



**The Impact of the Flipped Classroom Model of Instruction on the
Reading Achievement of Ninth Grade Female Emirati students in the
Qurtoba Public School in Dubai.**

أثر استخدام طريقة قلب التدريس على الأداء القرائي لطالبات الصف
التاسع في مدرسة قرطبة للتعليم الأساسي ح2 للبنات في دبي

By

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degree of Master of Education in Teaching English to Speakers of Other
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Dr. John Mckenny**

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DISSERTATION RELEASE FORM

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DEDICATION

I dedicate this dissertation to my wonderful parents who keep encouraging me in my life different stages and took pride in all my attainments. I dedicate it to my supportive husband who did a lot for me and sacrificed assisted me to complete my education and achieve all of my dreams and without whom I could not overwhelmed the many impediments and challenges I faced. I dedicate it to my sister and my brother who encouraged me to take the decision of completing my education. Lastly, I dedicate it to my three stars, Mohamed, Mahmoud, and Haneen whom I wish a suitable model of achieving their dreams.

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A LIST OF ABBREVIATIONS USED IN THIS DISSERTATION

ANCOVA	Analysis of Covariance
BL	Blended Learning
CALL	Computer Assisted Language Learning
CGA	Computer Generated Approach
CM	Classical Method
CSUN	California State University Northridge.
ESL	English as a Second Language
FCMI	Flipped Classroom Model of Instruction.
F2F	Face -To- Face interaction
L1	First Language
L2	Second Language
PPP	Present, Practise, Produce.
SLA	Second Language Acquisition
SRL	Self-Regulated Learning
SPSS	Statistical Package for the Social Sciences
TB	Teachers' Beliefs
TLP	Teaching, Learning, Practicing
TP	Teachers' Practice
UAE	United Arab Emirates
ZPD	Zone of Proximal Development.

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ABSTRACT

The Impact of the Flipped Classroom Model of Instruction on the Reading Achievement of Ninth Grade Female Emirati students in the Qurtoba Public School.

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This research study examines the effect of the Flipped Classroom Model of Instruction (FCMI) method of teaching on the reading achievement of ninth grade Emirati female students at the Qurtoba Public School in Dubai, United Arab Emirates (UAE). The present study sought to determine if there are any real differences in the reading achievement of students who had FCMI classes and students taught with the teacher-centred method. The research also aims to measure the influence of the main variable on the different levels of students according to their ESL reading diagnostic test.

The duration of the experiment was about eight weeks and covered eighteen reading lessons. Fifty-five students were put into two groups (the experimental and the control group). As the method of teaching was intended to be the main variable, instructional videos were designed for the experimental group only, while the control group was taught face to face in the usual way with what might be characterized as a student-centered approach.

The main instrument of this research is the pre- and the post-test together with a diagnostic test that was administered to all individuals in both groups. This was done in order to divide students in the experimental group into three different levels based on their level of competency and to determine the participants with the poorest skills with the lowest scores for both the experimental and the control groups. In addition to the assigned pre-test which included an overview to explore the levels of students and the starting point of the program with an illustration to their reading abilities. Three themes of the ESL textbook containing

eighteen lessons formed the program materials. Instructional videos were prepared for the experimental group while the control group had their lessons administered in the classrooms. After the allocated time of the treatment, the post-test was administered to the two groups. The results of both the pre- and the post-tests were recorded on an Excel sheet and analysed by the researcher. The results of the study showed that there were statistical differences between the two groups' marks the post-test. Furthermore, the results showed that the high achiever students were more affected by the program than the other levels. The results showed the significant effect of the FCMI teaching method on teaching ESL reading skills.

أثر استخدام طريقة قلب التدريس على الأداء القرائي لطالبات الصف التاسع في مدرسة قرطبة للتعليم الأساسي ح2 للبنات في دبي

إعداد: سعدة خضرجي

مشرف الرسالة: جون ماكني

هدفت الدراسة الحالية الي استقصاء أثر استخدام طريقة قلب التدريس على المهارات القرائية لطالبات الصف التاسع في مدرسة قرطبة للتعليم الأساسي ح2 للبنات في دبي في دولة الإمارات العربية المتحدة .

الهدف الرئيسي من الدراسة هو الكشف عن وجود فروقات ذات دلالة إحصائية في الأداء القرائي في اللغة الإنجليزية باعتبارها لغة ثانية بين أداء الطالبات اللاتي تعلمن باستخدام طريقة قلب التدريس وبين أداء الطالبات اللاتي تعلمن القراءة باستخدام الطريقة التقليدية. ولتحقيق هذا الهدف تم تصميم برنامج تعليمي وتم تنفيذه في مدة (8) أسابيع لتدريس القراءة واساليبها وأنواعها المختلفة.

احتوى البرنامج على عدة أدوات مثل مجموعه أفلام تعليمية وإحدى برامج التواصل الاجتماعي و أقراص مدمجة وقد تم تطبيقه على مجموعة واحدة من الطالبات (27 طالبة) بينما تعلمت المجموعة الثانية (28 طالبة) داخل الصف مع التركيز على أهمية نشاط المتعلم وقد تم إجراء ثلاثة امتحانات: الامتحان التشخيصي والذي تم على أساسه تقسيم الطالبات من المجموعتين الضابطة والتجريبية الى ثلاثة مستويات مختلفة (متميزي التحصيل/ متوسطي التحصيل/ضعاف التحصيل) والامتحان القبلي والذي سبق البرنامج (فترة المعالجة) والامتحان البعدي الذي تم عقب الانتهاء من البرنامج للتوصل الى إجابات لأسئلة الدراسة.

تم جمع البيانات وتحليلها من خلال برنامج spss

وقد أظهرت النتائج ان طريقة قلب التدريس تعتبر أداة تعليمية ذات تأثير إيجابي على مستوى أداء الطالبات القرائي وتحديدأ الطالبات ذات التحصيل المرتفع

CHAPTER ONE

1- Introduction

1.1 Background of the Study

This study aims to comparatively analyse different methods of teaching ESL, namely the Flipped Classroom Model of Instruction and the teacher-centred method. Hattie 2004 in Warner, CK 2016, defines teaching excellence as the main thing that affects the performance of students. It is commonly believed that teachers and researchers have been looking for new teaching methods to allow the majority of students to engage in the learning process; the FCMI approach is one of the recommended methods (Bhagat, Cheng-Nan and Chun-Yen, 2016). Teaching nowadays has many challenges and, technology is one of them. The significant alternation between the recent language teaching methods and the old ones is the lack of asserted “orthodoxies” and “best” methods of teaching (Brown and Brown, 2014, p. 19). Technology commonly acts as one of the most important aspects in the development of language learning resources, It is considered as a supportive instrument in establishing and transmitting the contents (Bynon,2010, p.58). Educators need to link the needs of their students with their pedagogical objectives and approaches, because students learn more by being involved in the educational process than by being mere listeners to their teachers. Therefore, teachers should address this need and try to meet it with their aims as the teacher is considered as the arranger of knowledge and the facilitator of the learning process (Babbage et al., 1999, p.24). In addition to the need of all societies to develop different methods of teaching, applying technology to improve the skills of students is also fundamentally important. According to Dasgupta and Stoneman (1987, p.51), the interaction between society and the governmental system has two important levels. The first is to harness technology for public use and the second comes from the dependence of the governmental system on society.

Second language reading is one of the most challenging skills in learning English as a Second Language (ESL) as many educators have argued. Reading comprehension is an essential factor of all languages as any language learners have to become skilled in reading to gain the knowledge of the language (Eng, Mohamed and Ismail, 2016). Plakan s and Bilki (2016) stated that reading has a significant importance informally learning

any language as it simplifies the language acquisition by providing systematic input for language classes.

The literature contains a great deal of research which compares the relative levels of reading comprehension attainment of L1 speakers and ESL speakers. According to Lipka and Siegel (2012, p.1873-1898), reading comprehension has many dimensions related to the text, readers and the activities which the readers are engaged in. In order to encourage students to be skilful readers, they need to enrich their vocabulary and increase their grammatical knowledge.

ESL classrooms have different contributors, teachers, students, teaching methods, and curricula which help in providing the L2 learners with knowledge (Plakans and Bilki, 2016). Learners in recent years have developed a different attitude towards learning English as a second language. They now think that if they can speak English, their learning aims are achieved. For this reason, it seems to be difficult for them to increase their vocabulary by reading and they find it very difficult when reading full passages to gain one or two words or extract the main idea expressed within the text. Moreover, to translate each word from L2 to L1 makes students bored by reading and makes reading the most challenging skill in English.

In the Qurtoba public school where the researcher conducted the study by sitting with both teachers and students to discuss "which skill is the most difficult in English", the majority of the answers were either reading or writing. To determine which was the most difficult skill, a diagnostic test was administered. As the results in the reading component were the poorest, an alternative solution needs to be found to improve the outcomes of the reading classes. A method which is commonly applied by many teachers is to switch some of the face-to-face interaction method of teaching to an on-line teaching approach (Smith, Ferguson and Caris, 2002).

In a pedagogical situation where many skills have to be learned and practiced, the allocation of time to each skill presents the teacher with a set of challenges. Given the centrality of reading skills, sufficient time has somehow to be found to ensure that all students learn to read adequately in order to meet their study needs. The alternative method

was to conduct three reading classes weekly using the flipped classroom procedure (Pergman & Sams, 2007). It means that students read and have reading instructions at home followed by a discussion, tasks and projects in the class to limit the time of face-to-face learning to three instructional periods instead of six. In the teacher-centred method of teaching, students go to schools to learn theories and build their understanding of concepts followed by some activities and worksheets in order to evaluate the outcomes. The Flipped Classroom Model of Instruction (FCMI) gives learners the chance to learn independently and personally then come to their schools well-informed, with their schemata activated and with questions and expectations that their teacher might be able to clarify. At the same time, it gives teachers the chance to encourage their learners to take ownership of their education and to use meta-cognitive skills for self-assessment.

1.2 Statement of the Problem

The results of the second trimester were the greatest challenge in the ESL reading skills. The mark for reading was equal to 20% of the total mark and students' achievement was lower than the other skills according to their marks in the second evaluation exam of the second trimester. As a result, a diagnostic test was given to grade nine students to compare the results of all skills and divide students into three different levels. The marks in reading marks for the majority of students were low for many reasons, primarily due to their limited range of vocabulary. The second reason might be their weak understanding of some sentences and their time management to read and answer the questions within the given time plus the shortage of their prior knowledge about the different methods of reading and answering the reading questions, such as **skimming and scanning**. Another reason is the comparison between L1 and L2, as students prefer to understand L2 through L1, "**L1 interference**" results. This is in addition to teachers' high expectations of their students as the participants are still young to have the power of "**Peer Pressure**" (Brown and Brown, 2014, p.65). Therefore, this study aims to investigate the potential influence of changing the ways of teaching to develop the reading abilities of students. Arguably, face-to-face learning has its own disadvantages. E-learning, on the other hand, has its own disadvantages. Brown and Brown (2014, p. 9) argued that language teaching should reflect theories through approaches and methods of

teaching that assures self-efficacy and identity, as learners should learn together to improve their communicative skills in learning languages. FCMI acts as the combination of the two different teaching methodologies, F2F interaction and E-learning, in order to observe the students' abilities to read and gain new vocabulary.

1.3 Research Questions and Purpose

Technology does not affect teaching positively all the time while, face-to-face learning is also not the perfect way of teaching. Recently, researchers have addressed the importance of acquiring language by social and efficient acquisition more than being developed by cognition and memorisation (Brown and Brown, 2014, p.32). FCMI as a part of the blended classroom is considered as a combination between both E-learning and face-to-face learning. The flipped classroom is a transformation of the classroom experience from the classroom area to anywhere, which is not limited by time; learners can use the resources anytime and more than one time. The most suitable method for second language acquisition (SLA) is considered to happen outside the classrooms without the constraints of any educational context (Brown and Brown, 2014, p.3). FCMI is not a ubiquitous method of teaching; it attempts to engage all learners in the educational process.

This study aims to answer the following questions:

1. What is the effect of the Flipped Classroom Model of Instructions on students' reading achievement, compared with the face to face method of teaching?
2. Are there any statistically significant differences in reading achievement levels between students who were taught by the new method of teaching (FCMI) and students who were taught by the face to face method of teaching?
3. Are there any statistically significant differences between students' average scores (experimental and control group) due to the students' levels and the method of teaching

1.4 Significance of the Study

This quantitative study aims to examine the effect of the FCMI on ninth graders' reading achievements. The significance of this study is to teach English language using a different method, which is the FCMI, and meet students' needs to improve their reading skills as

ESL learners. In addition to increasing students' motivation and independent learning by encouraging individual work. The main factor behind this study is to enhance teaching English, particularly reading, through a technological environment that includes some activities and personal tasks. Moreover, applying the flipped classroom model in reading may encourage other teachers to use it to teach the other skills of ESL.

1.5 Definitions and Technical Terms

Learning styles: is commonly defined as the preferable method which learners desire to use in acquiring knowledge (Babbage et al., 1999, p.30).

E-learning: is defined as a learning process wherein some instructions are given on a digital device, such as a computer or mobile, which is intended to deliver and enrich the learning process (Clark and Mayer, 2011, p. 17)

Standardized test: is a test which is given to any number of students under the same conditions, giving the person who published the test the ability to establish norms and compare personal scores (Salvin, 2012, p.476)

Blended learning: is defined as an integration of the strengths of face-to-face and online learning to fulfil the educational objectives (Garrison and Vaughan, 2008, p.148)

Flipped classroom: according to Andrews, Leonard, Colgrove, and Kalinowski (2011) in Abeysekera and Dawson, the Flipped classroom is considered as a teaching method and a type of active learning which employs the use of technology and focus on the student-centred approach.

Active Learning: Andrews et al. (2011, p. 394) in Abeysekera and Dawson 1-14) defined active learning as when a teacher stops giving lectures and starts providing students with large role by asking them to work on questions and tasks to achieve the goals of the contents.

Task based approach: is when the units are organized by logic from the easiest parts to the most difficult ones in terms of purposes (Larsen-Freeman and Anderson, 2011, p.149).

CHAPTER TWO

2. Review of Related Literature

Introduction

This chapter sets out to provide readers with a better understanding of FCMI and how it affects the teaching of reading skills in ESL. It examines the Flipped Classroom Model of Instruction (FCMI) approach as it is considered to be a type of Blended Learning. Moreover, this section describes the previous empirical studies and how they explain the improvement of the reading skills of ESL students and their relevance to students' reading in the Qurtoba public school in Dubai is assessed. FCMI is linked to ESL learners' acquisition of the reading skills through the application of the task-based learning approach of teaching. Additionally, this chapter incorporates detailed discussions of independent and active learning through some of the presented studies.

2.1 Research on English as a Second Language (ESL) and Reading:

Reading is considered to be one of the most crucial skills not only in English, but also in any language examination. learners have to become skilled in reading to extend their language competence “to understand and produce language” (Brown, 2003). English language teachers claim that, marks are not enough to determine the reading ability of learners (Eng, Mohamed and Ismail, 2016). According to Anderson, Reynolds, Schallert, and Goetz (1977) in Carrell and Eisterhold (1983) any performance of reading comprehension contains elements of knowledge of the world. That is to say that the same word in different contexts has new and different meanings. Which is used in both second and foreign language. Since lexical resource, the grammatical level is the first difficulty of teaching and learning reading skills, language learners need to understand all tasks to form their own decisions in order to achieve them. This is called the stylistic level of comprehension achievement. The importance of comprehension as a vital point to fulfil the goals of success in any spoken discourse, which is the ability to understand and to be understood (Gass and Selinker, 2000, p.310). However, this is not a condition for native speakers. Horuba and Fukaya (2015) carried out research on how to examine the effect of reading goals, the familiarity of topics, and language proficiency on both comprehension

and learning. The comparison between L1 (first language) and L2 (second language) methods in recalling and expecting the allocated text demonstrated that the content was enhanced by the L1-L1 method while vocabulary was enhanced by the L2-L2. It seems that learners need their teachers help or the assistance of other experts to explain during the reading process and to act as a guide for them. In class, teachers try to meet the needs of their students while, they are practicing reading the written discourses not only by checking and correcting their mistakes but also, spending a part of class time in explanation of some theories and methods of how to read and understand. In this case, all tasks would be given as homework where students will not find the same level of guidance at home. Researchers have conducted significant analysis on the effect of direct instructions on students' confidence and achievement. The coming section will introduce some theories on how to link all direct instructions, the explicit teaching approach, and constructivism and how all of these methods support the use of FCMI in reading classes.

One study was designed to examine the effect of the cognitive and linguistic features on reading comprehension of English for L1 speakers and ESL speakers. The participants were seventh graders divided into two groups. The techniques of the study were to choose word reading into different formats, such as reading fluency, working memory, and phonological awareness.

Three different levels of students were investigated and the results identified a positive perspective towards the examined factors related to reading. The students with poor comprehension abilities benefited the most (Lipka and Siegel, 2011).

In another study Prior et al. (2014) aimed to investigate the effect of using vocabulary from the second language to express the person's lexical interfering in L2. Fifty-three Israeli students participated in this study. The participants had Russian as the L1 and Hebrew as the L2. The findings show that L2 vocabulary predicted L2 reading comprehension that was directly related to L2 lexical knowledge. Moreover, the results show that the pupils of L2 displayed better lexical abilities. The findings offered a suggestion that not only L2 vocabulary affected lexical inferencing but the basic decoding abilities also affected it.

2.1.1 Cognitive theories and explicit teaching

Instructional learning objectives should be planned to be developed and achieved in a certain time “Obviously, if no time is spent teaching a subject, students will not learn it” (Slavin, 1997, p.339). Although technology plays a great role in the learning process nowadays, advocates claim the lack of students’ motivation and social interaction in the classrooms to be leading inhibitors. Educators have to work firstly on the general goals then go through the specific objectives in line with the deductive approach, which is to move from a general to a specific statement. However, most objectives can be incorporated into three areas of instructions: cognitive, affective, and psychomotor domains and the first category of cognition is comprehension, which is to understand the meanings being conveyed (Orlich et al., 2013, p.78). According to this, learners require enough time to understand and build their concepts and knowledge in an appropriate sequencing which is defined as the ability to develop a rational plan of instructional activities that can help learners to master a body of knowledge with a certain degree of organization (Moore 2008; Morrison, Rose, Kemp, & Kalmon 2010 in Orlich et al., 2013, p.140). Therefore, prior knowledge obtained through the memorization approach to learning is of great importance. Technology has played a significant role in education with the intervention of the Computer-Generated Approach (CGA), which is known as online learning background. One study in second language acquisition (SLA) and cognitive theories aims to examine the impact of two instructional approaches to accelerate USA students who were non-native speakers of English language to learn by computer-based practice and by extending the given videos resulted in the improvement of non-native speakers’ comprehension test results (Mayer, Lee and Peebles, 2014). Due to this, the second objective of the cognitive model is to provide tolerable experience to help students in learning by themselves. In this case, students should discern how to organize and use knowledge and motivate themselves (Ashman & Conway 1993 in Orlich et al., 2013, p.29). Additionally, problem-solving strategies became the students’ responsibility and learning is conveyed from teacher to student (Orlich et al., 2013, p.29).

As another important concept, scaffolding is defined by many researchers. Rogoff (2003) defined it for parents as they use it with their children to teach them a new game or to tie

their shoes. Whereas, scaffolding in cognition is defined as the one-to-one instructions that transpire in an educational setting (John-Steiner & Mahn, 2003; Rogoff, 2003 in Slavin, 2012, p.46). Askill-Williams, Lawson and Skrzypiec, (2011) connect teaching method, teachers' knowledge, and the learning objectives together in one study and how all of these factors affect students' engagement in Self-Regulated Learning (SRL) and students' achievements were found between both with applying the new Teaching-Learning Practice (TLP) using scaffolded teaching strategies. It was found that students' acquisition and progression was slow from this study. Applying different methods of teaching would be favourable for the majority of learners as "Present-Practice-Produce" (PPP), which is helpful for the FCMI approach. FCMI provides learners with videos that give instructions, provide examples and practice with time allocation to encourage students' creativity and productivity in the classroom. Salvin (2003, pp.257-258) noted that students have to depend on themselves to explore and transform difficult structures when these instructions help to make students more active in the learning process in some more face to face interaction classrooms. This view supports the perspective of how learners can build their own personality and encourage them to learn independently. While Vygotsky developed another concept which was the idea of a **zone of proximal development (ZPD)** and defined it as the gap between students' improvement and their potential improvement, Piaget emphasized the status of individual development of the learners (Brown and Brown, p.13). Aharon-Kravetsky (2005) compared the effect of two different teaching methods on two different levels of students. The results found that using different methods of teaching is not effective, while there is an interaction effect between teaching method and the students' different levels of knowledge.

Zainuddin and Halili (2016) explained the flipped classroom approach through the different levels of Blooms Taxonomy. In this explanation, learners go through lower levels of cognition by watching the recorded learning lectures at home which frees up the class time to work on the other levels of cognition. Looking at Bloom's Taxonomy in the flipped classroom context, students should start from the lowest level (remembering), passing through understanding, analyzing, and the other levels to reach the creative level, which is the highest level.

Haight, Herron and Cole (2007) sought to examine the effectiveness of deductive and inductive approaches to teach grammar in a French college. The participants included 47 students with one semester as the duration of the study. The participants had eight lessons in grammar, four had been taught deductively and the other four lessons had been taught inductively. A pre- and post-test were assigned to the students with eight steps of treatment. The results reflected the importance of teaching grammar inductively and how this affected the performance of students.

Similarly, another study aimed to examine how to introduce ten grammatical rules to intermediate French students. The ten structures were divided into two equal parts, the first five structures were taught inductively and the other five had been taught deductively. This was followed by a questionnaire to ask students about their attitudes and opinions on the two teaching methods with the implementation of the mixed methods approach. The results revealed the greatest effect of teaching grammar inductively on short term learning (Vogel et al., 2011).

In addition to the mentioned studies, Eryilmaz (2015) in one study explored the effectiveness of a target teaching methodology that considered subjectivity of activities which have been improved for the participants of the study. A pre- and a post-test were assigned with a mixed method design and the data was analyzed qualitatively. Seventy-two students volunteered to participate in this study and were divided into experimental and control groups (there was a mixture of the two genders in each group). The results ensured the positive role of the target teaching method which was based on students' subjectivity, achievement and engagement.

2.1.2 Research on Applying Technology in Teaching ESL Reading

Teaching and learning languages are affected by the methods that have always been used by teachers. Recently, there are innumerable approaches and ways of teaching. Each of them has its own objectives, and all of them work on how to achieve the greatest amount of language acquisition. Technology has become one of the most applied means of teaching and learning.

Technology according to Chappelle (2007), stimulates students with a wide range of interactive tasks of learning language through various options like web pages, CDs, and some communication tools on the internet.

Many researchers have defined word “task” which has been defined as an activity that expects learners to use the language by focusing on meaning to accomplish a certain goal (Cook, 2008, p.257).

Waight (2013) investigated 30 high school science teachers’ perceptions on the nature and importance of using technology. About 64% of teachers were not satisfied with their school’s support of technological tools and around 30% of teachers argued for an increase in the utilisation of technological tools at school. Arguably, technology is very important in teaching, so the majority of the participants in this study advised improving the use of technology in teaching through the coming years.

McDermott and Gormley (2016) observed how elementary teachers used technology in teaching reading. Within 25 hours of observation, the researchers learned how teachers used technology in teaching an interactive program through assorted activities, sharing some reading texts, and focusing on both the interactive and independent learning of students. The results showed that, primary graders’ levels of reading were affected more than the intermediate graders’ levels of reading.

A different study was held in Jordan. Ihmeideh (2010) reviewed 154 preschool teachers’ beliefs on teaching reading and writing through the use of technology. The instrument of this study is a survey containing two scales “teachers’ beliefs (TB) & teachers’ practices (TP)” and the results revealed that TB was greatly influenced by training programs for teachers with no influence from teachers’ degrees and certificates.

In a similar experiment Chambers, Slavin, Madden, Abrami, Tucker, Cheung, and Gifford (2008) examined two methods of using technology in teaching reading for first graders. The first method was by instructing some organized vocabulary and phonics videos by the teachers and the other method was by supporting some tutors with plans, instructions and evaluation. One-hundred and fifty-nine first graders were assigned to learn by both technological and non-technological methods. The results presented impressive evidence supporting the view that the technological method of teaching reading that affected fluency and comprehension of the first graders much more than the non-technological approach.

Reading is considered as one of the four “Macro Skills” and like listening is called a receptive skill and writing and speaking are described as productive skills. Therefore, reading, not only in ESL but also in any second language learning, is a great challenge as Juhee, L (2015) cited that in L2 reading is shown by second language knowledge (30%), (20%) L1 literacy and 10% for the other factors.

Kuntz (2013) illustrated the effect of using Web 2.0 technologies on learning reading in Arabic as a second language for adult students through designing some surveys and comparisons between the lecturing methods of learning Arabic reading and current approaches. The findings showed that, applying technology in teaching reading through Web 2.0 “twitter, Facebook, YouTube, blogs, and social networking sites” is very helpful for foreign students and affected their level of comprehension.

On the other hand, Bhagat, Cheng-Nan and Chun-Yen (2016) examined the impact of the flipped classroom method of teaching on the students’ achievement and motivation. The researchers divided students into three different levels based on their achievement, and the total number of participants was 82 students. In addition, pre- and post-tests were prepared with a quasi-experimental design. The results stressed the positive role of the FCMI method of teaching, mostly on the average students.

Moreover, technology is developing rapidly nowadays and the flipped classroom as an educational method of teaching is considered as an important application of technology. A huge number of papers have been written to show the

positive effect of implementing the flipped classroom approach in teaching all

academic modules. Davies, Dean and Ball (2013) examined the effect of both the face to face interaction method of teaching or the lecturing, simulation based, and the flipped classroom method of teaching. The findings showed that students made more progress with the flipped classroom method

than the other two approaches and they were fully satisfied with the flipped classroom method environment.

2.2 Face-to-face interaction, E-learning, Blended Learning, and constructivism

During the past two decades, Blended Learning (BL) has been used in a wide range of educational fields. BL is defined as a mixture of E-learning and face-to-face “F2F” interaction. Lecturing or “F2F” interaction is the way students receive their knowledge from their teachers through direct lectures to build their knowledge of concepts only during the delivery of lectures and evaluate their understanding at home as homework. However, E-learning is described as distance learning by using technology through some websites with a connection of some technological communication, such as chat rooms. It is important to differentiate between the tools of online communication. Pasfield-Neofitou (2012) delineated asynchronous tools as they do not require two users to log in and communicate together while the other tools, synchronous, or “live learning” as it is defined by some writers, need the users to log in and start communication at the same time. The previous research preferred the first form as Inagaki (2006), Itakura and Nakajima (2001) in Pasfield-Neofitou (2002, p.4) criticized asynchronous tools for decreasing students’ pressure. /pleasure?

A large number of studies have been engaged in the field of e-learning both in language learning or in different concentrations with different methodologies. Some are quantitative that focus on the number of the participants (Veneri, 2011) and some follow the mixed methodology (Patteson, Krouse and Roy, 2012) to evaluate the objectives of e-learning.

Blended Learning combines e-learning and F2F approaches of teaching with different methods of constructing knowledge focusing on Student-Centred learning. Learners have

to build their own knowledge themselves using their own procedures and the role of the teacher as a facilitator is to provide instructions and feedback (Slavin, 2012, p.234).

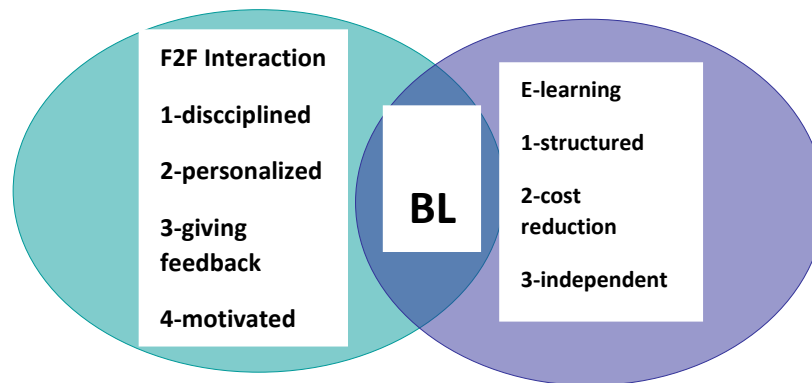


Figure 1: Blended Learning as a combination of F2F interaction and E-learning

One study subscribed to the same view. Gyamfi and Gyaase (2015) investigated 75 students' awareness of the benefits of BL in one university in Ghana. The results were supportive of the previous opinion that BL supports the student-centred approach and gives students the opportunity to create their knowledge with their teachers' assistance.

One study discussed the relationship between BL and FCMI as FCMI is an approach within the more general BL. Nanclares and Rodríguez (2016) focus on students' metacognition and their learning engagement when applying FCMI. The participants of their study were non-native English speakers in Spain. Over a period of one year, FCMI was used and was evaluated lastly by designing a questionnaire to prove the positive change of students' linguistic levels.

Thornbury (2006) argued that FCMI motivates a student-centred approach and meets the learning needs as learners are "rule-users" and "Data-collectors" by the allowance of opportunities to learn and apply the acquired rules by comparison with different situations.

Another study agreed with the last two papers. Westermann (2014) concentrated on the fact that FCMI is considered as a source of BL in motivating student-centeredness and encouraging collaboration of learning techniques. Students' feedback was the evaluation instrument of this paper to ensure the effectiveness of the use of this methodology.

Vygotsky (1962) cited in Orlich et al. (2013, p.25) defined the Zone of Proximal Development (ZPI) as the difference between intelligent level of student he or she can reach independently or with the help of his or her teachers or colleague. FCMI is designed to convert school experience to homes and furnish learners with enough time to think and rethink with the use of the fundamental materials and allows teachers to free up the classroom time for better use in other activities or projects.

In another study, Tutty and Klein (2008) examined the influence of a computer mediated collaborative (CMC) program on six parts of a computer course which were taught by the Face to Face interaction or the online treatment conditions. The researcher divided the participants into three different levels (low, high, and average pairs). The study investigated the effects of working as a team on the students' attitudes, group work achievement, behaviors and interactions towards the instructions. The results show that the treatment program affected both achievement and behaviors of students who had the instructions than students who collaborated in Face-To- Face interaction as it had been noticed from the post-test. This research study recommended that both of the two methods of teaching can be applicable in addressing the goals of the learning process.

2.3 The use of FCMI between past and present

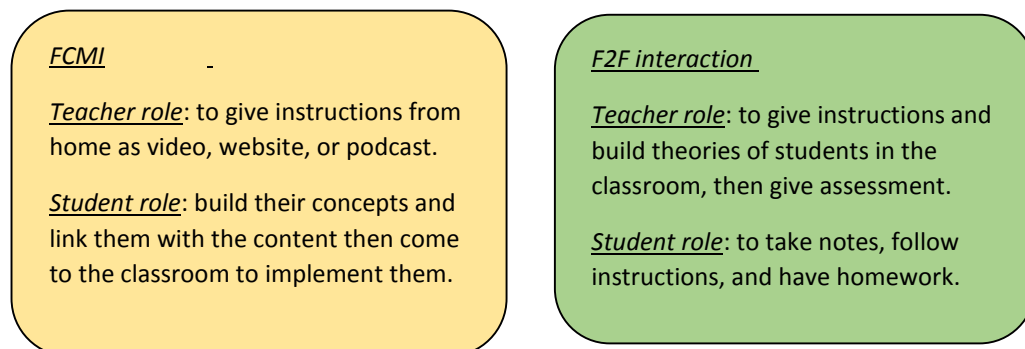
Papers in this area were mostly written in universities and high schools to examine the effect of FCMI on teaching and learning. A few research papers were written covering the skills of ESL as writing, while reading was rarely cited.

Enfield (2013) examined the influence of the flipped classroom strategy on undergraduate students of California State University Northridge (CSUN). The student participants had received some videos followed by a questionnaire regarding 12 items, which were used to measure the students' attitudes towards instructional videos and the results came up with a significantly positive attitude from all of the students.

Different research was carried out in ESL writing. For instance, Engin (2014) conducted a piece of research in the UAE with 18 female students in one federal university over one semester. The researcher designed ten videos, all of them were about writing skills to examine the impact of using the flipped classroom approach on the students' achievements. The results recommended the use of teacher explanation rather than the use of peer explanation as the preference of the learners.

The FCMI approach is a convenient method of teaching and can discriminate the different levels of students and support their independent learning. Wilson (2003) cited some recommendations on the classroom testing system for both middle and high school students. Each program was conducted by one instructor. The results were positively affected by the new strategy.

Figure 2: FCMI VS F2F interaction



CHAPTER THREE

3. Research Methodology

This dissertation investigated the effect of the Flipped Classroom Model of Instruction (FCMI) as a teaching methodology on the reading achievement of ninth grade Emirati female students at the Qurtoba public school in Dubai, United Arab Emirates (UAE). The duration of this FCMI study was about eight weeks of the 2015 / 2016 academic year. This period covered, approximately, one and a half terms, the last half of the second term and all of the third term. The independent variables in the study were the different methods of teaching reading. Instead of “F2F” interaction in the classrooms, “FCMI” was applied. Since, F2F in this study does not mean a teacher-centred approach, it refers to a type of teaching methodology with a student-centred approach and the teacher focused on building the students’ theories and concepts in the classrooms. In addition to giving all assignments as home tasks without the teachers’ supervision. Evertson and Poole (2008) cited in Slavin (2012, p.338) stated that if the learning activities are well organized and prepared under the teachers’ supervision, the learners will easily engage in the learning process and be more motivated.

Reading achievement is the dependent variable of the present study and the new teaching methodology “FCMI” is the independent variable. Learners in the two groups of the experiment make use of their personal computers while their assignments are done in a pen and paper test.

A quasi-experimental method is utilized in this research study. The researcher followed a quantitative approach in collecting data from the comparison between the pre- and post-test results of the participants. Any quasi-experiment has key features, all of them are shown in this study: (1) diagnostic test, (2) pre-test, (3) assigning two groups as the experimental and control groups, and (4) post-test to evaluate the treatment program. Additionally, tables and figures support all statistical results and analysis so that, it would be easy to replicate the study.

The present chapter explains all the procedures, instruments, participants, and statistical analysis of the research.

3.1 The participants of the study

Fifty-five students were chosen to participate in this study. All of the participants were ninth grade female students in the Qurtoba public school where the study was conducted. Grade nine in the Qurtoba public school has three sections (1-2-3), All of them did a diagnostic test to find out which skill of ESL needed to be improved. The dependent variable was determined due to the diagnostic test and the researcher's opinion as she was the English teacher of the participants. The experimental group included twenty-seven students (Group A), while the control group consisted of twenty-eight individuals (Group B). Group B received their instructions by F2F interaction or the lecturing method of teaching while the other group (the experimental group) followed the FCMI approach. English language for the two groups is the second language as both the experimental and the control group speak Arabic as their first language. Based on the researcher's experience in teaching ESL skills and a wide discussion with some experienced ESL practitioners, it became clear that the FCMI approach has an influence on both the teaching of reading as a receptive skill of ESL and on students' results in reading. This is achieved by giving students the opportunity to apply some basic techniques of reading that they may not have acquired in their prior years of education, such as how to skim and scan to understand the main idea of texts.

3.2 Research Hypotheses and Questions

The present research study aimed to provide ESL educators and practitioners with a clear idea about a new teaching method in ESL reading, namely the Flipped Classroom Model of Instruction. It provides readers with a full description of flipping the reading lessons and the suggested outcomes.

The study aims to answer the following three research questions:

1. What is the effect of the Flipped Classroom Model of Instructions on students' reading achievement, compared with the face to face method of teaching?
2. Are there any statistically significant differences in reading achievement levels between students who were taught by the new method of teaching (FCMI) and students who were taught by the face to face method of teaching?

3. Are there any statistically significant differences between students' average scores (experimental and control group) due to the students' levels and the method of teaching?

This study assumes the hypothesis that FCMI has an effect on students' achievement of ESL reading skills by using a different teaching methodology.

Quite a few studies have been conducted on the FCMI approach in different ESL skills while reading skills have been less researched than the other skills of ESL. This study will cover and fill this gap with the following hypotheses:

1. FCMI affects students' achievement of ESL reading skills.
2. FCMI fosters student-centred and task-based approaches.
3. FCMI motivates students and encourages independent learning.
4. FCMI influences learners' confidence in the English lessons which enriches their language proficiency.

3.3 Research Design

The recent study is designed in a quasi-experimental method. Students were divided into two groups, a control group (B) and an experimental group (A) according to an identical background of ESL. A diagnostic test was the instrument to stand on the levels of all students in all skills and determined the weaknesses of reading skills. The second step was the pre-test which had been designed to estimate the performance of students in reading skills. The pre-test had three sections with five objective questions in each section. A post-test was constructed to measure the differences between the students' levels of reading skills before and after the experiment. Quantitative data was collected through the results of both the pre-test and post-test. Creswell (2008 p.13) described the purpose of experimental research as demonstrating whether the treatment program affected the learning outcomes or not.

Research design		
The experimental group:	*O1	X* O2
The control group:	O1	O2

Figure 3. the research design.

3.4 Research Instruments and Tools

This study aims to investigate the impact of the FCMI approach on students' performance in ESL reading skills. A diagnostic test was assigned to divide the participants into three different levels according to their achievement, with a pre-test being assigned to measure students' abilities of reading skills and a post-test assigned to evaluate the learning outcomes. This was conducted in addition to the reading materials followed by some tasks to evaluate them.

3.4.1 The diagnostic test

The instrument was used to measure the ESL main skills, reading, writing, speaking, and listening, plus grammar and vocabulary for designating the poorest skill in scores and trying to treat these areas. The diagnostic test was the main tool to divide students into different levels depending on their reading achievement. This test did not have an allotted time or date to keep the reliability of the results for all candidates because of this, they were not informed of the test time.

O1 = the pre-test

O2= the post-test.

X = the treatment program.

Groups	High achievers	Average	Below levels	Number of students
Control group	11	9	8	28
Experimental Group	7	8	12	27

Table 1: Levels of students according to the ESL reading diagnostic test.

3.4.2 The Reading pre-test

An objective test was utilized to measure students' abilities in ESL reading skills. Two experienced teachers and an academic supervisor gave their comments on the test and some questions were changed to improve the test reliability. The test consisted of three sections:

1. The first section included five multiple choice questions. According to Oller (1979, p.233) multiple choice tests keep objectivity and their answers depend on two things, the nature of the questions' requirements and the decisions of the participants or their understanding of the questions.
2. The second section had five true or false statements intended to retain test validity and focus on understanding ideas.
3. The third section aimed to measure students' abilities to use the new words and fill in the gaps.

The subjects were given to students before the FCMI treatment program the test took place in February of the 2015/2016 academic year.

3.4.3 The Reading Post-test

In order to maintain test validity and reliability, the post-test followed the same sections and procedures of the pre-test with a different content. Equally, each point had one mark as fifteen marks for each test (pre- and post-test) under a specific time condition wherein each participant was given 45 minutes to complete each test. The post-test took place in May of the 2015/2016 academic year due to the accomplishment of the FCMI program.

3.5 Test Duration

	Pre-test	Post-test
Timing	Forty-five minutes	Forty-five minutes
Questions number	Three sections with fifteen points	Three sections with fifteen points
Marks	Fifteen marks	Fifteen marks

Figure 4: Pre- and post-test description

3.5.1 Test Supervision

This study has three tests, diagnostic, pre- and post-test. Each test had its own objectives. In order to achieve the examination objectives, all materials and subjects had been given sufficient preparation. All tests were conducted in the school examination lab under the supervision of the English teachers. Each test lasted 45 minutes and no extra time was given to students.

3.5.2 Test Validity

To preserve the validity of the test results and by asking some experts, the researcher adopted the same procedures for both pre- and post-tests with the same format while the content was different. Another essential reason to use a different content of the test was related to students as they might remember some questions and their answers from the pre-test. Additionally, the tests were supervised and corrected by different English teachers as a kind of test validity corroboration. One potential threat to the internal validity was the instrumentation with the existence of some changes between the pre- and post-test, which was predicted to influence the results, in this case the researcher tried to use the same format of the two tests to minimize this threat (Creswell, 2008, p.175).

3.5.3 Test Reliability

In order to confirm the test reliability, the test-retest was used through the objectivity of the questions with the same procedures and similar questions but the contents were different. The diagnostic test was designed to find the problem and to try to deal with it and students were not informed of the test time. Furthermore, the students were divided

into different levels. The pre-test followed the diagnostic test to determine the students' reading abilities and achievements in order to design the learning materials according to the learners' levels of capability in reading English. After the treatment program, the post-test was assigned which preserved the test-retest approach and determined which level of students acquired the most learning.

3.6 *Techniques of the Study*

In the recent research study, the following steps and procedures were followed. The duration of the program lasted eight weeks during the 2015/2016 academic year:

- i. As the researcher was the ninth graders' English teacher, it was a non-random choice of both the research participants and the research place. When participants are chosen in a non-random way, the procedures are called Quasi-experimental (Creswell, 2008, p.168).
- ii. Since the results of students in the last two semesters had a real drop, the researcher tried to investigate and analyse the problem by assigning a diagnostic test which included the main skills of ESL (reading, writing, listening, speaking, grammar and vocabulary). The diagnostic test was checked by two experienced ESL teachers and an academic ESL supervisor in the Qurtoba public school and some minimal changes were done. The test was corrected by the other ESL teachers and the marks of students were recorded on Microsoft excel sheets.
- iii. After determination of some points of weaknesses, which were found in the reading area, the researcher tried to find an alternative teaching methodology of ESL reading skills for the ninth graders. After this search, The Flipped Classroom Model of Instructions was preferred as the substitute method of teaching reading.
- iv. By discussing the issue of FCMI with the English teachers at the same school, the Qurtoba public school, they decided to help in flipping the ESL reading classes using the UAE English Skills student book.
- v. A list of purposes was originated by both the researcher and the English teachers to achieve the FCMI program. One of the most important findings was that the UAE Ministry of Education supported each student with an electronic device (tablet) which was very supportive to the FCMI program.

- vi. The pre-test was designed and checked by ESL teachers and the ESL academic supervisor was then assigned before starting the experiment. The pre-test took place in February of the 2015/2016 academic year and the scores of students were recorded in an Excel sheet.
- vii. It was very important to explain the new method of teaching to all students, the experimental and the control groups and focus on its essentiality in learning at home and in freeing-up the classroom time to do different activities. Furthermore, it was important to encourage students using their electronic devices at home and checking their homework daily.
- viii. The researcher analysed the content and arranged the learning materials in order to start the experiment with the experimental group (Group A) from the 1st of March of the 2015/2016 academic year. Sixteen reading lessons were flipped in a period of eight weeks, with two sessions weekly. The materials used included some videos, PPT files, and some worksheets.
- ix. While the experimental group received tuition via a flipped classroom approach, the control group experienced the lecturing method of teaching with teacher-centred instructions in the classroom. Therefore, of all tasks and activities that were given to the experimental group, some of them were given to the control group focusing on the student-centred approach when the summative assessment was achieved at home. The experimental group received the instructions the day before the lesson and instructed to come to their classes with their prior knowledge to undertake certain activities, achieve their tasks, and discuss learning outcomes with their teachers.
- x. The experimental group was given two videos or a PowerPoint file and instructed to watch it before joining the reading classes with their teacher. In contrast, the control group came to their classes without any ideas about the lessons so, the class time was used for theoretical explanation, implementation, and evaluation if there was some sufficient time. Then, students were advised to go home and study alone without an instructor.
- xi. After the experimentation period, the students were informed of the allocated time of the post-test, which was held in the school examination lap as it was big enough for all students (Group A and Group B).

- xii. Invigilators and correctors of the post-test were assigned randomly from the English teachers in the Qurtoba public school and the researcher analysed the results and compared both the pre- and the post-test results.
- xiii. The results of both the pre- and the post-test were recorded, compared and analysed by tables and figures on an Excel sheet with statistical analyses.

3.7 *The Program Achievement*

The study lasted over a one and a half term period during the 2015/2016 academic year, which covered half of the second term and the third term in a public school in Dubai, United Arab Emirates. The Qurtoba public school, the place of the study, is one of the schools that applies technology and conducts the Smart Learning Program (SLP) approach that allows all learners to use E-learning systems and each student has been supported with an electronic device to encourage the blended learning approach.

Accordingly, ninth graders should study two reading classes per week. One lesson was devoted to following the FCMI approach of teaching reading. On Monday evening, the experimental group (Group A) would receive an instructional video to the reading lesson that would be given on the following Wednesday each week. The prepared materials were emailed to students or were sent on the MBR. Watching the instructional video at home would give students the chance to replay it or pause it, taking notes and preparing for the classroom discussion. In this case, learners could build their concepts and theories before coming to school and leave more class time for projects and tasks as a kind of independent learning and encourage a task based approach. Firstly, it was very hard to persuade students to embrace the new method of teaching, the FCMI approach, after a few weeks it became a familiar method, especially with the teacher's motivation and giving them positive comments regarding their work. Most students from different ages can understand the majority of topics if the content is suitable and is explained appropriately (Bloom, 1984 in Orlich, 2013, p.15). Of the three units of the student book, which are covered through the program, all of them were about the traditions and heritage of the UAE with a big exhibition from different places around the world that encouraged students to express their loyalty to their country and link the educational materials with the environment.

3.7.1 Validity and Reliability of the Program

This study tended to evaluate teaching reading with flipping the reading classes. As there were three groups of grade nine students in the Qurtoba public school and the experiment needed only two of them, a diagnostic test was designed and was given to all students from the three groups. The results of the diagnostic test were analysed and the researcher selected the closed two groups according to their performance in the diagnostic test. Then, the teacher prepared some electronic materials and gave them to the two groups (Group A and Group B) of participants not only to the experimental group. The variable involved in the study was the method of teaching. The experimental group were taught by flipping the reading lessons. In contrast, the control group were taught usually by F2F interaction. The researcher asked the ESL teachers who had been teaching the target students over the previous two years to analyse the content and teach using suitable learning materials according to students' ability levels and content objectives. The responses of the teachers were very positive and enthusiastic. The instructed materials were checked by the ESL teachers at the same school with the academic supervisor's comments to safeguard the validity and the reliability of the program. Table 4 demonstrates the target materials from the three themes and the titles of each lesson.

N	Themes and their titles.	The lesson title	The objective
1	Theme three Work and Business	Vocabulary for reading	To distinguish the meanings of different new words.
2		Practising reading	To read aloud.
3		Reading resources	To use the online reading resources.
4		Learning new reading skills	To use skimming and scanning techniques.
5		Applying new reading skills	To develop the reading skills.

6		Reading resources	Reading from magazines about the annotated topics.
7	Theme four Science and nature. The sun, the air, and the rain.	Vocabulary for reading	To identify the use of the new words and expressions.
8		Practising reading	Find out the answers of the questions from the text.
9		Reading resources	Read journals about science, nature and weather.
10		Learning new reading skills	Skim and scan the passage to find the main ideas.
11		Applying new reading skills	Read for specific information.
12		Reading resources	Scientific articles.
13	Theme Five. The physical world. Where is your country?	Vocabulary for reading	Give a definition for each word from the text.
14		Practicing reading	Read the passage and answer the questions.
15		Reading resources	Read handouts about different places.
16		Learning new reading skills	Look for the key words.
17		Applying new reading skills	Skim and scan the passages in order to find out the main ideas.
18		Reading resources	Online articles.

Figure 5: List of the themes, lessons and the objectives

3.8 *Ethical considerations*

In considering ethical issues, a set of actions were followed to sustain and preserve the reliability of the program. The procedures and the program actions were shared with the participants, ESL teachers, and the academic supervisor.

The first action was to give the experimental group a direct consent form to understand the nature of the program and to express their agreement to join it with clear indication of their roles in the research and a guarantee that confidentiality would be maintained. Then, an explanation of the whole program was given to the school administration team and the ESL teachers and they were updated regularly with any changes of the program content and schedule. Some oral discussions were held around the preparation of the learning materials with the teachers. Due to their comments, some changes were made to the learning materials before submitting them to the experimental group on MBR.



Figure 6. screenshot of the instructed video of explanation of the program and the website.

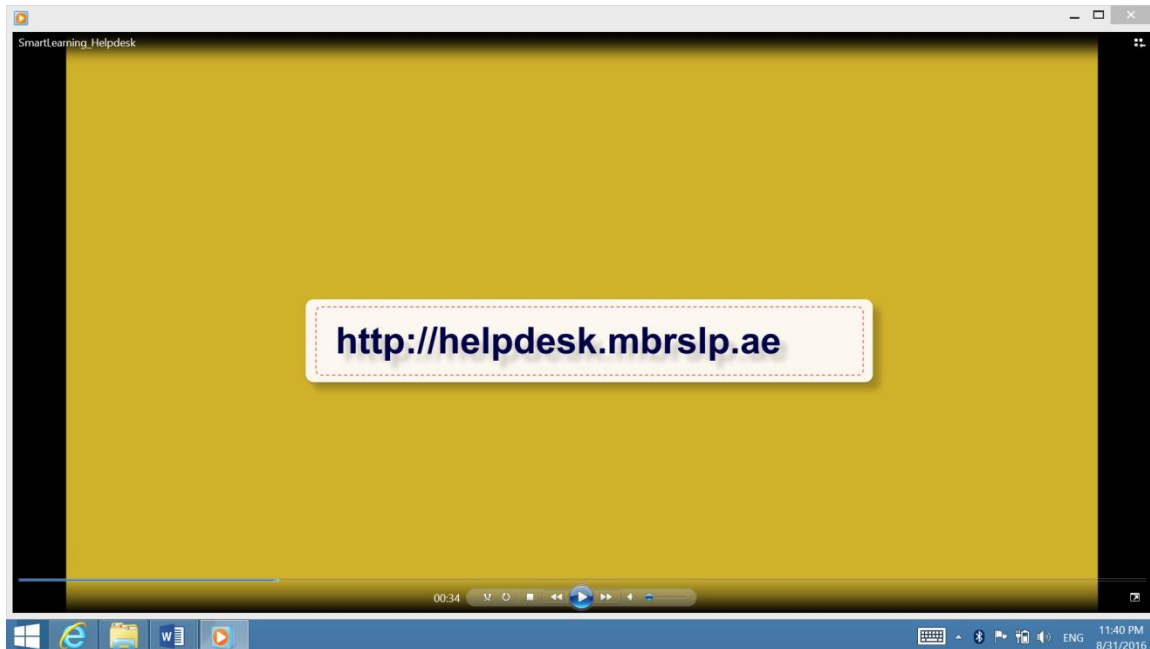


Figure 7. screenshot of the instruction video with help and support website that shows students how they will open the sent videos to study them at home.

3.9 Data Collection

The diagnostic test was designed to evaluate all skills, determine what is the poorest skill in which students have obtained the lowest scores and select the two groups of students to be the experimental and the control groups for the experiment. After that, **the pre-test** was given to the experimental group for two reasons: Firstly, to mark the start point of the program. Secondly, to divide students into three different levels depending on their achievement. In the test day, students were supposed to take their pens only and their candidate numbers, then go to the exam hall before nine o'clock in the morning. The same procedures were followed for both the pre-test and **the post-test** with the same exam portions but the content was totally different. Both the pre-test and the post-test included a passage followed by three sections of objective questions. Different teachers with the researcher corrected the test to ensure the objectivity of the test correction. While the pre-test was the tool used to measure the students' reading abilities and to determine the level before starting the treatment program, the post-test was the evaluation tool of the program.

The researcher tabulated all of the results for all diagnostic, pre-, and post-tests using Excel. The participants were allowed to take their results and compare their results before and after the program.

CHAPTER FOUR

4. Findings and Discussion

4.1 Findings of the study

The study compared two different methods of teaching ESL reading skills, specifically the FCMI and the face to face interaction methods. Furthermore, the study sought to evaluate the connection between the FCMI approach and the overall reading performance of ninth grade Emirati female students in the Qurtoba public school in Dubai. Therefore, this chapter presents the main findings on the students' reading achievement results and provides the answers to the main research questions of the study based on the two different variables. The statistical analysis of covariance is selected to explain the mean and standard deviation differences.

The following research questions were addressed in this study:

- 1. What is the effect of the Flipped Classroom Model of Instructions on students' reading achievement compared to the face to face method of teaching?*
- 2. Are there any statistically significant differences in reading achievement levels between students who were taught by the new method of teaching (FCMI) and students who were taught by the face to face method of teaching?*
- 3. Are there any statistically significant differences between students' average score (experimental and control group) due to the students' ability levels and the method of teaching?*

This chapter provides a descriptive statistical analysis through the presented results of the Analysis of Covariance (ANCOVA) that are considered as the key findings of the

experiment. The calculated means and standard deviations of the reading test results offer a complete description of the different variables (the methods of teaching and the students' achievements). Version 20.0 of the Statistical Package for Social Sciences (SPSS) was selected to analyse the data. The Analysis of Covariance was selected to establish a comparison between the students' achievements in both the pre- and post-tests and to identify whether there is a statistical significance or not in the study results. Sadooghi-Alvandi and Jafari (2013) defined the Analysis of Covariance as a standard method to compare the effect of two or more than two programs with two or more than two variables. The present study has two different programs of teaching reading, FCMI and teacher-centred methods, with two different variables, including the method of teaching as the independent variable and the students' reading achievements as the dependent variable.

4.1.1 Findings related to the first question

What is the effect of the Flipped Classroom Model of Instructions on students' reading achievement, comparing with the face to face method of teaching?

To examine the independent variable, the teaching method, the researcher compared the effects of adopting the FCMI and the lecturing methods by assessing the marks of students in both the pre- and post-tests.

Group		Pre-test	Post-test
A	N	28	28
	Mean	9.54	8.75
	Standard Deviation	2.54	2.45
	Minimum	14	13
	Maximum	5	5
	N	27	27

B	Mean	9.85	11.59
	Standard Deviation	3.14	2.11
	Minimum	15	14
	Maximum	4	7

Table 2: Means and Standard deviation of Group A (control) and Group B (experimental)

Table 2 above demonstrates that the means of the experimental group (pre- and post-tests) were higher than those of the control group. The mean of the control group pre-test was $m=9.54$ and it decreased to $m=8.75$ in the post-test. While the pre-test mean of group B (experimental) was $m=9.85$; and it increased in the post-test to reach $m=11.59$. It can be noticed that using the FCMI approach affected the experimental group. Therefore, the next table compares the overall means and standard deviation of the two groups (Group A and Group B).

Table 3: Means and Standard Deviations of the pre- and post-test marks of the Control (A) and the Experimental (B) groups.

Group	Mean	Standard Deviation	N
Control group	8.7	2.4	28
Experimental group	11.5	2.1	27
Total	10.1	2.6	55

Table 3: Means and Standard Deviations of the pre- and post-test marks of the Control (A) and the Experimental (B) groups.

Table 3 above compares the reading achievement of students in the control and the experimental groups. It is evident that there was a clear difference between the control group and the experimental group in their means as the control group underperformed the experimental group. There were about three bands of difference between Group A and

Group B with regards to the overall mean scores of each group (overall mean=11.5, N=27, SD=2.1) as well as with their counter controlled group score (overall mean=8.7, N=28, SD=2.4). This is significant evidence that the use of different methods of teaching reading skills has an effect on the students' performance. To determine which group has been affected by the method of teaching the Analysis of Covariance (ANCOVA) test was used to examine the variability of differences, as shown in Table 6 below.

N= number of students.

Source deviation	Type III sum of Squares	DF	Mean Square	F	Significance
Pre-test	58.5	1	58.5	13.7	.001
Group of Participants	101.8	1	101.8	23.9	.000
Error	221.2	52	4.2		
Total	6052.0	55			
Corrected Total	390.8	54			

Table 4: Analysis of Covariance (ANCOVA) of mean difference due to the post-test results

In order to identify whether the difference in the means between the experimental and the control groups was statistically significant, the Analysis of Covariance test was selected. Table 4 shows that, the FCMI method of teaching affected the achievement of students with a level of statistical significance as $\alpha \leq 0.05$. This indicates that the FCMI method of teaching influenced the mean difference compared to the method of teaching before the advent of smart technology. While $F = 23.9$ with Significance = 0.00, which is statistically significant.

Group	Mean	Control	Experimental
Control	8.807a	-	-2.726-*
Experimental	11.533a	2.726*	-

Table 5: Comparison of means for the control and the experimental group according to the different methods of teaching as the main variable

Table 5 shows that the mean change of the experimental group ensures the positive role of the FCMI method of teaching $m= 11.533a$. Similarly, Davies, Dean and Ball (2013) examined the effect of both the direct method of teaching or lecturing, simulation based, and the FCMI approach of teaching. The findings showed that students learnt better a by using the FCMI model than the other two approaches and they were totally satisfied with the flipped classroom method environment.

4.1.2 Findings related to question two

2. Are there any statistically significant differences in reading achievement levels between students who were taught by the new method of teaching (FCMI) and students who were taught by the face to face method of teaching?

The control group	Group A	28 participants
The experimental group	Group B	27 participants

Table 6: The participants of the study

N	group	level	post	pre
1	1	1	6	10
2	1	2	7	9
3	1	1	6	12
4	1	1	11	12
5	1	2	6	5
6	1	1	6	11
7	1	2	13	13
8	1	2	12	12
9	1	3	8	6
10	1	1	11	10
11	1	1	9	10
12	1	1	13	14
13	1	3	7	10
14	1	2	7	6
15	1	1	7	10
16	1	1	6	9
17	1	3	13	12
18	1	2	9	9
19	1	1	8	11
20	1	2	13	14
21	1	3	8	7
22	1	2	5	10
23	1	3	8	7
24	1	3	8	7
25	1	3	10	7
26	1	3	9	5
27	1	1	9	10
28	1	2	10	9

Table 7: The control group pre- and post-test scores and the levels of students.

N	group	level	post	pre
1	2	3	12	8
2	2	3	9	7
3	2	1	10	13
4	2	2	12	9
5	2	2	12	11
6	2	3	13	12
7	2	3	14	12
8	2	2	14	14
9	2	1	8	9
10	2	2	7	6
11	2	3	14	10
12	2	2	8	7
13	2	3	11	4
14	2	3	14	11
15	2	1	12	14
16	2	3	10	14
17	2	3	12	9
18	2	2	14	8
19	2	1	13	15
20	2	2	12	8
21	2	2	12	11
22	2	3	9	6
23	2	3	12	5
24	2	1	13	7
25	2	3	14	12
26	2	1	9	9
27	2	1	13	15

Table 8: The experimental group pre- and post-test scores and the levels of students.

Tables 7 and 8 provide the detail of the pre-test and the post-test marks with the three different levels according to the diagnostic test marks of the experimental and the control groups.

Levels	group	Level one	Level two	Level three
Number of students	Control	11	9	8
	Exp.	7	8	12

Table 9: Different levels of students' achievements

Tables 9 and 10 refer to the different levels of students according to their scores in the diagnostic test, with a total of 55 students covered in the assessment. While, the following table compares the means and standard deviations of students (Group A and Group B) depending on their levels to answer the second question.

Level	Mean	Std. Deviation	N
1.00	9.4	2.6	18
2.00	10.1	2.9	17
3.00	10.7	2.4	20
Total	10.1	2.6	55

Table 10: Comparison of means and standard deviations by level

Table 10 illustrates the apparent differences in mean and standard deviations of all of the three levels (high achiever, average, and below level students). The high achievers of level three demonstrated $m=10.7$, $N=20$, $SD=2.4$, while level two students showed $m=10.1$, $N=17$, $SD=2.9$, followed by the first level (below level students) at $m=9.4$, $N=18$, $SD=2.6$. To examine the significance of these differences, the Analysis of Covariance (ANCOVA) test had been chosen to explain the mean and standard deviation differences.

The following table compares the means and standard deviation of students in Group A (control) and Group B (experimental) due to their reading levels.

Source of Deviation	Sum of Squares	DF	Mean Square	F	Sig
Pre-test	113.1	1	113.1	22.0	.000
Level	61.5	2	30.7	6.0	.005
Error	261.4	51	5.1		
Total	6052.0	55			
Corrected Total	390.8	45			

Table 11: Comparison of means and standard deviations of Group A and Group B

The table above details the statistics of differences between means and standard deviations of the two groups of students (Group A and Group B) depending on their achievement levels. It can be noticed that the statistical significance was at the level of $\alpha \leq 0.05$ for the mean differences due to students' ability levels. It was statistically significant that $F=6.00$ with a significance of 0.005, which is considered as clear evidence of the existence of statistical significance. This means that there is a clear difference between the three different levels of students (high achievers, average, and below level) in their achievements in the post-test.

Below level students	Average students	High achiever students
Level one	Level two	Level three

Table 12: Different ability levels of the participants

In order to examine the effect of the experiment on each level, a comparison was conducted following the completion of the assessment to determine which level was most affected, as is shown in table 10 below.

Level	Mean	Level 1	Level 2	Level 3
1	8. 626a	--	-1. 67- *	-2. 75- *
2	10.299a	--		-1. 08-
3	11.383a	*2. 75	1. 08	--

Table 13: Comparison of impact by student ability level in both Group A and Group B

Table 13 shows that the high achievers (level 3) benefited the most from the experiment rather than the other two levels of students (average and the below level performing participants) in both the experimental and the control groups. The experiment affected the third level positively. This finding is similar to the study of Bhagat, Cheng-Nan and Chun-Yen (2016) wherein they compared the effect of the FCMI approach of teaching on Mathematics concept learning in high school. In this study the researchers found that the average students were the most affected by the FCMI teaching method rather than the other two levels.

4.1.3 Findings related to the third question

Are there any statistically significant differences between students' average score (experimental and control group) due to the students' levels and the method of teaching?

In order to answer the third question and examine if there is a statistically significant difference on the level ($\alpha \leq 0.05$) due to the relationship between students' ability levels and the different methods of teaching, a means and standard deviations analysis was conducted according to the relationship between students' ability levels and the method of teaching for the two groups (the experimental and the control group). Table 14 below details the results.

Level	Group	Mean	Standard Deviation	N
1	Control	8.3	2.4	11
	Exp.	11.1	2.1	7
	Total	9.4	2.6	18
2	Control	9.1	3.0	9
	Exp.	11.3	2.5	8
	Total	10.1	2.9	17
3	Control	8.8	1.8	8
	Exp.	12.0	1.9	12
	Total	10.7	2.4	20
Total	Control	8.7	2.4	28
	Exp.	11.5	2.1	27
	Total	10.1	2.6	55

Table 14: Means and standard deviations of the experimental Group B and the control Group A due to the relationship between the students' levels and the two different methods of teaching

It can be clearly seen that the results in Table 14 show the apparent difference in means and standard deviations of the two groups (experimental Group B and control Group A). It can be noticed that the high achievers of the experimental group benefited more than the other levels from the two groups who were taught using the FCMI approach or the teacher-centred method of teaching. This was in comparison with the results from all levels of the experimental and the control groups that show the difference in means (level 3 mean = 12, std. deviation = 1.9) compared with the students who had been taught either with the face to face interaction or the FCMI method of teaching. However, the means and standard deviations of the other levels, level one and level two, were less than level 3 for the same test. This is reflected as a clear indication of the positive influence of FCMI on students' performance of reading ESL skills.

To examine the significance of the differences between means, the Analysis of Covariance (ANCOVA) test was selected, as shown in the following table.

Source	Sum of squares	DF	Mean Square	F	Sig
Pre-test	86.2	1	86.2	22.1	.000
Level	33.7	2	16.8	4.3	.019
Group	74.4	1	74.4	19.1	.000
Level* group	.04	2	.02	.005	.995
Error	186.8	48	3.8		
Total	6052.0	55			
Corrected total	390.8	54			

Table 15: The analysis of covariance for the mean differences of the two groups (experimental and control groups)

Table 18 shows that there is no effect with statistical significance on the level ($\alpha \leq 0.05$) of the mean difference for the two groups (the experimental and the control groups) related to the interaction between the different methods of teaching and the ability levels of the students. This is similar to the study of Zohar and Aharon-Kravetsky (2005) who examined the different effect of cognitive conflict on students' academic levels and found that there is no effect of different teaching methods, while there is an interaction effect between the teaching method and students' ability levels.

4.2 Discussion

The study aimed to compare between two different methods of teaching ESL reading skills, the lecturing method and the flipped classroom model of instruction method, on ninth graders' performance. The outcomes of the presented research revealed the important role of the FCMI approach to teaching reading and ensuring the positive effect of FCMI on ESL learners' reading levels. The FCMI approach can be considered as a main instrument to allow students to fully engage in the educational process and achieve higher scores with higher levels of critical thinking skills. Therefore, educators should apply this approach while they are teaching their students (Bossaer et al., 2016). The improvement of learners' reading abilities is clearly confirmed in this study due to the theoretical hypothesis of cognition. This is in addition to the students' reading development, which is explained by ESL needs of implementing different methods of teaching the same skill. Moreover, motivating students and supporting them with instruction which is associated with the learning materials is also very important and valuable in improving learning in this context.

The outcomes of this study fit well with the learning theories of constructivism. Hawks (2014) defined the FCMI approach as a pedagogical paradigm utilises recorded lectures, reading tasks and problem solving, by applying technology.

This can be delivered in addition to presenting a suitable combination of constructivist and behaviourist assumptions that can be used to fulfil the objective of filling the gap in education and achievement. As has been explained earlier, the experimental group students built their long-term memory by watching the instructed videos at home

and learn inductively to enhance their reading abilities. Students of the experimental

group gained their knowledge through building their key concepts independently before entering the classroom. Zainuddin and Halili (2016) cited that with the flipped classroom approach, learners start with lower levels of cognition by watching the recorded learning materials and freeing-up more class time to work on the other levels of cognition. As can

be seen in Figure 1 detailing Bloom's Taxonomy on the flipped classroom, students should start from the lowest level (remembering) and develop through understanding and the other levels to reach the creating level, which is the highest level of taxonomy domains.

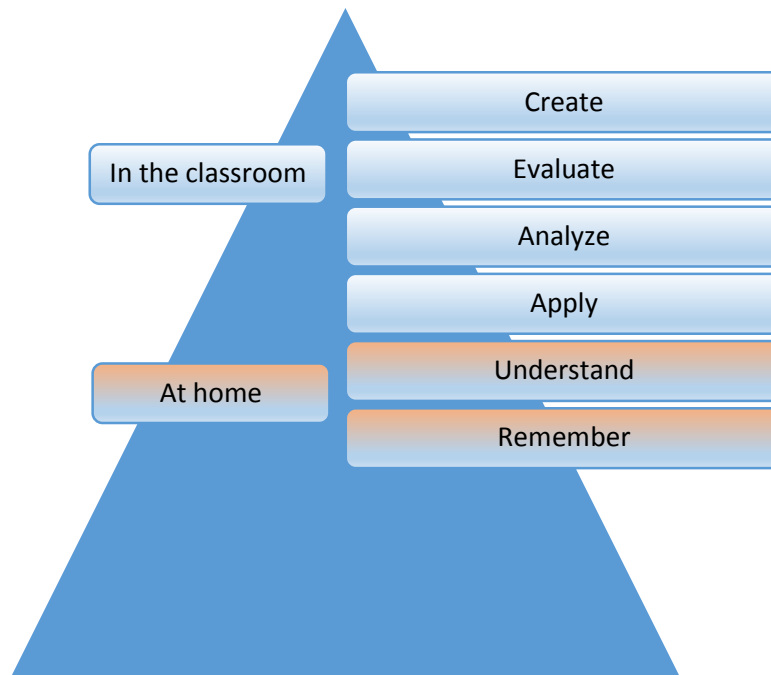


Figure 6: Bloom's Taxonomy in the flipped classroom

Once the Flipped classroom model is a teaching method in which lessons and lectures are provided outside of the classroom as instructional videos and online materials, the instructed learning materials encouraged students in the experimental group in order to apply, analyse, evaluate and create their new concepts and understandings of the language.

To be more specific, the results of the study suggested that grade nine students improved their achievement on the reading post-test depending on a specific teaching method in SLA, and that accomplishment could be attributed to the Flipped Classroom Model of Instruction (FCMI). As the FCMI approach was the main variable of this study that influenced the reading skills performance of the experimental group students positively, this method can be recommended as one that can be used as a way to improve ESL

reading skills' learning.

Focusing on the outcomes addressing the first research question, the statistics highlighted the students' improvement in reading skills which reflected the level of cognition resulting from the application of the FCMI approach. Moreover, freeing-up more classroom time afforded students the opportunity to increase their marks and gave them the chance to apply and evaluate what they had learnt at home. In addition to this, the flexibility in time that the experimental students had in being able to watch the recorded lectures multiple times helped students to build their own concepts independently. The different tasks (written and oral tasks) motivated students to work individually to investigate different concepts. It can be clearly seen that, the integration of recorded lectures and the assigned individual tasks affected the results of students positively.

To be specific, the outcomes of the second question reflected that the experiment affected the outstanding students the most. The high achievers of the experimental group performed better than the other levels in the control group. Meanwhile, the achievement of the average and the below level achievers remained the same. This finding reinforces the previous study by Bhagat, Cheng-Nan and Chun-Yen (2016). In this way, high achievers were affected positively more than the other levels and the teacher paid them more attention in understanding the ESL features. Therefore, the adoption of the FCMI approach could be recommended to help outstanding students to improve their performance in reading ESL.

In addition, the findings that addressed the third question established that there is no effect of implementing different methods of teaching, FCMI and the lecturing methods.

While flipping the classroom can be a reasonable tool to engage students and promote higher-level critical-thinking skills, it is important for faculty members to appropriately implement this approach.

CHAPTER FIVE

Implications, Suggestions, Recommendations, and Conclusion:

5.1 Implications

This study compared two different methods of teaching and their effects on the participants' performance and test scores in ESL reading skills. All participants were female ninth graders at the Qurtoba public school in Dubai in the United Arab Emirates (UAE). The findings and implications of this study strongly correlated with the research objectives. This research study provides an innovative and useful solutions for different problems facing ESL students in relation to their reading skills. These solutions are intended to help in the teaching of ESL and they have not previously been implemented in ESL classes in Dubai. Teaching reading with the FCMI approach to teaching has its own importance in applying new teaching strategies that are totally different from the face to face interaction method. While the face to face interaction method cannot treat the specific needs of slow learners, the FCMI method can treat both the weaknesses of under-performing students as well as improve and support the needs of outstanding students. Moreover, the study examines the effective profits of the FCMI approach as a combination of E-learning and Face-to-Face interaction to improve the level of achievement of students of one of the most important skills in ESL, which is reading.

The FCMI approach is recommended for future studies that could support reading classes and afford different valuable experiences for the future generations who will enjoy technological education, more than today's' students. As a demand of international societies, Park (2009) argued that applying technology in the future will provide the future generations with better communication quality and services.

The present paper introduces the implications of an educational shift which supports the view of redesigning school plans and including new programs and teaching methods, such as the FCMI approach to benefit various aspects of the ESL field. In addition to applying new teaching methods, this would also promote the educational policy which is followed in the schools of the United Arab Emirates in order to achieve the learning objectives and associate with the different positive outcomes. Furthermore, the environment, which is dramatically changed in the FCMI teaching method, would greatly improve the ESL skills of Arab students in intermediate schools.

5.2 Limitations of the study

The duration of this study was about one and a half trimesters. Through this period of time, certain issues can be identified as reasons for the limitations of the outcomes of the presented research study. The young age of the participants is the first obvious limitation. As was explained before, the researcher is herself the ESL teacher of the participants and she is the one who prepared the learning materials. Therefore, the researcher had to explain the experiment procedures and the nature of the learning materials to the participants and the school principal. The participants did not initially recognize the meaning of how they would flip the reading lessons and they were afraid of losing marks in their final assignments, while the school principal was thinking commercially that the new method of teaching may let students neglect school books and depend on videos; many corpus-based research papers have clarified that there is a gap between commercial learning materials and the language in use (Bynon 2010, p.9). In addition to that, a questionnaire had to be designed to answer the question of “why reading had been chosen to be investigated instead of other skills?”. While students can be considered to have been too young to complete a survey, the diagnostic test was held to single out the most challenged skill and how it could be improved.

The second prominent limitation was when the program started, at which point some negative parental attitudes towards applying technology were identified. For instance, a couple of students’ mothers argued that using telephones or any electronic devices would waste the students’ time. Despite the undesirable views towards the FCMI program at the beginning of the research period, after a few classes of the program the majority of both

parents and students were extremely satisfied about the achievements made and the ease of the procedures.

Another limitation was the Arab society's traditions and culture on how female students would be able to control ethical issues when using the internet and accessing different websites. Before the program started, a consent form was prepared and given to students with a clear explanation about how to use and control the online materials and the use of computers in language learning. Furthermore, CALL¹ resources can be noticed as distributing a lot of non-CALL source structures, including some suitable structures depending on the suitability of the product (Bynon, 2010, p.59).

Another factor that could have affected the study's outcomes was the students' motivation to take responsibility for their learning at home. As the research study was conducted with ninth grade students, the participants were extremely motivated to carry out the responsibility of learning and achieve their personal tasks.

The gender of the students also affected the research findings. The research aimed to investigate the performance of female students in reading with the FCMI method of teaching. The results of this study might be different if the participants were males, as all the questions of the pre- and the post-test were objective ones.

In contrast, the teacher had to spend many hours preparing the electronic materials that would be submitted to the participants. Around six hours weekly had to be spent preparing the plans and recording the videos of the lessons followed by some personalized tasks according to the students' levels of language proficiency. This was followed by more time required to provide feedback and correction to ensure the best learning values.

The poor school text book was another effective factor on the study findings. Although the FCMI teaching method helped directly in redesigning the traditional learning materials, the content of the book was extremely poor in using up-to-date. Furthermore, it also focused on structures and grammatical rules which are not that important for reading texts, as the majority of ungrammatical statements have meanings (Gass and Selinker, 2008, p.12).

CALL = "Computer-assisted Language Learning". Bynon (2010) ¹

5.3 Recommendations and suggestions

The conducted study has two objectives. First of all, to examine the connection between the two different methods of teaching – the face-to-face interaction and the Flipped Classroom Model of Instructions approaches. The second objective is to investigate the effect of the second method – the flipped classroom model of instructions – on the performance of students in ESL reading skills. The results of this research made some recommendations for the present and the future:

- 1- Recommendations to redesign the recent ESL text books for Arab students.
- 2- Recommendations to intermediated schools in the Dubai zone.
- 3- Recommendations for future research studies.

5.3.1 Recommendations to redesign the recent ESL text books for Arab students.

Based on the presented results of this study, the following implications are formed to the educationalists and the practitioners, particularly in the intermediated schools:

- (i) It is suggested that teaching students how to read and different kinds of texts is the main aim. The ESL text book in the Qurtoba public school is focused only on reading exercises and practice without explaining how to start reading and how to manage the question types and the allocated time for reading. As a result, the majority of students do not have the ability to read and use the updated reading methods.
- (ii) Applying technology through the text book and explaining how this is to be applied is the most critical aspect in making integration between the e-learning and the face-to-face interaction methods. Therefore, students should be taught the meanings of different methodologies.
- (iii) The variation of the reading exercises is a great necessity to assess all levels of students with the use of updated teaching methodologies like the FCMI. The FCMI is shown as an affordable method to support the high level students' performance in the intermediate schools.

5.3.2 Recommendations to intermediated schools in the Dubai zone.

As the educational zone is considered as one of the most important elements in the learning process, it has a very important role that could be improved.

- (i) There is an urgent need to prepare some training sessions for teachers to enrich their knowledge about how to apply technology in teaching. Moreover, teachers should be trained on how to flip their lessons and implement another types of blended learning.
- (ii) There is another necessity to motivate and encourage the creative teachers who are trying to change from using the teacher-centred methods of teaching and use updated methods.
- (iii) Furthermore, it would be suggested that conducting a meeting between the ESL teachers and the ESL syllabus designers could help both of them to fulfil the learning goals.

5.3.3 Recommendations for future research studies.

According to the findings of this study, some recommendations for further studies can be suggested:

- (i) While the recent study aimed to compare one of the blended learning models - FCMI – and the face to face method of teaching ESL reading, and since the research studies in similar topics are very few, the researcher recommends that applying FCMI in teaching to other skills, such as writing, listening and speaking, would improve students' performance in all of the ESL skills.
- (ii) As one of the most important components of the present study was the individual task or the oral presentation and the rubric of evaluating this work was not the model one, there is a need to examine the appropriate rubrics for such oral work.
- (iii) This study examined the effect of different teaching methods on female students, while conducting such a research in the same field but with male students would be more effective with the other two levels of student achievement.

- (iv) Furthermore, comparing the FCMI approach as a blended learning model with another model of the blended learning spectrum is recommended to examine the effect of two technological methods of teaching ESL.

5.4 Conclusion

As reading is one of the most important receptive skills in ESL, implementing different updated teaching methodologies would assess learners in a way that can best advise how to improve their learning. In the past, reading was taught directly by practicing without any determination of the methods of how to learn reading. Over time, technology has been applied through types of Computer Assisted Language Learning (CALL) materials. Many researchers have examined the theory of CALL and have differentiated the purposes of it and its effects on learning ESL skills. While face-to-face interaction has its own advantages and disadvantages, the integration between both applying technology and using the face-to-face approach is a great way to improve teaching ESL. The Blended learning lessons were the solution addressing how to best use both the lecturing and the technological methodologies in teaching. A certain type of Blended learning was examined in this study, which is the Flipped Classroom Model of Instructions. The experiment included 55 student volunteers that participated in the study. A diagnostic test had been held for two reasons: first of all, to determine which skill needed to be improved the most; and the second reason was to divide students into three different levels based on their scores. A pre-test was assigned to ascertain the students learning abilities of learning reading skills, followed by the treatment program. Around eighteen reading lessons were flipped with the online materials prepared by the teacher. After that, the post-test was designed to evaluate the effect of the treatment program on developing the students' reading scores. The results of the study revealed that implementing the FCMI teaching method is a clearly effective way to improve the performance of the outstanding students in particular. Moreover, the results indicated that the FCMI approach enhanced the experimental group students' levels of reading skills. In contrast, the F2F method did not show such a positive effect.

To sum up, the FCMI approach is considered as an effective teaching methodology that affected the level of reading of the ninth grader students and had a better influence on them than the F2F method of teaching ESL reading.

Throughout the individual evaluative tasks, students showed their motivation and encouragement towards flipping their lessons and taking the responsibility for their own learning. Additionally, the students who had their lessons delivered by the F2F method (the control group) were not motivated and they were less confident. In addition to the time limit, the FCMI students were able to re-watch the instructed videos more than one time in order to understand the different contents. This could allow them to use the free time in the classroom doing different tasks and recognizing the language features, which is more effective in enriching their L2 knowledge. The liberated time was used to achieve extra reading tasks and projects as an evaluation after watching the recorded materials. The correction of these tasks was through peer correction or self-correction, which did not only encourage students to be more engaged in the learning process but it also improved the independent learning approach and give students a wide range of self-confidence.

Students in the control group were working under time pressure. They had to listen and understand the lesson components spontaneously, as there was no repetition. As students in the experimental group could repeat the recorded instructions as much as they needed in order to understand the material, the FCMI approach was clearly of benefit. Likewise, the researcher “ESL teacher” worked without the pressure of the time limit.

While students in the experimental group worked independently, students in the control group worked unconfidently. Furthermore, they learned how to apply different approaches of learning reading ESL, for example, they learned how to skim and scan and how to understand the word formation approach, as well as how to understand the different meanings of the same word.

The findings of this study suggested that the Flipped Classroom Model of Instruction is a successful teaching method of reading skills. The experiment affected the third level of students (high achievers) as their scores were improved most in the post-test.

The previous research papers that explored this issue were very few, so conducting research in this field in the future will be more effective and add further value to the body of literature. For example, it is recommended that a comparison be made between two or more skills of English and that the effect of the Flipped Classroom Model of Instructions on teaching those skills be examined. While the participants were all females, potential results obtained from male students might be different because of the unique nature and mentality of male students. It can be concluded that this research study presented a creative method of teaching that will help in creating the next generation's perspectives and in building their concepts in relation to ESL reading skills. This dissertation underpins the suitability of using the FCMI approach in teaching reading for grade nine female students in the Qurtoba public school in Dubai.

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Appendix (A):sample of students' consent form.



Students' consent form


I agree that I am: _____ in grade nine (3)
will volunteer in the research under the title of **"The impact of flipped classroom model of instruction on grade nine students' achievement in reading"** with teacher **Saada Abdelgawad** at Qurtoba public school in Dubai.

-I know and agree that some videos and records will be taken to me and my friends and it will be kept confidential.

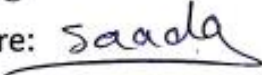
-My name will be included this study and it could be used as a reference in the future and I approve that.

-I have a deep understanding of the experiment and I am interested to join it.

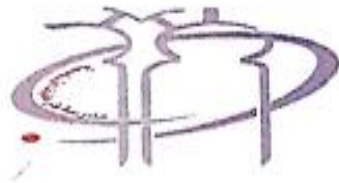
Name of student: Mera & Mohammad

Student's signature: 

Date: 11/5/2016

Researcher signature: 

Date: 11/5/2016



Students' consent form

I agree that I am: _____ in grade nine (3)
will volunteer in the research under the title of "The impact of flipped
classroom model of instruction on grade nine students' achievement in
reading" with teacher Saada Abdelgawad at Qurtoba public school in Dubai.

-I know and agree that some videos and records will be taken to me and my
friends and it will be kept confidential.

-My name will be included this study and it could be used as a reference in the
future and I approve that.

-I have a deep understanding of the experiment and I am interested to join it.

Name of student: Mahra Ismael

Student's signature: Mahra

Date: 11.5.2016

Researcher signature: Saada

Date: 11-5-2016

Appendix (B): The diagnostic test.

Qurtoba Public School

Diagnostic Test

Student:

Grade Nine

Section ()

A. Reading (10 marks)

Passage 1

Read the following passage then answer the questions below:

Last week Rashid was driving to Al-Ain to visit his relatives. He got angry because a small green car began to run very close behind him. He drove faster to leave the car behind. But whenever he slowed down, the little car caught up with him. The driver was waving to Rashid but he didn't notice him. Again Rashid began to drive faster, but the little car caught up with him. "Perhaps I'm doing something wrong." Rashid thought. He checked the doors, but they were in order. He drove off very fast leaving the car behind. When he stopped at a petrol station, the small car caught up with him. The driver came out of the car and said, "Your car number plate fell off about fifteen miles back, I tried to tell you, but you didn't notice."

Questions:

B. Complete the following table:

Driver	Where?	When?	Why?

B. Write (yes) if the given statements agree with the information in the passage and (No) if they do not.

5. Rashid was driving very slowly. { }

6. The driver was waving to Rashid. { }
7. Rashid didn't check the doors. { }

C. Answer the following questions:

8. The color of the small car is _____.
a. black b. blue c. green d. white
9. Rashid stopped at a _____.
a. supermarket b. police station c. workshop d. petrol station
10. A _____ fell off Rashid's car.
a. lamp b. plate c. wheel d. handle

II. Vocabulary (15 marks)

C. Choose the word(s) a, b, c or d that best complete(s) the sentences.

1. The school has recently built a new _____.
a. problem b. attitude c. gym d. monitor
2. In many countries, the school year is divided into two _____.
a. centers b. exercises c. semesters d. researches
3. She couldn't listen to that _____ story.
a. helpful b. annoying c. arrogant d. boring
4. You must fill in this _____ form.
a. subject b. application c. staff d. index
5. The _____ is the person who is in charge of the school.
a. principal b. resource c. hall d. attitude
6. I _____ my e-mails every day.
a. check b. advise c. criticize d. shout
7. Ahmad is honest, he _____ says lies.
a. always b. usually c. often d. never
8. Have you got your _____ with you?
a. planner b. hall c. recess d. applicant
9. I sometimes play _____ games on my computer.
a. punctual b. interesting c. moody d. friendly

10. Students are not allowed to _____ at school.
a. tell b. smoke c. organize d. draft

D. Classify the following words in the correct columns:

Personality / website / webcam / brain / search engine

Internet	People
11-	14-
12-	15-
13-	

III. Grammar (15 marks)

A. Choose the word(s) or phrases a, b, c or d: (15marks)

- My family likes _____ in cheap hotels.
a. staying b. stay c. stays d. stayed
- _____ he speak English? Yes, he does.
a. Can b. Did c. Will d. Does
- People in the UAE are used _____ very hot weather.
a. for b. to c. at d. in
- I _____ about my future career.
a. thinks b. always think c. thinking d. think always
- To answer correctly, you _____ the questions carefully.
a. must reading b. reading c. must read d. must reads
- They were responsible _____ managing the whole company.
a. at b. for c. of d. to
- My brother goes to his work _____ 8:00 am to 3:00 pm.
a. in b. through c. at d. from
- _____ are you going to talk about?
a. What b. Where c. Why d. How
- How _____ do you study at the weekend.

Appendix (C): sample of students' diagnostic test.

Scanned

Qurtoba Public School
Diagnostic Test
Student: Budoor Ahmed

Grade Nine
Section (1)

A. Reading (10 marks)

Passage 1

Read the following passage then answer the questions below:

Last week Rashid was driving to Al-Ain to visit his relatives. He got angry because a small green car began to run very close behind him. He drove faster to leave the car behind. But whenever he slowed down, the little car caught up with him. The driver was waving to Rashid but he didn't notice him. Again Rashid began to drive faster, but the little car caught up with him. "Perhaps I'm doing something wrong." Rashid thought. He checked the doors, but they were in order. He drove off very fast leaving the car behind. When he stopped at a petrol station, the small car caught up with him. The driver came out of the car and said, "Your car number plate fell off about fifteen miles back, I tried to tell you, but you didn't notice."

Questions:

B. Complete the following table:

Driver	Where?	When?	Why?
<u>Rashid</u>	<u>Al-Ain</u>	<u>X</u>	<u>X</u>

B. Write (yes) if the given statements agree with the information in the passage and (No) if they do not.

5. Rashid was driving very slowly. { ✓ } X

6. The driver was waving to Rashid. { ✓ } ✓

7. Rashid didn't check the doors. { ✓ } X

C. Answer the following questions:

8. The color of the small car is _____.
a. black b. blue c. green d. white

9. Rashid stopped at a _____.
a. supermarket b. police station c. workshop d. petrol station

10. A _____ fell off Rashid's car.
a. lamp b. plate c. wheel d. handle

H. Vocabulary (15 marks)

12 C. Choose the word(s) a, b, c or d that best complete(s) the sentences.

- The school has recently built a new _____.
a. problem b. attitude c. gym d. monitor
- In many countries, the school year is divided into two _____.
a. centers b. exercises c. semesters d. researches
- She couldn't listen to that _____ story.
a. helpful b. annoying c. arrogant d. boring
- You must fill in this _____ form.
a. subject b. application c. staff d. index
- The _____ is the person who is in charge of the school.
a. principal b. resource c. hall d. attitude
- I _____ my e-mails every day.
a. check b. advise c. criticize d. shout
- Ahmad is honest, he _____ says lies.
a. always b. usually c. often d. never
- Have you got your _____ with you?
a. planner b. hall c. recess d. applicant
- I sometimes play _____ games on my computer.
a. punctual b. interesting c. moody d. friendly
- Students are not allowed to _____ at school.
a. tell b. smoke c. organize d. draft

D. Classify the following words in the correct columns:

Personality / ~~website~~ / ~~webcam~~ / ~~brain~~ / ~~search engine~~

Internet	People
11- website ✓	14- brain ✓
12- webcam ✓	15- personality ✓
13- Search engine ✓	

(8)

III. Grammar (15 marks)

A. Choose the word(s) or phrases a, b, c or d: (15marks)

1. My family likes _____ in cheap hotels.
a. staying ☒ b. stay c. stays d. stayed
2. _____ he speak English? Yes, he does.
a. Can ☒ b. Did c. Will ☒ d. Does
3. People in the UAE are used _____ very hot weather.
a. ~~for~~ b. to ☒ c. at d. in
4. I _____ about my future career.
a. thinks b. always think ☒ c. thinking d. think always
5. To answer correctly, you _____ the questions carefully.
a. must reading b. reading ☒ c. must read d. must reads
6. They were responsible _____ managing the whole company.
a. at b. for c. of ☒ d. to
7. My brother goes to his work _____ 8:00 am to 3:00 pm.
a. in b. through ☒ c. at d. from
8. _____ are you going to talk about?
☒ a. What b. Where c. Why d. How
9. How _____ do you study at the weekend.
☒ a. often b. always c. usually d. never
10. _____ at the club.
a. She plays usually c. Plays she usually
b. Usually she plays ☒ d. She usually plays
11. He is going on a _____ holiday.
☒ a. two- weeks b. two week c. two-week d. week two
12. If you come after 8 a.m., you will be _____ to class.
a. lately ☒ b. late c. later d. later on
13. _____ lessons end at 2: 00?
a. Does . ☒ b. Are c. Do d. Have
14. Are you _____ English now?
☒ a. writing b. write c. writes d. wrote
15. Mr. Hassan is _____.
a. teachers b. the teachers c. teacher ☒ d. a teacher

IV. Writing (10 marks)

C. Paragraph writing (10 marks)

Write a paragraph (80 – 100 words) about the school council.

These words and phrases may help you:

Meeting staff once talk good things bad things

representative not easy interesting

If you want to be in school council you should to be interesting in everything, And you should ~~shoud~~ to be punctual in your school. I would like to be in school council, so, ~~my name~~ I can help my friends in there problems and I have many ~~improvements~~ ^{livements} like: I can talk in arabic and english ~~well~~ ^{good} well, I ~~know~~ ^{can} express ~~about~~ ^{the} in writing And I respect the laws and the ~~resposible~~ ^{responsible} principle. So, please vote for me and ~~will~~ ^{thank} you very much for your reading my paragraph.

9

Best wishes

Teacher: Saada

Appendix (D) : Reading pre-test

Qurtba Public School

Grade nine ()

Reading Pre-test

Student:

.....

Read the following Passage silently, and answer questions from 1 – 15 about what you have read:

Caves

Caves, or caverns, are large underground openings. Most caves in the United States are made of limestone. Limestone dissolves when it comes in contact with rainwater or groundwater containing acid. Some limestone caves start as sinkholes and then become closed off over time. In limestone caves, dripping water and minerals form large column-like formations. The most common and well known of these formations are stalactites and stalagmites. An easy way to identify these formations is to remember that stalactites, ' come from the , ' come from the ceiling; and stalagmites, with a 'g, with a 'c ground.

Caving or “spelunking” is the recreational sport of exploring caves. Both water-filled and air-filled caves attract many visitors each year. Underwater caves are located beneath the ground and open from the floor of many bodies of water. Some air-filled caves can be explored easily on foot, but others are more difficult to reach. Some extreme cave explorers use ropes and pulleys to climb miles underground into caves and squeeze into tight crawl spaces using only a headlamp or flashlight to guide their way.

The state of Florida has many types of caves. Most caverns in the state are underwater and require diving equipment to access them. Scuba divers access these caves primarily by diving in fresh water springs across the northern part of the state. Cave diving can be extremely dangerous.

Underground caves can be complex networks or connected caverns, making them difficult to navigate. These caves are often located at such depths that they receive no natural light. This requires divers to light their own way while exploring underwater. Accidents often occur when divers become disoriented or their equipment fails and they are unable to reach the surface before running out of oxygen.

Not all caves in Florida are flooded. Florida Caverns State Park, located in the Florida panhandle near Marianna, offers the only guided tours of air-filled caves in the state. The caves located within the park have existed for millions of years and were inhabited by Native Americans and early European settlers. It was not until the mid-1930s however, that the Depression-era Civilian Conservation Corps (CCC) labored to clear the caves of rock debris and install lighting. Since the 1940s, the park has been able to invite visitors to explore several large cave rooms on a 45-minute ranger-led walking tour. The park also offers swimming, picnicking, camping, and canoe rentals. Caving is an interesting and exciting way to learn about the environments around us.

Q1- Read this passage silently, and answer questions 1 – 5 on your paper about what you have read.

1. According to the author, how do the caves at Florida Caverns State Park differ from other caves Florida?
 - a. The caves at Florida Caverns State Park were inhabited by Native Americans and early European settlers.
 - b. The caves at Florida Caverns State Park include several large cave rooms.
 - c. The caves at Florida Caverns Stated Park are accessible by guided tour.
 - d. The caves at Florida Caverns Stated Park were built by the Depression-era Civilian Conservation Corps.

2. Which fact from the article provides the best evidence that cave diving can be dangerous?
 - a. Underwater caves are often located at such depths that they receive no natural light.

- b. Cave divers must use advanced Scuba diving gear to access underwater caves.
- c. Underwater caves can be complex network or connected caverns.
- d. Cave divers may experience equipment failure and be unable to reach the surface.

3. What important effect did clearing rock debris and installing lighting have on the caves at Florida Caverns State Park?

- a. It encouraged the formation of additional stalactites and stalagmites.
- b. It allowed Native Americans and European settlers to inhabit the caves.
- c. It opened up large cave rooms that had been closed off by sinkholes over time.
- d. It created opportunities for park visitors to explore the caves.

4. According to the author, how are stalactites and stalagmites similar?

- a. They are formed by dripping water and minerals
- b. They contribute to the development of sinkholes.
- c. They are the only rock formations found in limestone caverns.
- d. They are found primarily in underwater caves.

5. What does this excerpt from the second paragraph mean? Caving, or “spelunking,” is the recreational sport of exploring caves.

- A. Caving is a professionally recognized sport involving cave exploration.
- B. Caving requires specialized cave exploration training.
- C. Caving, or cave exploration, is primarily done for leisure.
- D. Caving is dangerous and caves should be explored with caution.

Q2- Write (yes) if the given statements agree with the information in the passage and (No) if they do not.

- 1-The well-known formation is only stalactites. ()
- 2-Spelunking is a kind of sport. ()
- 3-There were several kinds of caves in Florida. ()
- 4-Navigation is so easy between the underwater caves. ()
- 5-If the drivers became disoriented to reach the surface; it would be easy to be saved. ()

Q3-Fill in the gaps with one or two words only from the passage:

Florida caves situated in the Florida
.....near..... They located next to
the.....which is found for..... Of years
.Caving is a wonderful method to learn about the.....
around the world.

Appendix (E): sample of the control group students' reading pre-test.

Qurtba Public School

Grade nine (1)

Reading Pretest

Student:Zaina b ali.....

9 Saadeh 2

Read the following passage silently, then answer questions from 1 – 15 about what you have read:

Caves

Caves, or caverns, are large underground openings. Most caves in the United States are made of limestone. Limestone dissolves when it comes in contact with rainwater or groundwater containing acid. Some limestone caves start as sinkholes and then become closed off over time. In limestone caves, dripping water and minerals form large column-like formations. The most common and well known of these formations are stalactites and stalagmites. An easy way to identify these formations is to remember that stalactites, with a 'c,' come from the ceiling; and stalagmites, with a 'g,' come from the ground.

Caving or "spelunking" is the recreational sport of exploring caves. Both water-filled and air-filled caves attract many visitors each year. Underwater caves are located beneath the ground and open from the floor of many bodies of water. Some air-filled caves can be explored easily on foot, but others are more difficult to reach. Some extreme cave explorers use ropes and pulleys to climb miles underground into caves and squeeze into tight crawl spaces using only a headlamp or flashlight to guide their way.

The state of Florida has many types of caves. Most caverns in the state are underwater and require diving equipment to access them. Scuba divers access these caves primarily by diving in fresh water springs across the northern part of the state. Cave diving can be extremely dangerous. Underground caves can be complex networks or connected caverns, making them difficult to navigate. These caves are often located at such depths that they receive no natural light. This requires divers to light their own way while exploring underwater. Accidents often occur when divers become disoriented or their equipment fails and they are unable to reach the surface before running out of oxygen.

Not all caves in Florida are flooded. Florida Caverns State Park, located in the Florida panhandle near Marianna, offers the only guided tours of air-filled caves in the state. The caves located within the park have existed for millions of years

and were inhabited by Native Americans and early European settlers. It was not until the mid-1930s however, that the Depression-era Civilian Conservation Corps (CCC) labored to clear the caves of rock debris and install lighting. Since the 1940s, the park has been able to invite visitors to explore several large cave rooms on a 45-minute ranger-led walking tour. The park also offers swimming, picnicking, camping, and canoe rentals. Caving is an interesting and exciting way to learn about the environments around us.

(Section one)

- Circle the correct answer:

1. According to the author, how do the caves at Florida Caverns State Park differ from other caves Florida?

- a. The caves at Florida Caverns State Park were inhabited by Native Americans and early European settlers.
- b. The caves at Florida Caverns State Park include several large cave rooms.
- ☒ c. The caves at Florida Caverns State Park are accessible by guided tour.
- d. The caves at Florida Caverns State Park were built by the Depression-era Civilian Conservation Corps.

2. Which fact from the article provides the best evidence that cave diving can be dangerous?

- a. Underwater caves are often located at such depths that they receive no natural light.
- b. Cave divers must use advanced Scuba diving gear to access underwater caves.
- c. Underwater caves can be complex network or connected caverns.
- ☒ d. Cave divers may experience equipment failure and be unable to reach the surface.

3. What important effect did clearing rock debris and installing lighting have on the caves at Florida Caverns State Park?

- ☒ a. It encouraged the formation of additional stalactites and stalagmites.
- b. It allowed Native Americans and European settlers to inhabit the caves.
- c. It opened up large cave rooms that had been closed off by sinkholes over time.

(2)

- d. It created opportunities for park visitors to explore the caves.
4. According to the author, how are stalactites and stalagmites similar?
- a. They are formed by dripping water and minerals
 - b. They contribute to the development of sinkholes.
 - c. They are the only rock formations found in limestone caverns.
 - d. They are found primarily in underwater caves.

5. What does this excerpt from the second paragraph mean? Caving, or "spelunking," is the recreational sport of exploring caves.

- A. Caving is a professionally recognized sport involving cave exploration.
- B. Caving requires specialized cave exploration training.
- C. Caving, or cave exploration, is primarily done for leisure.
- D. Caving is dangerous and caves should be explored with caution.

(Section Two)

- Write (yes) if the given statements agree with the information in the passage and (No) if they do not.

- 1-The well-known formation is only stalactites. (X)
- 2-Spelunking is a kind of sport. (✓)
- 3-There were several kinds of caves in Florida. (✓)
- 4-Navigation is quite easy among the underwater caves. (✓)
- 5-If drivers became disoriented to reach the surface, they would be easily saved. (✓)

(Section Three)

-Fill in the gaps with one or two words only from the passage:

Florida caves situated in the Florida
.....panhandle.....near.....marion..... They are located next to
the.....park.....which is found for.....millions..... of years .Caving
is a wonderful method to learn about the..... around the
world.

Qurtba Public School

Grade nine (1)

Reading Pretest

Student: Bashayer Youssef

13

Saadla

7

Read the following passage silently, then answer questions from 1 – 15 about what you have read:

Caves

Caves, or caverns, are large underground openings. Most caves in the United States are made of limestone. Limestone dissolves when it comes in contact with rainwater or groundwater containing acid. Some limestone caves start as sinkholes and then become closed off over time. In limestone caves, dripping water and minerals form large column-like formations. The most common and well known of these formations are stalactites and stalagmites. An easy way to identify these formations is to remember that stalactites, with a 'c', come from the ceiling; and stalagmites, with a 'g', come from the ground.

Caving or "spelunking" is the recreational sport of exploring caves. Both water-filled and air-filled caves attract many visitors each year. Underwater caves are located beneath the ground and open from the floor of many bodies of water. Some air-filled caves can be explored easily on foot, but others are more difficult to reach. Some extreme cave explorers use ropes and pulleys to climb miles underground into caves and squeeze into tight crawl spaces using only a headlamp or flashlight to guide their way.

The state of Florida has many types of caves. Most caverns in the state are underwater and require diving equipment to access them. Scuba divers access these caves primarily by diving in fresh water springs across the northern part of the state. Cave diving can be extremely dangerous. Underground caves can be complex networks or connected caverns, making them difficult to navigate. These caves are often located at such depths that they receive no natural light. This requires divers to light their own way while exploring underwater. Accidents often occur when divers become disoriented or their equipment fails and they are unable to reach the surface before running out of oxygen.

Not all caves in Florida are flooded. Florida Caverns State Park, located in the Florida panhandle near Marianna, offers the only guided tours of air-filled caves in the state. The caves located within the park have existed for millions of years

and were inhabited by Native Americans and early European settlers. It was not until the mid-1930s however, that the Depression-era Civilian Conservation Corps (CCC) labored to clear the caves of rock debris and install lighting. Since the 1940s, the park has been able to invite visitors to explore several large cave rooms on a 45-minute ranger-led walking tour. The park also offers swimming, picnicking, camping, and canoe rentals. Caving is an interesting and exciting way to learn about the environments around us.

(Section one)

- Circle the correct answer:

1. According to the author, how do the caves at Florida Caverns State Park differ from other caves Florida?

- ☒ a. The caves at Florida Caverns State Park were inhabited by Native Americans and early European settlers.
- b. The caves at Florida Caverns State Park include several large cave rooms.
- c. The caves at Florida Caverns State Park are accessible by guided tour.
- d. The caves at Florida Caverns State Park were built by the Depression-era Civilian Conservation Corps.

2. Which fact from the article provides the best evidence that cave diving can be dangerous?

- a. Underwater caves are often located at such depths that they receive no natural light.
- b. Cave divers must use advanced Scuba diving gear to access underwater caves.
- c. Underwater caves can be complex network or connected caverns.
- ☒ d. Cave divers may experience equipment failure and be unable to reach the surface.

3. What important effect did clearing rock debris and installing lighting have on the caves at Florida Caverns State Park?

- a. It encouraged the formation of additional stalactites and stalagmites.
- b. It allowed Native Americans and European settlers to inhabit the caves.
- c. It opened up large cave rooms that had been closed off by sinkholes over time.

d It created opportunities for park visitors to explore the caves.

7

4. According to the author, how are stalactites and stalagmites similar?

a They are formed by dripping water and minerals

b. They contribute to the development of sinkholes.

c. They are the only rock formations found in limestone caverns.

d. They are found primarily in underwater caves.

4

5. What does this excerpt from the second paragraph mean? Caving, or "spelunking," is the recreational sport of exploring caves.

A. Caving is a professionally recognized sport involving cave exploration.

B. Caving requires specialized cave exploration training.

C Caving, or cave exploration, is primarily done for leisure.

D. Caving is dangerous and caves should be explored with caution.

(Section Two)

- Write (yes) if the given statements agree with the information in the passage and (No) if they do not.

1-The well-known formation is only stalactites.

2-Spelunking is a kind of sport.

3-There were several kinds of caves in Florida.

4-Navigation is quite easy among the underwater caves.

5-If drivers became disoriented to reach the surface, they would be easily saved.

(✓)

4 (X)
(✓)
(✓)
(X)

(Section Three)

-Fill in the gaps with one or two words only from the passage:

Florida caves situated in the Florida

panhandle near in Grianna. They are located next to the park which is found for hundreds of years. Caving is a wonderful method to learn about the environment around the world.

5

Appendix (F): Sample of the experimental group students' pre-test

Qurtba Public School

Grade nine ()

Reading Pre-test

Student: A. th. r. a. g. u. l. o. o. m.

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②
Saade

Read the following Passage silently, and answer questions from 1 – 15 about what you have read:

Caves

Caves, or caverns, are large underground openings. Most caves in the United States are made of limestone. Limestone dissolves when it comes in contact with rainwater or groundwater containing acid. Some limestone caves start as sinkholes and then become closed off over time. In limestone caves, dripping water and minerals form large column-like formations. The most common and well known of these formations are stalactites and stalagmites. An easy way to identify these formations is to remember that stalactites, with a 'c,' come from the ceiling; and stalagmites, with a 'g,' come from the ground.

Caving or "spelunking" is the recreational sport of exploring caves. Both water-filled and air-filled caves attract many visitors each year. Underwater caves are located beneath the ground and open from the floor of many bodies of water. Some air-filled caves can be explored easily on foot, but others are more difficult to reach. Some extreme cave explorers use ropes and pulleys to climb miles underground into caves and squeeze into tight crawl spaces using only a headlamp or flashlight to guide their way.

The state of Florida has many types of caves. Most caverns in the state are underwater and require diving equipment to access them. Scuba divers access these caves primarily by diving in fresh water springs across the northern part of the state. Cave diving can be extremely dangerous. Underground caves can be complex networks or connected caverns, making them difficult to navigate. These caves are often located at such depths that they receive no natural light. This requires divers to light their own way while exploring underwater. Accidents often occur when divers become disoriented or their equipment fails and they are unable to reach the surface before running out of oxygen.

Not all caves in Florida are flooded. Florida Caverns State Park, located in the Florida panhandle near Marianna, offers the only guided tours of air-filled caves in the state. The caves located within the park have existed for millions of years

and were inhabited by Native Americans and early European settlers. It was not until the mid-1930s however, that the Depression-era Civilian Conservation Corps (CCC) labored to clear the caves of rock debris and install lighting. Since the 1940s, the park has been able to invite visitors to explore several large cave rooms on a 45-minute ranger-led walking tour. The park also offers swimming, picnicking, camping, and canoe rentals. Caving is an interesting and exciting way to learn about the environments around us.

Q1- Read this passage silently, and answer questions 1 – 5 on your paper about what you have read.

1. According to the author, how do the caves at Florida Caverns State Park differ from other caves Florida?

a. The caves at Florida Caverns State Park were inhabited by Native Americans and early European settlers.

☒ b. The caves at Florida Caverns State Park include several large cave rooms.

☐ c. The caves at Florida Caverns State Park are accessible by guided tour.

d. The caves at Florida Caverns State Park were built by the Depression-era Civilian Conservation Corps.

2. Which fact from the article provides the best evidence that cave diving can be dangerous?

a. Underwater caves are often located at such depths that they receive no natural light.

b. Cave divers must use advanced Scuba diving gear to access underwater caves.

c. Underwater caves can be complex network or connected caverns.

☒ d. Cave divers may experience equipment failure and be unable to reach the surface.

3. What important effect did clearing rock debris and installing lighting have on the caves at Florida Caverns State Park?

a. It encouraged the formation of additional stalactites and stalagmites.

b. It allowed Native Americans and European settlers to inhabit the caves. c.
It opened up large cave rooms that had been closed off by sinkholes over time.

- d. It created opportunities for park visitors to explore the caves.
4. According to the author, how are stalactites and stalagmites similar?
- They are formed by dripping water and minerals
 - They contribute to the development of sinkholes.
 - They are the only rock formations found in limestone caverns.
 - They are found primarily in underwater caves.
5. What does this excerpt from the second paragraph mean? Caving, or "spelunking," is the recreational sport of exploring caves.
- Caving is a professionally recognized sport involving cave exploration.
 - Caving requires specialized cave exploration training.
 - Caving, or cave exploration, is primarily done for leisure.
 - Caving is dangerous and caves should be explored with caution.

Q2- Write (yes) if the given statements agree with the information in the passage and (No) if they do not.

- The well-known formation is only stalactites. (F)
- Spelunking is a kind of sport. (F)
- There were several kinds of caves in Florida. (F)
- Navigation is so easy between the underwater caves. (T)
- If the drivers became disoriented to reach the surface; it would be easy to be saved. (T)

Q3-Fill in the gaps with one or two words only from the passage:

Florida caves situated in the Florida
 ... panhandle ... near ... Marianna ... They located next to
 the ... park ... which is found for ... millions ... Of years
 .Caving is a wonderful method to learn about the
 around the world.

Qurtba Public School

Grade nine ()

Reading Pre-test

Student: Me. ad. mah. a. med.

6
15
Saada

Read the following Passage silently, and answer questions from 1 – 15 about what you have read:

Caves

Caves, or caverns, are large underground openings. Most caves in the United States are made of limestone. Limestone dissolves when it comes in contact with rainwater or groundwater containing acid. Some limestone caves start as sinkholes and then become closed off over time. In limestone caves, dripping water and minerals form large column-like formations. The most common and well known of these formations are stalactites and stalagmites. An easy way to identify these formations is to remember that stalactites, with a 'c' come from the ceiling; and stalagmites, with a 'g' come from the ground.

Caving or "spelunking" is the recreational sport of exploring caves. Both water-filled and air-filled caves attract many visitors each year. Underwater caves are located beneath the ground and open from the floor of many bodies of water. Some air-filled caves can be explored easily on foot, but others are more difficult to reach. Some extreme cave explorers use ropes and pulleys to climb miles underground into caves and squeeze into tight crawl spaces using only a headlamp or flashlight to guide their way.

The state of Florida has many types of caves. Most caverns in the state are underwater and require diving equipment to access them. Scuba divers access these caves primarily by diving in fresh water springs across the northern part of the state. Cave diving can be extremely dangerous. Underground caves can be complex networks or connected caverns, making them difficult to navigate. These caves are often located at such depths that they receive no natural light. This requires divers to light their own way while exploring underwater. Accidents often occur when divers become disoriented or their equipment fails and they are unable to reach the surface before running out of oxygen.

Not all caves in Florida are flooded. Florida Caverns State Park, located in the Florida panhandle near Marianna, offers the only guided tours of air-filled caves in the state. The caves located within the park have existed for millions of years

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and were inhabited by Native Americans and early European settlers. It was not until the mid-1930s however, that the Depression-era Civilian Conservation Corps (CCC) labored to clear the caves of rock debris and install lighting. Since the 1940s, the park has been able to invite visitors to explore several large cave rooms on a 45-minute ranger-led walking tour. The park also offers swimming, picnicking, camping, and canoe rentals. Caving is an interesting and exciting way to learn about the environments around us.

Q1- Read this passage silently, and answer questions 1 – 5 on your paper about what you have read.

1. According to the author, how do the caves at Florida Caverns State Park differ from other caves Florida?

- a. The caves at Florida Caverns State Park were inhabited by Native Americans and early European settlers.
- b. The caves at Florida Caverns State Park include several large cave rooms.
- ☒ c. The caves at Florida Caverns State Park are accessible by guided tour.
- d. The caves at Florida Caverns State Park were built by the Depression-era Civilian Conservation Corps.

2. Which fact from the article provides the best evidence that cave diving can be dangerous?

- a. Underwater caves are often located at such depths that they receive no natural light.
- ☒ b. Cave divers must use advanced Scuba diving gear to access underwater caves.
- c. Underwater caves can be complex network or connected caverns.
- ☒ d. Cave divers may experience equipment failure and be unable to reach the surface.

3. What important effect did clearing rock debris and installing lighting have on the caves at Florida Caverns State Park?

- ☒ a. It encouraged the formation of additional stalactites and stalagmites.
- b. It allowed Native Americans and European settlers to inhabit the caves.
- c. It opened up large cave rooms that had been closed off by sinkholes over time.

- ~~It~~ created opportunities for park visitors to explore the caves.
4. According to the author, how are stalactites and stalagmites similar?
- a. They are formed by dripping water and minerals
 - b. They contribute to the development of sinkholes.
 - c. They are the only rock formations found in limestone caverns.
 - d. They are found primarily in underwater caves.
5. What does this excerpt from the second paragraph mean? Caving, or "spelunking," is the recreational sport of exploring caves.
- A. Caving is a professionally recognized sport involving cave exploration.
 - B. Caving requires specialized cave exploration training.
 - C. Caving, or cave exploration, is primarily done for leisure.
 - D. Caving is dangerous and caves should be explored with caution.

Q2- Write (yes) if the given statements agree with the information in the passage and (No) if they do not.

- 1-The well-known formation is only stalactites. (X)
- 2-Spelunking is a kind of sport. (X)
- 3-There were several kinds of caves in Florida. (X)
- 4-Navigation is so easy between the underwater caves. (X)
- 5-If the drivers became disoriented to reach the surface; it would be easy to be saved. (X)

Q3-Fill in the gapes with one or two words only from the passage:

Florida caves situated in the Florida
formations near..... They located next to
the..... which is found for... actions. Of years
Caving is a wonderful method to learn about the... recreational
around the world.

Name: _____

Post-test

Grade nine: ()

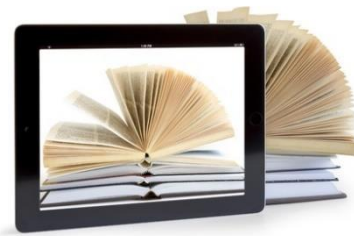
Qurtoba public school

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Did you know that some people do not do their reading assignments? It is shocking, but it is true. Some students do not even read short texts that they are assigned in class. There are many reasons for this. They may be distracted or bored. They may be unwilling to focus. They may be unconfident readers. Whatever the reason, it has to stop today. Here is why.

Reading stimulates your mind. It is like a workout for your brain. When people get old, their muscles begin to deteriorate. They get weaker and their strength leaves them. Exercise can prevent this loss. The same thing happens to people's brains when they get older. Brainpower and speed decline with age. Reading strengthens your brain and prevents these declines.

You can benefit from reading in the near-term too. Reading provides knowledge. Knowledge is power. Therefore, reading can make you a more powerful person. You can learn to do new things by reading.



Do not just discount a text because it is unfamiliar to you. Each time you read, you are exposed to new ideas and perspectives. Reading can change the way that you understand the world. It can give you a broader perspective on things. It can make you worldlier. You can learn how people live in faraway places. You can learn about cultures different from your own.

Reading is good for your state of mind. It has a calming effect. It can lower your stress levels and help you relax. You can escape from your troubles for a moment when you read, and it is a positive escape. The benefits of reading far outweigh those of acting like a doofus. So do yourself a favor: the next time you get a reading assignment, take as much as you can from it. Squeeze it for every

Do you want to make video games?
Do you want to design clothing?
Reading can teach you all this and more. However, you have to get good at reading, and the only way to get good at something is to practice.

drop of knowledge that it contains. Then move on to the next one.

Read everything that you can at school, regardless of whether you find it interesting. Reading expands your vocabulary. Even a "boring" text can teach you new words. Having a larger vocabulary will help you better express yourself. You will be able to speak, write, and think more intelligently. What is boring about that?

1. Which best expresses the main idea of the second paragraph?

b. Reading strengthens your mind.

a. Reading is exciting.

d. Working out keeps your body in shape.

c. Age affects the body in many ways.

2. Why does the author think that you should read books that are boring?

a. You will eventually grow to love them if you read them enough.

b. You will get better grades in reading class.

c. You will make your teacher very happy.

d. You will learn new words.

3. Which best expresses the main idea of the third paragraph?

a. Reading can benefit you.

b. You can learn to program video games or design clothing by reading.

c. You can learn amazing things and become a better person by reading.

d. Knowledge is power.

4. Which is **not** a reason given by the author why students fail to complete reading assignments?

b. Students may be distracted.

a. Students may be bored.

d. Students may be tired.

c. Students may be unwilling to focus.

5. Which best expresses the author's main purpose in writing this text?

a. He is trying to persuade students to do their reading work.

b. He is teaching people how to become better readers.

c. He is explaining why people do not do their reading work.

d. He is entertaining readers with facts about the mind and body.

Section Two:

-Write (yes) if the given statements agree with the information in the passage and (No) if they do not:

1-All people do not do their reading assignment.

()

2-Some people do not do their reading assignments because they are boring.

()

3 Reading gives you extra knowledge.

()

4-Boring text does not add anything new to you.

()

5 Reading does not enrich your vocabulary.

()

Section Three:

- **Fill in the gaps with one or two words only from the passage:**

Reading has a.....influence. You canfrom
your problems for a certain time while you are reading. That is
a.....escape. The coming time you have a reading
.....take as you can from it. Use it for everyof
knowledge.


Appendix (H): Sample the experimental group students' post-test.

Name: Athraa Ghalib Grade nine: (3)

9/15 Saadla Post-test Qurtoba public school (2)

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Did you know that some people do not do their reading assignments? It is shocking, but it is true. Some students do not even read short texts that they are assigned in class. There are many reasons for this. They may be distracted or bored. They may be unwilling to focus. They may be unconfident readers. Whatever the reason, it has to stop today. Here is why.



Reading stimulates your mind. It is like a workout for your brain. When people get old, their muscles begin to deteriorate. They get weaker and their strength leaves them. Exercise can prevent this loss. The same thing happens to people's brains when they get older. Brainpower and speed decline with age. Reading strengthens your brain and prevents these declines.

You can benefit from reading in the near-term too. Reading provides knowledge. Knowledge is power. Therefore, reading can make you a more powerful person. You can learn to do new things by reading. Do you want to make video games? Do you want to design clothing? Reading can teach you all this and more. However, you have to get good at reading, and the only way to get good at something is to practice.

Read everything that you can at school, regardless of whether you find it interesting. Reading expands your vocabulary. Even a "boring" text can teach you new words. Having a larger vocabulary will help you better express yourself. You will be able to speak, write, and think more intelligently. What is boring about that?

Do not just discount a text because it is unfamiliar to you. Each time you read, you are exposed to new ideas and perspectives. Reading can change the way that you understand the world. It can give you a broader perspective on things. It can make you worldlier. You can learn how people live in faraway places. You can learn about cultures different from your own.

Reading is good for your state of mind. It has a calming effect. It can lower your stress levels and help you relax. You can escape from your troubles for a moment when you read, and it is a positive escape. The benefits of reading far outweigh those of acting like a doofus. So do yourself a favor: the next time you get a reading assignment, take as much as you can from it. Squeeze it for every drop of knowledge that it contains. Then move on to the next one.

1. Which best expresses the main idea of the second paragraph? (2)
 a. Reading is exciting. b. Reading strengthens your mind.
 c. Age affects the body in many ways. d. Working out keeps your body in shape.
2. Why does the author think that you should read books that are boring?
 a. You will eventually grow to love them if you read them enough.
 b. You will get better grades in reading class.
 c. You will make your teacher very happy.
 d. You will learn new words.
3. Which best expresses the main idea of the third paragraph?
 a. Reading can benefit you.
 b. You can learn to program video games or design clothing by reading.
 c. You can learn amazing things and become a better person by reading.
 d. Knowledge is power.
4. Which is **not** a reason given by the author why students fail to complete reading assignments?
 a. Students may be bored. b. Students may be distracted.
 c. Students may be unwilling to focus. d. Students may be tired.
5. Which best expresses the author's main purpose in writing this text?
 a. He is trying to persuade students to do their reading work.
 b. He is teaching people how to become better readers.
 c. He is explaining why people do not do their reading work.
 d. He is entertaining readers with facts about the mind and body.

Section Two:

-Write (yes) if the given statements agree with the information in the passage and (No) if they do not:

- 1-All people do not do their reading assignment. (No)
 2-Some people do not do their reading assignments because they are boring. (Yes)
 3 Reading gives you extra knowledge. (Yes)
 4-Boring text does not add anything new to you. (No)
 5 Reading does not enrich your vocabulary. (No)

Section Three:

- Fill in the gaps with one or two words only from the passage:

Reading has a positive influence. You can escape from your problems for a certain time while you are reading. That is a positive escape. The coming time you have a reading session take as you can from it. Use it for every moment of knowledge.

Name: Shahab Khalid Hassan
Grade nine: (3)

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saada

Post-test
Quruba public school

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Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Did you know that some people do not do their reading assignments? It is shocking, but it is true. Some students do not even read short texts that they are assigned in class. There are many reasons for this. They may be distracted or bored. They may be unwilling to focus. They may be unconfident readers. Whatever the reason, it has to stop today. Here is why.



Reading stimulates your mind. It is like a workout for your brain. When people get old, their muscles begin to deteriorate. They get weaker and their strength leaves them. Exercise can prevent this loss. The same thing happens to people's brains when they get older. Brainpower and speed decline with age. Reading strengthens your brain and prevents these declines.

You can benefit from reading in the near-term too. Reading provides knowledge. Knowledge is power. Therefore, reading can make you a more powerful person. You can learn to do new things by reading. Do you want to make video games? Do you want to design clothing? Reading can teach you all this and more. However, you have to get good at reading, and the only way to get good at something is to practice.

Read everything that you can at school, regardless of whether you find it interesting. Reading expands your vocabulary. Even a "boring" text can teach you new words. Having a larger vocabulary will help you better express yourself. You will be able to speak, write, and think more intelligently. What is boring about that?

Do not just discount a text because it is unfamiliar to you. Each time you read, you are exposed to new ideas and perspectives. Reading can change the way that you understand the world. It can give you a broader perspective on things. It can make you worldlier. You can learn how people live in faraway places. You can learn about cultures different from your own.

Reading is good for your state of mind. It has a calming effect. It can lower your stress levels and help you relax. You can escape from your troubles for a moment when you read, and it is a positive escape. The benefits of reading far outweigh those of acting like a doofus. So do yourself a favor: the next time you get a reading assignment, take as much as you can from it. Squeeze it for every drop of knowledge that it contains. Then move on to the next one.

6

1. Which best expresses the main idea of the second paragraph?
a. Reading is exciting. ☐
b. Reading strengthens your mind. ☒
c. Age affects the body in many ways. ☐
d. Working out keeps your body in shape. ☐
2. Why does the author think that you should read books that are boring?
a. You will eventually grow to love them if you read them enough. ☐
b. You will get better grades in reading class. ☐
c. You will make your teacher very happy. ☐
d. You will learn new words. ☒
3. Which best expresses the main idea of the third paragraph?
a. Reading can benefit you. ☒
b. You can learn to program video games or design clothing by reading. ☐
c. You can learn amazing things and become a better person by reading. ☐
d. Knowledge is power. ☐
4. Which is **not** a reason given by the author why students fail to complete reading assignments?
a. Students may be bored. ☐
b. Students may be distracted. ☐
c. Students may be unwilling to focus. ☐
d. Students may be tired. ☒
5. Which best expresses the author's main purpose in writing this text?
a. He is trying to persuade students to do their reading work. ☒
b. He is teaching people how to become better readers. ☐
c. He is explaining why people do not do their reading work. ☐
d. He is entertaining readers with facts about the mind and body. ☐

4

Section Two:

- Write (yes) if the given statements agree with the information in the passage and (No) if they do not:

- 1-All people do not do their reading assignment. ☐ (No) ☒
- 2-Some people do not do their reading assignments because they are boring. ☐ (Yes) ☒
- 3 Reading gives you extra knowledge. ☐ (Yes) ☒
- 4-Boring text does not add anything new to you. ☐ (No) ☒ (can teach me new things)
- 5 Reading does not enrich your vocabulary. ☐ (No) ☒ (enrich my vocabulary)

Section Three:

- Fill in the gaps with one or two words only from the passage:

Reading has a calming influence. You can escape from your problems for a certain time while you are reading. That is a temporary escape. The coming time you have a reading session take as you can from it. Use it for every drop of knowledge.

4

Appendix(I): Sample of the control group students' post-test.

Name: Safa Abdulla Ali
Grade nine: (1)

6
15
Saada

Post-test
Qurtoba public school

1

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Did you know that some people do not do their reading assignments? It is shocking, but it is true. Some students do not even read short texts that they are assigned in class. There are many reasons for this. They may be distracted or bored. They may be unwilling to focus. They may be unconfident readers. Whatever the reason, it has to stop today. Here is why.



Reading stimulates your mind. It is like a workout for your brain. When people get old, their muscles begin to deteriorate. They get weaker and their strength leaves them. Exercise can prevent this loss. The same thing happens to people's brains when they get older. Brainpower and speed decline with age. Reading strengthens your brain and prevents these declines.

You can benefit from reading in the near-term too. Reading provides knowledge. Knowledge is power. Therefore, reading can make you a more powerful person. You can learn to do new things by reading. Do you want to make video games? Do you want to design clothing? Reading can teach you all this and more. However, you have to get good at reading, and the only way to get good at something is to practice.

Read everything that you can at school, regardless of whether you find it interesting. Reading expands your vocabulary. Even a "boring" text can teach you new words. Having a larger vocabulary will help you better express yourself. You will be able to speak, write, and think more intelligently. What is boring about that?

Do not just discount a text because it is unfamiliar to you. Each time you read, you are exposed to new ideas and perspectives. Reading can change the way that you understand the world. It can give you a broader perspective on things. It can make you worldlier. You can learn how people live in faraway places. You can learn about cultures different from your own.

Reading is good for your state of mind. It has a calming effect. It can lower your stress levels and help you relax. You can escape from your troubles for a moment when you read, and it is a positive escape. The benefits of reading far outweigh those of acting like a doofus. So do yourself a favor: the next time you get a reading assignment, take as much as you can from it. Squeeze it for every drop of knowledge that it contains. Then move on to the next one.

- ①
- Which best expresses the main idea of the second paragraph?
 - Reading is exciting.
 - Age affects the body in many ways.
 - Reading strengthens your mind.
 - Working out keeps your body in shape.
 - Why does the author think that you should read books that are boring?
 - You will eventually grow to love them if you read them enough.
 - You will get better grades in reading class.
 - You will make your teacher very happy.
 - You will learn new words.
 - Which best expresses the main idea of the third paragraph?
 - Reading can benefit you.
 - You can learn to program video games or design clothing by reading.
 - You can learn amazing things and become a better person by reading.
 - Knowledge is power.
 - Which is **not** a reason given by the author why students fail to complete reading assignments?
 - Students may be bored.
 - Students may be distracted.
 - Students may be unwilling to focus.
 - Students may be tired.
 - Which best expresses the author's main purpose in writing this text?
 - He is trying to persuade students to do their reading work.
 - He is teaching people how to become better readers.
 - He is explaining why people do not do their reading work.
 - He is entertaining readers with facts about the mind and body.
- ②

Section Two:

Write (yes) if the given statements agree with the information in the passage and (No) if they do not:

- All people do not do their reading assignment.
 - Some people do not do their reading assignments because they are boring.
 - Reading gives you extra knowledge.
 - Doing text does not add anything new to you.
 - Reading does not enrich your vocabulary.
- ④

Section Three:

Fill in the gaps with one or two words only from the passage:

Reading has a good influence. You can escape from your problems for a certain time while you are reading. That is a temporary escape. The coming time you have a reading goal take as you can from it. Use it for every moment of knowledge. nothing provides nothing.

Name: Eshwa darwish
Grade nine: (1)

saada
Post-test
Qurtoba public school

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Did you know that some people do not do their reading assignments? It is shocking, but it is true. Some students do not even read short texts that they are assigned in class. There are many reasons for this. They may be distracted or bored. They may be unwilling to focus. They may be unconfident readers. Whatever the reason, it has to stop today. Here is why.

Reading stimulates your mind. It is like a workout for your brain. When people get old, their muscles begin to deteriorate. They get weaker and their strength leaves them. Exercise can prevent this loss. The same thing happens to people's brains when they get older. Brainpower and speed decline with age. Reading strengthens your brain and prevents these declines.

You can benefit from reading in the near-term too. Reading provides knowledge. Knowledge is power. Therefore, reading can make you a more powerful person. You can learn to do new things by reading. Do you want to make video games? Do you want to design clothing? Reading can teach you all this and more. However, you have to get good at reading, and the only way to get good at something is to practice.

Read everything that you can at school, regardless of whether you find it interesting. Reading expands your vocabulary. Even a "boring" text can teach you new words. Having a larger vocabulary will help you better express yourself. You will be able to speak, write, and think more intelligently. What is boring about that?



Do not just discount a text because it is unfamiliar to you. Each time you read, you are exposed to new ideas and perspectives. Reading can change the way that you understand the world. It can give you a broader perspective on things. It can make you worldlier. You can learn how people live in faraway places. You can learn about cultures different from your own.

Reading is good for your state of mind. It has a calming effect. It can lower your stress levels and help you relax. You can escape from your troubles for a moment when you read, and it is a positive escape. The benefits of reading far outweigh those of acting like a doofus. So do yourself a favor: the next time you get a reading assignment, take as much as you can from it. Squeeze it for every drop of knowledge that it contains. Then move on to the next one.

(4)

1. Which best expresses the main idea of the second paragraph?
a. Reading is exciting. ☐
b. Reading strengthens your mind. ☒ (b)
c. Age affects the body in many ways. ☐
d. Working out keeps your body in shape. ☐
2. Why does the author think that you should read books that are boring?
a. You will eventually grow to love them if you read them enough. ☐
b. You will get better grades in reading class. ☐
c. You will make your teacher very happy. ☐
d. You will learn new words. ☒ (d)
3. Which best expresses the main idea of the third paragraph?
a. Reading can benefit you. ☐
b. You can learn to program video games or design clothing by reading. ☐
c. You can learn amazing things and become a better person by reading. ☐
d. Knowledge is power. ☒ (2)
4. Which is **not** a reason given by the author why students fail to complete reading assignments?
a. Students may be bored. ☐
b. Students may be distracted. ☐
c. Students may be unwilling to focus. ☒ (c)
d. Students may be tired. ☐
5. Which best expresses the author's main purpose in writing this text?
a. He is trying to persuade students to do their reading work. ☐
b. He is teaching people how to become better readers. ☐
c. He is explaining why people do not do their reading work. ☒ (c)
d. He is entertaining readers with facts about the mind and body. ☐

Section Two:

-Write (yes) if the given statements agree with the information in the passage and (No) if they do not:

- 1-All people do not do their reading assignment. ☒ No)
2-Some people do not do their reading assignments because they are boring. ☒ Yes)
3 Reading gives you extra knowledge. ☒ Yes)
4-Boring text does not add anything new to you. ☒ Yes)
5 Reading does not enrich your vocabulary. ☒ No)

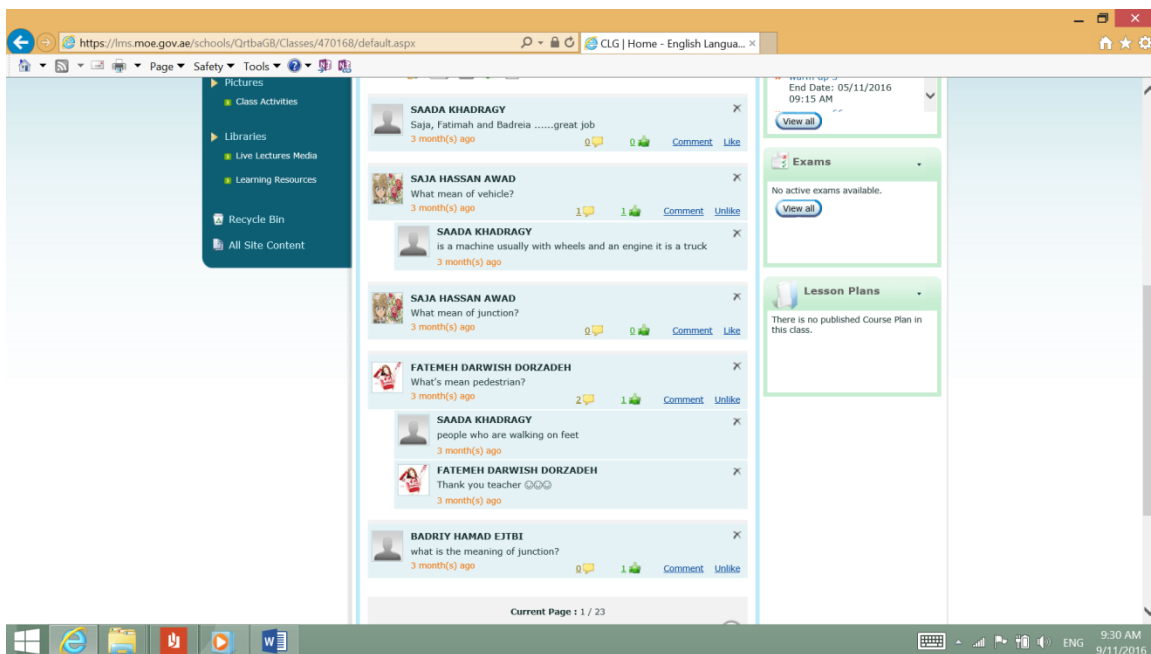
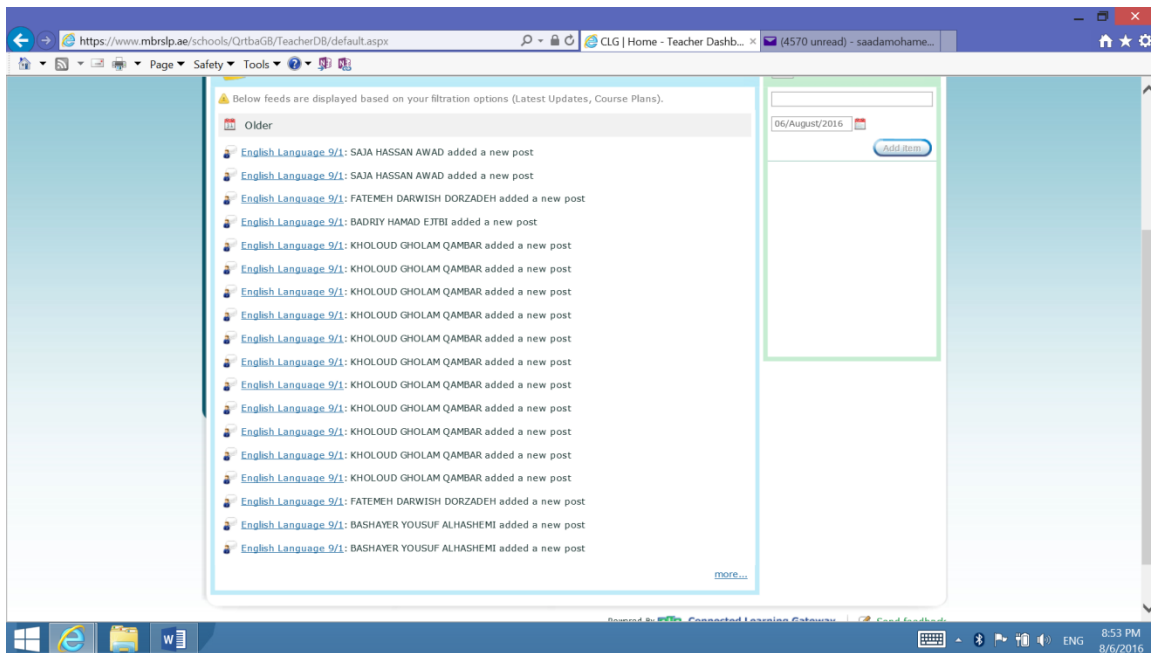
Section Three:

- Fill in the gaps with one or two words only from the passage:

Reading has a positive influence. You can escape from your problems for a certain time while you are reading. That is a positive escape. The coming time you have a reading session take as you can from it. Use it for every drop of knowledge.

(5)

Appendix (J): the experimental group students' online conversations and communication.



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KHOLOUD GHOLAM QAMBAR

Omaima Nadam: Jeddah on The red sea coast?

3 month(s) ago

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KHOLOUD GHOLAM QAMBAR

Shamma Kilfan: Manama is part of Bahrain?

3 month(s) ago

Comment Like

KHOLOUD GHOLAM QAMBAR

Amna Hassan: Are the Qatar in east of Saudi Arabia?

3 month(s) ago

Comment Like

KHOLOUD GHOLAM QAMBAR

Maryam Younis: What does the Koran seal?

3 month(s) ago

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KHOLOUD GHOLAM QAMBAR

Alyazia Jassim: There's lakes in UAE?

3 month(s) ago

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Newer Updates Older Updates

homework

End Date: 05/10/2016 06:00 PM

homework4

End Date: 05/10/2016 06:00 PM

warm up 3

End Date: 05/11/2016 09:15 AM

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9:31 AM 9/11/2016

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Attach :

Update

KHOLOUD GHOLAM QAMBAR

Asma Ahmed: Are the UAE in Asia continent?

3 month(s) ago

Comment Like

KHOLOUD GHOLAM QAMBAR

Zaharias Nasser: Are We three continents?

3 month(s) ago

Comment Like

KHOLOUD GHOLAM QAMBAR

fatma ibrahem: teacher When We use have and have to?

3 month(s) ago

Comment Like

KHOLOUD GHOLAM QAMBAR

Hamda abdulrhman: teacher What meaning robber

3 month(s) ago

Comment Like

KHOLOUD GHOLAM QAMBAR

Budoor Ahmed: teacher What meaning Judge

3 month(s) ago

Comment Like

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Newer Updates Older Updates

Assignments

homework

End Date: 05/10/2016 06:00 PM

homework4

End Date: 05/10/2016 06:00 PM

warm up 3

End Date: 05/11/2016 09:15 AM

View all

Exams

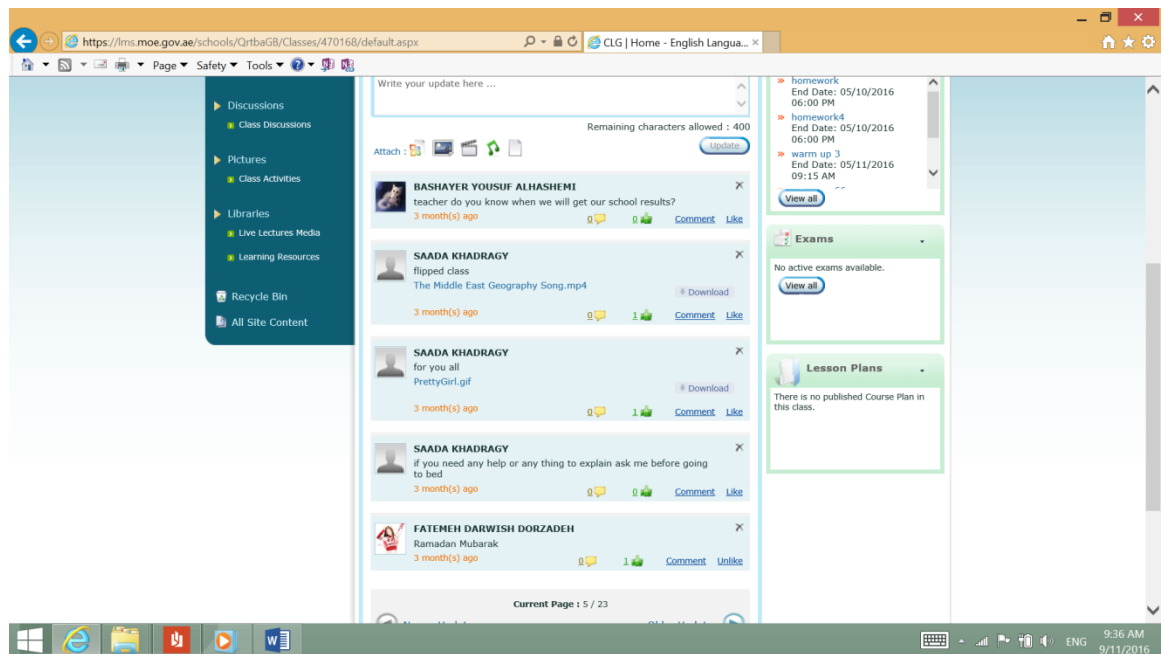
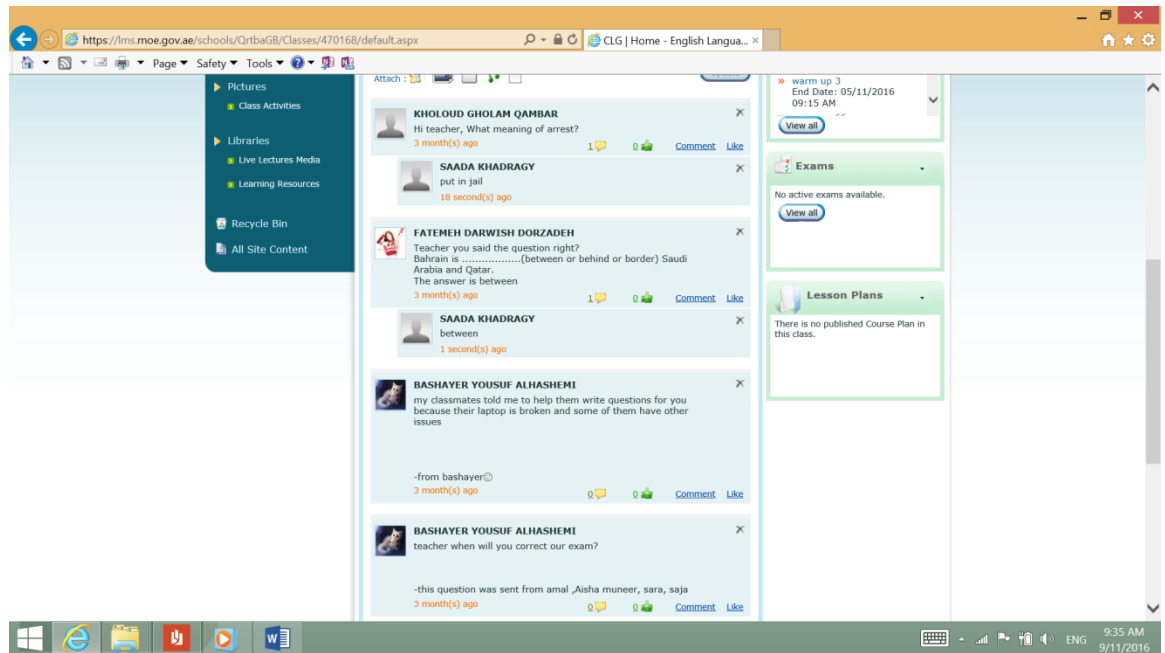
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Lesson Plans

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9:32 AM 9/11/2016



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Attach :

JAWAHER YOUSSEF JASSEM
so I or we can understand ok miss
4 month(s) ago

JAWAHER YOUSSEF JASSEM
and miss can u talk a bout this theme
4 month(s) ago

JAWAHER YOUSSEF JASSEM
miss I will save this theme
4 month(s) ago

MARYAM REZA KARGAR
Hi
4 month(s) ago

SAADA KHADRAGY
read for specific information
Theme five5555.pptx
4 month(s) ago

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End Date: 05/10/2016 06:00 PM

- homework4
End Date: 05/10/2016 06:00 PM
- warm up 3
End Date: 05/11/2016 09:15 AM

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Exams

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Pictures

- Class Activities

Libraries

- Live Lectures Media
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Remaining characters allowed : 400

Attach :

JAWAHER YOUSSEF JASSEM
miss u didn't send me that thing I don't know what to call it in english
4 month(s) ago

JAWAHER YOUSSEF JASSEM
im sorry that I cant talk to u in privet or direct so plz understand I care plz
4 month(s) ago

JAWAHER YOUSSEF JASSEM
plz miss I care I want good marks so plzzzzzz help me
4 month(s) ago

JAWAHER YOUSSEF JASSEM
plz miss im so so sorry that I didn't print but I care about my murks so plz let some one help me
4 month(s) ago

JAWAHER YOUSSEF JASSEM
the writing is about the uae or what just give us some exampels
4 month(s) ago

Comment Like

Current Page : 3 / 12

Newer Updates Older Updates

End Date: 05/10/2016 06:00 PM

- homework4
End Date: 05/10/2016 06:00 PM
- warm up 3
End Date: 05/11/2016 09:15 AM

View all

Exams

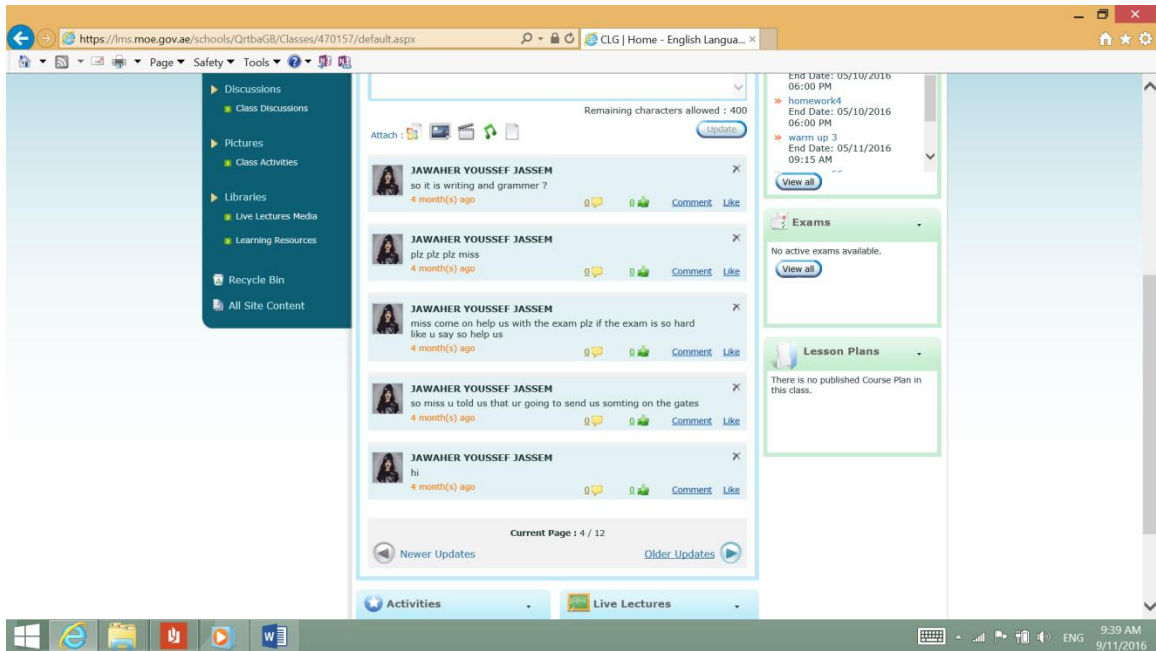
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View all

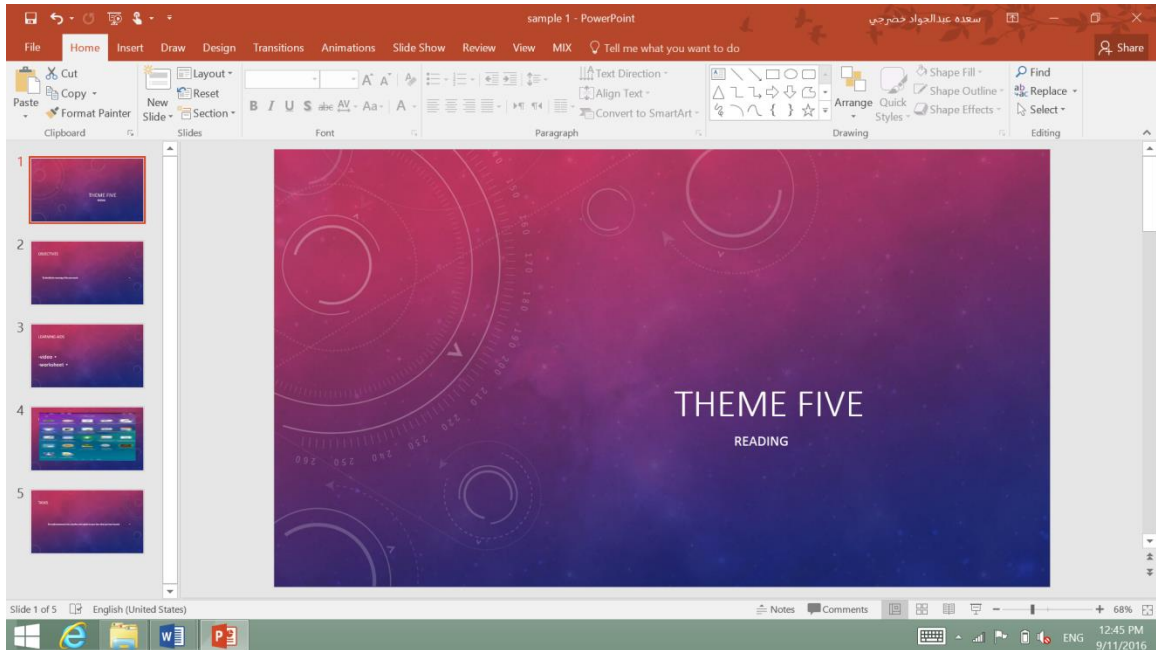
Lesson Plans

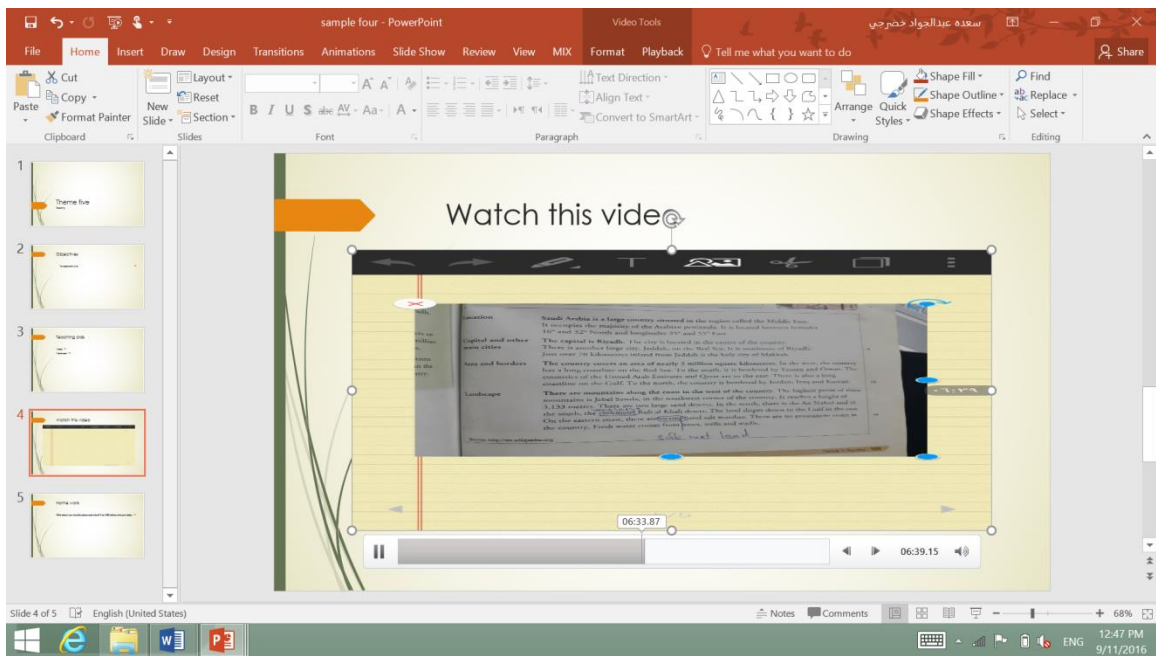
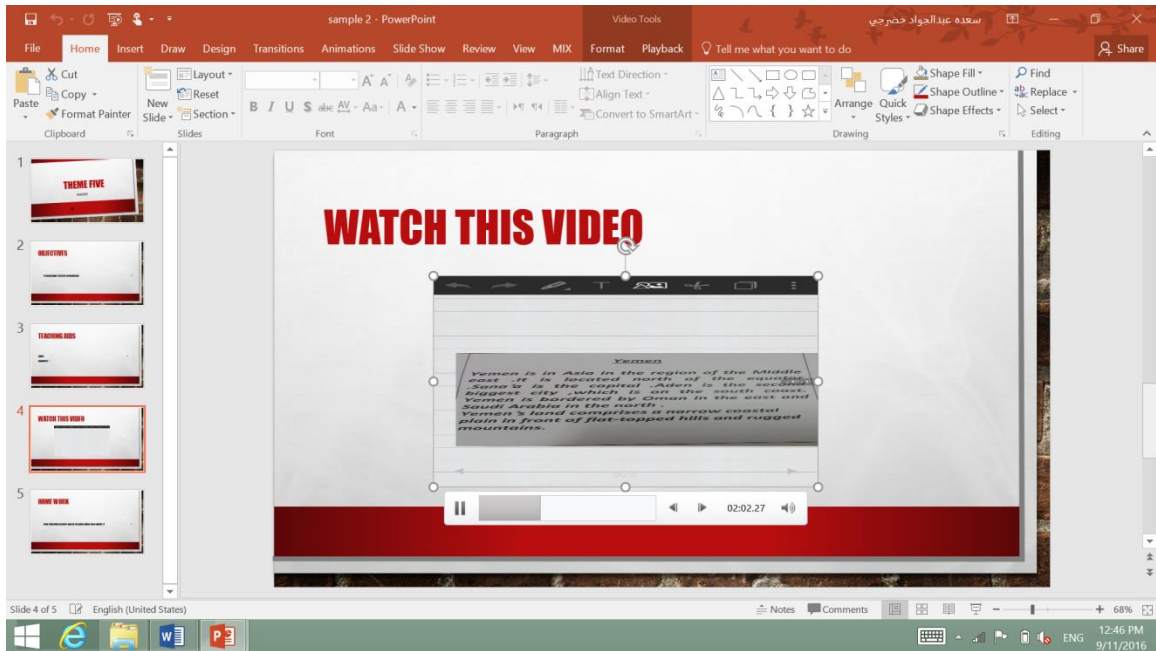
There is no published Course Plan in this class.

9:38 AM 9/11/2016



Appendix (K): Sample Extracts from the instructional Videos.





Appendix (L): Screenshot of the included unites from the students' book.



5

The Physical World: Where Is Your Country?



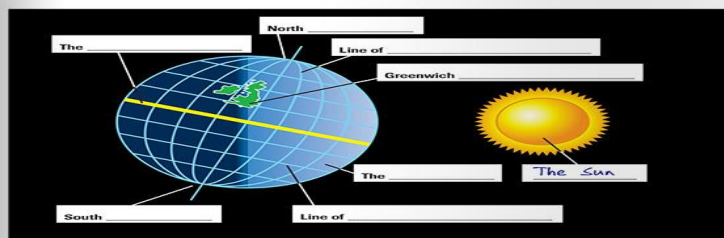
THEME 5 97

THEME 4

Science and Nature

Section 3: Reading

Lesson 1: Vocabulary for reading



In this section, you are going to read two articles about the effects of the Sun.

- A** Look up any red vocabulary words you don't know in a dictionary.
- B** Look at the diagram above. Read the text below. Label the diagram with the green vocabulary words.
- Where is Abu Dhabi? We can use lines of latitude and longitude to give the position of a place on the Earth. Lines of latitude run around the Earth. The best-known line of latitude is the Equator, which runs around the centre of the Earth. Lines of longitude run from the North Pole to the South Pole. The most important line of longitude is the Greenwich Meridian, which runs through London. International time, or GMT, is taken from this line. So where is Abu Dhabi? It is on latitude 24° North and longitude 54° East.
- C** Look at Table 1. Answer the questions.
- How many columns are there?
 - How many rows are there?
 - In which row are the column headings?
 - What does this table show?
 - What is the unit of measurement for this table?
 - Which of these cities has the highest average rainfall?
 - Which has the lowest?
 - Where does this information come from?
- D** Discuss in small groups.
- Compare the weather in Abu Dhabi with the weather in Kuwait.
 - Which city do you think would be the most comfortable to live in? Why?

columns

rows

Table 1:
Average rainfall in selected capital cities

Capital cities	Average rainfall (in mm)
Muscat	75
Abu Dhabi	42
Doha	81
Manama	77
Baghdad	400
Kuwait	115
Damascus	140

Source: worldweather.com

black (adj)
blue (adj)
brown (adj)
cloud (n)
cold (adj)
colour (n and v)
desert (n)
dry (adj)
flower (n)
fog (n)
forest (n)
grass (n)
green (adj)
grey (adj)
hot (adj)
island (n)
lake (n)
mountain (n)
orange (adj)
rain (n and v)
red (adj)
river (n)
sand dune (n)
sea (n)
sky (n)
snow (n and v)
temperature (n)
the Sun (n)
thunderstorm (n)
tree (n)
water (n)
weather (n)
wet (adj)
white (adj)
wind (n)
yellow (adj)
affect (v)
column (n)
distance (n)
factor (n)
influence (n and v)
latitude (n)
longitude (n)
meridian (n)
pole (n)
rainfall (n)
row (n)
source (n)
sunrise (n)
the Earth (n)
the Equator (n)
unit (n)

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