



## The Application of Flipped Classroom Approach on the Academic Performance of Pakistani ESL Learners

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**Abstract-** This examination pointed toward exploring the impact of flipped classroom approach on the academic performance in the subject of English as a Second Language among 5th grade learners in Pakistan. The examination populace comprises of all 5th grade learners in the vicinity of Lahore, Pakistan. The examination test comprises of 44 male and female learners who were picked intentionally as a sample of the research population. The examination test was circulated into two gatherings: the test group that comprised of 22 learners, who has concentrated by flipped classroom technique, and the benchmark group that comprised of 22 learners, who has concentrated in the standard strategy. To accomplish the destinations of the investigation, an achievement test was readied and its reliability and validity were checked. ANCOVA, Means, and Standard Deviations were utilized to examine the collected outcomes. The examination concluded the accompanying outcomes: 1) There are genuinely critical contrasts in the Means on the achievement test credited to the showing technique, for the individuals from the experimental group learners, and 2) there are no measurably huge contrasts in the Means on the performance of test ascribed to gender. Considering the discoveries, the investigation prescribed urging ESL teachers to encourage learners in utilizing training methodologies radiated from the utilization of present day innovations, especially the flipped classroom technique. Likewise, the investigation proposed that universities of instruction should prepare imminent educators on the utilization of training procedures coming from present day instructive speculations and methodologies, for example, the flipped classroom technique during the time of setting them up to instruct. Besides, the examination suggested re-applying this experience and recognizing its viability at different schools stages and different subjects in other substance zones

**Keywords:** Flipped Classroom Strategy; Academic Performance; ESL learners; Pakistan.

### I. INTRODUCTION

As of late, the global instructive framework has seen fast and consecutively changing. Impacts of such changes are considered how much the created what's more, agricultural nations are keen on transforming and utilizing new procedures in learning and educating measures. Thus, numerous nations endeavored to make primary changes on showing techniques to confront the quickening came about from the tremendous changes in information and educational fields. Such difficulties require doing an exhaustive survey of the instructive framework in many nations in the world. This prompts discover new ways to deal with create and update educating measures. These methodologies center on the part of student and make him/her the focal point of learning measure. They affirm that every understudy can learn and arrive at the capability level, if instructing and learning conditions and training strategies are reasonable to his/her capacities and necessities. One of such current techniques and procedures is the flipped classroom model. Zainuddin and Halili (2016) brought up that flipped classroom is one of the educating what's more, learning examples and techniques that encourages understudy educator communication by utilizing innovation devices. Flipped classroom strategy can possibly make basic changes in the instructive setting and foundations. As indicated by Lo and Hew (2017), the idea of flipped classroom implies what is done at home as a customary learning is finished during the classroom period, furthermore, what is finished during the homeroom time frame as a customary learning, is done at home. Besides, the data of substance is introduced to the understudy outside

the homeroom period through innovation devices, for example, video, which made by instructor to clarify a specific exercise or data identified with the exercise. Akçayır and Akçayır (2018) referenced that flipped classroom is a type of current instructing strategies that utilizes the high level procedures shrewdly and interestingly to address the issues of learners at the present time. Moreover, flipped classroom depends on flipping learning tasks among study hall and home by expanding the job of adequacy of current mechanical instruments in instructing and learning measures. Steen-Utheim and Foldnes (2018) characterized the flipped classroom as the encouraging act of educators happens by appointing addresses outside of class and dedicating class time to an assortment of learning exercises. In this training, learners are liable for exploring every readied material. In this model instructors plan exercises through recordings or any mixed media that the learners can see at homes or in some other spots by utilizing their tablets or PDAs prior to going to the class, while the hour of talk is upheld for works out, exercises, practices and tackling home tasks.

The past definitions bring up that the idea of flipped classroom implies flipping the cycles of instructing and learning in the study hall and home by initiating the job of current innovative instruments in planning and introducing exercises. That is, the instructor readies the material wherein he/she clarifies the new data by utilizing present day sound and visual interactive media, and responsive assessment to be accessible for the understudy prior to beginning the exercise. The part of educator in this system is an arbiter and a help of learners to learn through the readied materials previously class time

### **I.1 English and Pakistan**

In South Asia and specifically in Pakistan usually the conventional mode of teaching and learning is a common practice. Precisely in ESL learning situations, the learners are usually dependent upon teachers who are the central figure inside the classroom. Grammar Translation Method and Direct Method are the most common methods used for teaching English. There is no concept whatsoever to discuss, teach or learn outside the classroom. In Pakistan where English is an Achilles heel of the country in every field, the desire to learn English is common in people yet the customary methods of learning and teaching English have become least effective without meeting the objectives of the learners. Here in the conventional mode of learning the teacher and the learners are disconnected from each other and there is no conceptual and real learning environment for the learners. This situation becomes worst in the formal mode of study i.e. matric, intermediate and graduation where English is taught as a compulsory subject. There is no newness and innovation to teach English as a second language. The teachers are accustomed to customary ways which resultantly are affecting the learners' efficiency regarding ESL learning. For teaching formal syllabus there is a dire need to introduce the latest methods dipped with technology and innovation so that the learner may be attracted towards studies. Induction of modern tools is common practice in the world and adaptation of this modern method may increase learners' productivity. It can also help in boosting up their confidence and level of motivation. The inclusion of technological tools like mobile phones can make learners independent, agile and active participators in different language learning activities. It will also enhance collaboration among them and will improve their communication level with the teacher so that maximum learning outcomes can be achieved.

The necessity of English in various domains has significantly increased its importance and has made English the most demanded language in an educational context (Pandey & Pandey, 2014). Fareed, Jawed and Awan (2018) explained that in Pakistan English is being taught as a compulsion to the learners till graduation and this has increased the value of English in various learning and teaching situations in Pakistan. Looking at foreign English language classrooms, earlier they were teacher-centered in which the only knowledge source was the teachers and the learners were dependent and passive (Boumova, 2008). This practice has gradually changed in developed countries since the invasion of modern methods and techniques in learning and teaching contexts. The current era opens up the latest and innovative learning and teaching methods. Today the classrooms are student-centered and the role of the teacher has changed entirely. Richards (2008) stated that the present language classroom techniques take learners as an integral part of the process of learning and the role of the teacher is that of a facilitator. On the other hand, these orthodox methods of teaching and learning are still common in many underdeveloped countries like Pakistan. The traditional method usually focuses upon rote learning rather than the construction of knowledge and concepts. Ali, Malik and Rehman (2016) stated that the classroom environment in Pakistan is still dominated by the teachers and the focus is upon traditional learning methods for ESL learning. The role of the learners is

passive and there is no use of technology for ESL learning and teaching. Few customary tools utilized in classrooms are white or blackboards with markers and chalk whereas projectors are usually utilized in universities, but are rarely used in colleges, so the use of technological tools are mainly absent in schools and colleges.

### **1.2 Applying the Flipped Classroom Approach**

Kurihara (2016) indicated that the flipped classroom method focused on flipping or inverting the teaching and learning processes. That is, in a traditional teaching environment learning of new knowledge occurs in classroom. Then, the student returns to his or her home and completes home assignments. However, implementing flipped classroom method enables students to learn new information ahead of time at home through several technology tools and educational websites prepared and shared by teachers. For example, teachers prepare and share a video ranging from 5- 10 minutes.

In addition, he or she can use other technological tools to promote flipped classroom

such as multimedia, social media websites, educational games, YouTube for Educational purposes, TED Talk, Khan Academy, iTunes University or other educational websites. Asiksoy and Van Wyk (2018) demonstrated that flipped classroom approach is a type of student-centered approach. That is, students could actively learn information of new lessons at any time at home by using smart phones or computer devices such as iPads. Those technology tools enable students to play back educational videos several times in order to understand the new information. In addition, it is possible to accelerate the educational videos to skip the parts that they are mastered in. In addition, it is possible to take notes. By implementing flipped classroom strategy, the individual differences of students can be considered, performance can be improved, boredom will disappear, and excitement and learning enjoyment will increase. After reviewing learning materials, students attend the physical environment of classroom readily to apply what they have learned before at home. The teacher starts with evaluating levels of students' understanding and revising what has been learned at home; then he/she presents the activities, and group problem-based projects to be performed in the classroom instead of prioritizing classroom time in passive listening to the teacher's explanation. Home assignments do not exist in the flipped classroom as students administer activities that are home assignments in the classroom. Nakagawa and Yamashita (2020) showed that blending such technologies in its nature does not achieve strategy of flipped classroom. Therefore, it is necessary to know the fundamentals or criteria on which the effective flipped classroom is built.

Such criteria include:

- 1) Culture of learning is centered on the student who becomes the center of teaching and learning processes.
- 2) The teacher identifies the content that students will learn outside of the classroom in order to invest the time in classroom in applying what is prepared by students.
- 3) The role of teacher in the flipped classroom is greater than his/her role in the traditional learning. In classroom, the teacher provides immediate feedback for students, facilitates further activities and evaluates their works.

### **1.3 Advantages of Flipped Classroom**

Applying flipped classroom methodology accomplishes numerous benefits. These advantages incorporate that flipped classroom:

- 1) ensures for educator making great utilization of study hall period; in this way, he/she utilizes time in managing and making a difference,
- 2) upgrades the basic reasoning, self-picking up, building encounters, communication abilities, and participation among learners,
- 3) gives a procedure to assess the learners' understanding since tests and short errands that learners perform are pointers of shortcomings and qualities in their comprehension of substance.

Jensen, Holt, Sowards, Ogden and West (2018) added some different positives of flipped classroom that include:

1) building up the job of educator as an instructor to turn into a guide and manager, and building up the job of understudy to turn into a specialist partaking in the educating and learning measures,

2) helping learners' self-getting the hang of as per their capacities and individual contrasts,

3) giving learners energized instructive climate, and improving high thinking abilities, for example, basic reasoning abilities.

Tomas, Doyle and Skamp (2019) stated that the flipped classroom is an advanced innovative arrangement for treating scholastic shortcomings of learners and creating levels of their abilities of thinking. Flipped classroom system gives educators sufficient opportunity to chat and examine with learners in homeroom rather than retention. Moreover, through applying the model of flipped classroom the scholarly capacities of students can grow up. By using this strategy students can build up their information in logical, pragmatic and conduct sides. Unal and Unal (2017) ascertained flipped classroom is considered as one of the dynamic practices that empower the student to connect between what is realized and his/her own life and encounters. In such cycle, student will actually want to connect what he/she learns with his/her scholarly practices, until it turns into a piece of his/her character.

#### **1.4 Problems in applying Flipped Classroom**

Despite the fact that flipped classroom model has numerous focal points, Limniou, Schermbrucker, and Lyons (2018) referenced a few issues identified with applying flipped classroom procedure. These issues incorporate that this encouraging procedure relies upon utilizing web and innovative gadgets at learners' homes. Thusly, it is hard for learners who have not such gadgets to profit from this system. Further, it requires a persuaded educator who has the will to follow up learners' advancement. This requires giving extra working hours and exertion from educators. Besides, instructors ought to be proficient in incorporating current innovative in instruction. Thusly, executing this technique could be troublesome for instructors who are not qualified in utilizing innovation or relational abilities. A few impediments may confront the instructive and learning measure while applying innovation devices in the homeroom. These obstructions include:

1) the absence of gadgets and programming utilized in chronicle and planning exercises,

2) the absence of educators' abilities in utilizing the innovation devices handily to create showing strategies, inspiration and speaking with learners,

3) the demand of educators to follow the conventional strategy in their instructing interaction. Notwithstanding, those instructors can be persuaded through introducing effective acts of applying innovation motel the study hall contrasting with the customary technique.

Along these lines, this research study endeavors to reveal the insight into the impact of utilizing the flipped classroom model on the scholarly accomplishment among 5th grade learners in ESL classrooms in Pakistan.

## **II. PAST RESEARCHES ON FLIPPED CLASSROOMS**

Checking on past writing shows that flipped classroom procedure was concentrated in various settings. For instance, HinojoLucena, Lopez Belmonte, Fuentes Cabrera, Trujillo Torres and Pozo Sanchez (2020) study pointed toward considering the impact of flipped classroom idea in showing the PC educational plan on self-mastering ability in a school in the eastern zone in Saudi Arabia. He utilized the trial logical strategy through directing an analysis on an example of 26 female learners. They learned through applying flipped classroom to master abilities of new PC courses at home. The outcomes showed developing and expanding abilities of self-acquiring among female learners in the test gathering. Furthermore, they showed that flipped classroom methodology added to consider singular contrasts, getting the hang of concurring to their capacities, and empowering bearing obligation. The investigation suggested applying flipped classroom procedure in showing a few courses, and preparing educators to actualize flipped classroom into the educating and learning measures.

Almuaither and Alqahtani (2014) directed an investigation that expected to distinguish the viability of the flipped classroom technique in creating data security ideas among the female learners of the College of Education at Princess Nora Abdul Rahman University in Saudi Arabia. The example comprised of (100) female learners who study specialized curriculum. To accomplish the objective of the investigation, the specialists created a test to decide the degree of learners in the trial bunch previously and in the wake of applying the flipped classroom procedure. The outcomes showed the adequacy of the flipped classroom procedure in creating data security ideas among the female learners of the College of Education at Princess Nora Abdul Rahman University. The investigation brought up a significant number of the suggestions, including: the need to urge college teachers to utilize the flipped classroom system and holding workshops, courses, and preparing workshops on applying the flipped classroom technique. Almusawi (2014) led an examination expected to explore the impact of the flipped classroom methodology in the procurement of topographical ideas and the improvement of innovative speculation among the 5th grade learners. The researcher followed the trial logical strategy. He picked the example of this investigation from schools of Rusafa Directorate in Baghdad. The outcomes demonstrated that learners who learned by the flipped classroom system had the option to gain geological ideas and create innovative thinking abilities more than the learners mastered by the customary strategy. Chipp (2013) study pointed towards exploring the effect of utilizing Flipped Classroom in instructing arithmetic. The investigation was led at the New Jersey University in the US on science learners, as the investigation test comprised of 80 learners. Observational exploration was utilized, where a gathering of learners has been instructed arithmetic course through utilizing flipped classroom procedure, as the learners got data at home through recordings on the web, and they were working in little gatherings at study hall to take care of issues. Educating of second gathering has utilized customary instructing methodology. Albeit the two homerooms have examined similar essential ideas of science toward the start, yet the study hall that utilized flipped classroom methodology has accomplished higher outcomes in tests than the other study hall where learners have been instructed by utilizing conventional educating methodology. The examination has suggested empowering educators to utilize current advances in training arithmetic subject, given its constructive outcome on creating mental abilities of the learners during considering this subject. Herreid and Schiller (2013) have led another investigation in USA, where they utilized a survey assessment of the individuals from the public place for contemplating cases at educating science to check the utilization of flipped learning inside educating by instructors who manage them. 200 instructors underlined that they utilized flipped learning technique. They referenced explanations behind utilizing flipped discovering that include:

- 1) giving adequate chance to learners to deal with the gadgets and gear accessible at the study hall,
- 2) taking part in exercises and watching the talks they have missed,
- 3) flipped learning gives fortification to the learners' intuition inside and outside homeroom time what's more, it likewise expands their connection inside the instructive interaction.

Subsequent to exploring the past investigations, the specialists didn't locate any study that examines the impact of flipped classroom technique on the academic performance in the subject of English among 5th grade learners, which required leading this examination study. Likewise, the focal point of past examinations on the significance of applying flipped classroom procedure on the learners' learning engaged the researcher to lead an examination to explore the significance and the impact of utilizing new innovations and educating and learning systems on learners' learning measure, and their scholastic accomplishment. Subsequently, this examination endeavors to distinguish the effect of utilizing flipped classroom system on logical accomplishment among 5th grade learners in English subject.

### III. RESEARCH QUESTIONS

- 1) What is the impact of applying the technique of flipped classroom on the academic performance amongst 5th grade learners in Pakistan?

#### IV. SIGNIFICANCE OF THE STUDY

This examination pointed toward distinguishing the impact of utilizing the flipped classroom procedure on scholarly accomplishment among 5th grade learners in the science subject in private schools in Lahore, Pakistan. In particular, it distinguishes the effect of the educating procedures (conventional and flipped classroom) on the scholastic accomplishment among 5th grade learners in science subject in non-public schools in Amman, Jordan. Besides, the investigation brings up the effect of learners' sex (male and female) on the scholarly accomplishment among 5th grade learners in science subject. The significance of this investigation originates from numerous significant focuses.

To begin with,

- 1) the chance to learn by results and proposals in creating and applying the flipped classroom system in the domestic climate at Pakistani private schools.
- 2) Second, this investigation adds to control educators and instructive choice producers to create educational programs that meet current bearings in field of data also, correspondence innovation, and in field of schooling to utilize present day educating techniques, for example, flipped classroom.

#### V. LIMITATIONS OF THE STUDY

This investigation is restricted to 5th grade learners. The investigation was directed in seven randomly selected non-public schools in Lahore, Pakistan. All the learners and institutes were chosen randomly through simple random sample technique.

#### VI. METHODOLOGY OF THE STUDY

To respond to the exploration question, a pretest/posttest Quasi-Experimental Design were utilized to investigate information and decipher results that the examination uncovered.

##### **6.1 Population and Sample of the Study**

The investigation populace comprised of all learners (2134) in 5th grade in the private schools in Lahore, Pakistan, in the second term of the scholastic year of 2020-2021.

The researchers chosen a random sample comprising of 44 female and male learners of the 5th grade (22 exploratory, 22 control). To accomplish the standard of balance in the two gatherings, the examination members were allotted into two bunches dependent on their scholastic accomplishment in the scholarly year of 2020-2021. The exploratory gathering, that was instructed by flipped classroom system, included 22 learners (11 male, 11 female), and the benchmark group included 22 learners (12 male, 10 female) who was instructed by conventional educating strategy.

##### **6.2 Study Instruments and Implementation Procedures**

To react to the examination questions and fundamental points, chapter 2 unit 1 of English compulsory book was selected, the unit was examined and different learning goals were distinguished. From that point onward, the analysts built up the substance of the unit by planning flipped classroom model that comprised of an assortment of exercises, gifts, handouts, PowerPoint introductions, and chose instructive recordings. The created substance of the unit was audited by English subject experts from the Ministry of Education in Punjab, Pakistan. The substance was checked to ensure that the planned flipped classroom procedure is formatively fitting to the 5th grade learners. The sufficient alterations were made dependent on the specialists' criticism. The researchers prepared the instructor who will introduce this system for the exploratory gathering before the start of the semester. The created unit was actualized during the second semester of the academic year 2020-2021. Notwithstanding the created unit, the specialists built up an accomplishment test to quantify the academic level among 5th grade learners as indicated by the recognized learning targets. The test included 20 inquiries comprised of various decisions and open-finished inquiries. The pre-test was executed toward the start of the second semester of the scholarly year of 2020-2021 to both

the test gathering and the benchmark group. From that point forward, the created unit dependent on flipped classroom procedure was introduced by the prepared instructor to the exploratory gathering. The instructor introduced every exercise of the unit dependent on the preparation that she took before the start of the semester. The instructor met with the learners multiple times a week. Every exercise went on for 45 minutes. Some planned materials were appropriated to the learners' early dependent on the coming exercise. The learners were educated to audit the materials and exercises at home. At the point when they meet with the instructor, the exercise started with the reflection from the learners of the materials noticed. At that point, the educator introduced related exercises to extend the learners' information on the subject. The benchmark group was educated by the conventional instructing technique. Instructing through the customary strategy zeroed in on introducing the exercises of the unit by using the reading material as the primary and just asset. The educator introduced every exercise in the study hall and requested the learners to finish the tasks from the exercise at home. Following three weeks of the usage of the unit, both of the gatherings reacted to the post-test.

### 6.3 Achievement test validity

To check the legitimacy of the examination instrument, the specialists introduced the accomplishment test to a board of 13 specialists encountering and spend significant time in estimation also, assessment, English educational plans and showing techniques, directors of Englishsubject, and a few instructors who train English subject for 5th grade learners in schools in Lahore. The notes and remarks of the specialists were thought of and the test was altered dependent on them. Along these lines, the accomplishment test comprised of 20 things.

### 6.4 Applying the achievement test to exploratory sample

In the wake of finishing readiness of the accomplishment test in its last structure, the test was applied to an exploratory example comprising of 20 5th grade learners outside the study test. The coefficients of separation (DisCo) and coefficients of trouble(DifCo) for all things of the accomplishment test were determined. Table (1) shows this. It is appeared from the above table that coefficients of trouble for accomplishment test things range between (0.31-0.90), while coefficients of separation for accomplishment test things range between (0.20-0.80).

**Table 1. Coefficients of difficulty and coefficients of discrimination of achievement test questions (exploratory sample)**

Item no.	DifCo	DisCo	Item no.	DifCo	DisCo
1	0.31	0.42	11	0.90	0.40
2	0.64	0.30	12	0.53	0.20
3	0.63	0.45	13	0.65	0.30
4	0.74	0.59	14	0.34	0.70
5	0.38	0.60	15	0.63	0.40
6	0.44	0.50	16	0.44	0.50
7	0.81	0.45	17	0.70	0.60
8	0.68	0.25	18	0.54	0.40
9	0.71	0.80	19	0.70	0.60
10	0.60	0.20	20	0.69	0.40

### 6.5 Instrument Reliability

In the wake of applying the accomplishment test to the exploratory example comprising of 20 learners, the Internal Consistency Reliability was determined by Cronbach's Alpha Coefficient which was (0.79), and this worth is acknowledged for the reasons for this examination.

### 6.6 Equalization of study groups

To check the balance of the examination gatherings (control, test), a t-test was applied to learners' scores in the two gatherings in the accomplishment pretest. The outcome is appeared in Table (2).

Table 2. Aftereffects of t-test on scores of accomplishment pretest of test and control gatherings

Instrument	Group	Num.	Mean	S.D.	df	F	Sig.
Achievement test	Experimental	22	4.63	2.12	42	0.140	0.890
	Control	22	4.72	2.18			

\*\* Statistically significant at the level of significance ( $\alpha=0.05$ )

Table (2) shows that the estimation of F was (.14), which isn't genuinely critical at the degree of importance ( $\alpha = 0.05$ ). The outcome uncovers that there is no genuinely importance between normal scores of learners of exploratory and control bunches in the accomplishment pretest. That is, the exploratory and control bunches are same.

### 6.7 Study variables

The free factors in this investigation are: 1) showing techniques (flipped classroom, customary), and 2) sex (female, male). The reliant variable of the investigation is the scholarly accomplishment (methods for study test scores on things of scholastic accomplishment test).

### 6.8 Statistical Treatments

The analysts utilized the accompanying measurable investigations: 1) Means and standard deviations to compute scholarly accomplishment as indicated by the gathering variable and gender variable, 2) ANCOVA to check the impact of gathering on scholarly accomplishment, 3) T-test to check the balance of the investigation gatherings, and to compute the importance of distinction in scholastic accomplishment as indicated by gender variable.

## VII. STUDY RESULTS AND DISCUSSION

The main inquiry is: Are there genuinely huge contrasts at the importance level of ( $\alpha = 0.05$ ) between methods for scholarly accomplishment scores among 5th grade learners in science subject credited to showing strategy variable? To answer this inquiry, implies, standard deviations, and changed methods for scholarly accomplishment scores are determined by the gathering variable (trial, control) as demonstrated in table (3).

Table 3. Means, standard deviations, and altered methods for scholastic accomplishment scores as per the gathering variable

Group	Pretest		Posttest		Modified mean	No.
	Mean	S.D.	Mean	S.D.		
Control	4.72	2.18	16.27	2.47	15.88	22
Experimental	4.63	2.12	19.09	1.01	19.03	22
Total	4.68	2.13	17.68	2.35	17.31	44

Table (3) demonstrates that the mean of pretest for the control group students is (4.72) and standard deviation is (2.18). In addition, the mean of pretest for the experimental group students is (4.63), and standard deviation is (2.12). Further, the mean of posttest in the control group students is (16.27) and standard deviation is (2.47). Furthermore, the mean of posttest for the experimental group students is (19.09), and standard deviation is (1.01). Table (3) also reveals that there are clear differences in means and modified means of academic achievement scores attributed to the group variable (experimental, control). The modified mean for the control group is (15.88), while the modified mean for the experimental group is



(19.03). To show the statistically significant difference between means, ANOVA test was used as shown in table (4).

**Table 4. Results of ANCOVA test for the effect of group variable on academic achievement**

Source	Sum of squares	df	Mean squares	F	Sig
Pretest (accompanied)	62.126	1	8.875	4.344	0.00
Group	33.800	1	33.800	16.545	0.00**
Error	57.200	51	2.043		
Total		53			

\*\* Statistically significant at the level of significance ( $\alpha=0.05$ )

Table (4) shows that the value of F is (16.545), which means that there are statistically significant differences at the significance level of ( $\alpha=0.05$ ) between means of academic achievement scores among fourth-grade students in science subject attributed to teaching method variable. Table (4) demonstrates that statistically significant differences attribute toward experimental group. This result indicates that teaching by using flipped classroom strategy increases the motivation to learn as being internal source of excitement, on contrary to the traditional method in which excitement is depending on teacher's notes, comments, questions, answers and forms of enhancement that student receives, thus the source of excitement is external. By using flipped classroom strategy, enhancement is raised from the practical activity itself, from the excitement that the learner feels during presenting information and the practical application he does. Such activities present the content attractively leading to develop the scientific thinking in students through observation, understanding, classifying, analyzing and assessment. The activities are close to the level of students and take into account the individual differences. Thus, such differences appeared for the experimental group on academic achievement test. This study result agreed with Strohmeyer (2018) insights that students who experienced flipped classroom method pointed out positive perceptions of increased engagement and interactions, as well as more in-depth learning in flipped environments. This method supports how students learn, provides more opportunities to interact with their peers and the teacher in a productive and active learning by utilizing critical thinking skills. The study of Chipp (2014) indicated that the classroom in which strategy of flipped learning are used, achieve higher results in tests than the classroom in which strategy of

## VIII. CONCLUSIONS

This examination pointed toward exploring the impact of flipped classroom system on the academic performance in the subject of English among 5th grade learners. The results showed that learners who were instructed by utilizing the technique of flipped classroom as a training technique got higher scores in the scholastic accomplishment test than learners who were educated by utilizing the conventional technique as an instructing system. In expansion, there were no measurably critical contrasts among male and female learners in the scholastic accomplishment test. The examination discoveries energize educators of science to show learners by utilizing current showing techniques, specifically, flipped classroom technique as it improved the scholastic accomplishment of learners. Moreover, the discoveries encourage getting ready pre-administration educators at resources of training to have satisfactory preparing to utilize new training systems raised from the advanced instructive speculations for example, flipped classroom technique. Further, the discoveries suggested giving schools with sufficient innovation apparatuses, present day lab gadgets, and high velocity web to assist instructor with setting up the required materials as per the flipped classroom technique. Moreover, the investigation recommended re-applying this exploration concentrate by exploring the impact of flipped classroom system on different factors, for example, other content subjects or territories and different evaluations from various scholastic stages.

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