The Effectiveness of Using Flipped Classroom on Tenth Graders' Grammar Learning and Motivation for English

فاعلية استخدام الصف المنعكس على تعلم طلبة الصف العاشر للقواعد ودافعيتهم نحو اللغة الانجليزية

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إقـــــــرار

أنا الموقعة أدناه مقدمة الرسالة التي تحمل العنوان:

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيـــل لجنة الحكم على أطروحة الباحثة/ سمر حسن حامد الزيتونية لنيل درجة الماجستير في كلية *التربيـــة/* قسم مناهج وطرق تدريس وموضوعها:

فاعلية إستخدام الصف المنعكس على تعلم طلبة الصف العاشر للقواعد ودافعيتهم نحو اللغة الإنجليزية.

The effectiveness of Using Flipped Classroom on Tenth Graders' Grammar Learning and Motivation for English.

وبعد المناقشة العلنية التي تمت اليوم الأربعاء 02 صفر 1438هـ، الموافـق 2016/11/02م الثانيـــة عشر ظهراً في قاعة المؤتمرات بمبنى اللحيدان، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

د. صـــادق سالم فروانـــة	مشرفاً و رئيساً	S. Firwane
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أ.د. حســن علــي أبــو جـراد	مناقشاً خارجياً	

وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية *التربية/*قسم مناهج وطرق تدريس.

واللجنة *إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.*

والله ولي التوفيق ،،،

نائب الرئيس لشئون البحث العلمي والدراسات العليا

أ.د. عبدالرؤوف علي المناعمة

Abstract

Study Aim:

This study aimed to investigate the effectiveness of using flipped classroom on tenth graders' grammar learning and motivation for English.

Study Approach and Sample:

To achieve this aim, the researcher adopted the experimental approach and employed a sample of (60) EFL female learners studying at Ata Ashawwa Secondary School for Girls in East–Gaza Directorate. The researcher chose two classes of the nine ones available at the school: one class consisting of (30) students was used as an experimental group and the other also consisting of (30) students was used as the control group. The traditional method was used in teaching grammar to the control group, while the flipped classroom was used with the experimental one in the second term of the school year (2015-2016).

Study Tool:

As a main tool for the study, the researcher used an achievement test of four domains with (32) items designed and validated to be used as a pre- and posttest. Being used as a pretest, the achievement test was meant to prove groups' equivalence. Besides, it was used as a post-test to measure any possible differences between the two groups. Also, the researcher used a motivation scale (pre & post) to determine the students' motivation for English language.

Study Results:

The findings of the study revealed that there were significant differences in learning English grammar between both groups: the experimental and the control ones, in favor of the experimental group, and this can be attributed to the use of flipped classroom in teaching the experimental one. The findings revealed that there were significant differences in post application of the motivation scale between both groups in favor of the experimental group. This can also be attributed to the use of the flipped classroom in teaching the experimental group.

Study Recommendations:

Based upon the previous findings, the study recommended the necessity of implementing flipped classroom in teaching and learning English grammar to bring about better outcomes in students' achievement. Also, the researcher suggested that further research should be conducted concerning the effectiveness of using flipped classroom on different English language skills and other school subjects as well.

Keywords: Flipped Classroom, Motivation, Grammar Learning

ملخص الدراسة

هدف الدراسة:

هدفت هذه الدراسة إلى التعرف على فاعلية استخدام الصف المنعكس على تعليم قواعد اللغة الانجليزية للصف العاشر ودافعيتهم نحو اللغة الانجليزية. ومن أجل تحقيق هذا الهدف،

منهج وعينة الدراسة:

استخدمت الباحثة المنهج التجريبي حيث طبقت الدراسة على عينة قصدية مكونة من (٦٠) طالبة من مدرسة عطا الشوا الثانوية للبنات. اختارت الباحثة صفين من (٩) صفوف في المدرسة واستخدمت فصلا كمجموعة ضابطة مكونة من (٣٠) طالبة، والفصل الأخر كمجموعة تجريبية مكونة من (٣٠) طالبة أيضا. استخدمت الباحثة الطريقة التقليدية في تدريس المجموعة الضابطة بينما استخدمت الصف المنعكس في تدريس المجموعة التجريبية وذلك في الفصل الدراسي الثاني من العام الدراسي (٢٠١٥–٢٠١٦).

أداة الدراسة:

ومن أجل جمع البيانات استخدمت الباحثة اختبار تحصيلي مكون من أربع فروع تحتوي جميعها على (٣٢) فقرة ومن ثم قامت الباحثة بالتحقق من صدق الاختبار وثباته، فقد استخدمت الباحثة الاختبار التحصيلي كاختبار قبلي وذلك للتحقق من مدى تكافؤ المجموعتين وكاختبار بعدي وذلك لقياس أي فروق ذات دلالة إحصائية بين المجموعتين. كما استخدمت الباحثة مقياس للدافعية قبلي وبعدي وذلك لقياس دافعية الطالبات نحو اللغة الإنجليزية قبل وبعد تطبيق الدراسة.

نتائج الدراسة:

١. لقد خلصت نتائج الدراسة إلى وجود فروق ذات دلالة إحصائية في تنمية تعلم قواعد اللغة الإنجليزية بين المجموعتين التجريبية والضابطة وذلك لصالح التجريبية تعزى لاستخدام الصف المنعكس.

٢. كما أظهرت النتائج وجود فروق دالة إحصائية لصالح المجموعة التجريبية في التطبيق البعدي لمقياس الدافعية تعزي إلى استخدام الصف المنعكس.

توصيات الدراسة:

١. في ضوء النتائج أوصت الدراسة بضرورة توظيف الصف المنعكس في تعلم اللغة الانجليزية لتحقيق نتائج أفضل في تحصيل الطلبة،

٢. اقترحت الباحثة ضرورة إجراء المزيد من الدراسات للتعرف على فاعلية الصف المنعكس على مهارات أخرى من اللغة الإنجليزية وغيرها من المواد الدراسية

كلمات مفتاحية: الصف المنعكس، تعليم قواعد اللغة الإنجليزية، الدافعية.

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

﴿وَقُلِ اعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ ۖ وَسَتُرَدُّونَ إِلَىٰ عَالِمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُم بِمَا كُنتُمْ تَعْمَلُونَ﴾

"Do deeds! Allah will see your deeds, and (so will) His Messenger and the believers. And you will be brought back to the All-Knower of the unseen and the seen. Then He will inform you of what you used to do."

[At-Tawba: 105]

Dedication

I would dedicate my work

My Mother

A strong and gentle soul who taught me to trust in Allah, believe in hard work and that so much could be done with little.

My Father

For earing an honest living for me and for supporting and encouraging me to believe in myself.

My Husband

For being my guardian during my educational career.

My Younger Brother

A person who is there when I need him, someone who picks me up when I fall; a person who sticks up for me when no one else will; a brother is always a friend.

Acknowledgments

In the name of Allah, The Most Gracious, The Most Merciful

All praise to Allah, the Lord of the worlds; and prayers and peace be upon Mohammed, His servant and messenger.

Alhamdulillah, all praises to Allah for the strengths and His blessing in completing this thesis.

Firstly, I would like to express my sincere gratitude to my advisor Dr. Sadek Firwana,

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To my mother, For the first time in 36 years, I am speechless! I can barely find the words to express all the wisdom, love and support you've given me. If I am blessed to live long enough, I hope I will be as good a mother as you are.

I have to thank my father for his love and support throughout my life. Thank you for giving me strength to reach for the stars and chase my dreams. My brothers and my sisters deserve my wholehearted thanks as well.

To my husband, Moeen: What can I say? You are one of the main reasons that it was great at Central State! I am so thankful that I have you in my corner pushing me when I am ready to give up. All the good that comes from this research I look forward to sharing with you! You are my Buddy and my Hero! Thanks for not just believing, but knowing that I could do this! I Love You Always & Forever!

To my daughters and my sons : You are the best thing that I have ever done in my life! You welcomed me into motherhood and I am so grateful for you. You are the ones in this world I would give my life for.

Thanks are due to my professors at Gaza University for their supporting during my graduate studies.

Finally, I would like to express my deepest gratitude to all other relatives, for their emotional and moral support and also for their love, patience, encouragement and prayers.

 To those who indirectly contributed in this research, your kindness means a lot to me. Thank you very much.

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CHAPTER I
STUDY BACKGROUND

Chapter 1

1.1 Introduction

This chapter focuses on the study background which was connected with the problem statement, the study questions and hypotheses. Finally, the study significance, study purposes and definitions of the terms are outlined.

1.2 Study Background

English is the first language of the six widely used languages around the world. In education, English has become the primary language of communication. It is spoken by billions of people all over the world. This important role of English has greatly contributed to the movement of teaching as a foreign Language. Therefore, learning English has become a means of keeping up with the pace of the rapidly changing world. The English language has become more dominant around the world, and it is becoming the means of learning and scientific research in the field of education in universities and institutes. It is also the language of international business, diplomacy, and professions (Akbulut, 2007, p.53). Moreover, it is the language of modern daily life interaction. For example, it is used for communication between nations around the world. In addition, it is the language which is mostly used in tourism, travel, science, and technology. This important role of English has greatly contributed to the movement of teaching English as a foreign Language (Kitao, 1996, p.13).

Today, English is used for many purposes around the world, and there are many reasons for which English is important to learn. Still, English grammar, despite its importance in language learning, seems to be associated with boring rules and red ink by many. In fact, grammar represents the main base of English language acquisition. Without grammar, words hang together without any real meaning or sense (Evans, 1978, p. 39).

In my experience, grammar is taught in separate classes, and the pupils tend to enjoy the other parts of English teaching more than the grammar parts. Still, grammar is significant in order to learn to use English not only correctly, but also

appropriately and meaningfully. Swain(1998, p. 30) states that grammar is not the most important thing in the world, but if you make a lot of mistakes you may be more difficult to understand, and some kinds of people may look down on you or not take you seriously. Hardly does anybody speak or write a foreign language perfectly, but you will communicate more successfully if you can make your English reasonably correct. Ur (1988, p.87) states that a person who knows grammar is one who can express himself or herself in what would be considered as acceptable language forms.

Grammar is simply the word for the rules that people follow when they use a language. We need those rules in the same way as we need the rules in a game. If there are no rules, or if everybody follows their own rules, the game would soon break down. It is the same with language; without rules we would not be able to communicate with other people. Fromkin and Rodman,(1993, p.13) claim a human being who speaks a language knows its grammar and knowing the grammar of the target language will help you as a communicator to communicate easily with others, so knowledge of grammar enhances communication which is the ultimate goal of teaching any language. Furthermore, grammar is thought to furnish the basis for a set of language skills: listening, speaking, reading and writing. In listening and speaking, grammar plays a crucial part in grasping and expressing spoken language (expressions) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language. In reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage, and a text. In the context of writing, grammar allows the learners to put their ideas into intelligible sentences so that they can successfully communicate in a written form. Lastly, in the case of vocabulary, grammar provides a pathway to learners how some lexical items should be combined into a good sentence so that meaningful and communicative statements or expressions can be formed (Corder, 1988, pp. 123- 145).

Palmer (1971, p. 7) believes grammar is being taught in the schools from early ages. However, many learners think that grammar is a boring school subject and children usually spared the boredom because the teaching of grammar in schools depends on teaching the rules. Kohli (1999, p. 138) sees that grammar is the subject

of criticism because there is no correlation between teaching grammar and learners′ improvement in writing English. Teachers were also criticized because of the ways,techniques or methods that they use in teaching grammar. Lewis (1986, p.18) sees that teachers of foreign languages usually commit a mistake when they think that the most important part of their job is to explain the rules of grammar. Teachers can use a variety of ways to make their grammar lessons memorable and enjoyable for students. Students who enjoy their lessons will pay closer attention, and you will then have an easier time while teaching. In fact, it is better to think of teaching "grammar" rather than grammar." By thinking of grammar as a skill to be mastered, rather than a set of rules to be memorized, we will be helping ESL/EFL students go a long way toward the goal of being able to accurately convey meaning in the manner they deem appropriate (Larsen-Freeman, 1997, p. 2001).

Teachers frequently need to present new grammar to learners and grammar presentations are often at the heart of language lessons. This is part of the current general 'communicative' methodology and is embodied or assumed in most current materials. Course books usually provide 'ready-made' presentations, but teachers often want to strengthen or supplement the grammatical explanations in order to meet the particular learning events in their own classrooms. And when other materials like a reading text or an online activity are being used, there can be multiple situations in which further elucidation of a grammatical structure may be required. Grammar is very helpful for effective language learning. It can be taught through different methods of second language teaching. Although the principles of the methods are different from one another, there is always a focus on grammar, whether explicit or implicit (Scrivener, 1994).

The teachers who have taught English for many years find most of their students' English ability to be low. These young people will be the workforce in their countries someday in the future. In order to increase global competition, having a proficient English ability is important. Therefore, it is worth considering how to promote students' English abilities. The teachers find that most of their students have had few successful English learning experiences, or they had an English-phobia when they were in high school. Those students lost confidence in learning English, so they are afraid of learning English. The teachers believe previous English learning

failure has a great effect on the following learning. Only when those students experience successful learning achievement will they gain confidence and will their learning motivation be stimulated. In Palestine, learning English is very popular and some people learn English for course requirement, some for work, some for personal interest, and some for other reasons. In other words, everyone has different motivation to learn English.

Yang (1996) and Lin (1999) show that among the English learners of all ages, it is very easy to find some learners with weak English performance. Yang indicated that the main reasons for those learners' weak English performance included a lack of learning motivation and of an appropriate learning attitude. Moreover, Chen et al. (2003) also show that 23.6% of students would like to give up learning English based on their survey of English learning motivation. That is to say, it is the first priority of teachers to arouse students' English learning motivation if they want to improve students' English abilities. Even though most of the students do not have satisfactory English performance, the teachers believe that understanding students' English learning motivation will help students access English much more easily.

Many researchers found that many learners lost their learning motivation after they attended school. It was worth exploring why many learners learned with interest and excitement in their childhood, but that kind of interest and excitement gradually disappeared as time went by. Some even reach the point of disliking English courses in school and found learning to be an unhappy or even negative experience.

Some researchers have defined motivation in various ways. For example, Huang (1996, pp. 2-8) indicated that motivation not only makes learners have the power to learn but also makes learners grasp the learning objectives, and understand the priority of different learning activities as well as making learners' learning behaviors become organized patterns.

Chang (1997) sow motivation as a kind of internal force to make individuals do various behaviors, a kind of internal interaction to make individuals act, maintain the activity, and spur on the goal of activity. Yang (2000) found that motivation is the crucial factor to determine whether an individual would enthusiastically participate

in a language learning activity. Lin (2003) showed that motivation is a critical element to have an effect on a learning process and if someone would like to conduct a long term and significant learning activity effectively, motivation is indispensable. Although those researchers use different statements to define motivation, the nature of how motivation is defined is similar. Simply speaking, if an individual wants to do something, it is necessary for him or her to have the motivation or desire to complete the task. Therefore, language learning motivation is very important for people to learn a target language. No wonder, Chang (2006) pointed out that the priority is to stimulate learners' learning motivation when teachers teach.

Recent advances in technology and in ideology have unlocked entirely new directions for education research. Mounting pressure from increasing tuition costs and free, online course offerings are opening discussion and catalyzing change in the physical classroom. The flipped classroom is at the center of this discussion. The flipped classroom is a new pedagogical method which employs asynchronous video lectures and practice problems as homework, and active, group-based problem-solving activities in the classroom. It represents a unique combination of learning theories once thought to be incompatible—active, problem-based learning activities founded upon a constructivist ideology and instructional lectures derived from direct instruction methods founded upon behaviorist principles.

Teachers often ask about the effective method in teaching grammar. Traditionally, many teachers teach grammar seriously, make the lesson dull and uninteresting. Students are not motivated to learn when teachers resort to traditional methods of teaching. The teacher is acutely aware that many students do not understand the day's lesson but does not have the time to meet with them individually during the 50-minute class period. The next day the teacher will collect and briefly review the homework assignment. If students have additional questions there will not be much time to linger. The class cannot fall behind schedule. There is a lot of material to cover before the test at the end of the unit. Educators have been working to break this lecture-centered instructional model by shifting the focus from the curriculum pacing guide to student learning needs as the driver of instruction.

They are, increasingly, turning to an alternative model of instruction called Flipped Learning in which digital technologies are used to shift direct instruction outside of the group learning space to the individual learning space, usually via videos. Offloading direct instruction in this way allows teachers to reconsider how to maximize individual face-to-face time with students' time becoming available for students to collaborate with peers on projects, engage more deeply with content, practice skills, and receive feedback on their progress. Teachers can devote more time to coaching their students, helping them develop procedural fluency if needed, and inspiring and assisting them with challenging projects that give them greater control over their own learning.

Flipped Learning has been compared to online, blended, and distance learning because of the screencast or video components, but there are clear differences. Online education, for example, occurs only remotely, and the teacher and student are never face-to-face. Virtual class meetings, assignments, and lectures happen online through a course management website usually, but not always, asynchronously. Sometimes the lectures and other activities are augmented by group chats or other means of facilitating collaboration and peer instruction. Blended classes also have an online element, but that usually occurs during class time along with direct student-teacher contact. The Flipped Learning model provides that bridge to a learner-centered classroom environment, thereby enabling deeper learning that educators are seeking (Bergmann & Sam, 2012).

In essence, "flipping the classroom" means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through the problem-solving, discussion, or debates. In terms of Bloom's revised taxonomy (2001), this means that students are doing the lower levels of cognitive work (gaining knowledge and comprehension) outside of class, and focusing on the higher forms of cognitive work (application, analysis, synthesis, and/or evaluation) in class, where they have the support of their peers and instructor. This model contrasts from the traditional model in which "first exposure" occurs via lecture in class, with students assimilating knowledge through homework; thus the term "flipped classroom".

On the other hand 'flipped classroom' can apply to a wide range of blended instructional methodologies in which students remotely access pre-prepared lecture materials and then engage in structured in-class activities. While there is no singular model for a flipped classroom, the underlying concept is to reverse the traditional approach, with digital lecture materials viewed at home in advance of class, and in-class time used to work through problems, advance conceptual knowledge and engage in peer-centered learning activities (Hanover, 2013). Instead of using class time to convey the basic information you want your students to remember and asking them to work on more difficult learning tasks alone, a flipped class asks students to come to class prepared with the foundational information and then to work on the challenging tasks of analysis, evaluation, and creation with others (Lorenzetti, 2013).

Advantages of the flipped classroom:

The flipped classroom approach offers clear advantages as follows:

- Video lectures can be edited, polished, and rerecorded. Students can pause, replay, and watch lectures repeatedly at their convenience. Faculty may even find that with editing, lectures become shorter and more on point.

- By a simple analysis of performance on past examinations, identification of trends in frequently asked questions and student course evaluations, faculty can determine areas where students often falter, and use this information to determine how classroom time will be used.

- Faculty can then devote time to helping students develop synthesis and explore application during class time through experiential exercises, team projects, problem sets, and activities that previously had been assigned as independent homework. In particular, students can receive direct faculty input on those segments of the material that have historically been the most [difficult] or ambiguous (Hill, 2013).

1.3 Statement of the problem:

Doubtless to say that we are living in the age of technology where the world has become a small village thanks to the different kinds of the communications and telecommunications. Language plays an essential role in this field. The English

language is considered one of the most famous and common languages all over the world. Grammar is regarded as an important part in mastering any language. So, mastering the grammar of English language has become a must for individuals especially school students. Moreover, learning grammar needs excellent and effective methods to be utilized and applied by Palestinian EFL teachers. Accordingly, it is urgent to investigate the best approaches in teaching English grammar in our Palestinian schools. Thus, the purpose of this study is to investigate and examine the effectiveness of using flipped classroom on tenth graders' grammar learning and motivation for learning English.

1.4 The Study Main Question:

The problem of the study is crystallized in the following main question:

"What is the effectiveness of using flipped classroom on tenth graders' grammar learning and motivation for learning English?"

Study sub-questions:

The following sub-questions were derived from the major question:

1. What are the grammatical points that tenth graders need to learn?

2. What is the framework of the flipped classroom that can be used to teach grammar to tenth graders?

3. Are there statistically significant differences at (a ≤ 0.05) in the total mean scores in the grammar posttest between the experimental group taught by the flipped classroom and those of the control group taught by the traditional method?

4. Are there statistically significant differences at (a ≤ 0.05) in the total mean scores of the post application of the Learning Motivation scale between the experiemental group taught by the flipped classroom and those of the control group taught by the traditional method?

1.5 Research Hypotheses:

1. There are no statistically significant differences at (a ≤ 0.05) in the total mean scores in the grammar posttest between the experimental group taught by the flipped classroom and those of the control group taught by the traditional method.

2. There are no statistically significant differences at (a ≤ 0.05) in the total mean scores of the post application of the Learning Motivation scale between the experimental group taught by the flipped classroom and those of the control group taught by the traditional method.

1.6 The Purpose of the Study:

The study aimed to achieve the following:

1. Identifying the effectiveness of using flipped classroom on tenth graders' learning of English grammar.

2. Familiarizing English language teachers with using flipped classroom in teaching English grammar.

3. Contributing to improving the process of teaching English in general and grammar in particular to tenth grade.

4. Examining the students' motivation for learning as a result of using flipped classroom.

1.7 The Significance of the Study:

The study proved to be significant for the following:

1. Helping English teachers in organizing an effective grammar teaching - learning environment through implementing flipped classroom.

2. Benefiting syllabus designers and supervisors from the present study in relying on new guidelines for teaching English grammar in the Gaza Strip.

3. Encouraging researchers to use flipped classroom in other subjects.

4. Helping tenth graders to realize the importance of flipped classroom to be capable of achieving better academic performance.

5. Improving the tenth graders' performance in English grammar.

1.8 Limitations of the Study:

1. The sample of the study consisted of tenth graders in the governmental schools in East-Gaza Directorate.

2. The study was carried out in the second term of the scholastic year (2015-2016).

3. The study will be limited to English grammar in the textbook "English for Palestine 10th", units (8-9), Students' Book.

1.9 Definitions of Terms:

The following terms are operationally defined in this research:

– **Effectiveness:**

Effectiveness can be defined as the change in the learners' achievement level and motivation in English language that may result from implementing grammar learning through flipped classroom.

– **Flipped classroom:**

Flipped classroom means inverting the classroom so that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa.

– **English Grammar:**

English Grammar is a set of rules which govern the English Language; these rules organize and fit words together in order to help learners use language correctly and accurately.

– **Tenth Graders:**

Tenth graders are the students who succeeded in Grade 9 and attend class 10, and their ages are between 15 and 16.

– **Learning Motivation**

Learning motivation refers to a student's willingness, need, desire and compulsion to participate in, and be successful in the learning process. It is what gets students to engage in academic activities, keeps them trying when things get difficult, and determines how much they learn.

1.10 Summary

This chapter was an introduction to this study. It began by highlighting the importance of English language in our daily life and many fields such as science, politics, economics and education. Also, the introduction of this study talked about the importance of grammar in learning English language and the effectiveness of

using flipped classroom on grammar learning. Afterwards, the chapter connected this introduction with the statement of the problem. Moreover, it was mentioned that the study had four questions and two research hypotheses. Finally, the significance of this study, its limitations, and the definitions of its terms were stated. The next chapter will tackle the literature review (the theoretical framework as well as the previous studies related to this one).

CHAPTER 2

LITERATUR REVIEW

Chapter 2
Literature Review

According to the purpose of this study, which aimed at investigating the effectiveness of using flipped classroom on grammar learning and motivation for learning, this chapter is divided into two parts. The first part is a theoretical framework that is concerned with three domains. The first domain presents issues related to grammar such as historical background, definition, importance, types, principles, methods of teaching grammar, difficulty of teaching English grammar and suggestions for improving its teaching . The second domain presents issues related to flipped classroom. The third domain addresses points related to motivation such as meaning of motivation, motivation and achievement, and students' motivation for learning English.

The second section discusses previous studies that other researchers conducted concerning grammar, flipped classroom, and motivation. Reviewing these studies will entail brief details concerning their objectives, samples, tools, findings, conclusions and recommendations. Finally, the researcher's comments on these previous studies will be highlighted.

Section One:
Theoretical Framework

2.1 The First Domain:

The second domain presents issues related to grammar such as historical background, definition, importance, types, principles, methods of teaching grammar.

2.1.1 Historical Background of Grammar Teaching:

Grammar has an extremely respectable ancestry. The earliest evidence we have is from nearly 4,000 years ago, when the Akkadian-speaking scribes of Babylon learned to translate into Sumerian (which by then was already dead). Their training included learning tables of equivalent verb-forms in the two languages, so someone must have analysed these verb forms and produced a systematic framework. Rather remarkably, they ordered first, second and third person forms in that order, so that

particular part of our heritage may be four thousand years old – a spectacular example of scholarly transmission (Gragg, 1994, p.83)**.**

The term 'grammar' comes from the Greek expression *grammatike tekhne*, meaning "art of letters," which also contains *gramma* "letter", so its modern meaning is a narrowing of the original, though it is still closely associated with writing. The Greeks developed the tradition of grammatical analysis that dated back to the Babylonians into a more highly structured and theoretical system – or, more accurately, a series of different and competing systems – which linked not only to school teaching but also to philosophy (Robins, 1967, p.73)**.**

Somewhat later, the Romans adopted this legacy and applied it to Latin, forming the basis of the European grammatical tradition which survived, with remarkably little change, into the nineteenth century. For the Greeks and Romans, the school curriculum (called 'the liberal arts') had just three parts, one of which was grammar. (The other two were logic and rhetoric.) This tradition persisted through the Middle Ages, with Latin still as the medium of instruction; so grammar was essentially the grammar of Latin, rather than of English. Grammar dominated the entire curriculum, a fact which we celebrate in the name we still give to some of the schools which were founded in the late Middle Ages (or their more recent equivalents): 'grammar school'. By the nineteenth century the school curriculum had broadened considerably, but in public schools and grammar schools grammar still played a significant part in the teaching of foreign languages (modern as well as classical) and in the teaching of English. This educational tradition was shared, by and large, by all of Europe, and indeed it was exported to the overseas colonies and territories. In many of these countries, grammar still has its traditional status and content, albeit with some features modernised.

However, the UK was different. In this country, grammar-teaching more or less disappeared in the 1960s, as it did in most other English-speaking countries. The reasons for 'the death of grammar' are complex and deserve more research, but one element in the explanation is certainly the lack of grammatical research in our universities throughout the early twentieth century (Hudson & Walmsley 2005, p.84).

This left universities with nothing to teach their undergraduates about grammar, and therefore no intellectual boost for future school teachers comparable to the updating and rethinking that undergraduates receive in other subjects. The result was a decline in the teaching of grammar in English lessons, with teachers applying half-remembered analyses from their own school days and using textbooks based directly on the previous generation of school textbooks, without any academic input. Some teachers still inspired (as mine did), and some children still enjoyed their grammar classes (as I did); but most grammar lessons were boring, dogmatic and intellectually frustrating. It is hardly surprising that English teachers started to ask what the point was, and welcomed with open arms a series of research projects which showed that grammar lessons had no impact at all on the quality of children's writing (Andrews, et al., 2004, p. 27).

Meanwhile, of course, grammatical knowledge was needed in foreign-language teaching so long as this was dominated by the grammar-translation approach. This kind of teaching became increasingly difficult as more and more English teachers abandoned grammar, but foreign-language teaching had its own agenda, and grammar-translation gave way to other approaches in which grammar was less central. The new 'communicative' syllabus, with its focus on knowing how to carry out very specific tasks in the target language, allowed teachers (and text-book writers) to replace grammar by memorized phrases. Although more recent research has confirmed that students learn foreign languages better if teaching focuses explicitly on grammatical or lexical forms, with or without attention to meaning (Norris & Ortega 2000, p.80).

However, this situation can be seen as an opportunity for a new start. Paradoxically, while grammar has been ignored in schools, it has flourished in university research and teaching. In 1921 it was possible to write that it was "…impossible at the present juncture to teach English grammar in the schools for the simple reason that no-one knows exactly what it is…"; nearly a hundred years later, we know a great deal about English grammar, thanks to a series of block-buster research-based grammars (Board of Education, 1921, p. 73).

At the same time, a good deal of linguistic thinking (short of grammatical technicalities) have found a place in schools, so teachers are used to teaching about non-literary genres, spoken language and variation. Most importantly of all, perhaps,

Standard English has taken its place among a range of alternatives which are accepted as equally 'correct' in their own terms. With this background, both academic and pedagogical, a new version of school grammar can be developed which is much better than what was taught in the nineteenth century (Quirk, et al. 1972, p.36, 1985, p.43).

2.1.2 What is Grammar?

There are different types of definitions for the term grammar according to the authors' viewpoints; the researcher will discuss some of these definitions below:

Mclaughlin (2003, p.34) maintains that grammar can be defined as the rules by which words change form and are combined into sentences. Grammar is the set of rules which tells us how to change words into plurals, how to form questions and how to answer in the negative. In short, grammar is a syntagmatic system of relations through which we communicate. Millrood (2001: p.56) asserts that grammar describes the rules of how a speaker produces sentences using the words and their morphology as the building blocks.

English Club (2009) defines grammar as the system of a language. Grammar is sometimes described as the "rules" of a language; but in fact no language has rules. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time.

According to Thornbury (2001: p.1) grammar is partly the study of what forms or structures are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, grammar is a description of the rules that govern how sentences are formed. Grammar attempts to explain why the following sentences are acceptable:

- *We are not at school now.*

- *Now we are not at school.*

But why this one is not:

* *Not we at now school are.*

Nor is this one:

* We is not at school now.

Grammar is conventionally seen as the study of the syntax and morphology of sentences; morphology is described as the system of rules that covers the formation of words, thus disallowing structures like:

* Not we at now school are.

Whereas syntax is the system of rules that cover the order of words in a sentence and that disallows structures like:

* Not we at now school are.

Azar (2007: p.3) states that grammar is to help students discover the nature of language that consists of predictable patterns that make what we say, read, hear, and write intelligible. Without grammar, people would have only individual words or sounds, pictures, and body language to communicate meaning. Moreover, effective grammar instruction can help students use this knowledge as they write. Through the connection from oral language into written language, teachers can explain abstract grammatical terminology to help students write and read with better proficiency and confidence. Similar to the previous definition, Crystal (2004: p.65) says that grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English.

Nordquist (2006: p.7) defines the term grammar as the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone, not only teachers of English but also teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning.

Celce-Murcia (1991: p.466) stresses that grammar should never be taught as an end in itself but always with reference to meaning, social factors or discourse or a combination of these factors.

The two definitions of grammar presented below, both written by Ur with a time span of twenty years, illustrate some differences between these two views. Although there are traces of the importance of meaning and communication in both definitions, the first is more focused on the rules and forms of grammar, whereas the second has a clearer focus on grammar as a means to express meaning acceptably and appropriately.

Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning (…) There is a set of rules which govern how units of meaning may be constructed in any language: we may say that a learner who 'knows grammar' is one who has mastered and can apply these rules to express him or herself in what would be acceptable language forms Ur (1988, p. 4).

Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) so as to express certain kinds of meaning, some of which cannot be conveyed adequately by vocabulary alone. These include the way ideas are grouped and related, and the purposes of utterances (statement, question, request, etc.). Grammar may also serve to express time relations, singular/plural distinctions and many other aspects of meaning. There are rules which govern how words have to be manipulated and organized so as to express these meanings: a competent speaker of the language will be able to apply these rules so as to convey his or her chosen meaning effectively and acceptably (Ur, 2009, p.3).

In the first definition according to Summer (2011, p.22), central words are "mastering" of the language, "rules" and "forms", whereas significant phrases in the second definition are "express meanings", "purposes of utterances" and "aspects of meaning", but in the second definition he implies that "we are moving towards a perception of a meaning-oriented concept of pedagogical grammar that considers rules as an aid to expressing meaningful language". According to Jim Scrivener, "grammar is not just a dry list of facts and rules. It is in our heads and it is a living resource that gives us the ability to communicate our ideas and feelings and to understand what other people say or write to us" (Scrivener, 2003: p. 87).

According to Longman Dictionary of contemporary English, grammar is: "*The rules by which words change their forms and are combined into sentences, or the study or use of these rules*" Longman Dictionary of contemporary English (2001, p. 619).

Similarly, English language learners who have been lacking in grammar rules instruction can neither use English language accurately to make a complete sentence, nor speak English language fluently on accuracy.

2.1.3 Importance of Grammar Teaching:

When learning or using a language, many people find that their grammar is far from perfect. But grammar is inescapable; it is the backbone of any language and must be understood in order for one to communicate effectively. Every time you write something, you are being judged for your grammar. Having good grammar simply makes you look more intelligent, so it is important for everyone to spend a little time perfecting theirs.

Grammar for any language is very important because language cannot be transmitted correctly and accurately. Therefore, language without grammar is, to some extent, meaningless and aimless. Podgorski (2008, p. 4) asserts that grammar is considered to be an important part of a language and a means which helps learners convey their intended meaning appropriately. Azar (2007, p.3) sees that grammar is to help students discover the nature of language that consists of predictable patterns that make what we say, read, hear and write intelligible. Ur (1992, 1991) and Gao (2001, p.12) state that grammar helps learners to express their thought correctly either in speaking or in writing. Also, Leech, et al. (1982, p. 8) see that mastering grammar helps learners improving their style of writing.

Nordquist (2010, p. 2) has realized that grammar is very important for excellent writing. So, he says "by gaining a clearer understanding of how our language works, you should also gain greater control of the way you shape words into sentences and sentences into paragraphs". In a word, grammar leads learners to be effective writers. In the words of Lock, (1996, p. 267), grammar is seen as network of interrelated systems. Each system contains a set of options from which the speaker selects according to the meaning he or she wishes to make. He adds "This selection the speaker makes from a number of systems are realized simultaneously by grammatical items organized into structures."

The components and basic features of language determine the need for grammar. In Yu (2008, p.73) addresses that although people have objections on what the language is, contemporary linguists all agree that language consists of sound, lexicon and grammar, and these three elements influence each other, have interaction and constitute the material basis of the whole language system, i.e., the content of language can be expressed through sound, while sound has to use lexicon and grammar to achieve its function; grammar is "the sound, structure, and meaning system of language" Hu (2001, p. 115), and only through the grammar can sound and lexicon form a meaningful language system. Therefore, linguists argue that grammar is the most important part in a language system. A complete language system cannot be constituted without grammar. Thus, we can imagine that grammar is just like a frame of a house. Without this framework, good materials and building blocks cannot constitute a solid house. Many linguists also have incisive exposition on the importance of grammar.

Bastone (1994, p. 35) asserts that "language without grammar would be chaotic; countless words without the indispensable guidelines for how they can be ordered and modified". Chomsky (1965, p.59) explains that grammar can be thought of as a theory of a language. Thus, for foreign language teachers, grammar is an indispensable part in language teaching.

Regardless of the different reasons for teaching grammar, grammar is very important to be taught to students since it is the pillar of the language and it makes a sense for the meanings that need to be passed from the speakers to the listeners and from the writers to the readers.

2.1.4 Teaching Grammar:

Grammar is central to the teaching of languages. It is also one of the more difficult aspects of language to teach well. Byrd (2004, p. 144) affirms that the aim of teaching grammar is to enable students to carry out their communication purposes. Palmer (1971, p. 7) states that grammar is central and essential to language teaching and learning. He adds that grammar is considered one of the most difficult aspects of any language to be taught accurately.

2.1.5 Approaches to Teaching Grammar:

There are several approaches to teaching grammar, the most important of which are outlined below.

2.1.5.1 Grammar as Product, Process and Skill

A very useful approach was presented by Batstone (1994: p 53), who differentiated among three approaches to teaching grammar: as a process, as a product and as a skill, where the first two are on the opposite sides of a continuum and the third provides means of transition from the initial first one to the desired second one.

– **Teaching Grammar as a Product:**

When teaching grammar as a product, a teacher has a static perspective of grammar, divided up in a certain way, and concentrates on the components of the language system.

Having all the grammatical analyzed might be helpful for the learners, as it develops their knowledge of the grammatical system and meanings that it is able to carry. It also helps learners notice those components when they are used by others in the written and spoken target language, a feature that is also emphasized by Thornbury (2004, p. 59).

– **-Teaching Grammar as a Process:**

Teaching grammar as a process concentrates on efficient use of grammar in communication. It helps learners by proceduralizing their knowledge of the rules governing the language, since studying and practicing a given structure does not necessarily lead to the ability to use it in real-time communication. This stage concentrates, therefore, on developing fluency. However, Komorowska (2002, p.91) underlines that there needs to be a parallel development of fluency and accuracy. Such attitude is shared by Thornbury (2004, p.62), who underlines that maintaining accuracy helps to avoid errors that lead to ambiguities and confusion of the interlocutor or the reader.

– **Teaching Grammar as Skill:**

Finally, teaching grammar as a skill fills "a kind of critical gap between a product and a process approach" (Batstone, 1994: p. 52). Its purpose is to lead the

learners from the controlled use of grammar as a product, which puts emphasis on a grammatical form, to productive use of grammar as a process, which focuses on meaning and self- expression.

Those three stages are probably familiar to every teacher, although the transition between the stages may not be clearly visible. Often situations look more as if all the three stages were introduced quickly one by one and then developed at the same time, but with the focus gradually being shifted from theory and repetition to communication. It is most probably because learners simply tend to forget some facts and need to be reminded about the rules, as well as due to the fact that in classroom situation learners grasp the rules and proceduralize them at various pace.

So the three stages are connected to each other and learners cannot master the language without passing them. Learning grammar as a product starts by understanding the structures and the forms, and then it is followed by learning it as a process which means practicing the structures of grammar in context and through communications. The last stage of learning grammar is learning it as a skill which contains both fluency and accuracy.

2.1.5.2 Teaching Grammar Based on PPP:

In a typical lesson according to the situational approach, a three-phase sequence, known as the P-P-P cycle, was often employed: Presentation, Practice, and Production. During the presentation phase**,** the new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it. During the practice phase**,** students practice using the new structure in a controlled context, through drills or substitution exercises. During the production, students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern.

2.1.5.3 Instructional Grammar (Form-Focused Instruction)

Ellis (2001: p1) defines form-focused instruction (FFI) as any planned or incidental instructional activity that is intended to be induced by language learners. Form-focused instruction is combined with two approaches, one is focus-on-forms instruction (FonFS), and the other is focus-on-form instruction (FonF). In focus-on-

forms instruction, grammatical rules are taught separately from language learning. Language is seen as a tool, and the way to learn language is to practice it systematically so that students not only learn the rules, but also that they might be able to use the target language. Alternatively, focus on-form instruction is embedded in a meaningful context and grammatical structures inside of language teaching. Students still learn some grammar rules to promote their language accuracy and fluency, and thus they are able to create their own sentences based on this grammatical form outside of the classroom (Brown, 2007a, p.66).

The Characteristics of Instructional Grammar are as follows:

– It could be taught in an implicit way that requires learners to understand the rules from the given examples or in an explicit way where learners are given rules before they practice them.

– Both implicit and explicit teaching were recognized by whether the target language was taught through examples or whether it was taught alongside linguistic rules that could contribute to the acquisition of grammatical competence (Ellis, 1994, p.55).

– In this teaching style, the grammar rules and structures are introduced to learners before they are used or practiced (Ellis, 1994, p.55).

– Rule presentation and discussion, consciousness-raising tasks, and input-processing instruction are known as the three techniques of explicit teaching (Doughty & Williams, 1998, p.81).

– Language acquisition is rapidly growing through explicit teaching because students can overcome grammar problems by using grammar consciousness-raising or noticing tasks. (Ellis, 2005, p.65) also expressed that explicit teaching can help learners use and practice grammatical structures as explained by the teacher.

– In the implicit grammar teaching style students can immediately find grammatical rules by looking at examples (Cowan, 2008, p.35).

2.1.5.4 The Covert Method

According to Wilson (2005: p2) the fundamental principle of Covert Grammar is that showing language learners the grammatical patterns of language

rather than telling them about them, allows students to become aware of forms and rules implicitly without the necessity of having to verbalize them. This approach can either by-pass or complement the development of explicit knowledge of L2 by directly developing students' implicit knowledge. Covert Grammar techniques include guided inductive learning in which students are purposefully led to discover grammar rules through the physical manipulation of color-coded grammar elements. It is believed that the cognitive effort of inductive learning integrates the memory for L2 grammar more deeply into students' long-term memory, while the visual and tactile processing of information lays down additional memories for that information.

Some Characteristics of the Covert Grammar Method:

– Covert Grammar adopts the focus on form techniques of input enhancement and input flood.

– Input enhancement is achieved by printing target structures in colored boxes in texts and worksheets.

– Input flood is provided in readings "seeded" with target structures, and by engaging students in the repeated oral and written processing of these structures.

– The importance of output is strongly emphasized in Covert Grammar.

These characteristics draw students' attention to grammatical structures in context and allow students to simultaneously focus on form and meaning. In Focus on Form, the production of pushed output, i.e., output slightly above the level that students can produce on their own, and the subsequent negotiation for meaning, are the true sites of language acquisition. Producing output allows students to test their hypotheses, proceduralize their explicit knowledge, develop automaticity, and notice the holes in their L2 competence. The negative feedback received from negotiating for meaning helps them notice the gaps in their production, leading to the restructuring of their interlanguage system (Swain, 1998, p.51). To implement these processes, Covert Grammar provides students with numerous opportunities to produce target forms in meaningful communicative activities. However, unlike Long and Robinson's (1998, p.70) definition of Focus on Form as reactive, Covert Grammar uses preemptive intervention, whose a priori purpose is to teach a particular grammar point. Nevertheless, while it focuses on specific target structures,

it promotes the development of implicit knowledge more than explicit knowledge by avoiding technical meta-talk with reduced grammatical terminology in non-technical meta-talk. In the covert method, learners derive the rules and the structure of the language through rich input which means examples that show the grammatical rules in their context. The learners are supposed to understand these rules inductively, in other words in an implicit way. This helps learners to know how grammar works in language skills.

2.1.5.5 Mistake Prevention Method:

Murray and O'Neil (2004: p1) state that "Mistake prevention" based grammar instruction teaches grammatical concepts in isolation of the communication and composition process and the main characteristics of mistake prevention are as follows:

– It focuses on usage rules and is carried out through the use of drills, concept repetition, and objective testing, usually on worksheets or out of grammar handbooks.

– Instead of presenting grammar as a separate subject, grammar should be taught as a tool to improve writing, in conjunction with the writing process itself.

– The use of grammar is linked directly to creative idea expression and is always explained and practiced within the context of the composition instruction that is occurring.

– If grammar is to be taught in our classrooms, it must be taught in a meaningful, constructive manner.

The mistake prevention method has had a long history for grammar instruction. It is considered preferable because it teaches grammar as a tool to improve writing. Mistake prevention centers on correcting and avoiding errors in traditional, "standard" grammar usage. It turns the teacher into the bad guy, and essentially tells the students not to screw up…or else. As a result, the students are afraid to improve their writing. "Tool" grammar takes away the fear of correction by encouraging students to explore grammar with the teacher's help. It focuses on positive improvement rather than on negative correction. Since grammar is the soul

of humankind, teachers should give their students all the tools necessary to let their souls reach their zenith.

2.1.5.6 The Deductive Approach:

Thornbury (1999, p. 28) defines the deductive approach as the starting with the presentation of a rule and followed by examples in which the rule is applied. He mentions that an example of deductive learning might be that, on arriving in a country you have never been before, you are told that as a rule people rub noses when greeting one another and so you do exactly that. Deductive grammar teaching is based on facts and statements; it is also based on prior logic. Therefore, the learners are told the grammatical rule and will work from that. In the place of terms, the deductive approach is also called as rule-driven learning.

- **The Principles of the Deductive Approach:**

Thornbury (1999, p. 32) states some of the principles of the deductive approach:

  – In this approach, the rule is first given and then applied to examples.

  – The deductive approach to language teaching is traditionally associated with the Grammar-Translation Method.

  – The taught rule should be true, clear, simple, familiar, and relevant.

  – The explanation is staged in two parts, the rule of form being dealt with before the rule of use.

- **The Advantages and Disadvantages of the Deductive Approach:**

The Advantages:

Thornbury (1999, p. 30) states some of the advantages of the deductive approach:

  – It gets straight to the point, and can therefore be time-saving.

  – Many rules of form can be more simply and quickly explained than elicited from examples; and this will allow more time for practice and application.

  – It respects the intelligence and maturity of many students, and acknowledges the role of cognitive processes in language acquisition.

– It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style.

– It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

– It is direct, no-nonsense, and can be very efficient.

– It respects students' intelligence, expectations, and learning style.

– This approach is only economical in terms of the time spent on it if the students are communicating in English.

The Disadvantages:

Thornbury (1999, p. 30) states some of the disadvantages of the deductive approach:

– Starting the lesson with a grammar presentation may be off-putting for some students, especially young ones. They may not have sufficient meta-language. Or they may not be able to understand the concepts involved.

– Grammar explanation encourages a teacher-fronted, transmission-style classroom; teacher explanation is often at the expense of student involvement and interaction.

– Explanation is seldom as memorable as other forms of presentation, such as demonstration.

– Such an approach encourages the belief that learning a language is simply a case of knowing the rules.

– It can be seen as dull, over-technical, and demotivating.

– Certain kinds of learners, including younger ones, may react negatively.

– It encourages the belief that learning a language is simply a case of knowing the rules.

– The deductive approach is particularly appropriate for adult learners whose style and expectations predispose them to a more analytical and reflective approach to language learning.

2.1.5.7 The Inductive Approach:

Thornbury (1999, p. 28) defines the inductive approach as the starting with some examples from which a rule is inferred. An example of inductive learning would be on arriving in a country and you observe several instances of people rubbing noses on meeting, so you conclude that this is the custom, and proceed to do likewise. In the place of terms, the inductive approach is also called as discovery learning.

- **The Principles of the Inductive Approach:**
  - In this approach the rule is discovered by generalizing from examples.

  - Students are asked to induce the grammatical rule.

  - In an inductive approach, without having met the rule, the learner studies examples and from these examples derives an understanding of the rule.

  - The inductive approach leads to further practice of the rule until applying it becomes automatic.

  - In this approach to grammar teaching, it was not thought necessary to draw the learners' attention to an explicit statement of the grammar rule. It was considered sufficient to rely on the learners' unconscious processes to do the job.

  - Discovery learning involves cycles of trial and error, with guidance and feedback provided by the teacher.

- **The Advantages and Disadvantages of the Inductive Approach:**

The Advantages:

Thornbury (1999, p. 54) states some of the advantages of the inductive approach:

- Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This is in turn will make the rules more meaningful, memorable, and serviceable.

- The mental effort involved ensures a greater degree of cognitive depth which ensures greater memorability.

- Students are more actively involved in the learning process, rather than being simply passive recipients; they are therefore likely to be more attentive and more motivated.

- It is an approach which favors pattern-recognition and problem-solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge.

- If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.

- Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy.

The Disadvantages:

Thornbury (1999, p. 55) states some of the disadvantages of the inductive approach:

- The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means.

- The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.

- Students may hypothesize the wrong rule, or their version of the rule may be either too broad or too narrow in its application.

- It can place heavy demands on teachers in planning a lesson. They need to select and organize the data carefully to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.

- However carefully organized the data is, many language areas such as aspect and modality resist easy rule formulation.

- An inductive approach frustrates students who would prefer simply to be told the rule.

2.1.5.8 The Conceptual Approach:

Buzzetto-More (2007, p. 61) mentions that concept map is visualized through a graphical representation. They are usually depicted by circles or boxes forming the nods of the new work by labeled links. Clark and James (2004: p 224) state that the conceptual approach was based on the Ausubels' assimilation theory of cognitive learning, which sees that meaningful learning takes place when new knowledge is consciously incorporated into the concepts and ideas previously acquired by the learner.Basso and Margarita (2004, p. 33) confirm that the strategy of the conceptual approach was born out of the constructivist theory of learning which holds that the learner constructs his/her own knowledge as opposed to the previous knowledge. Novak and Canas (2006, p. 17) mention that concept maps are graphical tools for organizing and representing knowledge. They include concepts usually closed in circles or boxes of some type and relationships between concepts indicated by connecting two concepts or words on line, referred to as linking words or linking phrase.

- **The Principles of the Conceptual Approach:**

Pill, et al. (2005, p. 40) mention some of the basic principles of the conceptual approach:

- Key ideas are presented in a hierarchy, which moves from the most general ideas to the most specific ones.

- Main ideas are additionally arranged in domains or clusters, which visually define their association and related boundaries.

- The nature of the interrelationships between the key ideas is identified through the use of relationship lines.

- The lowest point of hierarchical representation of ideas is illustrated by the use of relevant examples.

- It facilitates the development of self-directed learning within which conceptual and prepositional relations can be reflectively explored.

- The conceptual approach enhances problem-solving practically in the context of acquisition and sequencing of the new information.

– It aids the development of deep meaningful teaching moving towards critical thinking rather than more surface approaches.

– It gives teachers potential value in assessment during students' learning journey.

- **The Advantages and Disadvantages of the Conceptual Approach:**

  The Advantages:

  Kommers (2004, p. 53), Fitzgeraled (1999, p. 82) and Ruiz-Primo (2005, p. 28) mention some of the advantages of the conceptual approach:

– It can be used as an advanced organizer to improve learners' achievement.

– It is a good tool of problem solving in the field of education.

– It provides the teacher with a meaningful, practical and structural approach.

– It allows students to reflect on their own misunderstanding and take ownership of their learning.

– Visual symbols are quickly and easily recognized.

– Visual representation allows for development of holistic understanding that words cannot convey alone.

– Minimum use of text makes it easy to scan for a word, phrase or a general idea.

– It gives students a chance to think about the connection between the terms being learned.

– It helps students organize their thoughts and visualize the relations between the key concepts in a meaningful way.

– It gives students an opportunity to reflect on their understanding.

The Disadvantages:

Kommers (2004, p. 54) mentions some of the disadvantages of the conceptual approach:

– It is time-consuming approach.

– It needs clever students to understand the texts clearly.

– It can place heavy demands on teachers in planning a lesson. They need to select and organize the data carefully to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.

- A contextual approach frustrates students who would prefer simply to be told the rule.

- The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.

2.1.5.9 The Contextual Approach:

Thornbury (1999, p. 69) states that language is context-sensitive. This means that in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase. This is true of words taken out of the context of sentences. It is also true of sentences taken out of the context of texts.

- **The Principles of the Contextual Approach:**

Thornbury (1999, p. 90) mentions some of the main principles of the contextual approach:

- In this approach, language is context-sensitive; which is to say that an utterance becomes fully intelligible only when it is placed in its context.

- In the contextual approach, there are at least three levels or layers of context: the co-text (that is, the surrounding text); the context of situation (that is, the situation in which the text is used); and the context of culture (that is, the culturally significant features of the situation). Each of these types of context can contribute to the meaning of the text.

- Grammar is best taught and practiced in context.

- Using whole texts as contexts for grammar teaching.

- **The Advantages and Disadvantages of the Contextual Approach:**
  The Advantages:

Thornbury (1999, p. 90) mentions some of the advantages of the contextual approach:

- They provide co-textual information, allowing learners to deduce the meaning of unfamiliar grammatical items from the co-text.

- If the texts are authentic they can show how the item is used in real communication.

- As well as grammar input, texts provide vocabulary input, skills practice, and exposure to features of text organization.

- Their use in the classroom is good preparation for independent study.

- If the texts come from the students themselves, they may be more engaging and their language features therefore more memorable.

The Disadvantages:

Thornbury (1999, p. 90) mentions some of the disadvantages of the contextual approach:

- The difficulty of the text, especially an authentic one, may mean that some of the above mentioned advantages are lost.

- The alternative – to use simplified texts- may give a misleading impression as to how the language item is naturally used, again defeating the purpose of using texts.

- Not all texts will be of equal interest to students.

- Students who want quick answers to simple questions may consider the use of texts to be the "scenic route " to language awareness, and would prefer a quicker, more direct route instead.

2.2 The Second Domain

2.2.1 Educational Theory and the Flipped Classroom:

Inquiry-based or constructivist learning is the philosophy that learning is the formation of abstract concepts in the mind to represent reality (Bruner, 1961; Piaget, 1968). Constructivism argues that the use of interactive activities in which learners play active roles can engage and motivate learning more effectively than activities where learners are passive. The flipped classroom and online videos support the tenets of constructivism by freeing class time for inquiry-based learning (Brandt, 1997).

The flipped classroom supported by the constructivist theory, should enable learners to engage in interactive, creative, and collaborative activities during knowledge construction (Kim & Bonk, 2006). However, the flipped model is a

blending of direct instruction with constructivist learning, allowing students the complicated nomenclature of grammar while freeing class time to teach students to think creatively.

Benjamin Bloom (1978, pp. 563,576) also emphasized the need to focus on higher level learning goals, not simply on basic skills. He noted: I find great emphasis on problem solving, applications of principles, analytical skills, and creativity. Such higher mental processes are emphasized because this type of learning enables the individual to relate his or her learning to the many problems he or she encounters in day-to-day living. These abilities are stressed because they are retained and utilized long after the individual has forgotten the detailed specifics of the subject matter taught in the schools. These abilities are regarded as one set of essential characteristics needed to continue learning and to cope with a rapidly changing world (Bloom, 1978).

Bloom's Taxonomy identifies different domains of learning, from the basic retention of facts to the application of knowledge which creates something new. Each domain has different levels; for example, below is the revised version of Bloom's taxonomy for cognitive learning (Anderson, 2000):
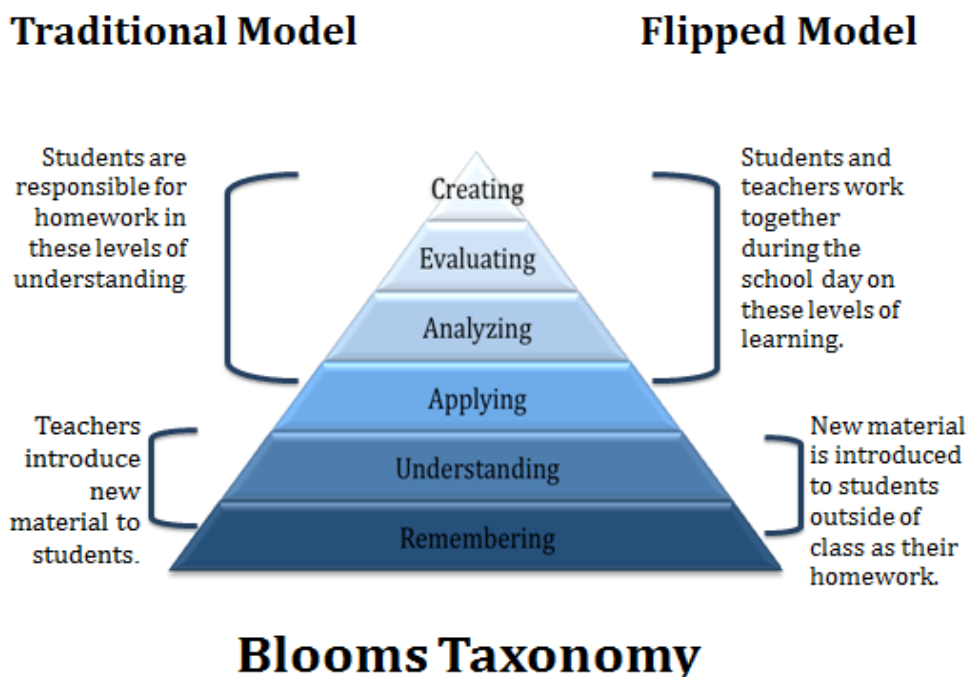
Figure (2.1): A revised version of Bloom's Taxonomy for cognitive learning

Applying Bloom's revised taxonomy to a flipped classroom, students are doing the lower levels of cognitive work (remembering and understanding) outside of class, and focusing on the higher forms of cognitive work (applying, analyzing, evaluating, and creating) in class, where they have the support of their peers and instructor (Brame, 2013). The flipped classroom model addresses this in The Flipped Manifest (Bennet, 2012, p.99): Learners have immediate and easy access to any topic when they need it, leaving the teacher with more opportunities to expand on higher order thinking skills and enrichment. Offloading some information transfer allows a classroom to develop higher order thinking skills that understands the need for teacher accessibility to overlap with cognitive load. That is, when students are assimilating information, creating new ideas, etc. (upper end of Bloom's Taxonomy), the teacher is present to help scaffold them through that process.

The flipped classroom also meshes well with Vygotsky's theory of zone of proximal development. Vygotsky believed that when a student is at the zone of proximal development for a particular task, providing the appropriate assistance will give the student enough of a "boost" to achieve the task (Vygotsky, 1978, p. 78). Once the student, with the benefit of scaffolding, masters the task, the scaffolding can then be removed and the student will then be able to complete the task again on his/her own. Vygotsky also views interaction with peers as an effective way of developing skills and strategies. He suggests that teachers use cooperative learning exercises where less competent children develop with help from more skillful peers within the zone of proximal development (McLeod, 2010, p.100). This matches well with the philosophy of the flipped classroom, where a teacher can utilize freed-up class time for collaborative work and individualized scaffolding of tasks.

2.2.2 The History of the Flipped Classroom:

In the past, initial steps of the learning process through direct instruction involved going over notes in a book before class, but the concept of the flipped classroom and flipped learning is not new (Baker, 2000, p. 90; Strayer, 2007, p. 79). Before flipped classrooms, distance learning used instructional videos to deliver content. The idea that new technologies such as television and radio could be used to deliver education began to surface as long ago as the 1920s (Byrne, 1989, p. 88).

The Open University was the first, and most successful, full-scale effort to use video to deliver educational content. The Open University began in the 1960s in the United Kingdom to address the exclusion from higher education of people from lower income groups. Originally, the Open University was the "University of the Air", a daily distance education television program seen early mornings throughout the United Kingdom, Canada, and Australia (The Open University, 2013). Over the years, the Open University has progressed along with technology to meet the needs of its students.

In 2013, over 200,000 students were learning with the Open University, many of them accessing course materials on smartphones and tablets. Likewise, the Open University has a network of more than 5,000 tutors who provide support to students by email or computer conferencing (The Open University, 2013). Tutors also meet face-to-face with students to create active learning experiences beyond lecture (Tait, 2008, p. 55). While the Open University has been successfully using video instruction to deliver content, Baker had the idea to use electronic means to cover rote material outside of class (Baker, 2000, p.76).

However, it was not until 1995, with the advent of an online content management system, that Baker was able to place lecture notes online, extend classroom discussions and use online quizzes (Strayer, 2007, p. 77). Class time was then opened-up for students to work on applications of the content and answer questions. Baker presented the concept to conferences between 1996 and 1998, and began to refer to the method as "The Classroom Flip" (Baker, 2011, p. 95). At about the same time, Lage, Platt, and Treglia designed and applied a similar procedure. They referred to the concept as "The Inverted Classroom" and similarly held the expectation that students would view lectures in advance of class, and then spend class time clarifying difficult concepts and working in small groups (Lage, Platt, & Treglia, 2000). They provided students with a variety of tools to gain first exposure to material outside of class, including textbook readings, lecture videos, and printable instructional slides (Johnson & Renner, 2012, p. 78).

The modern use of online videos to supplement face-to-face instruction is often credited to Bergmann and Sams (Pink, 2010, p. 66). In 2007, they were both

science teachers at Woodland Park High School in Colorado. Because of the remote location of their school, they were finding that many students needed to leave early in the day to attend athletic events or other school related activities. Bergmann states that the early recordings were only for students who missed class (Bergmann & Sams, 2012a , p. 66): Our absent students loved the recorded lectures. Students who missed class were able to learn what they missed. Some students who were in class and heard the live lecture began to re-watch the videos. Some would watch them when reviewing for exams. And we loved it because we didn't have to spend hours after school, at lunch, or during our planning time getting kids caught up. Because their videos were posted publically online, they began receiving emails from students and teachers all over the world. Soon, they were travelling around Colorado doing professional development workshops on what they were calling the "pre-vodcasting" method. Their workshops were met enthusiastically because what they were doing was so simple, yet had the potential to reform education.

After scouring the Internet, they found that no one else was doing this method. The name was briefly changed to reversed instruction, but then, in 2010, Dan Pink wrote about the method and called it the flipped classroom and the term has stuck (Bergmann & Sams, 2012a, p. 88). Since that point, interest in the flipped model has grown exponentially with new articles, press, and blogs on the flipped model appearing almost daily. News travels quickly, and soon, Bergmann and Sams were being asked to do their workshops all over the world.

Since 2009, Woodland Park High School has hosted a summer workshop for educators interested in the flipped learning model. Each year, attendance has risen sharply, and in June 2012, flipped educators provided a workshop for over 500 attendees (Overmyer, 2013, p. 100).

2.2.3 Defining the Flipped Classroom:
The flipped classroom is often thought of as a cycle because students watch a video, discuss and apply that knowledge in class, and then watch another video for new content introduction, in a continuous loop (University of Texas, 2013). A flipped class combines two established elements of education: the lecture and active learning. Students have access to video lectures ahead of time along with other

background material, which "frees up more face-to-face time to let students seek clarification from educators, collaborate with peers, and practice applying concepts while getting guidance and feedback directly from experts" (University of Texas, 2013, p. 89). Educators who flip their class value lectures given as homework, as an aid to learning. Homework is important because it is a time where students can share their learning progress with their family, be alone with their thoughts, reflect on their learning, and review the material as well as the educator's feedback (Fulton, 2012, p. 96).

Flipped Learning has been compared to online, blended, and distance learning because of the screencast or video components, but there are clear differences. Online education, for example, occurs only remotely, and the teacher and student are never face-to-face (Oblinger & Oblinger, 2005, p. 55). Virtual class meetings, assignments, and lectures happen online through a course management website usually, but not always, asynchronously. Sometimes the lectures and other activities are augmented by group chats or other means of facilitating collaboration and peer instruction. Blended classes also have an online element, but that usually occurs during class time along with direct student-teacher contact (Allen, Seaman, & Garrett, 2007). Students' experiences in face-to-face sessions vary, however, and are not necessarily different from what occurs in a traditional classroom.

Hamdan and others offer a definition: "In the Flipped Learning model, teachers shift direct learning out of the large group learning space and move it into the individual learning space, with the help of one of several technologies" (Hamdan et al., 2013, p. 4). Many researchers have put forth variations on the definition of "flipped." The main idea is to shift the attainment of content before class in the form of instructional videos, recorded lectures, and other remotely accessed instructional items. Then, instructors spend in-class time applying the material through complex problem solving, deeper conceptual coverage, and peer interaction (Strayer, 2012; Tucker, 2012; Gajjar, 2013; Sarawagi, 2013). Sarawagi (2013) suggests that flipped is defined by facilitating low-level (terms, definitions, and basic content) learning outside class and high-level (application-based) learning within class.

Perhaps the simplest definition of the flipped (or inverted) classroom is given by Lage, Platt, and Treglia (2000). "Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa". This flipping is demonstrated in the first two rows of Table 2.1. Note that there are two other possible permutations of lecture and homework. Both may take place in class, or both may take place outside class. These might be referred to as boarding school and independent study, respectively. While this explanation captures the rationale for using the terminology inverted or flipped, it does not adequately represent the practice of what researchers are calling the flipped classroom. This definition would imply that the flipped classroom merely represents a reordering of classroom and at-home activities.

Most research on the flipped classroom employs group-based interactive learning activities inside the classroom, citing student-centered learning theories based on the works of Piaget (1964/1967) and Vygotsky (1978). The exact nature of these activities varies widely between studies. Similarly, there is wide variation in what is being assigned as "homework."

The flipped classroom label is more often assigned to courses that use activities made up of asynchronous web-based video lectures and closed-ended problems or quizzes. In many traditional courses, this represents all the instruction students ever get. Thus, the flipped classroom actually represents an expansion of the curriculum, rather than a mere re-arrangement of activities. A simplified depiction of this is shown in the last row of Table 2.1.

Table (2.1): Simplified Definition of the Flipped Classroom

Style	Inside class	Outside class
Traditional	Lectures	Practice exercises & problem solving
Flipped	Practice exercises & problem solving	Video lectures
De facto flipped	Questions & answers, group-based/open-ended problem-solving	Video lectures, closed-ended quizzes & practice exercises

The flipped classroom is an educational technique that consists of two parts: interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom. A graphic representation of this definition is shown in Figure 2.2.
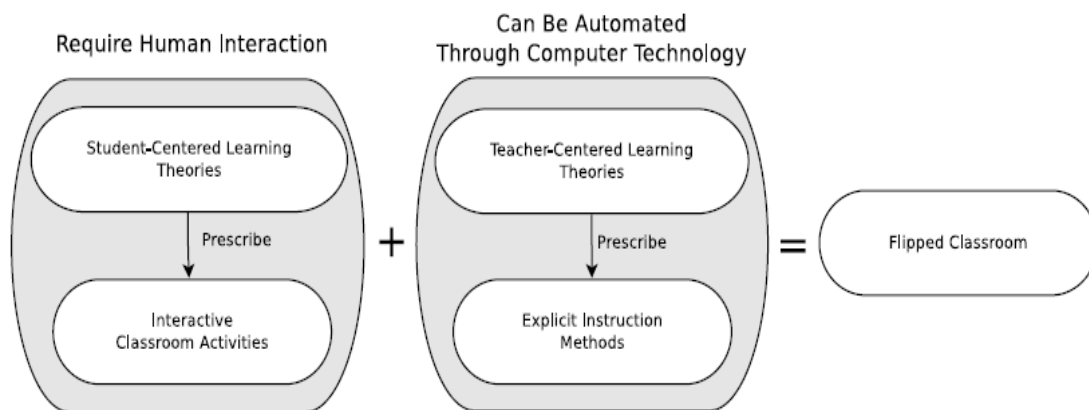
Figure (2.2): Flipped Classroom

On the other hand, the flipped classroom has two defining components: moving the lecture outside of class, usually delivered through some electronic means, and moving the practical application assignments, formerly homework, into the classroom (Educause, 2012, p. 79).

The definition of the flipped class is itself flexible and can be tailored: Sams (2011), one of the founders of the flipped class, wrote in his blog that "there is no such a thing as THE flipped classroom" because "the Flip is in flux" (Sams, 2011). Sams asserts that a class can be flipped for certain units or topics, and can have a combination of interactive lectures, workshops, and activities in class. In addition, Sams believes that active learning approaches which are supported by educational media will only continue to improve with time and further exploration/research. Sams asserts that there is no one formula for flipping a class; however, the flipped class approach follows a socio-constructivist framework rooted in the idea that all active learning should be during class time, and all passive work can be done at home.

The founder of Peer Instruction, Eric Mazur (2009) states, "in the standard approach to instruction, the active part of learning is left to the student on his or her

own, outside of the classroom. If you think about this rationally, you have to Flip that", to put passive learning outside of the classroom, and active learning inside. Therefore, the definitions of the flipped classroom are structured around clearing class time for active learning, and helping students in the moment as they are learning (Bergmann & Sams, 2012, p.17).

A flipped classroom is a learner-centered learning environment focusing on the students' experience of learning and not on 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, the flipped classroom of instruction promotes growth and development of learning (Jarvis, 2010, p. 57).

The instructor's role converts to guide on the side and transitions students away from being inactive recipients of static knowledge to engaging participants that discover and understand learning objectives on their own (Brown, 2012, p. 87).

In general, flipping the classroom means students are exposed to new material outside of the classroom, via reading or lecture and demonstration videos (Brame, 2013, p. 84). The use of technologies has made it possible to share learning materials when not in the classroom (Baker, 2000, p. 10). The flipped classroom model "provides students with more control over their learning," and "gives students a greater sense of their own responsibility for their learning" (Baker, 2000, p.11). The flipped classroom will "Provide students with more opportunities to learn from other peers" (Baker, 2000, p. 12).

It can be remarked that the term flipped classroom was defined from many different viewpoints. From the researcher's viewpoint, it is a style of blended learning which has certain characteristics depending on audio visual interactive before class time (at home) and gives the essential information for the students through it, and depends on many strategies like: active learning, project learning, group learning, and individual learning in class.

2.2.4 The Four Pillars of Flipped Classroom:

The research team at The Flipped Learning Network (2013) found that four key theories comprised the framework of the flipped classroom approach and are illustrative of best practices for implementation. The flipped Learning Network

(FLN) conducted a survey of the literature around the flipped class, and concluded that "The Four Pillars of the flipped class: Flexible Environment, Learning Culture, Intentional Content, and Professional Educators" were the critical theoretical framework of this approach (Hamdan, et al., 2013, pp. 4-6). This definition was chosen based on the combined research from surveys given to educators and from key expert spokespeople who self-identified that they were teaching a flipped class.

– **Flexible Environment:**

The FLN discussed Flexible Environment as the arrangement of the physical classroom space for active learning (Hamdan 2013, p. 4). The space must remain flexible so that an educator can create small group work stations, individual work areas, and also places to speak to one student away from the noise of groups working (Hamdan et al., 2013, pp. 4-5). Rather than creating one learning environment with desks arranged in rows, or tables which are not moved, the educator and students can create work areas as needed. In some cases, the side of the classroom can be cleared for presentations, whole class mingling, or demonstrations or labs (Bergmann & Sams, 2012, p. 40).

– **Learning Culture:**

Second, the Learning Culture for the flipped class is one where the educator feels comfortable taking a back seat and assisting students who are actively learning together, instead of an educator having to 'perform' at the front of the class while lecturing (King, 1993, p. 50). The Culture of a flipped class, as in other models of active learning, asks an educator to circulate the room checking students' work, providing immediate feedback, as well as giving brief periods of one-to-one instruction (Bergmann & Sams, 2012, p. 53). Through individualized support, educators aim to provide differentiated instruction to help students meet their learning goals in a variety of ways (Crouch & Mazur, 2001,p . 66). The educator very rarely addresses the entire class, outside of the first 5 minutes (for setting up groups and giving instructions) or the last 5 minutes (assigning homework and Q&A sessions) of class (Mazur, 2009, p. 74).

In other models of active learning, the educator's role is to be a facilitator; however, the flipped class additionally advocates videos for content introduction

which are used as a launching point for in-class group activities and projects (Hamdan et.al, 2013, p. 3). There are certainly many other student-centered approaches to education; however, the flipped class is a model of classroom instruction which takes advantage of the versatility of media, and which asserts that there is still a place for direct instruction and scaffolding via instructional videos (Hamdan et al., 2013, p. 55; Mazur, 2009, p. 72). In the flipped class approach, this shift in the learning culture, from educator-centered to student-centered, is afforded by taking content introduction out of class time, and focusing only on meaning-making and collaborative work in class (Lambert, 2013, p. 53).

- **Intentional Content:**

The third pillar, Intentional Content, refers to educator's informed, good judgment about what content needs to be taught directly, and how to best introduce that content in their video lectures. A qualified educator knows what falls within the scope of their course, which points are vital, why each topic is significant, and how each relates to the course and the student's learning goals (Hamdan et al., 2013, p. 75). The selection or creation of content videos is not simply a homework 'add-on' in the flipped class; videos are the core means by which students are introduced to content via direct learning, and so they need to be selected carefully within an overarching curriculum for the course (Bergmann & Sams, 2012, p. 63). Using technology is not the purpose of the flipped class; using technology to support a curriculum that is based on collaborative, active learning is the goal (Bergmann & Sams, 2012, p. 87). Although viewing content material is not enough for most students to construct knowledge (Bloom et al., 1956, p. 35), it can provide a solid foundation for background knowledge for in-class activities which go deeper and ask students to apply and synthesize knowledge (Seaboyer, 2013, p.74).

Only key topics and critical information need to be introduced through video (Hamdan et al., 2013, p. 66); only content that will be used throughout the course in order to complete projects and assignments should be made into a video lecture, otherwise students may become confused and see the videos as a drawback to a course (Sainani, 2013,p. 43; Strayer, 2007, p. 26). Additionally, students should not be bogged down with an excessive number of videos (Hanover Research, 2013). If

students are assigned videos before a class to introduce content for in-class activities, it can improve learning by giving students a baseline of prior knowledge about a specific topic (Hamdan et al., 2013, p.4; Seaboyer, 2013, p. 14).

Although it is the "twilight of the lecture" as many high schools and universities move towards active learning, there remains a need for some direct instruction for more complex and unfamiliar concepts. According to Dr. Judith Seaboyer at the University of Queensland, "the classroom is flipped so that students must be prepared before attending class, and be ready to engage in discussions to delve deeply into, and critically analyze, the literature" (Teaching & Educational Development Institute, 2012). For example, in a Humanities course, a student needs to read the primary text, but they can also listen to the educator's explanations and comments about a text before the class. This allows students to focus on having a rich dialogue during class time, rather than on understanding the basic content of a text.

− **Professional Educators:**

The final pillar of the flipped class is Professional Educators, who can design the unit progression, create the learning outcomes for projects, and provide expert guidance for students (Hamdan et al., 2013, p.14). Though the flipped class is based on a student-centered, collaborative, and interactive model, the expertise and teaching style of the educator are vital elements (Hamdan et al., 2013, p. 16). In the flipped classroom, the educator's guidance and depth of knowledge are critical because the educator provides the structure and framework of the course, creates or selects relevant content videos, and designs tailored projects that require students to analyze, apply and synthesize their knowledge. The educator also points students to more creative resources and opportunities for deeper learning (Cacciamani et al., 2011, p. 875).

An educator's skill and creativity are shown in how they scaffold content and give feedback to students. As (Headden,2013, p. 12) from Education Next asserts, "the question is not really whether online instruction is a superior medium in and of itself. The Department of Education's survey found that success with online-learning depended on time spent on instruction, as well as the quality of the curriculum and

pedagogy. In other words, it is not just the technology that counts: it is what educators do with it" (Headden, 2013, p. 14). Educators who lecture have used technology for many decades, such as power point slides of their lectures; however, the flipped classroom approach requires educators take up video content during active learning time in class (Mazur, 2009, p. 44). In higher education, technology has been a part of course work when students research for writing, but many college and university professors are interested in incorporating other ways of learning through media; however, it is a difficult balance for an educator to have enough time in the course to cover necessary content, incorporate technology in a meaningful way, and also focus on in-class collaborative work (Strayer, 2007, p. 65). This challenge has led to the flipped class approach, where content is introduced outside of class time (Baker, 2000, p. 69). Table (2.2) below offers a distinction between traditional classrooms and flipped ones.

Table (2.2): Comparison of Class Time in Traditional Versus Flipped Classrooms

Traditional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up activity Go over previous	5 min.	Warm-up activity	5 min.
night's homework	20 min	Q & A time on video	10 min.
Lecture new content	30–45 min.	Guided and Independent practice and/or lab activity	75 min.
Guided and independent practice and/or lab activity	20–35 min.		

2.2.5 Nature of the Learning Tasks in Flipped Classroom:

Hiebert (1997, p. 7) states that "the kinds of tasks that students are asked to perform set the foundation for the system of instruction that is created" . In order to foster opportunities for student reflection and communication, tasks need to be genuine problems that allow for exploration of mathematical concepts without one perceived correct solution nor any memorized rules. Further, students should find the tasks interesting, engaging, and connected to concepts they are already familiar with .

2.2.6 Role of the Teacher in Flipped Classroom:

In addition to the utilization of such rich learning tasks, (Hiebert, 1997, p. 11) suggested that teachers act as facilitators of understanding without acting as centers of mathematical information. They can achieve this by selecting appropriate tasks, framing problems as opportunities for learning and developing a classroom culture of reflection and communication (Hiebert, 1997, p. 12). Teachers should be involved in student learning enough to help them build understanding without restricting student initiative and creativity, a difficult balance to achieve.

2.2.7 Social Culture of the Flipped Classroom:

Along with implementation of genuine learning tasks and teacher facilitation of understanding emerges a social culture of learning for understanding within a classroom. To further examine the social culture of a classroom that encourages norms of reflection and communication, (Hiebert , 1997, p. 17) identified four core features: "ideas are the currency of the classroom," students have autonomy over exploring alternative methods for solving problems, mistakes are appreciated as sites for learning, and "persuasiveness of an explanation or the correctness of a solution depends on the mathematical sense it makes". A classroom that exemplifies these core features should be synonymous with a collaborative community of learners who reflect and communicate with each other respectfully, with the ultimate goal of understanding the subject being explored.

2.2.8 English Tools in Flipped Classroom:

In order to better such a community, teachers should utilize a variety of tools in order to support learning for understanding. Tools can include "physical materials,... oral language, written notation, and any other tools that can increase students thinking" (Hiebert, 1997, p. 10).(Hiebert ,1997, pp. 10-11) notes that "different tools may encourage different understandings" and that "students must create meaning for them" in order for them to be useful . It is important to note that the choice of tools can influence the way in which students understand a particular concept.

2.2.9 Homework and the Flipped Classroom:

Within English education, it is assumed that understanding of a topic should occur when students complete their homework, receive feedback from their

instructor on the correctness of their homework, and then reevaluate their approaches and learning (Zerr, 2007, p. 13). However, this attempt-feedback-reattempt loop rarely achieves its theoretical potential in college courses because students may not attempt their homework because it is not required or instructors may not be able to grade the homework because of time constraints (Jacobson, 2006). One of the benefits of the flipped model is the ability of teachers to formatively access a student's homework deficiencies immediately in class. Likewise, corrective materials can be posted online available anytime and anywhere that an Internet connection is available. More advanced student's time is not wasted on remediation in class, and students needing remediation may review videos as needed.

2.2.10 Characteristics of the Flipped Classroom:

The flipped learning model is an attempt to create more time for student application of new knowledge and active learning under the facilitation of the teacher (Bergmann & Sams, 2012, p. 24; Hamdan et al., 2013,p55; November & Mull, 2012, p.46). The primary characteristic of a flipped classroom is that homework and problem solving aspects of learning are best done at school, while allowing the student to watch and listen to the direct instruction or lecture outside of class (Bergmann & Sams, 2012,p. 26; Hamdan et al., 201356; Herreid & Schiller, 2013, p 47; November & Mull, 2012,p. 66). Thus, the term flipped implies a shift in the way time is used between the consumption of knowledge and the interactive process of learning (Bennet, 2012, p. 52).

2.2.11 Benefits of Flipped Classroom:

There have been a number of aspects with this method of teaching that educators have found to be beneficial for students, which included having the opportunity to learn from taped videos of instruction that allowed them unlimited opportunities to watch the videos as often as needed (Hamdan et al., 2013,p .64). When a teacher presents new information in the classroom, it is offered one time in a setting that is problematic to distractions and may move too quickly for some students to process what is being taught to them (Hamdan et al., 2013, p. 66; Tyson, 2010, p. 58). Often classrooms have disruptions from other students, school announcements and issues with how fast or slow the teacher is talking (Finkel, 2012, p. 23; Rhor, 2012, p. 35). Instead of the student receiving one opportunity of

comprehending the direct instruction, he or she can review and pause the video while taking notes, allowing needed time to understand new concepts and new data (Hamdan et al., 2013, p. 68). Ultimately, when students are allowed to learn instructional lessons outside of the classroom, there is flexibility for students to not only choose how often they want to view their video assignment but also where and when they want to see it (Hamdan et al., 2013, p. 72; Tyson, 2010, p.45). Hamdan et al. (2012, p.76) note the benefit of being allowed to break down segments of an instructional video lecture was the ability to prime students to remember key facts prior to a deeper level of engagement in class.

Another useful advantage of having prerecorded videos available to students was to avail those who have frequent absences from class for various reasons to still make progress by viewing instructional content at home (Bergmann & Sams, 2012, p. 57). In a recent survey of the National Center for Case Study Teaching in Science, one particular quality of the flipped model that appealed to teachers was that students who were being taken out of school early for academic competitions, athletics, or other extracurricular activities could easily access the videos for their coursework lessons (Herreid & Schiller, 2013, p. 69).

This advantage of having videos available also helped when a teacher was absent and could use his or her digital recordings for substitutes to use for instruction (Bergmann & Sams, 2012, p. 60). While recorded digital instruction is the instrument of change in the flipped model, it is what happens in the classroom that offers the greatest benefit of this framework (Bergmann & Sams, 2012, p. 64). The flipped classroom becomes a more active learning, student- centered environment in which teachers can spend more time providing individual assistance, engaging students in more collaborative problem solving projects, conducting research, as well as facilitating the needs of students who need personalized attention (Bergmann & Sams, 2012, p. 70; Fulton, 2012, p. 81; Hamdan, et al., 2013, p. 80).

Johnson (2013, p. 18) notes in his research that in the flipped classroom technology is leveraged, allowing teachers more time to provide a learning experience in class that may include in depth exploration of ideas and essential feedback from daily activities. Gorman (2013, p. 44) supports this experience by

emphasizing that through thought provoking instructional videos viewed outside of class, students were encouraged to engage in meaningful related activities at school.

Finkel, (2012, p.51) notes that for students learning in a flipped classroom, there is a fundamental shift in where their applied learning occurs. He emphasized that students cannot simply sit and passively listen, without any active participation. This time period affords students real life applied learning while being guided by their teacher (Berrett, 2012, p. 53). Under the new framework of the flipped classroom, students have to be taught how to stay focused, to work together with peers, and to be disciplined (Finkel, 2012, p.19; Fulton, 2012, p.44). In this new learning environment, there is an expectation for students to take ownership of their learning while assuming responsibility for their own learning outcome (Bergmann & Sams 2012, p. 52; Hamdan, et al., 2013, p. 66).

Bergmann and Sams (2012, p.76) illustrate that the flipped learning model could be utilized in different formats and to various degrees. One example was the use of the Flipped-Mastery classroom where students were permitted to move at their own pace. They described this model as blending the concept of mastery learning with technology. The students who watched the videos and mastered the elements of the lessons through the class activities were provided the next lesson and advanced through the curriculum. In fact, Bergmann and Sams (2012, p. 78) note the flipped mastery model permitted the teacher to provide needed supplemental assistance for individual students since there was more time for personalized education. Furthermore, by customizing the class time this model potentially becomes the ultimate differentiated instructional environment.

Johnson (2013, p. 81) a practitioner, contended that he was able to spend quality time with a student who was struggling just as he could to assist a student in pre-calculus to extend their thinking in ways that were not possible under the traditional approach of teaching.

2.2.12 Limitations and Critics of the Flipped Classroom:

While the concept of redesigning the traditional instructional model suggested a progressive change, the flipped model has factors that may limit or compromise its success (Bergmann & Sams, 2012, p.91; Hamdan et al., 2013, p. 67).

One of the most pressing issues mentioned in the research was the accessibility for students, particularly in low income areas, to view the digital videos in homes without computers or Internet (Hamdan et al., 2013, p. 68; Rhor, 2012, p.55; Williams, 2012, p.46). Bergmann and Sams (2012, p. 92) discussed how they overcame that concern by first making sure the videos were available in different places and forms. They posted it online at both public sharing sites and the district server, as well as provided opportunities for students to download them to a flash drive, or they could load them on personal devices. If a student had no access to a computer, the teachers would burn copies on DVDs as they learned that all of their students at least had a DVD player at home. November and Mull (2012, p. 46) also suggested that schools should create outside opportunities to Internet access before and after school, as well as providing a loaner program for students to use at home.

The second challenge of flipped learning related to teachers was the time invested into recording videos (Hamdan et al., 2013, p.70). In November and Mull's (2012, p.72), several solutions were offered to aid teachers who do not have the time to create all of the digital recordings. First, it is suggested that teachers share the roles of video recording so they can take turns for each lesson. Working together as a team helped to alleviate some of the time consuming aspects of video recording and helped to build a consensus among colleagues about the needs and goals of the lesson. In addition, November and Mull cautioned teachers not to obsess about making videos for every class, and instead, to start off with only one or two a week and gradually build up the video recordings as time allows.

Bergmann and Sams (2012, p.93) also suggest the option of utilizing other prepared videos available online through a variety of websites. They pointed out that for beginners the choice of using other videos may be the best option in providing extra time needed to prepare the classroom time activities, and gradually teachers will be more confident and record their own instructional videos.

Critics of the flipped model argue that two aspects of this concept are contingent on doing homework and listening to lectures, which they consider to be the least effective way for students to learn (Nielsen, 2012, p.71). Hamdan, et al., (2013, p. 55), report that Stager debated Sams on a radio program disputing the

notion that the flipped learning model was effective, stating instead it is evident of a "bloated curriculum," which forced content to be further taught outside of class. Stager also believed that such practices could eventually force a reduction of qualified teachers to be replaced by inferior instructors who simply record instruction. Refuting these allegations, Sams articulated in the report how highly effective, professional teachers would be in more demand and essential to success in a flipped classroom, through the application and facilitation of higher learning, in class.

2.2.13 How to Make Videos Your Students Will Love:

1. Keep it short.

2. Don't waste your students' time.

3. Add annotations.

4. Add callouts.

5. Zoom in and out.

6. Keep it copyright friendly.

2.2.14 Class Time:

Despite the attention that the videos get, the greatest benefit to any flipped classroom is not the videos. It is the in-class time that every teacher must evaluate and redesign.

2.2.15 Foreign Language Classes:

In foreign language classes, teachers are recording grammar lessons and conversation starters so as to create time in class to use the language more practically. This includes having more conversation, reading literature, and writing stories, all in the target language.

2.2.16 The key Components of the Flipped Learning Are:

1- Students work either in small groups or individually at an appropriate pace.

2- The teacher formatively assesses students and gauges student understanding.

3- Students demonstrate mastery of objectives on summative assessments. For students who do not master a given objective, remediation is provided. (Bergmann & Sams,2012, p. 45)

2.2.17 Appropriate Assessment System in Flipped Classroom:

Assessment system in flipped classroom can be divided into formative and summative as follows:

2.2.17.1 Formative Assessments:

Bergmann and Sams (2012, p. 81) advised teachers interested in adopting the flipped model was to talk to their students, get to know them as the amazing people they are, learn how they think, and help them learn how to learn. The teacher must ask the right question for each student. Because teachers knew their students well, and because they knew to what extent they understand each learning objective, they vary their questions based on students' understanding. One advantage of flipped mastery is that the teacher gets a lot of practice asking questions. Instead of asking the question one time during a lecture, you get to ask students as you interact with each of them. Practicing the flipped-mastery model will help prospective teachers by giving them ample opportunities to tailor specific questions to students and meet their individual learning needs.

2.2.17.2 Summative Assessments:

Bergmann and Sams (2012, p.83) illustrated that formative assessments are essential in checking student understanding, and they are fundamental in the formation of student content knowledge. However, we believe that students also need high-stakes assessments in which they demonstrate their mastery of learning objectives. Thus, we have developed summative assessments for which students must demonstrate a minimum level of proficiency. Various models of assessment exist for the educator. Exams can be scored out of total points, objectives can be assessed individually on a 0–4 scale, or a test can represent a straight percentage. There is no single way to flip, no single way to assess, and no single way to give students feedback. As always, do what is best for your students and operate within the parameters of your particular educational setting.

2.3 The Third Domain:

The third domain tackles points related to motivation such as definition of motivation, motivation in second language acquisition, significance of motivation in SLA, AND motivation theories in SLA

2.3.1 Definition of Motivation

Motivation is a multifaceted construct and different researchers in psychology and other social science disciplines define it in many different ways. Dornyei (1998, p.66) argues on the exact definition of motivation. He comments, "Although motivation is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept. Some researchers interpret it in relation to other concepts related to motivation, in other words, viewing it as no more than an absolute umbrella that hosts a wide range of concepts that do not have much in common" (Dornyei, 2001a, p.43-59). Sometimes the discrepancy in results of the conducted studies can be attributed to the different interpretations of the concept of motivation and the constructs that relate to it.

Within the behavioristic framework, the effort was to understand what moved a resting organism into a dynamic state. In so doing, this approach generalized the results of the conducted studies on animals to humans. Reward system was the key in this approach to motivate individuals to reach the goal. Later, the definition of motivation was influenced by the cognitive shift. Motivation in cognitive development theory developed by Piaget is perceived as a built-in unconscious striving towards more complex and differential development of individual's mental structure (Oxford & Shearin, 1994, p.23). The shift of interests from behavioristic to cognitive theories influenced the focus from what to why. Influenced by this shift, the concepts like stimulus, drive, and aspiration in behavioristic terms were replaced by instrumentality, interactiveness, orientation in cognitive theories, each of which becomes an important construct in individual difference's research. The modern definitions of motivation consider these constructs in their definitions.

Gardner's (1985, p.67) statement about the concept of motivation is related to effort, want, desire, reason for behaviors and the affectivity associated with learning a second language and has a close link with language learning. That is; motivation in SLA refers to the extent to which the language learner strives to achieve a particular goal (instrumental motivation) or to become an indistinguishable member of the target community (integrative motivation). Having the desire to achieve a predetermined goal and making effort to achieve this goal are prerequisite factors of

motivation. We cannot say that a person who likes to learn a second language is motivated, but when he/she tries to learn a second language and makes an effort to do so, it will be possible to say that the individual is motivated in foreign language learning. Therefore, the concept of motivation is not a simple construct and cannot be measured only by one measure, for instance, just by likes or dislikes.

Gardner (1985, p. 69) considers effort and desire as the prerequisites to call an individual a motivated person. Within current L2 motivation research, the tendency is to define motivation, as a cumulative force of motives that is on a continuum from zero to strong (Dornyei, 2005, p.43). On the significance of considering motivation as a cumulative force, Dornyei (2009, p.77) argues that instead of conceptualizing learner characteristics in a modular manner (i.e., in terms of distinct ID factors), further research should try to take a systematic approach by identifying higher-level amalgams of collections of cognition, effect and motivation that act as wholes. An example of such composite integration of distinct factors in SLA research is Dornyei's (2005, p.55, 2009, p.87) concept of ideal and ought to selves. Dornyei (2009, p.76), proposing a broad construct of L2 motivation introduces a new L2 Motivational Self-System. This new interpretation of motivation consists of three dimensions:

– Ideal L2 Self that is a powerful motivator to learn the second language to become a competent L2 speaker through reducing the discrepancy between actual and ideal selves.

– Ought-to Self, which refers to the possible self or outcome self that the leaner want to achieve. This can be various duties, obligations, and responsibilities (Dornyei, 2005, p.72).

– L2 Learning Experience, which concerns the immediate learning context and language learner experience.

2.3.2 Motivation in Second Language Acquisition: Motivation vs. Motivating

It is worth noting that motivation is different from motivating in many different ways. While the initial studies were more concerned with the former, more recent studies emphasize the latter. Crookes and Schmidt (1991, p.50) consider

motivating students as one of the new research agenda items. Motivating is something that can be done with self and others, i.e. teachers and peers, and deal with the question of how an individual can be motivated. Gardner's view of the construct concerns motivation and that of Dornyei is motivating, nevertheless, both view motivation as a construct of individual differences. We can rarely see Gardner's comment on motivating. For Gardner motivating is equal to making students' attitude favorable in the language learning situation; if the students' attitudes are favorable, it is reasonable to predict, other things being equal, that experience with the language will be pleasant, and the students will be encouraged to continue (Gardner, 1985, p.66).

Drawing on this research (i.e. how teachers can motivate their students), Dornyei (2001, p.56) proposes a number of strategies for a language classroom. Although the affectivity of these strategies should be confirmed by experimental research, Dornyei states "there is no doubt that student motivation can be consciously increased by using creative techniques". Considering the educational implications of motivation, Dornyei (2005, p.57) discusses areas where recent advances have generated material that can promote the effectiveness of unstructured SLA. The first one concerns the development of motivational strategies, which provides a wealth of materials that teachers can apply to create a motivational situation in a classroom environment. The second area involves teachers and peers to help to develop self-motivating strategies that enable the learners to take personal control of the affective conditions and experience that shape their subjective involvement of learning. Here, motivating becomes the responsibility of language learners, not teachers or peers. However, in developing self-motivating strategies we should remember that "it is important to realize that learners will not automatically take ownership of their motivational disposition but need to be supported in this process" (Dornyei, 2005, p.57).

The final area is the study of teacher motivation, which was "a rather overlooked motivational area" (Dornyei, 2005, p.59). This includes the study of teacher behavior and motivational strategies used by them in the classroom and also how they can be both motivating and motivated simultaneously. Dornyei (2001, p.61) devoted a whole chapter to the question of teacher motivation. Dornyei (2005,

p.62) states that "very little work had been conducted on the topic in the L2 field and that this was also true of educational psychology in general".

2.3.3 Significance of Motivation in SLA:

Ellis (2008, p.43) states that no single individual difference factor in language learning has received as much attention as MOTIVATION. On the importance of motivation for researchers, Dornyei (2005, p.70) claims that there were almost 100 studies published in 1990s. In a meta-analysis of Gardner and his college's studies on the role of attitude, motivation, and orientation in learning a second language, Masgoret and Gardner (2003, p.48) cited 75 independent studies involving more than 10,000 participants. Gardner (1985, p.58) identifies motivation as the single most influential factor in learning a new language.

Different researchers argue for the importance of motivation in very different ways. It seems motivated students are more likely to enroll in language classes. In other words, students who are highly motivated take part in classroom activity and make the motivated students do so. Pulvermuller and Schumann (1994, p.71) argue that full knowledge of a language can only be achieved if two conditions are met - the learner is motivated to learn the language, and the learner possesses the ability to acquire grammatical knowledge. In his final comment on motivation, Ellis (2008, p.65) considers these two constructs as "two big" (i.e. language aptitude and motivation) and suggests that they have been confirmed as the main psychological factors contributing to individual differences in learning a second language. Since aptitude as a trait is not changeable, we can consider motivation as the most influential factor of IDs, which affects SLA, other things being equal.

As one of the leading attitude researchers of our time, on the significance of motivation over aptitude, Dornyei (2005, p.66) states that motivation provides the primarily impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in SLA presuppose motivation to some extent. That is, regardless of aptitude differences, many learners seem to master an L2 and without sufficient motivation, even students with the most remarkable abilities cannot achieve long-term goals. On the other hand, high motivation can make up for considerable deficiencies in L2 learning.

These deficiencies can be due to language aptitude or the situation in which the individual is learning a second language. On the significance of motivation, Rost (2006, p.82) argues that "a great deal of research has been conducted in the area of motivation, and why it is so fundamental to second language learning. The underlying issue related to motivation is complex, but it is clear that every person's motivation to learn is flexible rather fixed"

2.3.4 Motivation Theories in SLA:

Abundance of motivational theoretical frameworks makes it difficult to explain the role of motivation in SLA. However, as Dornyei (2003, p.58) points out the long history of research into language learning motivation did not bring an end to the confusion surrounding it, and our knowledge of the subject remains uneven and inconsistent. The history of motivation in SLA can be separated into three stages. The early studies are represented by a social, macro-perspective, and mostly use product-oriented approach, in which the outcome was the base of the research. In 1990s, in line with the cognitive shift, the focus was on micro perspective, and the studies concentrated on the situation and context of learning where the significance of situation-specific factors such as classroom learning situation was examined (Ellis, 2008, p.91). Recently, the shift of interest towards more process-oriented approach and toward macro/micro perspective is seminal in works of the researchers like Dornyei. The shift from 'what' to 'how' shows shift of interests on exploration of the changes and processes in motivation (motivation change), and the role that this process plays in L2 learning.

2.3.5 Gardner's socio-educational Model:

Second language learning is a social-psychological phenomenon, and it is important to consider the conditions under which it takes place. The socio-educational model was an attempt to determine these conditions in SLA. The socio-educational model was first proposed by Gardner and Smyth (1975, p.76). The model has been redefined several times after the first proposal (Gardner, 1985, 1988, 2000, 2005; Gardner & Trembly, 1994), but the main constructs of it remain more or less the same. It was the dominant theory in early motivation research for more than 30 years. Gardner (2005, p.81) claims that the socio-educational model is a paradigm that is completely compatible with many of the new research agendas that have

developed. This model is a schematic presentation of the factors that influence second language achievement. Considering these findings, Gardner (2005, p.82) claims that there is ample evidence supporting the applicability of the socio-educational model in SLA. In the application of these models on research, sometimes the attention is directed to the individual scales (e.g., attitude toward learning situation, motivational intensity, etc.) and sometimes, the focus is on the aggregated components (e.g. score on Integrativeness, Attitudes toward the Learning Situation, and/or Motivation) to obtain a total score of integrative motivation.

2.3.6 Integrativeness

Integrative motivation is the key construct of the Gardners (1985, p.90) socio-educational model which is made up of three main sub-constructs, each of which is further broken down to sub components, namely, integrativeness, attitudes toward the learning situation and motivation. Integrative motivation is the main focus of many motivational researches in SLA. This shows the increasing attention to the concept of integrative motivation. However, as Gardner (2005, p.66) suggests, different people have different conceptualization of the term because they do not distinguish integrative orientation, integrative motivation, and integrative motive. Gardners (1985, p.92) conceptualization of the integrative motivation is that it includes orientation (i.e. a class of reasons for learning a second language), motivation (i.e. attitudes toward learning the language, plus desire plus motivational intensity) and a number of other attitudinal variables. Integrative motivation occurs once a learner tries to, or has a desire to integrate himself/herself with the culture of the L2 group. It characterizes the students who study an L2 because of their interest in the values and cultural issues of the target community.

Crookes and Schmidt (1991, p. 77) imply that integrative motivation is defined with positive attitudes toward the target language group and the potential for integrating into the group, or at least an interest in meeting and interacting with members of the target language group. In most of Gardners (1985, p.66) studies of Canadian English speakers learning French, Integrativeness is measured by three measures: Integrative Orientation, Attitudes towards French Canadians, and Interest in Foreign Languages.

In a reinterpretation of the concept of integrativeness, Gardner (2002, p.60) refers to the notion of past, present, and future. Integrative motivation addresses all three of these aspects as they apply to the individual and that this distinguishes it from other motivational concepts in the area of second language acquisition. That is; integrative motivation is a broader concept and encompasses language learners background, interest and concerns over and above the classroom activity at a particular time, and the learners existence after the language course. Thus the concept of integrative motive is much more complex than simply expressing an integrative orientation in language study Gardner (2000, p.77). Later, Gardner (2005, p.91) concludes that integrative motivation refers to a constellation of attributes, and that it is not a distinctive construct but a collection of related constructs. It is not something that some people do have and others do not. For Dornyei (2005, p.81), integrative motivation in a broad term, concerns a positive interpersonal/ affective disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community. It implies openness to and respect for the other cultural community, their values, identities and ways of life.

2.3.7 Instrumental Motivation:

Instrumental motivation is another construct of Gardner's socio-educational model. Gardner (2001, p.72) refers to the following reasons as instrumental reasons: I want to learn the language in order to get a job, or I want to learn the language because it will be important for my future career, or I want to learn the language so that I will be better educated. Thus, instrumental motivation concerns the benefits, which second language learning may bring to a language learner.

In his definition of instrumentality, Dornyei (2005, p.77) refers to perceived pragmatic benefits of L2 proficiency and divides ideal language self-instrumentalities into two types: promotion vs. prevention. Instrumental motivation with a promotion focus (e.g. to learn English for the sake of professional advancement) are related to the ideal self, whereas instrumental motives with a prevention focus (e.g. study in order not to fail the test) are parts of the ought self. As this distinction suggests, the focus of these two types of instrumentality is the utilitarian value despite having different goals. That is; it is the goal of learning that determines the type of instrumentality.

2.3.8 Inseparability of Integrative and Instrumental Motivation:

It is possible that the learner might have mixed motives in the sense that he or she can have both integrative motivation and instrumental motive at the same time. Therefore, different types of motivation lie on a continuum and the concern is the degree of intensity. This is in line with Dornyei's (2005, p.88) claim, which conceptualizes different types of motivation lying on a continuum from a motivation through extrinsic motivation to intrinsic motivation, which are discussed later. On the other hand, the language leaner might have neither type of motivation. One possible situation could be when a person learns a language in order to go abroad both for working and living. Gardner (2001, p. 55) exemplifies a person who cannot be considered neither integratively motivated nor instrumentally. It means that when somebody learns an L2 because of good grade, this is just a reason for learning and cannot be categorized as any kind of motivated individual.

2.3.9 Cognitive Shifts:

The starting point of the cognitive shift in motivation research is seen in Crookes and Schmidt's (1991, p.58) article. In that paper, they have argued that work to that date on the topic of motivation in SLA had been limited in two senses: it has been almost exclusively social-psychological in approach, and it has failed to distinguish between the concept of attitude, especially attitude toward the target language culture, and motivation (Crookes & Schmidt, 1991, p.60). Several other studies were conducted by many other researchers in the late 1980s (e.g. Julkunen, 1989; Skehan, 1989), and early 1990s (e.g. Brown, 1990; Skehan, 1991) are related to this shift.

Considering motivation in the immediate context rather than motivation in whole intercultural communities, viewing it as a dynamic entity rather than static concept, and focusing upon the process rather than the product were the main focuses of the cognitive shift. The shift of macro-perspective to micro-perspective motivated researchers to catch up with mainstream educational psychological theories such as Self-determination theory, Attribution theory, Goal theory, Classroom Friendly models, and the Neurobiology of L2 Motivation.

2.3.10 Self-determination Theory:

Self-determination theory distinguishes two types of motivation: intrinsic and extrinsic. Dornyei (2005, p.70) states that self-de higher order thinking skills termination theory has been one of the most influential approaches in motivational psychology, and several attempts have been made to the L2 field to incorporate certain elements from the theory to explain L2 motivation. In the late 1990s, Noels and his colleagues (e.g. MacIntosh & Noels, 2004; Noels, 2001a, 2001b; Noels, Clement & Pelletier, 1999, 2000, 2001), in line with the general thrust of the cognitive situated period, developed a systematic research program (a) to relate the various intrinsic/extrinsic components established in educational psychology to orientations developed in L2 research, and (b) to examine how the learners level of self-determination is affected by various classroom practices (cited in Dornyei, 2005, p. 81).

Noels (2001, p.90) examines the relationship between classroom practices and self-determination and concludes that motivation consisted of three main elements: intrinsic orientation, extrinsic orientation and a motivation which lie along a continuum from self determination to non-self-determination. An individual with high level of self-determination is likely to demonstrate autonomy in his or her learning, which leads to higher achievement.

According to Deci and Ryan (2008, p.66), Self-determination theory addresses such basic issues as personality development, self-regulation, universal psychological needs, life goal and aspiration, energy and vitality, non-conscious processes, the relationship of culture to motivation and the impact of social environment on motivation, affect, behavior, and well-being.

2.3.11 Intrinsic Motivation:

Intrinsic motivation is a type of motivation that derives from internal satisfaction and enjoyment. Intrinsic motivation comes from within language learners and relates to learners identity and sense of well-being. According to Noels, et al. (2000, p.89), Intrinsic motivation as a sub-scale of the self-determination theory, is of three kinds: a) intrinsic motivation knowledge (i.e. the pleasure of knowing new things), intrinsic motivation accomplishment (the pleasure of accomplishing goals),

and intrinsic motivation stimulation (the pleasure in doing the task). Ehrman, Leaver, and Oxford (2003) state that intrinsically motivated learners find the reward in the enjoyment of learning activity itself and achieve a feeling of competence in doing the task. In other words, intrinsically motivated individuals are mostly internally driven rather than externally driven.

2.3.12 Extrinsic Motivation:

Extrinsic motivation refers to "actions carried out to achieve some instrumental end such as earning a reward or avoiding a punishment" (Deci & Ryan, 1985, p.66). In contrast to intrinsic motivation, extrinsic motivation lies along the continuum from non-self-determination to self-determination. In other words, motivation in self-determination theory is classified into three categories on a continuum, from unwillingness, to passive compliance, to active personal commitment. External regulation, which refers to the learners' attempts and actions to reach the external rewards and benefits of doing the task, i.e. the learners' behaviors are performed to satisfy an external demand or obtain an externally imposed reward contingency. The introjected regulation which refers to a partial internalization in which external regulations are taken by the individual but are not accepted as his or her own (Black & Deci, 2000, p.99). The performed measures here are due to some external pressure (e.g. a person who learns the language in order not to feel ashamed if he does not know it). Identified regulation refers to the regulation driven by personally relevant reasons, such as that the activity is important for achieving a valued goal (e.g. individuals who learn an L2 because they think it is important for their educational development). Identified regulated individual take part in the process of learning because of the internal values and goodness which it entails.

2.3.13 Motivation:

Motivation in the self-determination theory refers to lack of motivation resulting from realizing that there is no point (Dornyei, 2001, p.64). It is independent of extrinsic and intrinsic motivation. Deci and Ryan (1985, p.95) define motivation as "the relative absence of motivation that is not caused by a lack of initial interest but rather by the individuals experiencing feelings of incompetence and helplessness when faced with the activity" (cited in Dornyei, 2001, p.65). Vallerand (1997, p.88)

mentions four major types of a motivation. First, a motivation can result from a capacity-ability belief, i.e. an individual may have motivation because of lack of self-confidence; the second type is strategy beliefs, i.e., a motivation i.e. an individual may think that the undesired outcome may result from strategy misuse. The third type of motivation, capacity-effort belief, results from this perception that the task is too demanding to do. The fourth type of a motivation, a helplessness belief, result from this perception that effort is inconsequential, and it cannot be of any help.

2.3.14 Goal Theories:

"Goals have always been a central feature of L2 motivation research" Dornyei (2005, p.55). Originally, goal theories come from educational psychology. Goal refers to the reasons or purposes that an individual has in learning process. Overall, goals affect individuals performance in the sense that they:

−   Concentrate the attention toward a particular activity,

−   Motivate individuals to make effort,

−   Affect individuals to continue a particular task,

−   Affect the strategy use by different learners.

As noted by Locke and Latham (2002, p.88), the two influential goal theories in motivational studies are goal-setting theory and the goal orientation theory.

According to Locke (1996, p.49), among other things goal-setting and performances are related. That is, goals affect the performance, the effort paid to reach that goal, the strategies used and its persistence. Motivational research is mainly concerned with goal orientation theory. Dornyei (2005, p. 76) states that "language learning goals have been typically referred to as orientations. However, "orientations" as defined by Gardner and Trembly (1994, p.90), had not been explicitly linked to various goal theories that had become popular in the educational psychology.

Unlike the goal-setting theory, goal orientation theory was developed in a classroom context in order to explain children's learning and performance (Dornyei, 2001a, p.88). Dornyei (2005, p.99) states "currently, it is probably the most active area of research on student motivation in classrooms, and it has direct implications

for students and teachers". This theory hypothesized that an individual's performance is closely related to his or her perceived goals. Ames and Archer (1988, p.91) commenting on the contribution to the theory, distinguish between two types of goal orientation: Performance vs. Mastery orientations. Performance oriented learners are primarily concerned with looking good and capable whereas mastery oriented learners are more concerned with increasing their knowledge and being capable.

2.3.15 Attribution Theory:

Attribution theory has got a special attention among contemporary motivation theories in psychology. Attribution theory was the dominant theory in research on student motivation in the 1980s. The theory to the SLA research is important since many cases of language-learning failure can be explained by it. Attribution is also important in a sense that, as Williams, Burden, and Al-Baharna (2001) note, it plays an important role in shaping learner motivation.

Some Scholars in the field of SLA motivation research (Weiner, 1986, 1992, 2000; Dornyei, 2001b; Slavin, 2003) explain attribution theory in terms of four factors: ability, effort, perceived difficulty of a task and luck. Brown (2007) considers ability/ effort as internal factors and luck /task difficulty as external factors. The theory links future achievements and successes to these factors and considers this link as a causal attribution (e.g. effort causes achievement or ability results in achievement). Dornyei (2005) clarifying this point states, "If, for example, we ascribe past failure in a particular task to low ability in our part, the chances are that we will not try the activity ever again, whereas if we believe that the problem lay in our insufficient effort or the unsuitable learning strategies that we had employed, we are more likely to give it another try". That is, language leaners' background plays an important role in future achievement and can be an attributed reason for achievement.

Attributions are culturally bound and learners with different cultural backgrounds attribute their success or failure to different factors. In a qualitative study, Williams, et al. (2001, p.69) found that, in the case of Arab students' perception of their learning, factors such as "luck" are never mentioned or the factor "ability" was cited rarely by participants. In other words, they mentioned that

language learning is attributed to the class environment, circumstances, exposure to the language, interest, strategy use, and support from others.

The concept of attribution is closely related to self-efficacy (believe in self). "A high sense of self-efficacy, an appropriate degree of effort may be devoted to achieving success" Brown (2007, p.90). Conversely, "a learner with low self-efficacy may quite easily attribute failure to external factors". In short, we can think over self-efficacy as the pedagogical implication from the attribution theory and one of the teachers' responsibilities is to encourage high self-efficacy in their students.

Section Two:
An Overview of Related Previous Studies

This section deals with the previous studies. These studies are related to the current study entitled |the effectiveness of Flipped classroom on tenth graders' learning grammar and motivation for learning English". The researcher surveyed these studies in an attempt to benefit from their procedures, tools, results and recommendations. The studies are divided into three parts. The first part tackles studies related to teaching and learning grammar. The second one investigates studies related to Flipped classroom and its effect on learning/teaching English grammar. The third part includes studies investigating motivation for English language.

The researcher presented these studies in the light of methodology criteria which are: purpose, samples, instruments, methodology, results and recommendations. They are sequenced thematically, followed by the researcher's comments.

The First Part : Previous studies related to English grammar teaching and learning:

Teaching grammar using different approaches is very effective for students to understand grammar correctly. This part presents an overview of related studies that investigated the effect of different grammar teaching approaches on enhancing students' English grammar achievement.

1. Jendeya (2016)

This study aimed to investigate the impact of 5E Model (Engagement, Exploration, Explanation, Elaboration, Evaluation) on developing tenth graders' English grammar learning and their attitudes towards English. To achieve this aim, the researcher adopted the experimental approach and employed a sample of (68) EFL male learners studying at Jamal Abdu-Nasser Secondary School for Boys in the Gaza Strip. The researcher chose two classes of the four ones which he was teaching: one class was as an experimental group consisting of (34) students and the other was as a control group consisting of (34) students. The traditional method was used in

teaching the control group, while the 5E model was used with the experimental one in the first term of the school year (2015-2016).

As a main tool for the study, the researcher used an achievement test of four domains with (35) items designed and validated to be used as a pre- and posttest. Also, the researcher used an attitude scale (pre & post) to determine the students' attitudes towards English language.

The findings of the study revealed that there were significant differences in learning English grammar between both groups in favor of the experimental one, and this is due to using 5E Model in teaching the experimental one. Based upon the previous findings, the study recommended the necessity of implementing 5E Model in teaching and learning English grammar to bring about better outcomes in students' achievement. Also, the researcher suggested that further research should be conducted concerning the effectiveness of using 5E Model on different English language skills and other school subjects as well.

2. Saker (2015)

This study aimed to investigate the effectiveness of using Jigsaw Strategy on Palestinian tenth graders' English grammar learning. To achieve this aim, the researcher adopted the experimental approach and employed a sample of (72) EFL male learners studying at Beit Lahia Basic School "A" for Boys in the Gaza Strip. The researcher chose two classes of the four ones which he was teaching: one class was as an experimental group consisting of (36) students and the second one was as a control group consisting of (36) students. The traditional method was used in teaching the control group, while the jigsaw strategy was used with the experimental one in the second term of the school year (2013-2014). As a main tool for the study, the researcher used an achievement test of four domains with (32) items designed and validated to be used as a pre and posttest.

The findings of the study revealed that there were significant differences in learning English grammar between both groups in favor of the experimental group and this is due to using the strategy. In the light of those findings, the study recommended the necessity of implementing jigsaw strategy in teaching and learning English grammar to bring about better outcomes in students' achievement. Also, the

researcher suggested that further research should be conducted concerning the effectiveness of using jigsaw strategy on different English language skills and other school subjects as well.

3. Ta'amneh (2014)

The purpose of this study was to investigate the effect of using educational websites on the first year students' achievements in English Grammar in Badr Community college to improve the quality of teaching English language. To achieve the aim of the study, using an experimental design, a pre/post-test assessment was constructed to measure students' achievement in English grammar. Results revealed that there were statistically significant differences in the achievement mean scores of the learners of the experimental group who studied the simple present via explanations found in the educational websites and the control group who studied the same grammatical item using the traditional method in favor of the experimental group. Accordingly, the researcher recommended integrating the new technologies in the syllabi and citing websites relevant to language skills and encouraging English instructors to vary their methods, techniques and ways of teaching according to students' interests.

4. Sharaf (2013)

This study aimed at investigating the effect of a computer-based programme on developing ninth graders' achievement of English grammar at UNRWA schools in Gaza. The sample of the study consisted of (132) pupils who were randomly selected from Beit Lahia Prep Girls School and Jabalia Prep Boys School in northern Gaza. The computerized programme was used in teaching the experimental group, while the ordinary method was used with the control group in the second term of the school year (2011-2012). An achievement test of language skills with (52) items was designed and validated to be used as a pretest and posttest. The study findings indicated that there were statistically significant differences in the ninth graders' achievement of English grammar due to the method in favor of the computer-based programme.

The study revealed that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the experimental group and the control one in favor

of the experimental group attributed to the learning strategy through computers. In addition, the study showed that there were not statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group due to gender. Based on those findings, the study recommended the necessity of implementing the computerized programme in teaching English to bring about better outcomes in students' achievement in English. The researcher suggested that further research should be conducted on the effect of computer-based learning on different aspects of learning English language and other school subjects.

5. Ishtawi (2011)

This study aimed to investigate the effect of Game Strategy on the learning of English grammar for the twelfth grade students at Gaza governmental schools. To achieve this aim, the researcher adopted the experimental approach. The sample of the study consisted of (80) male students from Palestine Secondary School in West Gaza. The educational game strategy was used in teaching the experimental group, while the traditional method was used with the control one in the first term of the school year (2009-2010). An achievement test of five domains with (50) items was designed and validated to be used as a pre and posttest, as well as five quizzes for the purpose of formative evaluation.

The findings of the study indicated that there were statistically significant differences between both groups in favor of the experimental one, and this is due to the method of the educational game strategy. In the light of the findings, the researcher recommended the necessity of implementing educational game strategy in teaching English grammar to achieve better outcomes in students' achievement of English language. The researcher also suggested that further research should be conducted on the effect of games on different English skills, and other school subjects as well.

6. Arulselvi (2011)

This study aimed at finding the effect of Instructional software program in the learning of grammar on the achievement of teacher training students of Namakkal District. Parallel group experimental method was adopted in this study. A sample of 80 students studying in the teacher training college was selected on the basis of their

knowledge in English grammar. Forty students were involved in conventional learning of English grammar and another 40 were considered for learning grammar based on instructional media. The instrument of the study was an instructional software program used for teaching particular grammar items. An achievement test was used after establishing validity and reliability. It is evident from the analysis that instructional media played a significant role in the learning of English grammar. Experimental group students have made significant higher gains in learning grammar in comparison to conventional group students. In light of the findings of this study, it was recommended that English teachers should use Computer Aided Instruction in their teaching.

7. Sharaf (2011)

The study aimed to investigate the effect of teaching grammar in writing contexts to enhance using grammar functionally for eleventh graders in Gaza governorate. To achieve the aim of the study, the researcher adopted the experimental approach. The sample of the study consisted of (66) students from AL-Jaleel Secondary School for Girls. The participants were divided into two groups: a control group and an experimental one. The researcher used the strategy of teaching grammar in writing contexts in teaching the experimental group and the ordinary strategy of teaching grammar in teaching the control group in the second term of the scholastic year (2010-2011). A grammar achievement test of eight questions containing (49) items was designed to be used as a pre- and posttest to reveal the effect of using the strategy of teaching grammar in writing contexts on the students' achievement in English grammar.

The findings indicated that there were statistically significant differences between both groups in favor of the experimental one due to the strategy of teaching grammar in writing contexts. This study recommended the importance of using the strategy of teaching grammar in writing contexts in English language teaching to give better results in students' achievement of English language. Also, the researcher

suggested using, activating, and implementing this strategy on the other skills of the English language.

8. Obaid (2010)

This study aimed to investigate the effectiveness of three grammar teaching approaches (the inductive, the deductive and the contextualized approaches) on achievement in English grammar among the eleventh graders in Khan Younis Governorate. To answer the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of (158) male students from Al-Motanabi Secondary School for Boys (A) divided into three experimental groups and one control group. The three grammar teaching approaches were used in teaching the three experimental groups, while the traditional methods were used with the control one in the first term of the scholastic year (2009-2010). An achievement test of four domains with (84) items was designed and validated to be used as a pre-posttest.

The study indicated that there were statistically significant differences in the eleventh graders' achievement in English grammar due to the method of teaching in favor of the contextualized approach. Based on the findings, the study recommended the necessity of implementing the contextualized approach in teaching English grammar in order to bring about better outcomes in students' achievement in English language. It was also suggested that research should be conducted on the effectiveness of the contextualized approach on different dimensions of achieving English language and other school subjects.

9. Abu Naba'h (2009)

This study aimed at investigating the effect of using an instructional software program of English language on the achievement of secondary students in Jordan. The sample of the study consisted of (212) students distributed randomly on four experimental groups and four control groups. The instruments of the study were an instructional software program for teaching the passive voice and an achievement test. The findings of the study revealed that: 1. There were statistically significant differences at ($\alpha < 0.05$) between the students' achievement mean scores in grammar attributed to the instructional method of teaching in favor of the students in the

experimental group. 2. There were statistically significant differences at ($\alpha < 0.05$) between the students' achievement mean scores in grammar attributed to gender in favor of male students. 3. There were statistically significant differences at ($\alpha < 0.05$) between the students' achievement mean scores in grammar attributed to stream of study in favor of the scientific stream students. In light of the findings of the study, it was recommended that TEFL teachers use CAI lessons in their instruction.

10. Abu Nada (2008)

The study aimed to investigate the effect of using concept maps on achievement in English grammar among the ninth graders in Gaza Governorate. To answer the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of (113) male students from Al-Zaitun prep (A) school. The concept maps strategy was used in teaching the experimental group, while the traditional method was used with the control one in the first term of the school year (2007 – 2008). An achievement test of five domains with (49) items was designed and validated to be used as a pre- and post-test.

The study indicated that there were statistically significant differences in the ninth graders' achievement of English grammar due to the method in favor of concept maps strategy. Based on those findings, the study recommended the necessity of implementing concept maps strategy in teaching English grammar to bring about better outcomes in students ' achievement of English grammar. It was also suggested that further research should be conducted on the effect of concept maps on different dimensions of achievement in English language and other school subjects.

11. Gurata (2008)

This study mainly investigated (a) which learning strategies Turkish EFL learners use when learning and using grammar structures, and (b) the difference in learning strategy use by several variables, such as gender, proficiency level, and achievement on grammar tests. The study was conducted at Middle East Technical University (METU), School of Foreign Languages, with the participation of 176 students from three different proficiency levels (pre-intermediate, intermediate, and

upper-intermediate). The data were collected through a 35-item questionnaire regarding grammar learning strategies.

The analysis of the quantitative data revealed that Turkish EFL learners think learning English grammar is important, and that these learners use a variety of learning strategies when they learn and use grammar structures. The findings from this study also indicated that there is a difference in learning strategy use among different proficiency levels. Similarly, a significant difference was found between males and females in terms of their strategy use. Finally, the study showed that using grammar learning strategies is influential in grammar achievement.

12. Yu, Shu-yun (2005)

The main purpose of this study was to explore the effects of the use of games as a teaching strategy for raising the grammatical accuracy level of secondary students of German as a second language and to examine the effect of game-based grammar instruction on students' motivation and classroom atmosphere. The researcher adopted the experimental approach a control and experimental groups, which received 90 periods, over 18 weeks, of grammatical instruction by the same teacher. The teaching program was the same for both groups. The difference consisted in the use of game-based practice for the experimental group, while the control group performed traditional grammar-based practice only. Data were collected using the following instruments: grammar tests and examinations, a questionnaire on motivation, a questionnaire on classroom atmosphere, a questionnaire on the type of grammar practice, a questionnaire on the role of grammar and grammar instruction, focus group interviews with students, and the researcher's field notes.

While the main result did not support the hypothesis for significant improvement in grammatical accuracy by the experimental students as a result of game-based practice, their overall improved performance was a worthwhile achievement, particularly if it is linked to significant improvements in students' motivation and classroom atmosphere. These positive results offer a notable incentive to language teachers to include games in their teaching of grammatical features, because the positive results of this experiment with regard to learners'

motivation, peer interaction, teacher-student interaction augur well for an eventual improvement also in the rate of grammatical accuracy.

Commentary on the Previous Studies related to Teaching and Learning Grammar:

Having reviewed the studies in this scope, the researcher could extract the importance of teaching grammar in teaching and learning any foreign language in general, and English language in particular. In addition to that, the different strategies, methods, and approaches of teaching grammar had great impact on teaching it in class and on the achievement of students themselves.

The previous studies in this part helped in:

− Choosing the suitable statistical treatment of the study collected data.

− Forming the outlines of the theoretical framework.

The Second Part: Previous studies related to Flipped Classroom:

Using Flipped classroom is very effective for students to learn many subjects. This part presents an overview of related studies investigating the effect of using flipped classroom on enhancing students' achievement.

1- Qshta (2016)

This study aimed at examining the impact of employing the flipped learning on developing the concepts and Reflective Thinking skills of the tenth grade female students in the Biology course. The study sample consisted of 80 female students in the tenth grade at Amina Bint Wahb Secondary Girls' School in the scholastic year 2015/2016. They were divided into two groups after being randomly selected: a control group and an experimental group, each consisting of 37 students. To achieve the objectives of the study, the researcher used the descriptive-analytical approach and the experimental approach.

The tools and the material of the study were content analysis tool, the teacher's guide for the flipped learning, a science concept test, and a reflective thinking test.

The study drew a number of findings, the most important of which are the following: There are statistically significant differences at ($\alpha < 0.05$) between the

mean scores of the control group and the experimental group in the science concept test in favor of the experimental group. There were statistically significant differences at ($\alpha < 0.05$) between the mean scores of the control group and the experimental group in the reflective thinking test in favor of the experimental group.

The recommendations of the study were as follows: Conducting courses and workshops for the teachers and students to train them on the concept and strategy of flipped learning before its application. Encouraging teachers to use the flipped learning strategy and adopting it in teaching all courses. It is necessary that schoolbooks should contain the Reflective Thinking skills in the different educational stages.

2- Yoshida (2016)

The purpose of the study was to identify Japanese university students" perceived usefulness of "flipped learning" on instructional design for elementary and secondary education. A self-report questionnaire sheet, which was a written form of free-response style, was used to identify learners" perceived usefulness of the "flipped learning." Participants were asked what they found useful about "flipped learning". Participants were 66 Japanese third-year university students who participated in an educational technology class.

Results of the survey revealed that one fourth of the participants found "flipped learning" useful because learners can study through the video over and over again, "flipped learning" enhanced learners' understanding, learners could study at their pace, learners could stop the video whenever they wanted to, learners could study though the video on their own time, and flipped learning enhanced the effectiveness of classroom lessons. The findings of this study suggested that instructors should promote learners' perceived usefulness of "flipped learning". "Flipped learning" requires learners to autonomously study at home and collaboratively study in class.

3- AL-Maadee (2016)

The study aimed to develop Mathematical Thinking Skills for fifth elementary grade students using blended learning by Flipped Classrooms. To achieve the objective study, the researcher used the quasi experimental. The study sample was (82) male students from the fifth elementary grade students from Abo Horayra

Elementary School, formed in three groups, control group of (27) students, and first experimental group of (27) students represented using the Flipped classrooms, and second experimental group of (28) students represented using the Virtual Flipped Classrooms. This study used mathematical thinking Skills test.

The study found there were statistically significant differences at ($\alpha < 0.05$) between Flipped Classrooms group and the control group in favor of the Flipped Classrooms group in averages of mathematical thinking skills test scores of as a whole and in clause of Deduction and generalization scores, as well as there were not statistically significant differences at ($\alpha < 0.05$)in the averages of mathematical thinking skills test in the domains of induction, symbolism and relations understanding, and there were not statistically significant differences at ($\alpha < 0.05$)between Flipped Classrooms group and the Virtual Flipped Classrooms group in averages of mathematical thinking skills test scores of as a whole and the averages of sub-skills domains, and found that there were not statistically significant differences at the level of ($\alpha < 0.05$) between Virtual Flipped Classrooms group and the control group in the mean of mathematical thinking skills test scores as a whole and the means of sub-skills domain.

The most prominent Recommendations and proposals of the study were as follows:

− Working to use Blended Learning Techniques and Flipped classrooms in elementary education.

− Training teachers to use Blended Learning and Flipped classrooms.

− Developing this study model.

4- Danker (2015)

This study used an action research approach to investigate what in-class instructional design for a large class sizes could be used to increase the interaction between the teacher and the student and among students themselves, with the intention of stimulating deep learning. The instructional design using a flipped classroom strategy could be improved progressively in later flipped classes to achieve its impact of deep learning among the students. The study sample consisted of 19 students (nine from the first year cohort and 10 from the second year cohort).

Data was gathered from questionnaires filled out by the students and from short interviews with the students, as well as from the teacher's reflective journals.

The findings verified that the flipped classrooms were able to remodel large lecture classes into active-learning classes. The results also support the possibility of individualized learning for the students as being high as a result of the teacher's ability to provide one-on-one tutoring through technology-infused lessons. It was imperative that the in-class learning activities are purposefully designed as the inclusion of the exploratory learning through guided inquiry-based activities in the flipped classes was a successful way to engage students on a deeper level and increased the students' curiosity and engaged them to develop higher-order thinking skills. This project also concluded that flipped classrooms had a promising impact on students' learning and achievement in a Performing Arts course in Malaysia.

5- Al-Faheed (2015)

The study aimed to find out the impact of flipped classroom strategy, with the usage of podcasting through mobile devices, on the achievement level of female Saudi students who study English grammar course in the Preparatory Programs at Imam Mohamad bin Saud University at Riyadh. It also focused on whether their beliefs about classroom environment change after using flipped classroom strategy. The study also examined the relationship between students' achievement and attitude toward classroom environment. The study sample consisted of 42 students who were equally divided into a control and experimental group, and as research tools the study used a translated version of College and Universities Classroom Environment Inventory (CUCEI) and an English grammar achievement test.

The study found the following:

− The flipped classroom strategy was effective in developing students' attitudes toward their classroom environment and enhancing their achievement in English grammar course.

− There was a relationship between students' attitudes toward their classroom

The study suggested adopting flipped classroom strategy in Saudi universities since it allowed students to be more active learners, and get the benefits of podcast technology for more flexible and individualized learning.

6- Overmyer (2014)

The purpose of this study was to investigate the mathematical achievement differences between students in traditional college algebra classrooms and college algebra classes taught using the flipped classroom method. This study used a quantitative quasi-experimental design to compare college algebra achievement among the following groups: Control group: 166 Students taught the college algebra using the university's traditional method and intervention group: 135 students taught college algebra by instructors using the flipped classroom method. All subjects in the study took a pre/post algebra readiness exam and a common final exam.

The findings of this research showed that there was not a statistically significant difference in the scores of the student in the two groups; however, students in the flipped sections did score slightly better than students in the traditional sections. Instructors of flipped sections who had previous classroom experience with inquiry-based and cooperative learning methods had sections with statistically significant higher common final exam scores.

7- Clark (2013)

This action research study sought 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 to that of a traditional format. The flipped classroom model of instruction was implemented over a seven-week grading period to 42 ninth grade students who were enrolled in Algebra I courses at the research site. Changes in the student participants' perceptions and attitudes were evidenced and evaluated through the completion of a pre- and post-survey, a teacher-created unit test, random interviews, and a focus group session. In addition, the researcher documented observations, experiences, thoughts, and insights regarding the intervention in a journal on a daily basis.

Quantitative results and qualitative findings revealed that student participants responded favorably to the flipped model of instruction and experienced an increase in their engagement and communication when compared to the traditional classroom experience. The student participants also recognized improvements in the quality of instruction and use of class of time with the flipped model of instruction. In terms of academic performance, no significant changes were demonstrated between the flipped model of instruction students and those taught in a traditional classroom environment.

8- Marlowe (2012)

In this investigation, the effect of the flipped classroom and associated differentiation was studied to measure the impact on student achievement and student stress levels. The researcher adopted the experimental approach. It was tested on the 19 students (14 females, 5 males) in the Environmental Systems and Societies (ESS) course in Year 1 (grade 11) and from September through December of Year 2 (grade 12). For the second semester of their senior year, students watched video lectures outside of class and completed assignments during class time. Tools of this investigation were student self-reported stress, effort, and completion levels survey, student reflection, interview, conservation and biodiversity. Students reported lower stress levels in this type of classroom environment compared to other classes. While semester grades showed improvement, exam grades did not show significant improvement. Overall, students displayed positive feelings towards the treatment and enjoyed the associated benefits of being able to choose their own assignments and explore concepts they found interesting more in-depth.

9-Johnson (2012)

The purpose of this study was to examine the efficacy of traditional and flipped course delivery methods using a mixed-methods switching replications design. To examine the benefits, shortcomings, perceptions, and academic results of the flipped classroom model while using technology as a supporting tool, a traditional high school computer applications course was "flipped" so that direct instruction occurred prior to class time. Classroom instruction is the independent

variable with two levels, traditional and flipped. Approximately 62 students (two classes with no more than 31 enrolled in each class) represented the study sample. Pre- and post-test scores and chapter-specific quiz scores were used as tools for the study. Even though the study results did not support this hypothesis, the study did provide insight into further research on the topic as well as observations in relation to the study findings.

10-Strayer (2007)

This research compares the classroom flip and the traditional lecture/homework structure in two different college level introductory statistics classrooms. The researcher used the descriptive-analytical method. In addition, data were collected via field notes, classroom transcripts, student interviews, student focus groups, researcher journal entries, and student reflections. The study sample consisted of (28) students. The findings of this research showed that classroom flip students were less satisfied with how the structure of the classroom-oriented them to the learning tasks in the course. The variety of learning activities in the flipped classroom contributed to unsettledness among students that traditional classroom students did not experience. Finally, the concept of student comfortability with learning activity was presented and developed in light of learning environments research.

Commentary on the Previous Studies Related to Flipped classroom:

Having reviewed these studies related to Flipped classroom the researcher could conclude that implementing this model has a positive effect on students' achievement in different school subjects and different levels, ages and gender of students. Therefore, flipped classroom could be one of an educational value and the researcher intends to investigate this in the current study.

The Third Part: Previous studies related to Motivation:

The studies in this part focused on motivation for learning English as a second/foreign language and what effect it can have on students' achievement in the different school subjects.

1- Khan, et al. (2016)

This study was conducted to determine the levels of Instrumental and Integrative motivation for reading ESL among pre-university students of MAO College, Lahore (Pakistan). This study was conducted among 40 male second year pre-university students to investigate the levels of instrumental and integrative motivation for reading English as a Second Language (ESL). Data were collected through an adapted version of Dornyei's language learning motivation questionnaire, and analyzed by means of descriptive statistics. The findings indicated that the students were more strongly instrumentally motivated for reading English in their context. It was also found that the students had relatively lower levels of integrative motivation for reading English. Based on the findings and implications, recommendations were made for the enhancement of motivation for reading English in the Pakistani context.

2-Aguirre, et al. (2016)

The purpose of this study was to explore how the use of songs in English helps motivating students while learning English as a Second Language (ESL). The participants were third grade students. In total, 56 students took part in this study - 28 students in each of the two third grade classrooms. The participants were primary school students at a private school located in the Lima Metropolitan Area. This study used a mixed-method design that included observations carried out by the research team and questionnaires completed by students. The results showed that students were motivated to participate and become more engaged in classroom activities when songs were used in their English classes. The results of this study demonstrated that students could have a positive aptitude to learn English as a second language if teachers use appropriate songs in their classes. The reason for this is that songs create a favorable environment in the classroom and encourage students to be more committed to class activities. Furthermore, students preferred to do activities that

involved audiovisual materials (not only songs but also videos, movies and audios). This result was more strongly confirmed by the observations than with the questionnaires. Additionally, more research could be done about what the most preferred audiovisual materials for children were. In this way, we could investigate children's most preferred materials, and the most effective materials for teaching English as a second language.

3- Wadho (2016)

The aim of this study was to find at what extent parents and teacher influence on L2 learners learning English motivation. The present study was conducted at college level in Kambar Shahdadkot and investigated the influence of parents and teachers on L2 learning. The study was quantitative in nature. The survey was conducted and data was collected through a questionnaire. Participants were equally selected from two colleges of Shahdadkot. One hundred from degree college "Boys" and one hundred from "Girls College" equally shared "50" from medical group and "50" from pre- Engineering group and participants were randomly selected. The study found that students were heavily influenced by parents and teachers. Most of the learners learn English language due to the respect they owe to their parents and teachers. The parents and teachers had positive attitude towards English language, and thus they influenced L2 learners' motivation and decisions considerably. The study also found that most L2 learners learn English language due to the rewards given to them by their parents. Besides, teachers' positive relation with learners also motivated them to learn English. It was also found that a lack of feedback from teachers was a demotivating factor for the L2 learners. The study suggested that teaching methodology played crucial role in L2 motivation and brought positive results for the learners.

4- Vibulphol (2016)

This research aimed to investigate second language learners' motivation and learning of English and the ways in which the teachers supported the students' motivation and learning in natural classroom settings. This qualitative study was designed based on the framework of Self-Determination Theory (SDT); questionnaires were developed and data were collected from students and their

teachers in twelve English language classrooms around Thailand. In addition, each lesson was observed by two observers. Two main sources of data were the students and the teachers in the observed classes - 329 students and 12 teachers altogether. The data were triangulated and used to describe the students' motivation and learning and the teacher's motivational strategies in each class.

The findings showed that most students had a relatively high level of motivation and many reported having internal interests in learning English; however, the level of learning was not assessed to be as high. Furthermore, a few students in almost every class showed a lack of motivation. The teachers were found to employ a variety of motivational strategies, including autonomy-support and controlling styles. While autonomy controlling strategies were commonly used in these classes, autonomy-support strategies were found only in highly motivated and high performing classrooms. The findings from this study suggested the use of strategies that did not only initialize but also nurtured students' internal motivation in order to enhance sustainable learning of English in and outside the classroom; therefore, research on how motivation theories are deployed in teacher education programs should be further undertaken.

5- Ahmed (2015)

The main purpose of this descriptive research was to explore the fact that why students were less motivated towards English language learning at undergraduate level. It also threw light upon the very facts of motivation with regard to the factors like student-teacher relationship, class room environment, self-esteem or self-respect, and willingness to communicate. The sample of this research consisted of 199 students at undergraduate level from University of Sargodha (UOS) Women Campus Faisalabad, Pakistan. For this purpose the researchers formed a questionnaire on the four point Likert's scale on the different levels of motivation and gave the students maximum time to solve the questionnaire. The results and findings of the research showed that motivation has a great role in learning with regard to the above mentioned factors.

6- Abdur Rahman (2014)

This research paper aimed to explore the role of motivation in learning English language among Pakistani learners. A questionnaire was designed on Likert scale in order to collect data from a group of 50 Pakistani intermediate students from a private college. In terms of gender, the group was involved 25 males and 25 females. From the result it can be concluded that the percentage of instrumentally motivated students was higher (i.e. 70%) than integratively motivated students (i.e. 24%), so in the Pakistan context, students were highly instrumentally motivated for learning English language. Finally on the basis of the findings, it was suggested that Pakistani teachers should acquire strategies that may help students to learn English to benefit them in their future career.

7- Tsai (2013)

The purpose of this study was to investigate inner motivation and anxiety of English learning as it was experienced by English as Foreign Language (EFL) learners with respect to various majors, differences in gender and language proficiency. This study surveyed and analyzed (857) (453 male and 404 female) freshmen who were placed into three proficiency levels (pre-intermediate, intermediate, and upper- intermediate) from a technical university in Taiwan. Based on the analyses of structural equation modeling, Survey method was applied to this study, which consisted of Foreign Language Learning Motivation Scale, a Foreign Language Classroom Anxiety Scale, and demographic information questionnaires.

The results indicated that English learning anxiety impacted English learning motivation in different ways depending on gender and major. On the other hand, English learning anxiety had little effect on English learning motivation for the different levels of language proficiency groups, especially for learners in the intermediate group. Generally speaking, most of the learners were prone to instrumental rather than integrative motivation in terms of learning English, and their levels of English language class anxiety were higher than their levels of English use and test anxiety. The findings can help clarify the nature of both English learning anxiety and English learning motivation as psychological constructs to students.

8- Mahmoud, Tanni (2014)

This study aimed to find out the role of games in promoting students' attitudes towards learning English from the teachers' perspective. the descriptive-analytical method was used. The researchers used a 30-item questionnaire which was given to 20 male and female UNARWA teachers who taught English to the Palestinian young children aged 6-10 years old (grades 1-4) in the schools of Jenin Refugee Camp, Ya'bad, Araba, and Rommana during the second semester of the academic year 2010-2011.

The researchers found out that most of the teachers of English in the above-mentioned schools agreed that games had influence on the students' attitudes towards learning English and that their use in the class was not just for fun but it also served many educational purposes such as creative thinking, critical thinking, problem solving, role playing and collaborative work among others. In the light of these findings, the researchers suggested using games as energizers and short warm-up activities not only to sustain attractiveness to learning, but also to bring real life to learning.

9- Johansson (2010)

The aim of this paper was to investigate what influenced students' motivation for learning English grammar. Through a questionnaire given to. The sample of the study consisted of 36 students who were enrolled in two classes at a Swedish upper secondary school and to whom a questionnaire aimed at the researcher wanted to finding out their opinions about motivation and grammar was distributed.

Generally, students were positive towards grammar and thought that the teacher-student relationship was to some extent important for learning grammar. The biggest source of motivation was to have a good grade and it was clear that they learned grammar differently. It seemed to be important for them to know why they learned something. Students thought that "teacher talking" was a good way to learn grammar but not a good way to make grammar interesting and motivational. Ideas for further research could be to investigate why some of the students were negative towards grammar. One area for further investigation could be to what extent teachers think of this when they do their teaching.

10- Richards (2006)

The purpose of this study was to determine whether or not motivational strategies would have any effect on student participation using a qualitative research design and case study approach. Parents, teachers, and students in the researcher's ninth grade school community were surveyed to discern motivational strategies important to them. The researcher implemented some of these motivational techniques gained from the surveys in his own classroom. This information was collected each math ninth grade class from four students. All of the positive behaviors, such as asking relevant questions and answering questions, increased when a motivating activity was implemented. This change happened with every student. Although the data did not change dramatically, there was a consistent change among all of the students involved. These results led the researcher to believe that implementing a motivating activity had a positive impact on student participation. The study recommended offering teachers workshops that focused on ideas to help motivate all learners.

Commentary on the Previous Studies Related to Motivation for Learning English:

Having reviewed a number of studies related to motivation for learning English, the researcher observed that most of the previous studies aimed at exploring the learners' motivation for the learning process in general and in EFL contexts in particular. The studies also highlighted the impact of students' motivation on their performance and academic achievement. On the other hand, the related studies enriched the current study in the following ways:

− Recognizing the components of motivation and their impact on the teaching-learning process.

− Guiding the researcher to design the instruments used in the current study.

− Highlighting motivation-related areas that have been covered by other researchers in their studies.

Commentary on the Previous Studies:

The previous studies mentioned above were divided into three main parts. The first tackled studies related to teaching and learning grammar. The researcher enriched her background of the general approaches and techniques in teaching English grammar. Also, these studies revealed how grammar teaching process represents a major matter in learning English language. So, it is critical to investigate the effective methods for learning grammar among Palestinian EFL learners in our attempt to develop our teaching methods in the field of teaching and learning English. As mentioned before, grammar plays an important role in enabling students to communicate effectively and without grammar instruction learners frequently fail to achieve advanced levels of communicative competence. However, opinions vary regarding the effective ways of teaching grammar. Thus, this study was conducted to find out whether or not the flipped classroom was an effective instructional model in developing grammar.

The second part tackled studies related to flipped classroom. The researcher concluded that implementing flipped classroom on English language and its skills as well as other school subjects has positive results on students' achievement and their motivation for learning English language. The previous studies showed that flipped classrooms enhanced students' higher order thinking skills such as analyzing, making decisions and solving problems. Moreover, most of the previous studies showed that using flipped classroom in the teaching/learning process creates student-centered classes.

The studies of the third part dealt with students' motivation for English learning. They were conducted in different countries around the world and dealt with different ages of participants. The researcher concluded that the results of the studies were different. Some agreed that most students were motivated for learning English language and this was due to different reasons such as the boring teaching methods and techniques used by teachers or the country's policy as well as the lack of motivation towards learning English. However, the majority saw that students had motivation for English in the studies that created an exciting environment of teaching

and learning and gave students the opportunity to be motivated and develop themselves.

Some of the studies were conducted in the Middle East region, while others were conducted in other countries. However, there was no study conducted in Gaza that tackled the effectiveness of flipped classroom in learning grammar among low elementary, high elementary or secondary school students.

It is very important to admit that the researcher benefited a lot from reviewing the related studies which, serving as a guide, helped in:

1. Choosing and designing the tools of the study,

2. Writing the outline of the theoretical framework,

3. Choosing the proper treatments of the study data, and

4. Justifying, explaining and discussing the study results.

Following is a more detailed commentary on the previous studies with reference to their topics and purposes, methodology, tools, samples, statistical treatment and results.

Topics and Purposes of the Previous Studies:

The topics and purposes of the previous studies were different. There were some studies focusing on developing grammar teaching and learning based on various methods and techniques such as those of Jendeya (2016), Saker (2015), Sharaf (2013), Arulselvi and Ishtawi (2011), Obaid (2010) and Gurata (2008). Other studies like those of Aguirre and Wadho (2016), Ahmad (2015), Abdur Rehman (2014) and Tsai (2013) investigated the motivation of students for learning English as a Foreign Language (EFL). However, most of the pre mentioned studies did not focus on the effectiveness of flipped classroom in the teaching/learning process. This current study focused on using the Flipped classroom in learning grammar among tenth graders and their motivation for English.

Methodology of the Previous Studies:

Concerning the methodology implemented, most of the studies used the (quasi) experimental approach such as those of Jendeya (2016), Saker (2015), Sharaf

(2013) and Al-Maadee (2016), while some adopted the descriptive one such as Strayer (2007), and some adopted the quantitative one like those of Vibulphol (2016) and Abdur Rehman (2014), while Johnson (2012) utilized a mixed-method design.

Tools of the Previous Studies:

The different instruments used in the previous studies provided the researcher with clear insights into conducting the present study efficiently. The most commonly used tools to conduct these studies included pre-posttests, surveys, questionnaires and interviews. However, this study used a pre-post achievement test to measure the effect of Flipped classroom on developing 10th graders' grammar learning, and motivation scale to measure students' motivation for English.

Samples of the Previous Studies:

The samples of the previous studies were different from one study to another in number, gender and age. Studies such as those of Al-Maadee (2016), Aguirre, et al. (2016), Mahmoud, Tanni(2014), Clark (2013) and Abu Nada (2008) focused on elementary schools, while the majority of studies focused on secondary schools as those of Yoshida (2016), Jendeya (2016), Saker (2015), Marlowe (2012), Ishtawi (2011), Sharaf (2011), Obaid (2010), Johansson (2010), Abu Nada (2009) and Yu, Shu-yun (2005). There were a number of studies tackling samples from university as those of Khan, et al. (2016), Aguirre, et al. (2016), Wadho (2016), Danker (2015), Al-Faheed (2015), Ahmed (2015), Butzler (2014), Overmyer (2014), Tsai (2013) and Gurata (2008).

The studies of Vibulphol (2016), Mahmoud, Tanni (2014), Arulselvi (2011) and Richards (2006) tackled EFL teachers as samples of the study. The researcher conducted this study on tenth graders from Ata Ashooa Secondary School for Girls.

Statistical Treatment of the Previous Studies:

The statistical treatments used in the previous studies to measure the results varied: T.test, ANOVA and others. In this study, the researcher utilized T-test, Means, Standard Deviations, Spearman Correlation, Alpha Cronbach Technique, and Split-half Technique ,which are included in the Statistical Package for Social Sciences (SPSS).

Results of the Previous Studies:

The previous studies agreed on the importance of grammar in language teaching. The studies proved that a constructivist approach had a remarkably positive effect on students' achievement in and motivation for English learning. They also agreed that using Flipped classroom had a significant effect on learning English as well as on other school subjects except some of them like those Overmyer (2014), and Strayer (2007) for these reasons:

1- Sample size was small.

2- Students were not self-motivated and responsible for their own learning.

3- Students were less satisfied with the structure of the flipped classroom.

Summary:

This chapter was divided into two sections: literature review and previous studies. The researcher benefited from these studies in some aspects, especially in writing the theoretical framework and the design of the achievement test. Also, these related studies helped the researcher to answer the questions of the study. Moreover, the researcher deduced that Flipped classroom creates a suitable learning environment that stimulates the students' energy towards learning that fosters students' interaction, which results in better achievement. The following chapter will outline the study methodology.

Chapter 3
Methodology

Chapter 3
Methodology

3.1 Introduction

This chapter covers the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, the instrumentation, the pilot study, a description of Flipped Classroom used in the study and the research design. Moreover, it introduces the statistical treatment of the study findings.

3.2 Research Design:

The researcher adopted the experimental approach due to the nature of the research which aimed at finding the effectiveness of Flipped Classroom on the learning of grammar among tenth graders. To achieve the aim of this study, two groups were chosen as the participants of the study, an experimental group and a control group. Grammar was taught via Flipped Classroom to the experimental group, whereas the control group was taught grammar via the traditional method.

3.3 Population:

The population of the study consisted of all students in the tenth grade at governmental schools in The East–Gaza Directorate enrolled during the second semester of the school year (2015-2016).

3.4 Study Sample:

The sample of the study consisted of (60) female students distributed into two groups: the experimental group consisting of (30) students and control group consisting of (30) students. The groups were randomly chosen from a purposive sample from Ata Ashooa Secondary school for Girls in East–Gaza Directorate. Table (3.1) shows the distribution of the sample.

Table (3.1): The Distribution of the Sample According to the Groups

Group	Experimental	Control	Total
No. of the sample	30	30	60

The participants in both groups were tenth grade and aged nearly 14-15 years old. They were equivalent in their general achievement in accordance with the statistical treatment of their results in the final term exam of the scholastic year (2015-2016). This is because classes were originally distributed according to their results by the school administration beforehand. The age variable of the sample was also controlled before the experiment application. A pre-test was used to check the equivalence of achievement between the two groups.

3.5. The Variables of the Study:

The study included the following variables:

1. The independent variable was flipped classroom.

2. The dependent variables were two: English grammar learning, and learning Motivation.

3.6. Instrumentation

The researcher used two different instruments to achieve the aims of the study; the researcher used an achievement test as a main tool of the study and students' learning motivation scale. Following is more elaboration on these instruments.

3.6.1. Achievement Test:

An achievement test prepared by the researcher to measure the participants' achievement was used as a pre-test applied before the experiment and as a post-test applied after the experiment (See Appendix 2).

3.6.1.1 The General Aims of the Test:

The test aimed at measuring the effect of using flipped classroom on learning English grammar among tenth graders. It was designed and built in accordance with the criteria of the test specifications illustrated in Table (3.2).

Table (3.2): Table of Specifications

Bloom level Skill weight	Knowledge Q1 (A) 25 %	Comprehension Q2 (B) 25 %	Application Q3 (C) 25 %	Analysis Q4 (D) 25%	Marks
Reported statements 25%	2 items	2 items	2 items	2 items	8
Reported questions 25%	2 items	2 items	2 items	2 items	8
Conditional Clauses Type 0, Type 1 25%	2 items	2 items	2 items	2 items	8
Conditional Clauses Type 2, Type 3 25%	2 items	2 items	2 items	2 items	8
Total 100%	8 items	8 items	8 items	8 items	32

3.6.1.2 Description of the test items:

The total number of the achievement test questions was (4) with (32) items. Each question consisted of (8) items and every item had one mark. Therefore, the total mark given to the test was (32).

The eight grammar lessons tested were as follows: reported statements, reported requests, reported Yes/No questions, reported Wh questions, If conditional Type 0, If conditional Type 1, If conditional Type 2 and If conditional Type3.

Question (1) consisted of eight multiple-choice questions: Item **A8** examined reported statement; item **A5** examined reported request; Item **A4** examined reported Yes/No question; item **A7** examined reported Wh question; item **A1** examined If conditional Type 0; item **A3** examined If conditional Type 1; item **A2** examined If conditional Type 2 and item **A6** examined If conditional Type 3.

Question (2) consisted of eight sentences. In each one, there was a grammar mistake and the students had to correct it: Item **B3** examined reported statement; item **B1** examined reported request; Item **B4** examined reported Yes/No question; item **B5** examined reported Wh question; item **B8** examined If conditional Type 0; item **B7** examined If conditional Type 1; item **B6** examined If conditional Type 2 and item **B2** examined If conditional Type 3 .

Question (3) consisted of eight sentences. The students had to do each one as required between brackets. Item **C5** examined reported statement; item **C8** examined reported request; Item **C2** examined reported Yes/No question; item **C7** examined reported Wh question; item **C3** examined If conditional Type 0 ; item **C4** examined If conditional Type 1; item **C1** examined If conditional Type 2 and item **C6** examined If conditional Type 3.

Question (4) consisted of eight sentences. The students had to analyze each one correctly Item **D8** examined; item **D2** examined reported statement; Item **D6** examined reported request; item **D5** examined reported Yes/No question; item **D4** examined reported Wh-question; item **D7** examined If conditional Type 0; item **D1** examined If conditional Type1; item **D3** examined If conditional Type 2 and item **D8** examin If conditional Type 3.

3.6.1.3 The items of the test:

The items of the test fell into four domains:

A- Knowledge:

The knowledge domain included eight items that measured students' knowledge and the students had to read the sentences and to choose one of the correct answers (a, b or c).

B- Comprehension:

The comprehension domain included eight items that measured students' comprehension. Students had to correct the underlined words if necessary.

C- Application:

The application domain included eight items that measured students' comprehension and understanding. Students had to use the words between brackets to form a new sentence.

D- Analysis:

The analysis domain included eight items that measured students' knowledge and comprehension. Students had to analyze the sentences to demonstrate their understanding.

3.6.1.4 The pilot study

The test was applied on a random sample of (30) female students from Ata Ashooa Secondary School for Girls, who had the same characteristics of the study sample. The results were recorded and statistically analyzed to assess the validity and reliability of the test, as well as the time needed. The items of the test were modified in the light of the statistical results.

3.6.1.5 The validity of the test

Al Agha (1996, p.118) states that "a valid test is the test that measures what it is designed to measure". The researcher used the referee validity and the internal consistency validity.

A-The referee validity

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in Governmental schools. The items of the test were modified in the light of their recommendations.

B- The Internal Consistency Validity

Al Agha (1996, p.121) asserts that the internal consistency validity indicates the correlation of the degree of each item with the total average of the test. It also indicates the correlation coefficient of the average of each domain with the total average. This validity was calculated by using Pearson Formula. Table (3.2) shows the correlation coefficient of every item of the grammar test within its domain was significant at levels (0.01) and (0.05).

Table (3.3): Correlation coefficient of each item within its domains

Items	Domains	Pearson correlation	Domains	Pearson Correlation	Domains	Pearson Correlation	Domains	Pearson Correlation
1	Knowledge	*0.448	Comprehension	**0.599	Application	*0.455	Analysis	**0.482
2		*0.459		*0.368		**0.647		**0.474
3		**0.584		*0.378		**0.682		*0.366
4		*0.441		*0.411		*0.413		**0.560
5		**0.517		**0.537		**0.463		**0.482
6		**0.595		**0.474		**0.582		*0.397
7		*0.426		*0.447		**0.584		**0.566
8		**0.464		**0.586		**0.648		*0.460

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

Table (3.3) shows that correlations of the test items were significant at (α<0.05) and (α<0.01), which indicates that there was a consistency between the items and this means that the test was highly valid for the study.

The researcher also made sure of the correlation between the domains with the total score of the test as shown in table (3.3) below.

Table (3.4): Pearson correlation coefficient for every domain of the test with the total score of the test

Domains	Pearson Correlation
Knowledge	**0.660
Comprehension	**0.697
Application	**0.540
Analysis	**0.639

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

As shown in the Table (3.4), there is a relation correlation between the domains and the total degree of the test sig. level at (0.01, 0.05) that shows a high internal consistency of the grammar test which reinforces the validity of the test.

3.6.1.6 Reliability of the test

The test is regarded reliable when it gives the same results in case of applying it again for the same purpose in the same conditions (Al-Agha, 1996: p.120).

3.6.1.7 Split-Half and KR20

The reliability of the test was measured by KR20 and the Spilt- half techniques. Table (3.5) shows (KR20) and Split-half coefficients of the grammar test.

Table (3.5): (KR20) and Split half coefficients of the grammar test domains

Domains	No. of items	KR20	Split half coefficients of the test domains
Knowledge	8	0.551	0.619
Comprehension	8	0.518	0.621
Application	8	0.671	0.688
Analysis	8	0.485	0.697
Total	**32**	**0.703**	**0.756**

The results showed that the Spilt-half coefficient is (0.756) and KR20 is (0.703) and this indicates that the reliability of the test was high and strong.

3.6.1.8. Piloting of the test:

In fact, in order to examine the suitability and appropriateness of the test in terms of time, difficulty and discrimination coefficient, the test was conducted (as a pilot test) on (30) female students who had similar characteristics of the control and experimental groups. These (30) female students studied at the same school, Ata Ashooa Secondary School for Girls in Gaza and were from the same cultural and environmental background. The researcher used the following equation to calculate the test time.

$$\textbf{Test time} = \frac{\text{The time needed for the 1}^{\text{st}}\text{ student + the time needed for the last student}}{2}$$

$$= \ 35 + 55 \div 2 = 45 \text{ minutes}$$

After applying the equation on the pilot study results, the researcher found that the time needed for the pre-test to be applied was 45 minutes

3.6.1.9 Difficulty coefficient of the test

Difficulty coefficient is measured on the pilot study by finding out the percentage of the wrong answers of each item made by the students (Abu Nahia, 1994: p.308). The coefficient of difficulty of each item was calculated according to the following formula for the pilot study which counted (30):

$$\textbf{Difficulty Coefficient} = \frac{\textbf{No. of students with wrong answers}}{\textbf{Total number of students}} \ \textbf{X 100}$$

The results of this formula are shown in Table (3.5) below.

Table (3.6): Difficulty coefficient of each item of the grammar test

No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.77	17	0.27
2	0.50	18	0.32
3	0.73	19	0.41
4	0.50	20	0.64
5	0.77	21	0.59
6	0.41	22	0.32
7	0.55	23	0.45
8	0.32	24	0.32
9	0.50	25	0.45

No.	Difficulty coefficient	No.	Difficulty coefficient
10	0.27	**26**	0.59
11	0.41	**27**	0.32
12	0.36	**28**	0.64
13	0.41	**29**	0.59
14	0.32	**30**	0.55
15	0.36	**31**	0.68
16	0.41	**32**	0.64
Total difficulty coefficient		**0.48**	

Table (3.6) shows that the difficulty coefficient wobbled between (0.27 – 0.77) with a total average of (0.48), which means that each item is acceptable or in the normal limit of difficulty according to the viewpoint of assessment and evaluation specialists.

3.6.1.10 Discrimination coefficient:

That means that the test is able to differentiate between the high achievers and the low achievers. The discrimination coefficient was calculated according to the following formula:

$$\text{Discrimination Coefficient} = \frac{\text{No. of students with correct answer among high achievers}}{\text{No. of high achievers}} - \frac{\text{No. of students with correct answer among low achievers}}{\text{No. of low achievers}}$$

Table (3.7) shows the discrimination coefficient of each test item:

Table (3.7): Discrimination coefficient for each item of the grammar test

No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.27	17	0.55
2	0.45	18	0.64
3	0.36	19	0.45
4	0.27	20	0.36
5	0.27	21	0.27
6	0.45	22	0.64
7	0.36	23	0.55
8	0.45	24	0.64
٩	0.27	25	0.36
10	0.55	26	0.45
11	0.27	27	0.27
12	0.55	28	0.55
13	0.27	29	0.45
14	0.45	30	0.36
15	0.36	31	0.45
16	0.27	32	0.36
Total Discrimination coefficient			0.41

Table (3.7) shows that the discrimination coefficient wobbled between (0.27–0.64) with a total average of (0.41). Thus, all items are acceptable or in the normal limit of difficulty according to the viewpoint of assessment and evaluation specialists.

3.6.2 Students' learning motivation scale:

The learning motivation scale was prepared by the researcher taking into account English supervisors' and experts' opinions to measure the effect of flipped classroom on students' learning motivation among tenth graders (See Appendix 7). This scale was used before and after the experiment with the control and experimental group.

3.6.2.1 Aim of the scale:

The motivation scale aimed at measuring students' motivation for English language before and after the experiment for both the control and experimental groups.

3.6.2.2 Scale Description:

The scale consisted of five domains. The first one tackled self–efficacy for learning English; the second one expressed task value for learning English; the third domain tackled control beliefs about learning English; the fourth domain tackled extrinsic goal for learning English and the last domain was about achievement goal of learning English grammar. The researcher took into consideration the following points:

- The scale items were specific and each included one idea.

- The items were related to the scale domains and motivation subject.

- The items were short as much as possible.

- The items were simple, easy and suitable to the students' level.

- The five-point Likert scale was used to measure students' responses. The levels of the scale responses varied between strongly agree, agree, not sure, disagree and strongly disagree.

- The students were asked to tick (√) their responses (See 5 & 7).

- The final version of the scale after modification consisted of 32 items distributed into five domains as shown in Table (3.8) below:

Table (3.8): Domains of Motivation Scale

Domains	No. of items
Self –efficacy	7
Task value	9
Control beliefs about learning	5
Extrinsic goal	6
Achievement goal	5
TOTAL	**32**

3.6.2.3 Scale Instructions (for students):

The instructions were given to the students by the researcher. To avoid ambiguity, the statements of the scale were translated into Arabic in order to help students understand the items easily and accurately (See Appendix 5).

3.6.2.4 Pilot study:

The scale was applied on a random pilot sample of (30) tenth graders from Ata Ashooa Secondary School for Girls in Gaza to examine the clarity of the scale items and instructions. It was also applied to identify the scale validity and reliability.

3.6.2.5 Referee validity:

The scale was introduced to a jury of specialists in English language, methodology and psychology university professors in Gaza universities, Ministry of Education and experienced supervisors. The items of the motivation scale were modified according to their recommendations (See Appendix 3).

3.6.2.6 Internal consistency validity:

The internal consistency validity indicates the correlation of the degree of each item with the total average of the scale. It also indicates the correlation of the domain of each item with the total score of the domains on the sample which was (60) students, by using Pearson Formula. According to Table (3.8) the correlation coefficient of each item within its domain was significant at levels (0.01) and (0.05). Table (3.9) shows the correlation coefficient of each domain with the whole motivation scale. According to these tables, it can be concluded that the scale was highly consistent and valid as a tool for the study.

Table (3.9): Correlation coefficient of each item within its Domains

Domains	Items	Pearson correlation	Domains	Items	Pearson correlation
Self - efficacy	1	**0.638	Control beliefs about learning	17	*0.699
	2	**0.664		18	**0.656
	3	**0.647		19	**0.689
	4	**0.552		20	**0.840
	5	*0.776		21	**0.663

Domains	Items	Pearson correlation	Domains	Items	Pearson correlation
	6	*0.663	Extrinsic goal	22	**0.634
	7	**0.499		23	**0.730
Task value	8	**0.594		24	**0.475
	9	**0.598		25	**0.599
	10	**0.565		26	**0.598
	11	**0.624		27	**0.478
	12	**0.641	Achievement goal	28	**0.591
	13	**0.599		29	**0.792
	14	**0.479		30	**0.680
	15	**0.515		31	**0.676
	16	*0.887		32	**0.642

r table value at df (28) and sig. level (0.05) = 0.361
r table value at df (28) and sig. level (0.01) = 0.463

The Table (3.9) shows that correlations of the test items were significant at (0.05, 0.01) which indicates that there was a consistency between the items and this means that the scale was highly valid for the study. The researcher also computed the correlation between the five domains with the whole of the motivation scale as shown in Table (3.10) below.

Table (3.10): Correlation coefficient of each Domain with the whole motivation scale

Domains	Pearson correlation	Sig. level
Self -efficacy	**0.779	sig. at 0.01
Task value	**0.890	sig. at 0.01
Control beliefs about learning	**0.773	sig. at 0.01
Extrinsic goal	**0.843	sig. at 0.01
Achievement goal	**0.812	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.361
r table value at df (28) and sig. level (0.01) = 0.463

As shown in the table (3.10), there is a correlation between the domains and the total degree of the motivation scale sig. level at (0.01, 0.05), which shows a high internal consistency of the motivation scale which reinforces the validity of the scale.

3.6.2.7 Reliability of the motivation scale:

The scale is reliable when it gives the same results when re-applied in the same conditions (Al Agha & Al Ostaz, 2004: 108). The researcher used the pilot study to calculate the reliability of the scale which was measured by Alpha Cronbach and Jetman equation.

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Table (3.11): Alpha cronbach Coefficients for the motivation scale Domains

Domains	TOTAL	Alpha cronbach coefficient
Self –efficacy	7	0.519
Task value	9	0.718
Control beliefs about learning	5	0.671
Extrinsic goal	6	0.590
Achievement goal	5	0.701
Total	32	0.894

The results in Table (3.11) show that the total degree of reliability of the five domains was (0.894). Those results indicate that the scale was suitable for being used in the study. A total sample of (30) students participated in testing the reliability of the scale. Table (3.12) shows the reliability coefficient by using Jetman equation.

Table (3.12): Reliability coefficient by Jetman equation

Domains	TOTAL	BEFORE	AFTER
Self –efficacy	*7	0.609	0.622
Task value	*9	0.539	0.575
Control beliefs about learning	*5	0.693	0.700
Extrinsic goal	6	0.502	0.668
Achievement goal	*5	0.684	0.740
Total	32	0.715	0.834

Table (3.12) shows that the reliability coefficient by using Jetman equation was (0.834), and this indicates that the scale was reliable to be applied on the sample of the study.

3.7 Description of the students:

The students participating in the experiment were all in grade ten, aged 15. Therefore, all of them had a 9-year experience of learning English. Additionally, the majority were from a very similar cultural, social and economic background.

3.8 Controlling the variables:

To ensure the accuracy of the results and avoid any marginal interference, the researcher tried to control some variables before the study.

3.8.1 The Teacher Variable:

Both groups were taught by the same teacher. This was to prevent any other factors related to the difference in the teachers from affecting the results.

3.8.2 Time Variable:

Both groups received a five-week instruction. The control group was taught traditionally, while the experimental group was taught through using Flipped classroom.

3.8.3 Age variable:

The researcher recorded the students' ages from their school files at the beginning of the school year (2015-2016).

3.8.4 English and general achievement :

T-test was used to measure the statistical differences between the groups due to their English and general achievement. The participants' results in the second term test of the school year (2015-2016) were recorded and analyzed as shown in Table (3.13) below.

Table (3.13): T-test results of controlling English achievement

Domains	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
English achievement	experimental	30	11.921	3.140	0.496	0.622	not sig.
	control	30	12.289	3.336			

"t" table value at (58) d f. at (0.05) sig. level equal 2.00

"t" table value at (58) d f. at (0.01) sig. level equal 2.66

Table (3.12) shows that there were no statistical differences at (0.05) between the experimental and the control subjects due to the English achievement variable.

3.8.5 Previous Learning:

To make sure that the sample subjects were equivalent in their previous English language achievement, the researcher applied a grammar pretest. The results of the participants were recorded and statistically analyzed using T-test.

Table (3.14) shows the mean and the standard deviation of each group in the grammar pretest.

Table (3.14): T.test results of controlling pre-test in English

Domains	Group	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Knowledge	experimental	30	3.026	1.515	0.746	0.458	not sig.
	control	30	3.289	1.558			
Comprehension	experimental	30	1.921	1.496	0.861	0.392	not sig.
	control	30	2.211	1.436			
Application	experimental	30	1.237	1.149	0.690	0.492	not sig.
	control	30	1.421	1.177			
Analysis	experimental	30	3.789	1.510	0.818	0.416	not sig.
	control	30	3.447	2.089			
SUM	experimental	30	9.974	3.149	0.518	0.606	not sig.
	Control	30	10.368	3.483			

"t" table value at (58) d f. at (0.05) sig. level equal 2.00

"t" table value at (58) d f. at (0.01) sig. level equal 2.66

Table (3.14) shows that there were no statistical significant differences between the experimental and the control groups at (0.05) level.

3.8.6 Controlling motivation scale:

To make sure that the sample participants were equivalent, the researcher applied the motivation scale. The results of the motivation scale were recorded and statistically analyzed using T-test. Table (3.15) shows the comparison between the two groups of the sample on the pretest.

Table (3.15): T.test results of controlling motivation scale

Domains	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Self -efficacy	experimental	30	23.237	5.191	0.179	0.859	not sig.
	Control	30	23.447	5.076			
Task value	experimental	30	29.316	6.755	0.820	0.415	not sig.
	Control	30	28.132	5.804			
Control beliefs about learning	experimental	30	16.737	4.914	0.477	0.635	not sig.
	Control	30	16.263	3.644			
Extrinsic goal	experimental	30	17.289	4.909	0.910	0.366	not sig.
	Control	30	18.263	4.403			
Achievement goal	experimental	30	17.895	4.631	0.676	0.501	not sig.
	Control	30	17.158	4.869			
SUM	experimental	30	104.158	18.318	0.237	0.813	not sig.
	Control	30	103.263	14.288			

"t" table value at (58) d f. at (0.05) sig. level equal 2.00

"t" table value at (58) d f. at (0.01) sig. level equal 2.66

The results of the motivation scale were recorded and statistically analyzed using T-test. Table (3.15) indicates that there were no statistically significant differences among the experimental and the control groups due to the pre-application of the motivation scale and this indicates the equivalence of both the experimental and control groups.

3.9 Flipped classroom environment design:

In her attempt to create the flipped classroom environment, the researcher followed the following steps:

1. The researcher used Google site to create her site.

2. The website was used as a teaching and learning tool for the grammar lessons in English for Palestine 10, second term units 8 and 9.

3. The researcher considered the students' levels and abilities.

4. The researcher prepared a teacher's guide (a lesson plan).

5. The content of the website was selected and arranged according to students' achievement goals.

6. The researcher used some ready-made YouTube videos, which had pictures and sounds in order to activate the students' interest, attention and understanding.

7. The researcher added related activities and quizzes to each lesson and asked students to answer and post them.

8. The content of the website could be watched on line or downloaded on their own computers or mobile-phones.

9. Moreover, the researcher added related links so that participants could open and read them to get more benefit.

10. The website was student-centered, and the teacher was a facilitator, guide and director.

11. The researcher created a Facebook page to chat with students and students could chat with each other.

12. The researcher introduced the website and Facebook page to the participants.

13. The researcher taught the students how to watch and interact with the videos.

14. The researcher set up the classroom to suit flipped learning environment.

15. The researcher employed student-centered as well as co-operative and collaborative learning. Students were allowed to work in pairs.

16. The researcher encouraged students to help each other.

17. The researcher moved around the students to follow up students' work.

18. The participants were provided with immediate feedback from the researcher and their classmates.

19. Individual differences among students were taken into account by varying the ways of introducing information and activities as well as using different learning and teaching aids in addition to the website.

20. In the end, the researcher implemented the grammar posttest to explore the progress in students' performance after intervention.

3.10 Procedures of the study:

The study progressed according to the following steps:

1. Reviewing literature and previous studies to benefit from their procedures, tools, results and recommendations.

2. Preparing theoretical framework through reviewing the literature concerned.

3. Deciding on the instruments of the study: An achievement test and motivation scale.

4. Identifying the grammar to be learnt in the experiment appropriate for the tenth graders.

5. Preparing the table of specifications and introducing it to specialists, including professors of teaching methodology, supervisors of English language and experienced teachers who have long experience and specialists in evaluation and measurement.

6. Preparing the pre-posttest, worksheets and quizzes and also introducing them to specialists, including professors of teaching methodology, supervisors of English language and experienced teachers (See Appendix 2).

7. Obtaining permission from the Islamic University of Gaza, the Ministry of Education and East-Gaza Directorate to help the researcher conduct the study.

8. Designing a motivation scale, and then introducing it to specialists including professors of teaching methodology, supervisors of English language and experienced teachers (See Appendix 6 & 7).

9. Designing the website for the educational environment of Flipped classroom.

10. Conducting a pilot study to measure the test and the scale suitability to the study.

11. Making sure that the both groups were equivalent and conducting the experiment.

12. Checking the validity and the reliability of the test.

13. Checking the validity and the reliability of the motivation scale.

14. Choosing the sample of the study that included the experimental group and the control one.

15. Applying the pre-test on the sample of the study and computing the results.

16. Implementing the experiment using Flipped classroom according to the plan on the experimental group, while the control one was taught by the traditional method (See Appendix 8).

17. Applying the post-test on the sample of the study and computing the results.

18. Analyzing the collected data and giving interpretations.

19. Presenting the suggestions and giving recommendations in the light of study findings.

3.11 Statistical analysis procedures

The data was collected and computed by using Statistical Package for Social Sciences (SPSS). The following statistical techniques were used:

1. T. Test Independent Samples: to control the intervening variables and to measure the statistical differences in means between the two groups due to the study variables.

2. Spearman-Brawn: to determine the internal consistency validity of the test.

3. Pearson correlation coefficient to identify the correlation of the items of the test and the scale.

4. Jetman equation and Alpha Cronbach techniques: to measure the reliability of the scale items.

5. Eta square: to assess the effect size.

3.12 Summary

This chapter presented the procedures followed throughout the study. It also introduced a complete description of the methodology of the study, the population, the sample, the instrumentation, the pilot study, a description of flipped classroom used in the study and the research design. Moreover, it introduced the statistical treatment of the study findings. The next chapter presents the data analysis and results for the study hypotheses.

Chapter 4

Data Analysis

Chapter 4:
Results: Data analysis

4.1. Introduction

The study aimed at investigating the effectiveness of using flipped classroom on tenth graders' grammar learning and motivation for English. This chapter tackles the findings of the study regarding the research questions. The researcher used different statistical tests using the statistical program (SPSS) to analyze the collected data results. Tables are also used to present these data with their analysis.

4.2. Answers to Study Research Questions:

Following are the analyses of the study findings in connection with the study questions and hypotheses.

4.2.1. Answer to the study first question

To answer the study first question which was formulated as follows: What are the grammatical points that tenth graders need to learn?, the researcher went through the grammar points in lesson three and seven of units eight and nine of English for Palestine grade 10, second semester, which is designed for tenth graders. The researcher found that the two chosen grammar lessons dealt with the following grammar topics:

1. The grammar lesson of unit eight, period three dealt with: reported statements and requests; reported yes/no questions, and wh-questions in the present simple tense.

2. The grammar lesson of unit eight, period seven dealt with: reported statements and requests; reported yes/no questions, and wh-questions in past simple tense.

3. The grammar lesson of unit nine, period three discussed: conditional clauses: zero conditional, type 1 conditional and type 2 conditional.

4. The grammar lesson of unit nine, period seven discussed: third conditional clause. (English for Palestine 10B, Pupil's Book, 2014)

4.2.2. Answer to the study second question

To answer the study second question which was formulated as follows: What is the framework of the flipped classroom that can be used to teach tenth graders

grammar?, the researcher surveyed many studies related to the current study like: Qshta (2016), Yoshid(2016), Al-Maadee(2016), Al-Faheed(2015), Overmyer(2014) and Marlowe(2012). These studies helped the researcher to enrich her background of the nature of flipped classroom. The researcher found that flipped classroom is one of the models used in constructivism, which is a linear process in teaching and learning a new concept or in making known concepts more understandable. It is a teaching model, based on Piagetian theory, which can be used to implement an implicit constructivist (more specifically neo-Piagetian, human or social constructivist) view of teaching and learning. Also, this model purposefully promotes experiential learning by motivating students, as they are encouraged to engage in higher-order thinking.

These studies showed that in "flipped classes" students use technology at home to watch online video lectures, demonstrations, and explanations of assignments. Class time is spent doing what is traditionally called "homework." The teacher in a flipped classroom is a learning facilitator, able to work one-to-one with students, clarify assignments, and offer help as needed. Classmates can work together on in-class assignments, engage in discussions, or collaborate on projects. A major benefit is that teachers spend more time working directly with students instead of lecturing to them.

Another useful reference is the 'Four Pillars of Flip', which provides a framework for thinking about some of the wider issues, including the role of the learning environment and the teacher. Flexible environment – space, mode of delivery and timelines for learning; Learning culture – a learner centered approach to encourage deep learning; Intentional content – that maximizes learning; Professional educator – who guides learning and continuously improves practice.

These studies also pointed out what both teachers and students do in the flipped classroom. Instead of giving a lecture, the teachers function as facilitators whose role is to aid the student when it comes to their own understanding. This takes away focus from the teacher and lecture and puts it upon the students and their learning. The resources and lesson plans that must be initiated for this learning take a very different approach toward traditional learning as well. Instead of telling, the teacher must begin asking. Instead of answering questions that only align with their

curriculum, the facilitator in this case must make it easy so that the student comes to the conclusions on their own instead of being told. Also, teachers are continually in conversation with the students, creating the learning experience that is open to new directions depending upon the needs of the student as the learning progresses. Teachers following Piaget's theory of constructivism must challenge the students by making them effective critical thinkers and not being merely a "teacher" but also a mentor, a consultant, and a coach.

The Flipped Classroom offers a great use of technology – especially if it gets lecture out of the classrooms and into the hands and control of the learners. As it is being discussed, it is part of a larger picture of teaching and learning. The Flipped Classroom videos have a place in the models and cycles of learning proposed by educational psychologists and instructional designers. Providing educators with a full framework of how the Flipped Classroom can be used in their educational settings will increase its validity for educators and their administrators (Jackie, 2011). It provides a sequence of learning activities based on the learning theories and instructional models of Experiential Learning Cycles as shown in Figure (4.1):
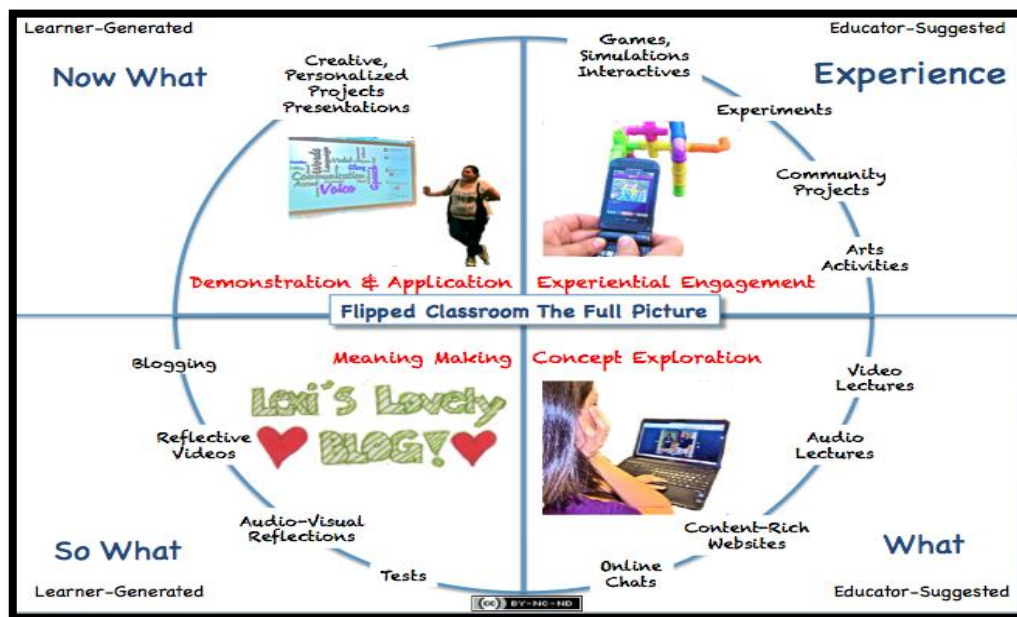
Figure (4.1): The Flipped Classroom: The Full Picture

The researcher concluded that implementing this model had a positive effect on students' interest, motivation and achievement. In addition, the researcher noticed

that Flipped classroom model can be applied successfully with different school subjects as well as different ages.

4.2.3. Answer to the study third question

To answer the study second question which was formulated as follows: Are there statistically significant differences at (a ≤ 0.05) in the total mean scores in the posttest in learning grammar between the experimental group taught by the flipped classroom and those of the control group taught by the traditional method?, the researcher tested the following null hypothesis: There are no statistically significant differences at (a ≤ 0.05) in the total mean scores in the posttest in learning grammar between the experimental group taught by the flipped classroom and those of the control group taught by the traditional method.

To examine the first hypothesis, means and standard deviations of both groups' results on the post-test were computed. Independent Samples T-test was used to measure the significance of the differences in grammar achievement between the experimental group (n = 30), who learned grammar via the Flipped classroom and the control group (n = 30), who learned via the traditional way. Table (4.1) describes those results.

Table (4.1) T.test independent sample results of differences between the experimental and the control group in the grammar posttest

Domains	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Knowledge	experimental	30	5.974	1.461	5.243	0.000	sig. at 0.01
	control	30	4.026	1.763			
Comprehension	experimental	30	4.316	2.028	3.640	0.001	sig. at 0.01
	control	30	2.632	2.006			
Application	experimental	30	4.263	2.435	5.604	0.000	sig. at 0.01
	control	30	1.658	1.512			
Analysis	experimental	30	6.053	1.559	4.974	0.000	sig. at 0.01
	control	30	4.105	1.842			
SUM	experimental	30	20.605	5.027	6.851	0.000	sig. at 0.01
	control	30	12.421	5.381			

"t" table value at (58) df. at (0.05) sig. level equal 2.00
"t" table value at (58) df. at (0.01) sig. level equal 2.66

As shown in Table (4.1) the T. computed value (6.851) is larger than T. table value(2.66) in the test, which means that there are significant differences at (α = 0.01) in the total average score of the post-test between the experimental and control group in favor of the experimental group. The mean of the post-test in the experimental group reached (20.605), whereas that of the control group was (12.421). This result indicates that using Flipped classroom was more effective than the traditional method in developing the students' achievement in English grammar.

To show the extent of Flipped classroom effect on the experimental group achievement in grammar, the study applied the "Effect Size" technique (Affana, 2000, p. 42).

The researcher computed "²η" using the following formula:

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Also the researcher calculated "d" value by using the following equation

$$d = \frac{2t}{\sqrt{df}}$$

Table (4.2): The Table References to Determine the Level of Size Effect (²η) and (d)

Test	Effect volume		
	Small	**Medium**	**Large**
η^2	0.01	0.06	0.14
d	0.2	0.5	0.8

When the researcher implemented the effect size equation, the results of "²η" and "d" values shown in Table (4.2) indicate a large effect size of using Flipped classroom in the posttest which was (0.14). This large effect could be attributed to the activities, techniques, and teaching aids used in the Flipped classroom which aimed at developing grammar.

Table (4.3) shows the effect size of Flipped classroom of the grammars test.

Table (4.3): The Effect Size of flipped classroom on the Experimental group in the Post-Test for each scope and the total degree

Domain	T value	η^2	d	Effect Size
Knowledge	5.243	0.271	1.219	Large
Comprehension	3.640	0.152	0.846	Large
Application	5.604	0.298	1.303	Large
Analysis	4.974	0.251	1.157	Large
Total	6.851	0.388	1.593	Large

Table (4.3) shows that there is a large effect size for each scope and the total degree of the test, which means the suggested model had a large effect and improved the grammar achievement of the experimental group compared with their counterparts in the control group.

4.2.4. Answer to the fourth question

To answer the study fourth question which was formulated as follows: Are there statistically significant differences at (a ≤ 0.05) in the total mean scores in the post application of the Learning Motivation scale between the experimental group taught by the flipped classroom and those of the control group taught by the traditional way?, the researcher tested the following null hypothesis: There are no statistically significant differences at (a ≤ 0.05) in the total mean scores in the post application of the Learning Motivation scale between the experimental group taught by the flipped classroom and those of the control group taught by the traditional way.

To examine the study second hypothesis, the means and standard deviations of both groups' results on the post application of the Learning Motivation Scale were computed. Independent Samples T-test was used to measure the significance of the differences. Table (4.4) describes those results.

Table (4.4): T.test independent sample results of differences between the experimental and the control group in the post Learning Motivation scale

Domains	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Self -efficacy	experimental	30	29.237	3.397	4.911	0.000	sig. at 0.01
	control	30	24.842	4.347			
Task value	experimental	30	37.368	5.138	4.422	0.000	sig. at 0.01
	control	30	31.605	6.176			
Control beliefs about learning	experimental	30	21.737	2.413	5.314	0.000	sig. at 0.01
	control	30	18.079	3.490			
Extrinsic goal	experimental	30	24.263	2.956	3.984	0.000	sig. at 0.01
	control	30	20.974	4.143			
Achievement goal	experimental	30	22.053	2.837	4.042	0.000	sig. at 0.01
	control	30	18.816	4.039			
SUM	experimental	30	134.763	12.028	5.666	0.000	sig. at 0.01
	control	30	114.316	18.714			

"t" table value at (58) df. at (0.05) sig. level equal 2.00

"t" table value at (58) df. at (0.01) sig. level equal 2.66

As shown in table (4.4) the T. computed value (5.666) is larger than T. table value (2.66) in the post application of the Learning Motivation Scale, which means that there are significant differences at ($\alpha = 0.01$) in the total average score of the post application of the Learning Motivation Scale between the experimental and control group in favor of the experimental group. The mean of the post application

on the experimental group reached (134.763), whereas the mean of the control group was (114.316). This result indicates that using Flipped classroom was more effective than the traditional method in developing students' motivation for English learning.

To measure the effect size of the Flipped classroom on the experimental group in the post application of the Learning Motivation Scale, the researcher applied the "Effect Size" as shown in table (4.5).

Table (4.5): Determining the Level of Size Effect (η^2) and (d)

Test	Effect volume		
	Small	**Medium**	**Large**
η^2	0.01	0.06	0.14
d	0.2	0.5	0.8

The results of "η^2" and "d" values shown in Table (4.5) indicate a large effect size of using Flipped classroom in the post application of the Learning Motivation Scale.

Table (4.6) shows the effect size of Flipped classroom of the Motivation scale.

Table (4.6): The Effect Size of flipped classroom on the Experimental group in the Post Application of the Learning Motivation scale

Skill	t value	η^2	d	Effect volume
Self -efficacy	4.911	0.246	1.142	large
Task value	4.422	0.209	1.028	large
Control beliefs about learning	5.314	0.276	1.236	large
Extrinsic goal	3.984	0.177	0.926	large
Achievement goal	4.042	0.181	0.940	large
Total	5.666	0.303	1.317	Large

Table (4.6) shows that the effect size of Flipped classroom is large on students' Motivation for English learning. This means that the effect of Flipped

classroom is significant. This large effect may be due to the activities and techniques which are used in the Flipped classroom to develop students' motivation for English learning of the experimental group more than their counterparts in the control group.

Summary:

Chapter Four dealt with data analysis and its results. The results of each question and hypothesis were analyzed statistically using different statistical techniques. The results of the first hypothesis showed differences of statistical significance between the experimental group and the control one in the post application of the grammar achievement test in favor of the experimental group due to (Flipped classroom). The results of the second hypothesis indicated significant differences between the two groups in favor of the experimental group in the post application of motivation scale for learning English language. In the next chapter, the researcher will discuss and interpret the results before drawing conclusions and putting forward some suggestions and recommendations.

CHAPTER 5

Discussion of Findings,

Conclusions & Recommendations

Chapter 5

Discussion of Findings, Conclusions & Recommendations

This chapter discusses the results of the study. It summarizes the conclusions induced in the light of the study results and the suggestions and recommendations for all those involved in the teaching-learning process and for further studies as well. Such recommendations are expected to be beneficial for course designers, tenth grade teachers of English, supervisors, students and educators. They could help improve teaching English language in general and grammar in particular.

5.1. Study Findings:

The most important findings of this study outlined in the previous chapter are as follows:

1. There were statistically significant differences in learning English grammar between the mean scores of the experimental group and their counterparts in the control one in favor of the experimental group due to the application of Flipped classroom.

2. There were statistically significant differences in the total mean score of the post application of the learning motivation scale between the experimental group and the control group in favor of the experimental group.

5.2. Discussion of study findings:

The experiment was designed to determine if the students would develop their learning of English grammar and positively change their motivation for learning English as a result of the use of Flipped classroom. All students of the experimental group showed an increase in their performance on the grammar achievement posttest. Furthermore, the experimental group also showed obvious positive change towards English language on the post application of the learning motivation scale after the implementation of Flipped classroom. Such positive change was very clear through students' responses to the motivation scale different items. This meant that using an

integrative grammar teaching model such as Flipped classroom where students are at the center of the learning-teaching process was very effective.

5.2.1. Discussion of the first hypothesis findings:

The finding of the first study hypothesis, which tested the absence of any statistically significant differences between the mean scores of the control group and those of the experimental one in learning English grammar, showed that there were statistically significant differences at ($\alpha \leq 0.05$) level between the experimental group and the control one in favor of the experimental one, and consequently the null hypothesis was rejected. Furthermore, these findings indicated that the (t) computed value was larger than the (t) table value in the posttest. This meant that there were statistically significant differences between the experimental group and the control one in relation to the total posttest marks in favor of the experimental group. There was also a significant difference between the means of both groups in favor of the experimental group as the mean of the experimental group was (20.605), whereas that of the control group was (12.421). In addition, the researcher found that the effect size of the model was significantly large.

These findings of the study were solely the result of the Flipped classroom since all variables such as age, school general achievement and general achievement in English language were controlled before the experiment. It can be concluded that the students in the experimental group improved their grammar achievement at the end of the study compared with the students in the control group.

These findings could be attributed to the nature of the Flipped classroom which provides a sequence of instruction that places students at the center of their prior experiences and emphasizes collaborative learning that helps students develop their higher order thinking skills. The researcher found that the students of the experimental group liked learning cooperatively and were able to learn the grammar much easier and faster. Furthermore, such findings can be attributed to the fact that using Flipped classroom with the experimental group raised their interactivity and participation as well as their motivation to learn, which in turn raised their enjoyment and love of using the model in learning grammar. This was also reflected positively on their motivation for learning English.

In addition, the researcher realized that there was a clear difference between the atmosphere prevailing the classroom of the control group and that of the experimental group. The classroom of the experimental group taught grammar via the Flipped classroom had an active and positive atmosphere, which helped students to show more interest, better participation and engagement. The control group, on the other hand, showed less interest and oftentimes showed signs of boredom during class and perhaps wished the lesson had ended, especially because grammar, to many students, maybe considered a tough and hard subject needing more concentration and deeper understanding. As a matter of fact, the Flipped classroom created a relaxed learning atmosphere, which directly and positively affected students' achievement in grammar as the results of the first hypothesis revealed.

The findings of the first hypothesis were in agreement with the findings of the most of previous studies such as those of Qeshta (2016), Al-Faheed, Danker (2015), Clark (2013), Marlowe (2012) and Johnson (2012). All of these studies confirmed that flipped classroom had a positive impact on developing students' interest, motivation and achievement.

5.2.2. Discussion of the second hypothesis findings:

The findings of second hypothesis, which tested the existence or absence of statistically significant differences at the study sample's motivation for English language learning between the experimental group and control one, indicated that the t. computed value (5.666), was greater than the t. table value (2.66), in the post application of the learning motivation scale. This means that there were statistically significant differences at ($\alpha \leq 0.01$) in the total mean score of the post application of the post application of the motivation scale between the experimental group and that of the control one in favor of the experimental group, which studied via the Flipped classroom. Whereas the mean of the control group was (114.316), the mean of the experimental group was (134.763). This clarifies the effectiveness of Flipped classroom that may develop the students' motivation for English language.

The findings also showed that the effect size was large for each domain, which meant the Flipped classroom had a large effect and improved the experimental group's motivation more than those of their counterparts in the control group. The

researcher attributed this result to the fact that using the Flipped classroom with the experimental group raised their interactivity and participation as well as their motivation to learn, which, in its turn, raised their enjoyment and love for using the model in learning grammar. This was also reflected positively in their motivation for English Language.

The findings of this hypothesis agreed with the findings of some previous studies such as those of Aguiree, et at. (2016), Wadho (2016), Vibulphol (2016), Ahmed (2015), Abdur Arehman (2014) and Tsai (2013). These studies showed that most students had positive motivation for learning English and also revealed that much of student-centered activities in the teaching process resulted in much more positive motivation for learning English.

5.3. Conclusions:

Based on the current study findings, the following conclusions were derived:

1. Flipped classroom is more effective and has superiority over the traditional method in teaching English language, especially grammar.

2. Flipped classroom provided students with a better learning environment, which affected their achievement and performance in English.

3. Flipped classroom promoted a learning environment that provided opportunities for exploring and investigating ways for understanding new concepts.

4. Flipped classroom increased students' motivation to learning and raised the degree of cooperation among students.

5. Flipped classroom also allowed students to reflect on their own misunderstanding and take ownership of their learning through the different phases of the model.

6. By applying the Flipped classroom, students felt relaxed, amused and comfortable and this led to easier learning and acquisition of the language.

7. Flipped classroom increased student-student communication, which provided fluency practice and reduced the dominance of the teacher.

8. Flipped classroom strengthened the relationship between the teacher and the students and made the teacher as a close friend, which facilitated the process of teaching and learning.

9. Flipped classroom gave the students the chance to play several roles as thinkers, problem-solvers, observers, decision makers and better communicators. These roles helped them acquire and employ English language in different situations more easily. Also, by practicing these roles, students' characters could be formed in an effective way, which reflected positively on them.

10. The Flipped classroom provided a tangible referent for the teacher to scaffold his expertise in structuring a learning environment that facilitated students' interaction with a learning context in a critical, reflective and analytical way.

11. Flipped classroom allowed the students and teacher-researcher to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.

12. Flipped classroom considered the individual differences among learners with its various activities and techniques that were suitable for students with different levels of proficiency.

5.4. Recommendations:

In the light of the study findings and conclusions, the following recommendations have been put forward for different parties involved in English language learning-teaching process:

5.4.1 Recommendation to the Ministry of Education:

The Ministry of Education is recommended to:

1. Conduct workshops and training programs on Flipped classroom aiming at familiarizing teachers with Flipped classroom and using it in teaching all English language skills and areas (i.e. vocabulary, structure, phonology and functions).

2. Include the Flipped classroom in Teachers' Guide books and distribute it among teachers.

3. Develop and enrich the Teacher's Guide with approaches and techniques that increase and enhance the teaching and learning of grammar.

5.4.2. Recommendations to Supervisors:
Supervisors are recommended to:

1. Develop teachers' abilities to implement cooperative learning methods by organizing in-service training programs, workshops and short courses.

2. Provide teachers with instructional materials which improve their awareness of Flipped classroom and the importance and necessity of using it in teaching English.

3. Concentrate on the fact that Flipped classroom emphasizes collaborative learning that helps students develop skills such as debate, discussion, writing, drawing, presenting thoughts, and social skills.

4. Conduct workshops that aim at familiarizing teachers with Flipped classroom.

5. Encourage teachers to exchange experiences and class visits by organizing training and demonstrative lessons.

6. Concentrate on the fact that student-centered activities are not wasting-time activities; instead, they are very important for teaching different aspects of the language.

5.4.3. Recommendations to English language teachers:
English language teachers are recommended to:

1. Keep in touch with the latest trends in the field of TEFL and benefit from the findings of the educational research.

2. Change the methods and approaches of teaching from traditional ones to more interactive ones based on the students' real involvement in the teaching-learning process.

3. Select effective methods and techniques which activate students' motivation, participation and the degree of competition and challenge among students.

4. Change their role from instructors who dominate the class into educators whose role is to organize, help, guide, coordinate and support the students to communicate and acquire language. This can be achieved via the Flipped classroom in which the role of students and teachers differs from the traditional one.

5. Strengthen the relationship with the students, which creates a non-threatening classroom atmosphere and facilitates the learning-teaching process.

6. Consider students' individual differences and learning styles in Flipped classroom.

5.4.4. Recommendations for further studies:

The researcher suggested the following recommendations for further studies:

1. It is recommended that more studies should use the Flipped classroom in the future.

2. The current study was limited to teaching and learning grammar. More studies should focus on using Flipped classroom with other English skills, sub-skills and areas.

3. Future research is also recommended to investigate the effectiveness of using Flipped classroom on other school subjects.

4. It is also recommended to investigate the effectiveness of using Flipped classroom on students' motivation for learning other school subjects.

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Appendixes

The Islamic University – Gaza

Scientific Research Affairs

Faculty of Education

Department of Curriculum and Instruction

An Invitation to Referee a Pre-post Test

Dear referee/………………………………

      The researcher is conducting a study entitled "**The Effectiveness of Using Flipped Classroom on Tenth Graders' Grammar Learning and Motivation to Learning English**" to obtain the Master's Degree in master of curriculum and teaching methods.

      As the aim of the study is to examine the effect of using Flipped Classroom in learning English grammar on tenth graders in Gaza, the researcher has designed a pre-posttest in the light of the table of specifications. The test consists of four different questions with forty items covering the following grammar topics: (1) reported statements, questions and requests; (2) conditional statements: type 0 ,typ1, type 2 and type 3.

      Because of the importance of your opinion and experience, you are kindly invited to referee the attached test, and I would be so grateful for your comments on its suitability, relevance, linguistic correctness and the importance for each procedure.

All your contributions are highly valued. If you have any comments, please write them down in the space below.

_____

_____

_____

Thanks for your kind help and cooperation

The Researcher/

Samar Hassan Alzaytuniya

Grammar Pre-Post Test

Name: _____   Grade: 10

Time: _____   Mark: _____/32

---

1. Choose the correct answer: (8marks)

1- If you put a plant in dark place, it dies. The sentence talks about _____

    a- fact   b- something may happen in the future   c- something is unreal

2- If you _____ abroad, it would be different.

    a- live   b- lived   c- had lived

3- If it is fine tomorrow, I _____ you.

    a- will visit   b- visit   c- would visit

4- Samy asks _____ I am free.

    a- that   b- whether   c- where

5- Salem wants me to look after Deema. The direct sentence is _____

    a. "Could you look after Deema?"

    b. "Do you look after Deema ?"

    c. "Have you looked after Deema?"

6- If I had _____ hard, I would have succeeded.

    a- study   b- studied   c- been studied

7- I ask how _____

    a- did it go?   b- did it go.   c- it went

8- "Science is helping people," he said. The indirect sentence is _____

    a- He said that science is helping people.

    b- He said that science was helping people.

    c- He said that science was been helping people.

2. Correct the underlined word/s in the following sentences: (8 marks)

1- "Could you give me your pen, please ?" My friend asks me to give him <u>your</u> pen.

_____

2- Salma <u>catch</u> the bus if she had left earlier.

_____

3- "Ahmed is clever. " My teacher told dad that I <u>is</u> clever.

_____

4-"Are you sad?". Ali asks Basemh. Ali asks Basem if <u>she</u> sad.

_____

5- "How did it go?" I ask. I ask how <u>did it go?</u>

_____

6- If someone offered to buy you one of those rings, which you <u>choose</u>?

_____

7- I will take you out if I <u>will repair</u> my car.

_____

8-If you multiply 2, it <u>will gives</u> 4.

_____

3- Do as shown in brackets: (8marks)

1- I am not very rich. I can't buy a car. (Connect with *if*)

_____

2- "Have you studied?" The teacher asks me. (Begin with: *The teacher*)

_____

3- She does not boil the water to 100 C, so it does not evaporate. (Use: *If*)

_____

4- If you plan your day, everything will go well. (Start with: *Everything*)

_____

5- "She looks like a princess," we say .   (Begin with: *We say*)

_____

6- He didn't get high marks because he didn't revise his lesson.   (Connect with *if*)

_____

7- I wonder why he learns English.   (Start with: *Ahmed says to Bha`a*)

_____

8- "Could you help me ?" My mother asks me.   (Use: She wants)

_____

4-Analyze the following sentences: **(8 marks)**

1- If you study hard, you will succeed.

   Conditional type is (type 2 - type 1)

2-"They are fantastic." We agreed. We agreed that they were fantastic.

   The direct verb tense is (past - present)

3-You might be bored if you chose the wrong job.

   Conditional type is (type 2 - type 3)

4-"How did it go ?"I ask. I ask how it went

   The direct sentence is a (statement - question)

5-"Are you ready?"She asks me. She asks me if Iam ready.

       The indirect sentence is a (statement – question)

6- Samar wants me to look after Deema.

   The person who is requesting is (Samar – Deena)

7- If you stop watering a plant, it becomes dry.

   The conditional type is (type 2 – type 0)

8- What if you had been born in 1800? You would not have gone to school.

    The first verb tense (had been born- born)

Best Wishes

The Islamic University – Gaza

Scientific Research Affairs

Faculty of Education

Master Of Curriculum And Teaching Methods

Refereeing English Learning Motivation Scale

Dear Professor, Supervisor, Expert teacher,……………

The researcher is conducting a study entitled "**The Effectiveness of Using Flipped Classroom on Tenth Graders' Grammar Learning and Motivation to Learning English"** to obtain the Master's Degree in curriculum and teaching methods.

One of the requirements of this study is to conduct an English learning motivation scale. You are kindly requested to look carefully at the attached scale and fill out the following form indicating whether the items of the test are suitable or unsuitable.

Your notes and responses will be highly appreciated and confidential, so please have a look at the scale and note down your opinion on:

1- The clarity of the scale instructions

2- The suitability of the scale items for tenth graders.

3- The belonging of each item to its domain.

4- The deletion or addition of items.

Any further comments will be highly appreciated.

_____

_____

_____

_____

Thanks a lot for your cooperation

Researcher

Samar Hassan Alzaytuniya

Appendix (4)

The Islamic University Gaza

Deanery of Graduate Studies

Faculty of Education

Department of Curriculum & Teaching Methods

السيد / .... حفظه الله

السلام عليكم ورحمة الله وبركاته

الموضوع : تحكيم مقياس الدافعية نحو تعلم اللغة الإنجليزية

يقوم الباحث بإعداد دراسة للحصول على درجة الماجستير في التربية ، تخصص مناهج وطرق تدريس بعنوان

" **The Effectiveness of Using Flipped Classroom on Tenth Graders' Grammar Learning and Motivation to Learning English**"

ومن متطلبات إجراء هذه الدراسة : إعداد أداة لقياس دافعية طلبة الصف العاشر نحو تعلم اللغة الإنجليزية، لذا أرجو من سيادتكم الاطلاع على المقياس وإبداء رأيكم حول مدى:

١ – وضوح تعليمات مقياس الاتجاهات.

٢ – مناسبة العبارات لمستوى طلبة الصف العاشر

٣ – مناسبة الصياغة اللغوية لعبارات المقياس.

٤ – ارتباط العبارات بالهدف الذي وضع المقياس من أجله.

٥ – انتماء كل عبارة للمحور الخاص بها.

٦ – حذف بعض الفقرات أو إضافة فقرات أخرى لم يلتفت إليها الباحث.

شاكرين لكم حسن التعاون و بارك الله في جهودكم الطيبة لخدمة البحث العلمي.

الباحثة

سمر حسن الزيتونية

مقياس الدافعية لطلاب الصف العاشر نحو تعلم اللغة الإنجليزية

السلام عليكم ورحمة الله وبركاته

عزيزي الطالب،

يهدف هذا المقياس إلى معرفة الدافعية نحو تعلم اللغة الإنجليزية، وقد وضع لأجل البحث العلمي فقط ، وليس له تأثير على درجاتك المدرسية ، فالمرجو منك أن تجيب عن فقراته بكل صدق وجدية حتى يتحقق الهدف منه.

يحتوى هذا المقياس على مجموعة من العبارات وأمام كل عبارة خمسة خيارات هي: (أوافق بشدة، أوافق، غير متأكد،

أعارض وأعارض بشدة) ويعبر التدرج المقابل لكل عبارة عن درجة الموافقة عليها.

– أوافق بشدة: إذا كانت العبارة تتفق معك دائما

– أوافق: إذا كانت العبارة تتفق معك غالبا

– غير متأكد: إذا كانت العبارة لا تنطبق عليك ولا تستطيع أن تقرر

– أعارض: إذا كانت العبارة لا تتفق معك غالبا

– أعارض بشدة: إذا كانت العبارة لا تتفق معك دائما

المطلوب منك أن تقرأ كل عبارة بإمعان وتضع علامة (√) أمام العبارة تحت احد الاختيارات التي تعبر عن رأيك .

المثال التالي يوضح كيفية الإجابة:

اعارض بشدة	اعارض	غير متأكد	اوافق	اوافق بشدة	العبارة
				√	احب ما أتعلمه في دروس اللغة الإنجليزية

والآن يمكنك البدء في الإجابة على عبارات المقياس ، مع إتباع التعليمات الآتية :

*اقرأ العبارات بإمعان ودقة.

*لاحظ انه لا توجد إجابات صحيحة وأخرى خاطئة.

*لا تترك أية عبارة دون تحديد اجابتك عليها .

*لا تضع أكثر من علامة أمام العبارة الواحدة.

الباحثة

سمر حسن الزيتونية

Appendix (6)

اعارض بشدة	اعارض بشدة	غير متأكد	اوافق	اوافق بشدة	البنود	الرقم
					مقياس الدافعية لتعلم اللغة الإنجليزية	
					المجال الأول: الفعالية الذاتية	
					أنا متأكد من أنه يمكنني إتقان المهارات التي تدرس في اللغة الانجليزية	١
					سوف استمر في تعلم اللغة الإنجليزية على الرغم من الصعوبات التي تواجهني	٢
					أنا متأكد انني أستطيع أن أفهم ما اتعلمه باللغة الإنجليزية	٣
					أعلم أنني سأكون قادرا على تعلم المواد في اللغة الانجليزية	٤
					أعتقد أن كوني جيدا في الإنجليزية يمكن أن يساعدني في كسب المزيد من الاصدقاء	٥
					أنا واثق من أنني استطيع أن اجيب جيدا في اختبارات اللغة الإنجليزية	٦
					عندما أجد محتوى اللغة الإنجليزية صعبا، أحاول بجد لفهمه	٧
					المجال الثاني: قيمة العمل	
					أنا احب ما أتعلمه في دروس اللغة الإنجليزية	٨
					أعتقد أن ما اتعلمه في اللغة الإنجليزية مفيد بالنسبة لي	٩
					أعتقد أن تعلم اللغة الإنجليزية أمر مهم لأنه يمكنني استخدامها في حياتي اليومية	١٠
					أعتقد انني لو بذلت المزيد من الجهد، فان لغتي الإنجليزية ستكون جيدة.	١١
					تعلم اللغة الإنجليزية يجعلني سعيدا.	١٢
					تعلم اللغة الإنجليزية يزيد ثقتي بنفسي.	١٣
					حتى عندما تكون المواد الدراسية مملة ،استمر في دراستها حتى أنتهي منها.	١٤
					فهم اللغة الإنجليزية مهم بالنسبة لي.	١٥
					من المهم أن تتاح لي الفرصة لإشباع فضولي الخاص عندما أتعلم اللغة الإنجليزية	١٦
					المجال الثالث: السيطرة على المعتقدات حول التعلم	
					إذا كنت استخدم الطريقة الصحيحة، يمكنني أن تعلم اللغة الإنجليزية بشكل أفضل	١٧
					أنا دائما أحاول فهم ما يقوله المعلم حتى لو كان ذلك صعبا.	١٨
					إذا كنت لا أعرف محتوى اللغة الإنجليزية، فذلك لأنني لا أعمل بجد	١٩
					إذا درست بجد بما فيه الكفاية، سوف أفهم دروس اللغة الانجليزية.	٢٠
					إذا كرست اهتمامي لدروس اللغة الانجليزية، سيكون من السهل جدا تعلمها	٢١

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أعارض بشدة	أعارض بشدة	غير متأكد	أوافق	أوافق بشدة	البنود	الرقم
					المجال الرابع: الهدف الخارجي	
					أدرس اللغة الإنجليزية بجد للحصول على ثناء المعلم.	٢٢
					أدرس بجد للحصول على درجة جيدة حتى عندما لا أحب المادة	٢٣
					أدرس اللغة الإنجليزية فقط لاجتياز الامتحان	٢٤
					عندما أحصل على درجات جيدة، اكون راض عن نفسي	٢٥
					الإنجاز العالي في اللغة الإنجليزية هو عامل حاسم في الحصول على درجات عالية، ولذلك فإنني ادرس اللغة الإنجليزية بجد.	٢٦
					أشارك في دورات اللغة الإنجليزية ليصبح أدائي أفضل من الطلبة الآخرين	٢٧
					المجال الخامس: تحقيق الهدف	
					أشعر بالفخر عند تحقيق نتيجة جيدة في اختبار اللغة الانجليزية.	٢٨
					أشعر بالفخر الشديد عندما أكون واثقا من مضمون مادة اللغة الإنجليزية	٢٩
					أشعر بالفخر خلال دروس اللغة عندما أكون قادرا على الإجابة على الاسئلة الصعبة.	٣٠
					أشعر بالفخر الشديد عندما يشيد المعلم بمساهماتي خلال دروس اللغة الإنجليزية.	٣١
					أشعر بالفخر الشديد عندما يمدح الطلبة الآخرين مساهماتي في دروس اللغة الإنجليزية.	٣٢

Appendix (7)

No.	Items	SA 5	A 4	N 3	D 2	SD 1
Motivation Scale for English Learning						
First Domain: Self-efficacy						
1.	I'm sure I can master the skills taught in English class.					
2.	I will persist in learning English learning despite difficulties.					
3.	I'm certain I can understand what I am taught in English.					
4.	I know that I will be able to learn the English class material.					
5.	I think having good English can help me make more friends.					
6.	I am sure that I can do well on English tests.					
7.	When I find the English content difficult, I try hard to learn it					
Second Domain: Task value						
8.	I like what I am learning in English classes.					
9.	I think that what I learn in English is useful for me.					
10.	I think that learning English is important because I can use it in my daily life.					
11.	I believe if I exert more effort, my English is sure to be good.					
12.	Learning English makes me happy.					
13.	Learning English increases my self-confidence.					
14.	Even when study materials are uninteresting, I keep working on them until I finish.					
15.	Understanding English is important to me.					
16.	It is important to have the opportunity to satisfy my own curiosity when learning English.					

No.	Items	SA 5	A 4	N 3	D 2	SD 1
Third Domain: Control beliefs about learning						
17.	If I use the right way, I can learn English better.					
18.	I always try to understand what the teacher is saying even if it doesn't make sense.					
19.	If I do not know the contents of the English class, it is because I'm not working hard.					
20.	If I study hard enough, I will understand the content of the English class.					
21.	If I pay attention in the English class, it will be so easy to learn.					
Fourth Domain: Extrinsic goal						
22.	I study English hard for the praise of the teacher.					
23.	I work hard to get a good grade even when I don't like a class.					
24.	I study English only to pass the exam.					
25.	When I get good grades, I am most satisfied.					
26.	High achievement in English is a crucial factor in getting high grades, so I study English diligently.					
27.	I participate in English courses to perform better than other students.					
Fifth Domain: Achievement Goal						
28.	During English course, I feel most fulfilled when I attain a good score in a test.					
29.	I feel most fulfilled when I feel confident about the English course content.					
30.	During English classes, I feel most fulfilled when I am able to answer a difficult question.					
31.	During English classes, I feel most fulfilled when the teacher praises my contributions.					
32.	During English classes, I feel most fulfilled when other students praise my contributions.					

Flipped Classroom Lesson Plan

Reported speech

Sample steps for teachers to use flipped classroom in teaching English grammar:

Stage 1:

1. Create a Website like: Google site, Twitter or Facebook on the World Wide Web.

2. Add all the students whom you teach on the created site.

3. Put videos, PowerPoint shows, online quizzes, word files, assignments for the lessons that you want to teach on the created site.

Stage 2:

1. Explain to the students that there is a new way that will help them learn English grammar easily.

2. Open the site in front of the students and teach them how to use it.

3. Select a video and tell the students how to open it and comment on it.

4. Tell the students how to chat with each other.

Stage 3: WSQ

The WSQ stands for "Watch - Summarize - Question" and it is a tool for flipped classes that helps to:

1. Organize content and materials.

2. Hold students accountable for actually watching.

3. Give structured processing time.

4. Gather feedback from students.

5. Prepare for and facilitate discussion among students during class time.

a- Watch

1. Students watch the instructional video and take notes in their study guides.

2. They are encouraged to take responsibility for their learning by using the pause, rewind, and fast-forward buttons as needed.

3. Students are prompted throughout the video to "Just Pause It" and to try certain problems on their own before watching on their own

4. At the end of the video, they will be given a problem or two that they must try on their own which will NOT be worked out in the video. I refer to these as "Secret Questions".

b-Summarize

1. At the end of the video, students are instructed to write a summary of what they learned. This provides them with some structured processing time where they can actually think about what they just heard/practiced and see if it makes sense to them.

2. What type of summaries can they write? How can they be scaffolded for different levels of learners?

3. Summaries can vary from "open summaries", where students are just told to write their own summary to "guided summaries", where students are given 2-4 guiding questions. For struggling learners, guided summaries can also be accompanied by sentence starters or frames to provide some scaffolding. You can "merge" the open and guided summaries together by giving the students the questions but still making the students put the summary together in a clear, coherent way rather than 3-4 separate short answers.

c. Question

1. All students are required to ask a question at the end of the video. Questions cannot be ones that have just a 'yes' or 'no' answer. If the initial answer is yes/no, the student must come up with a follow-up question or explanation beyond the yes/no (Example: Yes, because or No, but if).

2. They can choose between asking:

   a. Confusion - a question they actually have about the material. They are encouraged to write down timestamps from the video lesson of when/where they got confused.

   b. Discussion - a "Higher Order Thinking" (HOT) question that would be a good discussion question for class or that is a "Think Like a Teacher" question.

   c. Example - Students may write their own example problem and solve it.

3. The students must write down the answer to their question. For discussion and example questions, students are encouraged to write the answers the night they watch the video. For confusion questions, students will write the answer down once it is discussed in class. Students are encouraged to make connections when answering their question and be detailed and descriptive.

4. Students can submit their questions before class via a forum, or a google Form. If you use the Google Form, students' responses are automatically tabulated for you on a Spreadsheet. By allowing anyone with the link to view the spreadsheet, you can link to the results spreadsheet in the confirmation page and allow students to view both their responses and their classmates' responses. You could also have students go to this response spreadsheet and pick out at least one other question submitted by a classmate that they think is a good question or they realize they are also confused by.

   a. See a sample Google Form here and "File, Make A Copy" of this form to edit for your own use here.

   b. Before the space to write the question, there is a place to choose between "confusion, discussion, and example" (see image below).

   c. This data can be easily tallied using the data summary that comes with Google Forms.

WSQ - Watch, Summarize, Question

"WATCH"

The first part of the WSQ is to "Watch". Make sure you have taken good notes and used the "rewind" and "pause" buttons whenever you needed to slow down or hear something again. TEACHERS: You could use this to collect information on different options students had to watch (video, read book, etc.) OR on the method they used (laptop, smartphone, tablet, etc.).

What did you choose to do for the "WATCH" part of the WSQ? (Select all that apply)

- ☐ Option 1

- ☐ Option 2

- ☐ Option 3

"SUMMARIZE"

The second part of the WSQ is to "Summarize" what you learned. This will be an "open summary" where I do not give you any guiding questions and just ask you to summarize what you learned. Sometimes I will have specific questions you need to answer in your summary, so pay attention!

Please "Summarize" the key parts of what you read/watched.

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"QUESTION"

The last part of the WSQ is to ask a "Question" about what you read or watched.

Please label your question as:

1. CLARIFICATION or CONFUSION - What is something you would like me to explain or answer during my session that you aren't sure about right now? Or

2. DISCUSSION - What is something that you know/understand but would be a good question to explain or answer during my session? After you ask the question, please answer it to the best of your ability or

3. EXAMPLE - Make up your own example problem similar to this concept and solve it verbally.

Please ask your "Question"

If you have selected "discussion" or "example", you must also give an answer to your question here.

Lesson Title: Reported Speech

Time Needed: 60 mins at home, 45 mins. in class

Learning Objectives:

At the end of the lesson, students are able to :

a. Cognitive

a.1. Product

- Identify the direct and indirect speech.

- Identify the form of punctuation and capitalization

- Identify the form of direct and indirect speech

- Identify the changes that may happen in the sentence

- Identify the changing of tense that will be used in the sentence

a. 2. Product

- Respond the type of direct speech and indirect speech.

- Respond the kinds of tenses that will be used in the reported speech

b. Psychomotor

- Apply kinds of direct and indirect speech

- Apply kinds of reported speech to make a report of past events.

c. Affective

c.1. Building Character

Through the student-centered method in the learning process, students show their honesty, responsibility and independence.

c.2. Social skills

Students discuss the problems to be a good listener, contribute useful opinions and communicate politely.

Student Learning Resources at Home:

* A video (**Reported Speech**) part one for 10 minutes .

* A PowerPoint show on reported speech.

* Lesson in their books.

Students' Learning Activities at Home:

* Filling out the lesson WSQ chart.

* Taking written notes of (Reported speech) video.

* Preparing questions for the teacher.

* Testing herself by using the quiz.

* Having group discussion through the Facebook chatting page.

Students' Learning Activities in the Classroom:

* Independently analyzing their notes and summaries from both the video and PowerPoint show with assistance from the teacher as needed.

* Breaking into small groups.

* Briefly sharing notes and summaries of the video reviewed at home.

* Using individual questions from the homework questions in groups.

* Incorporating the main points and produce a group response to each question.

<u>Teacher's Teaching Activities in the classroom</u>

* Acting as a facilitator, helping students focus on the activities

* Addressing common problems

* Facilitating whole group discussion

* Letting higher achievers teach low achievers

* Encouraging students to discuss any misinformation with each other

Learning Method:

Method: 1- Question and answer

2- Task

3- Discussion

Approach: Student centered learning

Learning Activities

No	Learning Activities	Method and Core Value	Time
1	**Pre activities** In pre activities : Teacher greets the students Teacher checks the students' attendance Teacher reviews the previous material about processes. Teacher leads to a new topic by providing a picture of people's conversation including a dialog with direct and indirect speech. Teacher states the learning objectives that she wants to accomplish in the lesson.	Question and answer for *Communication*	10'
2	**Main Activities** Teacher starts asking the students about their Summarizes of direct and indirect speech. Students respond to the teacher's questions based on their own experience and knowledge about direct and indirect speech.	core value: curiosity	25'

No	Learning Activities	Method and Core Value	Time
	Students discuss the possible change on the task given by some students. Students and teacher check the answer. Answering the question order is based on the seat or attendance list. Teacher asks the students to take turn conveying a sentence before the class in any tenses. Other students change it into indirect speech.	Task For *Responsibility* Discussion core value: creative, self confidence	
3	Teacher gives students some suggestions and comments based on the outcomes of their activities. Teacher and students sum up the lesson that has been taught. Teacher checks students' note books. Teacher gives the students chances to ask questions from their notes. Teacher praises what the students have done; for example, you have done well today. Teacher closes teaching learning activities.	Question and answer for *Communication*	10

Assessment

- Students are given a quiz.

- Teacher presents different forms of reported statements on the board and students are to hold up the correct form card.

- Teacher records on a grid those who respond incorrectly for each prompt/question.

- Students use the board to respond to teacher prompts/questions.

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Appendix (9)

All worksheets and quizzes

Quiz #One

Reported statements

Name:…………………… Class:…………. Date:………………

Choose the correct answer:

1- He says that ………an accident the night before.

      a- he saw   b-he see   c-he had seen

2- She says that ……...go to school the following day.

      a- she could   b- she will   c- she is

3- Ahmad says that ……..father has been a teacher for ten years.

      a- his   b- him   c- her

4-The teacher tells ………that I am late.

      a- her   b- hem   c- me

Reported requests

Name:……………………… Class:…………. Date:………………..

Put these requests statements into reported speech :

1- "Could you get to my apartment as soon as possible ?" Samar asks Jenan.

…………………………………………………………………………….

2- "Could you please come immediately?" the hospital asks Samar.

…………………………………………………………………………

3- "Well, could you send it later?" Serena asks Jenan.

…………………………………………………………………………..

4- "Could you give me your book, please?" Ahmed asks Anas.

…………………………………………………………………………………….

Quiz #Three

Reported Yes/No questions

Name:……………………… Class:…………. Date:……………….

Correct the underlined word(s):

1-"Are you ready?"   I ask you if <u>are you</u> ready.

……………………………………………………………………

2-"Will the bus leave on time?" I want to know if <u>will the bus leave</u> on.

…………………………………………………………………..

3-"Are you free?" Samar asks me whether I <u>was</u> free.

………………………………………………………………………….

4-"Are you well?" Ali asks Basim if <u>she</u> well.

………………………………………………………………………….

Reported Wh questions

Name:……………………… Class:…………. Date:……………….

Choose the correct answer:

1- "Why are you late?"   I ask you why …………..late.

      a- are you   b- you are   c- they are

2- "When will the bus leave?" I want to know when………leave.

      a- would the bus   b- if the bus   c- the bus will

3- "What have they done?"   I wonder what ………..done.

      a- they have   b- have we   c- have they

4- "When did they play football?"   I wonder when………. football.

      a- we play   b- they play   c- they played

Worksheet # One#

Reported Speech

Name:……………………… Class:…………. Date:……………….

1- **Choose the correct answer:**

1- Akram says that ………mother has been a doctor for five years.

   a-him   b-her   c-his

2- I wonder why ………..by car.

   a- does he always go b-he always goes c- I always go.

3- "Are you at home?" I ask you if ……….at home.

   a- are you   b-you are   c- he is

2- Correct the underlined word:

1- "Could you help Deema?" Samar wants <u>her</u> to help Deema.

…………………………………………………………………………………………

………………………………………………………………………….

2- "Why did he take a taxi?" I wonder why he <u>take</u> a taxi.

………………………………………………………………………………………….

3- "Are they at school?" Ahmad asks if they <u>were</u> at school.

………………………………………………………………………………………….

3- Change these statements/questions into reported speech:

1- "Why are you here?" I ask.

……………………………………………………………………………………….

2- "Will the teacher come on time?" I want to know.

…………………………………………………………………………………………..

3- "I will go to the doctor tomorrow." She says.

……………………………………………………………………………………….

4- "My sister has three books." Ahmad says.

Conditional Clauses Type Zero & One

Name:……………………… Class:…………. Date:……………….

Choose the correct answer:

1- If it …….., we get wet.

     a- will rain   b- rains   c- may rain

2- If I need help, I ………..you.

     a- will ask   b- could ask   c- asked

3- If water freezes, it ……..to ice.

     a-turned   b- turns   c- will turn

4- If water ………, it evaporates.

     a- will boil   b- boils   c- boil

5- If you study hard, you ……………

     a- would pass   b- may pass   c- pass

6- If I do my homework, I …………..to play.

     a- go   b- will go   c- would go

Quiz #Six

Conditional Clauses Type Two/Type Three

Name:……………………… Class:…………. Date:……………….

Correct the underlined word(s):

1- If I needed help, I <u>will</u> ask you.

………………………………………………………………………..

2- If I <u>has</u> been at home, I would have seen you.

………………………………………………………………………..

3- If you <u>study</u>, you would pass.

…………………………………………………………………………

4- If you had been with us yesterday, we <u>will has</u> had more fun.

………………………………………………………………………..

5- If I <u>have</u> enough money, I would buy that car.

………………………………………………………………………..

6- If we had lived in early 1700s, I guess we <u>will</u> have worked very long.

……………………………………………………………………………

Conditional Clauses

Name:……………………… Class:…………. Date:………………..

1- Choose the correct answer:

1- If you don't water the plant, they ....

     a) will die   b) would live   c) would have lived

2- If I were a doctor , I .... you.

     a) will help   b) would help   c) would have helped

3- lf we .... metals , they expand.

     a) will heat   b) heat   c) heats

2- Correct the underlined word(s):

1- If I <u>have study</u> hard last year, I would have succeeded.

…………………………………………………………………………………..

2- If I were you, I <u>will</u> study harder.

…………………………………………………………………………………

3- If I feel hungry, I <u>would eat</u> anything.

…………………………………………………………………………………

3- Do as shown between brackets:

1- The sun shines, so the ice melts.   {Use If }

…………………………………………………………………………..

2- It does not rain. I can go outside.   {Connect with if }

…………………………………………………………………………..

3- If I had **study** hard, I would **succeeded.**   {Correct the mistakes}

…………………………………………………………………………..

Appendix (10)

This list includes the names and titles of the referees who refereed the pre-post achievement test and motivation scale, where (1) refers to those who refereed the pre-post achievement test, (2) refers to those who refereed the motivation scale.

NO.	Name	Field	Institution	1	2
1.	Prof. Izzo Afana	Faculty of Education	IUG	√	√
2.	Prof. Awad Keshta	Faculty of Education	IUG	√	√
3.	Prof. Suhail Diab	Faculty of Education	Gaza U.	√	√
4.	Prof. Hassan Abujarad	Faculty of Education	Al-Azhar	√	√
5.	Dr. Mohammed Hamdan	Faculty of Education	Gaza U.	√	√
6.	Mr. Ahmed Al- Rifi	Supervisor of English	MOEHE	√	√
7.	Mr. Moen Kuhail	Supervisor of English	MOEHE	√	√
8.	Mr. Abd Al-kareem Elejla	Supervisor of English	MOEHE	√	√
9.	Ms Amal Abu Sharar	Supervisor of English	MOEHE	√	√
10.	Mr. Abdullal El-Hajjar	Teacher	MOEHE	√	√
11.	Mr. Saeed Eskafi	Teacher	MOEHE	√	√
12.	Mr. Mohammed Ajour	Teacher	MOEHE	√	√
13.	Mr. Mohammed Mushtaha	Teacher	MOEHE	√	√
14.	Ms Warda Al-Haj Ahmed	Teacher	MOEHE	√	√
15.	Ms Amal Ayoub	Teacher	MOEHE	√	√
16.	Ms Najah Al-Majdalawy	Teacher	MOEHE	√	√
17.	Ms Sahar Dweimah	Teacher	MOEHE	√	√
18.	Ms Nahid Ishtaiwi	Teacher	MOEHE	√	√
19.	Ms Raida Abu Swaween	Teacher	MOEHE	√	√

IUG stands for the Islamic University of Gaza

MOEHE stands for Ministry of Education and Higher Education