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The Effect of Flipped Classroom Model on the Vocabulary Learning and Retention of Young EFL Learners

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ABSTRACT

The purpose of The purpose of this study is to integrate the flipped classroom model (FCM) into vocabulary instruction and to analyze how it affects young learners' vocabulary learning and retention. In addition, the study intends to shed light on how parents and teachers perceive the FCM's role in fostering vocabulary growth in young learners. This study was conducted with 50 young learners in the 4th grade at a primary school in Gaziantep, Turkey. The data were collected through both quantitative and qualitative data collection instruments. Vocabulary tests were implemented to examine the level of learners' vocabulary before and after the treatment. In addition, qualitative data were obtained from the focus group interviews conducted at the end of the implementation to identify the parents' perceptions and views about the effect of the usage of the FCM on their children. Another source for the qualitative data was the classroom observations acquired through observing the learners during the implementation of the study. The data collected was triangulated through observations, interviews, and vocabulary tests. The results revealed that the levels of vocabulary learning performance and retention of these items for the experimental group learners were higher than those of the control group learners, and these results were statistically significant. The classroom observation analysis illustrated that the FCM positively affected the young learners' vocabulary learning, language achievement, in-class performance, and attitudes towards language learning. The data analysis of the focus group interviews also indicated that parents had positive opinions about the FCM. Furthermore, parents pointed out that the FCM raised their children's language comprehension, learning motivation, and language achievement.

By serving as an international language, English breaks down language and cultural boundaries, enabling people from all over the world to communicate and share ideas (McKay, 2002). As a lingua franca (Gal, 2013; Jenkins, 2006; Mortensen, 2013; Seidlhofer, 2013) English is a prevalent language. In this study, the effects of the flipped classroom model (FCM) on young learners' vocabulary learning in EFL classrooms, as well as teachers' and parents' perceptions of utilizing the FCM for vocabulary development, were investigated.

According to Gürsoy and Akin (2013), learning a language at a young age might be more advantageous because children have fewer effective filters and less inhibition. The most substantial aspect, rather than age, is how languages are learned. If young learners are taught in an environment that promotes enjoyment

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of the learning process, they can learn more efficiently. According to Ersöz (2007), emphasis should be sited on the language's communicative benefits and success-enabling abilities.

A language must be mastered in its entirety in order to be learned (Sadiku, 2015). Knowing vocabulary, the building block of language, is a must for mastering all the language skills (Graves, 2016). To be proficient in a language's skills, one must have a thorough knowledge of the language's vocabulary. An excellent mental lexicon enables learners to express themselves fluently (Szabo, 2016). In Turkey, learners start learning English in the second grade, but the majority of them are unable to communicate in the language, are unable to understand what is spoken to them, and, unfortunately, struggle to comprehend what they read. These learners also stumble with writing. Given that vocabulary is regarded as the backbone of a language, these problems can be handled with sufficient vocabulary knowledge (Aclan & Aziz, 2015; Cervatiuc, 2017; Yuliani, 2015).

Young learners must practice their new language in order to learn and use it (Pinter, 2017). Nevertheless, the time allotted for teaching English does not permit learners to absorb vocabulary and actively use it in class while being observed by teachers. *Today's young generations, who are awestruck by technical breakthroughs, are growing up in a nested environment on the Internet.* Therefore, blending technology into the classroom can make teaching more efficient (Altun, 2015). According to Duffy (2012), Web 2.0 technologies provide instructors a plethora of options for including learners in desirable practices like collaborative content development, peer evaluation, and encouragement of learners through the creative use of media. Along with language learners, teachers can benefit from the Internet by finding a range of materials and activities for language learning and using them in their lesson plans to make their lectures more interesting and effective (Pinter, 2017). Moreover, technology can also succor teachers in addressing problems with language acquisition, such as a lack of practice opportunities, a lack of time, and a lack of student enthusiasm (Basal, 2015; Kessler, 2018; Mehring, 2016). Utilizing the technology devices that learners use every day can support the language learning process be more efficient since we now live in the "digital natives" era (Prensky, 2001).

The rate of technological innovation is accelerating every day, and its consequences may be observed throughout many various domains. Especially in teaching and learning languages, technology's value is unquestionable (Aliyev & Ismayilov, 2017; Pawlak, 2018; Tafazoli, Parra & Abril, 2017). Furthermore, language learning and production can be improved using technology-enhanced learning techniques (Blake, 2016; Chun, Kern & Smith, 2016; Kukulska-Hulme & Viberg, 2018). Learning with technology and the Internet enables learners to develop their autonomous learning skills and self-directed learning (Uz & Uzun, 2018). Accordingly, incorporating practical technological tools into the learning process will undoubtedly lead to better language learning and production outcomes. This study proposes an alternative vocabulary teaching model that has been modified by altering the traditional instructional methodology with the aid of technology for foreign language teaching in English language teaching. The FCM, as an approach, allows learning to take place outside of the classroom through videos and inside the classroom through meaningful activities (Bergman & Sam, 2012). Flipping the class facilitates learners to learn the targeted subjects at home and creates a more productive learning setting with plenty of possibilities for language practice (Clark, 2015). Moreover, the FCM brings many benefits to language learning and teaching (Bergman & Sam, 2012). For instance, the FCM augments student-teacher-student interaction by shifting the teacher's position from authority to guide and facilitator. Learners are flexible in the learning process; they can follow lectures when and where they want. By taking responsibility for their learning, learners become autonomous and learn at their own pace (Quint, 2015). Teachers have the advantage of planning lessons with various activities to suit different learning preferences, learning styles, and needs. Adequate classroom time leads to better outcomes in more meaningful and sustained learning. As a result, learners can practice in the classroom by participating in numerous activities to learn how to use the language. This study is significant in the light of the factors mentioned above as the study's target group includes 9- and 10-year-old fourth-grade learners

who are digital natives. In addition, the current study was conducted in a state school where learners have merely two hours of English classes per week. The primary school curriculum is full of intensive vocabulary and speaking blocks. The current study intends to unravel the effectiveness of flipped classroom on the vocabulary learning and retention of young learners. It also aims to ascertain whether the FCM enhances learners' vocabulary comprehension. Through a variety of useful teaching exercises, this study also objectives to increase learners' vocabulary knowledge, the smallest but most fundamental language building block. It also purposes to share the experiences with those suffering similar problems, expecting that this study will provide a framework and a building block for further studies.

2. Literature Review

Technologically oriented learning environments are favored by students since they offer a wide range of options (Özyurt & Özyurt, 2015; Suarez et al., 2018). Traditional EFL teaching methods still prevail, though using some novel teaching techniques in EFL courses (Chen Hsieh, Wu, & Marek, 2017). The learners are the children of the digital era, therefore using traditional methods can be challenging. Besides using traditional techniques, limited course time and packed classrooms are the other problems of language learning (Collins & Muñoz, 2016). Accordingly, learners and instructors are in the throes of some difficulties, like a lack of occasions to practice the language, inefficiency in lessons, etc. Facilitating learners to study the lecture's subject beyond the classroom through the Internet can improve the effectiveness and efficiency of the process of learning (Brewer & Movahedazarhouligh, 2018). Besides, providing learners with the chance to learn the material independently before class helps to mitigate some unfavorable aspects of traditional education.

The FCM is a teaching method in which learners are taught from home before returning to the classroom to complete objectives and activities. Clark (2015) delineates flipped classroom instruction as a relatively new teaching strategy since it aspires to advance learner engagement and performance by carrying the lecture context outside the classroom via technology and moving homework and exercises with concepts inside the classroom through teacher-student-based learning activities.

Bergmann and Sams (2012) describe the FCM by saying that what was previously done in class is now completed at home, and what was previously accomplished as homework is now concluded in class. Furthermore, it is stated by Bergman and Sams that the FCM aids in the advance of a variety of instructional activities tailored to each student's learning style (Bergmann & Sams, 2012). Gilboy et al. (2015) define a flipped classroom as the things traditionally performed in class and as assignments are switched or reversed. Merrill (2015) provides a similar definition of FCM as a pedagogical approach where classwork and homework are switched around. Al- Shabibi et al. (2019) identify the flipped classroom as a form of integrated education that benefits from modern technology brilliantly to educate students of the 21st century by fulfilling their needs.

Flipping a class demands thinking meticulously by giving significance to the four pillars of F L I P: flexible environment, learning culture, intentional content, and professional educator. Teachers can flip their classrooms in various ways; there is no one-size-fits-all approach to classroom flipping (van Alten et al., 2019). A "flipped classroom" requires a lesson plan that is designed to the needs of numerous learning types, in contrast to a typical classroom, allowing learners to receive a customized education (Roehl, Reddy & Shannon, 2013). A three-stage methodology for flipping the classroom is suggested by Estes et al. (2014), the pre-class (modeling, pre-assessment), in-class (clarifying concepts, solving problems), and post-class (assessment, application, transfer) stages. Team-based exercises that promote peer interaction are part of the in-class instructional design for flipped learning (Persky & McLaughlin, 2017). Flipped learning converts the classroom experience into an individualized one (Ilie, 2019). Ilie (2019) also makes the point that learners apply their knowledge in small groups or at their own pace in real-world settings, making for

a more diversified experience overall. The flipped classroom frees the teachers from lecturing and gives them altered duties such as observing and counseling learners (Kurup & Hersey, 2013).

According to O'Flaherty and Phillips (2015), teachers can make adjustments to their flipped classrooms by centering on the destitutions of their learners. In the FCM, according to Bergmann and Sams (2012), the focus of the class is on the learners who are in charge of watching videos, asking pertinent questions, and completing and sharing their own work. Likewise, they note that in the FCM, the teacher acts as a knowledgeable resource who assistances the learners. Videos, the most widely used audiovisual resources in different domains, are used as caring or supplementary content in the FCM, as well. Teachers need to find or prepare high-quality videos to be used in the flip classroom model (Akçayır & Akçayır, 2018), and they may have some problems with this issue. Bergmann and Sams refer that possibly the greatest and most challenging job teachers confront when endeavoring to reverse the classroom is getting or creating high-quality videos (2012). Bergmann and Sams (2012) also mention that with the explosion of YouTube and other video-sharing sites, the number of videos that can be used in flipped classrooms has increased. Teachers can create videos to be watched by the learners outside of class time to flip their classroom (Velegol, Zappe & Mahoney, 2015). In the current study, the experimental group's teacher constructed videos to be utilized in flipping the classroom. In the literature, there is a wealth of study on FCM and how this paradigm is used in language acquisition and instruction. There are also a lot of studies on the effects of FCM on vocabulary learning, as well. Although there is limited research in the literature on young EFL learners using FCM to build vocabulary, there does not appear to be any research on the effect of FCM on the vocabulary development and retention of young EFL learners. The perceptions of young learners 'parents about the usage of FCM is also an area that has not been studied before. As a corollary, the study is critical since it investigates the thoughts and ideas of parents of young learners who were instructed to watch video lectures at home under the supervision of their parents before class. Therefore, the current study may contribute to research on the usage of FCM in young learners' language education and the perception of parents about the usage of this model by occupying the gap in the literature.

The purpose of this research is to look at the impact of the FCM on young learners' vocabulary learning in EFL courses, as well as the instructors' and parents' viewpoints on adopting the FCM for vocabulary development. By analyzing the influence of FCM on learners' vocabulary learning and retention as well as their views toward the flipped classroom, the current study will add a fresh viewpoint to the pertinent literature. This study will significantly add to the body of knowledge regarding the impact of FCM on young learners' vocabulary development since it includes examining parents' perspectives on FCM use and teachers' observations of FCM learners. As a result, the study aims to address the following questions:

1. Is there any significant difference between the vocabulary learning of the experimental group (learning with the flipped classroom model) and the control group (learning with the traditional classroom model) after the treatment?
2. Is there any significant difference in learners' vocabulary retention between the experimental and control groups after the implementation prosess?
3. What are the perceptions of parents about the flipped classroom model?
4. What are the observations of the instructors of both groups during the implementation processes?

3. Methodology

3.1 Research Design

The research design for this study combined quantitative and qualitative data gathering and analysis methods. Creswell and Clark (2017) describe mixed methods as a methodology that stresses gathering,

analyzing, and combining quantitative and qualitative data in order to obtain a deeper understanding of the research subject. The concurrent triangulation strategy refers to simultaneously gathering both quantitative and qualitative data, comparing the two databases, and identifying any convergence, differences, or combinations thereof (Creswell, 2003). The data of the current study was collected consecutively; at the beginning and end of the study quantitative data was gathered through vocabulary tests meanwhile qualitative data was gathered through observations, made during the study, and interviews, conducted at the end of the study. The present study was crafted according to the mixed-methods research design to obtain in-depth and rich information. This study was also a quasi-experimental study utilizing control and experimental groups to investigate the issues. The mixed-methods approach, employed in this study, is one of the most prominent strategies for conducting an experimental study to evaluate the teaching of specific language skills and their effects on the improvement of learners (Dörnyei, 2007). Bechhofer and Paterson (2012) state that experimental research designs are generally preferred in language studies since they provide high control levels on a small scale with manageable conditions. Moreover, it was mentioned by Dörnyei (2007) that experimental research designs are frequently used to ascertain the nature of language learning and the profits of the new methodological innovations in the ELT field.

3.2 Participants

Participants in the study were fourth-grade students at a primary school in Gaziantep, Turkey. The subject group was the 50 learners in the 4th grade, ages 9 and 10. The curriculum has 30 lessons per week, 2 of which are in English. The 4th graders are the most appropriate group to do the study with as they are at the level required to implement flipped classrooms and can understand the instructions given. The study involves two groups of students: an experimental group and a control group, each with 25 students. Without using probability sampling, the research groups were regarded as classes. Other partakers of the study were the parents of the experimental group learners. Parallel with the objectives of the study, 12 parents joined the focus group interviews to state their perceptions and views about the FCM and the effects of FCM on their children's vocabulary learning, attitude, and motivation.

3.3 Data Collection Instruments

The data for this study was acquired through three instruments: vocabulary tests, an interview, and a classroom observation form. Insofar as this study intended to scrutinize the influence of FCM on young learners' vocabulary learning, vocabulary tests were essential. The data collection process of the current study started with the quantitative data collection instrument and continued with the qualitative data collection instruments consecutively. While the classroom observations were made in the follow-up phase, the focus group interviews were applied at the end of the treatment process. The research design was bolstered by various methodologies (Creswell, 2016). Due to the fact that the data comes from various sources, data triangulation produces more trustworthy conclusions. Consequently, the data for this study was triangulated utilizing various data sources. In this regard, the vocabulary tests were served as a quantitative data collection tool. The pre-test was implemented to obtain significant insights into the vocabulary proficiency of the learners. A post-test was utilized following the treatment to determine whether there was a noticeable difference in the groups' vocabulary knowledge. To assess the treatment's long-term effects, the retention test was conducted one month later. Each test consists of 50 unique items that evaluate the identical target words.

A focus group interview served as the source of the study's qualitative data. The goal of the focus group interview was to learn more about the viewpoints and thoughts of parents of young learners who were instructed to watch video lectures at home under the parental supervision before class. Random sampling was used to recruit twelve participants for focus group interviews, which were done in three sessions with four participants each. The interviews were semi-structured, which meant that neither the interviewer nor the participants were obligated to stick to a strict questioning schedule. The questions were written in this manner, with each response flowing freely.

A classroom observation form was employed as a qualitative instrument. The researcher developed a classroom observation form, which was utilized throughout the study to monitor the learners and determine how the study affected them. The observation form contains a list of the 12 scenarios that expected to be seen in the classroom. In addition to these circumstances, there is an "additional observations" section. The study's observation was structured and systematic since it comprised of specified observation points.

3.4 Data Collection Procedure

The study's implementation phase lasted two and a half months, and the retention test transpired one month later. Learners were given a pretest right before the study, and the study officially started the week after the pretest. The researcher collected information about the learners' in-class performance while keeping a close eye on them for six weeks during the implementation phase. Following the treatment, a post-test was administered to realize the effects of the study in the short run. A focus group interview with the parents of the experimental group learners was conducted after the study's implementation to get their opinions and observations regarding the FCM and how it affected their children's vocabulary learning. One month later, the retention test was administered to assess the long-term effects of the study. Focus group interviews were conducted with 12 parents of learners in the experimental group. To gather in-depth information from the respondents, the interviews were carried out over the course of three separate sessions with four parents. The respondents were selected randomly from among the volunteer parents in the experimental group. Parents of learners in the experimental group who had observed home-based learning during the implementation phase were interviewed in order to elicit their observations and opinions. The interview questions provided insight into the participants' opinions on how the FCM affected their children' vocabulary development. The parents' native language, Turkish, was used for the interviews. The qualitative data translated by the researcher, scrutinized and confirmed by the two English teachers and an expert.

3.5. Data Analysis

The results of the vocabulary tests were used to collect quantitative data, while qualitative data was collected through the researcher's observations and focus group interviews with parents. The quantitative data obtained from the pretest, posttest, and retention tests were analyzed using IBM SPSS 25.0. By utilizing descriptive statistics like means, frequencies, and standard deviations, it was discovered how the FCM affected young learners' vocabulary learning and retention abilities. Unearthing the effects of FCM on the vocabulary learning and retention on the young EFL learners was the purpose of the current study, so the vocabulary tests were principle. The study's target vocabulary was determined utilizing two separate units of the 4th grade English curriculum. The current study focused on the "Jobs" and "My Clothes" components. The researcher thoroughly analyzed the lexical items in the chosen units. The study's target vocabulary was then defined, and the tests were created appropriately. Feedback was received from four English teachers and two experts on the validity and content of the tests. Measuring content validity entails evaluating

individual questions on a test and consulting experts on whether each one addresses the features that the instrument is intended to cover. The opinions of the four English teachers and two experts were broached to verify the tests' validity and content. Pilot studies, according to Tashikori and Teddlie (2003), are required to prepare a thorough inquiry independent of paradigm. As a result, piloting instruments is a critical subject to consider in research. Potential problems with the data collection equipment can be anticipated by piloting the study instruments, and if there is a troublesome part, it can be changed. The items should be clear enough for all participants to comprehend, hence certain items were redesigned with the expert's and teachers' recommendations to reduce semantic ambiguity and avoid potential misconceptions, then the tests were piloted. Once the pilot test was completed, the raw data from the pretest, posttest, and retention tests was examined. The internal consistency of the tests was determined by ensuring the level of difficulty of the test items (p) and the discrimination index (D). The test scores were calculated using the Cronbach's Alpha test, and their reliability was checked. The results of piloting the pre, post, and retention tests illustrated that these tests are reliable as the Cronbach Alpha value of these tests was higher than 0.7. The Cronbach Alpha value of the tests was: pre-test 0.79, post-test 0.87, and retention test 0.71; these values show the high reliability of the tests.

The Cronbach's Alpha test was used to assess the test scores, and the reliability statistics of the tests revealed that they were reliable. The tests in the study must be reliable to obtain reliable and unambiguous data. Therefore, the reliability of the pretest, posttest, and retention tests were analyzed. The tests were confirmed to be reliable, and the reliability analysis findings are presented below.

Table 1
Reliability Analysis of Quantitative Data

Groups	Pre-test	Post-test	Retention Test
Control Group	.820	.892	.887
Experimental Group	.899	.995	.897

The alpha coefficient, which was computed using a scale with more than 15 items, has a high reliability of 0.70 to 0.90 and an outstanding reliability of 0.90 and higher, according to Perry Hinton et al. (2004). The tests in the table have Cronbach Alpha results that are greater than 0.70, which indicates that they are very reliable. Then, the pretest was utilized to evaluate the participants' prior vocabulary knowledge. The Cronbach Alpha test was used to assess the reliability of the pretest, posttest, and retention tests. The tests were definite to be reliable and were applied in the study. The researcher created qualitative data from the recorded responses of the focus group participants and then wrote down the transcriptions. To discover redundant information and identify patterns in the provided data, the interview transcripts were carefully scrutinized. The qualitative content analysis method was applied to analyze the interview data incorporating the perspectives of families. It was intended to get a comprehensive perspective on the FCM and its impacts on the children by means of qualitative content analysis. Content analysis is a study design for drawing reliable conclusions from texts (or other relevant material) about the settings in which they are used (Krippendorf, 2004). The interview transcriptions were coded in relation to the study questions in accordance with Dörnyei's (2007) recommendations. The interview was coded using keywords for content analysis, and noteworthy similarities and correlations were detected. The codes were then allocated to the appropriate themes to provide a more accurate depiction. The themes were compiled until no new ideas emerged, after which the data was thoroughly analyzed and interpreted. The researcher's observations were also assessed to bolster the findings of the study. The observation forms, completed by the researcher every week, were examined, and analyzed in detail.

4. Results

4.1. Results of Quantitative Data

The quantitative data of the current study was gathered through vocabulary tests. To answer the first and second research questions, both groups were subjected to a series of vocabulary tests, and the outcomes were compared. Primarily, the pretest was used to ensure no initial differences in vocabulary knowledge between the two groups. The normality test was completed beforehand to identify which test should be used to compare the findings before the comparison. The Kolmogorov-Smirnov test and the Shapiro-Wilk test are both well-known algorithms for assessing the normality of continuous data. The Shapiro-Wilk test is ideally equipped for small sample sizes (<50 samples), albeit it is also applicable for higher sample sizes, whereas the Kolmogorov-Smirnov test is applied for $n \geq 50$ (Mishra et al., 2019). Since the current study's subject group consists of 50 young learners, the Shapiro-Wilk test was chosen to assess data normality. The Shapiro-Wilk test results demonstrated that the pre-test and post-test results have a normal distribution.

Table 2
Shapiro-Wilk Test for the Tests

Groups	Pre-test	Post-test	Retention Test
Control Group	.066	.621	.691
Experimental Group	.801	.101	.109

The significant differences in the table are greater than 0.05, indicating that the data is normally distributed and that there are no significant differences between the groups. In light of the fact that the results of the normality test demonstrate a normal distribution, parametric tests were carried out to compare the tests.

Table 3
Descriptive Statistics of the Groups for the Tests

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Control	25	48.40	13.379	2.676
	Experimental	25	49.44	17.706	3.541
Posttest	Control	25	68.16	19.034	3.807
	Experimental	25	78.56	17.219	3.444
Retention Test	Control	25	59.20	16.852	3.370
	Experimental	25	69.60	16.842	3.368

The table shows that the mean score of the experimental group is marginally higher than that of the control group. The baseline pre-test score for vocabulary knowledge for both groups was predicted to be the same. An independent sample t-test was used to determine the differences between the groups to ensure that they were not statistically significant. According to the findings of the independent samples t-test, prior to the study, there was no discernible difference between the groups ($T(48) = .234$; $p = .816 > .05$). Subsequently, the experimental and control groups' levels of English competence were nearly identical.

Following the pre-test, the implementation phase started, and the groups received instruction on the study's target vocabulary. The experimental group's average score increased by nearly 30 points, whereas the control group's average score increased by nearly 20 points, as shown in the table above. According to the post-descriptive test's statistics, the experimental group's mean score (M= 78.56) was 10.4 points higher than the control group's mean score (M= 68.16). The FCM has a better impact on the vocabulary learning of the young learners than the traditional classroom model, according to a comparison of the groups' mean scores. For further statistical analysis, a t-test for independent samples was applied. Independent samples t-test findings for the post-test revealed a significant difference between the groups following implementation (T (48) =, -2.026; p =, 0.48 0.5). Consequently, the study's initial research question was answered positively. In terms of vocabulary learning performance, there was a substantial difference between the groups that used the flipped classroom and those that used the traditional classroom.

The retention test was conducted four weeks after the implementation to determine the long-term effect of the treatment. As for the durability of learning, the mean scores of the retention tests of the two groups were analysed and compared. The experimental group's mean score (μ =69.60) was over ten points higher than the control group's (μ =59.20). Therefore, it can be concluded that utilizing the FCM is more effective than using the traditional classroom model in terms of vocabulary retention. It is evident that FCM has improved learners' vocabulary retention. It's vital, though, not to make snap decisions without first doing an independent sample t-test to arrive at more sound conclusions. The results of the independent samples t-test of the retention test showed that there was a significant difference between the groups (T (48) = -2.182; p = .034 <.05). The results indicate that the experimental group that learned the target words via FCM did better in terms of vocabulary retention. Thus, the second research question of the present study is answered positively, as a significant difference was found between the experimental group that learned the vocabulary using the FCM model and the control group that learned the vocabulary using the traditional instructional model in terms of vocabulary retention.

4.2. Results of Qualitative Data

The qualitative data of the current study was gathered through focus group interviews and classroom observations. To conduct the interviews, focus groups were formed with three separate sets of four parents each. The researcher conducted the interviews in the parents' own language while also transcribing and translating them. The qualitative responses to the questions were analyzed using content analysis to classify themes linked to the FCM and vocabulary learning in general. The focus group interview is divided into four distinct sections: the parents' observations made before, during, and after the children watched the videos, as well as the parents' general thoughts on the FCM. Each section comprises a series of questions designed to elicit further information and comments about the FCM's implementation and impacts. Following transcription, the participants' comments were divided into categories based on common themes like enhancing individual learning, improving vocabulary knowledge, or developing learning responsibility. These themes were then thoroughly examined and grouped into more general categories. The identified common themes were then categorized and tabulated in accordance with their frequencies. The views of parents about the FCM and its effects are given in the table below.

Table 4
Parents Views of the Flipped Classroom Model

	Categories	**Themes**	**Parents**
Positive views	Improves language ability	Improves vocabulary skills	P3, P5, P6, P9, P10, P11

		Improves pronunciation skills	P1, P5, P7, P8, P9, P10, P12
	Increases language achievement	Encourages learning	P2, P4, P5, P6, P11
		Increases exposure to the language	P2, P5, P9, P11
		Increases performance in the classroom	P2, P5, P7, P9, P10, P11, P12
		Enables sustained learning	P6, P8, P9
	Positively influences the affective dimensions of learning	Develops responsibility	P1, P2, P3, P5, P6, P10
		Boosts learning desire	P1, P4, P5, P6, P9, P10
		Increases motivation to learn	P1, P4, P8, P9
		Overcomes the fear of making mistakes	P1, P4, P7
		Increases self-confidence	P1, P2, P4, P5, P7, P10, P12
	Improves the learning process	Improves individual learning	P3, P7, P8, P10, P11
		Enables concentration on learning	P2, P6, P8, P9, P11
		Creates an individual learning space	P3, P8, P11, P12
	Improves parental engagement	Allows repetition and practice	P3, P5, P6, P10
		Increases parents' familiarity with the English language	P6, P7, P12
Negative Views	Challenges with the flipped model	Lack of teacher support during the learning process	P2, P4, P5, P8
		May lose its impact over time	P4, P8
		Requires constant internet connection	P6, P7
		May increase technology and internet addiction	P4

The findings from the interviews demonstrated that families' positive impressions and observations of FCM and its influences on young learners' vocabulary learning and retention were more noteworthy than their negative perceptions. The data on the effects of FCM on children's vocabulary learning were classified into six different categories, five of which were positive views and one negative view. The positive views are composed of different categories, such as *improving language ability, increasing language achievement, positive effects on the affective dimensions of learning, improving the learning process,* and *involving parents*. The negative assessments are grouped into a single category related to the challenges with the flipped model.

The most commonly observed effects of FCM, observed by 7 out of 12 parents, were *improving pronunciation skills, increasing self-confidence,* and *increasing classroom achievement*. When these themes are evaluated, it is clear that they are tightly related. Learning through FCM qualifies learners to phonate freshly acquired vocabulary more effectively, and these learners feel more assured in class, thus enhancing their performance in class. The second most frequently observed effect of FCM, observed by 6 out of 12 parents, was the *development of learning responsibility, an increased desire to learn,* and *improved vocabulary knowledge.* These themes can also be linked and can be interpreted to mean that FCM increases children's desire to learn vocabulary knowledge and learn responsibility. The third most seen effect of FCM, observed by 5 out of 12 parents, was that it *stimulates learning, promotes individual learning,* and *enables focus on learning.* There are many other positive effects of FCM observed by families and shown in the table.

The adverse effects of FCM consist of four different themes. The most frequently observed theme is the *lack of teacher support during the learning process*, which was noted by 4 out of 12 respondents. According to two parents, *it can become less effective over time*. As *it requires a constant internet connection*, one of the parents stated that *FCM might increase technology and internet addiction*.

The fourth research question seeks to uncover observations made by the researcher during the implementation phase. Observations, according to Creswell (1994), are the practice of acquiring unstructured, first-hand knowledge through observing people and places at a research site. Classroom observation was employed to gather first-hand information on how learners fared during the implementation phase. Both groups were observed for six weeks, and a classroom observation form was completed each week. To determine the effects of the treatment, the researcher observed and compared the actions of learners in both groups. The researcher analysed the data obtained from the classroom observations; comparisons were made and descriptively presented.

In line with the researcher's observations, the learners' proficiency in acquiring and recalling vocabulary evolved over time as they became accustomed to practicing FCM. The experimental group learners retained merely sixty to seventy percent of the vocabulary from the videos during the first few weeks, but virtually all of it towards the conclusion. It was observed that learners in the control group would retain fifty percent of overall or more of the vocabulary covered. Furthermore, unlike the experimental group, the recall rate of the vocabulary gained in the classes did not rise with time in the control group. The researcher also discovered that learners in the experimental group responded to queries more effectively than learners in the control group. Learning with FCM increased learners' vocabulary knowledge and empowered them to thoroughly comprehend the vocabulary they learnt. The researcher found that learning vocabulary by watching videos improved the young learners' visual memory and retention. The learners in the experimental group were able to remember the vocabulary they saw better than the learners in the control group as FCM stimulated the children's visual memory more. Similarly, it was discovered that the experimental group's learners' pronunciation skills increased during the program's deployment.

It was found that learners in the experimental group who learnt using FCM exhibited better learning motivation than learners in the control group. It was also observed that learners' preparations enhanced their confidence and promoted class involvement. Learning the vocabulary and pronunciation boosted students' willingness to participate in class. Even passive learners began raising their fingers in class after learning with FCM. Their learning also increased in parallel with their active participation. The circumstance is different for the control group given that they had recently learnt the vocabulary in class. Afterwards the experimental group learners started learning with FCM, even the shyest and most passive learners were more willing to participate in the activities. The learners in the experimental group were able to use the vocabulary more correctly and effectively because they came to class prepared. The learners who learned with FCM took responsibility for their learning, so their learning abilities improved, and they began to complete the individual tasks without help. While the learners in the experimental group were able to perform the given activities effectively, the learners in the control group had difficulty performing these activities.

FCM as a learning model overcame the limitation of class time by allowing learners to study at home. Class time was used efficiently by increasing the number and variety of activities. It was observed that engagement in learning throughout the class time increased the learning motivation of the participants in the experimental group.

5. Discussion

When the fallouts from the three distinct instruments were associated centered on the influence of FCM on vocabulary learning and retention, the researcher and the families of the subject group reached an agreement on the efficacy of FCM in helping students acquire and retain language relatively efficiently. This study significantly advances the field of research by demonstrating how FCM affects young EFL learners' ability to learn and retain vocabulary. The findings of the study's parent interviews with young learners

demonstrate that their vocabulary and pronunciation skills have improved, which has a favorable impact on their language attainment. Additionally, it may be inferred from the outcomes of the interviews that adopting FCM has an auspicious impact on the affective aspects of learning, such as learning motivation, learning desire, responsibility of learning, and self-confidence. Furthermore, the results of the parent interviews verified how FCM enhances individual learning by establishing a space for each learner to focus on their studies. Following observations in the classroom, it was discovered that the experimental group's learners were more engaged in class than the members of the control group. Moreover, when compared to the learners in the control group, the experimental group's learners used the vocabulary more precisely and efficaciously. The results of the observations and interviews suggested that the experimental group study learners improved their ability to learn new vocabulary. These learners upgraded their enthusiasm for learning as well as their attitudes toward learning new vocabulary.

Furthermore, the current study differentiates from previous studies that were conducted with students mostly in upper secondary school, college, or university because the current research subject group is fourth-graders. The purpose of the study was to ascertain how FCM affected the fourth-grade students' vocabulary learning and retention. It also aimed to disclose the opinions of parents and teachers regarding how the FCM was used with young learners.

The quantitative and qualitative data confirm that the FCM improves learners' vocabulary learning and retention. In terms of achievement, the study is consistent with the findings of Mason, Shuman, and Cook (2013), Schwanki (2013), and Bergman and Sams (2013) that a flipped classroom enhances learner achievement to a degree. In the current study, the experimental group pointedly outperformed the control group on posttest and retention test results, attesting that implementation was important. It can be concluded that the contribution of the FCM to vocabulary learning and retention is greater than that of the traditional classroom. To put it differently, compared to traditional vocabulary acquisition, the flipped learning model facilitated learners master a considerably larger number of vocabulary in this study. The results of this study, which was limited to flipped vocabulary, support other studies that discovered that direct flipped education is significantly more efficient than traditional instruction (Alnuhayt, 2018; Chen Hsieh et al., 2016; Kang, 2015; Kim, 2018; Sun, 2015; Zhang et al., 2016).

Acquiring a good vocabulary is a sign of efficacious learning and academic attainment. In this manner, some research shows how flipped learning might pave the way for higher academic success and learning outcomes. The results of this study, for instance, are consistent with a case study conducted by Sun (2015) to determine if flipped learning enhances vocabulary knowledge. After the implementation, the experimental group of learners in Sun's study received higher remarks than the control group, indicating that vocabulary taught in a FCM outperforms vocabulary presented in a regular classroom model. Alnuhayt (2018) carried out an experimental study to determine the impact of flipped classrooms on EFL vocabulary lessons. The study's conclusions matched those of the present study in terms of successfully improved vocabulary. Furthermore, in both the prior study by Alnuhayt and the current study, both experimental groups stated that they enjoyed studying in a flipped classroom.

The noteworthy vocabulary improvements seen in this study support Özkal's (2019) research, which validates that vocabulary education that uses a flipped method produces positive learning effects. Besides Özkal (2019), Kim (2018), Kırmızı and Kömeç (2019), and Fard et al. (2021) conducted studies looking into the impact of the FCM on vocabulary learning and retention and the results illustrated that the experimental group surpassed the control one in terms of vocabulary knowledge, which is in line with the consequences of this study. Researchers conducted a plethora of studies to examine the effects of FCM on the vocabulary learning of learners and the results of their studies confirm that FCM positively affects learners' vocabulary learning (Alnuhayt, 2018; Iyitolu & Erişen, 2017; Kim, 2018; Özkal, 2019; Sun, 2015).

The classroom observation data showed that the learners in the current study enjoyed studying using FCM, and the focus group interview results back up this claim. The experimental group's parents stated that their

children loved learning with FCM. Moreover, these parents indicated that they preferred FCM to be used in other lessons. Similar results in favor of flipped learning were found in Davies, Dean, and Ball's (2013) study on learner satisfaction with flipped learning. Kang (2015) carried out a study that contrasted the FCM with the conventional classroom model in terms of vocabulary learning. According to the results of Kang's study's interviews, students favor the flipped classroom strategy in terms of satisfaction, usefulness, in-class activities, and instructor role. Correspondingly, the learners in the current study also preferred the FCM, so these findings are consistent. The results of the comparative study, which examine the effects of FCM on learners' compositions, conducted by Leis, Tohei, and Cooke (2015) support the findings of Kang in terms of the effects of FCM on learners' vocabulary development.

Zhang (2015) conducted a mixed-method study to gauge students' attitudes regarding flipped classrooms. Zhang (2015) discovered that students well received the FCM. Zhang claims that one of the main factors contributing to the learners' satisfaction with the intervention was the fact that they learned a good amount of English vocabulary and expressions. At the end of the implementation, the learners in this study who learned vocabulary through an FCM had acquired a sizable amount of vocabulary and were satisfied with the FCM. The results of this study, therefore, concur with those of Zhang's (2015) study.

The flipped classroom, according to the findings of the interviews, boosts learners' interest in learning by improving the vocabulary-learning process and content, and students may even pick up additional vocabulary on their own. The experimental group's learners improved and learned more vocabulary, according to the interview data collected for this study. The findings of this investigation imply that FCM has similar effects on students. The FCM promotes learner autonomy, which is another finding of the study. As a result of being able to take on their responsibilities when learning a new language in a flipped classroom, learners are more likely to develop autonomous learning skills and learner autonomy through flipped learning, according to prior studies (Han, 2015; Han, 2018; Loucky & Ware, 2017). The current study discovered that young learners who used FCM to learn vocabulary embraced responsibility of their education. The experimental group in this study had to watch the video lectures as part of their assignment, emphasizing that the study's young participants were more self - directed learners.

6. Conclusion

Learning vocabulary is unquestionably a crucial aspect of learning a language. Therefore, prominence on vocabulary learning necessities to increase. The primary focus of this study was the vocabulary learning of young EFL learners through FCM. The purpose of the study was to identify the effects of FCM on young learners' vocabulary learning and retention. To this end, interviews, observations, and certain vocabulary tests were conducted. Investigation of the impact of FCM on the vocabulary development of young EFL learners employed pre-and post-test implementations. The pre-and post-test findings showed a substantial difference between the participants' development scores in the two groups. Following implementation, the experimental group's learners outperformed the control group. A retention test was administered one month after the study's implementation to analyze its long-term effects, which was the study's secondary purpose. The results of the retention tests demonstrated that the FCM has a beneficial impact on young EFL learners' vocabulary retention. The third aim of this study was to investigate the perceptions and views of the parents of the experimental group learners about the FCM and its effects on their children. The study also concluded that parents' positive opinions and perspectives of the FCM outweighed their negative ones. All of the parents who took part in the interviews acknowledged they liked FCM, and the majority of them commented that it enhanced their children's vocabulary and pronunciation skills, as well as their classroom performance and self-confidence. Therefore, according to most parents, FCM developed learning responsibility and increased children's desire to learn. The fourth aim of this study was to observe the attitudes and behaviors of the young EFL learners towards vocabulary learning through FCM and a

traditional classroom model and compare these observations to see the effects of FCM in detail. Classroom observations were conducted by the researcher each week, and the observations were noted down to be analyzed. The results of the classroom observations revealed that the experimental group learners were more active in class than the control group learners. Moreover, when compared to the control group, the learners in the experimental group used the vocabulary words more precisely and effectively. The findings of the observations and interviews also illustrated that the experimental group learners of the study improved their vocabulary learning. What is more, these learners also enhanced favorable attitudes towards vocabulary learning, and their learning motivation increased.

Overall, the current study used a number of research methodologies to gain a better knowledge of how FCM influences the vocabulary learning and retention of young EFL learners. In this way, it is expected to propose a practical perspicuity into the effects of using FCM on the vocabulary learning and retention of young learners educating in the primary school context.

7. Suggestions and Implications

The findings of the study illustrate that employing an FCM is favorable. Researchers and educators interested in using the FCM in language classes should bear in mind that activities both within and outside of the classroom must be carefully planned before the FCM is used. The instructor must ensure that the students have access to technology and the internet; otherwise, flipped classrooms may fail due to the learners' lack of technological resources and expertise. Because of FCM is a relatively new type of teaching, learners should be educated about it from the outset, and their readiness to learn with this model should be assessed. A video lecture can be pre-recorded by the teacher, but a ready-made video can also be used. The class teacher's preparation of the videos might be more beneficial since the videos can be arranged according to the demands of the class. It is critical for teachers to recognize that a flipped classroom entails more than just watching lectures on video outside of class. The efficient use of class time is far more vital than the recorded videos. Therefore, activities should be meticulously planned to facilitate active learner engagement and practice. The successful and effective application of FCM can only be supplied by learners who come to class by watching videos; otherwise, this model cannot serve its objective. Morgan (2014) stated that when flipped classrooms are appropriately implemented, students have more chances to work at their own pace, and teachers have more opportunities to help students with subjects they are struggling with. It was discovered that young English learners feel more confident in a stress-free setting and when they arrive prepared to class. After the implementation, the children in the experimental group performed better, and their parents expressed satisfaction with this approach of instruction. Furthermore, the majority of parents supported the FCM's ongoing use, with some even suggesting that it be extended to other classes. This study was conducted to investigate the effectiveness of the FCM on vocabulary learning and retention in young learners. Another study might look into how the FCM affects early learners' linguistic abilities, such as speaking, and reading. Further research might be done to determine how FCM affects cognitive and affective aspects of learning, such as motivation, attitude, and self-directed learning. This study provided six-week treatment to two groups of fifty young students. A more thorough investigation can be carried out using a larger sample size and a longer study period. The study's major objective was vocabulary development. It might be possible to undertake a comparative study on vocabulary units, idioms, or grammatical acquisition. Future research in ELT is expected to follow this study's method for teaching vocabulary to young learners. The current study is expected to add to the increasing body of research on young learners and serve as a model for subsequent studies on the application of the flipped classroom strategy to enhance other language learning skills and subskills.

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