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EFFECT OF THE FLIPPED CLASSROOM APPROACH ON ACADEMIC ACHIEVEMENT OF PRIMARY SCHOOL STUDENTS: A QUASI-EXPERIMENTAL STUDY

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Abstract
The present study investigated the effectiveness of the flipped classroom approach on English language learning among Grade 5 students in primary schools of Bagh, Azad Jammu and Kashmir (AJK). The study aimed to examine the impact of the flipped classroom strategy on students' academic achievement, participation in learning activities, teacher satisfaction, and the use of technology to enhance student learning. The flipped classroom model reverses the traditional instructional method by delivering instructional content outside the classroom, typically through videos and digital resources, while classroom time is utilized for interactive learning activities such as group discussions, peer learning, and collaborative assignments. A quasi-experimental pretest–posttest non-equivalent control group design was employed to conduct the study. Two groups of Grade 5 students were selected: an experimental group taught using the flipped classroom strategy and a control group taught through traditional lecture-based instruction. A pretest was administered prior to the intervention to measure students' baseline English language competency. Following this, the experimental group received instruction through the flipped classroom model for four weeks, incorporating peer learning, differentiated instruction, and group-based learning activities, while the control group continued with conventional teaching methods. After the intervention period, a posttest was administered to assess students' learning gains. Both pretest and posttest consisted of fifty questions, each test lasting fifty minutes and carrying equal weightage. Data collection was conducted over a four-week period under consistent testing conditions, and students' performance was recorded and analyzed. Statistical analysis was performed using SPSS software. Paired sample t-tests were applied to examine differences between pretest and posttest scores within groups, while comparative analysis was conducted to determine differences between the experimental and control groups. The findings revealed that students in the experimental group demonstrated significantly higher improvement in English language performance compared to students in the control group. The results further indicated that the flipped classroom approach enhanced students' participation, engagement, comprehension, and overall English language competence. Additionally, teachers reported positive experiences with the flipped classroom strategy due to increased student interaction and improved classroom management. Based on the findings, the study concludes that the flipped classroom approach is an effective

instructional strategy for improving English language learning at the elementary level. The study recommends the integration of flipped classroom methods in Grade 5 English instruction to promote active learning, improve academic achievement, and effectively utilize technology in primary education settings.

INTRODUCTION

The rapid advancement of technology has significantly transformed teaching and learning practices across all levels of education. Traditional teacher-centered instruction, where students passively receive information during classroom lectures and complete assignments at home, is gradually being replaced by more student-centered approaches that promote active learning and engagement. One such innovative instructional strategy is the flipped classroom approach, which shifts the delivery of instructional content outside the classroom and utilizes class time for collaborative learning, discussions, and problem-solving activities. This model encourages students to take responsibility for their learning while teachers serve as facilitators who guide and support students during classroom activities. The flipped classroom approach has gained increasing attention in recent years due to its potential to enhance academic achievement, engagement, and independent learning skills among students.

The concept of flipped learning emerged from active learning principles, which emphasize student participation and engagement in the learning process. Early work by Eric Mazur (2001) highlighted the importance of shifting direct instruction from classroom lectures to students' individual learning environments, allowing classroom time to be used for interactive and collaborative learning experiences. Similarly, Lage, Platt, and Treglia (2000) introduced the idea of reversing traditional instructional practices by providing lecture materials outside the classroom and using in-class time for problem-solving and active learning activities. Later, Bergmann and Sams (2012) formally popularized the flipped classroom approach, describing it as a teaching strategy in which students review instructional materials at home and engage in interactive activities during class. Their work demonstrated that flipped learning increases student engagement, promotes deeper understanding, and allows teachers to provide individualized support.

The flipped classroom approach is grounded in constructivist learning theory, which suggests that students construct knowledge more effectively through active participation and interaction. Bishop and Verleger (2013) described the flipped classroom as a blended learning model that combines online learning outside the classroom with active, collaborative learning during class time. In this model, students are exposed to instructional content through videos, readings, or digital materials before attending class. Classroom time is then used for group discussions, problem-solving, and application-based activities. Abeysekera and Dawson (2015) further explained that flipped learning encourages students to take ownership of their learning, improves engagement, and supports diverse learning styles by allowing students to learn at their own pace.

Research studies have shown that the flipped classroom approach has a positive impact on students' academic achievement. Fulton (2012) reported that students in flipped classrooms performed better in reading and mathematics compared to students taught using traditional methods. Similarly, Lo et al. (2017) found that flipped instruction enhanced students' conceptual understanding and problem-solving skills. These findings suggest that the flipped classroom provides opportunities for deeper learning and improved academic outcomes. Moreover, Cheng et al. (2019) observed that primary school students in flipped classrooms demonstrated increased participation and reduced behavioral issues, indicating improved classroom engagement.

Student engagement is considered a key factor influencing academic achievement. Chapman (2003) defined academic engagement as students' active participation in learning activities, including attending classes, completing assignments, and interacting with teachers and peers. Similarly, Kuh et al. (2011)

emphasized that student engagement plays an important role in improving academic outcomes and learning experiences. The flipped classroom approach promotes engagement by providing interactive learning opportunities, collaborative tasks, and individualized support. Roehl et al. (2013) also highlighted that multimedia resources and interactive content used in flipped classrooms enhance students' motivation and interest in learning.

Another advantage of the flipped classroom approach is its ability to address diverse learning needs. Bergmann and Sams (2012) noted that students can watch instructional videos multiple times according to their learning pace, which benefits both high-achieving and struggling learners. This flexibility promotes inclusive learning environments and improves overall academic performance. Furthermore, teachers have more opportunities to provide individualized feedback and support during classroom activities. This shift in teacher roles from lecturer to facilitator enhances students' understanding and encourages active learning.

Despite its advantages, the flipped classroom approach also faces some challenges, particularly at the primary level. Limited access to technology, lack of internet connectivity, and insufficient parental support may affect students' participation in pre-class learning activities (Bond, 2020). However, these challenges can be addressed through proper planning, teacher training, and collaboration with parents. Schools can also provide alternative resources such as offline videos and printed materials to ensure equal access for all students.

The COVID-19 pandemic further accelerated the integration of technology into education, making flipped learning more relevant and practical. As educational institutions shifted to online and blended learning models, teachers increasingly adopted digital tools and instructional videos to support learning. This transition highlighted the importance of flexible learning approaches such as flipped classrooms, which combine technology with active learning strategies. Studies conducted after the pandemic suggest that flipped learning improves students' motivation, autonomy, and academic performance.

Although flipped learning has been widely studied at secondary and higher education levels, limited research has been conducted at the primary level, particularly in developing countries such as Pakistan. Primary school students require developmentally appropriate learning strategies that promote engagement, interaction, and conceptual understanding. The flipped classroom approach has the potential to address these needs by creating interactive learning environments and encouraging active participation.

Therefore, this study aims to examine the effect of the flipped classroom approach on academic achievement and engagement of primary-level students in learning English. The findings of this research are expected to provide valuable insights for teachers, curriculum developers, and policymakers regarding the effectiveness of flipped learning at the primary level. Additionally, the study will contribute to the existing body of literature by providing empirical evidence from the local context, thereby supporting the adoption of innovative teaching strategies in primary education.

PROBLEM STATEMENT

In recent years, elementary school education in conditions have progressively adopt creative teaching method to boost student learning one of such approach is flipped teaching where traditional lecture style is inverted. The student initially interacted with teaching materials at home (e.g., videos, readings, and other resources) and subsequently applied the acquired information through classroom activities. Despite the increasing prevalence of flipped teaching, there exists a substantial lack in research explicitly examining its impact at the elementary level, as this demographic is crucial for foundational learning and understanding how flipped teaching influences student participation in learning.

Objectives

1. To examine effect of flipped classroom approach on students in learning activities
2. To evaluate teachers' satisfaction with flipped classroom approach in primary school
3. To explore the flipped classroom model incorporate technology to supp0rt students learning.

LITERATURE REVIEW

The Flipped Classroom paradigm was first implemented in 2000 by American academics Michael Treglia, Glenn Platt, and Maureen Lage when teaching Introduction to Economics at Miami University. The statement that is included in the article is: "Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment." They didn't invent the terms flipped teaching or flipped classroom mode. J. Wesley Baker's dissertation, The Classroom Flip: Using Web Course Management Tools to Assume the Role of Guide by the Side, was released in 2000 at the 11th International Teaching Conference. Two chemistry instructors, Aaron Sams and Jonathan Bergmann, began creating PowerPoint presentations in Colorado in 2007 using voice-activated video software, despite the fact that the concepts were only presented theoretically by the researchers. Additionally, they posted the films online.

Michael Treglia, Glenn Platt, and Maureen Lage were the pioneers in defining the flipped classroom model. Activities once conducted within the classroom are now conducted outdoors, and conversely, due to the inversion of the classroom. Michael Treglia, Glenn Platt, and Maureen Lage (2000), page 32. The word invert means to flip something upside down or inside out, similar to the word flip. In his book, "How 'Flipping' the Classroom Can Improve the Traditional Lecture," Dan Barrett notes that the Flipped Classroom can cover a wide range of instructional strategies in which students interact with materials that have been prepared in advance and then participate in planned in-class activities. Page 37, Dan Berrett, 2012

Zhang Futao's (2014) "The Significance of Mastery Learning in Flipped Classroom Education" asserts that Bloom's Mastery Learning Theory aids students in achieving their academic goals. Bryan Goodwin and Kirsten Miller (2013) claim that the flipped classroom encourages students to participate in finishing tasks. The importance of making sure that all students complete their work is highlighted by this approach. It seeks to address each student's individual academic requirements. Second, Mastery Learning Theory recognizes individual differences among students, as highlighted by Zhang Futao (2014). When determining lesson goals, teachers take into account each student's unique personality. Teachers should use various teaching strategies. Resources for diverse students. Furthermore, they should employ diverse pedagogical tactics to offer students distinct guidance and support.

Thirdly, the Mastery Learning Theory enhances students' psychological well-being (Zhang Futao, 2014). Educators maintain an optimistic perspective towards all individuals in the learning process, believing that every student has the potential to flourish. Educators possess confidence in their students' ability to learn, and students will respond by gaining self-assurance owing to these expectations, which stimulate their intrinsic drives and enhance their education. During the learning process, students gain a sense of accomplishment, foster an interest in the material, experience the joy of learning, and expand their horizons.

This study will furnish primary school instructors with insights to inform and enhance their pedagogical methods. Moreover, while the numerous advantages outlined before in this section, information regarding flipped learning remains scarce due to its status as a relatively novel method. As a result, evaluating the effectiveness of using flipped learning in classroom teaching may be essential. The flipped classroom model is a new instructional technique that places the focus on student-centered learning by reversing the traditional classroom paradigm. With this approach, students interact with course materials before class, often through digital means, and class time is used for hands-on activities, conversations, and real-world applications (Bishop and Verleger, 2013).

The "flipped classroom" is a paradigm for education that reshapes or modifies typical learning contexts and their related activities. The traditional sequence of lectures and then learning activities in a Western university environment may be reversed, with instructional material delivered online before class and in-person classes devoted to more engaging group learning activities than those usually done in a traditional lecture format. As with other novel curriculum designs, the rationale for flipped methods is improved student learning; however, in these times of limited resources, the expectation of more

efficient resource utilization is also likely to be highlighted, along with the potential benefits of incorporating new digital technologies.

Higher education has often adopted flipped methodologies to improve student participation, improve the learning experience, and ultimately raise academic performance (Bossaer, Panus, Stewart, Hagemeier, & George, 2016; Cavanagh, 2011; CaviglíaHarris, 2016; Chiang, 2017; Connell, Donovan, & Chambers, 2016; Day, 2018). There have been many manifestations of flipped techniques, covering both in-class teaching and alternative delivery methods.

Students in the flipped classroom model engage with instructional content at home, using tools like podcasts, videos, and texts. Class time is thereafter employed for an in-depth examination of issues via collaborative activities and instructor assistance (Abeysekera and Dawson, 2015). This strategy has demonstrated efficacy across several educational tiers, especially in promoting critical thinking and active learning. This strategy is tailored to meet the developmental requirements of younger learners at the primary level, ensuring straightforward content delivery and engaging, age-appropriate activities throughout classroom sessions (Bergmann and Sams, 2012).

The positive impact of the flipped classroom on students' academic achievement has been highlighted in several studies. According to Fulton's 2012 research, elementary students in a flipped learning classroom performed better on math and literacy tests than their peers in traditional classes. Lo et al. (2017) similarly showed that elementary pupils subjected to flipped education in science had improved conceptual comprehension and problem-solving skills. These findings correspond with constructivist ideas, which underscore the significance of active engagement in the formation of knowledge.

Challenges in applying the flipped approach at the primary level include restricted access to technology at home and the necessity for parental involvement to facilitate interaction with pre-class materials (Bond, 2020). Educators are urged to confront these obstacles by utilizing school resources and maintaining consistent connection with parents.

The flipped classroom's effectiveness depends heavily on engagement, particularly at the elementary level. Junior pupils frequently gain advantages from engaging and visually appealing material that captivates their attention. Cheng et al. (2019) revealed that flipped classrooms enhanced primary students' engagement and diminished behavioral problems, as students felt more prepared and confident during in-class activities. The gamification of pre-class materials and the use of multimedia resources significantly increased student motivation (Roehl et al., 2013).

Furthermore, the flipped paradigm facilitates differentiated instruction, accommodating the varied learning rates and styles of primary kids (Bergmann and Sams, 2012). This tailored approach not only assists struggling learners but also challenges advanced students, so cultivating a more inclusive educational atmosphere. In the post-test, the flipped classroom performed better than the control group.

In the posttest, the flipped classroom model outperformed the control group. Their scores improved by an average of 17 points, compared to only two points for the control group. The impact of the flipped classroom approach was further investigated using an inferential test.

English as a second language benefits from the increased enthusiasm of a flipped classroom. The desire to participate in and gain information from a developmental intervention is what Cole, Field, and Harris (2004) describe as motivation. Student autonomy in the learning process boosts motivation (Deci & Ryan, 2008; Harun et al., 2012). Previous research has shown that unmotivated students are less likely to succeed in language learning, particularly in second language acquisition (Dornyei & Ushioda, 2011; Gardner, 2007; Lasagabaster, Doiz, & Sierra, 2014) and in online instructional environments (Ebenezer, Sitthiwora chart, and Na, 2021; Kew and Tasir, 2021). According to Noels (2001), three psychological needs competence, autonomy, and relatedness—must be met in order to inspire people.

Students' motivation was evaluated in this study using Self-Determination Theory (SDT). Students' sense of control over the lesson is referred to as autonomy, their sense of

connection with others is referred to as relatedness, and their perception of their capacity to complete tasks successfully is referred to as competence. Due to their intrinsic curiosity and interest, intrinsically driven students display better learning, thus these components are essential to enhancing a person's mental well-being (Zimmerman, 2000; Deci and Ryan, 2008; Tseng and Tsai, 2010). For this reason, teachers need to develop techniques to raise students' enthusiasm for writing when teaching elementary school children, since they are still young and need additional support.

By encouraging competence, connectedness, and independence, a constructivist setting like a flipped classroom encourages student progress. In addition, it will increase kids' desire to study (Ryan & Deci, 2000). On the other hand, there are few researches on the motivation of elementary school children in flipped ESL writing courses. In a study published in 2019, Zainuddin and Perera assessed 61 undergraduate students' autonomy, sense of relatedness, and ability to grasp the flipped classroom pedagogical concept. Students in the flipped classroom cohort displayed more independence in their learning outcomes and were more skilled at performing online tasks.

According to the poll, flipped classes encouraged self-directed learning and enhanced peer interaction. Furthermore, a flipped classroom boosts a student's intrinsic motivation. Interviews with students showed that they were motivated to learn by peer interaction, classroom activities, self-directed learning environments, and video lectures. A study on EFL students in Taiwan by Wu, Yang, Hsieh, and Yamamoto (2019) found that flipped instruction has features that help prevent student demotivation, such as self-interest, the classroom setting, and instructional resources. That includes the content and technique of education as well as the creation of a product. In a similar EFL writing course, Ghufron & Nurdianingsih (2019) discovered that students utilizing the flipped approach with CALL media showed increased learning motivation. As a result, students improved their writing skills. According to this study, the flipped classroom approach greatly improves student motivation. Guay, Ratelle, and Chanal (2008) contend that Self Determination Theory (SDT) has been widely used and validated in educational research to determine students' motivational needs. The connection between the flipped classroom method, which teaches writing skills, and the motivation of primary ESL students is unclear. As a result, the purpose of the current work is to investigate the previously identified relationship.

Enhancement, a component of the triple E framework, elucidates how technology tools facilitate the advancement of students' subject knowledge. Furthermore, it denotes whether the used technology enhances comprehension of the subject matter and how it diverges from conventional pedagogical approaches in achieving educational goals (Kirkwood, A. and Price, L., 2014). This study aimed to examine how flipped classrooms can enhance students' content knowledge. Stone asserts that educators use exceptional effort to attain the desired learning outcomes. The curriculum components formerly taught through traditional techniques became clear and comprehensible for students via discussions, projects, and video presentations. These methodologies empowered educators to cultivate pupils' critical and analytical thinking abilities.

Independent study requires additional time beyond classroom instruction. Some scholars assert that while teachers can more efficiently manage online content and educational resources, technology is not essential for the learning process. Furthermore, it improves the teacher-student rapport both prior to and following class. The primary determinant of a writing class's success is the self-motivation of the pupils. Furthermore, a student's academic performance may be enhanced by self-motivation (Kew et al., 2018). The pedagogical approach of an instructor significantly influences the writing skills and motivation of students in an ESL class.

Melor and Chan (2016) contend that the instructional strategies utilized by educators, the nature of feedback provided, the types of writing assignments given in class, and the regularity of these writing tasks all influence students' motivation. When an ineffective

teaching technique is utilized and pupils are afforded minimal opportunities to practice writing, their desire diminishes. Berk (2009) contended that traditional classroom settings dissuade students and alienate them from the learning experience. However, the use of technology and innovative teaching strategies can help ESL students develop their writing abilities and enthusiasm (Fidaoui, Bahous, & Bacha, 2010). According to Zainudin and Perera (2019), the flipped classroom approach is able to raise students' motivation.

Additionally, Umutlu & Akpinar (2020) demonstrated that students' writing skills improve as a result of the flipped classroom approach. To teach writing skills, educators use a variety of approaches and tactics, which helps students learn and comprehend better (Chow, 2007; Graham, 2007; Kong, 2005). However, there are not many research on flipped ESL classrooms in Malaysia that concentrate on elementary pupils and look at strategies for improving writing skills (Turan & AkdagCimen, 2020; Lo, 2020). There is not enough research on using the flipped classroom method to teach writing to elementary school kids. According to Ngo & Melur (2021), the flipped classroom model, a modern teaching technique, is not widely used in Malaysia.

METHODOLOGY

This study adopted a quantitative research methodology supported by a quasi-experimental pre-test and post-test control group design to examine the effect of the flipped classroom approach on students' academic achievement in English at the primary level. The research was conducted at Government Girls Primary School Bie Panyali, Bagh, Azad Jammu and Kashmir, during the academic session 2023–2025. The population of the study comprised Grade 5 students, and a total of 48 students were selected through universal sampling, as all students enrolled in the class were included in the study. The sample was randomly divided into two equal groups: the experimental group (24 students), which was taught using the flipped classroom approach, and the control group (24 students), which received instruction through the traditional teaching method. A researcher-developed achievement test consisting of 50 multiple-choice questions (MCQs) was used as the research tool. The test was developed according to Bloom's Taxonomy and covered three cognitive levels: knowledge (17 items), comprehension (17 items), and application (16 items). The test items were derived from the Grade 5 English curriculum to ensure content relevance and validity. Prior to the intervention, both groups were administered a pre-test to determine their baseline academic performance.

Following the pre-test, the experimental group was taught using the flipped classroom model for four weeks, while the control group continued with traditional lecture-based instruction. In the flipped classroom approach, students in the experimental group were provided with teacher-prepared instructional videos and learning materials to study at home before class. Classroom time was then utilized for interactive learning activities, including group discussions, collaborative tasks, problem-solving exercises, and individualized teacher support. This approach aimed to promote active learning, student engagement, and deeper understanding of the subject matter. After the intervention, both groups were administered a post-test to measure improvement in academic achievement. The collected data from pre-test and post-test scores were analyzed using Statistical Package for Social Sciences (SPSS) version 23. Descriptive statistics such as mean and standard deviation were calculated to summarize the data, while a paired sample t-test was used to determine statistically significant differences between pre-test and post-test scores. The data analysis was conducted in accordance with the objectives of the study to draw reliable conclusions regarding the effectiveness of the flipped classroom approach.

RESULTS

Table 1: Difference in Mean Scores of Academic Performance in Overall Post-test

Groups	N	M	SD	t-value	df	p-value	Cohen's d
Experimental Group	24	26.67	2.34	8.367	46	.000	0.83
Control Group	24	20.93	2.94				

Table 1 indicated that independent samples t-test was run to test the difference between scores of post-test between the experimental group and the outcome scores of the control group. The control group (M = 20.93, SD = 2.94) and experimental group (M = 26.67, SD = 2.34) were different as the experimental group performed better and the difference was significant t (46) = 8.37, p <.05, d = 0.83. Its big effect size and low p-value means that the flipped classroom technique has significantly increased the overall achievement of students in academic English as against the traditional one.

Table 2: Difference in Mean Scores of Academic Performance in Knowledge Post-test

Groups	N	M	SD	t-value	df	p-value	Cohen's d
Experimental Group	24	11.67	0.758	8.232	46	.000	0.92
Control Group	24	9.43	1.278				

Table 2 indicated that an independent samples t-test was used to determine the difference between the queries of knowledge scores among experimental and control groups after the post-test. The mean of the experimental group of 11.67 (SD = 0.76) was significantly higher than control group (M = 9.43, SD = 1.28), and the difference between means was statistically significant, t(46) = 8.23, p < .05, d = 0.92. Its big effect-size value and low value of p indicates that the flipped classroom method had a tremendous good influence on the knowledge of students.

Table 3: Difference in Mean Scores of Academic Performance in comprehension Post-test

Groups	N	M	SD	t-value	df	p-value	Cohen's d
Experimental Group	24	8.57	0.774	-5.034	46	.000	0.74
Control Group	24	7.07	1.437				

As indicated in table 3, independent samples t-test was performed to compare post-test scores of comprehension in the experimental group versus those in the control group. Experimental and control groups could be distinguished as there were significant posttest differences, t(46) = -5.03, p < .05, d = 0.74 with the mean of the experimental group (M = 8.57, SD = 0.77) being higher than that of the control one (M = 7.07, SD = 1.44). Such findings point to the statistically great significance of a positive change in comprehension and a large effect of size that favors the flipped classroom technique.

Table 4: Difference in Mean Scores of Academic Performance in Application Post-test

Groups	N	M	SD	t-value	df	p-value	Cohen's d
Experimental Group	24	6.43	1.278	-5.657	46	.000	0.78
Control Group	24	4.43	1.455				

Table 4 demonstrated that independent samples t-test had been performed to compare post test application scores of experimental and control groups. The mean difference of the experimental (M = 6.43, SD = 1.28) and the control (M = 4.43, SD = 1.46) groups was found to be significantly different; t (46) = -5.66, p < .05, d = 0.78. These outcomes note that there was a statistically important enhancement of application abilities, a hard effect size, in favor of the flipped classroom process.

DISCUSSION

The findings of the present study indicate that the flipped classroom model significantly improves the academic achievement of primary school students by transforming the traditional teaching-learning process into a more interactive and student-centered approach. In this model, instructional content is delivered outside the classroom, often through videos and online materials, while classroom time is utilized for collaborative learning, discussions, and problem-solving activities, thereby enhancing students' engagement and understanding (Jonathan Bergmann & Aaron Sams, 2012). The results of this study are consistent with the findings of Ngoc Thai et al. (2017), who reported that flipped classroom instruction allows students to learn at their own pace and accommodates different learning styles, particularly benefiting primary-level learners through repeated exposure to instructional content. Similarly, Zainuddin and Halili (2016) emphasized that allocating more classroom time to active learning strategies such as group work, discussions, and individualized support improves students' critical thinking skills and retention of knowledge. Furthermore, the findings align with the work of Chung Kwan Lo and Khe Foon Hew (2017), who highlighted that students become more confident and autonomous when they are exposed to learning materials before class, leading to better preparedness and participation during classroom activities. Additionally, the flipped classroom approach provides teachers with greater opportunities for one-to-one interaction, allowing them to address individual learning needs more effectively. Overall, the findings of this study support previous research and confirm that the flipped classroom model enhances student engagement, promotes independent learning, and significantly improves academic achievement at the primary level.

CONCLUSIONS

The findings of this study conclude that the flipped classroom approach, which transforms the traditional teacher-centered method into a learner-centered instructional model, has a significant positive impact on students' academic achievement at the primary level. By shifting instructional content outside the classroom and utilizing classroom time for collaborative learning, discussion, and practical activities, the flipped classroom approach enhances students' understanding, engagement, and overall learning outcomes. The results revealed that students in the experimental group, who were taught using the flipped classroom method, performed significantly better than those in the control group who were taught through traditional lecture-based instruction. The post-test scores demonstrated notable improvement in the experimental group across various domains including knowledge, comprehension, and application. The comparison of pre-test and post-test results further confirmed that the flipped classroom strategy contributed effectively to students' academic growth and improved their English learning performance at the primary level.

The success of the flipped classroom approach can be attributed to its interactive and student-centered learning environment, which encourages active participation, critical thinking, and independent learning. By allowing students to access instructional materials such as videos and reading content before class, learners come prepared and are able to participate more meaningfully in classroom activities such as group work, peer learning, and problem-solving tasks. Additionally, the flipped classroom model shifts the teacher's role from a lecturer to a facilitator, enabling teachers to provide individualized support and timely feedback according to students' needs. Although effective implementation of this approach requires careful planning, teacher training, and access to technological resources, the overall

findings indicate that the flipped classroom model is a promising and effective instructional strategy. Therefore, this study recommends the adoption of the flipped classroom approach at the primary level, particularly in English language teaching, as it promotes deeper learning, improves academic achievement, and prepares students for future educational challenges.

RECOMMENDATIONS

The study proposed the following recommendations.

1. It is recommended that elementary schools adopt the flipped classroom model thoughtfully; using it alongside traditional teaching methods, while continuously evaluating its impact.
2. Educators should be undergo training in flipped pedagogy and data-informed assessment methodologies.
3. Schools should be guarantee the availability of electronic tools and include parents in facilitating home-based learning elements.
4. It is recommended that teachers evaluate the benefits of the flipped classroom approach and identify the most effective methods for applying it in different primary-level contexts.
5. Research should be conducted to validate the advantages and provide optimal strategies for implementing the flipped classroom model across diverse primary education contexts.

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