



**COLLEGE OF EDUCATION AND BEHAVIOURAL STUDY
SCHOOL OF TEACHER EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**THE EFFECTS OF FLIPPED CLASSROOM INSTRUCTION ON STUDENTS'
ENGLISH ACADEMIC ACHIEVEMENTS IN EMDIBER GENERAL
SECONDARY SCHOOL IN CHEHA WOREDA, GURAGE ZONE**

MA THESIS

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HAWASSA, ETHIOPIA.

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ENGLISH ACADEMIC ACHIEVEMENTS IN EMDIBER GENERAL SECONDARY
SCHOOL IN CHEHA WOREDA, GURAGE ZONE

BY

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This is to certify that the thesis entitled “The Effects of Flipped Classroom Instruction on Students’ English Academic Achievements in Emdiber General Secondary School in Cheha Woreda, Gurage Zone”. Submitted in partial fulfillment of the requirement for a Master of Arts degree in curriculum and instruction. The graduate program of curriculum and instruction has been carried out by Remla Sherefa Seid under my supervision. Therefore, I recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the department.

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We, the undersigned, members of the Board of Examiners of the final open defense by Remla Sherefa Seid have read and evaluated his/her thesis entitled “The Effects of Flipped Classroom Instruction on Students’ English Academic Achievements in Emdiber General Secondary School in Cheha Woreda, Gurage Zone”, and examined the candidate. This is, therefore, to certify that the thesis has been accepted in partial fulfillment of the requirements for the degree.

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LIST OF ACRONYMS/ABBREVIATIONS

CG	Control group
EG	Experimental group
EFL	English as a Foreign Language
ELT	English language teaching
FCI	Flipped classroom instruction
FGI	focus group interview
ICT	Information Communication Technology
IT	Information Technology
OECD	Organization for Economic Co-operation and Development
SPSS	Statistical Package for Social Science

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ABSTRACT

This study aimed to investigating the effects of flipped classroom instruction on students' English academic achievements in Emdebir General Secondary School, Cheha Woreda, Gurage zone. The researcher employed a mixed-methods sequential explanatory design was used. The quantitative data was collected through a quasi-experimental design and the qualitative data was followed using focus group interviews to clarify the experiment's results. From five sections two sections were selected as control group (N=40) and experimental group (N=40) by using simple random sampling techniques. Pre-test and post-tests were administered before and after the intervention. The control group was exposed to traditional lecture-based instruction, whereas the experimental group received flipped classroom instruction (intervention), and the experimental group students were involved in the advanced sharing of eight video lectures through the telegram group and Xender. In this study, data were gathered through student achievement tests, focus group interviews were conducted with 10 experimental group students, and a checklist-based observation was also made to determine school technology availability. The quantitative data were analyzed with independent samples t-test (using SPSS v27) to compare pre-test and post-test across the groups, whereas the qualitative data was analyzed through narration. The findings revealed that the implementation of flipped classroom instruction in the English classrooms results in a statistically significant difference at the level of significance ($\alpha < 0.05$) between control and experimental groups. The study also found that students had positive attitudes towards the flipped classroom instruction they were considerably satisfied with them. The study also found that the flipped classroom instruction is more engaging and effective than the traditional lecture method by enhancing student's communication with peers, improving understanding, and increasing motivation to learn English. The study concludes that flipped classroom instruction is a powerful teaching strategy when used by secondary school students to improve their English, as it fosters active learning, peer interactions, and engagement with their peers. Based on these findings, the study provides pedagogical implications and suggestions for integrating flipped classroom instruction in secondary school English language classrooms.

Keywords: *Flipped classroom instruction, academic achievement, engagement, English language teaching*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In the knowledge society, several emerging trends alter how young people learn and understand. It looks difficult to expect different generations of students to benefit from the same teaching and learning methods and content (Redecker, 2008). Teachers must attract students' interest and attention, in new ways and develop innovative pedagogical approaches. An innovative pedagogical approach is required in the present and future of education to assist students attain their full potential (Kalyani & Rajasekaran, 2018). Mynbayeva et al. (2018) define innovative pedagogies as "methods of teaching that involve new ways of interactions between 'teacher-student', a certain innovation in practical activity to enhance students learning outcomes".

Today, many countries, particularly those in the Organization for Economic Cooperation and Development (OECD), are struggling to develop pedagogy that can keep up with the innovations and changes brought by the new age (Amelia et al., 2018). In this new age technology has increasingly changed the educational setting in general, and language teaching in particular. With a strong emphasis on technology integration, active learning, and critical thinking, the field of education has shifted significantly toward an innovative and student-centered teaching approach (Mofrah, 2019).

These student-centered innovative pedagogical approaches have the potential to enhance English teaching and learning, making it more effective, engaging, and relevant to 21st-century needs, and minimize unnecessary teacher-talk time in class by scaffolding the knowledge from the pre-class work and deepening learning in class. This approach to converting classroom-based courses is called inverted or flipped classroom instruction (Thu-Nguyet, 2021).

The 'flipped classroom instruction' is an innovative pedagogical approach and is one of the most recent educational techniques that has received a lot of attention and interest among school-based educators. It seeks to flip the order of classroom activities so that what pupils normally complete in their homes is fulfilled in the classroom and vice versa (Bergmann & Sams, 2012). According to the flipped classroom instruction approach, students seek new information and study new materials before engaging in classroom activities, utilizing literature sources, video, and audio resources provided by the teacher on the particular topic.

As a result, classroom activities emphasize the development of practical speaking, reading, and writing skills (Ivanytska et al., 2021).

Teachers can easily share educational content (such as requiring students to watch videos or podcasts created by the teacher, using other multimedia materials, online interaction, lecture notes, and assignments) with students by using mobile phones, computers, and other devices. This allows for a more dynamic and engaging learning environment (Herrald and Schiller, 2013). Furthermore, flipped classrooms provide significant benefits to language learners by re-designing the learning process in which even the most difficult aspects for pupils, such as grammar sections, can be efficiently addressed. In the process of language learning, grammar part is commonly found as difficult by learners. The reason for this is that traditional grammar teaching methods need learners to engage in a pre-thinking process before constructing a phrase in their minds (Sibel, 2017).

Globally, several studies have investigated the efficacy of the flipped classroom instruction model in a variety of educational contexts and fields. Flipped classroom instruction has recently grown in popularity because it has inspired researchers to look for creative methods to improve the quality of language learning and teaching, cater to language learners' expanding and shifting needs and interests, and thus inspire students to succeed (Hsieh, Wu, & Marek, 2017).

Research indicates that students in flipped classrooms often outperform their peers in traditional settings. In the context of teaching English as a foreign language (EFL), active learning strategies are now regarded to be more effective than teacher-centered strategies. The presence of flipped classrooms has compelled many EFL teachers to study several elements such as speaking, (Li & Suwanthep, 2017; Sudarmaji, Mulyana, 2021), listening (Namaziandost, et, al 2020), reading (Friatin & Irianti, 2020; Namaziandost & Shafiee, 2018) and writing (Güvenç, 2018; Arifani, 2019), collocation knowledge: lexical and grammatical (Suranakkharin, 2017).

In Africa, the implementation of flipped classroom instruction is gaining popularity in higher education. Studies across the continent have begun to demonstrate the potential benefit of this model in enhancing student engagements and academic performance. For instance, the flipped classroom has been studied in higher education contexts in South Africa. The first study using the flipped classroom approach was conducted in 2015 by Tanner and Scott in an information systems course extended over two semesters. The study identified six advantages

of the flipped classroom model, including enhanced comprehension, increased problem-solving and communication skills, flexibility in applying theoretical concepts, and clear instructions (Tanner & Scott, 2015).

In the Ethiopian context, flipped classroom instruction is a relatively new model. Research on its effectiveness and use is still in its infancy. However, the FCI was studied in 2023 by Endale at Hawassa vicinity in rural secondary school in information technology subject. The study extended over a 4-week intervention. According to this, the study identified that students' academic achievements from the flipped classroom instruction method outperformed in favor of the conventional instruction method. The study concluded that FCI is the suitable instruction model for student's academic performance in grade 10 students in IT subjects. Therefore, this study aimed to investigate the effects of flipped classroom instruction on students' English academic achievements in Emdiber General Secondary School in Cheha Woreda, Gurage zone.

1.2 Statement of the Problem

Learning the English language requires the use of innovations in teaching and learning since acquiring a language is almost a social act involving students' activeness and participation. In the Ethiopia context, students are not often exposed to language, and traditional lecture-based instruction methods in which teachers talk and students listen, make students take a passive learning role and dominate most classrooms, so this may result in severe consequences that lead eventually to weakness and poor achievement of the English language (Samuel, 2019).

Students who are motivated and engaged will do well, but others will fail simply because they are not forced to think critically and engage in the content. So, the flipped classroom allows students to practice the English Language outside of the classroom by watching instructional videos, and PowerPoint presentations selected and prepared by teachers, listening to audio, and/or revising papers that relate to the subject being taught. Inside the classroom, teachers use class time to discuss the topics that have been presented, to improve thinking, and collaborative learning, and to provide various student-centered activities (Alsowat, 2016).

Several studies revealed that flipped classroom instruction has positive effects on English language teaching as compared to traditional methods of teaching. For instance, Egbert et al. (2014) research conducted on teaching and learning the English language using flipped classroom instruction addressed this subject from various viewpoints. The flipped classroom

instruction approach has produced positive results in primary and secondary education than traditional teaching methods. Through Flipped learning high school students are motivated to make learning more engaging and meaningful.

Others, such as Farah (2014), investigated the impact of flipped classroom instruction (FCI) on the writing performance of female Emirati twelfth-grade students at Abu Dhabi's Applied Technology High School (ATHS). The researcher carried out a quasi-experimental design. The study comprised 47 participants: 24 experimental students who received FCI and 23 control students who received traditional instruction. The intervention lasted fifteen weeks. The study's findings revealed that students in the experimental group showed statistically significant improvement in writing performance compared to those in the control group, and FCI had positively impacted students' writing performance.

Furthermore, Alsowat (2016) examined the effect of the EFL Flipped Classroom Teaching Model (EFL-FCTM) on higher-order thinking skills (HOTS), student engagement, and satisfaction among 67 female graduate students at Taif University in Saudi Arabia. The participants were placed into two groups: experimental (33 students) and control (34 students). The intervention lasted 10 weeks, with the experimental group getting flipped classroom instruction and the control group receiving conventional teaching methods. Findings showed that the experimental group had much higher HOTS, engagement, and satisfaction than the control group. The study concluded that the flipped classroom significantly enhanced students' higher-order thinking skills and satisfaction with the learning experience.

Finally, Endale (2023) assessed the potential of flipped classroom instruction in the context of high school information technology subjects in Hawassa vicinity rural secondary schools. The study used a quasi-experimental design. The participants of the study consist of 20 students (10 in the experimental group and 10 in the control group) from two schools. The performance of students in the experimental and control groups was compared using pre-and post-test data gathered within four weeks of intervention. The results of the study found that students in the flipped classroom group demonstrated improved academic performance to the control group the study concluded that the advantages of the flipped classroom model in enhancing learning outcomes.

Many of these studies have not investigated the effects of flipped classroom instructions in Ethiopia. Moreover, no study has been conducted so far on flipped classroom instruction in English language teaching despite its extensive observations in the study area. Therefore, this study tries to fill the existing contextual research gap, especially if it is not made in the study area, and the methodological research gap, based on reliable and valid methods. The flipped classroom model has been widely explored, but much of the existing research relies heavily on quantitative methods to evaluate its effectiveness. To address this methodological gap, this study employs a mixed-methods approach, integrating real-time classroom observations, and focus group interviews with grade 10 students. Therefore, the study aims to investigate the effects of flipped classroom instruction on students' English academic achievements in Emdebir General Secondary School in Cheha Woreda, Gurage zone. Based on this the study seeks to answer the following research questions.

1.3 Research Questions

1. What are the effects of flipped classroom instruction on students' academic achievement in grade 10 English classrooms?
2. What is the perception of grade 10 students toward the flipped classroom instruction in English classroom?
3. What does grade 10 students learning engagement in the flipped classroom instruction in English classroom look like?

Research Hypotheses

To test the effects of flipped classroom instruction interventions on grade ten students' academic achievements in English subjects, the following alternative and null hypotheses were formulated on the base of dependent and independent variables. These are:

1. Ha: Students who are exposed to flipped classroom instruction intervention achieve higher English mean scores than those who are not exposed to the flipped classroom instruction intervention.
2. Ho: There is no a statistically significance difference within in experimental group students' academic achievements before and after the flipped classroom instruction intervention.

The alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) of the study was rejected and rephrased at 0.05 alpha level of significance.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to investigate the effects of flipped classroom instruction on students' English academic achievements in Emdebir General Secondary School in Cheha Woreda Gurage Zone.

1.4.2 Specific Objectives

1. To investigate the effect of flipped classroom instruction on students' academic achievement in grade 10 English classrooms.
2. To assess the student's perception toward flipped classroom instruction in grade 10 English classrooms.
3. To assess students' learning engagement in the flipped classroom instruction in grade 10 English classrooms.

1.5 Significance of the Study

This study investigates the effects of flipped classroom instruction on Student English academic achievements in Emdebir General Secondary School in Cheha Woreda Gurage Zone. The result of the study may have the following significance: It may help as a practical significance in classrooms: for both teachers and students, teachers can gain valuable insights into the potential benefits of flipped classroom instruction, such as increased student learning outcomes, and enhanced teacher-student interactions.

It may be beneficial for school administration bodies to consider possible ways of shifting from traditional lecture to flipped classroom instruction to assist students build their knowledge, skills, and positive attitudes toward implementing this new paradigm. Furthermore, this research may have academic significance it may help researchers as a source of information for further academic investigation into the raised issue.

1.6 Scope of the Study

The study was delimited conceptually, geographically, and methodologically. Conceptually it delimited the effects of flipped classroom instruction on Student English academic achievements in Emdebir General Secondary School in Cheha Woreda Gurage Zone. Geographically, the study was delimited by only Emdebir General Secondary School located in the Cheha Woreda, Gurage Zone. Methodologically, the study was delimited by mixed method sequential explanatory design and quasi-experimental to better investigate and come up with solutions by employing qualitative and quantitative aspects.

1.7 Limitations of the Study

To provide reverse learning, flipped classroom instruction involves educational websites and online resources such as a learning management system (LMS), and a video library. The researcher only used social media and handheld devices such as mobile phones.

1.8 Operational Definition of Key Term

English language teaching (ELT): teaching English to persons who do not speak it as their first language.

English as a foreign language (EFL): Teaching and learning English in communities where it is not frequently used for communication.

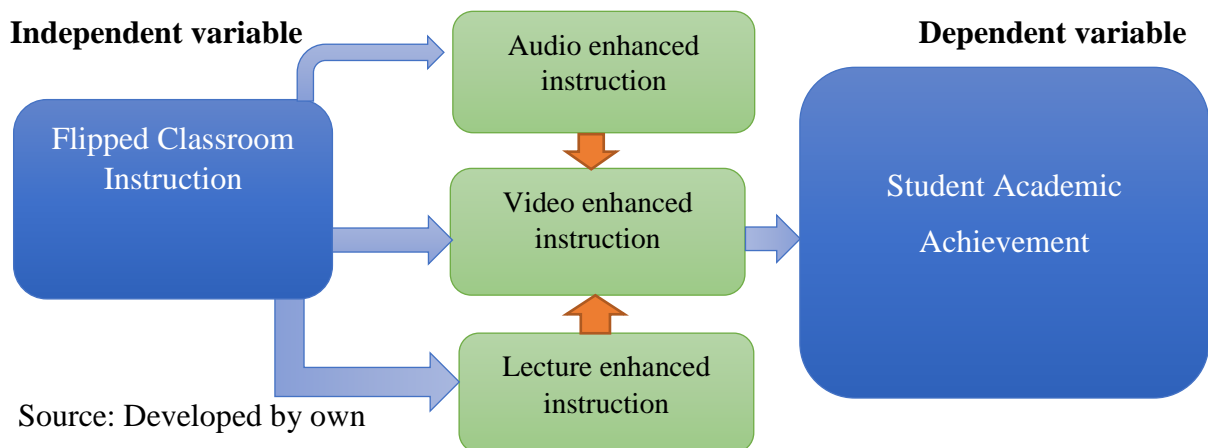
Flipped classroom Instruction: it is a type of innovative pedagogical approach in which traditional teaching is reversed or "flipped." In a typical classroom situation, students get instruction in the classroom and then complete assignments or homework at home.

Innovative pedagogy: is the proactive introduction of new teaching ideas and methodologies into the classroom to improve academic outcomes and address real problems of teaching and learning.

Achievement: an outcome measure for some type of performance (e.g., tests, grades)

Learning engagement: is the level of interest, curiosity, and motivation that a learner shows when they are learning.

1.9 Conceptual Framework of the Study



Figure, 1 Conceptual framework of the study

The conceptual frameworks of the study illustrate how flipped classroom instruction impacts the academic achievements of students in English classrooms in Emdebir general secondary school grade 10 students. It also identifies audio-enhanced teaching, video-enhanced instruction, and lecture-enhanced instruction as moderating factors. These moderating factors mediate the efficacy of the flipped classroom approach, potentially altering its impact on the dependent variable.

1.10 Organization of the Study

This study is organized into five chapters. The first chapter deals with the background of the study, the statement of the problem, the objectives of the study, the significance of the study, the scope of the study, the operational definition of key terms, limitations of the study, conceptual frameworks of the study, and the organization of the study. The second chapter presents a review of relevant conceptual theoretical, and empirical literature. Chapter three presents a description of the study area, the research design, and methodology, including the participants of the study, sampling technique, sample size, procedures of data collection, method of data analysis, and ethical considerations. The fourth chapter deals with data analysis, presentation, and interpretation. The final chapter presents the summary, conclusion, and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with a review of related literature accordingly. The study aimed at investigating the effects of flipped classroom instruction on Student English academic achievements in Emdebir General Secondary School in Cheha Woreda Gurage Zone. It begins with explaining the conceptualization of terms followed by a review of theories and an empirical review of the study.

2.1 Conceptual and Theoretical Literature

2.1.1 The Concept of Innovative Pedagogy

Before addressing the meaning of innovative pedagogy, we must first establish the concept of pedagogy. According to Panigua & Istance (2018), pedagogy is at the heart of teaching and learning. Preparing young people to be lifelong learners with a deep knowledge of the subject matter and a diverse range of social skills necessitates a better understanding of how pedagogy affects learning. Furthermore, pedagogy is a teaching method that incorporates educational principles, justifications, facts, and theories, as well as a well-known approach and set of skills for making and justifying various types of teaching decisions (Ferrari et al., 2009).

Now the basic idea of pedagogy has been mentioned, we may turn our attention to innovative pedagogy. People have different opinions about what innovative pedagogies mean. Some stress the development of students' cognitive or emotional skills, while others focus on instructors' innovative qualities, whether through the introduction of new methods and approaches or classroom management (Averill & Major, 2020). Mynbayeva et al. (2018) define innovative pedagogies as "methods of teaching that involve the introduction of something new into the goals, content, methods, strategies, and forms of the teaching-learning process, which enhances the overall quality and efficacy of education."

Some types of innovative pedagogy are, the flipped classroom instruction, student-centered teaching, problem-based learning, and blended learning are viewed as innovative teaching and learning formats that emphasize teaching students to use strategies for representing and processing new information in ways that lead to active learning and problem-solving, with the goal of improving student learning achievement (Subramani & Iyappan, 2018). Based on the given idea above so this study focused on the one of innovative teaching method the so

called “flipped classroom instruction” the idea and concept, theory and other related to the flipped classroom instruction was discussed in the following section.

2.2 Integration of Technology to Education

According to the Association for Educational Communications and Technology, the professional society for ET, educational technology is the study and ethical practice of facilitating, learning, and improving performance through developing, using, and managing appropriate technological processes and resources. It may be defined as the use of various types of technologies in the learning process that can result in good improvements in pedagogy and teaching approaches all over the world. According to the Edutopia Team (2007), technology integration is the use of technology in classroom management and daily practices, including computers, mobile devices such as smartphones and tablets, digital cameras, social media platforms and networks, software applications, and Internet access.

According to the Edutopia Team (2008), technology affects the way teachers educate; in other words, technology provides educators with various tools, such as efficient ways to reach out to different types of learners and assess student knowledge through numerous means. When technology is effectively integrated into subject areas, instructors become advisers, topic experts, and coaches.

Technology can make teaching and learning more meaningful and enjoyable. Stanley (2013) divides learning technologies into three categories: the Internet (blogs, podcasts, social networks, video-sharing websites, etc.), software (apps, e-books, email, presentation software, etc.), and hardware (computer rooms, data projectors, interactive whiteboards, laptops, mobile phones, tablets, voice recorders, etc.). These pedagogic technological tools can assist teachers in developing diverse activities, assigning homework, and motivating students.

2.3 Technology and English Language Teaching

Technology can be a highly engaging and interactive tool for motivating learners to produce more language than they would otherwise by offering a supply of real language, both written and spoken, in the classroom (Stanley, 2013). The goal of English teaching is to help students increase their capacity to communicate in English in real-world situations. However, most countries are unable to provide learners with an authentic and natural English environment. Furthermore, most schools have large group sizes, teacher-centered learning, and lectures based primarily on course books. As a result, language learners can only be exposed to

English in the classroom, and they cannot acquire and practice different languages in a contextualized manner in everyday life (Edis, 2017).

English language teaching in Ethiopia generally takes place at state and private schools as a medium of instruction and it may be supported by additional English courses for the further development of English-level learners (Giday & Sarangi, 2019). The advancement of information and communication technologies (ICT) offers teachers with more convenient options to prepare their lessons. According to the European Union's decision in 2006, the countries have been directed to invest in ICT in schools and set goals for encouraging digital learning. The reason for this encouragement is that computer-enhanced language learning can promote more communication and reduce anxiety by encouraging conversation increasing student motivation and fostering cultural understanding.

According to Warschauer and Meskill (2000), each language teaching method has its technical tools. When language teachers utilized the grammar-translation method in their classes, one of the most common technological tools was the blackboard, which was later supplemented by an overhead projector, followed by early computer software programs. With the rise of the technology-facilitated learning environment, learner-centered instruction has been advocated as the trend for teaching 21st-century learners, and language teachers have benefited from various types of technologies to engage their students in the learning process by providing authentic examples of the target culture. In short, technology is expanding its function as a tool to help foreign language instructors facilitate language learning for their pupils. Most students and teachers are now aware of the Internet's enormous potential in language acquisition (Hao, 2014).

2.4 Definition of Flipped Classroom Instruction

Flipped classroom instruction is an innovative pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, transforming the group space into a dynamic, interactive learning environment in which the educator guides students as they apply concepts and engage creatively in the subject matter (Flipped Learning Network, 2014). With the growing popularity of this approach, interested academics have been shedding ink over it, including explanations of their terminology and points of view. For example, Herreid & Schiller, (2013) define the flipped classroom as a learning model where homework usually done at home is changed to collaborative work in the classroom with the teacher's guidance while watching the lecture take place at home.

Therefore, students watch short videos outside of class, take notes, and organize their thoughts before returning to class to discuss content and participate in group activities. In the same vein, Tucker (2012) defines the flipped classroom as a student-centered instructional approach in which a part of the teacher's lecture is transferred from the classroom to an online place where students can access the lecture content before attending class. As a result, class time is set out for discussions and activities that allow students to apply new concepts in advanced ways. The basic principle of this model is to employ an online video platform so that frontal instruction no longer dominates the majority of classroom sessions (Horn, 2013).

The online platforms allow the teacher to dedicate most of the class time to active learning rather than teacher-centered instruction. In this approach, the teachers' roles shift to guide students away from passive recipients of information to engaged learners who understand and discover learning objectives on their own. In line with Jarvis's (2010) definition, a flipped classroom is a learner-centered learning environment that focuses on the student's learning experience rather than the delivery of instruction in the classroom. In a traditional classroom, where the teacher is the direct source of information and the sage on the stage, flipped classroom instruction encourages growth and development of learning.

2.4.1 History of the Flipped Classroom Instruction

The technology-integrated flipped classroom approach has recently emerged as a unique educational environment that has attracted the interest of educators worldwide (Obari & Lambacher, 2015). The flipped classroom was started in 2006 by Jonathan Bergmann and Aaron Sams, two chemistry teachers from Colorado. Many flipped learning practitioners are considered to be the pioneers (Hamdan et al., 2013). The two teachers were teaching in a rural high school where many students were missing a lot of classes. As a result, Bergman and Sams began recording lectures for students and uploading them online for them to watch them in their free time. They quickly discovered that doing this resulted in greater flexibility in the classroom and more engagement between the teacher and students themselves (Bergmann & Sams, 2012).

Furthermore, their students mention that they satisfaction with the recordings and the ability to watch them on their own time. Bergman and Sams also noticed that their students' examination results were greater than in previous years. They realized the benefits of the flipped model and decided to share it with other educators. Since then, the model has grown significantly, and Bergman and Sams (2012) began conducting seminars and workshops all

over the world. In addition, they published their first book in 2012, "Flip Your Classroom: Reach Every Student in Every Class Every Day." Moreover, they founded the Flipped Learning Network (FLN), which aims to "give educators the knowledge, skills, and resources to successfully implement Flipped Learning" (FLN, 2014).

2.4.2 Advantage of Flipped Classroom Instruction

Flipped classroom instruction is a new learning and teaching approach that is gaining popularity as a result of easy access to educational websites. It consists of two parts: active learning in the classroom and computer-based learning outside the classroom. It has a lot of advantages in both aspects. The primary objective of the flipped model is to improve student engagement and deepen their understanding by reversing traditional instruction (Edis, 2017).

To accomplish this, Acedo (2013) suggests that creating short video lectures and uploading them online for students to watch at home before the next class session. This allows students to focus on and understand the content through collaborative learning exercises and discussions. The flipped model has effects on students, instructors, parents, and the curriculum. Teachers no longer stand in front of the class during class time, so teachers have allowed them to begin searching for new roles. Many teachers applying the flipped classroom have relied on generally 10-minute-long video lectures for their classes (Edis, 2017).

There have been several aspects of this model of teaching that teachers have found to be beneficial for students. First, it provides the opportunity to learn through videos, which allows students to watch as many videos as they like (Hamdan et al., 2013). This allows students to return to the online videos at any time they want. Furthermore, supporters claim that the videos maximize class time for deeper inquiry-based learning (Flipping the Classroom, 2011). This personalized type of learning allows students to decide how much time they need to learn, which is very useful for slow-paced learners. Employing this allows students to learn at their own pace and take more responsibility for their learning (Driscoll & Petty, 2017). Furthermore, there are numerous advantages for students in terms of better academic achievement, increased engagement, the development of critical thinking skills, and motivation to learn.

1. Increase Academic Achievement

Getting good marks on specific skills is important in students' lives. Flipped classroom instruction has helped pupils enhance their academic performance. Most studies that employed FCI report high satisfaction in terms of significant improvement from the pretest.

Atwa et al. (2018) investigated the effect of flipped classrooms on student achievement. According to the study, the flipped classroom significantly increases students' academic achievement and allows them to be active learners who control their learning. Students in flipped classrooms performed better on quizzes and exams than in traditional classrooms (Guy & Marquis, 2016).

Furthermore (Abdelshaheed, 2017), FC participants report higher levels of happiness and optimism than traditional ones. They appreciated how exciting the sessions were, how easy it was to communicate with the teacher during exercises and duties, how the teacher took into account their strengths and weaknesses, and how they received timely feedback and correction. The participants were pleased with the flipped model of instruction; they performed higher on their posttest, enjoyed learning, and felt content with what they had taught (Etemadfar et al., 2020).

2. Enhance Student Engagement

According to Ping et al. (2020), FCI enabled students to be more engaged, interactive, and involved in class since they were better prepared for lectures by seeing lecture videos before class. Students in flipped classrooms reported increased engagement and a greater desire to participate in discussions and activities than in traditional classrooms because the flipped approach offered them more time to think about the subject before class.

According to Mohammadi et al. (2019), students in flipped classrooms participated in more learning activities, increasing their activity and competence in applying the grammar, reading materials, and vocabulary they had learned for communicative interaction, storytelling, dialog development, class discussions, and group presentations. Furthermore, flipped classroom instruction allows students to make their selections and promotes student autonomy, which enables them to have a vested interest in an activity and can increase engagement.

3. Enhance Students Critical Thinking

FCI is an effective way to improve students' critical thinking because of its learning process, which requires more comprehension and active to consult the difficulties to teachers as well as engagement in class time. Students are eager to go deeper into the content and question it so they have much understandings of the materials after watching interactive videos and other resources provided by teachers, resulting in a greater knowledge of the material. The process of obtaining feedback from teachers allows them to criticize the content and dig for more

answers to be discussed further. According to Abedi et al. (2019), students believed that adopting classroom activities that fostered higher-order thinking helped them in writing various types of essays and completing their writing tasks. Furthermore, Namaziandost and Ahmadi (2019) stated that students feel more engaged with their writing assignments and that the perceived quality of learning is higher because they have more time to think through their ideas and write them down at their own pace as they spend more time in higher levels of thinking and problem-solving.

4. Increasing Student’s Motivation

Watching teacher-provided videos, accepting feedback, and interacting in class increase students' motivation to comprehend the content. According to Abdullah et al. (2021), students' access to instructional videos can boost their motivation because they can prepare for class before arriving. Students are not required to attend class if they have prepared by watching videos and taking supplementary notes for the teacher. The majority of the time, students feel confident and ready to present the information to the class. When employing FCI, Haghghi et al. (2019) emphasized the concept of motivation, and students are more motivated to learn when their teacher assists them in class. Because the success of FC has increased student motivation.

2.4.3 Comparison between the FCI and the Traditional Classroom

In this section, we will discuss the differences between traditional and flipped classrooms in terms of implementation. Bergmann and Sams (2012) present the idea of time in an attempt to compare flipped and traditional classrooms (see Table 1). They state that students' active engagement in lessons and activities in traditional classrooms is limited when compared to flip classrooms because instruction or teacher time takes more time in class, leaving little time for students' active participation in activities.

Traditional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up activity	5 min.	Warm-up activity	5 min.
Go over previous homework	20 min.	Question and answer time on video	10 min.
Lecture new content	30–45 min.	Guided and independent practice	75 min.
Guided and independent practice activity	20–35 min.		

Table 1. Comparison of Class Time in Traditional vs. Flipped Classrooms (Bergmann, J., & Sams, A. (2012) Flip your classroom: Reach every student in every class every day.

Referring to Huba and Freed (2000), the traditional classroom is frequently based on a teacher-centered approach in which students are considered passive learners who receive knowledge. The emphasis is on knowledge acquisition, and the teacher serves as a guide and source of information. While the flipped classroom is a student-centered approach that includes differentiated instruction, students can work at their own pace and selectively collaborate with other students rather than being given direct directions from the teacher. Furthermore, students can participate in activities since they can take control of their learning (Albanese & Bush, 2015).

2.5 Theoretical Framework of the Study

Theories Underlying the Flipped Classroom Instruction

Every form of educational activity and teaching strategy has justification depending on the accepted theories of teaching and learning. Therefore, the rationale for supporting the flipped classroom model can be said to relate to the learner-centered theories. The constructivist learning theory and Bloom's taxonomy are the most influential learner-centered approaches. The following text presents the fundamental concepts of constructivism and Bloom's taxonomy that are encompassed within the flipped classroom model.

2.5.1 Constructivism:

Constructivism is a learning theory that stands out among teaching traditions, Terhart (2003) states that this theory is concerned with learning and knowledge rather than teaching, and it seeks to explain how people learn. Furthermore, constructivism is based on a wide body of literature, especially the theories of Piaget (1967) and Vygotsky (1978). Supporters of this viewpoint argue that in constructivism, learners gain knowledge and understanding of new information through direct and meaningful interactions. That is, Constructivism's central idea is that human knowledge is constructed and that learners build new knowledge upon the foundation of previous learning. This view of learning sharply contrasts with one in which learning is the passive transmission of information from one individual to another, a view in which reception, not construction, is key (Kanselaar, 2002).

Therefore, Constructivist learning is the philosophy that learning involves the creation of abstract concepts in the mind to describe reality (Bruner, 1961). In other words, learners refer back to existing knowledge and create connections between what has been learned and what

is to be learned. According to Felder (2012), student-centered teaching methods, such as the flipped classroom, are founded on the constructivist theory of learning. The fundamental principle of constructivism applied to learning is that the learning environment is learner-centered, with knowledge and comprehension being constructed.

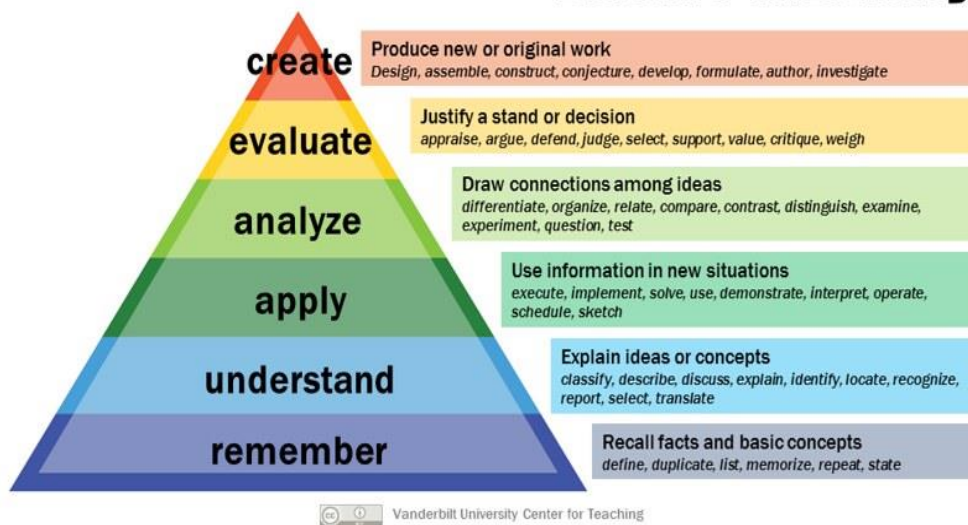
As a result, the flipped classroom might be called a constructivist learning environment. Furthermore, the constructivist learning theory encourages a student-centered approach under the supervision of teachers. In other words, teachers serve as guides while students are placed at the center. As a result, students are active creators of knowledge rather than passive recipients of information, and the instructor is a facilitator of instruction rather than a source of knowledge. Therefore, the flipped classroom and online videos support the principles of constructivism by utilizing class time for inquiry-based learning (Brandt, 1997). Furthermore, the flipped model is a combine's direct instruction with constructivist learning allowing students enables to engage in interactive, creative, and collaborative activities during knowledge construction (Kim & Bonk, 2013). As a result, allowing students to master the difficult information while freeing class time to teach students to think creatively

2.5.2 Bloom Taxonomy

In the same line, Benjamin Bloom, (1978), emphasizes the necessity to focus on higher-level learning objectives, not only on basic abilities. He indicates:

I find tremendous emphasis on problem-solving, applications of principles, analytical skills, and creativity. Such higher mental processes are stressed because this form of learning helps the individual to relate his or her learning to the many challenges he or she meets in day-to-day existence. Bloom's Taxonomy defines several domains of learning, from the basic recalling of facts to the application of information that creates something new. Every area has multiple levels as illustrated below (see Figure 2) in the revised version of Bloom's taxonomy for cognitive learning (Anderson, 2000).

Bloom's Taxonomy



Figure, 2 A revised version of Bloom's Taxonomy for cognitive learning (Talbert, 2019).

Using Bloom's revised taxonomy in a flipped classroom allows students to perform lower-level cognitive work such as remembering and understanding outside of the classroom while focusing on higher-level cognitive work such as applying, analyzing, evaluating, and creating inside the classroom, where they are encouraged by their teacher and peers.

2.5.3. Social Constructivism Learning Theory

Social constructivism is a subset of constructivism (Pritchard & Woollard, 2010) whose underlying assumptions are: (1) reality is constructed through human activity, (2) knowledge is a human product and a social construction, and (3) learning is a social process (Kim, 2001). Its roots can be traced to both psychology and sociology. Ernest (1994) believes that social constructivism can be viewed from two perspectives: through Piagetian theory and through Vygotskian theory. For him, the Vygotskian perspective sees the mind as social and conversational and suggests that the teacher plays a crucial role in correcting and warranting produced knowledge. The interaction among peers, and that between student and the "more knowledgeable other"- the teacher, reinforce the construction of social meanings which involves inter subjectivity among individuals (Kim, 2001). Flipped classroom and social constructivism are linked through the idea that students construct knowledge at home and practice it in class, and engaged in problem solving task so this method can be a good fit for social constructivism because it's student-centered and allows for collaboration, active engagements, and peer interaction among students.

2.6 Empirical Studies with Flipped Classroom Instruction

2.6.1 Effectiveness FCI for English Language Learners Academic Achievements.

Plenty of studies have been conducted on the implementation and efficacy of the flipped classroom approach in many sciences (Soliman, 2016). There is little research on the use of the flipped classroom approach in ELT education, yet some studies are focusing on English language instruction (Baranovic, 2013; Hung, 2015; Webb & Doman, 2016) the majority of which are undertaken in higher education. According to Vuong et al. (2018), the majority of studies in the literature show that the flipped classroom approach can generate effective and successful learning environments for teaching foreign languages. For example, in the Vietnamese EFL setting, studies that investigated the potential of a flipped-classroom method for EFL education indicated that it is extremely beneficial in enhancing the academic achievement level of students and getting positive feedback from students (Nguyen, 2014).

Furthermore, Hung (2015), one of the first researchers to use flipped classrooms in an EFL environment, indicated that both teachers and students had positive attitudes and behaviors toward it. His study also found that a flipped classroom approach helps pupils improve their academic performance. In addition, another study investigating the efficacy of the flipped classroom approach throughout the English teaching and learning process revealed that 85% of the students who completed the questionnaire had positive opinions about the approach, while 15% of the participants expressed 59 negative perceptions due to technical problems encountered during the process (Evseeva & Solozhenko, 2015). Studies on the flipped classroom in ELT contexts have demonstrated that it improves language learning by increasing performance, engagement, attitudes, and satisfaction. These findings confirm that flipped classrooms, when used effectively, can provide rich learning environments that motivate students to study, improve student attitudes, and promote student-centered learning (Hoffman, 2014; Farah, 2014; Ahmed, 2016).

By utilizing a range of online lectures and activities to supplement instruction, researchers have discovered that flipped classrooms can significantly improve the development of skills in several areas as well as ELT language skills (Ahmed, 2016; Adas & Bakir, 2013). For instance, FC was found to be beneficial for vocabulary development in English language learners in the tenth grade in Karabük, Turkey, by Kirmizi and Kömec (2019). They discovered that the flipped classroom improved students' performance and learning, particularly in the specifically in speaking, listening comprehension, and class engagement.

In a similar study, Young (2018) discovered that in a ten-week course at a university in Gyeonggi Province, Korea, flipped learning was advantageous and enhanced long-term development of English vocabulary. Similarly, Zhang et al. (2016) found that vocabulary learning was enhanced by FC because it provided a student-centered environment, resulting to higher vocabulary test scores for the FC group than for the regular class. Furthermore, students in every one of these studies reported positive opinions on FC and said they found it more engaging and helpful than traditional face-to-face instruction.

According to some research, a flipped classroom can also help students for developing their grammar skills. Altano (2019), who studied the effectiveness of using flipped learning to improve grammatical skills at Bergen Community College in Paramus, New Jersey, discovered that students in the flipped classroom outperformed those in the traditional setting. The researchers concluded that the combination of flipped learning and the communicative method helped improve students' grammar skills. A study in Macau, China, found comparable outcomes, with increased grammar development among students who used a flipped classroom approach (Webb & Doman, 2016). Moreover, FC has been utilized to improve the writing skills of college and high school students.

2.6.2 Student Engagement in Language Classrooms

Engagement plays a vital role in learning a language since passive students are not capable of learning a language well. Engagement is described as "the extent to which students participate in activities" (Vinson et al, 2010). It is also described as "the degree to which students actively participate in a variety of educational activities that are likely to result in high-quality learning" (Coates, 2005). According to Kuh (2009), student involvement entails active participation and high-quality effort during the learning process. Students must be able to access and use each teaching procedure. To ensure positive student involvement, teachers should provide engaging and motivating activities.

Studies examining the application of the flipped classroom in ELT contexts have found it to be effective, with an increase in engagement. Clark conducted an action research study in 2015 to bring about improving student engagement and performance in the secondary mathematics classroom by implementing the FCI model of instruction, as well as comparing student interaction in the flipped classroom to a traditional format. According to the results and findings from this study, a total of 42 students in an algebra course were in an experimental group in a high school in the USA; they indicated that students were more

engaged and involved in the flipped model of instruction when it was compared to the traditional delivery approach as students experienced quality instruction.

According to Mohammadi et al., (2019), students in flipped classrooms engaged in more learning activities, which increased their activity and competence in using the grammar, reading materials, and vocabulary they had learned for communicative interaction, storytelling, dialog development, class discussions, and group presentations. Furthermore, flipped classroom instruction helps students make their own decisions and promotes students' autonomy, allowing them to have a vested interest in an activity can lead to increased engagement.

2.6.3 Challenges to Implement the Flipped Classroom Instruction

The review of related literature indicates some challenges to the implementation of FCI in fields of ELT. One of the biggest challenges is students' access to flipped learning videos due to the limited availability of Internet connections. According to researchers, inadequate Internet access may inhibit the successful implementation of flipped learning in the field of teaching ELT. Similarly, students may struggle to study content and complete assignments on time during the flipped language learning process (Abdelshaheed, 2017; Afrilyasanti et al., 2016; Boyraz & Ocak, 2017).

Jamaludin and Osman (2014) highlight a significant disadvantage of a flipped classroom, which can be challenging due to a lack of facilities such as Internet access and effective models; however, it is critical to help students learn and develop their learning skills through innovative methods of instruction. In this flip approach, the fundamental need is that students have Internet access or a computer. Students in all places do not have equal access to facilities. Students who do not have personal computers or networks are required to use public computers or networks at a library or school.

Several research has found that flipped learning activities are likely to increase student workload. Students show happiness with flipped language learning since it contributes to a better knowledge of the topic (Adnan, 2017). In terms of teachers' workload, as reported by researchers (Chen Hsieh et al., 2017; Wagner-Loera, 2018), the process of preparing authentic materials from the target language and culture with appropriate extensive and intensive language inputs requires them to allocate amount time.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the idea of the study method and design. Specifically, it addresses the description of the study area, research method, design, model, data collection, and sampling techniques. It further, deals with the data analysis procedures, and ethical considerations.

3.1 Description of the Study Area

Emdebir General Secondary School is a prominent secondary school found in Cheha Woreda, Gurage Zone. It is located 2 kilometers far away from the woreda's administrative center, Emdebir town, the school holds historical significance in the Zone. Established in 1957 E.C. (1965 G.C.) during the reign of Emperor Haile Selassie, it was the first secondary school built in both Cheha Woreda and the Gurage Zone. Over the decades, Emdebir General Secondary School has grown to become a cornerstone of education in the Gurage area, providing quality learning opportunities to generations of students. Today, the school continues its mission of educating the youth, equipped with dedicated staff and modern facilities to support its students in achieving their educational goals.

3.2 Research Method and Design

This study employed a mixed methods research approach in which the researcher applies both quantitative and qualitative data collection instruments. Creswell & Creswell, (2018), defined mixed methods research as a method, which focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone. Based on this definition it can be inferred that while both research methods have their strengths and weaknesses, they can be highly effective when combined to one another.

From the six types of mixed methods design the researcher applies for this study sequential explanatory design. Sequential explanatory research design means collection and analysis of quantitative data followed by a collection and analysis of qualitative data and the aim is to use qualitative data results to support explaining and interpreting the findings of a quantitative research (Creswell, Plano Clark, et al., 2003). For the quantitative model used in this study is a quasi-experimental design. A quasi-experimental design is a types of research design that allows researcher to study causal relationship when random assignments of

participants is not possible this is often due to ethical constraints. According to Dörnyei (2007), quasi-experimental research seeks to determine whether participants' behaviors will change following an intervention or a specific pre-planned learning experience.

3.3 Research Model

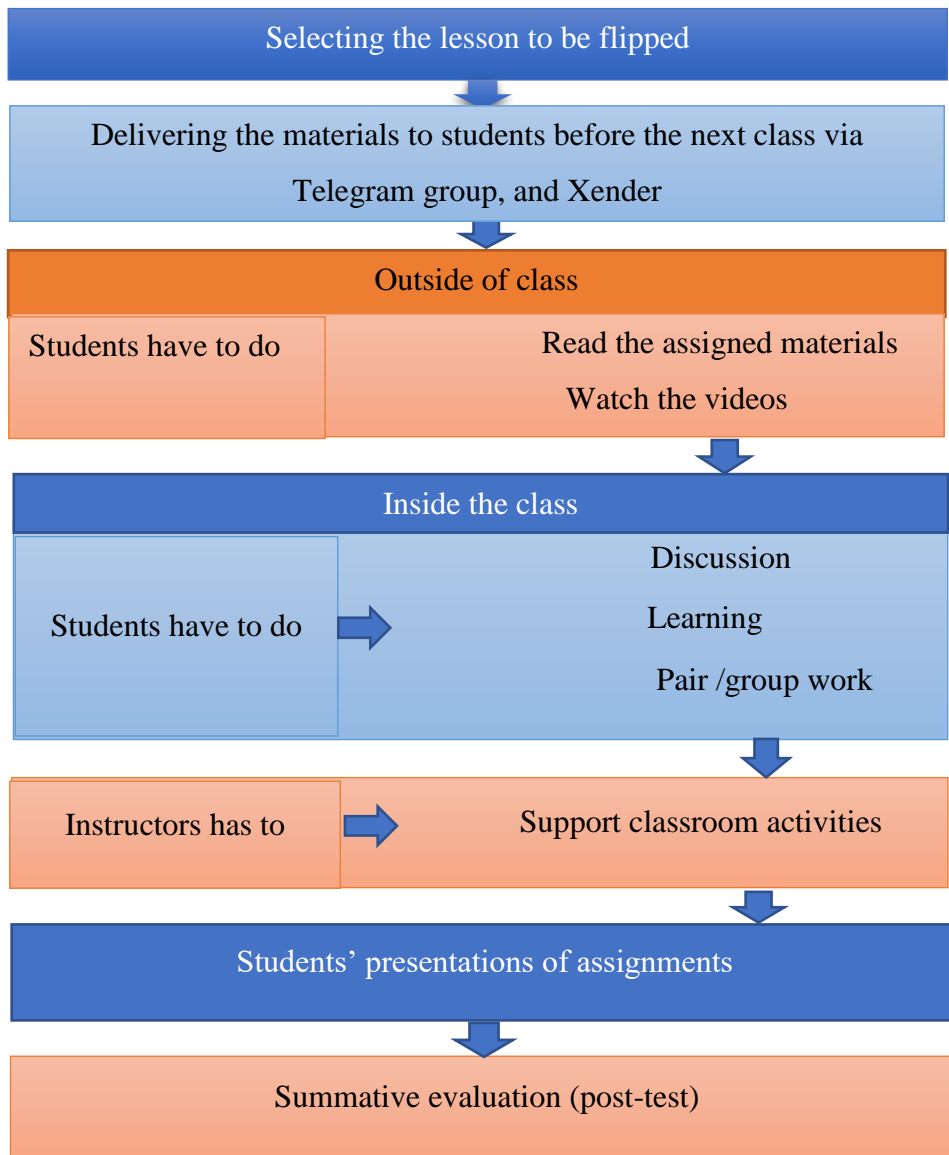


Figure: 3. the Flipped Classroom Teaching Model

3.4 Sample Size and Sampling Techniques

Sampling technique is the systematic selection of a subset from a defined population for a study (Sharma, 2017). Among four secondary schools found in the cheha woreda, Emdiber general secondary school was selected by using purposive sampling techniques. This schools was chosen due to their actual performance in terms of teaching, learning, and school

infrastructure, on the other hand, simple random sampling techniques was employed to select classrooms for CG and EG, from five sections in grade ten. The sample comprised (80) students representing two classes, they were assigned randomly into an experiment group (EG) (n=40), and a control group (n=40) in the 2023/2024 academic year. Classes as a whole become control and experiment groups in experimental studies in the educational context, as assigning students to groups randomly would disrupt classroom learning (Creswell, 2012).

The following table shows both experimental and control groups out of 5 sections 255 students 2 sections 80 students were sampled.

Table 2. Population and Sample Size

Subjects of the study			Control group			Experimental group		
			Male	Female	Total	Male	Female	Total
Emdebir School	General	Secondary	22	18	40	20	20	40

3.5 Contents for Experiment

In traditional and flipped classrooms, the same purposive contents from the English language student textbooks. Both groups (classes A and C) were taught based on the school's academic schedule. Based on that two English language teachers were communicated one day, and then developed a common lesson plan to teach both the control and experiment groups.

Table 3. Common lesson plans of both English language teachers.

Month	Date	Contents	Teaching methods	Evaluation
March to April	Mar 11-15 Mar 18-22 Mar 25-29 April 1-5	Grammar..... Adverbs of time Preposition Simple present tense Present continuous tense	Traditional and, flipped classroom learning methods	Pretest Quiz, Assignments Post-test

3.6 Sources of Data

To get valid and reliable information, the researcher used appropriate data sources are vital. To get first-hand information from student's primary data was collected through pre-test, post-test, focus group interviews, classroom observation, and school observation checklist. In addition to primary data, the researcher also reviewed related data sources such as published materials like journal articles and books.

3.7 Data Collection Instrument

In order to attain the aims of the study, both quantitative and qualitative data were collected using different data collection tools. An English achievement test (pre/posttest) were formed to collect quantitative data, and focus group interviews, classroom observation, and school observation checklist were formed to collect qualitative data.

3.7.1 Pre-test and Post-test

In order to form the English achievement test, the researcher and two English language teachers prepared the exam from unit three (punctuality) based on the contents of grade 10 English student textbook, and then the exam that included 17 multiple-choice, 5 matching, and 5 fill in the blank space questions was formed (see appendix A). All participants in the study were expected to use paper and pen to write their responses to the chosen English language test. For the pre-test and post-test, the same procedures were adopted: students' papers were sealed in an envelope, which was then delivered to the teachers. The researcher and three other English language teachers was examined, and then marked students' responses. The researcher recorded all students' results on an excel sheet, and the results were computed on the SPSS version 27.0 by running the t-test analysis.

3.7.2 Focus Group Interview

Focus group interviews are a qualitative research method that involves conducting in-depth interviews with individuals who possess specialized knowledge or expertise on a particular topic or community (Creswell, 2009). In order to collect students' perception about flipped classroom instruction interview was designed for ten (10) students from experimental group. The students was interviewed through open-ended face-to-face interviews. Thus, the researcher was comprehensively record the information from an interview through written notes on what the interviewee said.

3.7.3. Classroom Observation

Classroom observation was chosen as one of the methods used to collect data for this study. The main purpose of this method is to observe the interaction between the learners themselves and the interaction between the learners and the instructor in the classroom hours. Moreover, classroom observation offers the ability to record real data in the classroom, and to understand the situation.

3.7.4 School Observation Checklist

An observation checklist was used to assess the availability of educational technologies for flipped classrooms. Checked the school's ICT infrastructure, such as internet access, computer laboratory (language lab), electricity, and desktops (laptops). This method allows the researcher to assess and draw a fair conclusion on the real-world implementation and challenges of flipped classrooms in English language subjects. It provided a readiness to suggest ideas that should be done to improve flipped classrooms and the use of English language subjects.

3.8 Data Collection Procedures

Before the implementation of this study, on March 04, 2024, the researcher met the participating teacher for a briefing session for about one hour to let them know about the 'flipped classroom instruction' and the procedure for conducting the study. Following the brief session awareness about the flipped classroom for the experimental group teachers was undertaken, then the pre-test was given to students. Following the pre-test came the application then the control group was lectured without any preparation before the classroom.

The content was presented through direct instruction and question-answer techniques, and examples were provided. In the rest of the time left from lecturing, the exercises in the course book were done to provide better learning. On the other hand, experimental group was taken the subject interacted through FCI. The content of each lesson was designed through short videos and reading materials of the assigned lesson. Two days before the content (videos) was delivered to each student via telegram group, Xender, and Bluetooth.

The audio-visual materials were not created by either the instructor or the researcher, but rather were chosen from the offer available on the video-sharing platform YouTube, as it was determined that the quality of the sources found was adequate for the experiment, therefore making authorized materials was considered unnecessary. The decision to employ third-source materials was also made to reduce the workload of video preparation. There were

eight videos the duration of each video was from 5.54 to 10.52 minutes and they took 59 minutes to watch completely.

The group was given a video quiz to complete while watching the videos to ensure that they had seen them. Students brought video quizzes to the classroom the next day, and the lecture began by reviewing the quiz answers, which covered key elements of the subject. The review of the topic was done through this quiz and problematic points were discussed with active participation of students. The treatment lasted four weeks; three lectures (135 minutes) per week, and a 9-h flipped English language classroom intervention was undertaken. The distribution of the time for the group approximately 45-min flipped English classroom provided the following focused learning opportunities and time allotments.

1. Warm-up discussion the instructor encouraged students to ask questions regarding the introduced lesson in the video about tense, adverb, and preposition (pre-uploaded to telegram group and students were asked to watch the video before the actual class meeting) and made sure students comprehended the content by having them answer the questions proposed at the end of the video (10 min)
2. The second part (30 minutes) was the core of the class; planned activities were given for each of the content. Students worked in pairs or groups to discuss the ideas or problems given, after each activity, feedback was given to ensure students' understanding.
3. The third part (5 minutes) was allocated to revise the whole learning outcomes and to summarize the main points of the lesson. Students had to raise their questions and write a short summary about the lesson.

3.9 Method of Data Analysis

The collected data was analyzed by using both qualitative and quantitative methods of analysis. The qualitative data obtained through focus group interview, and school observation was analyzed by using narration. The interview were audio recorded and transcribed verbatim. The quantitative data collected through the pre-posttest (intervention) was first entered into Microsoft Excel. This step was crucial in summarizing the data and providing a clear overview of the responses received. After the data was organized in Excel, it was then imported into SPSS version 27.0 for analysis. After all this, the data were analyzed using descriptive statistics (mean and standard deviation) and t-tests. T-test was used to compare the pre and post-test results of the two groups at the beginning and end of the intervention,

and the experiment group alone was compared using paired sample t-tests before and after the experiment.

3.10 Validity and Reliability of Data Collection Instruments

Validity and reliability are crucial aspects of ensuring the accuracy and consistency of the exam. Internal consistency of data collection tools checked before the final data collection process. Then the exam was sourced from the students' textbooks and underwent validation. Both content and face validity was established, and the researcher assured that the exam was possessed strong content and face validity. On the other hand, the reliability was confirmed through test-retest by using SPSS v27, it was found Cronbach's alpha $\alpha = 0.943$ which shows that the questions are highly reliable and are likely to be measuring the intended construct consistently and accurately. This was the best indication that the measurement tool was well-designed and was likely to produce results.

3.11 Ethical Consideration

To make the research process professional, ethical considerations were made. The researcher got a request for a cooperation letter from Hawassa University, School of Teacher Education, and submitted it to the Emdebir General Secondary School. Thus, the students' teacher was requested to give their consent to participate in the research, and the details and purpose of the research were explained to them. Participants signed a consent form before the experiment, which was entirely voluntary. Also, the purpose of the study was introduced in the introduction part of the questionnaires, and interview guide to the respondents and confirmed that the subject's confidentiality was protected. Furthermore, all the materials used for this research were acknowledged.

CHAPTER FOUR

4 PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

4.1 Introduction

This chapter is concerned with the presentation, analysis, and interpretation of data collected through pretest and posttest (intervention), questionnaires, focus group interviews, and school observation. The qualitative data, as well as quantitative data, are integrated into this chapter. Therefore, the qualitative data includes the data collected through, focus group interviews, and school observation whereas the quantitative data includes the data, collected through pretest and posttest, and questionnaires. The data was presented in line with specific objectives or hypotheses.

4.2 Demographic Characteristics of the Respondents

This sub-section presents the demographic backgrounds of the respondents, including their sex, age, and grade levels. The characteristics of the respondents are presented in the tables below.

Table 4. Demographics information about Students

Categories	Variables	No. of respondents	Percentages (%)
Sex	Male	42	52.5
	Female	38	47.5
	Total	80	100
Age	Below 14	0	0
	14-17	74	92.5
	18 and, Above	6	7.5
	Total	80	100
Grade levels	Grade 10	80	100
	Total	80	100

Source: own survey Data (2024)

As shown in Table 4, it can be observed that out of the total participants of students, 42(52.5%) were male, and 38(47.5%) were female. The age distribution shows that the majority of the participants are between 14 and 17 with 74 (92.5%) and, the remaining 6 (7.5%) of students were 18 and above. Regarding with grade levels, 80 (100%) participants were in grade 10.

4.3 Data collected from the pre-test and post-test before and after the intervention.

This section addressed the analysis of data collected from the pre-test and post-test. To compare the results of the two tests, the analysis used an independent sample t-test. Mean,

standard deviation, and P-values were used to determine whether there were significant differences between the groups. The outcomes of the data analysis and discussions about the findings were then outlined accordingly.

4.3.1 Effects of FCI on Students' Academic Achievements

4.3.1.1 Analysis of Pre-test Results in terms of their Academic Achievements

To examine the first research question and, hypothesis the pre-test was administered to two groups, and the scores of both were examined through an independent sample t-test to identify any significant differences between them. The pre-test, which included 24 grammar questions (including adverbs, prepositions, and tense), was given to students in both groups, and the results are summarized in the tables below.

Table 5. SPSS results before the experiment.

Group Statistics					
Exam result	Group	N	Mean	Std. Deviation	Std. Error Mean
	Experimental group	40	18.23	3.663	.532
	Control group	40	18.55	3.573	.565

According to the above table, the pre-test exam results revealed that the experimental group (M = 18.23; SD = 3.663) had similar scores to the control group (M = 18.55; SD = 3.573). The means of the two groups were similar, it could be interpreted that their level was also close to each other, and both groups had low performance on the pre-test before the intervention. To ascertain if there was a statistically significant difference between the scores of the two groups, an independent sample t-test was performed and the results are detailed below.

Table 5.1. SPSS results in independent samples test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Exam Result	Equal variances assumed	.132	.717	-419	78	.676	-325	.776	-1.869	1.219
	Equal variances not assumed			-419	77.714	.676	-325	.776	-1.870	1.220

Table 5.1 displays the results of Levene's test for equality of variance, with the assumption of equal variances chosen due to the significance level of F being greater than 0.05. The test results show a significance level of 0.717, greater than 0.05, indicating no statistically significant difference between the two groups in terms of pre-test achievement scores.

Moving into the t-test for equality of means, the analysis revealed that with degrees of freedom (78), the t-score was calculated as -0.041. The p-value (Sig. 2-tailed) associated with this t-score was determined to be 0.676, which is greater than 0.05. This indicates that there is no statistically significant difference between the two groups in terms of their pre-test achievement scores. The mean difference between the two groups was found to be -0.0325, with a standard error difference of 0.776.

Lastly, the 95% confidence interval of the difference ranged from -1.869 to 1.219. These results further support the conclusion that there was no significant difference in pre-test achievement scores between the two groups. Based on the results of Levene's test and t-test, it can be concluded there is no statistically significant difference in mean test scores between the experimental and control groups on the pre-test exam.

4.3.1.2 Analysis of Post-test Results in terms of their Academic Achievements

To evaluate the first hypothesis, the data gathered from a post-test achievement test was examined by an independent sample t-test to determine if there is a significant difference between the two groups in terms of their post-test performance, and interpretations are given below.

Table 6. SPSS results after the experiment

Group Statistics					
	Groups	N	Mean	Std. Deviation	Std. Error Mean
Exam Result	Experimental group	40	22.38	4.544	.719
	Control group	40	16.88	3.950	.624

According to the exam results in Table 6, students in the experimental group who took the subject through flipped classroom intervention had higher post-test scores ($X = 22.38$, $SD = 4.544$) than the control group ($X=16.88$, $SD = 3.50$). As a result, the experimental group has a higher mean test score than the control group, showing that, on average, participants in the experimental group outperformed those in the control group. To assess the statistical

significance of the difference between the two groups, further analysis, such as conducting an independent sample t-test, for equality of means, would be necessary to determine if the difference in mean post-test scores between the two groups the results are summarized in the table below.

Table 6.1. SPSS results of independent samples test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Exam Result	Equal variances assumed	1.225	.272	5.777	78	.000	5.500	.952	3.605	7.395
	Equal variances not assumed			5.777	76.514	.000	5.500	.952	3.605	7.395

The above Table shows the statistical tests conducted, levene's test for equality of variances: The levene's test was conducted to assess whether the variances of the post-test scores between the EG and CG are equal. The test resulted in an F-value of 1.225 and a p-value of 0.225, a t-test was performed to compare the mean post-test scores between the EG and CG. The t-test yielded a t-value of 5.777 with 78 degrees of freedom and a p-value of less than 0.001 ($p = 0.000$), indicating a statistically significant difference in mean post-test scores between the two groups.

The 95% confidence interval for the difference in mean post-test scores between the EG and CG was calculated to be between 3.605 and 7.395. The t-test results indicate a statistically significant difference in mean post-test scores between the Experimental Group (EG) and Control Group (CG). Therefore, the first alternative hypothesis ($H\alpha$) was accepted. As a result, there is a statistically significant difference between students who are exposed to flipped classroom instruction intervention, achieving higher English mean scores than those who are not exposed to the flipped classroom instruction intervention.

4.3.1.3 Analysis of Paired Sample t-test within the EG Students Results of Pre-and Post-test in terms of their Academic Achievements

To evaluate the second hypothesis, the information gathered from within the same experimental group of students' achievement scores was examined through a paired sample t-

test to determine if there is a notable difference between pre-and post-test regarding their performance. The results are summarized in the table below.

Table 7. SPSS results of paired sample statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Result before experiment	18.23	40	3.363	.532
	Result after experiment	21.88	40	4.831	.764

The above table displays the summary statistics for the two variables tested. The mean result before the intervention was 18.23, however after the experiment (intervention), the mean result increased to 21.88. As a result, the means of the results after the intervention were greater than the means before the intervention, and the t-test confirmed that there was an improvement in performance following the experiment or intervention. The number of valid observations in two variables is forty (40).

The standard deviation of a result before an experiment is 3.363, whereas the result after the experiment is 4.831. A pre-experiment outcome is slightly more variability than an experiment result. The standard error mean for the result before the experiment is 0.532 whilst the result after the experiment is 0.764. To ascertain if there was a statistically significant difference within the same experimental group pre and posttest scores a paired sample test was performed and the results are detailed below.

Table 7.1. SPSS results Paired Sample Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Result before experiment Result after experiment	3.650	3.669	.580	2.476	4.824	6.291	39	.000

The above table display the summary of paired samples t-test analyzes the "before" and "after" results of an experiment, revealing a positive mean difference of 3.650. This means that, on average, the post-experiment outcomes improved by 3.65 units over the pre-

experiment results. The standard deviation of 3.669 demonstrates modest variability in these changes, indicating that the outcomes generally improved. The standard error of the mean (0.580) is relatively small, implying that the mean difference estimate is exact and that the sample's mean difference is likely a good representation of the population's true mean difference.

The 95% confidence interval for the difference between the "before" and "after" findings is 2.476 to 4.824, indicating that the true mean difference is within this range. Because both interval bounds are positive. The t-value of 6.291 is quite large; it represents how far the observed difference deviates from the null hypothesis of no change. Therefore, the second null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted. The large t-value, together with 39 degrees of freedom, provides strong evidence that the results of the experiment were much higher than before. The p-value of 0.000 (<0.001) indicates a statistically significant difference between the two sets of results. This provides strong evidence that the experimental intervention led to a significant improvement in the findings.

4.4 Qualitative Data Analysis

The qualitative research questions were answered by the experimental group of students at the end of the experiment. The questions were discussed as follows:

1. What are the perceptions of grade 10 students toward flipped classroom instruction in English Classrooms?
2. What does grade 10 students' learning engagement in the flipped classroom instruction in an English classroom look like?

4.4.1 Student's Perceptions toward the FCI in English Classroom.

A focus group interview was conducted with an experimental group of students at the end of the flipped classroom instruction treatment period to answer research questions two and three. Out of the 40 students in the experimental group, the researcher selected 10 students for focus group interview based on their performance, and willingness to participate. There were 10 open-ended qualitative response questions based on their respective research questions. These questions were asked to evaluate the student's perceptions of understanding English in a flipped classroom environment. The questions were discussed in line with their responses in detail below.

1. Can you describe your preparation process for this course?

The first response that emerged from the data analysis was that the participants felt ready for the course due to being prepared and having gained knowledge about the topic through the videos before going to the classroom. Considering this finding, the participants offered the following comments:

During the focus group discussion participants stated:

[...] *"Pre-recorded videos help me prepare for the class. (S2, Interview Date, 15.04.2024).*

[...] *"With these videos, we can get information about the next topic and plan what we will discuss in the next lesson." (S3, Interview Date, 15.04.2024).*

[...] *"I watch the video and study before the lesson to be able to do the exercises in the classroom." (S5, interview date: 15. 04. 2024).*

[...] *"I watch the videos as soon as the teacher uploads them, and while viewing them, I take notes, which helps me feel prepared for the session and more confident." (S1, Interview Date: 15.04.2024).*

[...] *"Being prepared for the lesson is the first and most significant benefit. You can participate more, answer more questions, and offer more meaningful comments. You also feel responsible." (S4, Interview Date, 15.04.2024).*

[...] *"Their positive effects are undeniable, as they encourage us to think more, analyze the subject, and become better prepared." (S7, Interview Date: 15.04.2024).*

[...] *"I organized my time to study the video thoroughly before the lesson. I prepared for the topic when I came to the lesson, and I had the opportunity to revisit the topic at the start of the lesson." (S6, Interview Date, 15.04.2024).*

[...] *"I also think that I study more consistently. I get distracted a lot in the classroom but while watching the video, I have the chance to watch it again and again. I feel more planned and confident." (S10, Interview Date, 15.04 2024).*

[...] *"In my opinion, getting videos sent to us before the lesson is really beneficial because it allows us to plan future lessons ahead of time in advance." (S9, Interview Date: 15.04.2024).*

Based on the above responses the participants stated that it made them feel more confident as they had the chance to study the topic as much as they needed before in-class meetings and were more responsible knowing that they needed to study to be able to do the activities in the

classroom and participate. Advanced student preparation improves understanding of the content of lessons. With flipped classrooms, students come to class with greater knowledge, and their participation increases (Bergmann & Sams, 2012). Based on the excerpts for this category, it can be concluded that the videos were beneficial for advance preparation.

2. Do you experience any difficulties while watching the videos? If so, what are they?

During the focus group interview, participants discussed the content of the video and how to improve it, presenting the significance of video content in the data. They stated that the length of the videos was quite significant and that they should be interesting enough to hold their attention. The participants described the reason as follows:

[...] "I think the duration of the videos is adequate because a shorter one would not be sufficient for the explanations, and a longer one would be boring. However, it would be preferable if the teacher could include more examples in the videos. (S10, Interview Date: 15.04.2024).

[...] "The first video was uninteresting, with numerous sentences in the slides, but then the content and style improved and became much better. It would be better if the teacher could add more examples about the topic. (S5, interview date: 15, 2024).

[...] "I saw all the videos and it's very helpful and instructive, but there were some difficulties I want to raise: the lecture was exclusively focused on narrating the contents, which was boring to understand. So, I recommend incorporating images and cartoons linked to the topics to capture learners' ideas and interests. (S8, interview date: 04, 15, 2024).

[...] "I face problems because of limited internet connection around me also, understandings of the language." (S3, Interview Date, 15.04.2024).

As the participants' statements suggest, while implementing the flipped classroom approach, the content and length of the video are as significant as the classroom practices. Therefore, it can be concluded that if the videos are not well-prepared based on the learners' interests and needs, and they fail to correctly explain the topic, the learners might have problems completing the video tasks and having adequate knowledge regarding the topic. In addition, the students face difficulties with the internet connection and understanding of the language.

3. Explain what the difference between lectures in class and instruction from videos is.

During the focus group interview participants gave their responses as follows to answer the above question:

[...] "I feel relaxed during the video lessons. I often experience distractedness in class. S4, Interview Date: 15.04.2024).

[...] "I can't focus on the teacher because the classroom is crowded and noisy." However, watching video lessons at home makes me feel more relaxed. S3, Interview Date: 15.04.2024).

[...] "With video teaching there is no chance of disrupting the class, and the students have a chance to learn one-to-one. "S7, Interview Date: 15.04.2024).

[...] "Video teaching is more specific than traditional instruction methods. S9, Interview Date, 15.04 2024).

[...] "I had a great chance to listen repeatedly by rewinding the part of the video till fully comprehended the specific part I struggled to understand. S8, Interview Date, 15.04 2024.

The majority of students in other words six students mentioned that there were positive differences between lectures in class and video teaching. On the other hand, one student responded that there was no critical difference between lectures in class and instruction from videos. Additionally, three students claimed that traditional teaching English was more effective than video teaching. Therefore, it can be concluded that the flipped classroom creates a positive difference between lecture methods and video teaching.

4. Did the videos on the Telegram group help you to understand the topics?

Regarding the benefits of learning, three of the students indicated that videos did not affect their understanding. While the majority of the attending students agreed that the instructional videos helped them to their understanding, watching the videos whenever and as many times, as they required, was extremely beneficial to their understanding. In general, students expressed that they liked instructional videos, and found that video teaching was an effective technique in the way of learning English.

5. Did you feel more responsible for your work than in a lecture-based class? Why or why not?

There was no common theme for this question. Students had different perspectives about the responsibility of the flipped class model. While some students stated that they did not feel more responsible for the process of learning English in flipped class when compared to the

traditional instruction model, some students mentioned that they feel more responsible in instructional videos than in lecture-based courses. Most students pointed out that having a virtual teacher on instructional video was a more effective way for their learning. They noted that they felt much more relaxed.

4.4.2 Student Learning Engagements in the Flipped Classroom Instruction.

The second focus group interview for research question three, what does grade 10 students' learning engagement in the flipped classroom instruction in an English classroom look like? These questions were asked to evaluate the student's learning engagements in the flipped classroom environment. The questions were discussed in line with their responses in detail below.

1. Do you think flipped classroom instruction is more engaging than traditional classroom instruction?

During the focus group interview participants gave their responses as follows to answer the above question:

[...] "I think the flipped classroom is more engaging because I can go at my own pace when watching videos at home. In class, I feel more confident asking questions and participating because I already have some understanding of the topic." S8, Interview Date, 15.04 2024.

[...] "It's definitely more interactive. With the flipped model, class time feels like a group project rather than just sitting and listening to a lecture. I feel like I learn more." S7, Interview Date, 15.04 2024.

[...] "For me, it's more engaging because it's not just listening to the teacher talk. I like that we get to do hands-on activities in class, and the videos are usually more visual and interesting." S5, Interview Date, 15.04 2024.

[...] "Sometimes, it's hard to stay motivated to watch the videos at home, but I do like how the class time is more about doing rather than just listening. It keeps me more involved." S6, Interview Date, 15.04 2024.

[...] "I think the flipped classroom is better because it allows me to focus on learning in my own time. The in-class activities are much more engaging than sitting through lectures." S3, Interview Date, 15.04 2024.

[...] "I find it more engaging because I can rewind and pause the videos if I don't understand something. I enjoy collaborating with others in class to apply what we learned." S1, Interview Date, 15.04 2024.

[...] "The flipped classroom is cool because it feels like I control my learning. In class, I get to ask questions and understand the material instead of just copying notes." S2, Interview Date, 15.04 2024.

[...] "I think it's more engaging, but only if the videos are well-made. When they are, class time feels more productive and enjoyable because we're working together instead of just listening." S10, Interview Date, 15.04 2024.

Based on the above responses the participants stated that the flipped classroom instruction model is seen as more engaging by students because it allows them to learn at their own pace through videos at home, which helps them feel more confident and prepared for in-class activities. Students appreciate the interactive nature of class time, where they can participate in hands-on activities, collaborate with peers, and focus on problem-solving rather than passive listening. Overall, students feel more in control of their learning and enjoy the opportunity to ask questions and apply what they've learned in a dynamic and collaborative environment.

2. Does the flipped classroom instruction give you greater opportunities to communicate with other students?

During the focus group interview participants gave their responses as follows to answer the above question:

[...] "I like how the flipped classroom encourages us to work in groups. I get to discuss topics more with my friends, which makes learning easier and more fun." S9, Interview Date, 15.04 2024.

[...] "Yes, I've noticed that I talk to my classmates more now. The class activities often require teamwork, so we all have to communicate and solve problems together." S8, Interview Date, 15.04 2024.

[...] "In a traditional class, I rarely talked to anyone except when we had to. But now, with the flipped classroom, I feel like I talk to my classmates every day during group tasks." S7, Interview Date, 15.04 2024.

[...] "I feel more connected to my classmates in the flipped classroom. We get to share our ideas and help each other understand the material better." S6, Interview Date, 15.04 2024.

[...] "The flipped classroom has been great for communication. We often work on group projects or discuss questions in class, which helps us learn from each other." S5, Interview Date, 15.04 2024.

[...] "I think it's easier to communicate with my classmates in this setup. We work together a lot during class, and it helps build a good team spirit." S4, Interview Date, 15.04 2024.

[...] "Yes the flipped classroom gives me more chances to talk to my classmates. We work on activities together in class, and I feel more comfortable asking them for help or sharing ideas." S10, Interview Date, 15.04 2024.

[...] "For me, the flipped classroom is better because we get to talk and collaborate more. It makes learning more engaging and less lonely." S3, Interview Date, 15.04 2024.

[...] "Yes, the flipped classroom makes it easier to communicate with others. I get to work with classmates I wouldn't normally talk to, which is a good experience." S2, Interview Date, 15.04 2024.

As the participants' statements suggest that the flipped classroom provides more opportunities for communication among students by encouraging group work, discussions, and collaborative problem-solving during class. Students feel more engaged, exchange ideas freely, and benefit from learning together in a supportive and interactive environment.

3. Do you feel that flipped classrooms have improved your understanding?

During the focus group interview participants gave their responses as follows to answer the above question:

[...] "Yes, the flipped classroom has improved my understanding. Watching the videos at home lets me grasp the basics ideas, so I'm more prepared for class activities and discussions." S2, Interview Date, 15.04 2024.

[...] "I feel like I understand topics better because I get to learn at my own pace. If I don't get something, I can re-watch the video and then clarify in class." S1, Interview Date, 15.04 2024.

[...] "Definitely. The flipped model gives me time to review the material before class. Then, in class, I can focus on applying what I've learned, which helps everything make sense." S3, Interview Date, 15.04 2024.

[...] "I think it's helped me understand things more deeply. Instead of just listening to lectures, I get to practice and ask questions in class, which makes a big difference." S5, Interview Date, 15.04 2024.

[...] "Yes, the flipped classroom helps me understand better because I'm not trying to learn everything all at once. I can learn the basics at home and then build on that knowledge in class." S4, Interview Date, 15.04 2024.

[...] "It's improved my understanding a lot. I feel like I get to think about the material more, both at home and in class, and that helps it stick." S7, Interview Date, 15.04 2024.

[...] "I understand the material better because the class time is focused on practicing and solving problems. It's easier to learn when I've already seen the topic beforehand." S6, Interview Date, 15.04 2024.

[...] "For sure. I like that I can re-watch videos to understand the basics before class, and then use class time to ask questions and work through harder problems." S8, Interview Date, 15.04 2024.

[...] "Yes, it's helped. The combination of videos and class activities makes the material clearer and gives me more confidence in what I'm learning." S10, Interview Date, 15.04 2024.

[...] "I think the flipped classroom has improved my understanding because I have more time to focus on difficult topics in class, instead of just taking notes." S9, Interview Date, 15.04 2024.

Based on the above response the flipped classroom has significantly improved students' understanding by allowing them to learn the basics at their own pace through videos at home. In class, they can focus on applying concepts, practicing problems, and asking questions,

making the material clearer and easier to grasp. Students appreciate the balance of self-paced learning and interactive classroom activities.

4. Are you more motivated to learn English in the flipped classroom?

The responses of the participants are discussed as follows:

[...] *"Yes, I'm more motivated because the videos make learning interesting, and class activities and interacting in English with others." S2, Interview Date, 15.04 2024.*

[...] *"I feel more motivated because I can learn at home and come to class ready to use what I've learned. It makes the lessons feel more purposeful and fun." S3, Interview Date, 15.04 2024.*

[...] *"Definitely. The flipped classroom keeps me engaged because it's not just about listening to lectures; I get to do real activities that help me improve my grammar skills." S4, Interview Date, 15.04 2024.*

[...] *"Yes, it's more motivating. Learning English this way feels less stressful because I get to prepare ahead and practice in class with my friends." S1, Interview Date, 15.04 2024.*

[...] *"I think so. Watching videos at home is less boring than traditional homework, and the interactive class time makes me excited to learn English." S5, Interview Date, 15.04 2024.*

[...] *"I feel more motivated because the flipped classroom makes learning English more active." S6, Interview Date, 15.04 2024.*

[...] *"Yes, I like this approach because it helps me feel more prepared and confident. The class activities make learning English more enjoyable." S7, Interview Date, 15.04 2024.*

[...] *"I think it's better because I can focus on listening and understanding the language in the videos, then use what I've learned in class discussions and activities." S8, Interview Date, 15.04 2024.*

[...] *"The flipped classroom is more motivating for me because it's hands-on." S9, Interview Date, 15.04 2024.*

[...] *"Yes, I'm more motivated to learn English this way. The flipped model makes learning feel more personal and interactive, which keeps me interested." S10, Interview Date, 15.04 2024.*

Students feel more motivated to learn English in the flipped classroom because it combines engaging video lessons at home with interactive and practical activities in class. They enjoy the hands-on approach, find it less stressful, and feel more prepared and confident when using English in real-life contexts.

5. Do you think the class makes you want to learn more about the topic?

The responses of the participants are discussed as follows:

[...] *"Yes, the flipped classroom makes me more curious. Since we focus on applying what we've learned in class, I feel like I want to learn even more to keep up with the activities." S1, Interview Date, 15.04 2024.*

[...] *"Definitely. The activities we do in class make me more interested in the topic. They encourage me to explore and learn beyond the basic material." S2, Interview Date, 15.04 2024.*

[...] *"The flipped classroom makes me want to learn more because I get to dive deeper into the topic during class activities. I feel like I'm discovering things on my own." S3, Interview Date, 15.04 2024.*

[...] *"Yes, I feel more interested in the topic. The way we work on it in class makes me realize how much more there is to learn." S4, Interview Date, 15.04 2024.*

[...] *"For sure. The way the flipped classroom is set up makes me want to go beyond just what's taught in the videos and explore the topic more deeply during class discussions." S5, Interview Date, 15.04 2024.*

[...] *"I think so. The class activities make the topic feel more relevant, so I want to learn more to keep up with the projects and discussions." S6, Interview Date, 15.04 2024.*

[...] *"Yes, I'm more motivated to learn more. The flipped classroom encourages me to keep exploring the topic since the class time makes everything feel more interesting and interactive." S7, Interview Date, 15.04 2024.*

[...] "I'm more interested in the topic because I get to see how it applies to real-life situations. The class time makes me curious to learn more about it." S8, Interview Date, 15.04 2024.

[...] "Yes, the flipped classroom makes me more excited to learn. The activities give me a deeper understanding, and I want to learn even more on my own." S9, Interview Date, 15.04 2024.

[...] "The class definitely makes me want to learn more. The flipped approach makes the topic feel more interactive and fun, so I feel motivated to explore it further." S10, Interview Date, 15.04 2024.

Based on the excerpt from the participant responses the flipped classroom sparks curiosity and motivates students to learn more about the topic by making class activities interactive and relevant. Students feel more engaged and encouraged to explore the subject beyond the basic lessons, fostering a deeper interest in learning.

4.4.3. Observation Results

4.4.3.1 School Observation Result

A checklist observation of ICT tools and facilities (Educational technology infrastructure, equipment in the schools) used for the flipped classroom was used to check the availability of technologies in the school.

Table 8. Technology and Equipment in Emdiber General Secondary School.

ICT Tools and Facilities	Emdiber General Secondary School
Computers (desktops) laboratory room	Yes
Internet Connection	No
Printer and Photocopier	Yes
Electricity	Yes
Language laboratory	Yes

Table 8 shows that of the listed five ICT tools four of them were available, and the remaining one was unavailable Computers (desktops), laboratory rooms, printers and photocopiers, electricity, and language laboratories were available in Emdiber General Secondary School. Therefore, this school is preferable for the flipped classroom instructional approach. However, the FCI was not implemented by teachers due to unfamiliarity with this model.

4.4.3.2 Classroom Observation Result

During daily classroom observations, the researcher observed differences in teacher-student and student-student interactions. In the traditional classroom, teacher-student interaction took place mostly during lectures, with just a few students actively participating. Due to time constraints, many students were unable to express questions or obtain appropriate responses. Furthermore, students in traditional settings were sometimes left to complete tasks individually since not all exercises could be covered during class time, reducing opportunities for peer interaction.

In contrast, the flipped classroom approach provided more opportunities for engagement and feedback. By reviewing material before class, participated in more dynamic question-and-answer sessions and discussions, engaging with the topic and one another. This structure allowed the instructor more time to offer timely feedback and support during exercises, which benefited students who required additional help. The flipped classroom also fostered a collaborative atmosphere in which students could share ideas, discuss assignments, and work together on exercises, therefore improving their learning experience and engagement. Overall, the observation suggests that the traditional teaching approaches provide for structured teacher-student interactions, and the flipped classroom promotes a more interactive, student-centered environment that fosters collaboration and active learning.

4.5 Discussions of Major Findings for Research Questions

To examine the effects of flipped classroom instruction on student English academic achievements in grade ten in Emdebir general secondary school were discussed to answer the basic research questions:

1. Discussions of the finding of research question one: What is the effects of flipped classroom instruction on students' academic achievement in grade 10 English classroom?

This research question aimed at seeking whether there was a difference between EG and CG students in terms of their English language specifically grammar achievement due to FCI. The results indicated that there was not a significant difference between the CG and EG in pre-test scores. However, after intervention was given to the EG the quantitative results indicated that there was a highly statistically significant difference between the scores of the CG and EG, which suggests that FCI gave rise to an increase academic performance of EG students. The researcher hypothesized that FCI created a significant difference between CG

and EG in terms of their academic achievements particularly effective for developing grammar skills.

This study has also offered similar results with numerous current studies and research in the literature. For instance, Lenka Birova (2020) explored does the flipped classroom model increases learners' accuracy in the use of grammar at the University of Trnava Slovakia. The participants involved in the study were 55 students and found that students in the FC did have greater effect based on results of the exam. Therefore, the researchers concluded that the flipped classroom teaching strategies effective for teaching the English grammar.

Another study by Altano (2019) who explored the effectiveness of using flipped classroom instruction to improve grammar skills at Bergen Community College in Paramus, New Jersey found that students in the flipped classroom showed a greater increase in grammar performance over those in the traditional setting. The researchers concluded that the combination of flipped learning and the Communicative Method was effective in increasing the student's grammar skills.

A study in Macau, China found similar results with increases grammar development among students participating in a flipped classroom approach (Webb & Doman, 2016). However, in another study by Yang (2017) at St. Francis Assisi's College in Hong Kong, the results of the flipped classroom approach for increasing grammar skills were mixed, with one group showing significant proficiency in grammar skills while the other did not. The author attributed the difference to a lack of motivation, the study group size, and the limited number of items in the evaluation methods.

2. Discussions of the findings of research question two: what is the perception of grade 10 students toward the flipped classroom instruction in English classroom?

The thorough analysis of reflections shared by the 10 EG students who participated in the focus group interviews indicated that the students had good perceptions of a flipped classroom. Many of them expressed that they could fully understand the contents of the lesson topic via flipped classroom activities. The focus group interview revealed that the flipped classroom model significantly enhances student preparation, engagement, and participation. Students consistently reported feeling more prepared and confident due to pre-recorded videos, which allowed them to study the material in advance. This preparation led to more active classroom participation and a greater sense of responsibility and developed self-

management skills. The ability to review video content at their own pace further reinforced their understanding and made them feel more in control of their learning process.

These findings conform to the results of the study by Ahmed (2016). The researcher made use of a questionnaire to measure the attitudes of 1,200 students studying in the College of Science and Arts in a female branch of Qassim University in Saudi Arabia towards flipping and found out that FCI increased the attainment levels of learners in writing and also improved their overall attitudes and beliefs regarding the writing skill.

Similarly, Prefume (2015) aimed to investigate the impact of FCA in a Japanese language classroom to evaluate its efficiency and feasibility. The 39 students were divided into two groups: 19 students in the EG and 20 students in the CG, and the data were gathered using questionnaires, measures of learning outcomes, class observation, oral production rating scale, Blackboard statistics tracking, and instructor 's daily journal. The qualitative findings of the study revealed that the participants displayed a positive attitude toward FCA. In addition, in all of these studies, students expressed positive attitudes towards FC, finding it useful, and more interesting than the traditional face to face only classroom.

3. Discussions of the findings of research question three: what does grade 10 students learning engagement in the flipped classroom instruction in an English classroom look like?

The thorough analysis of reflections shared by the 10 EG students who participated in the focus group interviews indicated that the students perceived the flipped classroom as more engaging and effective than traditional classroom instruction. Most students responded that it enhances their communication with peers, improves understanding, and increases motivation to learn English. The flipped classroom also fosters a supportive environment, encourages self-assessment, and is effective in measuring student abilities through tests. Additionally, students enjoy peer discussions, which promote greater motivation and curiosity to learn more about the topics and find joy in learning new things.

This finding is agreed with Aycicek and, Yelken (2018) the researchers discovered the effects of flipped classroom models on students' classroom engagements in teaching English at Mersin University in Turkey. The participants involved in the study were forty middle school students. The length of experiments is four weeks. The researchers discovered the experimental group students' change was statistically significant. Therefore, they recommended the FC model as an effective means of securing student engagement, changing the lesson to be more attractive, fostering collaboration and interaction.

In addition, Clark (2015) conducted an action research aiming to bring about improvements in student engagement, and performance in the secondary mathematics classroom through the implementation of the flipped model of instruction, and compared student interaction in the flipped classroom with a traditional format. According to results and findings from this study, a total of 42 students in an algebra course in an experimental group in a high school in the USA; indicated that students were more engaged, and more involved in the flipped model of instruction when it was compared to the traditional delivery approach as students experienced quality instruction that was student-focused in the flipped class model.

By the same token, Smith (2015) observed the student engagement levels in the flipped learning classrooms and traditional classrooms and found increased learner engagement and classroom interaction among four math class students in a rural, junior high school. Overall, the flipped classroom model is positively received and seen as beneficial for student engagement and learning.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this study, an attempt has been made to investigate the effects of flipped classroom instruction on students' academic achievements in grade 10 English in Emdebir General Secondary School Cheha Woreda, Gurage Zone. The specific objectives of the study were, to investigate the effect of flipped classroom instruction on students' academic achievement in grade 10 English classrooms, to assess the student's perception toward flipped classroom instruction in grade 10 English classrooms, to assess students' learning engagement in the flipped classroom instruction in grade 10 English classrooms. The researcher in this study employed a mixed-method research approach from the various types of mixed-method design the sequential explanatory design as well, quasi-experimental design was applied for the experiment (intervention). The tools of data collection were, pretest-posttest (achievement test), focus group interview, and classroom observation. Simple random, and purposive sampling were used to identify the subjects of the study. The study followed the ethical requirements to collect primary data. Based on the results and the discussions of the collected data, the following major findings were drawn:

5.1. Summary of the Major Findings

The findings of the study are summarized as follows; the pre-test results indicate the mean scores of the experimental group ($X = 18.23$, $SD = 3.663$) and the control group ($X = 18.55$, $SD = 3.573$) are very similar. The t-test results support this, with a t-value of -0.419 and a p-value of 0.676 , showing no statistically significant difference between the two groups at the start of the intervention. After the intervention, the post-test results revealed that the experimental group, which experienced the flipped classroom, had a significantly higher mean score ($X = 22.38$, $SD = 4.544$) than the control group ($X = 16.88$, $SD = 3.950$). The independent samples t-test shows a t-value of 5.777 and a p-value of 0.000 , indicating a statistically significant difference between the two groups. The mean difference of 5.500 points indicates that the flipped classroom model improved students' academic achievement. This finding supports the first alternative hypothesis, showing that students who received flipped classroom instruction outperformed those who did not.

The qualitative results of the study indicated that the students had good perceptions of a flipped classroom. Many of them expressed that they could fully understand the contents of the lesson topic via flipped classroom activities. The FCI model significantly improves

student preparation, and participation. Students consistently reported feeling better prepared and confident after watching pre-recorded videos that allowed them to study the content in advance. This preparation led to more active classroom participation, a stronger sense of responsibility, and improved self-management skills. The ability to review video content at their own pace strengthened their understanding and gave them a sense of control over their learning process. Although some students mentioned difficulties with the limited availability of internet connections, difficulties with the understanding of language comprehension, and students were unfamiliar with the FCI.

Also, the student's responses regarding their learning engagements in the flipped classroom, the instruction was more engaging than traditional instruction and believed it improved their understanding. Many felt it provided better opportunities for peer communication and increased their motivation and curiosity to learn. Furthermore, the flipped classroom instruction allowed students to take control of their learning through a variety of activities that promoted student-centered learning. In addition, it encouraged self-learning; students asked themselves to ensure they learned the information and understood what the lesson was about. Moreover, the classroom observation results strengthen this finding the experimental group students gain more opportunities for engagements, peer interaction, and feedbacks from their teachers.

On the other hand, the school observation checklist was analyzed based on the selected school. The school has a lot of sufficient technology and equipment to implement FC in the school. In addition to that most students have equipment or technology like smartphones for flipped classroom methods. Unfortunately, in the selected school the FCI was not implemented by teachers due to unfamiliarity with the FCI model.

5.2. Conclusions

Flipped classroom instruction is a highly effective method for improving students' English academic achievement. Research has consistently shown that students who learn English through flipped classroom instruction methods outperform those who learn through traditional methods.

Flipped classroom instruction positively affected students' English academic achievement in Emdebir General Secondary School grade 10 students. Students who received flipped classroom instruction performed better in English (grammar) achievement tests than students who learned through traditional lecture-based instruction.

Moreover, qualitative feedback strengthened these conclusions, with students expressing positive perceptions of the flipped classroom instruction because they were able to learn at their own pace, be more active in the classroom. Students were more engaged, and motivated, which created a conducive environment for peer interaction and active learning, as well as improved their understanding of lesson content. However, the study also identified some challenges related to students' access to the internet, difficulties with the understanding of language comprehension, as well as students who were unfamiliar with the FCI. Despite these obstacles, the potential of FCI is to significantly enhance the student's academic achievements. In conclusion, the findings of this study provide strong evidence in support of flipped classroom instruction (FCI) as an effective, and powerful teaching strategy for boosting students' English achievements in Emdebir general secondary school grade 10 students.

5.3 Recommendations

Based on the findings from the intervention (experiment), FGI, student questionnaire, and school observation which confirmed the effectiveness of the flipped classroom instruction in enhancing students' English language learning specifically (grammar) I attempt to make some recommendations for implementing the flipped classroom instruction, as presented below:

5.3.1 Recommendations for Teachers:

Based on the obtained data, the following recommendations seem to be useful for English language teachers:

- Teachers are recommended to implement the flipped classroom model to teach grammar in order to change their traditional way of teaching from a teacher-centered classroom to a student-centered classroom.
- Teachers in this digital era need to incorporate innovative technologies in their classrooms, in addition to being familiar with them.
- Teachers are recommended to explain the flipped classroom model to their students, and they need to prepare them by elevating their awareness of the advantages of watching videos at home.
- Teachers are recommended to prepare alternatives for students who do not have access to the internet such as reviewing the online content or providing them with recorded videos with other technologies such as smartphones or USB devices.
- Teachers are recommended to prepare adequate video length, because a shorter one would not be sufficient for the explanations, and a longer one would be boring.

5.3.2 Recommendations for Students:

Based on the results of this study, the following recommendations seem to be helpful for English language students:

- Students are recommended to be serious in terms of watching the videos provided by their teacher to enhance their learning abilities.
- Students need to devote time to learning outside the classroom using technology to achieve more fruitful learning outcomes.

5.3.3 Recommendations for Administration:

Relying on the above-mentioned findings, the following recommendations seem to be pertinent:

- For effective FCI it is important point to consider the administration needs to provide training and learn how to adapt a course according to the FCI to teachers before implementing FCI in a course.
- The administration needs to provide students with the necessary equipment such as providing internet, and free access to the computer laboratory in the school under which the flipped classroom model can be successfully applied
- The Ministry of Education should ensure that schools are endowed technologically and further explore introducing a national policy that allows learners to bring their own devices to school. This can help leverage the use of mobile technology as a powerful tool for learning.
- The school, teachers, and students who are not familiar with these methods of flipped classroom instruction should be made aware of these approaches and their implications.

5.3.4 Implications for future research directions

This study was employed for research of flipped classroom instruction effects on the academic achievements of students specifically grammar lessons as it is a main struggling part presented in the current traditional curriculum. Further research can be conducted by others as listed below in detail.

- This study was conducted in grammar teaching through flipped classroom instruction. Another study can be conducted on other skills such as reading, writing, listening, and speaking.
- The flipped model can be adapted to all stages and all grades of the language learning process. - In this study, the treatment process lasted four weeks with two groups of students. More extensive research can be conducted over a longer period with a larger sample.
- This study was bound to only one secondary school in an urban area. Henceforth, future studies should be carried out with a bigger sample of schools from both the rural and urban areas and schools.

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APPENDIX

APPENDIX A

ENGLISH SUBJECT PRE-TEST

Emdiber General Secondary School Grade 10 English subject Pre-Exams for Flipped classroom instruction experimental purpose.

Please fill in the following information.

Student Name _____ Sex _____

Section _____ Date _____

Part I. Match the following questions 'A' column with column 'B' (5 points)

"A"

1. She usually has breakfast
2. I can't speak now. I'll call you
3. The boy is swimming in the pool
4. The dogs bark at night
5. Coffee affects my sleep, so I...

"B"

- A. seldom drink it
- B. simple present
- C. earlier she goes to work.
- D. present continues
- E. back later
- F. present perfect

Part II. Multiple Choice Questions (15 points)

Choose the best answer for the following questions. Each question has 1.5 points.

1. I.....TV at the moment.
A. watch B. are watching C. am watching D. have been watching
2. Look! Alex in the garden.
A. works B. is working C. are working D. are work
3. I am looking forwardhaving a meeting with you next week.
A. With B. At C. To D. From
4. My sister..... the bathroom.
A. cleans B. is cleaning C. are cleaning D. has cleaned

5. It was one of the best that I haveeaten.
 A. Meals & ever B. coffee & never C. drink &now D. milk & ever
6. She the piano.
 A. Are playing B. playing C. is playing D. has playing
7. I buy a newspaper as I read the news
 A. Ever & online B. earlier & TV C. since & TV D. rarely &online
8. Ayelethe medicine twice a day.
 A. take B. takes C. is taken D. was taken
9. At the moment, she is recovering her injuries.
 A. at B. of C. from D. with
10. I in the car now.
 A. wait B. waiting C. am waiting D. is waiting

Part III. Fill in the blank space with the correct answers. Each question has 2 points.

Now	Adult	Wife	On average	On the whole
On purpose	On occasion	Earlier	Coffee	Going to

1. A human heart beats 72 times per minute _____.
2. _____ that I'm an _____, I can make my own decisions.
3. Look! Rahel is _____ to the movies
4. I don't think the baby dropped it. I think she threw it to the ground _____ in order to gain our attention.
5. We arrived _____than we'd expected to, so we had time to have a _____

Good Luck!!

ENGLISH SUBJECT POST-TEST

Emdiber General Secondary School Grade 10 English subject Post-Exams for Flipped classroom instruction experimental purpose.

Please fill in the following information.

Student Name _____ Sex _____

Date _____ Section _____

Part I. Match the following questions 'A' column with column 'B' (10 points)

'A'

'B'

- | | |
|---|----------------------------|
| 1. Daniel drinks tea daily. | A. adverb |
| 2. His flight is due to get in at _____ | B. present continuous tens |
| 3. Look! They are working well. | C. simple present |
| 4. There were over a thousand people at the concert. | D. preposition |
| 5. I was surprised when Haile told me that he'd never been abroad | E. 10:55 tonight |

Part II. Choose the best answer from the given alternatives (18%)

6. The sun _____ in the east.
A. rise B. rises C. was risen D. rose
7. The girl _____ how to make good coffee.
A. are not knowing B. does not know C. have not known D. do not know
8. She _____ to London once a month.
A. fly B. flies C. fly's D. flying
9. Aster _____ English every day.
A. reach B. reaches C. reached D. reaching
10. Abebe and Sosina _____ football all the day.
A. is playing B. was playing C. are plying D. is played
11. Student 1, what are you doing now?
Student 2, I _____
A. Am writing my note B. I was writing my note C. I have writing D. I wrote
12. I've already had breakfast, but I haven't had a coffee just _____

- A. still B. just C. yet D. now
13. Yesterday at school, we were told that our teacher would be retiring

- A. yet B. ever C. soon D. never
14. He looked much heavier _____ than he does now.
- A. Then B. than C. now D. still
15. Wearing a seat belt can protect you _____ being killed in a car.
- A. with B. of C. from D. about
16. Many children depend _____ their parents for money.
- A. with B. at C. on D. to
17. Our atmosphere consists _____ oxygen, nitrogen and carbon dioxide
- A. of B. with C. for D. into

Part III. Change the verb in the brackets in to the correct simple present, present continuous. (2points)

18. Ahmed usually _____ (wear) blue dress but he _____ (wear) a red shirt and white blouse at the moment.
19. She _____ her finger with a knife (cut)

Good Luck!!

Appendix B

Hawassa University School of Graduate Studies

College of Education and Behavioral Studies

Department of Curriculum and Instruction

Focus Group Interview for Experimental Group Students

Attitude interview questions for flipped classroom instruction ten students in the experimental group was interviewed after the intervention ended regarding their feelings and engagements about the flipped classroom instruction and its effects on their learning. The purpose of the interview is to gain insight into how students view instructional videos over in class lectures, and others.

Thank You in advance for your kind Cooperation!!

Remla Sherefa

1. Can you describe your preparation process for this course?
2. Do you experience any difficulties while watching the videos? If so, what are they?
3. Explain what the difference between lectures in class and instruction from videos is.
4. Did the videos on Telegram group help you to understand the topics?
5. Did you feel more responsible for your work than in a lecture-based class? Why or why not?
6. Do you think flipped classroom instruction is more engaging than traditional classroom instruction?
7. Does the flipped classroom instruction give you greater opportunities to communicate with other students?
8. Do you feel that flipped classrooms have improved your understanding?
9. Are you more motivated to learn English in the flipped classroom?
10. Do you think the class makes you want to learn more about the topic?

Appendix C

Hawassa University School of Graduate Studies

College of Education and Behavioral Studies

Department of Curriculum and Instruction

Observation Checklist

Table 1. ICT tools and facilities in the school (Educational technology infrastructure, equipment and services in the schools)

ICT Tools and Facilities	Emdiber general secondary school
Computers (desktops) laboratory room	
Internet Connection	
Printer and Photocopier	
Electricity	
Language laboratory	

Appendix D

Sample photos and videos of the intervention session



1.1 Traditional classroom teaching and learning process.



1.2. Flipped classroom teaching and learning process.



1.3. Control group students exam setting.



1.4. Experimental group students exam setting.

Simple Present tense

- is when you use a verb to tell about things that happen continually in the present, like every day, every week, or every month.

Form:- **subject + verb**

Example

Abebe eats bread and butter before going to school.

Hussein watches cartoons every day.

kids drink milk every night before going to bed.

Johnny goes to the gym daily.

students go to school daily.

Sun rises in the east.

0:05:35 0:00:25

1:32 AM 8/28/2024

Present continuous tense

- denotes actions/events that are already in progress while we speak about them or only one time action.

Form:- **present tense of the verb to be + present participle (-ing) of the main verb**

am, is and are

Subject + verb to be + ing

I am eating

you } are working

we } are working

they } are working

Verb + ing

He } is working

She } is working

It } is working

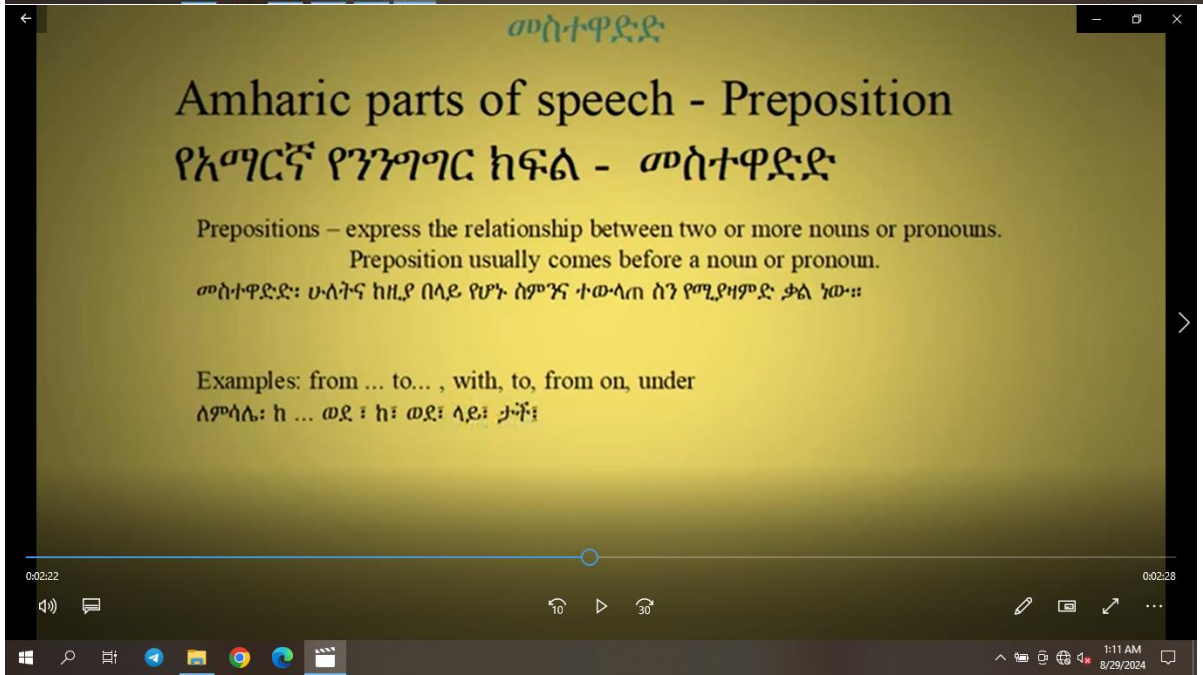
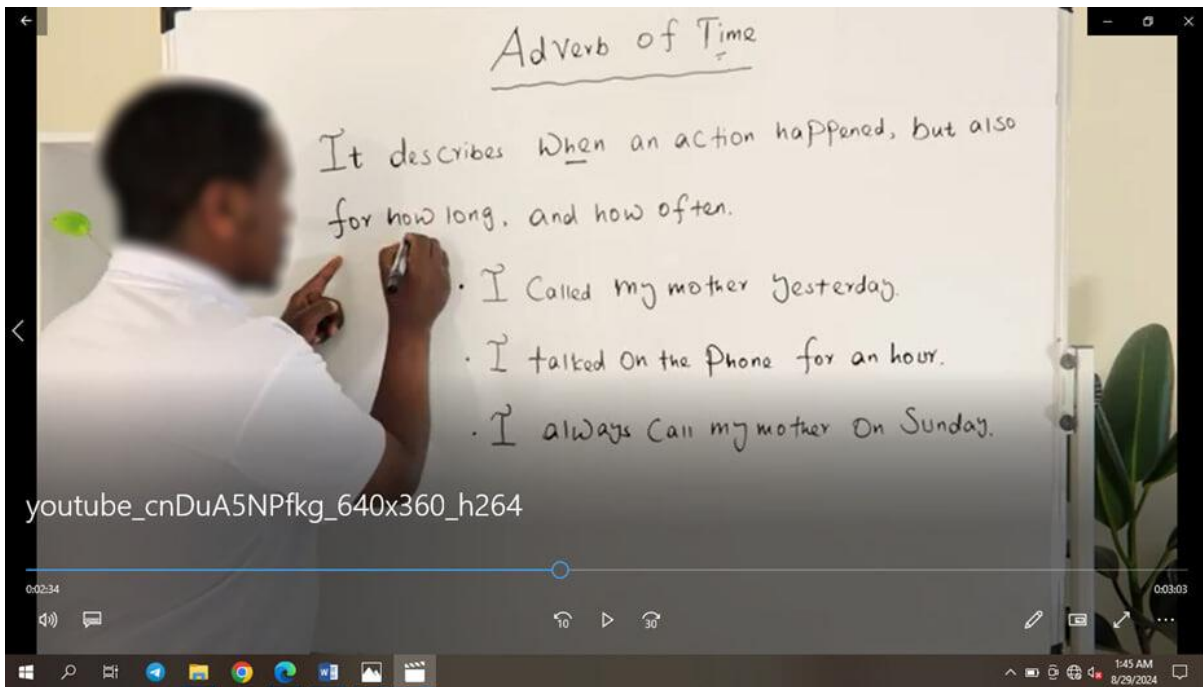
Name(Daniel) } is working

English Lesson present continuous tense

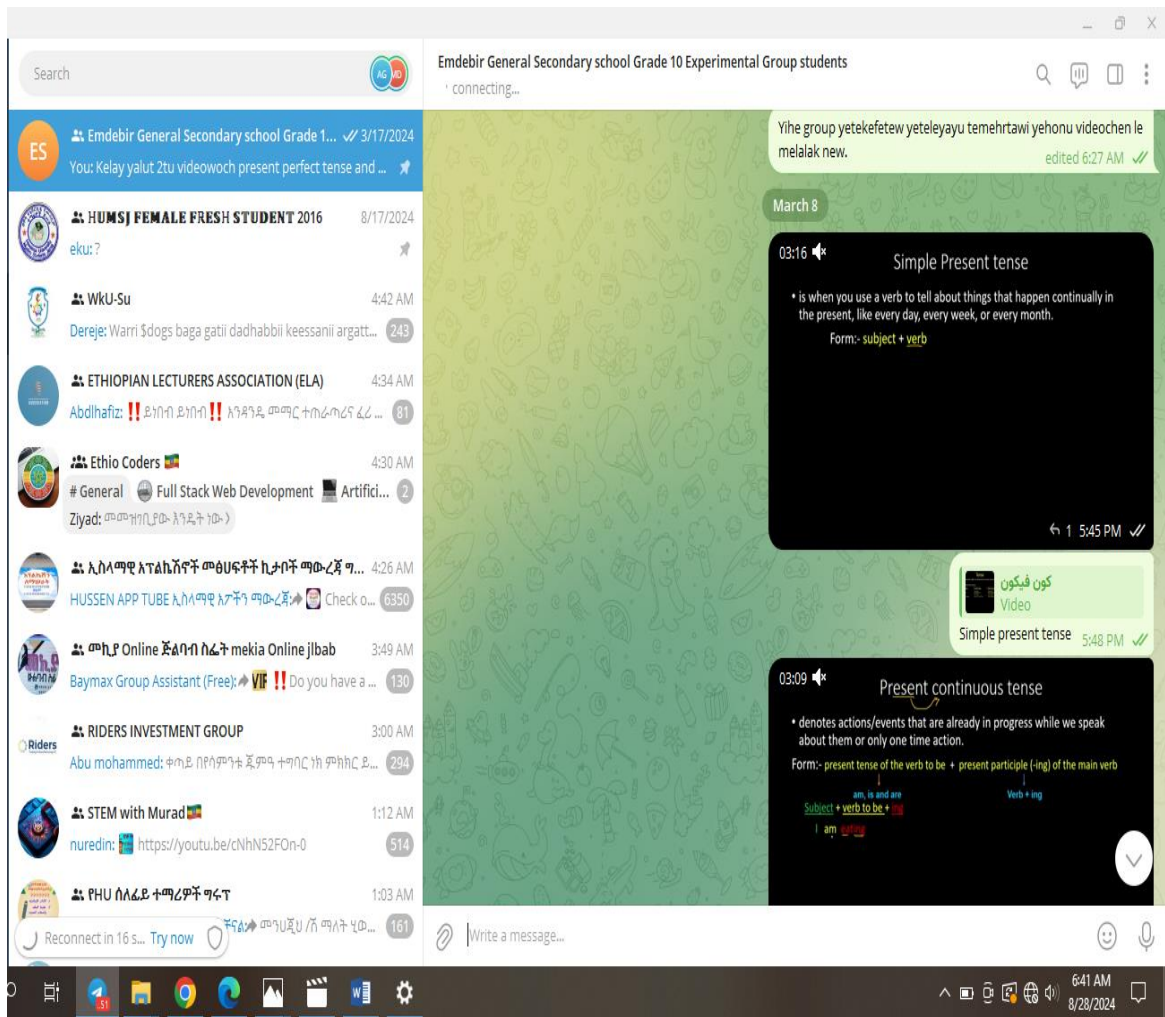
0:04:17 0:01:37

1:31 AM 8/28/2024

1.5 Sample video lectures from simple present tense, and present continuous tense for experimental group students.



1.6 Sample video lectures from prepositions, and adverbs for experimental group students



1.7 flipped classroom telegram group