

**An-Najah National University  
Faculty of Graduate Studies**

**Attitudes of English Language Teachers of  
Elementary Schools towards the Implementation  
of Flipped Classroom Learning Strategy during  
the COVID-19 Pandemic in Qalqilia Governorate**

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## **Dedication**

I dedicate this work to Allah, The Almighty who helped me to fulfil my dreams throughout the course of my life. I also dedicate this work to my family for their endless support and encouragement, in particular, to my husband, Mahmoud.

To my brother Mahmoud who has never left me alone and stood beside me.

To my best friends, Sima, Aya, Kifayah, Ola, and Jehan for their support, love, and encouragement.

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## الإقرار

أنا الموقعة أدناه، مقدمة الرسالة التي تحمل العنوان:

اتجاهات معلمي اللغة الانجليزية في المدارس الأساسية نحو تطبيق  
استراتيجية الصف المقلوب خلال جائحة كورونا في محافظة قلقيلية

### **Attitudes of English Language Teachers of Elementary Schools towards the Implementation of Flipped Classroom Learning Strategy during the COVID-19 Pandemic in Qalqilia Governorate**

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### **Declaration**

The undersigned hereby certifies that the work provided in this thesis unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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**8<sup>th</sup> April, 2021**

التاريخ:

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**Abstract**

The sudden transition from face-to-face learning environment into flipped classroom due to the COVID-19 pandemic has affected the education process. Thereby, this study intended to investigate the attitudes of English language teachers of elementary schools towards the implementation of flipped classroom learning strategy during the COVID-19 pandemic. Moreover, the study examined the role of gender, qualification, years of experience, number of training courses, and place of graduation on teachers' attitudes.

To achieve the objectives of the study, the researcher used the descriptive method by developing a questionnaire which consists of 32 items and a semi-structured interview consisting of 5 questions. Due to the difficult circumstances of the COVID-19 pandemic, a Google online form was used to distribute the questionnaire. As for the interview, WhatsApp and Messenger applications were used to collect data. The population of the study consisted of 97 English foreign language teachers of elementary schools from Qalqilia Governorate during the second semester of the scholastic year 2020-2021. Sixty-one participants responded to the questionnaire and 20 participated in the interview.

The results of the study showed that (75%) of EFL teachers have a positive attitude towards the implementation of flipped classroom during the pandemic. However, there were no statistically significant differences at ( $\alpha \leq 0.05$ ) in regards to the variables. The study also revealed that although there are positive attitudes towards the flipped classroom strategy, face-to-face classes are irreplaceable for their essential importance. It was suggested that the flipped classroom can be conducted under urgent circumstances.

In the light of the results, the researcher offered some recommendations to the main contributors of the education process. These recommendations included the importance of implementing other studies to compare between public schools and private ones which are using the flipped classroom strategy during to the COVID-19 pandemic situation. Also, studies should be conducted in other regions with different samples. The researcher believes that adding activities related to the flipped classroom in each unit of the curriculum is necessary.

## **Chapter One**

### **Introduction and Theoretical Background**

- **Introduction**
- **The Statement of the Problem**
- **Objectives of the Study**
- **Questions of the Study**
- **Hypotheses of the Study**
- **Operational definitions of Terms**
- **Significance of the Study**
- **Limitations of the Study**
- **Summary**

## **Chapter One**

### **Introduction and Theoretical Background**

#### **Introduction**

The educational setting has always been systematic in both teaching and learning aspects for ages. However, exterior conditions may arise and negatively affect education such as economic, political, and social factors as well as health affairs.

At the end of December 2019, China revealed the first appearance of COVID-19 which spread all over the world and was considered by the WHO as a pandemic due to its fast spread in all countries. Today, the entire world is facing a challenge that threatens the educational system. Among the affected countries is Palestine which struggles to keep its education system stable (World Health Organization, 2019).

On March 5, the Palestinian Prime Minister declared the emergency case all over the country and closed all schools due to the COVID-19 pandemic according to the official website of Palestine Broadcasting Channel (2020).

As a result, the Ministry of Education has faced a huge challenge that threatens the entire educational system. The Ministry, as a result, has tried the best efforts to find out a new learning strategy to continue education.

The COVID-19 pandemic led teacher implement the flipped classroom strategy at home guided as a response to educators' needs as claimed by Schleicher and Tuominen (2020). The pandemic is forcing teachers, parents and learners to think critically and to encourage them to solve problems, to be creative, to collaborate and be energetic (Anderson, 2020). This pandemic is a chance to remind us that each student has potential energy to solve problems and resilience should be in our education system (Tam and EL-Azar, 2020).

Anderson (2020) indicated that as learners look for ways to fulfil their desires to learn something which makes them more enthusiastic about learning, flipped classroom strategy gives them a chance to express their opinions and discover their own abilities in novelties. In return, flipped classrooms enable them to be more responsible and more self-confident. Consequently, implementing the flipped classroom strategy has the potential to reshape the process of learning in the 21<sup>st</sup> century.

Before the COVID-19 pandemic, the learning process is mostly confined to the classroom walls , with students unable to pursue the learning process due to poverty, distance, violence, or the need to work to support their families. Learning should not be restricted to only one method while it can take many forms. There is a new reality that new methods need to be introduced into education (Kanoria, 2020).

Remote or distance learning represents a possible opportunity for personalized learning. For students with more learning challenges, this

would be a golden chance to deliver true differentiation and help students capitalize on their strengths (Kirby, 2020).

Using flipped classroom approaches offers the potential for learners to seek out answers from their surroundings as well as from online resources to present their results to the teacher in different formats. This can allow students who lack sufficient literacy levels or weaker writing skills to present information visually or orally (Kirby, 2020). In this respect, Rindaningsih et al. (2021) found that the flipped classroom had a positive effect on students' achievement, attitudes, and cognitive skills because their sense of responsibility increased.

COVID-19 has changed the history of education system from conservative, renitent and unwilling system to a system that gives schools all over the world new tools and programs such as Zoom, Microsoft Teams and Google classroom where the laptop screens turn into a classroom that enables teachers and students to meet each other and make an open discussion in a collaborative online learning (Baker, 2020).

Before COVID-19, educators used to examine how FC could change the educational system. The COVID-19 pandemic has paved the way for new learning strategies that can be implemented today and later. The term FOBA (Fear of Being Alone) and FOMO (Fear of Miss Out) can be changed now through applications such as Snapchat, WhatsApp and Messenger. Online learning can be seen as the power of working collaboratively between students and teachers. The COVID -19 pandemic seems to impose new



educational strategies to be used with today's students (Baker, 2020) and online learning is the world's biggest challenge in the present time (Luthra and Mackenzia, 2020).

Meanwhile, a lot of creative ideas can be used such as the so-called digital learning in addition to the flipped classroom that can inspire teachers to explore more creative learning environments as we need a bridge to facilitate students' learning (Schleicher and Tuominen, 2020).

Due to the COVID-19 pandemic, researchers everywhere are currently searching for new ideas to provide meaningful distance learning and some educators have suggest a hybrid model similar to the traditional model as learners work on an assignment outside the class using online tools and technologies, to meet the huge demand of distance learning (Pace and Pettit, 2020).

### **Statement of the problem**

After reviewing the relevant literature of the study, the researcher found lack of knowledge about the flipped classroom, particularly in Palestine. Due to the COVID-19 pandemic, the whole education system has changed from the traditional way of teaching into a new strategy of teaching using technology. Therefore, the researcher aims to investigate the attitudes of English language teachers of elementary schools towards the implementation of flipped classroom learning strategy during the COVID-19 pandemic in Qalqilia Governorate.

## **Objectives of the study**

Using the flipped classroom strategy globally was not intended to replace traditional and conventional methods of teaching and learning, but it was a requirement to compensate for the learning process from deteriorating. Therefore, the Palestinian Prime Minister in 2020 has called for the shift to online platforms in Palestine as a way of ensuring the learning process during the pandemic. However, obstacles have faced both teachers and learners as it was implemented without any prior knowledge on how to master this strategy. Thus, the study aims to:

- 1- Investigate the attitudes of English language teachers of elementary schools towards the implementation of the flipped classroom learning strategy during the COVID-19 pandemic in Qalqilia Governorate.
- 2- Find out if there are any significant differences in EFL teachers' attitudes due to the variables (gender, qualification, years of experience, number of training courses on flipped classroom, and place of graduation).

## **Questions of the study**

This study attempts to answer the following question:

- What are the attitudes of English language teachers of elementary schools towards the implementation of the flipped classroom learning strategy during the COVID-19 pandemic in Qalqilia Governorate?

The above-mentioned question underlies the following sub-questions:

1. Are there any statistically significant differences in implementing the flipped classroom from EFL teachers' attitudes due to gender?
2. Are there any statistically significant differences in implementing the flipped classroom from EFL teachers' attitudes due to qualification?
3. Are there any statistically significant differences in implementing the flipped classroom from EFL teachers' attitudes due to years of experiences?
4. Are there any statistically significant differences in implementing the flipped classroom from EFL teachers' attitudes due to the number of training courses taken?
5. Are there any statistically significant differences in implementing the flipped classroom from EFL teachers' attitudes due to place of graduation?

### **Hypotheses of the study**

1. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes towards implementing the flipped classroom due to gender.
2. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes towards implementing the flipped classroom due to qualification.

3. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes towards implementing the flipped classroom due to years of experiences.
4. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes towards implementing the flipped classroom due to the number of training courses taken.
5. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes towards implementing the flipped classroom due to place of graduation.

### **Operational definitions of terms**

#### **Flipped classroom (FC)**

Flipped learning is a framework that enables educators to reach every student. The flipped approach inverts the traditional classroom model by introducing course concepts before class, allowing educators to use class time to guide each student through active, practical, innovative applications of the course principles (Errol St., 2018).

#### **COVID-19**

COVID-19 (2019 Novel Coronavirus) is a virus identified as the cause of an outbreak of respiratory illness first detected in Wuhan, China. Many of the patients in the outbreak in Wuhan reportedly had some link to a large seafood and animal market, suggesting animal-to-person spread. However,

a growing number of patients reportedly have not had exposure to animal markets, indicating person-to-person spread is occurring. At this time, it is unclear how easily or sustainably this virus is spreading between people (Stephen and Thacker, 2020).

### **Significance of the study**

During this pandemic, teachers came across a challenge of online education, and a new strategy of learning was implemented all over the world. As a result, this study aims to investigate the attitudes of EFL teachers towards the flipped classroom strategy.

The present study is going to be essential in the field of teaching and learning process due to the pandemic crisis in which students are unable to have face-to-face classroom activities. The study can possibly provide a review for other research concerning the flipped classroom strategy. It will also be beneficial to the educational institutions, teachers, learners, and education decision -makers

Furthermore, the study will point out the drawbacks of applying the flipped classroom strategy for both the learners and the EFL teachers. Finally, the results and the recommendations can be helpful for decision making towards the benefits of implementing this new strategy on elementary school graders.

### **Limitations of the study**

The limitations of the study are divided into locative, temporal, human and topical limitations.

- Locative limitation: the study covered the EFL teachers in Qalqilia Governorate.
- Temporal limitation: this study took place during the second semester of the university calendar 2020-2021.
- Human limitation: a sample of teachers consisting of all the female and male teachers of English who teach the elementary school graders.
- Topical limitation: the study investigated the role of implementing flipped classrooms during the COVID-19 pandemic from EFL teachers' attitudes.

### **Summary**

This chapter presented the theoretical background of implementing flipped classroom and its role during the Covid-19 pandemic crisis. It also presented the statement of the problem, questions of the study, objectives of the study, significance of the study, hypotheses of the study, limitations of the study, and definitions of terms.

## **Chapter Two**

### **Literature Review**

- **Introduction**
- **Approaches to flipped classroom**
- **Utilisation of Technology and Challenges**
- **Students' Engagement and Interaction**
- **Teachers' and Students' Attitudes**
- **Comments on Previous Studies**

## **Chapter Two**

### **Literature Review**

#### **Introduction**

This chapter presents previous and recent relevant literature review on studies concerning flipped classroom. The chapter includes four sections (i.e., approaches to flipped classroom, utilisation of technology and challenges, students' engagement and interaction with the flipped classroom (FC), and teachers' and students' attitudes which are organised according to four topics.

#### **Approaches to flipped classroom**

Naw (2020) designed different strategies of flipped classroom and suggested appropriate tools and techniques that can be used during the COVID-19 pandemic. The sample of the study consisted of 490 students who used the Facebook and Google. The results showed some problems faced by the students such as not being able to join online learning as a result of the unavailability of internet, broken laptop, and power cut. As for teachers, most of them were unfamiliar with technology techniques which was a big problem. Three principal steps were emphasized including preparation, development, and operation to overcome any expected problems so that the students can communicate with each other and with teachers via Viper groups, Messenger groups or establishing educational channels for all levels.



According to the survey, it was found that the flipped classroom can be used during this pandemic.

Another study to examine the effect of the flipped classroom and online teaching was conducted by Yen (2020) who explained some steps to be followed to conduct the flipped classroom. Pre-class, in-class, and after-class activities were employed. For the study, a qualitative method was used to gather a summary after each class from 39 students. The results of the study showed that the classroom environment turned into a dynamic, enjoyable, and cheerful environment which led students to gain different skills and motivated them to engage in group discussions.

Zainuddin & Halili (2016) analyzed the content of flipped classroom based on 20 articles and found that the flipped classroom is considered as one form of blended-learning based on Bloom Taxonomy which provides six levels of learning. The results indicated that students at home remember and understand while in class they apply, analyze, evaluate and create. The results of the analysis showed that different fields were practiced in the flipped classroom method which brings a favorable influence toward students' learning efficiency.

### **Utilization of Technology and Challenges**

Almost every paper written on FC includes a section related to technology. A study by Sparks (2013) investigated how much learning has been gained by using the FC approach. The results clarified that FC

improved the test scores of 14% of the students and 88% of the students' notes showed that FC is more effective in the learning process. Results also showed that this technique is only effective if students spend more time learning at home. The researcher indicated that the value of using any technique is not the method but on how students use technology to increase their time in learning.

Another study by Foertsch et al. (2002) indicated that online learning can replace the traditional approach. They illustrated that the time inside the classroom can be used for problem-solving, with more interaction between students and teachers.

Likewise, Kay and Klestskin (2012) mentioned that using video podcasts in the classroom has a positive effect on students' attitudes, behaviours and learning performance as well.

Furthermore, Sutiah et al. (2020) assessed the learning process, the facilities, the infrastructure, and the psychological aspects of online learning. The study was conducted on 750 students at the Faculty of Education and Teacher Training in Indonesia using a questionnaire and a post-test. The results revealed that the majority of the students preferred face-to-face classroom learning and only 40 respondents preferred distance learning. It also showed that most of the students have good devices while only 77 do not own proper ones. Moreover, 275 out of 750 respondents noted they were enthusiastic using online learning by different platforms. Four hundred and

thirty-one students felt less engaged and socially isolated and 441 students revealed their anxiety towards not being able to achieve the goals of their study. Finally, the researchers concluded that online learning can be used as a replacement or the hybrid method (online and face-to-face learning).

However, despite the reported advantages, challenges have also been identified. To investigate EFL teacher's performance in online learning and challenges encountered during the COVID-19 pandemic, Atmojo & Nugroho (2020) conducted a study on 16 EFL teachers (12 females and 4 males) from different schools in Indonesia. Respondents were asked to write down their observations explaining the procedures, tools and the challenges they faced during the teaching- learning process. Later, a semi-structured interview on five of the respondents was conducted for data collection. The results revealed that online learning needs well-preparation from stockholders of all educational components to record positive results. However, the researchers claimed that the sudden transition from traditional way of teaching into the online learning due to the COVID-19 pandemic has resulted into several barriers affecting students, teachers, and parents because of the lack of readiness and preparation in different aspects including the use of technology and availability of devices to cope with the current situation.

Chick et. al (2020) maintained that the flipped classroom strategy was the only way to save and mitigate the loss of learning day after a day. It helped educators to bridge the educational gap as it was a new strategy to

rescue the educational system. The researchers used the teleconference technique instead of in-person meetings which enabled the trainees to watch live videos and take part in an open discussion where all the staff can log in from computers, smartphones, Zoom, and Skype. Hence, they can engage anywhere and anytime. At first, teleconference was held on March 18 with 30 students, half of them were at home and other participants were in their hospital using their own devices. The results showed a high positive attitude towards this strategy which was preferred by educators.

Similarly, Dhawan (2020) stated that COVID-19 forced the educational systems to shift from traditional methods into online strategies although many academic institutions rejected the idea to change. The researcher's emphasis was on (SWOC) strengths and weaknesses of applying online learning methods as well as opportunities and challenges which faced educators. The tool of this study was content analysis which combined four elements including strengths where the role of the students is changed from teacher-centred into student-centred. The second was 'weaknesses' where the students are not all equal in terms of using technology. The third element was 'opportunities' where both the teachers and the students can teach and learn using online strategies which will promote students' critical thinking and problem-solving skills in addition to enhancing self-confidence. The fourth element was 'challenges' of online learning which considered a unique challenge for institutions to engage learners in the teaching process. As for teachers, the challenge stems from the sudden change from offline method into online method.

On a recent study to explore obstacles of online learning faced by EFL learners, Octaberlina & Muslimin (2020) implemented a descriptive method using two tools (i.e., a questionnaire and an interview). The study involved 25 respondents (13 males and 12 females). The results highlighted three obstacles; the first was bad internet connection, the second was not being familiar with online learning while the third was the problems of eye strain. The researchers, later, presented some solutions to overcome the barriers and finally recommended making more research on the obstacles from EFL teachers' perspectives.

Damm (2020) confirmed that COVID-19 will affect our future. The researcher predicted that all schools all over the world will shift from the traditional method of teaching into online learning during the COVID-19 pandemic. Nevertheless, digital education is no longer the best educational system because students everywhere are expected to return to their schools after the pandemic sweeps away, and online learning will be reasonable, acceptable and sensible.

### **Students' Engagement and Interaction**

Ahmed (2016) intended to explore the role of FC in promoting students' interaction from English teachers' attitudes. A questionnaire of 20 items was used and distributed to 28 female and male English teachers. The results indicated high responses to the role of FC in promoting students' interaction.

Likewise, Ahmed's (2016) view is supported by Earley (2016) who indicated that the students have a positive reaction toward the flipped classroom strategy increases their engagement inside the class. Therefore, the researcher recommended educators to use this pedagogical technique.

Carter et al. (2018) analyzed the impact of FC on the final exam scores through employing the experimental design. Seven teachers taught 13 sections of each method (the traditional versus the flipped) which included 632 students. At the end of the experimentation, students were asked to sit for the final exams. Students in the flipped sections scored 5.1 than those in the traditional sections ( $p=0.2$ ). The results indicated that FC improved the students' performance.

Bawaneh & Moumene (2020) compared between the traditional classrooms and the flipped classrooms to investigate the impact of using the flipped classroom on understanding medical vocabulary among students. The sample comprised 123 females from Imam Abdul Rahman bin Faisal University (IAU) who were divided into two groups, 58 in the experimental group and 65 in the controlled group in a quasi-experimental design. The flipped classroom approach was implemented in the experimental group with three instruments (i.e., teachers' guide, student questionnaire, and a comprehension test). The results showed that the students in the experimental group were more engaged in class activities and gained deep understanding of the medical concepts more than the controlled group.

To ensure the effectiveness of FC on students' engagement level, Koceska et al. (2020) emphasized that flipped classroom and online teaching should not be used only in the pandemic crisis but also after it vanishes. The sample of the study consisted of 167 7<sup>th</sup> graders from three different republic schools of North Macedonia. The quantitative results showed that the implementation of flipped classroom and online teaching had a positive effect on students' engagement, collaboration, motivation, and maximized the theoretical knowledge of the participating students.

As online learning relies totally on technology, Kawinkoonlasate (2020) conducted an analytical study to find out the impact of alternative learning methods on both EFL instructors and learners in light of the physical and social distancing due to the spread of the COVID-19 pandemic. Fifteen recorded online sessions involving different technological tools in an EFL classroom were observed to collect data. The study was implemented on second year students who enrolled in writing and speaking courses in the English Department / Faculty of Liberal Arts in Thailand. The results revealed positive attitudes towards using different means of technology as technology enabled learners to retain information, promote their teaching environment, strengthening their self-confidence to become more responsible for their learning process, and make the learning process more student-centered. Instructors, on the other hand, were able to design their materials depending on the course needs using alternative tools of technology in the classroom.

Another study by Chilingaryan & Zvereva (2017) investigated the merits of implementing the flipped classroom in foreign language teaching. The researcher analysed its advantages over traditional methods in relation to time expansion between students and teachers, and how they can use time effectively to increase inner-motivation, creativity and higher critical thinking.

In the same vein, most recently, Hava (2021) conducted a study to examine the influence of implementing the flipped classroom on engagement and deep learning strategies. The sample involved 97 respondents from first-year undergraduates from a public university in Turkey. Students attended an introductory course for ‘Computer I’ using a combination of two methods; a quasi-experimental method which divided students into an experimental and a control group, and a semi-structured interview. The results illustrated significant differences between the experimental group and the control group in regards of deep learning in favor of the experimental group. Results also showed significant differences between the two groups with regard to cognitive and emotional levels in favor of the experimental group. Moreover, students showed a positive attitude towards flipped classroom as it enabled students to gain experience and to acquire different research skills on flipped classroom. However, students faced some challenges with technical facilities (i.e., insufficient devices or lack of internet connection).



## **Teachers' and Students' Attitudes**

In an analytical study, to explore the online educational activities which were constructed during the pandemic from teachers' points of view, Koçoğlu & Tekdal (2020) aimed to explore the educational activities used by teachers in different public schools in Turkey. A semi structured interview was employed to collect data. The results of the study involved significant remarks and recommendations. Surprisingly, the study concluded that most of the teachers showed negative attitudes as they are not familiar enough with online learning. It also suggested that online learning should involve amusing and encouraging content to enhance students' motivation in the process.

This view is supported by Abuhmaid et al. (2020) who investigated the performance and influence of different online teaching methods. Moreover, the study compared the traditional methods with online ones to a hybrid model of online and flipped learning. The study involved a questionnaire which was distributed to IT engineering undergraduates. The results of the study showed that the students had negative attitudes towards online learning. However, the hybrid model of online teaching and flipped learning enhanced their attention-span.

Negative attitudes were also highlighted by Aliyyah et al. (2020) who aimed to investigate the perception of teachers of online teaching in Indonesia. The study sample consisted of 76 teachers in primary schools. A

semi-structured interview was used to collect data. The qualitative results showed four themes, namely, instructional strategy, challenges that teachers faced, mutual support, and teachers' motivation. The main results of the study showed that educators were not fully prepared for the online learning approach which indicated lack of motivation and enthusiasm towards implementing online learning activities. It was suggested that to make online learning effective, the roles of government, school, teachers, parents, and community are highly vital.

However, Dweikat & Raba (2018) assured the positive effectiveness of implementing the flipped classroom as indicated in a study on 44 undergraduate students from An-Najah National University using a qualitative method to collect information via observation, content analysis, and focus-group discussions. The study investigated students' perception toward implementing the flipped classroom and lessons learned. The results showed positive attitudes from students and teachers as this method flipped the student from passive to active and from teacher-centred to student-centred. It also empowered their information and communication technological skills.

Similarly, Nouri (2016) claimed that higher institutions faced a lot of challenges and pressures with the traditional way of teaching, so it aimed to change the way in teaching to be more active, effective and more flexible. The researcher conducted a study to investigate educators' perception towards the flipped classroom. The study examined university students'

perceptions in 2015. The researcher used a questionnaire distributed to 240 students to measure their perceptions of flipped classroom by using videos as a tool and a model for learning management system as a supporting tool. The results showed more positive attitudes towards using videos as they increased their motivation, engagement and led to more effective learning.

In a survey to examine the attitudes of teachers towards flipped classroom in Nigeria, Adedoja (2016) conducted a study on 273 teachers using the descriptive method including a questionnaire and group discussions. The study aimed to collect information and to find out the challenges confronting teachers. The results showed positive attitudes towards the implementation of flipped classroom approach involving enhanced active learning and deep understanding. Among the significant challenges, 60% of teachers had technical problems with technology use, unreliable internet connection and power supply shortage.

Other researchers have highlighted the positive and negative attitudes towards online learning including Hebebcı et al. (2020) who conducted a study to explore the attitudes of educators and learners towards implementing online learning during COVID-19 using the qualitative method. The sample of the study included 20 learners (9 males and 11 females) from different school levels and 16 educators (8 males and 8 females) from different specializations. The qualitative results showed both negative and positive attitudes from educators and learners. Students complained about the absence of teachers, shortage of class time, inability to

comprehend the subjects, and not being familiar with the new method of learning. As a result, lack of motivation and content access problems emerged. On the other hand, some students were satisfied in terms of the specified timing, availability of different resources to watch the material on the official TV channels and computers at any time, and enhancing self-control skills. However, the majority of students have a positive attitude towards online learning in their future life. Furthermore, teachers have positive and negative attitudes towards online learning. Teachers with regard to positive attitudes, stated that it will enable students to be self-learners, gain technical and planning skills. Through distance learning, teachers will gain more experience in using technology. The majority of teachers stated that the timing of online classes is sufficient. However, it cannot succeed now because of the lack of infrastructure and the lack of knowledge of using technology. It was a challenge for them to enhance and improve their skills to use different tools of technology.

Similarly, Spoel et al. (2020) conducted a study to compare between teachers' attitudes towards implementing online teaching in terms of their expectations and experiences during the COVID-19 pandemic. The study included a combination of two methods to collect data; quantitative data were collected from a pre-test survey and a post-test survey, and qualitative data were collected from focus-group discussions and which were analyzed using inductive thematic coding. The sample for the pre-test and post-test surveys consisted of 200 respondents. The respondents (61% were females

and 39% were males) belong to different teaching levels (i.e., primary, secondary, higher education, and vocational schools). The finding showed that there were significant differences between female and male teachers in terms of online teaching expectations and experiences which concluded that male teachers had more favorable experience than their expectations. Moreover, experienced teachers in technology before implementing the online teaching had more favorable experiences than high and low experienced teachers. Furthermore, teachers showed varied results on positive and negative aspects on the scope of pre-survey and post-survey. Among the prominent positive aspects were ‘creates urgency’ and ‘interaction’. Respectively, the percentage of school closure creating urgency towards digitalisation declined from 21% to 13% while the percentage of positive interaction between teachers and students increased from 2% to 10%. On the other hand, among the prominent negative aspects were ‘interaction’, ‘limited resources’, and ‘difficulty to monitor students.’ Respectively, the percentage of negative interaction between students and teachers increased from 38% to 46%, the percentage of limited resources to teach or follow classes decreased from 10% to 2%, and the percentage of difficulty faced by teachers to monitor students increased from 7% to 24%. Finally, the results illustrated that teachers’ intentions to integrate different platforms of technology in their teaching after the pandemic increased for its effective role.

Emergency remote learning (ERL), a concept was coined by Rahiem (2020) to describe the crisis which hit the education system by the COVID-19 pandemic and the shift from conventional education systems to unplanned online learning. A qualitative instrument was used to explore the implementation of flipped classroom from students' experience in a public university in Indonesia which included 80 students from the social science program. Students were asked to write a summary for fourteen days and an opinion essay afterwards. Then a focus-group discussion method was held twice for more understanding of the phenomenon. The results showed positive and negative attitudes towards implementing online learning. On the one hand, it was facilitating the learning process whereas it was a challenge for them. The study suggested that teachers and students should be well -prepared for any emergency condition. It also required the implementation of training courses to develop students and teachers' educational skills in using technology.

Chellapan et al. (2018) conducted an exploratory study to identify the factors and challenges which may have an impact on adopting FC by university teachers in New Zealand. The study was descriptive and used two methods i.e., a questionnaire and an interview. Eighty-four respondents participated from three different universities. The results showed that the majority of the participants showed different levels of attitudes towards the use technology. However, these results were in favour of the positivity of using technology and valuing students' active learning. It also indicated that

a small number of respondents adopted the FC approach fully while the rest of the respondents were not fully interested because of the increase need of workload and time. More importantly, the results indicated that challenges were deemed to be the main role of the respondents to facilitate the idea of FC to students who were not well-aware of it.

### **Comments on the Previous Studies**

The previous studies were concerned with the vital role of implementing flipped classroom and its effectiveness on the stability of the education process in order to bridge the education gap which involved both positive attitudes (Adedaja, 2016; Dweikat & Raba 2018; Nouri, 2016), negative attitudes (Abuhmaid et al., 2020; Koçoğlu & Tekdal, 2020; Aliyyah et al., 2020) by teachers and students, and both positive and negative attitudes (Chellapan et al., 2018; Hebebcı et al., 2020; Rahiem, 2020; Spoel et al., 2020). Other studies illustrated the utilization of different platforms of technology to facilitate the process of education to have deep interaction and enhance active learning. Among these studies (Foertsch et al., 2002; Kay and Klestskin, 2012; Sparks, 2013; Sutiah et al., 2020). Two studies were conducted on the use of online learning solely (Abuhmaid et al., 2020; Sutiah et al., 2020) and recommended face-to-face and online learning as called FC. These studies may agree or disagree with the current study with regard to different attitudes and challenges as well as the use of technology in FC.

## **Chapter Three**

### **Methodology**

- **Introduction**
- **Study design**
- **Population of the study**
- **Sample of the study**
- **Instrument and data collection**
- **Validity of the questionnaire**
- **Validity of the interview**
- **Reliability of the Questionnaire**
- **Procedures**



## **Chapter Three**

### **Methodology**

#### **Introduction**

This chapter presents the methods and procedures which were employed in the study including the study design, population of the study and the sample, instrumentation, validity of the questionnaire, validity of the interview, reliability of the questionnaire, procedure, study variables, statistical procedures, and data analysis.

#### **Study design**

The descriptive method was used in this study. It was carried out with a combination of quantitative and qualitative methods including a questionnaire and on-line interview. These methods were used in order to achieve the objectives of the study and to collect the data.

#### **Population of the study**

The study population consisted of (97) English language teachers in Qalqilia Governorate during the second semester of the scholastic year (2020-2021).

#### **Sample of the study**

Around 83 % participants of the population who were selected randomly participated in the study. Eighty-one male and female EFL

teachers participated in the study from different schools in Qalqilia Governorate. Sixty-one responded to the questionnaire and 20 participated in the interview.

Tables (1, 2, 3, 4, and 5) indicate the main characteristics of the participating teachers which was classified according to the independent variables including (gender, qualification, years of experience, place of graduation, and number of training courses taken on flipped classroom). Sample distribution according to independent variables is illustrated individually as shown below:

#### **A- Gender variable:**

**Table (1): Sample distribution according to the gender variable**

Variable	Class	Frequency	Percentage %
Gender	Female	46	75.4
	Male	15	24.6

Table (1) shows that 46 (75.4%) of the participants were female teachers while 15 (24.6%) of the participants were male teachers.

#### **B- Qualification variable:**

**Table (2): Sample distribution according to the qualification variable**

Variable	Class	Frequency	Percentage %
Qualification	BA	48	78.7
	MA	13	21.3

Table (2) shows that the majority hold a B.A. degree 48 (78%) participants while the others hold an M.A. degree, 13 (21.3%) participants.

**C- Years of experience variable:****Table (3): Sample distribution according to the years of experience variable**

Variable	Class	Frequency	Percentage %
<b>Years of Experience</b>	Less than 5 years	5	8.2
	5 – 10 years	9	14.8
	More than 10 years	47	77.0

Table (3) indicates that 47 (77%) of the teachers had more than (10) years of experience which shows the big number of experienced teachers in the English Language.

**D- Place of graduation variable:****Table (4): Sample distribution according to the place of graduation variable**

Variable	Class	Frequency	Percentage %
<b>Place of Graduation</b>	Local universities	49	80.3
	Arab universities	12	19.7

Table (4) shows that 49 (80.3%) of the participants graduated from local universities while 12 participants (19.7%) graduated from Arab universities.

**E- Training courses taken on flipped classroom variable:****Table (5): Sample distribution according to training courses taken on flipped classroom variable.**

Variable	Class	Frequency	Percentage %
<b>Training courses taken on flipped classroom</b>	One course	37	60.7
	Two courses	14	23.0
	Three or more courses	10	16.4

Table (5) shows that 37 (60.7%) of participants had one course while 14 (23.0%) participants had two courses and 10 (16.4%) participants had three courses during Covid-19 Pandemic.

It is worth noting that the Ministry of Education managed to hold urgent courses on how to use and manage flipped classroom in such short time which indicates the huge efforts made from supervisors.

### **Instruments and data collection**

For the validity and reliability of the results, the researcher developed a questionnaire and an online interview in order to collect the required data to achieve the main objectives of the study.

For the quantitative data, the researcher used 32 items by using the previous literature and the researcher's own experience in the field of teaching. The questionnaire consisted of two sections; the first one concentrated on demographic profile data which includes (gender, qualification, years of experiences, place of graduation, and training courses taken on flipped classroom). The second section (See appendix A) consisted of 32 items under three domains as follows:

- 1- EFL teachers' attitudes towards the implementation of flipped classroom (10 items).
- 2- Teachers' attitudes on how the implementation of flipped classroom affects students (14 items).

- 3- Teachers' attitudes towards using technological innovation towards their engagement skills and how this technology affects students on the same levels (8 items).

The scores of each response were calculated according to a five-point Likert scale in order to interpret and explain the results of the three domains organised as follows:

- Strongly agree =5 points.
- Agree=4 points.
- Neutral=3 points.
- Disagree =2 points.
- Strongly disagree =1 point.

Due to the COVID-19 Pandemic, the questionnaire was distributed to teachers using Google form. The data were collected from (14/12/2020) to (05/01/2021). Sixty-one participants responded to the questionnaire.

For the qualitative data, a semi-structured interview was conducted in order to enrich and enable the researcher to confirm the data collected from the first tools (the questionnaire). Five-open-ended interview questions were designed to gather data. Twenty random participants of the population responded from elementary English language teachers. Responses were collected from (14/12/2020) to (05/01/2021). Under the difficult

circumstances because of the pandemic, the researcher used e-mail, and popular social media tools including WhatsApp and Messenger.

### **Validity of the questionnaire**

For the content validity of the questionnaire, it was given to a jury of experts in the field of teaching. The jury consisted of 6 experts from different universities and schools. The jury comments and suggestions to the items of the questionnaire were taken into consideration to make necessary changes and modifications.

With regard to the questionnaire, the jury recommended to change or add some words such as (enable) instead of (help) and (allow) in item 12 in the third domain, or to replace some words as in item (5) in the second domain ((and) replaced by (to strengthen)). There were no changes in the total number of the items presented to administer which is (32).

### **Validity of the interview**

For the content validity of the second tool of the study (See appendix B) the researcher gave 3 interview questions to the same jury of experts who administered the questionnaire. They recommended to add two additional questions (questions 4 and 5).

### Reliability of the questionnaire

To ensure the stability of the scale and reliability of the questionnaire, it was calculated using (Cronbach Alpha formula), the following table illustrates the finding.

**Table (6): Cornbach Alpha test for the study domains**

Domains	Items	Cornbach Alpha
Teachers' attitudes towards the implementation of flipped classroom	10	88.2
Teachers' attitudes on how the implementation of flipped classroom affects students	14	94.1
Teachers' attitudes towards using technological innovations on their engagement skills and how this technology affects students on the same level	8	94.4
Total	32	96.7

Results in table (6) illustrate that Cronbach Alpha coefficient ranged from (88.2) to (94.4) for the domains of (Teachers' attitudes towards the implementation of flipped classroom) and (Teachers' attitudes towards using technological innovations on their engagement skills and how this technology affects students on the same level). Cronbach Alpha coefficient for the total degree was (96.7). These values are acceptable for the purpose of the study. In order to evaluate the results of Cronbach Alpha, the following scale was used as demonstrated in the following table:

**Table (7): Cronbach alpha Internal Consistency**

<b>Cronbach alpha</b>	<b>Internal Consistency</b>
$\alpha \geq 0.9$	Excellent
$0.7 \leq \alpha < 0.9$	Good
$0.6 \leq \alpha < 0.7$	Acceptable

Source (Tavakol and Dennick, 2011).

## **Procedures**

The researcher followed the following steps during the implementation of the study.

- 1- The researcher communicated with the Ministry of Education in order to get the population of the study which is (97) female and male teachers of English language in elementary schools in Qalqilia.
- 2- The questionnaire and interview questions of the study were prepared and validated by a jury of experts in the English language. Some of the items in the questionnaire were modified and two questions were added to the interview questions.
- 3- The researcher contacted the Ministry of Education, Centre for Educational Research and Development electronically to facilitate the mission of pursuing the study and permission was granted afterwards.
- 4- The researcher distributed the questionnaire and interview questions to the teachers. This was done electronically due to the conditions of the pandemic.



- 5- The researcher coded the questionnaire and used the statistical package (SPSS) to analyse the data.

### **Study Variables**

This study included the following variables:

#### **Independent variables:**

1. **Gender:** it includes two categories (males and females)
2. **Qualifications:** it includes two categories (BA and MA) ; there were no diploma holders.
3. **Years of experience:** it includes three categories (Less than 5 years, 5 – 10 years and More than 10 years)
4. **Place of graduation:** it includes two categories (Local universities and Arab universities).
5. **Training courses taken on flipped classroom:** it includes three categories (One course, Two courses and Three or more courses).

#### **Dependent variables**

- The Attitudes of English Language Teachers of Elementary Schools towards the Implementation of Flipped Classroom Learning Strategy during the COVID-19 Pandemic in Qalqilia Governorate.

## **Statistical Procedures**

For the purpose of analysing the data, the researcher used (SPSS) to provide answers to the hypotheses and questions of the study as the following:

1. Means, frequencies, standard deviations, and percentages in order to estimate the relative percentage of every item.
2. T-tests for Independent Samples to test the assumptions related to the variables of gender, qualification and place of graduation.
3. One-Way Analysis of Variance (ANOVA) to test years of experience, and training courses taken on flipped classroom.
4. Cronbach Alpha was used to test the consistency of the items in the questionnaire.

A semi-structured interview was conducted and 20 English language teachers participated in order to explore their attitudes toward the implementation of flipped classroom during the pandemic. After the interview questions were validated from the jury which included five questions, the researcher noted down the interviewees' reflection on flipped classroom experience and remarked suggestions and recommendations. The researcher determined the similarities and differences in the answers of the interviewees. Then, these differences and similarities were organized in a table according to the items of the study.

## Data Analysis

The data collected were analysed using (SPSS) to provide answers to the questions and hypotheses of the study. Means, frequencies, standard deviations, and liner regression were used to find out descriptive statistical analysis.

Accordingly, the researcher used the following scale to represent the estimation level of sample responses. In order to limit the length of the cells of the five-point Likert scale (minimum and maximum limits, range has been calculated  $(5-1=4)$ , divided on the correct length of the cell  $(4/5=0.80)$  and added to the lowest value of the scale (1) in order to reach the highest limit of this cell. Cell limits became as in Table (8):

**Table (8): Scale for representing the estimation level of sample responses**

Mean	Percentage %	Estimation Level
4.20 and more	84.0 % and more	Very High
3.40-4.19	68.0 – 83.8 %	High
2.60-3.39	52.0 – 67.8 %	Moderate
1.80- 2.59	36.0 – 51.8 %	Low
Less than 1.8	35.9 % and less	Very Low

## Summary

This chapter presented the methods and procedures which were implemented in the study. It has also showed the reliability and validity criteria used for the purpose of the study. Besides, it illustrated the practical procedures to describe the instruments and different types of statistical tests.

## **Chapter Four**

### **Results**

- **Introduction**
- **Results of the questionnaire**
- **Results related to the main question**
- **Results related to the sub-questions**
- **Results of the interview**
- **Summary**

## **Chapter Four**

### **Results**

#### **Introduction**

The present study aimed to identify the attitudes of EFL teachers towards the implementation of the flipped classroom during the COVID-19 pandemic and to identify the role of gender, qualification, years of experience, place of graduation, and training courses taken on flipped classroom. To achieve the objectives of the study, the researcher developed a questionnaire and a semi-structured interview which were analysed quantitatively and qualitatively.

#### **Results of the questionnaire**

##### **Results related to the main question**

Q1. What are the attitudes of English language teachers of elementary schools towards the implementation of flipped classroom learning strategy during the COVID-19 pandemic in Qalqilia Governorate?

The means, standard deviation and estimation level were used as shown in Table (9) which refers to the total average and the total estimation level for each domain as follows:

**Table (9): Means, Standard Deviations and estimated level of EFL teachers' attitudes towards the implementation of flipped classroom learning strategy during the COVID-19 pandemic in Qalqilia governorate in descending order**

No.	No. in the Questionnaire	Domains	Means	standard deviations	Percentage %	Estimated level
1	3	Using technological innovations on their engagement skills and how this technology affects students on the same level.	3.87	0.60	77.4	High
2	1	The implementation of flipped classroom.	3.66	0.49	73.2	High
3	2	How the implementation of flipped classroom affects students.	3.63	0.58	72.6	High
<b>Total</b>			3.72	0.50		High

Table (9) shows that the total degree of the EFL teachers' attitudes towards the implementation of flipped classroom learning strategy during the COVID-19 pandemic in Qalqilia Governorate was (3.72) which suggests a high level of estimation. The highest mean was given to the domain (Using technological innovations on their engagement skills and how this technology affects students on the same level). The lowest was for the domain (How the implementation of flipped classroom affects students).

For more illustration, the tables below clarify detailed analysis of the study tool items:

**Table (10): Means, Standard Deviations and estimated level of the first domain (The implementation of flipped classroom) in descending order according to the mean**

No.	No. in the Questionnaire	Item	Means	standard deviations	Percentage %	Estimated level
1.	4	A flipped Classroom encourages teachers to develop their ability of communication.	3.93	0.62	78.6	Very High
2.	9	A flipped Classroom enables teachers to extend learning as students have classes at home and activities at school.	3.80	0.62	76.0	High
3.	10	A flipped Classroom can be used in different subjects.	3.78	0.66	75.6	High
4.	8	A flipped Classroom encourages teachers to create an active and a dynamic environment inside the classroom.	3.70	0.76	74.0	High
5.	2	A flipped Classroom motivates teachers to exchange ideas and set up structures for an online teaching environment.	3.70	0.80	74.0	High
6.	5	A flipped Classroom allows teachers to be facilitators to strengthen students' interactive learning.	3.62	0.73	72.4	High
7.	6	A flipped Classroom gives the chance for teachers to recognize the difficulties they face.	3.57	0.78	71.4	High
8.	1	A flipped Classroom develops my teaching experience during the pandemic.	3.57	0.76	71.4	High
9.	7	A flipped Classroom permits teachers to implement more class activities.	3.52	0.74	70.4	High
10.	3	A flipped Classroom is considered as an effective approach in language teaching.	3.37	0.96	67.4	Mode rate
<b>Total</b>			3.66	0.49	73.2	High

With regard to the first domain, table (10) shows the teachers' responses with a total degree of (3.66) for the implementation of flipped classroom which indicates a high level of estimation. Means of items 4,9,10,8,2 ranged from 3.93 to 3.70 and means of items 5,6,1,7,3 ranged from 3.62 to 3.37. The highest mean was given to the item (A flipped Classroom encourages teachers to develop their ability of communication). The lowest was for the item (A flipped Classroom is considered as an effective approach in language teaching).

**Table (11): Means, Standard Deviations and estimated level of the second domain ( How the implementation of flipped classroom affects students) in descending order according to the mean**

No.	No. in the Questionnaire	Item	Means	standard deviations	Percentage %	Estimated level
1	11	A flipped Classroom encourages students to be more active using different activities at home and at class.	3.77	0.64	75.4	High
2	14	A flipped Classroom enables students to be self-responsible for their own learning.	3.75	0.72	75.0	High
3	2	A flipped Classroom promotes learners' confidence.	3.75	0.82	75.0	High
4	4	A flipped Classroom helps students to understand the required primary knowledge before class.	3.75	0.74	75.0	High
5	10	A flipped Classroom allows the time of the class to be more flexible by using different activities and group discussions.	3.73	0.77	74.6	High
6	9	A flipped Classroom enables students to get recorded material whenever they want.	3.68	0.88	73.6	High



No.	No. in the Questionnaire	Item	Means	standard deviations	Percentage %	Estimated level
7	3	A flipped Classroom encourages students to be autonomous learners during covid-19.	3.63	0.75	72.6	High
8	7	A flipped Classroom encourages students to take control of their own learning.	3.60	0.73	72.0	High
9	5	A flipped Classroom gives the students the chance to choose where and how to learn.	3.59	0.88	71.8	High
10	8	A flipped Classroom allows students to monitor their overall achievement in the course.	3.55	0.74	71.0	High
11	1	A flipped Classroom enhances students thinking skills.	3.52	0.92	70.4	High
12	12	A flipped Classroom enables students to construct knowledge as they will be exposed to new materials.	3.49	0.76	69.8	High
13	13	A flipped Classroom motivates students to shift from teacher-centered approaches to student-centered approaches.	3.49	0.78	69.8	High
14	6	A flipped Classroom helps students to fully understand the material and to achieve the objectives.	3.45	0.88	69.0	High
<b>Total</b>			3.63	0.58	72.6	High

With regard to the second domain, table (11) shows the teachers' responses with a total degree of (3.63) for (How the implementation of flipped classroom affects students) which suggests a high level of estimation. Means of the items 11,14,2,4,10 ranged from 3.77 to 3.73 and means of the items 9,3,7,5,8,1,12,13,6 ranged from 3.68 to 3.45. The highest mean was given to the item (A flipped Classroom encourages students to be more active

using different activities at home and at class). The lowest was for the item (A flipped Classroom helps students to fully understand the material and to achieve the objectives).

**Table (12): Means, Standard Deviations and estimated level of the third domain (Using technological innovations on their engagement skills and how this technology affects students on the same level) in descending order according to the mean**

No.	No. in the Questionnaire	Item	Means	standard deviations	Percentage %	Estimated level
1	3	A flipped Classroom helps teachers and students to use different tools of technology such as Microsoft teams.	4.06	0.679	81.2	High
2	2	A flipped Classroom allows instructors to adopt online teaching methods during the pandemic.	4.00	0.70	80.0	High
3	1	A flipped Classroom motivates students and teachers to engage deeply with technology.	3.96	0.81	79.2	High
4	6	A flipped Classroom permits teachers to meet their students any time using applications such as Zoom.	3.93	0.67	78.6	High
5	8	A flipped Classroom enables students and teachers to create their own environment inside and outside the classroom.	3.81	0.74	76.2	High
6	5	A flipped Classroom enables students to construct knowledge using different platforms of technology.	3.78	0.75	75.6	High
7	7	A flipped Classroom encourages teachers to use technology to bridge the educational gap during the pandemic.	3.75	0.76	75.0	High
8	4	A flipped Classroom motivates students to be involved in classroom discussions.	3.67	0.78	73.4	High
<b>Total</b>			3.87	0.60	77.4	High

With regard to the third domain, table (12) shows the teachers' responses with a total degree of (3.87) for (Using technological innovations on their engagement skills and how this technology affects students on the same level) which is considered a high level of estimation. Means of the items 3,2,1,6 ranged from 4.06 to 3.93 and means of the items 8,5,7,4 ranged from 3.81 to 3.67

The highest mean was given to the item (A flipped Classroom helps teachers and students to use different tools of technology such as Microsoft teams). The lowest was for the item (A flipped Classroom motivates students to be involved in classroom discussions).

### **Results related to the sub-questions**

Q1. Are there any statistically significant differences at ( $\alpha = 0.05$ ) in the responses' degree of the attitudes of English language teachers of elementary schools towards the implementation of flipped classroom learning strategy during the Covid-19 pandemic in Qalqilia Governorate attributed to the variables of gender, qualification, years of experience, place of graduation and training courses taken on flipped classroom?

To answer this question, the researcher analysed the study hypotheses by using Independent sample t-test and One-Way ANOVA test as the following:

## Results related to Study Hypotheses

### 1. Results related to the first hypothesis:

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes in implementing flipped classroom due to gender.**

To analyse the first hypothesis, Independent sample t-test was used and table (13) shows the results:

**Table (13): Independent two sample t-test result of EFL teachers' attitudes in implementing flipped classroom due to gender**

Domain	Gender	N	Mean	S. D	t	Sig.*
<b>The implementation of flipped classroom</b>	Female	46	3.65	0.50	-0.231	<b>0.818</b>
	Male	15	3.68	0.50		
<i>How the implementation of flipped classroom affects students</i>	Female	46	3.58	0.59	-1.015	<b>0.314</b>
	Male	15	3.76	0.51		
<i>Using technological innovations on their engagement skills and how this technology affects students on the same level</i>	Female	46	3.83	0.50	-0.988	<b>0.327</b>
	Male	15	4.00	0.83		
<b>Total degree</b>	Female	46	3.69	0.49	-0.860	<b>0.393</b>
	Male	15	3.81	0.54		

\*. The mean difference is significant at the 0.05 level.

Table (13) shows that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes in implementing flipped classroom due to gender. The significant value was (0.393) which is more than (0.05). Also, there are no statistically significant differences in the three domains.

## 2. Results related to the second hypothesis:

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes in implementing flipped classroom due to qualification.**

To analyse the second hypothesis, Independent sample t-test was used and the Table (14) shows the results:

**Table (14): Independent two sample t test result of EFL teachers' attitudes in implementing flipped classroom due to qualification**

Domain	Qualification	N	Mean	S. D	t	Sig.*
The implementation of flipped classroom	BA	48	3.68	0.48	0.871	<b>0.387</b>
	MA	13	3.55	0.54		
How the implementation of flipped classroom affects students	BA	48	3.67	0.55	1.263	<b>0.211</b>
	MA	13	3.45	0.64		
Using technological innovations on their engagement skills and how this technology affects students on the same level	BA	48	3.89	0.59	0.581	<b>0.563</b>
	MA	13	3.78	0.65		
Total degree	BA	48	3.75	0.49	1.006	<b>0.319</b>
	MA	13	3.59	0.54		

**\*. The mean difference is significant at the 0.05 level.**

Table (14) shows that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes in implementing flipped classroom due to qualification. The significant value was (0.319) which is more than (0.05). Also, there are no statistically significant differences in the three domains.

### 3. Results related to the third hypothesis:

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes in implementing flipped classroom due to years of experience.**

To analyse the third hypothesis, One-Way ANOVA test was used and tables (15) and (16) show the results:

**Table (15): Frequencies, Means and Standards Deviations of EFL teachers' attitudes in implementing flipped classroom due to years of experience for the total degree**

Experience (Total Degree)		N	Mean	S.D
<b>EFL teachers' attitudes in implementing flipped classroom due to years of experience</b>	Less than 5 years	5	3.78	0.69
	5 – 10 years	9	3.77	0.34
	More than 10 years	47	3.70	0.51
	Total	61	3.72	0.50

Table (15) shows that there are differences in the means of the levels of the years of experience. In order to show these differences, One-Way ANOVA test was used and Table (16) shows the results:

**Table (16): Results of One-Way ANOVA of EFL teachers' attitudes in implementing flipped classroom due to years of experience**

EFL teachers' attitudes in implementing flipped classroom due to years of experience	Experience	Sum of Squares	df	Mean Square	F	Sig.
<b>The implementation of flipped classroom</b>	Between Groups	0.065	2	0.033	0.128	0.880
	Within Groups	14.781	58	0.255		
	<b>Total</b>	14.846	60			
<b>How the implementation of flipped classroom affects students</b>	Between Groups	0.479	2	0.239	0.705	0.498
	Within Groups	19.710	58	0.340		
	<b>Total</b>	20.189	60			
<b>Using technological innovations on their engagement skills and how this technology affects students on the same level</b>	Between Groups	0.198	2	0.099	0.267	0.767
	Within Groups	21.521	58	0.371		
	<b>Total</b>	21.719	60			
<b>Total</b>	Between Groups	0.058	2	0.029	0.112	0.895
	Within Groups	15.073	58	0.260		
	<b>Total</b>	15.131	60			

\* The mean difference is significant at the 0.05 level.

Table (16) shows that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes in implementing flipped classroom due to years of experience. The significant value was (0.895) which is more than (0.05). Also, there are no statistically significant differences in the three domains.

#### 4. Results related to fourth hypothesis:

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes in implementing flipped classroom due to place of graduation.**

To analyse the fourth hypothesis, Independent sample t-test was used and table (17) shows the results:

**Table (17): Independent two sample t test result of EFL teachers' attitudes in implementing flipped classroom due to place of graduation**

Domain	Place of graduation	N	Mean	S. D	t	Sig.*
The implementation of flipped classroom	Local universities	49	3.64	0.50	-0.626	0.534
	Arab universities	12	3.74	0.46		
How the implementation of flipped classroom affects students	Local universities	49	3.63	0.58	0.230	0.819
	Arab universities	12	3.59	0.56		
Using technological innovations on their engagement skills and how this technology affects students on the same level	Local universities	49	3.87	0.62	0.066	0.947
	Arab universities	12	3.86	0.51		
Total degree	Local universities	49	3.71	0.51	-0.091	0.928
	Arab universities	12	3.73	0.48		

\*. The mean difference is significant at the 0.05 level.

Table (17) shows that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes in implementing flipped classroom due to place of graduation. The significant value was (0.928) which is more than (0.05). Also, there are no statistically significant differences in the three domains.



## 5. Results related to fifth hypothesis:

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes in implementing flipped classroom due to training courses taken on flipped classroom.**

To analyse the fifth hypothesis, One-Way ANOVA test was used and tables (18) and (19) show the results:

**Table (18): Frequencies, Means and Standards Deviations of EFL teachers' attitudes in implementing flipped classroom due to training courses taken on flipped classroom for the total degree**

training courses taken on flipped classroom (Total Degree)		N	Mean	S.D
EFL teachers' attitudes in implementing flipped classroom due to years of experience	One course	37	3.70	0.50
	Two courses	14	3.71	0.54
	Three or more courses	10	3.78	0.46
	<b>Total</b>	61	3.72	0.50

Table (18) shows that there are differences in the means of the levels of the training courses taken on flipped classroom. To examine these differences, One-Way ANOVA test was used and Table (19) shows the results:

**Table (19): Results of One-Way ANOVA of EFL teachers' attitudes in implementing flipped classroom due to the training courses taken on flipped classroom**

EFL teachers' attitudes in implementing flipped classroom due to years of experience	training courses taken on flipped classroom	Sum of Squares	df	Mean Square	F	Sig.
The implementation of flipped classroom	Between Groups	0.125	2	0.063	0.247	0.782
	Within Groups	14.720	58	0.254		
	<b>Total</b>	14.846	60			
How the implementation of flipped classroom affects students	Between Groups	0.290	2	0.145	0.423	0.657
	Within Groups	19.899	58	0.343		
	<b>Total</b>	20.189	60			
Using technological innovations on their engagement skills and how this technology affects students on the same level	Between Groups	0.213	2	0.107	0.288	0.751
	Within Groups	21.505	58	0.371		
	<b>Total</b>	21.719	60			
<b>Total</b>	Between Groups	0.046	2	0.023	0.088	0.916
	Within Groups	15.085	58	0.260		
	<b>Total</b>	15.131	60			

\* The mean difference is significant at the 0.05 level.

Table (19) shows that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes in implementing flipped classroom due to the training courses taken on flipped classroom. The significant value was (0.916) which is more than (0.05). Also, there are no statistically significant differences in the three domains.

## **Results of the interview**

To collect more data, the researcher implemented a semi-structured interview throughout social media including Messenger and WhatsApp. Twenty EFL teachers were chosen randomly to participate in the interview.

The thematic analysis of the interview revealed five major themes which are mainly purposed to identify the EFL teachers' attitudes towards the implementation of flipped classroom during the COVID-19 pandemic at schools of Qalqilia Governorate.

The results from the semi- structured interviews were classified into central themes. Table (20) summarizes the results.

**Table (20): Summary of teachers' responses on the interview**

No.	Theme	Class	Frequency	Percentage
1.	Do you think that flipped classroom helps you to continue with the education process during the pandemic?	Yes	15	75.0
		No	5	25.0
		Total	20	100.0
2.	Do you think that flipped classroom changes the role of the teachers ?How	Yes	13	65.0
		No	7	35.0
		Total	20	100.0
3.	What kind of preparations did you follow to assure maximum interaction in your flipped classroom?	Worksheets, cards and pictures	7	23.3
		Games and group work	3	10.0
		Videos	6	20.0
		Power point programs	4	13.4
		On-line quizzes by computers as an interactive material about classroom lessons	10	33.3
		Total	30	100.0
4.	Do you encourage adopting the flipped classroom technique after the pandemic?	Yes	8	40.0
		No	12	60.0
		Total	20	100.0
5.	Do you think that you are qualified enough to conduct a flipped classroom?	Yes	12	60.0
		No	8	40.0
		Total	20	100.0

The five themes emerged from the teachers' semi-structured interviews are presented below:

- 1. Flipped classroom helps you to continue the education process during the pandemic:** 75% of the English language teachers who compromised the majority of the study sample assured the effectiveness of the flipped classroom to continue the education process during the pandemic. However, 25% rejected the idea of flipped classroom as assistance to the education process.

2. **Flipped classroom changes the role of the teachers:** although responses to the second question vary, 65% EFL teachers confirmed that flipped classroom altered their roles to be facilitators as well as supervisors in the education process. Despite that, 35% EFL teachers believed that expertise in technology and more authoritative supervision are needed to be merged in the flipped classroom strategy.
3. **Kinds of preparations the teachers follow to assure maximum interaction in the flipped classroom:** it seems that technological advances enabled teachers to use more than one strategy for better illustrations on the way they demonstrate lessons. Hence, the current study showed that EFL teachers utilized different means with their students to ensure the productivity of flipped classroom. These means respectively include online quizzes by computers as an interactive material about classroom lessons, worksheets, cards and pictures, videos, Power-Point programs, games and group work.
4. **Adopting the flipped classroom technique after the pandemic:** the majority of the interviewees maintained that the flipped classroom can be used only if persistent needs arise such as homework assignments. On the other hand, 40% of the interviewees supported the adoption of flipped classroom only if necessary equipment and tools are set out to provide a better learning environment.

- 5. Teachers' qualifications to conduct flipped classroom:** It is apparent from table (20) that most of the EFL teachers think that they are qualified for implementing the flipped classroom. However, 40% of the respondents believe they still need more training to be able to apply the flipped classroom.

### **Summary**

This chapter presented the results of the statistical analysis of the study questions and hypotheses which consists of three sections. The first one was concerned with the descriptive analysis of EFL teachers' attitudes towards the implementation of flipped classroom during the COVID-19 pandemic at schools of Qalqilia Governorate in three domains. The second part dealt with the results of the hypotheses and study variables (gender, qualification, years of experience, place of graduation and training courses taken on flipped classroom). The third section was concerned with the results related to the second tool of the study (the interview). The results in this chapter indicated that the majority of the respondents were in favour of the implementation of flipped classroom.

## **Chapter Five**

### **Discussion, Conclusion, and Recommendations**

- **Introduction**
- **Discussion of the results**
- **Conclusion**
- **Recommendations**

## **Chapter Five**

### **Discussion, Conclusion, and Recommendations**

#### **Introduction**

This chapter discusses the results of the main question and the hypotheses of the study which includes the variables (gender, qualification, years of experiences, place of graduation, and number of training courses taken). The current chapter also discusses the results of the interview and ends with conclusions and recommendations.

#### **Discussion of the results**

##### **Discussion of the results of the main question**

- **What are the attitudes of English language teachers of elementary schools towards the implementation of flipped classroom learning strategy during the COVID-19 pandemic in Qalqilia Governorate?**

The results showed that the total degree of English foreign language teachers' attitudes in the three domains of the questionnaire was 3.72 which illustrated a high level of attitude.

Below is the discussion of the three domains:



**The First domain: teachers' attitudes towards the implementation of flipped classroom:**

The first domain consists of 10 items the total degree of which was 3.66 which is considered a high level of estimation. The highest means was for item 4 (Flipped classroom encourages teachers to develop their ability of communication). It can be explained that English foreign language teachers agree that the flipped classroom improved their ability of communication by utilising different platforms of technology during the pandemic. This result coincides with the results of Kawinkoonlasate (2020) and Dweikat & Raba (2018) who found that the teachers have positive attitudes towards using different means of technology which enabled teachers to design their materials depending on the course needs using alternative tools of technology which also empowered their information and communication skills.

The Items (7 and 9) clarify the advantages of using flipped classroom in implementing more in-class activities and extending learning outside the classroom walls as students have classes at home. The results go in line with Chilingaryan & Zvereva (2017) who illustrated how teachers can use time effectively to increase self-motivation and higher critical thinking which is supported by Foertsch et al. (2002) who claimed that time inside the classroom can be used for problem-solving, and more interaction between students and teachers take place.

Item (10) which indicated that flipped classroom can be used in different subjects was illustrated in a study by Halili and Zainuddin (2016) who showed that different fields were practiced in the flipped classroom method which brings a favourable influence toward students' learning efficiency. Also, FC can be effective as shown in another study by Chick et al, (2020) who confirmed that the flipped classroom strategy was the only way to save and mitigate the loss of learning day after day.

Item (8) indicated that the flipped classroom encourages teachers to create an active and dynamic environment inside the classroom. This is in harmony with Yen (2020) who showed that the classroom atmosphere turned into a dynamic, enjoyable, and cheerful one which led students to gain different skills and motivated them to engage in group discussions.

Items (1,2 and 6) indicated that the flipped classroom motivates teachers to exchange ideas to set up structure, gives the chance for the teachers to recognize the difficulties they face, and develops their teaching experience during the pandemic. These items are supported by Hebebcı et al. (2020) who stated that through flipped classroom, teachers will gain more experiences in using technology which will enable them to exchange ideas. Another study of Atmojo & Nugroho (2020) and Dhawan (2020) revealed that the teachers encountered some challenges during the pandemic. Moreover, teachers' challenges stem from the sudden change from offline method into online method.

Item (5) indicated that the flipped classroom allows teachers to be facilitators to strengthen students' interactive learning. This result agrees with Dhawan (2020) which stated that the role of students is changing from teacher-centred into student-centred and the result is also supported by Chilingaryan & Zvereva (2017) who maintained that the teachers became counsellors and facilitators. Furthermore, Bawaneh & Moumene (2020) stated that students were more engaged in class activities and gained deep understanding.

Item (3) stated that the flipped Classroom is considered as an effective approach in language teaching. Some studies such as Nouri (2016), Adedaja (2016), and Dweikat & Raba (2018) which were conducted before the pandemic agreed that flipped classroom is an effective approach in language teaching which showed a positive impact towards its implementation. The studies revealed important results as it increased motivation and engagement, enhanced active learning and deep understanding, and empowered teachers' information and communication technology skills. However, Naw (2020) and Hava (2021) who conducted their studies during the pandemic indicated both positive and negative aspects towards the implementation of the flipped classroom. Negative aspects as revealed in Naw's and Hava's studies stated that there were technical issues in relation to unavailability of logistics and difficulty to use technology.

Classroom encourages students to be more active in using different activities inside and outside the classroom. This result is supported by Earley

(2016) as well as Bawaneh and Moumene (2020) who indicated that students have positive attitudes towards flipped classroom as it increases their engagement inside the class to be more active and gain deep understanding.

The rest of the items (1-14) except for item (11) indicated that the flipped classroom enabled students to be self-responsible for their learning, promoted their self-confidence, helped them to understand the primary knowledge, allowed the time of the class to be more flexible, encouraged students to be independent learners by taking control of their own learning and the chance to choose where and how to learn, and enhanced their thinking skills. These results go with the study results of Carter et al. (2018), Chick et. al (2020), Dhawan (2020), Koceska et al. (2020), and Kawinkoonlasate (2020). The studies asserted that the flipped classroom allows students and educators to engage everywhere and anytime which is considered as immediate feedback. Also, the approach itself changes from teacher-centred into student-centred as flipped classroom enhances students' performance, engagement, collaboration, motivation, and strengthening their self-confidence. The results are supported by Hava (2021) who stated that the flipped classroom enables students to gain experience and acquire different research skills. Online learning alone, on the other hand, as indicated by Sutiah et al. (2020) made learners feel less engaged and socially isolated.

**The third domain: teachers' attitudes towards using technological innovations in relation to their engagement skills and how this technology affects students on the same level:**

The third domain consists of 8 items. The results showed that the highest level of estimation of teachers' responses towards the implementation of FC was (3.87) for all items. The highest mean of estimation goes to item 3 (FC helps teachers and students to use different tools of technology such as Microsoft Teams) which is (4.06). The results illustrated that the majority of EFL teachers have a positive attitude towards using technology in flipped classroom during the pandemic. Also, it indicated that utilising technology facilitated the learning process throughout delivering the material with different technological tools to meet students' needs.

The integration of Information and Communication Technology was a mean to achieve the goals of the education process during the pandemic. The results agree with Kawinkoonlasate (2020) who clarified the positive attitudes of teachers towards using various means of technology to promote their teaching environment. This result is supported by Foertsch et al. (2002) and Kay and Klestskin (2012) when they asserted that utilising technology is considered as a remediating tool. Also, it goes in line with the study results of Chick et. al, (2020) who used a teleconference technique instead of in-person meetings which enabled the trainees to watch the videos from different platforms such as Zoom and Skype on different devices (computers,

and smartphones) which showed high positive attitudes.

Items (1,2,4,5,6,7,8), scored between 3.69 and 4.00 which is considered a high level of responses. The items illustrated the effective role of utilising technology which allows teachers and students to engage deeply with technology, to construct knowledge to use different platforms, to involve students into classroom discussion and create their own environment inside and outside the classroom. The results are in harmony with Chick et. al (2020), Yen (2020), and Naw (2020) who confirmed that the integration of technology during the pandemic allows teachers to maintain the education process using different platforms of technology as students can engage anywhere at any time and to engage students in group discussions. Moreover, FC, via technology, helps the teachers to bridge the gap as it was the only way to use during the pandemic.

## **Discussion of the results of the study hypotheses**

### **Results related to the first hypothesis**

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes in implementing flipped classroom due to gender.**

After analysing the collected data using independent sample t-test, the results showed that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes towards the implementation of FC due to gender as ( $\alpha = 0.393$ ) was more than ( $\alpha \leq 0.05$ ). It can be interpreted that

teachers (males and females) teach the same level of students at schools (elementary level), face the same circumstances during Covid-19, and work under the same educational system.

### **Results related to the second hypothesis**

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes in implementing flipped classroom due to qualification.**

After analysing the collected data using independent sample t-test, the results showed no statistically significant differences at ( $\alpha \leq 0.05$ ) on the total score of teachers' attitudes towards implementing FC due to qualification as ( $\alpha=0.319$ ) was more than ( $\alpha \leq 0.05$ ). It can be interpreted that the majority of teachers (48) have (BA) while (13) of them have (MA). However, they live within the same circumstances of the educational environment, and they live under the same pressure.

### **Results related to the third hypothesis**

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes in implementing flipped classroom due to years of experiences.**

The researcher used One-way ANOVA to test if the differences are statistically significant. The results showed that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) on the total score of teachers' attitudes

towards the implementation of FC due to years of experience since ( $\alpha=0.895$ ) was more than ( $\alpha \leq 0.05$ ). It can be interpreted that teachers have the same educational environment. It should be noticed that the innovation of technology is not limited to individuals. Today, everyone uses technology such as smartphones. These results are supported by the study results of Dhawan (2020), Spoel et al. (2020), Chick et. al (2020), and Kawinkoonlasate (2020) which confirmed that most of the educators have less obstacles using technology. However, the biggest obstacle was the technical issue they faced while implementing FC including the power cut and lack of internet connection. This result goes in line with the questionnaire results of the third domain; item 3 *which was A flipped classroom helps teachers and students to use different tools of technology such as Microsoft Teams. This indicates a positive attitude towards using technology.*

### **Results related to the fourth hypothesis**

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes in implementing flipped classroom due to place of graduation.**

Analysing the collected data using independent sample t-test showed no statistically significant differences on the total score of teachers' attitudes towards the implementation of FC due to place of graduation since ( $\alpha=0.928$ ) was more than ( $\alpha \leq 0.05$ ). This shows that there are no differences among teachers due to the place of graduation. Due to the pandemic, all teachers



used the same strategy of learning which is considered a new method of learning for teachers.

### **Results related to the fifth hypothesis**

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of EFL teachers' attitudes in implementing flipped classroom due to number of training courses taken.**

The researcher used One-Way ANOVA to test if the differences are statistically significant. The results illustrated that there are no statistically significant differences on the total score of teachers' attitudes towards the implementation of FC during the COVID-19 pandemic due to the training courses taken since ( $\alpha=0.916$ ) was more than ( $\alpha \leq 0.05$ ). The results can be interpreted by saying that teachers have the same training courses at the same time to enable them to facilitate the process of education during the pandemic which indicated that 37 teachers had one course, 14 teachers had two courses, and 10 teachers had more than three courses at the same period.

### **Discussion of the results of the semi-structured interview**

#### **Results related to the first question of the interview**

**Do you think that the flipped classroom helps you to continue the education process during the pandemic?**

The majority of the teachers have a positive perception towards the implementation of the FC during the pandemic since 75% of them assured

that FC was effective and efficient during the pandemic. Their results go with the questionnaire's results, when FC enables teachers to maintain the stability of the education system. As a result of the innovation of technology, it enabled the teachers to set up structured classes for the flipped classroom and helped them to develop their communication skills. It also encouraged them to create active and dynamic environment.

Moreover, FC encourages students to be more active using different activities at home and in class, and motivates them to be autonomous learners during the pandemic. The results go in harmony with the study results of Naw (2020) and Chick et. al, (2020) in which utilizing FC via technology was the only way to overcome any expected problem. Also, it was the only way to mitigate the loss of learning day after day as it was a challenge for educators to adopt a new strategy to rescue the education system. This was supported by Koceska et al. (2020) who emphasized that the flipped classroom and online teaching should be adopted not only in the pandemic crisis, but also after it as it proves its effectiveness on student's engagement, motivation and their theoretical knowledge. On the other hand, a study by Abuhmaid et al. (2020) compared between online learning and a hybrid model showed a negative attitude towards the online learning strategy proves its ineffectiveness compared to flipped learning which attracted teachers' attention and ensured its effective role as a method during the COVID-19 pandemic.

Around 25% of teachers responded negatively while other teachers have some limitations on the subject as shown below:

*“... You must know how to use FC carefully.”*

*“Yes, if they have good internet connection.”*

These responses go in line with Octaberlina & Muslimin (2020) who clarified that learners could not engage with the learning process during the pandemic because of the bad internet connection and being unfamiliar with the new strategy of learning. It also supported by the study results of Hava (2021) which stated that FC enabled teachers to gain experiences and to acquire different skills on FC, however, students encountered some challenges with technical facilities such as poor internet connection.

### **Results related to the second question of the interview**

**Do you think that flipped classroom changes the role of the teachers?  
How?**

The majority of teachers agreed that the role of the teachers changed since 65% of them have the same attitude. Some examples are illustrated in their responses as shown below:

*“Yes, it gives a bigger role to students as self-dependent learners. This learning approach works better with mature student as it enhances their upper-level thinking levels.”*

*“Yes, the teacher is a facilitator for the process of teaching.*

*Learning is a student-centred process in flipped classroom.”*

Their responses go with the study results of Chilingaryan & Zvereva (2017), Dweikat & Raba (2018), Dhawan (2020), Kawinkoonlasate (2020), Spoel et al. (2020), Hebebcı et al. (2020) who stated that the role of teachers and students will flip the learning process in many aspects as teachers become counsellors and students shift from passive to active learners, from teacher-centred to student-centred. Also, it will enable students to be self-learners as they will gain more experience in technical research skills. This agrees with the questionnaire results that FC allows teachers to be facilitators to strengthen students' interactive learning, develop teachers' experience, encourage students to be more active and responsible for their own learning, and promote students' confidence,. On the other hand, teachers are expected to face difficulties in monitoring their students. This result goes in line with the study results of Spoel et al. (2020) as the researchers indicated that the percentage of difficulty faced by teachers to monitor students increased from 7% to 24%. This is supported by the interview results as one of the teachers explained that the role of monitoring students decreases.

*“Yes. The teacher loses his role in controlling the classroom.”*

*“Somehow. He /she has to be able to solve technological problems when they arise as well as controlling the student who are unseen”*

### **Results related to the third question of the interview**

#### **What kind of preparations do you follow to assure maximum interaction in your flipped classroom?**

From the interviewees' responses, it is illustrated that teachers made big efforts during the pandemic by utilizing different applications in order to deliver knowledge effectively. The results are in line with Kay and Klestskin (2012), Nouri (2016), Chick et. al (2020), Hebecci et al. (2020), Kawinkoonlasate (2020) who clarified the positive perception of using different platforms of technology such as video broadcasting which increases students' motivation, engagement and lead to more effective learning. Also, the use of video conference technique allows them to watch live videos and take part in open discussions where they can log in from computers and smart phones using different platforms such Zoom and Skype at any time. Hence, the participating students gain deep understanding of the material and teachers are able to design the materials depending on the course needs. The results go in line with the participants' answers as illustrated below:

*“Provide them with multiple ways to deliver the information I need to make sure that the required duties are clear and suitable.”*

*“Using prepared attractive material. as videos, slides etc. In order to attract their attention and kill boredom.”*

*“Giving them the material previously to be prepared.”*

These responses go in line with the questionnaire results that FC enables students to construct knowledge, helps teachers and students to use different tools of technology such as Microsoft Teams, which permits teachers to meet their students any time and using other applications such as Zoom, which motivates students to be involved in the classroom discussions.

However, some teachers expressed their fear of the power cut and poor internet connection. Others explained that they feared the inability to deliver knowledge to students to help them comprehend the content of the material. The results go in line with Naw (2020) and Octaberlina & Muslimin (2020) who indicated that the difficulties faced by both teachers and students arise when the internet connection is unavailable, and being unfamiliar with technology techniques. Some of the examples are shown below:

*“To make sure that your laptop and internet connection are okay.”*

*“I use ordinary preparation with links used in case of shut down.”*

### **Results related to the fourth question of the interview**

#### **Do you encourage adopting the flipped classroom technique after the pandemic?**

The majority of teachers, 60% do not encourage adopting the FC approach after the pandemic as they assure the important role of the traditional way of teaching students face-to-face. They expressed their preference to use it for homework research tasks and in emergencies as a

specific need. The results go in line with Damm (2020) who stated that all schools all over the world will move from the traditional way in teaching into online learning during the COVID-19 pandemic, but after the pandemic, all teachers and students will get back to their schools.

The results are inconsistent with Koceska et al. (2020) who emphasized that FC and online learning should not only be used during the pandemic crises, but also after it finishes. They confirmed that this idea is related to students' engagement, collaboration, motivation and maximizing the theoretical knowledge for students. The study results of Koceska et al. do not go in line with some teachers' responses as shown below:

*“It depends on the capabilities offered.”*

*“Just for homework.”*

*“Only when there is a specific need for that method of learning or when the educational benefits are worth adopting it in the learning process.”*

*“Face to face learning is an essential part of education, irreplaceable!”*

These responses go in line with Sutiah et al. (2020) who stated that most students favored face-to-face classrooms as they felt less engaged, socially isolated, and revealed their anxiety of not achieving the goals of their studies.

### **Results related to the fifth question of the interview**

#### **Do you think that you are qualified enough to conduct a flipped classroom?**

More than half of the interviewees, 60% indicated that they are qualified enough to conduct flipped classroom activities. The researcher believes that the results are related to teachers' previous knowledge in technology use. At the same time, the Ministry of Education provided them with training courses during the pandemic to enable them to facilitate the learning process, however, 40% of the interviewees indicated that they are not qualified enough to that kind of teaching due to different reasons such as insufficient training, new methods of teaching, poor internet connection, inability to buy devices for big families, and the frequent power cut.

These results go in harmony with Naw (2020), Octaberlina & Muslimin (2020), Atmojo & Nugroho (2020), and Hebebcı et al. (2020) who indicated that teachers faced some challenges during the implementation of FC such as power cut, being unfamiliar with technology techniques, internet connection, and lack of readiness. Examples of interviewees responses are below:

*“Yes, as long as I am capable of using modern technology. And have a good idea of what my role would be.”*

*“To some extent, I need more training.”*



*“It needs practicing, now we’re better than before.”*

*“Yes, but there isn’t much possibilities, first of all the poor internet connection, also the families’ inability to buy enough devices for all their children.”*

The above responses are supported by Dhawan (2020) who stated that online learning is considered as a unique challenge for institutions of education to engage learners in the teaching process while teachers’ challenges were the stems of the sudden shift from offline methods into online methods.

## **Conclusion**

The present study aimed to investigate the EFL teachers’ attitudes towards the implementation of flipped classroom during the COVID-19 pandemic and to identify the role of gender, qualification, years of experience, place of graduation, and training courses taken on FC on the teachers’ attitudes. The results of the study illustrated positive attitudes from EFL teachers towards the implementation of FC. Also, there were no statistically significant differences at ( $\alpha \leq 0.05$ ) on the total score of teachers’ attitudes. The results of the interview illustrated five themes namely:

First, the flipped classroom helps teachers to proceed with the education process as it is proved as an effective method. Second, the flipped classroom also changes the role of the teacher from being in control to acting

as a guide, a facilitator, and a monitor while students' role changed to become more autonomous in their learning. Third, the flipped classroom helps teachers to maximize the use of different applications and various platforms of technology to deliver knowledge to learners. As a result, this minimizes the gap of losing the process of education. Fourth, the flipped classroom can be used in difficult circumstances (e.g., bad weather condition, closure between cities, crises), but we cannot give away face-to-face teaching. Fifth, teachers had some experience in using technology, but due to the pandemic, they developed their technology skills while using different platforms of technology to enhance their teaching skills.

The study results showed that elementary English foreign language teachers' attitudes towards the implementation of flipped classroom in Qalqilia Governorate were positive. Therefore, the flipped classroom strategy was effective and beneficial, particularly in urgent situations such as the COVID-19 pandemic. Moreover, the technological advances nowadays proved its effectiveness because teachers were able to implement the flipped classroom effectively and helped them use different platforms to create interactive learning environment. However, there were some limitations in regard to the implementation of the flipped classroom strategy on elementary school students. Therefore, to ensure the success of the flipped classroom strategy, students should be supervised by parents and teachers should follow up with students. Eventually, the implementation of the flipped classroom helped in keeping the learning process on the track.

## **Recommendations**

In the light of the results of the study, the researcher suggests to consider the following:

### **For curriculum designers:**

1. Curriculum designers are advised to develop the curriculum to suit circumstances which might occur to ensure the quality of education and keep the process of learning on-going.
2. Curriculum designers are advised to add activities related to the flipped classroom in each unit of the curriculum.

### **For the Ministry of Education:**

The Ministry of Education should benefit from the challenges encountered by teachers and students during the pandemic and consider the following:

1. The Ministry of Education recommended to ensure providing a permanent internet connection for teachers.
2. The Ministry of Education is recommended to provide teachers with the help they need such as logistics (e.g., electricity alternatives in case of power cut, good internet connection).
3. The Ministry of Education is advised to enable teachers to use technology effectively. Hence, training courses should be conducted

based on the needs of the teachers.

4. To conduct a national survey periodically by the Ministry of Education to identify the challenges which might face teachers and students and make necessary changes.
5. To provide technical support at schools to help facilitate the learning process for both educators and learners.
6. To provide computer labs at schools to increase the skills of using technology for students.

**For further research:**

1. Other researchers are advised to analyse the attitudes of students for better understanding of how to overcome issues related to the education process.
2. To compare between public schools and private ones in terms of using the flipped classroom strategy under the COVID-19 pandemic.
3. To conduct studies in other regions with different samples.
4. To conduct a comprehensive study on public, UNRWA and private schools in regards to the implementation of the flipped classroom.
5. To examine the challenges and obstacles faced the implementation of flipped classroom by public, UNRWA and private schools' teachers.

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## **Appendices**

**Appendix (A): Questionnaire**

**Appendix (B): Interview Questions**

**Appendix (C): The Validation Committee for the Questionnaire**

**Appendix (D): Permission from the Ministry of Education, Centre for Educational Research and Development to facilitate conducting the study**

## **Appendix A**

### **Questionnaire**

An\_Najah National University

Faculty of Graduate Studies



**Dear EFL teachers,**

This questionnaire aims to collect data about EFL teachers' attitudes towards the implementation of flipped classroom during Corona Pandemic.

Please read the four parts carefully and tick the choice that corresponds to your opinion. Your answer will be confidential and will be used for research purposes.

Thank you for your cooperation.

**The researcher,**  
**Khlood Fanounna**

## Part 1

### Demographic Data

- **Gender:**

1- (     ) Female

2- (     ) Male

- **Qualifications:**

1- (     ) Diploma

2- (     ) BA

3- (     ) MA

4- (     ) PhD

- **Years of Experience:**

1- (     ) Less than 5 years

2- (     ) 5 – 10 years

3- (     ) More than 10 years

- **Place of Graduation:**

1- (     ) Local universities

2- (     ) Arab

universities

3- (     ) Western universities

- **Training Course taken on flipped classroom:**

1- (     ) One course

2- (     ) Two courses

3- (     ) Three or more courses

## Part 2

### Teachers' attitudes towards the implementation of flipped classroom

No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	A flipped Classroom develops my teaching experience during the pandemic.					
2	A flipped Classroom motivates teachers to exchange ideas and set up structures for an online teaching environment.					
3	A flipped Classroom is considered as an effective approach in language teaching.					
4	A flipped Classroom encourages teachers to develop their ability of communication.					
5	A flipped Classroom allows teachers to be facilitators to strengthen students' interactive learning.					
6	A flipped Classroom gives the chance for teachers to recognize the difficulties they face.					
7	A flipped Classroom permits teachers to implement more class activities					
8	A flipped Classroom encourages teachers to create an active and a dynamic environment inside the classroom.					
9	A flipped Classroom enables teachers to extend learning as students have classes at home and activities at school.					
10	A flipped Classroom can be used in different subjects.					

### Part 3

#### Teachers' attitudes on how the implementation of flipped classroom affects students

No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	A flipped Classroom enhances students thinking skills.					
2	A flipped Classroom promotes learners' confidence.					
3	A flipped Classroom encourages students to be autonomous learners during covid-19.					
4	A flipped Classroom helps students to understand the required primary knowledge before class.					
5	A flipped Classroom gives the students the chance to choose where and how to learn.					
6	A flipped Classroom helps students to fully understand the material and to achieve the objectives.					
7	A flipped Classroom encourages students to take control of their own learning.					
8	A flipped Classroom allows students to monitor their overall achievement in the course.					
9	A flipped Classroom enables students to get recorded material whenever they want.					
10	A flipped Classroom allows the time of the class to be more flexible by using different activities and group discussions.					
11	A flipped Classroom encourages students to be more active using different activities at home and at class.					
12	A flipped Classroom enables students to construct knowledge as they will be exposed to new materials.					
13	A flipped Classroom motivates students to shift from teacher-centered approaches to student-centered approaches.					
14	A flipped Classroom enables students to be self-responsible for their own learning.					



## Part 4

**Teachers' attitudes towards using technological innovations on their engagement skills and how this technology affects students on the same level**

No.	27- Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	A flipped Classroom motivates students and teachers to engage deeply with technology.					
2	A flipped Classroom allows instructors to adopt online teaching methods during the pandemic.					
3	A flipped Classroom helps teachers and students to use different tools of technology such as Microsoft teams.					
4	A flipped Classroom motivates students to be involved in classroom discussions.					
5	A flipped Classroom enables students to construct knowledge using different platforms of technology.					
6	A flipped Classroom permits teachers to meet their students any time using applications such as zoom.					
7	A flipped Classroom encourages teachers to use technology to bridge the educational gap during the pandemic.					
8	A flipped Classroom enables students and teachers to create their own environment inside and outside the classroom.					

## **Appendix (B)**

### **Interview Questions**

<b>Second tool of the study “the interview”</b>
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- 1- Do you think that flipped classroom helps you to continue with the education process during the pandemic?
- 2- Do you think that flipped classroom changes the role of the teachers? How?
- 3- What kind of preparations do you follow to assure maximum interaction in your flipped classroom?
- 4- Do you encourage adopting the flipped classroom technique after the pandemic?
- 5- Do you think that you are qualified enough to conduct a flipped classroom?

Thank you

## **Appendix (C)**

### **The Validation Committee for the Questionnaire**

- 1- Dr. Khaled A. Dweikat**  
Associate Professor of English Language Curriculum and Instruction  
Al-Quds Open University / Nablus Branch
- 2- Dr. Majed Hasanin**  
Faculty of Arts – English Department Academic staff – Head of  
English Department  
Al-Quds Open University
- 3- Olfat Abu Jarad**  
Dean Assistant - Faculty of Art and Educational Sciences  
Palestine Technical University – Kadoorie
- 4- Omar Sedqy**  
Principle of Yasser Arafat Preparatory School
- 5- Sima Farid Issa**  
English Language Teacher at a Public school
- 6- Shuraq Amin Ahmed**  
UNRWA School English Language Teacher

## Appendix (D)

### Permission from Ministry of Education, Centre for Educational Research and Development to facilitate conducting this study

State of Palestine  
Ministry of Education  
Center for Educational Research and Development



دولة فلسطين  
وزارة التربية والتعليم  
مركز البحث والتطوير التربوي



رقم: و ت / ٨٣٠ / ١٣  
التاريخ: 10 / 12 / 2020م

نحن بهذه الأمر  
تسهيل مهمة بحثية

يهدىكم مركز البحث والتطوير التربوي أطيب تحية، ويرجو منكم تكريم بتسهيل مهمة الباحثة:

"خفود سعيد فنونة"

من جامعة النجاح للحصول على المعلومات اللازمة لإعداد دراستها بعنوان:

توجهات معلمي اللغة الانجليزية في المدارس الأساسية تجاه تطبيق استراتيجية الصف المقلوب خلال جائحة كورونا في محافظة قلقية

ملاحظات:

- تتضمن الدراسة تطبيق استبيانات ومقابلات على عينة من معلمي اللغة الانجليزية في المدارس الأساسية في محافظة قلقية بواقع 67 استبانة و 30 مقابلة.
- ت/تتولى الباحثة أنشطة جمع البيانات بالتنسيق مع مسفي الجودة والبحث والتطوير في المديرية.
- الاستجابة على الأدوات البحثية من قبل عينة المبحوثين طوعية.
- نظراً لطروف الجائحة يتم تطبيق أدوات البحث عبر النماذج المحوسبة دون تواصل وجاهي مع المبحوثين.

مع الاحترام،،

د. محمد مطر

/ دكتور مطر

إمدير مركز البحث والتطوير التربوي



مسف:

عضوة وكن الوزارة المسف:

عضوة الوكلاء المسافين المسف:

السيد مدير عام التربية والتعليم - قلقية المسف:

د. نواز علي المسفرو المسفوف على الرسالة "سرور لكثري" [ncerd@moe.edu.ps](mailto:ncerd@moe.edu.ps)

Tel ( + 970-562-501092 ) E-mail ( [ncerd@moe.edu.ps](mailto:ncerd@moe.edu.ps) )

جامعة النجاح الوطنية

كلية الدراسات العليا

اتجاهات معلمي اللغة الانجليزية في المدارس الأساسية نحو تطبيق  
استراتيجية الصف المقلوب خلال جائحة كورونا في محافظة قلقيلية

إعداد

خلود سعيد فنونه

إشراف

د. فواز عقل

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس  
اللغة الانجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2021

## اتجاهات معلمي اللغة الانجليزية في المدارس الأساسية نحو تطبيق استراتيجية الصف المقلوب خلال جائحة كورونا في محافظة قلقيلية

إعداد

خلود سعيد فنونه

إشراف

د. فواز عقل

الملخص

أثر التحول المفاجئ من البيئة التعليمية للتعلم الوجيه الى الصف المقلوب بسبب جائحة كورونا على استمرارية العملية التعليمية ولهذا فإن هذه الدراسة تهدف الى التعرف على اتجاهات معلمي اللغة الانجليزية في المدارس الاساسية حول تطبيق استراتيجية الصف المقلوب خلال الجائحة. اضافة الى التعرف على أثر المتغيرات الآتية: الجنس والمؤهل العلمي وسنوات الخبرة وعدد دورات التدريب ومكان التخرج على اتجاهات المعلمين.

ولتحقيق أهداف الدراسة، قامت الباحثة بإعداد استبانة مكونة من 32 فقرة اما بالنسبة للمقابلة فقد تكونت من خمسة أسئلة وبسبب جائحة كورونا تم استخدام موقع جوجل للنماذج الالكترونية وتم استخدام تطبيقان من وسائل التواصل الاجتماعي وهما واتساب وماسنجر للمقابلة لجمع المعلومات وتكون مجتمع الدراسة من 97 معلما ومعلمة للغة الانجليزية في المدارس الاساسية في محافظة قلقيلية ولقد تم توزيع الاستبانة وأسئلة المقابلة على عينة عشوائية حيث أن 61 من المعلمين استجابوا للاستبانة بينما 21 معلما ومعلمة فقط شاركوا في المقابلة.

أظهرت نتائج الدراسة أن 75% من المعلمين كانت لهم اتجاهات ايجابية نحو تطبيق الصف المقلوب خلال جائحة كورونا ولم تكن هناك فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha \leq 0.05$ ) على المتغيرات. ولقد اظهرت نتائج الدراسة بأنه بالرغم من الاتجاهات الايجابية نحو تطبيق استراتيجية الصف المقلوب خلال جائحة كورونا الا ان المعلمين قد أكدوا على أهمية التعلم الوجيه باستمرار لفائدته العالية وأوضحوا بأنه يفضل استخدام استراتيجية الصف المقلوب في ظل الظروف الطارئة فقط.

في ضوء نتائج هذه الدراسة، قدمت الباحثة بعض التوصيات للإسهام في تعزيز العملية التعليمية والتي تتضمن أهمية القيام بدراسات أخرى تعمل على مقارنة استخدام استراتيجية الصف المقلوب في المدارس الحكومية والمدارس الخاصة خلال الجائحة. كذلك، أكدت الباحثة على أهمية القيام بدراسات أخرى في مناطق مختلفة على عينات مختلفة. وتعتقد الباحثة بأن إضافة أنشطة ذات علاقة باستراتيجية الصف المقلوب في كل وحدة في المناهج أمر ضروري للغاية.