Personalized Educational Videos as a Support Tool in Online Private Tutoring During Conflict: A Case Study

Batoul Swayden

Lebanese University, Beirut, Lebanon

batoul.a.swayden@gmail.com

Abstract

Learners in Lebanon have experienced a horrific war during the past year. It has been a challenging mission to maintain a basic level of education for learners displaced from affected areas to safe ones. Being a private tutor for multiple learners has put a huge responsibility on me towards their education. Benefiting from my technological skills in education and applying them along with the Lebanese curriculum, this research aims to study the impact of personalized educational videos as support tool in online private tutoring. Here comes the research question: How can personalized educational videos assist in designing online teaching and learning activities for learners during conflict? Adopting a quantitative method, this study tracks and analyzes the experience of four learners in grade 6 throughout one month of online private tutoring during war, highlighting the significant changes in their academic performance indicated through their grades in pretests and posttests. It also assesses their academic level in baseline evaluation when going back to school. Results show that learners who followed up continuously with online sessions including personalized educational videos showed a high academic performance during the session and in baseline tests when going back to school. However, learners who attended the online sessions interruptedly showed a moderate to low academic performance in both. The researcher's findings highlight that personalized educational videos can be an effective support tool in online private tutoring for learners during conflict and post-conflict.

Keywords

Personalized Educational Videos, Online Private Tutoring, Conflict, Academic Performance, Baseline Evaluation

Résumé

Les élèves libanais ont vécu une année difficile, marquée par une guerre dévastatrice. Dans ce contexte, assurer une éducation minimale aux enfants déplacés vers des zones plus sûres a été un défi majeur. En tant qu'enseignante privée, j'ai ressenti une forte responsabilité envers mes élèves. Grâce à mes compétences en technologies éducatives, j'ai intégré des vidéos éducatives personnalisées au programme libanais afin de soutenir l'apprentissage en ligne. Cette recherche vise à examiner l'impact de ces vidéos dans le cadre du tutorat privé en ligne, en se fondant sur la question suivante: comment les vidéos éducatives personnalisées peuvent-elles contribuer à la conception d'activités d'apprentissage en ligne en période de conflit? L'étude utilise une méthode quantitative, en suivant quatre élèves de sixième année durant un mois de tutorat en ligne pendant le conflit. Elle mesure leur avancement par le biais de prétests et posttests. Les conclusions indiquent que les étudiants qui ont assidûment suivi les sessions améliorées par des vidéos sur mesure ont présenté de bonnes performances, à la fois en ligne et dans l'établissement scolaire. En revanche, ceux qui étaient moins assidus ont affiché des performances inférieures. Ces constatations indiquent que les vidéos éducatives sur mesure constituent un moyen approprié pour assurer la continuité pédagogique, spécialement pour les étudiants exposés aux vérités du conflit ou de l'après-conflit.

Mots-clés

Vidéos éducatives personnalisées, tutorat privé en ligne, conflit, performance académique, évaluation de base

أوراق المؤتمر السنوي لمركز الدَراسات والأبحاث التَربويَة

"البحث العلميّ كدعامةٍ لصياغة السّياسات التَربويَة: نحو نظامٍ تعلّميّ تعليميّ مُستدام"
كلية التربية ـ الجامعة اللبنانية
20 حزيران 2025

مستخلص

شهد المتعلمون في لبنان حربًا قاسية خلال العام الماضي، تركت أثرًا بالغًا على حياتهم وتعليمهم. في ظل هذا الواقع المؤلم، أصبحت مهمة الحفاظ على مستوى تعليمي أساسي للمتعلمين الذين انتقلوا من المناطق المتضررة إلى مناطق أكثر أمانًا، تحديًا كبيرًا. وبصفتي معلمة خاصة أتابع عدة طلاب، شعرت بمسؤولية كبيرة تجاه مستقبلهم التعليمي. من خلال الاستفادة من مهاراتي التقنية في مجال التعليم، وتطبيقها بما يتماشى مع المنهج اللبناني، تهدف هذه الدراسة إلى استكشاف أثر الفيديوهات التعليمية المُخصصة كوسيلة دعم فعّالة في جلسات التعليم الخصوصي عبر الإنترنت. ومن هنا يبرز سؤال البحث: كيف يمكن أن تساهم هذه الفيديوهات التعليمية المُخصصة في تصميم أنشطة تعليمية وتعلّمية عبر الإنترنت للمتعلمين خلال أوقات النزاع؟ اعتمدت هذه الدراسة على المنهج الكمي، حيث تابعت تجربة أربعة طلاب من الصف السادس خلال شهر كامل من التعليم الخصوصي عبر الإنترنت أثناء الحرب، مع تحليل التغيّرات التي طرأت على أدائهم الأكاديمي، والتي انعكست في نتائج الاختبارات القبلية والبعدية. كما تم تقييم مستواهم الأكاديمي عند عودتهم إلى المدرسة من خلال اختبار خط الأساس. أظهرت النتائج أن الطلاب الذين واظبوا على حضور الجلسات التعليمية عبر الإنترنت، والتي شملت فيديوهات تعليمية مُخصصة، قد حققوا تقدّمًا ملحوظًا في أدائهم الأكاديمي، سواء خلال الجلسات أو عند العودة إلى المدرسة. في المقابل، الطلاب الذين شاركوا في الجلسات بشكل متقطع، أظهروا أداءً متوسطًا إلى ضعيف في كلا المرحلتين. تشير هذه النتائج إلى أن الفيديوهات التعليمية المُخصصة تُعد أداة دعم فعّالة في التعليم الخصوصي عبر الإنترنت، خاصةً للمتعلمين في فترات النزاع وما بعدها.

كلمات المفتاحية

فيديوهات تعليمية مخصصة، دروس خصوصية عبر الإنترنت، النزاع، الأداء الأكاديمي، التقييم الأساسي.

1. Introduction

According to Harvard psychologist Howard Gardner's idea of multiple intelligence, intelligence is a collection of distinct intelligences that people can possess rather than a single entity. Linguistic, logical, visual, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalistic, and existential-spiritual are the eight aspects of intelligence identified by Gardner. These aspects promote a more inclusive view of intelligence by reflecting many approaches to information processing and problem-solving. Gardner's theory has important ramifications for education since it proposes that rather than using a one-size-fits-all approach, instructional strategies should consider the various intelligences of students (Yarni, 2015).

By customizing instruction to each student's needs, personalized learning gives students freedom and choice in their educational path. Since the early 2000s, it has been more well-known as its significance has become increasingly apparent. A variety of approaches are employed, such as individual learning plans, strong connections, mastery-based learning, and captivating instruction (Short & Shemshack, 2023).

In order to improve education, the research paper "Integrating Artificial Intelligence and Multiple Intelligences for Advanced Educational Models" integrates AI. It recognizes and develops a range of student talents by fusing AI technology with multiple intelligences. The study develops intelligent auxiliary services and customized teaching methods for teachers and students using AI technology. In order to illustrate the utility of AI-assisted teaching, the study focuses on a wide variety of students. The findings demonstrate how the suggested AI-assisted education model enhances learning and closes the gap between present methods and demands of the future (Palarimath et al., 2024).

Online learning is significantly enhanced by educational videos since they offer accessibility and flexibility. Viewer engagement is also impacted by video features like communication style. Learner satisfaction and engagement can be somewhat increased via interactive movies, which may contain prompts or quizzes (Huang, 2024). In Indonesia, online private tutoring has effectively supported students during the pandemic by addressing learning gaps, offering flexible options, utilizing diverse teaching methods, and fostering strong tutor-student relationships. Despite technical challenges, these strategies have ensured accessible educational support (Jatmika et al., 2024).

According to Annelies Oulliez, a former NORCAP education in emergencies specialist, "War creates chaos. From a child psychology perspective, it is important that all children have some routine in their lives. If children living in a warzone cannot go to school, the routine disappears, and they will have trouble recovering from the crisis" (Tlili et al., 2024).

In Lebanon, more than 103,000 people remained internally displaced in Lebanon as of January 2025, with 70 per cent of them being children and women (UNICEF, 2025). Continuing conflict and instability, particularly in border areas and war-torn regions, have severely impacted regular education. Many students were unable to attend school due to safety concerns, displacement, and structural damage. In this environment, personalized online private tutoring with educational videos appears as an important alternative for ensuring educational continuity.

A study exploring the impact of personalized learning shows that: with an emphasis on models such as competency-based education, blended learning, and project-based learning, the study investigates

the efficacy of individualized learning in education. It tracks student progress and modifies instruction using data analytics and adaptive technology. The findings demonstrate that by encouraging student agency and participation, individualized learning can enhance academic results by resulting in greater comprehension and critical lifelong learning abilities. Teacher preparation, fair access to technology, and striking a balance between individualized learning paths and uniform curriculum standards are all obstacles (Idowu, 2024).

Another study investigates how online learning experiences are affected by personalized learning systems that make use of advanced technologies. Participants are split into groups with and without individualized learning platforms as part of the study's comparative design. The platform provides personalized material and learning paths by analyzing student interactions and preferences using advanced algorithms. According to the findings, participants who used the personalized learning environment scored notable increases in their level of engagement, contentment, and academic achievement. The study highlights the advantages of individualized learning for teachers as well as its transformative potential (Caroline et al., 2023).

1.1. Research Objectives

- Investigate the impact of personalized educational videos on learners during conflict
- Identify the challenges and opportunities in implementing these personalized educational videos among displaced children

1.2. Research Questions

1- How can personalized educational videos assist in designing online teaching and learning activities for learners during conflict?
2- What are the challenges faced by learners and educators when implementing personalized educational videos?

1.3. Research Hypothesis

1- Personalized educational videos can boost learners' academic performance during conflict.
2- Wi-fi, residential status, and security concern are the main challenges faced by learners and educators.

2. Methodology

2.1. Research Method

For the purpose of this research, the researcher found that quantitative data collection and analysis is suitable to provide a comprehensive understanding of the impact of online personalized educational

videos as a support tool for learners during conflict. Adopting an experimental case study research method, the researcher will determine if there exists a cause-effect relationship between the targeted variables.

2.2. Sample and Population

The targeted population is displaced learners, who didn't have access to face-to-face learning in schools, in Lebanon during the recent war between Lebanon and Israeli enemy. Four learners were chosen for this case study on the impact of personalized educational videos as a support tool in online private tutoring during conflict.

2.3. Research Tools

2.3.1. Baseline tests:

Baseline tests at the beginning of the academic year serve as a critical tool for assessing students' initial knowledge and skills. For this research, baseline tests' results were collected from the 4 learners in English Subject (Grammar).

2.3.2. Pre-test and post-test data are datasets used to measure changes in performance or behavior between two points in time. In this research, pre-test and post-test were used to evaluate the English progress (Grammar) before and after the intervention (Check Appendix).

2.4. Validity

2.4.1. Internal Validity:
2.4.1.1. Pretest / Post-test

This study used a pre-test/post-test design to increase internal validity. The post-test assessed academic achievement following the usage of individualized instructional videos, whereas the pre-test determined each student's baseline performance before the intervention.

2.4.2. Content Validity:
2.4.2.1. Expert Review

The pre-test and post-test instruments were reviewed by a subject matter specialist with over five years of experience in teaching English, ensuring content validity. The expert evaluated the alignment of test questions with learning objectives, clarity, relevance, and appropriateness of personalized educational videos, resulting in minor modifications.

2.4.2.2. Learning Objectives Alignment

The pre-test and post-test were carefully designed to address the same learning objectives, with a particular focus on the proper usage and recognition of the present simple tense and the present progressive tense, in order to account for potential confounding variables and guarantee the study's internal validity. The capacity of students to appropriately apply verb forms in sentence completion, multiple-choice, and paragraph identification activities pertaining to both tenses was evaluated in both tests. In order to reduce the impact of outside variables, the exams were also given under identical circumstances with regard to time, instructions, question structure, and degree of difficulty. This stability made it possible to trace any observed improvement in student performance to the customized instructional video intervention rather than variations in the environment or format of the test.

2.5. Reliability

The study used Cronbach's Alpha to evaluate the internal consistency of pre-test and post-test instruments, revealing a high level of reliability with a Cronbach's Alpha coefficient of 0.9, confirming the instrument's reliability.

Reliability Statistics	
Cronbach's Alpha	N of Items
.900	16

2.6. Data Collection and Analysis Procedure

2.6.1. Pre-test

Before the intervention, a pre-test was given to assess the students' initial academic achievement in the chosen subject area. The present simple tense and the present progressive tense are two crucial grammatical concepts that were the focus of the pre-test, which was thoughtfully created to match the learning objectives of the individualized instructional videos. Tasks in the pre-test evaluated the students' proficiency in describing routines, general facts, habitual actions, and appropriate subject-verb agreement using the present simple tense. The test also assessed their ability to identify and use the present progressive tense to express events occurring at the time of speaking or transient circumstances. Multiple-choice questions, sentence completions, and brief paragraphs with the task of identifying the appropriate verb tenses in context were among the many exam elements. Their capacity to distinguish between the present simple and present progressive tenses was thoroughly evaluated. The pre-test was designed to identify each student's unique learning gaps and difficulties with employing these tenses in addition to setting a performance standard. Through this diagnostic process, the researcher was able to customize the instructional videos to meet the unique requirements of every student, concentrating on the areas in which they demonstrated the greatest challenge. The study made sure that future gains in student performance could be directly attributed to the customized intervention rather than to irrelevant grammatical issues by focusing on these two grammatical areas in the pre-test.

2.6.2. Designing Personalized Educational Videos

In order to specifically address each student's identified learning gaps and areas for growth, personalized instructional videos were created after the pre-test analysis. Educational technology solutions like Canva and CapCut were used to generate the videos, enabling content to be customized according to each learner's unique academic needs. For students receiving individual tutoring in the unfortunate circumstances of the ongoing conflict, the videos were made to be interesting, interactive, and easily available. Canva was utilized to create visually appealing and well-structured instructional characters, and CapCut made it possible to edit videos smoothly, add voiceovers, and include interactive components like prompts and questions. This made sure that every video was tailored to the individual academic requirements and learning style of each student.

Step-by-step instructions, relatable examples, practice problems, and instant feedback based on each student's performance on the pre-test were all included in the instructional material. For instance, the videos used repetitive examples that were pertinent to the student's interests to highlight the present simple tense and present progressive tense.

2.6.3. Online Sessions

Through a planned series of online one-on-one tutoring sessions, the students were given access to the customized instructional videos. Real-time contact, ongoing monitoring, and prompt, tailored feedback were all made feasible by the supportive learning environment these one-on-one sessions fostered. To make sure the student was actively participating and understanding the information, the tutor walked them through the video content step-by-step during each session. Students received clear directions on how to engage with the videos, including how to repeat difficult parts to reinforce learning, answer embedded questions, and pause to reflect. Instead of being passive observers, this interactive approach encouraged students to take an active role in their own development.

2.6.4. Post-test

Following their exposure to the personalized instructional videos and their involvement in the one-on-one online tutoring sessions, the students' academic development and learning gains were systematically assessed through the administration of a post-test at the end of the intervention. The post-test was carefully created to replicate the pre-test's structure, content domains, and degree of difficulty in order to guarantee the validity and reliability of the evaluation procedure. The proper comprehension and use of the present simple and present progressive tenses were the identical grammatical goals of both tests. The testing conditions remained equal by keeping the number of questions, the mark distribution, and the task kinds (such as multiple-choice, fill-in-the-blanks, sentence completion, and short paragraphs) same. A fair and reliable comparison of student performance before and after the intervention was made possible by the parallel structure between the pre-test and post-test. It reduced the possibility of measuring bias and made sure that any improvements in academic performance could be reliably referred to the online tutoring and individualized video-based instruction rather than variations in the test's structure or level of difficulty.

2.6.5. Baseline test at school

The school-based baseline assessment offered a more extensive and thorough framework for evaluating each student's overall academic performance when they resumed classes after the ceasefire. The school baseline exam was created and given by the educational institution independently, with no connection to the tutoring process or customized instructional videos, in contrast to the pre-test and post-test carried out as part of the intervention. The researcher was able to compare the kids' academic results from the tutoring sessions with their official school performance thanks to this external assessment, which acted as an impartial standard. The study was able to cross-validate the findings and determine whether the gains made during the online tutoring sessions aligned with the children' development in a more standardized, school-controlled environment by adding this extra layer of evaluation. Although it was evaluated by different teachers under various testing circumstances, the school baseline exam addressed the same grammatical topics, especially the present simple and present progressive tenses. By proving that, the benefits were not exclusive to the intervention context but could be applied to the students' normal academic settings, this external verification reduced the possibility of researcher bias and enhanced the study's internal validity.

2.6.6. Data Analysis

2.6.6.1. Data Organization: Student involvement hours in online tutoring sessions were systematically recorded into Excel, along with all pre-test, post-test, and school baseline grades.

2.6.6.2. Reliability Check: To make sure the evaluation instruments were internally consistent, Cronbach's Alpha was computed using SPSS. Excellent dependability was demonstrated by the findings ($\alpha = 0.902$).

2.6.6.3. Inferential Statistics: To compare pre-test and post-test results, a Paired Samples t-Test was used. The findings demonstrated that following the intervention, student performance improved statistically significantly.

2.6.6.4. Engagement Analysis: An examination of the hours each student spent receiving online tutoring revealed a positive correlation between increased involvement and improved academic performance.

2.7. Ethical Considerations

2.7.1. Parents and students gave their informed agreement for the study, and participants were free to withdraw at any moment.

2.7.2. With the removal of personal identifiers, data privacy and confidentiality were preserved.

2.7.3. Students and their guardians were made aware of their freedom to withdraw, and participation was entirely voluntary.

2.7.4. Every student received the same amount of resources and attention.

2.7.5. The study was carried out with cultural sensitivity, considering the local educational conditions in Lebanon throughout the crisis, and transparency with educational institutions was upheld.

3. Results and Discussion

3.1. Main Findings

3.1.1. The study revealed that students who consistently attended online tutoring sessions and engaged with personalized educational videos significantly improved their academic performance.

3.1.2. Out of the Four students: 2 showed improvement in their post-test results that were statistically significant. 2 exhibited little to no improvement, most likely as a result of decreased involvement or session attendance. This suggests that student dedication and active engagement are necessary for successful results; personalized videos by themselves are insufficient.

3.1.3. The effectiveness of the intervention was significantly influenced by the number of hours spent participating in online tutoring. There may have been a direct correlation between attendance and improvement.

3.1.4. Personalized, one-on-one online tutoring through educational videos is a useful strategy that may be successful in times of violence, such as the most recent war in Lebanon. It draws attention to how technology-assisted education can guarantee learning continuity in the event that traditional schooling is interrupted.

Paired Samples Test

	Paired Differences							
			Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation		Lower	Upper	t	df	
Pair 1 Pre-test Total Grade (Present Simple) - Post-test Total Grade (Present Simple)	-1.3750	.8539	.4270	-2.7338	-.0162	-3.220	3	.049

The results show that there is a significant difference between the results of pre-test and post-test of Present Simple Tense before and after the intervention. (sig. = 0.049)

Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Sig. (2-tailed)
				95% Confidence Interval of the Difference			
Pair 1 PretestTotalGradePresentProgressive - PosttestTotalGradePresentProgressive	-2.75000	1.70783	.85391	-5.46753	-.03247	-3.220	3 .049

The results show that there is a significant difference between the results of pre-test and post-test of Present Progressive Tense before and after the intervention. (sig. = 0.049)

The study's findings show that students' academic performance was positively improved by individualized educational videos, particularly when they participated fully in the online tutoring sessions. Nonetheless, learners' levels of improvement differed, which aligns with the tenets of both the Multiple Intelligences Theory and the frameworks for personalized learning.

According to the principles of personalized learning, student success depends on engagement, flexibility, and customized scheduling. The study's varied levels of progress highlight how crucial learner participation is to the effectiveness of personalized educational approaches. The greatest benefits were experienced by those who participated in more sessions and engaged with the material more frequently, indicating that constant student engagement and tailored information are both necessary for personalized learning.

Furthermore, this study provides significant evidence that individualized online tutoring is a practical, flexible way to guarantee learning continuity in the face of Lebanon's present educational difficulties brought on by the ongoing conflict. It provides a mechanism for policymakers to take into account adaptable, student-centered, and durable educational approaches.

3.2. Impact on Educational Policies

3.2.1. Encourage Adaptable, Personalized Education in Both the Public and Private Sectors. In light of Lebanon's instability, it is important to formally support individualized educational initiatives (such personalized videos and one-on-one online tutoring) to

accommodate the various requirements and learning gaps of students, particularly in areas impacted by displacement or violence.

3.2.2. Governments and non-governmental organizations should provide financial and technological support (internet access, equipment, software) to students in conflict-affected areas where access to digital learning is restricted in order to lessen educational disparity.

3.3. Limitations

3.3.1. Diversities in Student Involvement

There was no control over student participation. Students differed in how many online sessions they attended and how involved they were, which might have had an impact on how consistently the intervention worked. It's possible that some students' performance increased just by participating more often, rather than just as a result of the customized videos.

3.3.2. Short Intervention Time

The duration of the intervention was rather brief. Personalized educational videos' longer-term effects on knowledge retention, skill development, and academic performance were not assessed.

References

Caroline, Oroh, O., & Pada, D. (2023). Enhancing Online Learning Experiences through Personalization Utilizing Recommendation Algorithms. *International Journal Software Engineering and Computer Science*. https://doi.org/https://doi.org/10.35870/ijsecs.v3i3.1852

Huang, J. (2024). Factors Influencing Video Consumption in Online Learning. *Communications in Humanities Research, 46*(1). https://doi.org/https://doi.org/10.54254/2753-7064/46/20242296

Idowu, E. (2024). Personalized Learning: Tailoring Instruction to Individual Student Needs. https://doi.org/https://doi.org/10.20944/preprints202411.0863.v1

Jatmika, S., Khasanah, L., Martama, H., & Pertiwi, P. (2024). Adapting to Online Education: A Case Study of Resilience and Innovation in Private Tutoring During the Pandemic. *Jurnal Varidika, 36*(2). https://doi.org/https://doi.org/10.23917/varidika.v36i2.5417

Palarimath, S., Pyingkodi, M., Venkateswaran, R., N.R, W. B., Shiny, K. V., & Renuga, S. (2024). Integrating Artificial Intelligence and Multiple Intelligences for Advanced Educational Models. *First International Conference on Data, Computation and Communication*, 318-324. https://doi.org/https://doi.org/10.1109/iceect61758.2024.10739034

Short, C. R., & Shemshack, A. (2023). Personalized Learning. *Brigham Young University*. https://doi.org/ https://doi.org/10.59668/371.11067

Tlili, A., Salha, S., Shehata, B., Zhang, X., Endris, A., Arar, K., Mishra, S., & Jemni, M. (2024). How to maintain education during wars?: An integrative approach to ensure the right to education. *Open Praxis, 16*(2), 160-179.

UNICEF. (2025). Lebanon Humanitarian Situation Report No. 1. *UNICEF*.

Yarni, L. (2015). Multiple Intelligences As The Revolution For The Concept Of Intelligence. *Scientific Journal of PPI - UKM, 2*(2), 86-91.

أوراق المؤتمر السنوي لمركز الدّراسات والأبحاث التّربويّة

"البحث العلميّ كدعامةٍ لصياغة السّياسات التّربويّة: نحو نظامٍ تعلّميٍّ تعليميٍّ مُستدام"
كلية التربية ـ الجامعة اللبنانية
20 حزيران 2025

Appendix 1

Present Simple Tense (Pre-test)

1) Choose the correct verb in each of the following sentences. (2.5 pts)
   a) Sarah and I (go / goes) to the same school.
   b) The teacher (explain / explains) the lesson very well.
   c) They (watch / watches) cartoons in the evening.
   d) He always (eat / eats) an apple after lunch.
   e) My father (drives / drive) to work every day.

2) Complete the sentence using the correct form of the verb in the present simple tense. (2.5 pts)

   a) My brother _____ (play) football every afternoon.
   b) She always _____ (drink) milk with her breakfast.
   c) The students _____ (study) English at school.
   d) I _____ (like) to read stories before I sleep.
   e) The cat _____ (sit) on the chair and watches the birds.

3) Circle the present tense in the following paragraph. (3 pts)

   Every morning, Sarah wakes up at 7 a.m. She quickly gets out of bed and brushes her teeth. After breakfast, Sarah packs her school bag and walks to school with her friends. During recess, Sarah plays games and talks with her classmates. After school, she returns home, finishes her homework, and helps her mother in the kitchen. In the evening, she watches her favorite TV show and reads a storybook before going to bed.

4) Write a short paragraph (3–4 sentences) using at least three simple present tense verbs. (2 pts)

_____
_____
_____
_____

Appendix 2

Present Simple Tense (Post-test)

1) Choose the correct verb in each of the following sentences. (2.5 pts)
   a) My sisters (liked / likes) to draw in their free time.
   b) The dog (chase / chases) the ball every morning.
   c) We (visit / visits) our grandparents on Sundays.
   d) He often (read / reads) books about animals.
   e) The baby (cry / cries) when he is hungry.

2) Complete the sentence using the correct form of the verb in the present simple tense. (2.5 pts)
   a) My friends _____ (play) basketball after school.
   b) She always _____ (bring) her lunch from home.
   c) The children _____ (sing) songs in music class.
   d) I _____ (walk) to school every day.
   e) The bird _____ (sit) on the tree and sings beautifully.

3) Circle the present tense verbs in the following paragraph. (3 pts)

   Tom wakes up early every day. He eats his breakfast and drinks a glass of milk. Then, he packs his school bag and walks to the bus stop. His best friend, Adam, waits for him there. They ride the bus together and talk about their favorite games. At school, Tom listens to his teacher and answers the questions carefully. After school, he plays football in the park and helps his father at home.

4) Write a short paragraph (3–4 sentences) using at least three simple present tense verbs. (2 pts)

_____
_____
_____
_____

Appendix 3

Present Progressive (Pre-test)

1) Choose the correct verb in each of the following sentences. (2.5 pts)
    a) Sarah and I (am going / are going) to the same school.
    b) The teacher (is explaining / are explaining) the lesson right now.
    c) They (is watching / are watching) cartoons at the moment.
    d) He (is eating / are eating) an apple after lunch.
    e) My father (is driving / are driving) to work now.

2) Complete the sentence using the correct form of the verb in the present progressive tense. (2.5 pts)
    a) My brother _____ (play) football right now.
    b) She _____ (drink) milk with her breakfast at the moment.
    c) The students _____ (study) English now.
    d) I _____ (read) a story before going to bed.
    e) The cat _____ (sit) on the chair and _____ (watch) the birds.

3) Circle the present progressive verbs in the following paragraph. (3 pts)

   Right now, the children are playing in the park. Some of them are running, and others are riding their bikes. Their parents are sitting on the benches and are watching them carefully. A boy is flying a colorful kite, and his sister is laughing. Everyone is enjoying their time in the fresh air.

4) Write a short paragraph (3–4 sentences) using at least three present progressive tense verbs. (2 pts)

   _____
   _____
   _____
   _____

Appendix 4

Present Progressive (Post-test)

1) Choose the correct verb in each of the following sentences. (2.5 pts)
    a) My friends (is running / are running) in the playground now.
    b) The baby (is sleeping / are sleeping) in his crib.
    c) We (is eating / are eating) our lunch at the moment.
    d) She (is reading / are reading) a new book right now.
    e) The birds (is flying / are flying) in the sky.

2) Complete the sentence using the correct form of the verb in the present progressive tense. (2.5 pts)
    a) My sister _____ (paint) a picture now.
    b) They _____ (play) basketball at the moment.
    c) The children _____ (build) a sandcastle on the beach.
    d) I _____ (write) a letter to my friend.
    e) The dog _____ (chase) the ball and _____ (bark) loudly.

3) Circle the present progressive verbs in the following paragraph. (3 pts)

   It is a busy afternoon. The boys are kicking the football, and the girls are jumping rope. Their teacher is watching them carefully and is smiling. Some parents are talking near the playground, and others are waiting in their cars. The sun is shining in the sky, and the wind is blowing gently. Everyone is having fun outside today.

4) Write a short paragraph (3–4 sentences) using at least three present progressive tense verbs. (2 pts)

_____
_____
_____
_____

أوراق المؤتمر السنوي لمركز الدَراسات والأبحاث التَربويَة

"البحث العلميّ كدعامةٍ لصياغة السّياسات التَربويَة: نحو نظامٍ تعلّميٍ تعليميٍ مُستدام"
كلية التربية ـ الجامعة اللبنانية
20 حزيران 2025

Appendix 5

Students' Grades and Attendance Hours

Student	Class	QPR1PS	QPR2PS	QPR3PS	QPR4PS	Pretest Total Grade Present Simple	QPO1PS	QPO2PS	QPO3PS	QPO4PS	Posttest Total Grade Present Simple
A	6	2.50	2.50	2.5	1.5	9	2.5	2.5	3	1.5	9.5
B	6	2.00	1.00	1.5	0.5	5	2.5	1.5	2	1.5	6
C	6	2.00	1.00	2	0	4	1.5	1.5	2.5	1.5	7
D	6	2.00	2.00	1	1	7	2.5	2.5	3	1.5	9.5

Student	Class	QPR1PP	QPR2PP	QPR3PP	QPR4PP	Pretest Total Grade Present Progressive	QPO1PP	QPO2PP	QPO3PP	QPO4PP	Posttest Total Grade Present Progressive
A	6	2.00	1.5	1.5	1	6	2.5	2.5	2	2	9
B	6	1.50	2	1	0.5	5	2	2	1.5	1.5	7
C	6	1.00	1.5	1.5	1	5	2.5	1.5	1	1	6
D	6	1	1	0.5	1	3.5	2.5	2.5	2	1	8

Student	Class	Baseline Test	Attended sessions (Total 10 sessions)
A	6	10	9
B	6	8	5
C	6	7.5	3
D	6	9	7