning and implementing during our teacher-training programs? This might not be the only thing, for we all know the negative effect of screen time on younger students and the sedentary life it can drag them into. In addition to what Pellissier (2016) reports on the effect of screen time in reducing these young students' attention span.

2.5 Conclusion

Based on all what has been presented above and the results of the studies done by many researchers and educators, we can conclude that the implementation of the flipped classroom model in a blended classroom (both online and in class) can be an effective strategy if both the students and the teachers are well-prepared for it and if time, content, and connectivity are provided sufficiently. It can positively affect students' motivation level as well as academic achievement level whether in EFL classes (Hojeij & Ozdemin- Ayber, 2015; Judy Shih & Cindy Huang, 2019; Ping, Verezub, Badiozaman, & Chen, 2020) or classes of other subjects (Al-Rawajifa, 2019; Cilli-Turner, 2015). Yet, it is worth noting here that most of the studies done and cited here were on high school and university students, hence evidence on these effects on elementary students still lacks. For this reason, studying the effects of the flipped classroom model on elementary students seems logical and worth elaborating on.

Chapter Three

Methodology

In this section, the types of methods that were used in this study are presented. The context, sampling, instruments, data collection tools, and analysis procedures are discussed. All cater to answering the research questions posed in chapter one.

The questions this study intended to answer are:

- 1) To what extent does the implementation of a flipped classroom model in an English for speakers of other languages spelling unit for fourth grade affect students' motivation in contrast to traditional classroom settings?
- 2) How effective is the implementation of the flipped classroom model to teaching in an English for speakers of other languages spelling unit for fourth grade on the students' academic achievement versus a traditional approach?

The researcher has formulated the following one-tailed (directional) hypothesis and is putting it under study: The implementation of the flipped classroom model in the teaching of a fourth grade English language spelling unit post COVID-19 has a negative effect on students' motivation level as well as their academic achievement.

3.1 Design

In order to answer the research questions presented earlier, the mixed method approach was used. According to Johnson and Onwuebguzie (2004), using both qualitative and quantitative data is much needed for it increases the validity of the results in a study to derive not only the overall performance but also some explanation behind it. Including both qualitative and quantitative data is encouraged by Fetters

and Freshwater (2015) who see it as more rewarding than what a qualitative or quantitative method would do solely. A real experiment was not feasible during the time due to the hustle all schools were going through as they reopened their doors, so a quasi-experiment was conducted instead. This was mainly due to time constraints as well as the several quarantine- phases the country was still going through. In many areas in Lebanon, the increase in COVID 19 cases resulted in total lockdown or quarantine for the assigned area, school, or class. This prohibited the research from conducting a fair comparison between students who live in different towns even if they are within one geographical region. This has also affected the flow of the study at hand as many students had to quarantine during the implementation and the whole class was home for a couple of weeks even. Another reason behind holding a quasi-experiment is due to the little or no control the researcher will have over the groups chosen (Ary, Jacobs, Razavieh & Sorensen, 2006).

A non-equivalent control group design was used: The pre- test—post- test non- equivalent group design. This was because we sampled students from one school who have been already assigned to two groups.

The quasi- experiment was conducted on fourth graders. Prior to the implementation, the students did a pre-test as well as filled out a questionnaire about students' motivation level (both intrinsic and extrinsic factors). The study then took place. Five spelling lessons were taught over 5 weeks i.e., one session per week was dedicated for the study. A reflection session was held with the teacher after the second week of implementation and then at the end. Then, the study was followed by the same achievement test as a post- test and the same motivation questionnaire with minor changes to tackle spelling only. The changes noted due to both evolved into themes. These themes were used as guiding questions for a semi-structured interview.

Three students from the experimental group were interviewed, and their answers were transcribed- with no effort to note speech pauses or corrections- and analyzed. That marked the end of the study. After that, all results were analyzed and compared. Then, a conclusion was deducted.

3.2 Context

The study took place in a private school in the city of Beirut, Lebanon. The school aims at providing students with adequate support to become autonomous/ independent life-long learners. They strive to adapt the newest technologies in their teaching and learning experiences. They also train their students to develop their intrinsic motivation for learning and gaining knowledge. The third reason which is at the core of this study is the fact that this school enrolls students who are from middle to high socioeconomic statuses. These students have access to personal devices and internet at home. This would allow them to successfully participate in the study.

3.3 Sample

The study took place in a Lebanese school in Beirut. A grade four section was targeted and sampled. Twelve students were samples from this section. These students were already divided into Group A and Group B based on their behavioral patterns. The groups were randomly assigned into experimental and control groups. Thus, one group which is Group A= Experimental or intervention group and the other, Group B= control group. The students' age ranges between 8 and 10. They come from middle to high socio-economic households. They have been studying English since Kindergarten and have access to online research tools both at home and in school. Both groups are taught English by the same teacher (Mrs. M) during this year along with her assistant (Mrs. T). For the sake of this study, Group A will be the

intervention group. Prior to applying the study with this group, the researcher will train Mrs. M on how to implement the flipped classroom approach. Group B will be the control group; this group will be taught the same content but using the traditional approach.

3.4 Procedures

In order to study both the motivational level and development in academic achievement of the fourth-grade students in the class where the flipped classroom model was implemented and compare them to their counterparts in a traditional/conventional classroom, a quasi-experiment was conducted using the pre-test post-test non-equivalent group design. The study was conducted during the 2021/ 2022 academic school year. As we mentioned earlier, the study took place once a week over five weeks at this school. The period was intermitted by the Christmas/Winter break. The students in the studied section were already assigned to groups A and B. The conventional method was used by Ms. M prior to the study. The only difference this study brings is the fact that the students do not take home any assignments. In the traditional method, Mrs. M used to teach the skills and concepts in class, students would get to interact, ask questions, and apply. When time does not allow for the application part to be completed, the students would finish their work the next day or the next session.

By the beginning of the intervention period, the consent of the school principal, the teacher, and the parents was attained. Then, Ms. M was introduced to the flipped classroom method. Then, together with the researcher, they decided on the spelling lessons to go in the unit plan to be used during the implementation period. The researcher was asked to design the lessons in order to ensure the students get the same materials and the same explanation. So, a PPT was designed for every lesson. In

the notes section below the slides, notes for teachers were included in order for her to read from or be inspired by when recording the video for the experimental group. This was also made in order to ensure same explanation is provided for the control group. The prerecorded videos would be sent to the students the day before the session. Students were asked to watch it and write down any notes or questions they have. The teacher was also provided with a sample lesson plan that she could use or adapt for each lesson. The school the study took place in follows the reading and writing workshop by Calkins (2017) and Calkins, Franco, Louis, Jespersen, Hartman, Hohne, Davino, De Sutter, Larkey, Sturtz, and Marsh (2018). Hence, the lesson plan template used by the researcher was a modified version of the template designed by the QITABI project by USAID which is adapted from the basic principles of the balanced literacy approach as well as the reading and writing workshop (Bright Hub Education, 2011; Fountas & Pinnell Literacy, 2019; Teachers College Board Reading and Writing Project, 2020). Two samples are provided in Appendix D. The template was used to deliver content for the teacher and help her use the same type of instruction and activities with both Group A and Group B. Videos, readings, application exercises using the various Bloom's taxonomy levels and other materials based on the chosen theme were also prepared (Appendix D also shows some slides from the PowerPoint presentations that were transformed into videos). A week before the beginning of the intervention, both groups/ sections A and B filled out the motivation questionnaire (adapted from the MALESC and attached in Appendix A). They also sat for the spelling pre-test adapted from Bear, Invernizzi, Templeton, and Johnston (2008). The words were recorded by a native speaker that works for the school.

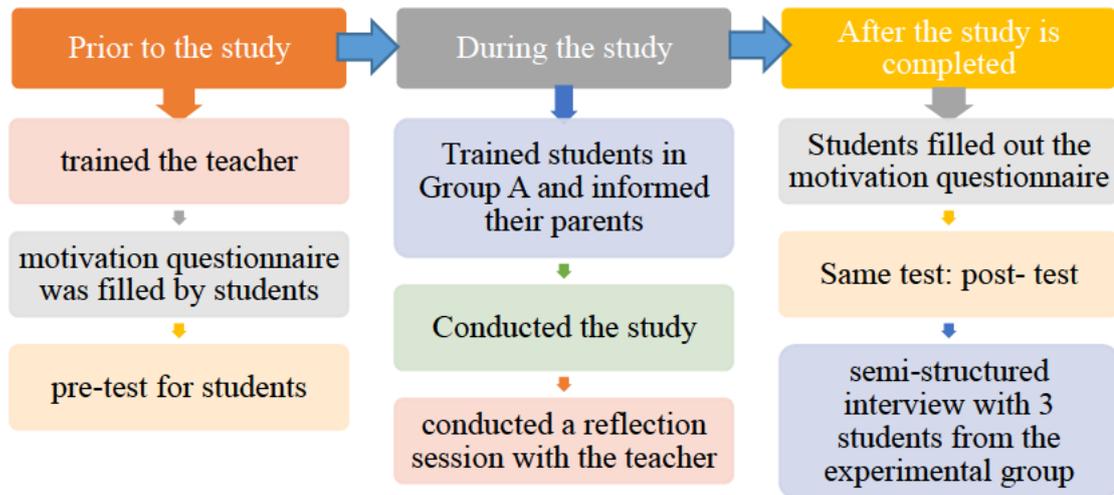
During the first week, students in Group A were introduced to the new teaching method. They learned from their teacher that they will need to watch a video

at home prepared by either the teacher or the teacher assistant. From the video, they will learn a certain spelling rule. They are encouraged to jot down any questions they have before they come to class and to watch the video again or pause it whenever needed in order to make sure they understand it all. Then, the study was launched. Each week, the students used to receive a video the day before the class. They were expected to watch, learn, and prepare questions. Then, the next day, and as soon as circle time is over, they would ask their questions and initiate the work on the application part with one of the teachers while the other works with the control group on the instruction part.

The researcher had a check-in meeting with the teacher after the second session and at the end of the study. During these reflection sessions, the teacher talked about her observations, the challenges she and her assistant faced, as well as addressed their suggestions and questions. Discussions also included students' reaction to the new method and the differences observed among the two groups.

A week after the implementation was over, the students in both experimental and control groups were asked to fill out the same motivation questionnaire again except this time it targeted spelling not English in general, for the flipped classroom was only implemented during sessions dedicated for spelling. They also sat for the same test they had sat for prior to the study in order to compare their academic achievement to when they started (internal) and to those who were in the control group (causal effect analysis). A semi-structured interview was then conducted with three out of five students from the experimental group. The answers were transcribed- no attention was paid for speech pauses or corrections- and analyzed according to the themes they belong to.

The figure below clarifies the procedure visually.



3.5 Instruments

Since motivation is an abstract concept. We cannot measure it directly by observation (Dornyei, 2001). For this reason, prior to the intervention in Group A, both groups A and group B were asked to fill out the motivation questionnaire adapted from: Motivation and Attitudes toward Learning English Scale for Children (MALESC) developed by Carreira (2006). This is 19- item questionnaire inspired by William and Burden’s questionnaire (1997) which tackled adults. Due to the scarcity of questionnaires that target children, Carreira designed this one. The 19 items include 5 major parts related to motivation: interest in foreign countries, intrinsic motivation, caregivers’ encouragement, instrumental motivation, and anxiety. This questionnaire follows the 4 Likert Scale (4 indicates strongly agree and 1 strongly disagree). It is both a valid and reliable questionnaire. The researcher has adapted the items a little to fit our context and the readability level of our students. Then, for the post questionnaire, and in order to make sure students are referring back to the spelling

sessions they learned and not all the other English sessions, the items were slightly modified to indicate that.

The Cronbach test had been conducted on this questionnaire to test its reliability. The Cronbach alpha for its various parts range between 0.64 and 0.86 which are considered very high ranges. A sample of the questionnaire used prior to the study can be found in Appendix A, the ones used after the study can be found in Appendix B, and the items categories along with their corresponding Cronbach alpha scores can be found in Appendix C.

The other instrument that the researcher depended on before and after the study is the spelling test which the school had adapted from Bear, Invernizzi, Templeton, and Johnston (2008). This test is made up of 25 items or words with 62 different spelling patterns that can be tackled divided into 12 groupings. The test's coefficients of reproducibility were 0.92 and 0.91 and its coefficient of scalability was determined to be 0.76 and 0.63.

After the pre-test, the researcher and the teacher decided to tackle up to 3 major groupings which students did the highest number of mistakes on:

- 1) inflected endings: -ed pronounced as t and as d, -ies, and doubling consonant
- 2) Suffixes: -ate, -ize, and -tion
- 3) Bases/ Roots: fortun, confid, civil, pos

These were then tackled in 5 different spelling lessons during the intervention period. One lesson was covered per week.

There was also the reflections of the teacher, and the last instrument used was a semi-structured interview with three students from the experimental group. The major questions asked are provided in appendix E.

Following is a table that maps the instruments used and how they serve answer the research questions.

	Questionnaire	Semi-structured Interview	Test
1) To what extent does the implementation of a flipped classroom model in an English as a second language unit for fourth grade affect students' motivation in contrast to traditional classroom settings?	X	X	
2) How effective is the implementation of the flipped classroom approach to teaching in an English as a second language unit for fourth grade on the students' academic achievement versus a traditional approach?		X	X

3.6 Data Collection

In order to ensure validity of the study, triangulation in data collection was used. As discussed previously, data was collected prior to the study, during the study, and after it was completed. Questionnaires, tests, and interviews were conducted.

First, students filled out the questionnaire and sat for the pre-test. Then, the quasi experiment started. The teacher taught the assigned lessons over a period of 5 sessions within 5 teaching weeks. After the second lesson and at the end of the intervention, the researcher checked in with the teacher on the development of the study and got some reflection from her. The teacher provided a narrative reflection of how both the experimental and control groups were reacting to the study as well as provided her own opinion on the whole experiment. After the study was completed, students again filled out the same questionnaire except this time parts of it were modified to tackle spelling not English in general, and they sat for the same spelling test they did before the experiment started. The results were analyzed. After the analysis of the results of the questionnaire, reflections, and tests was completed and certain patterns were recognized, the interview questions were modified and interviews with 3 random students from Group A were conducted by the teacher, recorded, and sent to the researcher. The transcription of these interviews can be found in Appendix F.

3.7 Ethical Considerations

Participation in the study was voluntary (Kitchener, 2009). The school principal and the teacher were informed and a letter from the advisor was shared with them. The students as well as their parents signed informed consent forms agreeing to take part in the study as well as the interview. The students and teacher were informed

that they may decide to withdraw from the experiment at any stage without any penalties. The data released does not show the name of the school, teacher, or students. Pseudonyms were used to replace the actual names of all participants. Confidentiality was ensured. No information in relation to the school exact location or teachers or students' identity were exposed or published. Respect for the dignity of the participants was ensured based on Belmont Report (National Commission, 1979). To the researchers' best knowledge, this study did not cause any harm or inconvenience to any participant.. Withdrawing their children or opting out of the study was optional for all parents. This resulted in absolutely no penalty or effect to behavior towards student from the researcher or administration side. If students wished to completely withdraw from the study, no data was collected or used in the research, but they still had to do the pre and posttest in order for the teacher to use for internal reasons. All research protocols and instrumentations were reviewed and approved by the university's Institutional Review Board (IRB) to guarantee the ethical aspects of the study prior to initiating it.

Chapter Four

Findings of the Study

The study at hand was conducted on fourth grade students in a private school in the city of Beirut. During this study, a fourth-grade class/ section was divided into two groups: one experimental and the other control. The students in the experimental group were taught 5 spelling lessons with the flipped classroom approach for 5 different sessions divided onto 5 weeks while those in the control group were taught using the traditional approach. The students underwent a pre and a posttest as well as filled out a pre and a post questionnaire. Three of them were also chosen randomly to answer some semi-structured interview questions. The data collected from these three tools were compiled and analyzed in light of each other as well as the teacher reflections. Below, the findings are presented.

4.1 Analysis

Data analysis is important because it brings order, structure and meaning to the data collected.

4.1.1 Motivation

Question 1: “To what extent does the implementation of a flipped classroom model in an English as a second language unit for fourth grade affect students’ motivation in contrast to traditional classroom settings?”

In order to answer this question, the results of the pre and post questionnaire (or the questionnaire conducted prior to the implementation of the study and the one conducted after), were closely investigated.

In order to ensure controllability, the data collected by the questionnaire in both stages were analyzed on several levels (between groups and within groups). First, when the prequestionnaire was administered, the data were recorded and analyzed. The themes or categories related to the parts of this questionnaire are presented in Appendix C. First, a comparison between Group A and Group B was done and the mean, standard deviation, as well as the variance within each group were also calculated. Table 1 shows the results of the prequestionnaire as compared between group A and Group B.

As shown in this table, generally Group B recorded higher motivation levels than Group A. This was true in all categories except caregivers' motivation, it was 10.4/ 12 in Group A while it was 10 in Group B. This as calculated in table 5 is worth 4% which tends to seem insignificant compared to the differences recorded in other categories.

Then when the post questionnaire was filled, Group A was again compared to Group B, but also an inter- comparison was done within Group A and within Group B. These results of the standard deviations, means, and variance were then compared to the initial ones as shown in tables 2, 3, 4, and 5. This multi-level comparison allowed the researcher to detect the effect of the flipped classroom and eliminate any effect the new topics covered (spelling is fairly new to these students) during the intervention might be imposing on different learners' styles and interests.

Table 1 The results of Group A and Group B in the pre- questionnaire

	Interest in Foreign Countries		Intrinsic Motivation		Caregiver's Encouragement		Instrumental Motivation		Anxiety	
	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B
Mean	16	17.71	13.8	12.71	10.4	10	14.4	15	6.4	9
Standard Deviation	2	1.5	1.79	2.69	1.34	1.15	1.82	1.41	1.14	1.73
Variance	4	2.24	3.2	7.24	1.8	1.33	3.3	2	1.3	3

Table 2 The comparison analysis done within Group A

Students' Codes	Interest in Foreign Countries		Intrinsic Motivation		Caregiver's Encouragement		Instrumental Motivation		Anxiety	
	pre	post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
SB	14	18	12	11	9	6	15	16	5	4
SF	18	15	14	12	12	10	13	11	8	7
SI	16	16	15	8	11	9	16	11	6	7
SG	18	18	12	16	11	10	16	13	7	7
SC	14	12	16	12	9	9	12	12	6	5
Mean	16.00	15.80	13.80	11.80	10.40	8.80	14.40	12.60	6.40	6.00
St. Dev.	2.00	2.49	1.79	2.86	1.34	1.64	1.82	2.07	1.14	1.41
Variance	4.00	6.20	3.20	8.20	1.80	2.70	3.30	4.30	1.30	2.00

Table 3 The comparison analysis done within Group B

Students' Codes	Interest in Foreign Countries		Intrinsic Motivation		Caregiver's Encouragement		Instrumental Motivation		Anxiety	
	pre	post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
SN	20	17	11	10	11	11	16	12	9	8
SM	19	19	15	13	10	9	15	13	9	4
SL	17	16	14	11	9	10	16	15	11	3
SS	18	19	12	13	9	7	16	15	8	5
SK	18	16	16	11	10	9	13	12	9	8
SR	16	17	13	16	12	10	16	14	6	5
SP	16	15	8	9	9	7	13	15	11	8
Mean	17.71	17.00	12.71	11.86	10.00	9.00	15.00	13.71	9.00	5.86
St. Dev.	1.50	1.53	2.69	2.34	1.15	1.53	1.41	1.38	1.73	2.12
Variance	2.24	2.33	7.24	5.48	1.33	2.33	2.00	1.90	3.00	4.48

Table 4 The results of Group A and Group B in the post-questionnaire

	Interest in Foreign Countries		Intrinsic Motivation		Caregiver's Encouragement		Instrumental Motivation		Anxiety	
	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B
Mean	15.8	17	11.8	11.86	8.8	9	12.6	13.71	6	5.86
Standard	2.49	1.53	2.86	2.34	1.64	1.53	2.07	1.38	1.41	2.12

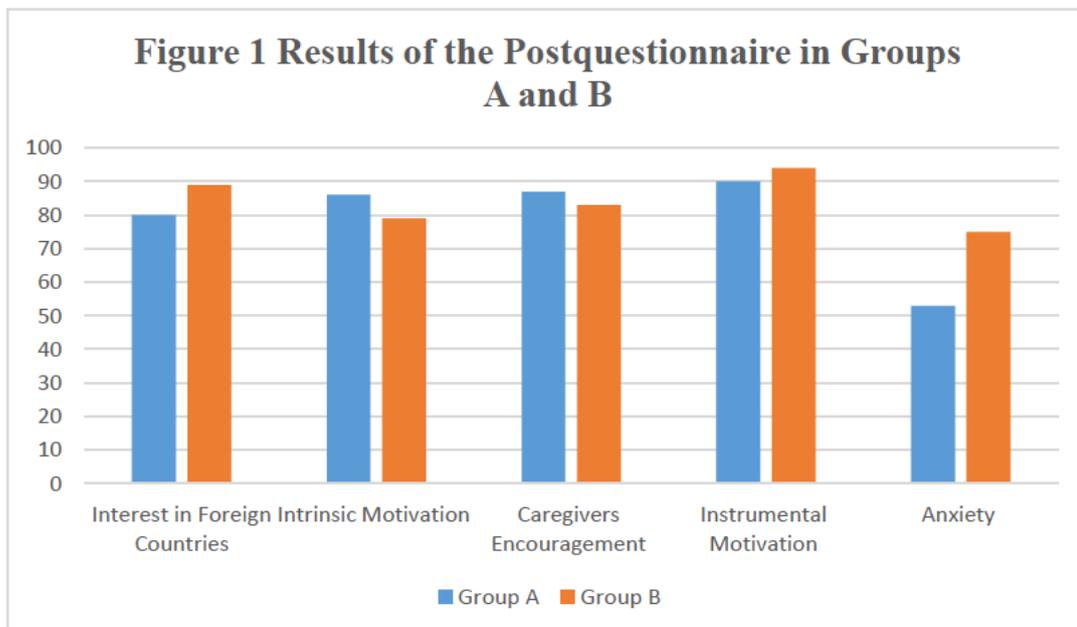
Deviation										
Variance	6.2	2.33	8.2	5.48	2.7	2.33	4.3	1.9	2	4.48

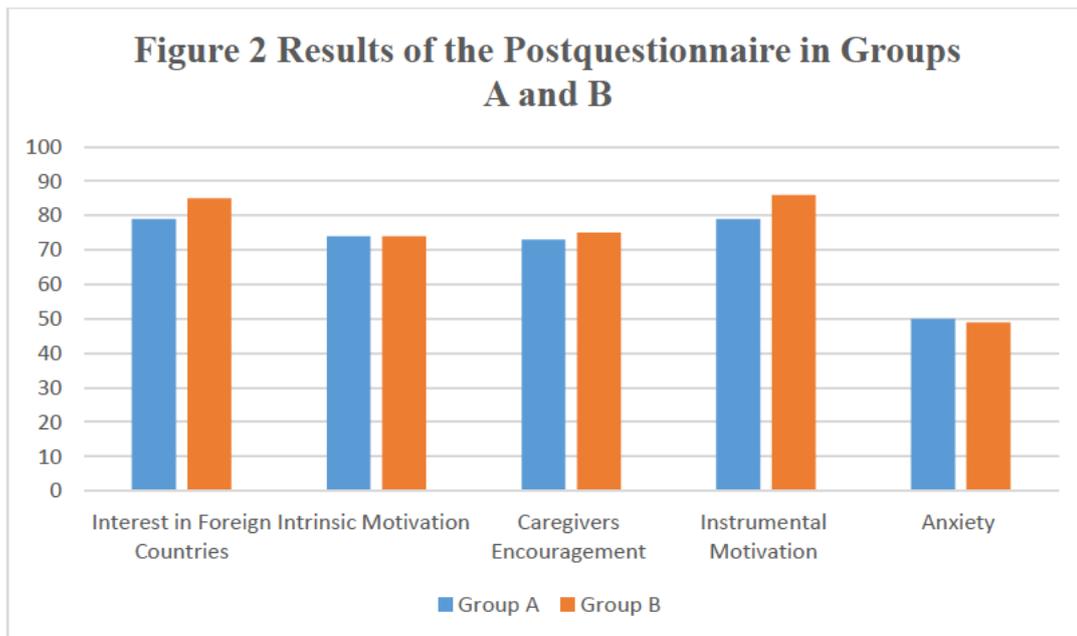
Table 5 The percentage mean between Groups A and B in the pre and post questionnaire

	Interest in Foreign Countries		Intrinsic Motivation		Caregiver's Encouragement		Instrumental Motivation		Anxiety	
	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B
Mean Pre	80%	89%	86%	79%	87%	83%	90%	94%	53%	75%
Mean Post	79%	85%	74%	74%	73%	75%	79%	86%	50%	49%

When referring to the results of the post questionnaire in comparison to those in the pre one as shown in Figures 1 and 2 as well, we realize that a considerable drop in almost all categories is recorded in both groups. What is worth noting though is that the variance in Group A grew larger in the post questionnaire than it did in Group B. This shows the difference in students and their personal preferences when it came to the flipped classroom. The differences can be attributed to many factors. Students' perception for example can differ between high and low achievers (Beatty, Merchant, & Albert, 2019). The tremendous drop in both groups can be referred back to so many factors including but limited to the fact that the study was implemented around the beginning of the school year. Students had just started school after two years of school closures due to COVID-19. Their enthusiasm as well as their parents' insistence that school is the place to be made their scores on the prequestionnaire soar.

The implementation of the study took place over five weeks with only one session per week. This was not enough to help these students feel completely at ease with the new method. As indicated by student S.B. during the interview, “I felt a little bit uncomfortable.” Which proves the need to implement this method over a longer period of time before students can get used to it. Also, during these five weeks, so many of these students had to quarantine separately due to their infection of direct contact with people infected with COVID. Then, the whole class was quarantined for two weeks which not only caused a delay in the study but also as expressed by the teacher “was one of the biggest challenged faced” during the implementation.





Yet, taking into consideration that these students do not usually take assignments home and that they were so eager to come to school and be in an interactive environment again where both the instruction as well as the application are done, it was proven that Group A witnessed a higher drop in the mean average of the scores in the post questionnaire on all categories except for the interest in foreign countries as well as anxiety which is a negative matter for it means that the students' anxiety level did not drop as much as it did with Group B. As seen in the interviews, both students S.B. and S.F. indicate that they prefer the traditional method over the flipped one. S.B. hints at the interactive part when she/he says, "otherwise, I'd be repeating it a hundred times." By it, he/she was referring to the prerecorded video. Also, despite that student S.F. indicates that s/he would prefer the flipped model, s/he expresses their parents' concern and that they would ask her to refer back to the teacher and ask her for further instruction. In addition to this, we can consider the need for interaction during explanation. One comment the teacher had mentioned during the first reflection session (mid-study), she said that one of the students in

Group A had commented on the fact that Group B get to interact with the materials and be more engaged during the explanation part than they do in Group A.

4.1.2 Academic achievement

Question 2: How effective is the implementation of the flipped classroom approach to teaching in an English as a second language unit for fourth grade on the students' academic achievement versus a traditional approach?

The pre- test and post- test results were used in order to differentiate between the results of both groups before and after the study was implemented taking into consideration that the materials as well as the teachers as the same ones for both groups. Then using excel as well as traditional methods, the researcher calculated the mean, median, mode, range, and standard deviation.

Each of these calculated values was recorded in a table format and interpreted. Then, the conclusion was derived.

Tables 6 and 7 show the results of both Groups A and B in the pretest. Tables 8 and 9 show the results of both groups in the post test.

Then, the average causal effect was calculated for the intervention on students' academic development/ achievement. This average was calculated based on the following rule: $A = (E1 - E2) - (C1 - C2)$.

A - represents the average causal effect.

E1- represents the results students in the experimental group (A) obtained in the post- test.

E2- represents the results students in the experimental group (A) obtained in the pre- test.

C1- represents the results students in the control group (B) obtained in the post- test.

E2- represents the results students in the control group (B) obtained in the pre- test.

When the mean out of 11 was used, following were the results:

$$A = (606 - 5.2) - (6.86 - 3.86) = -1.6$$

Then, when the percentage was used, a similar result was attained:

$$A = (60 - 47) - (62 - 35) = -14 \%$$

In both cases a negative result was attained indicating that the average causal effect on Group A was negative in comparison to Group B which aligns with the results obtained and shown in the tables regarding the academic improvement.

Table 6 Results of Group A in the pretest

Student's Code	Inflected Endings				Harder Suffixes			Bases/ Roots				Number of correctly spelled parts	Results out of 100
	-ed (/d /)	-ed (/t /)	-ies	pping	-ate	-ize	tion	fort un	ci vil	po s	Confid		
S.B	x	X	x	x			x	X	x	X	X	2	18%
S.C.	x	X	x	x	X	x		X	x	X	X	1	9%
S.F					X	x					X	8	73%
S.G							x			X		9	82%

S.I			x			x		X	x	X		6	55%
Average											5.2	47%	
Standard Deviation											3.56		

Table 7 The results of Group B in the pretest

Student	Inflected Endings				Harder Suffixes			Bases/ Roots				Number of correctly spelled parts	Results out of 100
	-ed (/d/)	-ed (/t/)	-ies	pping	-ate	-ize	-tion	fortune	civil	Pos	Confid		
S.K			x	x	x	x	x		x	X		4	36%
S.L	X	X	x	x	x	x	x	x	x	X	X	0	0%
S.M			x	x						X		8	73%
S.N				x		x	x	x		X		6	55%
S.P		X	x	x	x	x	x	x	X	X		2	18%
S.R	X	X	x	x	x	x	x	x	x	X	X	0	0%
S.S					x		x		X	X		7	64%
Mean											3.86	35%	
Standard Deviation											3.29		

Table 8 The results of Group A in the post test

Student	Inflected Endings				Harder Suffixes			Bases/ Roots				Number of correctly spelled part	Results out of 100
	-ed (/d /)	-ed (/t /)	-ies	-pping	-ate	-ize	-tion	fortu- n-	civi- l-	po- s-	confid-		
S.B.	X		x			x				X		7	64%
S.C.	X	X	x	X	x	x		x	X	X	X	1	9%
S.F.						x	x			X		8	73%
S.G.												11	100%
S.I.			x		x			x	X	x		6	55%
											Mean	6.6	60%
											Standard Deviation	3.65	

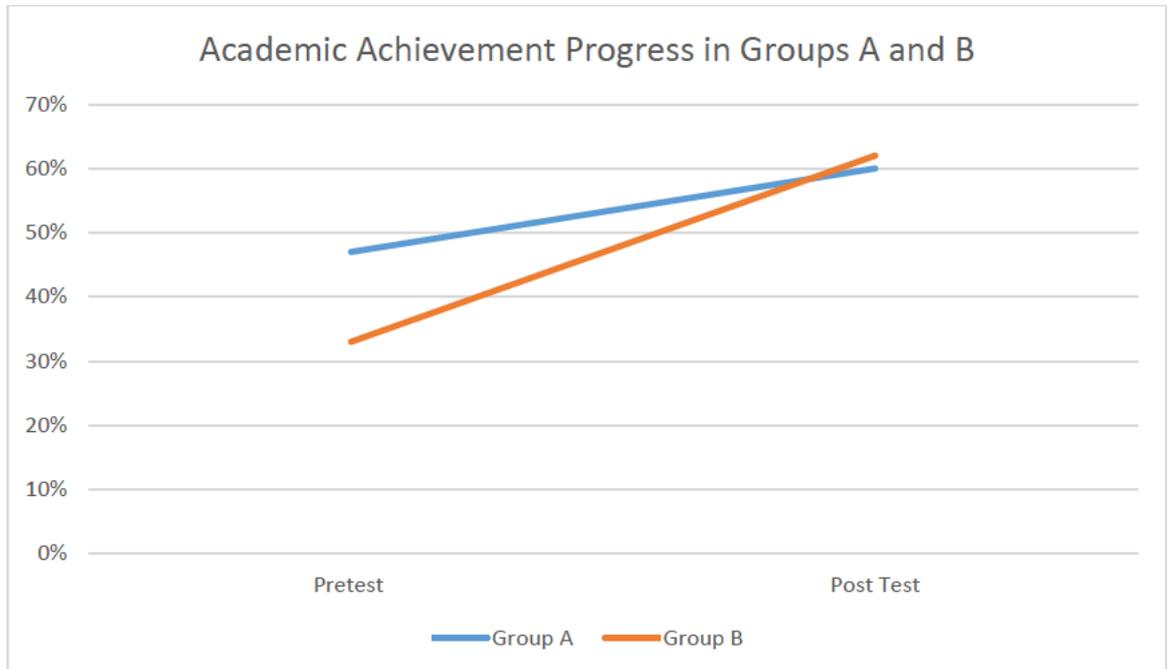
Table 9 The results of Group B in the post test

Student	Inflected Endings				Harder Suffixes			Bases/ Roots				Number of correctly spelled parts	Results out of 100
	-ed (/d /)	-ed (/t /)	-ies	-pping	-ate	-ize	-tion	fortu- n-	civi- l-	po- s-	confid-		
S.K.			x			x		x	X	X	X	5	45%
S.L.		X			x	x		x	X		X	5	45%
S.M.	X								X			9	82%

S.N.									X	X	9	82%
S.P.	X		x					X	X		7	64%
S.R.			x		x	x	x	X	X	X	4	36%
S.S.								X	X		9	82%
										Mean	6.86	62%
										Standard Deviation	2.19	

As shown, both groups have shown significant improvement in the post test, but it is evident that Group B outperformed Group A in the post test. The average of Group A was 47% in the pretest and improved to reach 60% in the post test while that of Group B was 35% and increased tremendously to reach 62% in the post test. A clear visual representation of this can be found in figure 3 which is a line graph that shows the academic improvement in each group. Yet, when referring back to the tables number 6 and 8 as well as 7 and 9, differences can be found within each group. For example, S.G who could spell 9 words even before the study began and was able to reach 11/11 by the end of the study, S.C. started and ended the same way being able to spell the suffix -tion correctly only. The same differences among students can be observed in Group B, but still even students who started with 0 were able to spell up to 5 correctly by the end of the study. This can be evident when we refer back to students S.L and S.R.

Figure 3 The academic improvement in Group A and Group B



As per the results shown above, it is noticeable that the motivation level of students in the experimental group as well as those in the control group has underwent a considerable drop which can be linked to many aspects including but not limited to the fact that students started this academic year with a very high level of motivation due to the fact that they had been learning from a distance and outside of the school premises for at least a year and a half. Yet, when the results of the motivation questionnaire are compared among both groups, the results support the hypothesis that the implementation of the flipped classroom approach in fourth grade right after the COVID-19 lockdown in Lebanon can have a more negative effect on the students' motivation level than does the traditional approach. When it comes to academic achievement, the results of students in both groups improve drastically, but when compared- once again- the flipped classroom approach does not seem to have as high of an impact as does the traditional approach.

Chapter 5

Discussion and Conclusion

The study at hand, which took place right when schools opened after a 2-year closure due to COVID-19, implemented the flipped classroom model in a spelling unit for fourth graders in a private school in the city of Beirut. This model was implemented once a week during one session. This lasted for five inconsecutive weeks. Three major instruments were used to collect and analyze data: a questionnaire, a test, and an interview. The results of this study were presented and analyzed above.

In this section, the results will be discussed in light of literature reviewed and the situation and context in which the study has taken place.

As described by Bechter and Swierczek (2017) the flipped classroom approach is based on the constructivist approach which builds and is built on critical thinking and problem solving this brings us to think about the results of the study at hand and how students' minimal level of critical thinking due to school closures was during the study.

The results obtained in this study have proven to be compatible with some literature reviewed and incompatible with others.

The results were compatible with the literature when it came to the motivation level. This can be related to what Alebrahim and Ku (2020) as well as Boeve et al. (2017) referred to when they talked about the effect of students' styles, habits, and comfort when working with the flipped classroom. This is especially true when the teacher is dealing with some low achievers or students who resist changing their study

habits and would prefer an interactive instruction part. The results also align with literature that indicates the need to implement this model over a long period of time. The issue of time brought up by Cabi (2018) and the results of his study greatly corroborate the results at hand. Five sessions covered in an in-continuous manner over 5 weeks and disrupted by COVID-19 quarantines can greatly affect both the motivation level as well as the academic achievement of these students especially when asked to adapt to a new teaching and learning model.

The reflection sessions with the teacher highlighted another important aspect of this model which was greatly supported by literature as well. This is the plenty of preparation and modification of content needed to work on and implement the flipping (Cabi, 2018) in addition to the fact that some teachers might not be familiar with online teaching (Farah & Frayha, 2021).

The study at hand has also proven the effect of technology and other technical matters on the study. We see that both student S.B and S.F. mention sound glitches and worry about internet loss and power cuts. This can be relevant to what Hava (2021) talked about when he mentioned technical difficulties that were among the challenges faced in his study.

Another area where this study is synchronized with others is the ability of this model to help teachers and students cover a larger quantity of content or materials and go higher on Blooms'. During the end-of-study reflection session with the teacher who implemented the model for this research, she indicated that the flipped classroom model "*minimizes the lecturing time from the teacher*" and that during the mid-study reflection session she had also hinted at that when she said, "*The students in Group B are able to finish only up to 75% of what students in Group A are covering.*"

Yet, as was proven, the results of this study have been incompatible with some of the ones reviewed in the literature when it comes to academic achievement and motivation level.

In general, a less significant academic achievement in Group A and a huge drop in their motivation levels have been observed. This is not equitable with what Hodges and Dubinski Weber (2015) and Moran and Young (2014) talked about in regards to motivation. Yet, it aligns with what Alebrahim and Ju (2020) as well as Boeve et al. (2017) have presented when it comes to students' learning.

It is undeniable though that students in both Group A and Group B have shown a drop in their motivation level as per the five different categories obtained by the questionnaire. This might or might not be related to the implementation of the flipped classroom in this fourth grade. It can be referred back to so many reasons as analyzed in the earlier section. First and foremost, these students were hungry for school. They had been home for two years and were very motivated to come back to school and learn. Taking into consideration that when they're in school they do not get to take home any assignments and that they had to quarantine during the implementation, for many of them were infected with COVID, we notice that the motivation level in general dropped in both Group A and Group B. Yet, in Group A this drop was more significant. This can be associated with so many other factors including but not limited to the fact that these students were asked to watch the prerecorded videos at home. This creates pressure on its own. As Hertz (2015) discusses in her article about the views and perspectives teachers and professionals have towards the flipped classroom, keeping students in front of a screen might not be a student-centered approach. Student S.B expressed that in his own words saying that

if he were to learn using this method, he would have to watch the videos “*a hundred times.*”

As mentioned before, the students who were involved in the study were not used to taking assignments home prior to COVID-19 lockdown nor did they now when school opened again. Not only that but also, they had to adjust to the power and internet cuts that were taking place during this period in all regions in the country of Lebanon. The issue of connectivity was brought up in many studies including Hava (2021).

Cil (2021) on the other hand points to the fact that students can watch the videos anytime considering this a positive aspect of the flipped classroom, but unfortunately, students in Lebanon do not have this luxury due to the aforementioned connectivity and power cuts and issues. For as was recorded in the interviews, two of the three students expressed their concern in regard to connectivity and technical issues. This can be related to the minimal drop in their anxiety level calculated in the postquestionnaire in comparison to their classmates in Group B whose anxiety level dropped a great deal.

This brings us to the conclusion of this study. The results, analysis, and discussion of all the data collected from this research support the hypothesis that after the lockdown of COVID-19 in Lebanon, the implementation of the flipped classroom model might not be as effective on students' academic achievement and motivation level as the traditional methods will.

Limitations

The study took place in one school only and the sample was limited to one section including 5 students in the experimental group and 7 students that were part of the control group. This is one limitation to the study. Another limitation that might have affected the results of the study is the restricted time frame of the intervention during which the flipped classroom was implemented in this classroom. The study was only taking place during one session per week and the students in Group A were taught using the traditional method during the rest of the week. Also, 5 sessions or days might have also been too little for a study to provide reliable results. This in addition to the several absences and quarantines that took place during the study and that the teacher indicated were major challenges to completing and successfully implementing the study.

Recommendations for Professional Practice

If teachers are to use the flipped classroom model in their elementary classrooms, they are advised to make the proper preparations prior to initiating the implementation of this model. First, the teacher should become very familiar with the model and how to implement it successfully. The students should be trained on how to use technology and to be given the materials at least two or three days in advance in case they face any electric or internet issues the day before the session. Also, the implementation should tackle all aspects of the subject and not one area (spelling only in the case of this study). Difficulty of both the tests and the content should be modified to fit the model. In addition to this, the students need be familiar with the concept of assignments and hence understand the importance of the work to be done at home. Lastly, both students and teachers would need to patiently work together until students can perform at the expected level.

Recommendations for Further Study

Based on the results obtained, the conclusion, and the limitations of the study, it is recommended that a similar study would take place in a similar school but on a larger sample and over a longer period of time where a whole English unit or even two can be taught using the flipped classroom approach in order to maintain consistency and study the effect of the flipped classroom on these students over a long period of time. It would also be interesting if a similar study is done on students from grades 4, 5, and 6 to deduce where the effect is higher and whether the age group has something to do with the results.

A third interesting study can include in the data the parents' educational background and their involvement in their children's education to detect the effect of this one students' motivation level.

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Appendices

Appendix A- Pre-Study Questionnaire Adapted from the MALESC

Questionnaire

Item	4= strongly agree	3= agree	2= disagree	1= strongly disagree
1. English lessons are fun. (I really enjoy learning English.)				
2. I would like to travel to other countries and speak English.				
3. I always wait for the English session to start.				
4. I would like to make a lot of friends from other countries.				
5. I get worried when I am doing worse than my classmates in English class.				
6. I would like to try to use the English which I have learned.				
7. I study English in order to do better in English at school.				
8. I hope that we have more English lessons.				
9. In my family, we all feel that it is very important to learn English.				

10. I feel worried during the English session.				
11. I study English because I think English will be necessary for me when I grow up.				
12. I want to improve my English to talk to people from other countries.				
13. My parents hope that my English will be excellent.				
14. I am studying English to get a good job in the future.				
15. I would like to live outside Lebanon.				
16. I get nervous when I answer or give a presentation in English class.				
17. I would like to know more about other countries.				
18. My parents tell me to study English hard.				
19. I am studying English in order to go to college.				

Appendix B: Post- Study Questionnaire Adapted from the MALESC

Questionnaire

Item	4= strongly agree	3= agree	2= disagree	1= strongly disagree
1. Spelling lessons are fun. (I really enjoy learning Spelling.)				
2. I would like to travel to other countries and speak English.				
3. I always wait for the Spelling session to start.				
4. I would like to make a lot of friends from other countries.				
5. I get worried when I am doing worse than my classmates in Spelling class.				
6. I would like to try to use the spelling which I have learned.				
7. I study English in order to do better in English at school.				
8. I hope that we have more spelling lessons.				
9. In my family, we all feel that it is very important to learn English.				

10. I feel worried during the spelling session.				
11. I study English because I think it will be necessary for me when I grow up.				
12. I want to improve my English to communicate with people from other countries.				
13. My parents hope that my English will be excellent.				
14. I am studying English to get a good job in the future.				
15. I would like to live outside Lebanon.				
16. I get nervous when I answer or give a presentation in the Spelling class.				
17. I would like to know more about other countries.				
18. My parents tell me to study English hard.				
19. I am studying English in order to go to college.				

Appendix C: Questionnaire Items Categories

Factors	Cronbach Alpha	Item Numbers
1- Interest in foreign countries	0.86	2 4 12 15 17
2- Intrinsic motivation	0.84	1 3 6 8
3- Caregivers encouragement	0.78	9 13 18
4- Instrumental motivation	0.72	7 11 14 19
5- Anxiety	0.64	5 10 16

Appendix D: Lesson Plans and Sample PowerPoint Slides

Inflected Ending -ed

Lesson Objectives

By the end of the lesson, students will be able to:

- Spell and read words that end with -ed correctly.

Resources and Materials

1. PowerPoint
2. Story
3. Printout activities
4. Anchor chart
5. Exit tickets (*colored cards with space to write their names and the 10 words*)
6. Bingo sheets

Formative Assessment

- ❖ Exit Ticket

Session:

Group/Teambuilding Activity:

- Bingo game in groups

followed, enjoyed

marched, helped, looked, sniffed, laughed, washed

called, cleaned, offered, damaged, loved, used

wanted, needed, started, ended, hated, decided

Read Aloud (10 minutes)

Title of Book: Any story from your classroom library.

Book Introduction:

- Title + Author
- Picture discussion.
- Prediction
- Read it and write down the words that contain the inflected endings to be tackled today (-ed)
- Say to your students: While reading, I will write down words related to our lesson for today. I believe some of you will be able to recognize them. If you listened to the lesson yesterday, focus on how I read and write these words

today. If you have not listened to the lesson yesterday, try to guess what today's lesson is about.

Mini-Lesson (for Group 2) (10 Minutes)

Connection:

- What do you notice about the verbs I chose from the story? Yes, they are all in the past tense. How were they formed? Yes, by adding -ed. But do the -ed sound the same in all of these words? No, that's right. They sound differently.

Teaching:

- Today, we will learn about the different ways the -ed at the end of past tense verbs might sound like. This will help us read and write these words correctly.
- Let's start. As you will see here, I have divided the words into 3 columns.
- Continue from PPT

Active Engagement:

- PPT

Link:

- PPT

Add to Anchor Chart:

Create a chart like the one used on the PPT and put it on the wall in your classroom. It will help your students look at these words and remember what they learned.

Independent work with Guided Work/Teacher-Student Conferences (15 minutes)

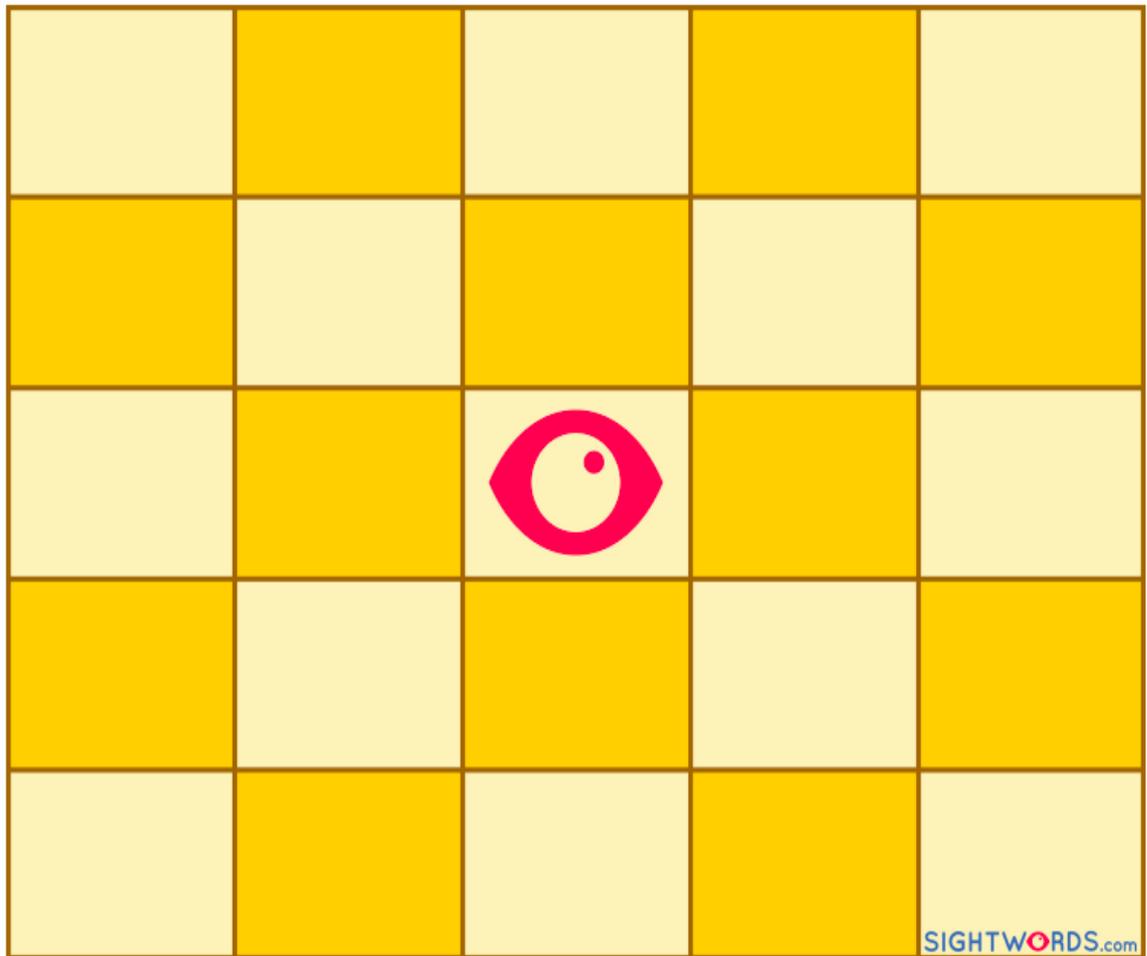
Check worksheets below.

Share (5 minutes)

- Regroup, review teaching point.
- Onion activity (In-circle and out-circle) ([List of Words below](#))
- Bring the whole class together. Ask the students to make two circles one inside the other. Ask the person in the inside circle to spell a word you say. Give them 10 seconds then post it on the board. Then, ask the outside circle to turn one person to the left or right (your choice). This time ask the person in the outside circle to spell a word. Ten seconds later, post it on the board. Keep this going for like 3 minutes.

Sight Word Bingo Board

1. Look at the list of words provided by your teacher.
2. Write one word in each box below. It doesn't matter where you write the word. It should be unique, for this might help you win.
3. Your teacher will call random words from the list. Cross this word out or mark it.
4. If you mark 5 words horizontally, vertically, or diagonally, this means that you have won a bingo. Shout out: BINGO.
5. Check how many bingos you win within the given time.



Sightwords (2016)

Worksheet Number 1:

Directions: Read the words below. Check using a tick mark whether each is pronounced as /d/, /t/, or /id/.

Words	/d/	/t/	/id/
Kissed			
Chewed			
Called			
Cleaned			
Wanted			
Laughed			
Decided			
Mopped			
Washed			
Enjoyed			
Used			
Hated			
Pulled			
Watched			

Worksheet Number 2:

Directions: Choose the correct spelling of the words below.

- | | | |
|-------------|----------|-----------|
| 1) sniift | sniffed | sniffd |
| 2) washed | washet | washd |
| 3) contined | continud | continued |
| 4) ended | endid | ended |
| 5) damageed | damagd | damaged |
| 6) rubed | rubbed | rubbd |
| 7) marred | marrid | married |
| 8) served | serveed | servt |

Exit Ticket and Onion Words:

- echoed

- fussed

- failed

- touched

- boxed

- flashed

- stated

- chopped

- faced

- coughed

Bases or Roots

Lesson Objectives

By the end of the lesson, students will be able to:

Spell and read fluently the bases/ roots: fortun, civil, pos, and confid

Resources and Materials

1. PowerPoint
2. Story
3. Printout activities

Exit tickets (*colored cards with space to write their names and the 10 words*)

Formative Assessment

Exit Ticket

P.S. Watch carefully and spot those who might need additional support.

❖ Session:

Group/Teambuilding Activity:

- Build your own graphic organizer
- Write on the board or have ready on a PowerPoint slide the following words. Make sure they're distributed in very random positions.

Fortunate, fortune, misfortune, civilized, civilization, civility, position, oppose, positive, confident, confidential, confider

- ❖ Ask the students to draw any graphic organizer and place similar words together. Once they're done. Ask them to keep their work in a safe place to be discussed later.

Read Aloud (10 minutes)

Title of Book: Any story from your classroom library.

Book Introduction:

- Title + Author
- Picture discussion
- Prediction
- Read it and write down the words that contain doubled consonants whether in the past (with -ed) or the progressive form (with -ing).

Say to your students: While reading, I will write down words related to our lesson for today. I believe some of you will be able to recognize them. If you listened to the lesson yesterday, focus on how I read and write these words today. If you have not listened to the lesson yesterday, try to guess what today's lesson is about.

Mini-Lesson (for Group 2) (10 Minutes)

Connection:

- *Now, let's check again the graphic organizers we built/ drew during circle time.*
- *How did you organize your words? Why did you organize them like that? What is similar between all of them? [Your students will give out answers. Try to prompt the ones who already watched the video to give out specific answers before you go ahead and give out the full answer.]*
- *As you might have noticed, in every group of words, we have letters that are the same. These letters are not random, when they are on their own, they have meaning. WE call these letters roots and the parts added to them, we call them prefixes or suffixes.*
- *Let's take the first group as an example:
Fortune, fortunate, misfortune*

The base here is fortun. It means luck. When we just want to form a noun out of it, we just add a silent e to it. Fortune.

When we want to talk about bad luck or the opposite of fortune, we can add letters at the beginning which we call prefixes. It becomes: misfortune.

But when we want to talk about someone who has luck, we can add the suffix -ate to it. We already learned about this suffix before, remember?

So, the word become: fortunate.

So, the word fortun is the base or root for all these words.

[Draw something like the organizer below to clarify the idea.]

As you know, there are many prefixes and suffixes we can add to words, so these roots can change according to the prefixes or suffixes that go with them. But remember, the base will always be spelled the same.

[Point out to the students how the spelling of the words is constructed:

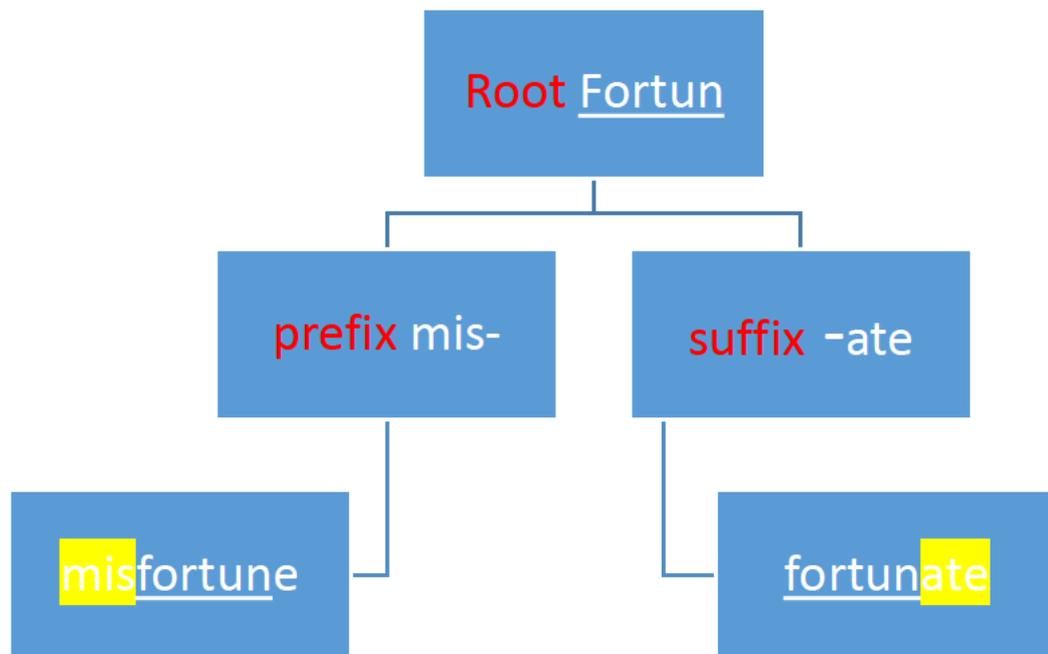
base + suffix or prefix + base

And in some other cases it might be:

base+ suffix + suffix

Prefix + base+ suffix

Etc.



Here's where your students should be separated into Group 1 and Group 2.

Group 1 can move on to practice and ask questions related to what they watched the day before.

Teaching:

- Continue from PPT slide 2. Modify the language according to what suits a classroom setting.

Active Engagement:

- PPT

Link:

PPT

Independent work with Guided Work/Teacher-Student Conferences (15 minutes)

- Check worksheets below.

Share (5 minutes)

- Regroup, review teaching point.
- **Exit ticket words:** fortunate, misfortune, civilization, civilized, oppose, opposition, confident, confide, unconfident, oppose.

Worksheet Number 1:

Directions: Read the words given. Then match each to its corresponding root word.

- | | | | |
|---------------|---|---|--------|
| confidential | ● | | |
| civilized | ● | | |
| opposed | ● | ● | fortun |
| fortuneless | ● | | |
| confide | ● | | |
| unconfident | ● | ● | civil |
| position | ● | | |
| civilization | ● | | |
| civilian | ● | ● | pos |
| fortuneteller | ● | | |
| impose | ● | ● | confid |
| propose | ● | | |

Worksheet Number 2:

Directions: Read the words provided. Then, write down the root word.

The first one is done for you as an example.

Word	Root Word
civilization	Civil
Fortunate	
Civilian	
Civilize	
Posing	
position	
Confident	
confidential	
Confider	

Worksheet Number 3:

Directions: In this exercise, you are given a root word with a prefix, a suffix, or both. Add the prefixes or suffixes to the root word and spell it correctly in the space provided for the new word.

The first one is done for you as an example.

Prefixes	Root Word	Suffixes	New Word
mis	Fortun	X	misfortune
x	Civil	Ize	
op	Pos	X	
x	Confid	ent + ial	
pro	Pos	X	
x	Fortun	Less	
x	Civil	ity	

Worksheet Number 4:

Directions: In each group/ row, you have 4 words. Three words belong to the same root. One word is an intruder. Cross out the intruders.

- | | | | | |
|----|------------|-------------|--------------|---------------|
| 1) | fortunate | fortune | fortress | fortuneless |
| 2) | civilized | sized | civil | civilian |
| 3) | position | opposition | preposition | preparation |
| 4) | conflict | confide | confident | unconfident |
| 5) | confidence | comfortable | confidential | unconfidently |

- 1
- 2
- 3
- 4
- 5
- 6

followed marched helped called wanted
enjoyed looked sniffed offered damaged
loved decided needed played hated
washed used ended dressed married

Selection

Show All Hide All

- TextBox 22
- TextBox 21
- TextBox 20
- TextBox 19
- TextBox 18
- TextBox 17
- TextBox 16
- TextBox 15
- TextBox 14
- TextBox 13
- TextBox 12
- TextBox 11
- TextBox 10
- TextBox 9
- TextBox 8
- TextBox 7
- TextBox 6
- TextBox 5
- TextBox 4
- TextBox 3

Now, let's practice reading these words together. Try reading them at first. Then, listen to me read them. You can try again or replay this part as much as you want until you master these words.

Ready? Let's start!

followed, enjoyed, chewed,
marched, helped, looked, sniffed, laughed, washed, dressed
called, cleaned, offered, damaged, loved, used, rubbed, continued,
wanted, needed, started, ended, hated, decided, married

- 1
- 2
- 3
- 4
- 5
- 6

Suffixes
Spelling Lesson

Hello, boys and girls. How are you? This video today will help us learn a new spelling lesson. You can watch this video more than once in order to understand it. Also, you can write down notes or questions you have, so we can discuss them tomorrow at school. Are you ready? Let's go.

- 1
- 2
- 3
- 4
- 5

Consonant Doubling
Spelling Lesson

Hello, girls and boys. How are you? This video today will help us learn a new spelling lesson. You can watch this video more than once in order to understand it. Also, you can write down notes or questions you have, so we can discuss them tomorrow at school. Are you ready? Let's go.

Today, as you can see in the title, we will learn about consonant doubling at the end of verbs. Do you want to know what I'm talking about? Let's go, find out!

Appendix E- Sample Interview Questions

- 1) What can you tell us about your experience learning spelling the last period?
- 2) Did you watch the videos your teacher used to send you? What else did you do? Did you pause and write notes? How many times did you watch each video?
- 3) Did your parents encourage you to watch the videos?
- 4) Did you request more or less help from your parents/ tutors while watching the videos?
- 5) Would you rather be taught in the traditional way or the new one? Why?
- 6) Which method helped you feel better about yourself?
- 7) Which method helped you learn faster?
- 8) Would you rather watch a video of explanation at home and work on activities in class or have your teacher explain in class then work on activities for just a little bit or at home?

Appendix F: Interviews Transcription

Interview 1

Interviewer: So S.G., what can you tell us about your experience and learning spelling this way?

Student S.G.: It helped me understand how to spell words out there and improve my spelling.

Interviewer: Did you watch the video the teacher sent you?

Student S.G.: Yes

Interviewer: What did you do next, like after you watched them what did you do? Were you taking notes or were you just watching it?

Student S.G.: What do you mean?

Interviewer: Did you try to take notes while you're watching it?

Student S.G.: yeah, yes

Interviewer: How many times did you refer back to it? Did you look at that one time, 2 times, 3 times?

Student S.G.: About two

Interviewer: Do you think your parents encourage you to watch and learn the spelling this way?

Student S.G.: They would ask me to ask you what's the instructions.

Interviewer: Did you request any help from a teacher or a parent while you're doing this or watching the PowerPoints?

Student S.G.: No

Interviewer: Would you rather learn spelling this way: were you go watch a video or PowerPoint and then come to class and do activities or you do it the traditional way where I'm explaining it for you and just you do classwork?

Student S.G.: No, this way

Interviewer: Which way?

Student S.G.: The one where we watch a video.

Interviewer: Oh, where you watch a video outside and then we come and apply? OK. Which method helped you feel better? The traditional or the one you did during the study?

Student S.G.: The one we did in the study

Interviewer: Did it help you learn faster?

Student S.G.: Yes

Interviewer: Was it hard to watch videos online? Were you worried about Internet breaking or cutting, no electricity? Were you worried about this stuff?

Student S.G.: No, not that much.

Interviewer: Ok, thank you S.G.

Interview 2

Interviewer: Hi S.B.

Student S.B.: Hi!

Interviewer: So, what can you tell us about your experience and learning spelling or word study in this way?

Student S.B.: So, I felt a little bit uncomfortable. I'll be honest with you I was I wasn't a little bit comfortable at first well when I heard what we're gonna do and then when it started and it went off to a smooth start and it was kind of good. I didn't have no reason to worry a little bit I made a little bit spelling mistakes because like I heard someone didn't do any spelling mistakes, but then once we repeated the recording the second time, it was good for me and yeah I got it right.

Interviewer: OK actually you answered my second question. My question was: how many times did you watch it? You said almost two times

Student S.B.: Yup

Interviewer: OK while watching the video were you able to take notes or you didn't feel like there's a need for that?

Student S.B.: I didn't feel like there was any need, but I feel a little bit like I have my own notes in mind.

Interviewer: Do you think your parents would encourage you to watch and learn spelling this way?

Student S.B.: Yeah, I think they might encourage it

Interviewer: Did you request any help from your teacher or your parents?

Student S.B.: Didn't need any help. I'm good.

Interviewer: Would you rather be taught the traditional way where the teacher is explaining the spelling words in the class?

Student S.B.: No, no I'm fine with it.

Interviewer: Why

Student S.B.: It's because like even though it was a recording and it made all of it a little bit accidents, it can almost be good to try something new and plus I felt like a little bit you need a break like it was your only break yesterday at lunch. (Speech here is addressed to the teacher as she was the interviewer).

Interviewer: Ok which method helped you feel better the traditional or doing spelling...

Student S.B.: ...like what do you mean by traditional?

Interviewer: The traditional is where the teacher is explaining everything in the class and then you get a homework you work on it or like just we do in regular...

Student S.B.: I felt like it was better like if I would do it at the class because otherwise, I'd be repeating like a hundred times.

Interviewer: OK which way you think you will learn it faster?

Student S.B.: Yeah, I think the one we just did.

Interviewer: The one you just did where you watch outside, and you apply the thing after you watch the video?

Student S.B.: Yeah

Interviewer: OK, what else? Was it hard to watch them online? Were you worried about Internet cuts? Or...

Student S.B.: Yeah, I was a little bit worried about my kahraba (power in Arabic) but that's life sometimes there might be a fluke or something that annoys you. That's life.

Interviewer: OK, thank you so much S.B.

Student S.B.: Welcome!

Interview Three

Interviewer: So, hi S.F.

Student S.F.: Hi

Interviewer: What can you tell us about your experience in learning spelling or word study?

Student S.F.: I learned a lot of things that I hadn't learned before.

Interviewer: Did you watch the videos teacher sent you?

Student S.F.: yes

Interviewer: OK what did you do next were you able to take notes or you just went to ...

Student S.F.: I started doing the worksheet.

Interviewer: and then you started doing the worksheet. How many times did you watch it?

Student S.F.: One or two depending on the sound

Interviewer: Depending on the sound ok. Do you think your parents would encourage you to learn spelling this way?

Student S.F.: I just do it on my own they would maybe or I don't know.

Interviewer: Did you request any help from your teacher while doing this?

Student S.F.: Not really

Interviewer: Would you rather be taught the traditional way

Student S.F.: I don't mind anything

Interviewer: so, do you prefer what would you prefer more to have the teacher explaining the lesson and then you take something as a homework, or you do an application or you have it as a video or PowerPoint you watch it and then you do the application on your own?

Student S.F.: explain

Interviewer: having the traditional OK which method do you think it can help you learn better

Student S.F.: the traditional

Interviewer: the traditional way uh was it hard to watch the video online where you worried about internet cuts or electricity cuts?

Student S.F.: yes, because sometimes there's a loss of internet

Interviewer: sometimes there is no internet OK. Thank you.