

**An-Najah National University**

**Faculty of Graduate Studies**

**The Role of Integrating Flipped Classroom Strategy in  
Promoting English Language Skills as Perceived by  
English Language Teachers in South Nablus Schools**

**By**

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**This Thesis is submitted in Partial Fulfillment of the Requirements for  
the Master Degree of Methods of Teaching English, Faculty of  
Graduate Studies, An-Najah National University, Nablus, Palestine .**

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**This thesis was defended successfully on 21 /12 /2021 and approved by:**

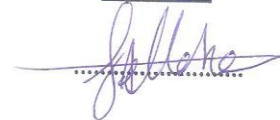
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**Signature**



### III

#### **Dedication**

First of all, it is my honour to dedicate this scientific endeavor to my husband Muhammed, the true supporter who is always beside me in the course of my study. A special dedication is given to my father-in-law – May Allah Have Mercy on Him- who encouraged me to pursue my higher education.

I also dedicate my work to my loving parents whose everlasting support and encouragement never left my aside.

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أنا الموقعة أدناه، مقدمة الرسالة التي تحمل العنوان:

دور دمج استراتيجيات الصف المقلوب في تعزيز مهارات اللغة الإنجليزية كما يتصورها مدرسو

اللغة الإنجليزية في مدارس جنوب نابلس

The role of integrating flipped classroom strategy in promoting English language skills as Perceived by English Language Teachers in south Nablus schools

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وإن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

#### 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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Date:

التاريخ: ١٢/١٠/٢٠٢١

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**The role of integrating flipped classroom strategy in promoting English language skills as perceived by English language teachers in south Nablus schools**

**By**

**Saba' Khalid Ameen Nazzal.**

**Supervisor**

**Dr. Fawaz Aqel**

**Abstract**

The current study aimed to investigate the role of integrating the flipped classroom strategy in promoting the language four skills as perceived by English language teachers in south Nablus schools. Moreover, the study aimed to explore the role of gender, qualification, years of experience, and specialization on the teachers' attitudes.

In order to achieve these objectives, a mixed - method approach utilizing both qualitative and quantitative methods was used. Data were collected through a questionnaire and a semi-structured interview during the scholastic year 2020-2021. The sample consisted of 92 EFL teachers (71 females and 21 males).

The results showed that the total degree of the role of integrating the flipped classroom in promoting the four skills of the English language as perceived by English language teachers in south Nablus schools scored a high level of estimation. Furthermore, the total degree of the overall attitudes of English language teachers in south Nablus schools towards using the flipped classroom indicated a positive attitude since the results scored a high level of estimation. In relation to the hypotheses, the results showed that there were no statistically significant differences in the

attitudes of English language teachers towards the role of integrating the flipped classroom in promoting the language four skills due to gender, qualification, and specialization. However, statistically significant differences were found due to years of experience variable.

Based on the study results, a number of recommendations were offered to those who involved in the context of teaching English as a foreign language. In this respect, EFL teachers are recommended to use the flipped classroom model either under normal or exceptional situations so as to maximize students' participation and their active roles. Additionally, these teachers are recommended to work continuously towards their own professional development mainly in updating their methods of teaching. With regard to the decision makers at the Ministry of Education, they are recommended to organize online and face-to-face training courses and workshops to provide novice teachers and experienced teachers with theoretical and practical knowledge in the field of the flipped learning model. They are also recommended to hold yearly competitions among the teachers which focus on the best practices of the flipped learning model. Preparing a guide on flipped learning model to be posted onto the e-learning portal of the Ministry is a further recommendation given to the decision makers.

Curriculum designers at the Ministry of Education are recommended to integrate specific content and activities into the EFL curricula through

utilizing technological advancements including YouTube videos, website links, search engines, social media, Wikipedia and the like.

Researchers are also recommended to carry out experimental or quasi – experimental studies to explore the effectiveness of flipped classroom model on students' achievement. Future research may also be conducted to explore the attitudes of parents and students towards the use of flipped classroom.

## **Chapter One**

### **Introduction and Theoretical Background**

## **Chapter One**

### **Introduction and Theoretical Background**

#### **1.1. Preview**

This chapter presents a brief introduction about flipped learning and its main features. It also introduces the objectives of the study, the statement of the problem, and the study significance for different beneficiaries. Moreover, the chapter presents the questions and hypotheses of the study, the limitations and the operational definitions of the terms used throughout the study.

#### **1.2. Introduction**

Education has been widely recognized as an essential force that plays an influential role in the development of people and nations alike. For any educational system to remain resilient and successful, it requires constant development to sustain creative educational models capable of offering what traditional systems failed to do especially during exceptional conditions. In this regard, Abu Safiyeh & Farrah (2020) stated that educational institutions worldwide took serious decisions to continue the teaching/learning process while still engaging the students inside and outside the classroom amid the COVID-19 pandemic. Additionally, taking into account the recent advancement in Information and Communication Technology (ICT), the current educational systems are forced to work hard to integrate the latest technologies in education to cope with the challenges facing the world in general and education in particular. Luckily, the latest

technological advancements have made flipping the classroom easier for teachers to try and more accessible by students to follow (Lage & Platt, 2000) which might be due to introducing the emerging technologies and mobile devices into the process of EFL learning which positively affected the quality of learning outcomes (Namaziandost & Çakmak, 2020). Hidayat & Praseno (2021) argue that the flipped classroom is a reverse teaching strategy that involves the use of technology as a learning media to fit the features of millennial students.

Examples of recent technologies in the 21<sup>st</sup> century include the spread of the Internet, personal computers, smart phones, and social media which are currently used by teachers and educators to develop new teaching and learning models and strategies (Dweikat & Raba, 2018). For instance, moving from traditional learning activities to digital platforms, videoconferencing tasks, or groups on social media has paved the way to e-learning model (Vereş et al., 2020) which gave birth to the blended learning model that supports the development of the flipped classroom model (Ardid et al., 2015).

The recent situation amid the COVID-19 pandemic has forced all educational systems to look for rapid alternatives and solutions to ensure the continuity of education during the current unprecedented pandemic. Hence, new teaching models have appeared to compensate for the absence of face-to-face teaching such as distance learning, mobile learning, online learning, e-learning, home learning and blended learning. The flipped



learning approach or, the flipped classroom model (FCM), as named by many educators, is seen as one of the latest models in teaching and learning. This model of blended learning is intended to create an outstanding change in traditional teaching methods, and allocate the teaching time to provide the students with more in-class opportunities to learn (Öztürk<sup>1</sup> & Çakıroğlu, 2021). Accordingly, students are given the chance to benefit from the classroom time to practice what they have learned outside the classroom utilizing collaborative group work, problem solving, discussions, and project-based work (Huang & Hong, 2016). Such tendency to empower the active role of EFL students has led to the notion of the learner-centered approach that prioritizes active and collaborative learning (Abdullah et al., 2020).

In this respect, researchers and educators around the world have worked hard to provide a comprehensive definition of flipped learning to clarify its concept. For example, Lage et al.(2000) claimed that the flipped classroom involves activities that take place outside the classroom environment instead the traditional classroom alone. By the same token, Bergmann & Sams (2012) confirmed this definition when maintaining that in such an instructional model what is traditionally done in class is done at home, and what is traditionally done as homework is now completed in class. In this respect, such claim seems to be in line with Alghasab (2020) who argued that the flipped classroom is an instructional approach that stimulates students to prepare their lessons at home using online materials provided by their teachers. Milman (2012) assured that the flipped classroom involves a

form of knowledge transfer in favor of students' active participation through using videos, discussions, group work and applications performed in the classroom environment. (Al-Samarraie, Shamsuddin & Alzahrani, 2019).

Recently, Vereş & Muntean (2021) maintain that the flipped classroom is a form of blended learning that enables the students to acquire knowledge through watching videos or studying documents, materials posted on websites, PowerPoint presentations, animation films to work on home - based activities, to help them actively involved in the deepening of knowledge in the classroom under the teacher's guidance. Meanwhile, Öztürk& Çakıroğlu (2021) believe that the flipped classroom model provides students with more opportunities to interact with the learning content and their peers inside the classroom so that they learn actively rather than passively. The result of such interaction might be reflected in helping students to think critically and creatively and helping them to learn on their own.

Learning English may entail some problems for a large number of learners in some communities like the Palestinian community where English is taught and learnt as a foreign language with very few opportunities to practice English outside the classroom. These problems might be attributed to the curriculum, materials and resources used, evaluation methods, and the traditional method of teaching which is still adopted by Palestinian teachers (Abu Nada&El Sourani, 2018).

In this respect, even under the normal conditions, the traditional methods of teaching are seen by many educators, including the researcher of this study, as invalid and outdated methods for many reasons. One of these reasons lies in the fact that the students and the teachers are surrounded by various types of technologies and resources that can be integrated in education. The second reason is that in traditional teaching classes, the teacher is the center of the educational process while the students are passive bystanders who are accustomed to their traditional teacher with very few opportunities to interact. In such traditional classrooms most of the learning, if real learning takes place inside the classroom, the students are required to go home with homework assignments to work on at home either on their own or with the help of a parent or a relative. This ongoing situation seems to leave negative effects on students' learning and their well-being when they get frustrated or show some kind of reluctance to do their homework or even to participate inside the classroom.

As a response to these traditional systems, modern educational approaches tend to consider the learner as the center of the educational process which must take into account the learners' needs, interests and their learning styles as well. The aim is then to provide the learners with new learning methods and skills that enhance their critical and creative thinking, interaction, communication and collaboration in addition to strengthen their active role inside and outside the classroom. Furthermore, several studies have reported the positive attitudes of teachers and students towards the implementation of the flipped classroom model (Alghasab,2020; Luo

et.al,2020;; Zhang,2017; Bataineh & Al-Sakal,2021;Chatta & Haque ,2020; Li & Suwanthep ,2017), to name a few. Other studies have revealed outstanding improvement in students' achievement and their skills in different areas and domains (Hidayat & Praseno,2021; Abu-Safiyeh & Farrah,2020; Altas & Mede, 2021;Altas & Mede, 2021; Tarisman & Hanafi , 2019;Tarisman & Hanafi, 2019; Al-Rawajfah, 2019).

Based on the aforementioned introduction, education in the 21<sup>st</sup> century needs to pay great attention to new teaching strategies that promote students' motivation, engagement, interaction, self-learning and their active role inside and outside the classroom. Hence, the current study aims to investigate the role of integrating the flipped classroom model in promoting English language skills as perceived by English language teachers in the schools of south Nablus.

### **1.3. Statement of the Problem**

The nonstop changes and challenges in the current century require all educational institutions to redouble their efforts to help EFL teachers find new methods and strategies to cope with students' needs and interests. Such requirement might be absent in some communities for one reason or another. Besides, the current situation amid the COVID-19 pandemic has forced all educational institutions around the world to move from traditional teaching to online and blended learning as a result of the technological developments. Nevertheless, it seems that not all EFL teachers in Palestine are strongly motivated and convinced to employ the

flipped learning model as revealed by some teachers regardless of the large number of studies that showed various advantages of using this model in teaching and learning English as a foreign language. What seems demotivating is that some teachers still tend to use traditional teaching methods that emphasize the role of the teacher at the expense of the role of the student without giving importance to student's thoughts, needs and interests. Under such situations, the problem emerges with the need to improve and update methods of teaching English as a foreign language in the Palestinian context in normal and exceptional conditions. Moreover, there must be some tendency to increase students' active role in the learning process and promote their motivation since several studies indicated the positive effect of using the flipped classroom strategy on enhancing students' motivation and learning as well. Accordingly, the current study aimed to answer the question: What is the role of integrating the flipped classroom strategy in promoting the language four skills as perceived by English language teachers in south Nablus schools?

#### **1.4. Objectives of the study**

The main objective of the current study is to explore the role of integrating the flipped classroom strategy in promoting the language four skills as perceived by English language teachers in south Nablus schools. Furthermore, the study aims to explore the role of gender, qualification, years of experience, and specialization on the teachers' attitudes.

### **1.5. Questions of the study**

To achieve the objectives of the study, one main question and four sub-questions were posed to guide this study as follows:

#### **Main question**

What is the overall attitude of English language teachers in South Nablus schools towards using the flipped classroom strategy?

#### **Sub-questions**

1. What is the role of integrating the flipped classroom strategy in promoting the writing skill as perceived by English language teachers in South Nablus schools?
2. What is the role of integrating the flipped classroom strategy in promoting the speaking skill as perceived by English language teachers in South Nablus schools?
3. What is the role of integrating the flipped classroom strategy in promoting the listening skill as perceived by English language teachers in south Nablus schools?
4. What is the role of integrating the flipped classroom strategy in promoting the reading skills as perceived by English language teachers in south Nablus schools?

### **1.6. Hypotheses of the study**

In light of the aforementioned questions, the hypotheses of the study are formulated as follows:

1. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of English language teachers towards the role of integrating the flipped classroom strategy in promoting the language four skills due to gender.
2. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of English language teachers towards the role of integrating the flipped classroom strategy in promoting the language four skills due to qualification.
3. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of English language teachers towards the role of integrating the flipped classroom strategy in promoting the language four skills due to years of experience.
4. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of English language teachers towards the role of integrating the flipped classroom strategy in promoting the language four skills due to specialization.

### **1.7. Significance of the study**

The flipped learning model has gained obvious popularity in the last decade especially with the wide spread of internet technologies and social media networks. Such popularity is reflected in the large number of studies and projects that have been conducted around the world in both developed and developing countries. Thus, investigating the role of integrating the flipped classroom strategy in promoting English language skills is hoped to provide greater depth and insight into the possible advantages of using the flipped learning approach for teaching English in the Palestinian context in particular.

The results of this study are also hoped to provide the authors and designers of English for Palestine curricula with a framework to infuse the EFL textbooks with appropriate content and activities that help in implementing the flipped classroom strategy in English language teaching and learning. Moreover, the results of this study are hoped to encourage EFL teachers to use the flipped classroom strategy as a means to move towards more emphasis on student-centered approaches which give more active roles and responsibilities to the students.

The Palestinian Ministry of Education (MoE) is an expected beneficiary of the results of this study. The results are hoped to motivate the decision makers at the MoE to organize training workshops for EFL teachers on the optimal use of technology within the flipped learning strategy to achieve educational goals especially when the whole world, including Palestine, is



still suffering from the disastrous effects of the COVID-19 pandemic on education. All in all, investigating the perspectives of the teachers may be useful for other researchers to conduct experimental or quasi- experimental studies that tackle specific skills using the flipped learning strategy.

### **1.8. Limitations of the study**

The current study has the following limitations which might inhibit generalizing the results to other situations or groups:

1. **Topical limitation:** the study aimed to explore the role of integrating the flipped classroom strategy in promoting the English language skills as perceived by English language teachers.
2. **Human limitation:** The population of the study consisted of all EFL teachers in south Nablus schools, the number of which is 180, while the sample size was limited to 92 teachers who filled out the questionnaire and 11 teachers who participated in the face-to-face interviews.
3. **Locative limitation:** The study was implemented in South Nablus schools which are officially directed by south Nablus Directorate of Education.
4. **Temporal limitation:** The study was carried out during the second semester of the scholastic year (2020-2021) and during the spread of the COVID-19 pandemic.
5. **Instrumental limitation:** The instruments used to collect the required data included a questionnaire and a semi-structured interview.

### 1.9. Operational definitions of terms

**Flipped learning strategy:** An educational strategy that enables the teacher to use modern technologies including video clips, audio files, Internet technologies, YouTube, social media or other media in a way that encourages the students to study the basic content at home using their computers, smart phones or tablets before attending the classroom. The class time is devoted to discussions, projects, exercises and application.

**Flipped classroom strategy:** The flipped classroom is an active learning pedagogy that enables students to learn the learning content on their own time before attending the physical class. The class time is used for activities that promote comprehension, cooperation and discussion.

**English language skills:** as any human language, the English language has four basic skills: listening, speaking, reading and writing. These skills can be divided into productive and receptive skills. The productive skills include speaking and writing while the receptive skills include listening and reading.

**South Nablus Schools:** These are the public schools that managed and administered by the Directorate of Education (South Nablus). The number of these schools is 83 male and female schools. The Directorate was established in 2007 to serve the people who live in the villages and towns located in the southern part of Nablus city.

**1.10. Summary**

Chapter one included the introduction of the study which covered basic insights into the topic of flipped learning. It also presented the statement of the problem, objectives of the study, research questions, hypotheses and significance of the study. The chapter ended with limitations of the study, and the operational definitions of terms.

**Chapter Two**  
**Theoretical background and Review of**  
**Related Literature**

## **Chapter Two**

### **Theoretical background and Review of Related Literature**

#### **2.1. Introduction**

This chapter introduces the concept of flipped learning model and its history. Furthermore, the chapter presents different aspects relevant to the flipped learning model including its major features, components, advantages and disadvantages. Additionally, the chapter presents studies that investigated the possible implementations of the flipped learning model and the attitudes of both the teachers and the students towards this model of teaching and learning. The chapter ends with a summary of the major findings of the literature review and the gap existing in this field.

#### **2.2. Introductory theoretical background**

The immense advancements in Information and Communication Technology (ICT) have strongly invaded the world in the last three decades to the extent that they have had tremendous effects on all educational systems around the world. One of these effects can be seen in the emergence of new different models and methods of teaching and learning such as blended learning, online learning, distance learning, open learning and flipped classroom learning. These models and approaches are meant to cope with the changing needs of the 21<sup>st</sup> century students who are supposed to grow with different types of technologies around them such as smart

phones, social media, YouTube, search engines, online dictionaries, Smartphone dictionaries and so forth.

### **2.3. The start of Flipped Learning Model**

In response to the changes and developments that accompanied the latest revolution in ICT, educators all over the world have worked hard to find out parallel development in teaching and learning methods and strategies. The aim is to recommend strategies and pedagogies that can meet the needs and interests of the new generations of students who are known to be digital natives. Digital natives refer to individuals who were born during or after the integration of technology within the classroom, or the “digital age (Prensky, 2001) who are usually fluent in acquiring and learning all sorts of new technology (Mete et al., 2017).

As mentioned previously, the flipped learning model is relatively considered a new teaching approach in the 21<sup>st</sup> century. Nevertheless, this new approach has been the focus of many researchers and educators both in the East and the West. This approach was originally proposed and developed by Bergmann & Sams (2012) who claimed that the flipped classroom can meet the needs of struggling students through empowering teachers to personalize students’ learning in different disciplines including math, science, social studies, language arts, physical education, a foreign languages, or humanities. In their book “Flip Your Classroom”, Bergmann & Sams (2012) described their first practice of flipped learning in 2007 when they were able to use screen capture software to record a PowerPoint

slide show, including voice and annotations, and then convert the recording into a video file that could be posted online as recorded lectures for students to access. Later, hundred studies have been conducted using different tools and methodologies for the purpose of enriching this approach with more insights.

#### **2.4.The Fundamental features and components of flipped learning**

As indicated by many researchers and educators, the flipped classroom is different from the traditional teaching classrooms where students attend the physical classroom to interact face-t-face with their teachers. In the flipped classroom, students watch video lectures and recorded materials at their own time and pace prior to attending classes where teachers answer their questions and collaborative activities are employed outside the classroom time (Yang, 2017). Such model seems to be different from the traditional teaching methods where the teacher - centered approach is emphasized and where not all students come to class prepared to learn since some of them might lack adequate background of the material or might lack interest in the subject (Bergmann & Sams, 2012).

On the other hand, the pioneers of the flipped learning model Bergmann & Sams (2012) stated that flipping the classroom paves the way for a framework that enables students to get individualized learning to meet their individual needs. They also added that the flipped classroom is basically centered on the idea that what is traditionally done in class is now done at home and what is traditionally done as homework is now completed in

class. In such teaching situation, the class time is centered on the students who are responsible for watching the videos, taking valuable notes, raising appropriate questions, completing and sharing their work whereas the teacher provides expert feedback.

Other educators in the field of the flipped learning model discussed the specific pillars of this promising model. For instance, Ahmed (2016) proposed four major pillars, the first is demonstrating an adaptable and flexible learning environments that allow students to choose when and where to learn and in what methods. The second pillar is the learning culture represented by the student-centered approach where students are engaged in interactive knowledge construction and gaining significant knowledge. The third pillar is the intentional content which illustrates instructional decisions made by the teacher. These decisions include what content the teachers should teach through videos , and what topics the students are allowed to study independently. The fourth pillar is the professional teacher who can monitor students, provide feedback, and evaluate their work. These teachers must also be innovative in their practice, always simplify their instructions, accept criticism, and able to control confusion in their classrooms.

According to Ansori & Nafi'(2019), the features of the flipped classroom can be summarized in three domains. Firstly, in-class learning is highly planned by the teacher who needs to prepare well so that the students get engaged in the learning process. Secondly, the teacher should be skillful



enough to structure the in-class activities to include quizzes, problem – solving tasks, and application of what they learned in the flip video. Thirdly, the teacher should work continuously to motivate students to work on in-class activities and out-of-class work.

Abu-Safiyeh and Farrah (2020) stated that flipping the classroom involves reversing the classroom explanation of the topics covered in the course material into activities, lectures, and active tasks to be done outside and studied by the students independently using videos while the class time is dedicated to working exercises and tasks suitable to the topics or recorded classes.

## **2.5. Advantages and disadvantages of flipped learning**

It is widely known that there is no one single teaching method or “one- size fits-all” approach that is considered optimal with no drawbacks. Thus, every teaching method involves merits and drawbacks and the flipped learning model is not an exception.

However, to start with the advantages of the flipped classroom model, Abu-Safiyeh and Farrah (2020) argued that the flipped learning model has the potential to promote interactive environments, enhance language skills, enhance the 21<sup>st</sup> century skills, and provide useful feedback. In this regard, critical thinking based on self-study prior to the class can be effectively achieved through the application of flipped classrooms (Yulian,2021) .

Yousufi (2020) claimed that flipping the classroom stresses the use of group work activities where students can participate and interact with their peers. This advantage can ensure students' engagement and empower them to discuss the target lessons with their classmates. These advantages go in line with those stated by Brewer & Movahedazarhouli (2018) who reported that the flipped learning model expands students' opportunities for collaboration and activities created and guided by the students themselves.

Alzaytuniya (2016) mentioned that the flipped classroom approach has the following advantages: video lectures can be rerecorded, edited, and polished; students can stop, repeat, and view lessons frequently at their convenience; faculty can identify areas where students often hesitate and use this information to manage classroom time effectively; faculty can dedicate time to help students develop synthesis and explore application in class through experimental activities, group work, problem-solving, and activities that previously had been designed as an independent assignment and lastly and students can receive direct faculty input on the most difficult or ambiguous material. Some of these advantages were discussed by Abd Rahman et al., (2020) who revealed that students can pause or replay the video anytime they want taking into account that the pre-recording video should be limited to 5 -10 minutes since research has proven that students have merely 10 minutes of the introduction of a new topic before they lose interest.

As stated by Al-Jaser (2017) the flipped classroom has the potential to increase students' motivation as it encourages independence, competence, and self-motivations when addressing the students' needs and emphasizes student-centered activities to develop students' abilities according to Bloom's Taxonomy.

Atwa et al., (2016) claimed that the flipped classroom model enhances students' deep thinking, participation and responsibility, increases teamwork, and access to the required technology, and can involve the parents' participation. These merits go in parallel with Abdullah et al. (2020) who reported that the flipped learning approach provides opportunities to involve students in various activities and tasks that enhance active interaction and meaningful negotiation.

Eto (2019) added the potential of the flipped learning model to invest in the face-to-face class to help the students in working collaboratively with peers with more engagement and interaction with content and with the teacher and other classmates through using social media and networks. These advantages are in parallel with Namaziandost & Çakmak (2020) who maintained that using the flipped classroom model creates more engagement, collaboration, interaction and responsibility among the students who receive instant feedback from their teachers.

Regardless of the numerous advantages of the flipped learning model which were discussed previously, some educators also pointed to the challenges and disadvantages that might hinder the implementation of this

model. For instance, Brewer & Movahedazarhouli (2018) claimed that this type of learning puts too much concentration on assignments and lectures, which are ineffective while flipped learning might be suitable for certain units or lessons or in some elementary classes but not whole classes. Another drawback is that students cannot ask immediate questions that come to their minds (Bergmann & Sams, 2012; Li & Suwanthep, 2017).

Moreover, Abu Safiyeh & Farrah (2020) mentioned several challenges including lack of internet connection which encourages the teachers to record the content on DVDs and CDs to allow students to keep up with their study, some parents hesitate to share their computers with their children, the individual differences among students also create a major obstacle, and some learners are either not excited to be learned by flipped classes or not prepared to deal with technical devices.

Abd Rahman et al., (2020) pointed to the teachers who have several classes at widely varying levels which requires more effort and time to meet students' levels and interests especially in preparing high-quality videos.

All in all, implementing the flipped learning strategy might involve several obstacles and challenges, the most important of which are the availability of appropriate technology, the need for a systematic change in the culture of teaching and the mentality of the teacher whose role changes from the prompter or knowledge giver into the facilitator and the guide for his students. Furthermore, the teacher should have the skills to deal with programs and technological tools, the ability to choose appropriate content

to be able to produce or modify some teaching materials to meet the needs and interests of the students.

## **2.6. Flipped classroom and active learning**

Moving towards flipped learning implementation involves enhancing students' active learning. Active learning techniques have the potential to motivate students to be more actively engaged with the learning process since active learning implies the involvement of students in their own learning (Zappe et.al. 2012). The results of several studies found that using active learning strategies enhances students' engagement and results in better learning outcomes (Prince, 2004).

One strategy that enables teachers to employ active learning in their classroom is the flipped classroom strategy which aids the teachers in using the internet technologies and applications to post the content online in the form of videotaped recordings for students to watch out-of-class time (Zappe et al., 2012). Additionally, using this approach enables pre-service teachers to put their knowledge into practice, while also improving their teaching skills (Debbag& Yildiz (2021) which agrees with Eto (2019) who reported that educators and professors believe that the flipped classroom approach has highly developed their instruction and adds some "fun" to the teaching process.

As viewed by Alzaytuniya (2016), the flipped classroom is a combination of direct instruction and constructivist learning when learners play active roles within the flipped classroom that allows them to engage in

collaborative and creative activities through knowledge construction. In this regard, Xu & Shi (2018) argued that constructivists support the fact that the learning environment allows learners to explore and learn independently through using available tools and resources including text, audio, and video materials, multimedia and the Internet. Under this supportive environment, active learning empowers students to get engaged in the learning process by reading, writing, discussing, learning by doing and problem –solving (Merrill, 2015). By the same token, Sönmez (2020) argued that the flipped learning model establishes a meaningful, collaborative and active learning environment for the students who get engaged with one another to speak English in meaningful activities.

## **2.7 The flipped classroom implementation**

Employing the flipped classroom strategy relies heavily on using technology to achieve the intended learning objectives. For example, social media such as Face book, Twitter, and WhatsApp can be used to provide the students with the learning material before attending the classroom (Zappe et al., 2012). Romero et al. (2018) stated that implementing the flipped learning model requires multimedia to present the learning content outside the classroom using recorded videos or any relevant resources such as Power Point presentations with audio files.

One example of implementing the flipped classroom model is given by Hidayat & Praseno (2021). The following steps are involved in implementing the flipped classroom approach: first, the teacher gives

learners the online learning videos about the content to be learned and asks students to watch the video and gather information about the content of the videos. Second ,the students are asked to write questions related to the content of the video or any information they have gathered. Third, the students asked to submit and discuss these questions in class, and fourth the teacher explains answers and provides instructions for the students.

Based on the literature review in this study, and to provide a road map for implementing the flipped learning strategy, the researcher suggests the following framework:

1. Students watch the educational video that the teacher sends via any internet application before the class session or he may send a link or a YouTube or PowerPoint slides (at home using a computer, mobile, or tablet).
2. The students are told to take notes and questions while watching the clip or the video, because the student can stop and repeat the video several times until he\she understands the content.
3. The students come to the class with a basic understanding of the main ideas related to the topic of the lesson, taking into account the written notes and the questions that need to be discussed with the teacher and other classmates.
- 4.The teacher may give the floor to the students either to summarize or discuss specific points and then ask their questions.

5. The teacher may find it useful to employ the project-based learning to encourage the students to work in pairs or groups outside the classroom.

Abd Rahman et al., (2020) added that the students should play a significant role when watching the videos designed by the teacher. Thus, it is important for students to have some training on the concept of flipped learning as students take responsibility for their learning which might require students to log out other multimedia channel and dedicate some time for taking notes, and asking meaningful questions.

## **2.8 Flipped learning in Foreign/Second Language (FL/L2) Learning**

It is widely known that the English language, as other languages, is made of four basic skills i.e. listening, speaking, reading and writing, in addition to some sub-skills such as grammar, vocabulary and the like. Whether the aim is language acquisition or language learning, practice always makes perfect. As stated by Chatta & Haque (2020), integrating technology in English language teaching has become an obvious necessity to promote language teaching and learning and to meet students' needs and interests especially when traditional classes turned out to be insufficient in providing learning opportunities to the students and teachers (Abu Nada & El Sourani, 2018).

In this regard, the review of related literature in the field of the flipped learning approach and the flipped classroom model has resulted in finding out a large number of studies that revealed positive effects of using such approach on teaching English as a foreign /second language. To name a



few, Hidayat & Praseno (2021) found that combining the flipped classroom strategy with Edpuzzle, a learning media which provides content from renowned education channels, has proven to be successful in improving students' participation in activities (30.5%) as well as their achievement in writing (17%).

Öztürk and Çakıroğlu (2021) indicated that the students who worked with the flipped classroom platform scored higher in speaking, reading, writing, and grammar tests. Fulgueras & Bautista (2020) revealed an apparent progress in students' critical thinking and reading in the group which used flipped classroom. Alghasab (2020) found that the flipped classroom provided the 30 Kuwaiti student teachers of the English language with effective learning environment, flexible paced learning, enhancement of students' motivation and interaction.

While Abu-Safiyeh & Farrah (2020) revealed noticeable improvement in the skills of listening, speaking, and communication due to the use of flipped learning, Altas & Mede (2021) revealed that the writing achievement of the pre-service English teachers was improved as a result of using the flipped classroom approach. Tarisman & Hanafi (2019) indicated that the use of WhatsApp as a flipped classroom platform had significant impact on students' writing achievement. Similarly, Chatta & Haque (2020) revealed a significant difference in favor of the experimental group of the Saudi students who wrote better paragraphs with considerable improvement in their writing after using YouTube videos through the E-

Learning portal of the university. Likewise, Fauzan & Ngabut (2018) found positive perceptions of using the flipped learning model in an Indonesian writing class.

In the Iranian context, Sin & Siahpoosh (2020) found a positive effect of the flipped classroom on the reading comprehension of EFL learners. Yousufi (2020) revealed a positive impact of utilizing the flipped classroom model in teaching different language skills and components. The researcher attributed this to the fact that this type collaborative teaching and learning was found to be an efficient scaffolding strategy when enhancing students' participation in the physical classrooms, bringing a new trend in educational practice, and contributing to the development of the four language skills and content-learning among learners.

The effect of using the flipped classroom model on the listening comprehension was examined by Etemadfar et al., (2020) who found the Iranian EFL learners' listening comprehension was better among the experimental group who was taught via the flipped classroom utilizing the Internet and the computer. Meanwhile, Ahmad (2016) found significant improvement in the Egyptian EFL students' listening comprehension as a result of using the flipped classroom model through three successive stages. To explore the effect of the flipped classroom model on developing the students' speaking skills, Sönmez (2020) compared eight studies in this field and found that the flipped classroom enhanced the speaking skills of the students because it helped students to become confident and

autonomous language learners especially when they were exposed to the language inside and outside the classroom. Furthermore, the flipped learning model established a meaningful, collaborative and active learning environment for the students who engaged with one another and were able to speak English all the time by engaging in meaningful activities through collaboration.

In line with these results, Abdullah et al. (2020) revealed a significant improvement in students' self-confidence in speaking performance due to the FCM implementation. Meanwhile, Yeşilçınar (2019) who employed the flipped classroom model showed that using flipped learning not only enhanced the students' speaking skill, but also increased their motivation and satisfaction with FCM. Similarly, Singh, et al.(2018) argued that employing resources such as YouTube videos builds confidence and the ability to engage with peer as it enhanced the learner' speaking skills.

To conclude, these positive effects are attributed to the various advantages of this approach which were discussed by many researchers and specialists in this field. It was found that integrating technology into the classroom helps teachers create a fun atmosphere for learning and practicing the writing skill (Abu Safiye and Farrah, 2020) in addition to the privilege of using technologies to provide the theoretical content at home to help the students come to the classroom well- prepared( Chatta & Haque,2020). Moreover, the flipped classroom has the potential to provide a combination

of online learning elements powered by information technology and traditional face-to-face learning elements (Li et al., 2017).

## **2.9. Previous Studies on flipped learning**

The flipped learning model has attracted the attention of educators and researchers over the world to be tested and studied hoping to give it the due attention.

Öztürk and Çakıroğlu (2021) sought to investigate the impact of using flipped learning model on enhancing students' language skills in relation to an English language course. The results revealed that using self-regulated learning strategies in the flipped classroom approach had a positive impact on enhancing students' language skills. Students who worked with the platform scored higher in speaking, reading, writing, and grammar tests. However, no difference in the listening test results was found.

AYDIN et al. (2021) aimed to study the impact of the flipped learning model on students' academic success of students in Turkey. The "meta-analysis form" was used. The sample included articles and theses published in Turkey between 2014-2018, the number of which was 25 (14 articles and 11 theses). Results revealed that the study type, educational level, and year do not have a significant effect on students' success.

Husnawadi (2021) carried out an action research study that aimed to find out students' perceptions of FC-Mediated Task (FCMT) for learning essay writing. The research also aimed to find out the challenges appeared while

implementing this approach. Data involved multiple sources including a semi-structured focus group, interview questionnaire, and students' and instructor's reflective journals. Findings revealed that the students generally found the FCMT engaging, motivating, and satisfying.

Price & Walker (2021) examined the accessibility of an undergraduate foundation statistics module for business and management students before and after the adoption of a flipped classroom teaching. Students' module feedback questionnaires, exam scores, basic student demographics and online engagement and attendance data were used for data collection. Results revealed that the students' perceptions of the flipped classroom differed according to gender, nationality and prior training, but the flipped classroom appears to enhance the student experience by making a traditionally difficult subject feel more accessible.

Yong, et al.(2021) examined students' perceptions of a flipped classroom based on video lectures used with an introductory programming class. A mix-method approach was employed involving a quantitative survey (n=204) and a qualitative interview (n=7).The results suggested that students were not fully ready for flipping their classrooms. Most of the students still prefer face-to-face in-class lectures and tutorials. The in-class activities had a positive impact on students' test performance, especially the male students. Peer learning; however, induced a negative impact on students' test performance, especially among the female students. Females outperformed males even though they lack prior programming experience.

ÖKMEN & KILIÇ (2021) aimed to examine the impact of the flipped learning model on English language teaching practices using the action research strategy. The population included fifth grade students in a secondary Turkish school in the 2017/2018 academic year. Furthermore, content analysis was used and results revealed that the learning model succeeded to meet the students' interests and needs who were able to hold the responsibility of learning and showed increased levels of active participation and motivation. The students also preferred group -work tasks which added some fun to the lessons.

Another study conducted by Abusaaleek (2020) examined the effect of using the flipped classroom on reading comprehension in English. The sample consisted of 67 eighth- grade students at a public school in Jordan. The participants were divided into two groups: the control group and the experimental group. The control group learnt the material through the traditional method while the experimental group learnt the the same material through using the flipped classroom strategy. Pretests and posttests were used to collect data. The results of the study revealed that the mean scores of the experimental group outperformed the control group.

Fulgueras & Bautista (2020) carried out an experimental study to find out if flipped classrooms can help in promoting reading comprehension skills. The sample comprised 212 senior high school students in the Philippines. To achieve the study objective, the sample was assigned into two equal groups: experimental who received the material through the flipped

learning approach while the control received the conventional lecture discussion. For data collection, pre and post-tests were used. The results showed that there was progress in the critical thinking levels and the reading in the group which used flipped classroom than the group which used the traditional method.

To explore the effect of the flipped classroom on the development of the Arabic speaking skills of the seventh grade students, Aburezeq (2020) used a sample consisted of 148 students to assign a control group and an experimental group. The traditional teaching method was used with the control group, whereas the experimental group used the flipped classroom approach. Findings showed a statistically significant difference in the Arabic speaking skills performance in favor of the experimental group and in favor of female students. Furthermore, the study found that the students held positive perceptions of the flipped classroom.

Unal; Unal & Bodur (2021) explored the perceptions of 57 school teachers towards the flipped classroom. Findings revealed that mathematics and science teachers had more positive perceptions to flip their classrooms and much more willing to use new experiences compared to social studies and English Language Arts teachers. The findings also suggested that before engaging in a flipped classroom method, teachers need to improve their knowledge and skills of using flipped classroom effectively.

Bataineh & Al-Sakal (2021) aimed to find out the extent of enhancement in critical thinking through the flipped classroom model. The sample

consisted of tenth-grade EFL students from the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) schools in South Amman, Jordan. A quasi-experimental design was employed using t-test of pre-test and post-test. The results showed that the students had a positive attitude toward this model in terms of self-directed learning. The flipped classroom teaching model improved students' critical thinking for critical reading in the aspects of precision, clarity, accuracy, depth, relevance, and logic.

Altas & Mede (2021) conducted a study which aimed to find out the effect of the flipped classroom on 55 pre-service English teachers' writing achievement. The study also aimed to examine if the flipped classroom approach has a positive effect on self-regulated learning of the participants. The study used the quasi-experimental design. The result revealed that the flipped classroom improved writing achievement. However, self-regulated learning revealed no significant difference between groups.

The purpose of a study conducted by Yulian (2021) was to find out if an improvement in critical thinking in reading can be achieved through the flipped classroom teaching model of EFL learners in higher education. The sample consisted of 37 second-semester students in English for Academic Purposes class. A quasi-experimental design was employed to develop reading with a paired t-test of pre-test and post-tests. The results revealed that the flipped classroom teaching model improved students' critical



thinking for critical reading in the aspects of clarity, accuracy, precision, relevance depth, and logic. Furthermore the participants showed a positive perception of the implementation of this model in terms of self-directed learning.

Abu-Safiyeh & Farrah (2020) carried out a study to explore the effectiveness of flipped classrooms on the English language skills of 7<sup>th</sup> grade students at Farah at Secondary Girls' School using an experimental group of 36 students and a control group using a pretest and a posttest to measure the students' achievements after nine weeks of flipping the classrooms. A semi-structured interview was also used for data collection. Findings showed significant differences in English language skills in favor of the experimental group who achieved higher scores than the control one. The most noticeable improved skills were listening, speaking, and communication. Moreover, the flipped classroom established an enjoyable learning environment for students and changed the traditional style of teaching with a radical change in the learning process.

Alghasab (2020) conducted a study that aimed to examine the flipped classroom application with 30 Kuwaiti student teachers of the English language as a means to explore its pedagogical benefits for the development of writing skills. The study lasted for thirteen weeks during the first semester of the 2019 academic year. A questionnaire and semi-structured interviews were used for data collection. Results showed that students had positive attitudes towards flipping the writing classroom since

the flipped classroom provided the participants with effective learning environment, flexible paced learning, enhancement of students' motivation and interaction.

Yasar, & Kurtoğlu (2020) sought to examine the secondary school students' readiness for flipping the classroom. A total of 383 5<sup>th</sup> grade and 362 8<sup>th</sup> grade students comprised the sample. Results revealed that the students' readiness was found positive in general but higher among those who have a computer and those who perceive themselves competent at using technological devices. The results showed that the variable of gender had no significant effect on flipped classroom readiness in general.

In the Iranian context, Sin & Siahpoosh (2020) aimed to explore the impact of the flipped classroom on reading comprehension of Iranian EFL learners. To achieve this objective, Oxford Placement Test (OPT) was applied to 200 students to select 120 students to participate in the study: 60 participants for intermediate level and 60 for elementary level. The findings revealed that the flipped classroom had a positive effect on reading comprehension, therefore, a positive effect of the flipped classroom was found with the experimental group over the control group in reading comprehension. The results also proved that the students who received instruction through flipped classrooms had better results compared to those who were taught through traditional methods.

Tarisman & Hanafi (2019) sought to investigate the impact of using WhatsApp as a medium in a flipped classroom on students' writing

achievement. The study applied the experimental design. The sample consisted of 30 second- grade students of MTsN 1 Konawe who were taught via a WhatsApp group. Findings indicated that WhatsApp had significant impact on students' writing achievement.

Abedi, Namaziandost, & Akbari (2019) conducted a study which aimed to compare the impact of flipped classroom instruction versus traditional instruction on the writing of EFL learners. The sample consisted of 32 Iranian intermediate participants who were selected through the Oxford Fast Placement Test (OQPT) and divided into two groups, one experimental group, and one control group. The flipped classroom was provided with the Internet, a computer, and a projector, and participants in the classroom were able to carry their smart phones to the classroom and use them while studying. The results showed that the experimental group surpassed the post-test control group.

By the same token, Hashemifardnia; Namaziandost & Shafiee (2018) explored the impact of flipped classroom implementation on the reading comprehension of Iranian junior-high-school students. The sample consisted of 50 Iranian pre-intermediate students who were selected randomly and assigned into two equal groups; experimental group (flipped classroom) and control group (traditional classroom). The flipped classroom involved Internet connection, computer and projector. The flipping took 8 sessions of 50 minutes each. Findings revealed that the experimental group significantly outperformed the control group on the post-test.

Chatta & Haque (2020) investigated the impact of FCM on the writing skills of 163 Saudi students. Two sections were assigned into control and experimental groups. YouTube videos were selected and used with the experimental group through the E-Learning portal of the university while the control group was taught using the traditional method. Results revealed a significant difference in favor of the experimental group who wrote better paragraphs with considerable improvement in their writing. Furthermore, both the students and the instructor showed a positive attitude towards Flipped Classroom model.

Similarly, Etemadfar et al., (2020) sought to explore the impact of flipped classrooms on improving Iranian EFL learners' listening comprehension. A quasi-experimental design was used with 40 intermediate students selected upon Oxford Quick Placement Test (OQPT). The sample was grouped into a flipped classroom (experimental group) and a traditional classroom (control group). To achieve the purpose of the study, 40 intermediate students were chosen based on (OQPT) and they were taught the listening materials in the flipped classroom through the internet and the computer for 10 sessions, 50 minutes each. A listening comprehension test was administered as posttest. Findings showed significant differences in English listening comprehension and critical thinking in favor of the experimental group.

Namaziandost et al.,( 2020) conducted a study to examine the impact of FCM on students' self-efficacy and gender. To this end, 58 participants

with an intermediate proficiency level in English were randomly assigned to an experimental group (flipped classroom) and control (traditional) groups. The findings showed a significant increase in self-efficacy scores of the experimental group while the females in the experimental achieved greater improvements in self-efficacy than the males.

Luo et.al (2020) aimed to propose a ‘design thinking’ approach to establish a framework of flipped learning Wheel (FLW) utilizing the principles of a typical flipped learning class. The Jigsaw technique and process writing approach were used in addition to interviewing teachers to explore their attitudes towards the FLW. The participants stated that the teaching process was actionable, specific, and reasonable for real-life teaching, which also left freedom for teachers to make modifications.

Sönmez (2020) aimed to compare eight studies that explored the effect of flipped classroom model on developing the students’ speaking skills. The findings indicated that the flipped classroom enhanced the speaking skills of the students because it helped students to become confident and autonomous language learners especially when they were exposed to the language inside and outside the classroom. Furthermore, the flipped learning model established a meaningful, collaborative and active learning environment for the students who engaged with one another and were able to speak English all thetime by engaging in meaningful activities through collaboration. Nevertheless, some negative impacts were revealed in several studies such as the long learning process and affective factors.

Abdullah et al. (2020) aimed to explore the effects of Flipped Classroom Model (FCM) on EFL learners' self-confidence in English speaking performance. Qualitative and quantitative approaches were used with 27 undergraduate students who were attending the Advanced Communication Skills course at Buraimi University in Oman. Findings revealed a significant improvement in students' self-confidence in speaking performance due to the FCM implementation.

Yeşilçınar (2019) employed the flipped classroom model and Output-driven/Input-enabled model to investigate the advantages of FCM. The sample consisted of 22 non-English major voluntary academicians from different departments of a Turkish university. They were assigned into two groups: a study group where the course was flipped while the rest were in class B (control group) in which the course was conducted in the traditional way. Data collection was done using a speaking rubric, teachers' in-class observations, two sets of questionnaires and semi-structured focus-group interviews. Results showed that using flipped learning not only enhanced the speaking skill, but also increased learners' motivation and satisfaction with FCM.

Al-Rawajfah (2019) sought to find out the impact of using flipped learning on the development of the third grade students' cognitive achievement in science. Fifty-two male and female students were chosen purposively from a governmental school in Na'ur. Findings revealed a statistically significant difference in the scores of students in cognitive achievement in favor of the

experimental group while no statistically significant differences found in the scores of students on cognitive achievement test attributed to gender variable.

Erdemir, &Yangın (2019) investigated the student- teachers' experience and perceptions of using a combination of 'Edmodo' and a flipped classroom model. For data collection, a questionnaire with close- and open-ended questions was used. The results revealed that combining Edmodo within the flipped classroom helped to train student teachers, increased their collaborative work, and enhanced their digital literacy.

Van Alten, Phielix, Janssen & Kester (2019) carried out a meta-analysis study involving 114 studies in the field of flipped classrooms implementation in secondary and postsecondary education. Results showed that the students in the flipped classrooms got higher learning outcomes when the face-to-face class time was not reduced compared to non-flipped classrooms, or when quizzes were added in the flipped classrooms. Results also found that the years of experience of the teachers with FTC was not reported in 50% of the studies, and in 41% of the studies it was their first experience with FTC.

Dweikat & Raba (2018) investigated the perceptions of EFL teachers towards the flipped classroom model in the Palestinian context in addition to identifying the effect of gender, qualification, and experience on teachers' perceptions. A questionnaire, focus group sessions, face-to-face interviews, and online interviews using Facebook were used with a sample

of 79 EFL teachers who participated in the Teacher Education Improvement Project (TEIP). Findings of the study revealed a high level of positive perceptions towards flipped learning with no statistically significant differences between teachers due to gender. Also results revealed that one group of teachers were in favor of using the flipped learning model but with mature students and after providing the required infrastructure. Other teachers did not approve using the flipped learning model because it adds more responsibilities and tasks to the teachers and may distract students.

Fauzan, and Ngabut (2018) aimed to explore EFL students' perceptions of flipped learning in writing classes at university in Central Kalimantan Province in Indonesia. To collect data, a questionnaire was used. The sample consisted of students in their fourth semester of learning the writing skill. The findings showed positive perceptions of using the flipped learning model in the writing class.

Singh, et al.(2018) conducted a study to examine the effect of the flipped classroom approach on improving the trainees' speaking skills. Classroom observation, semi-structured interviews, and document analysis, in addition to thematic analysis were used to collect data in addition to pre-test and post-test. Findings showed that employing resources such as YouTube videos as guidance builds confidence and the ability to engage with peers. The findings also showed that the flipped classroom approach was effective because it enhanced the trainees' speaking skills and teaching and learning



tools by using video construct a positive atmosphere among the trainees outside and inside the classroom.

Zhang (2017) used a questionnaire to investigate students' attitudes toward the flipped classroom. The results showed that the majority of students had a positive attitude toward the flipped method, and about 50% of the students felt a good improvements in many aspects of their English language learning.

To investigate students' academic perceptions of flipped classrooms and blended learning Sajid et.al (2016) conducted a study with third-year students. A flipped classroom was introduced with application exercises. Results revealed that out of 127 responses, nearly 22.8% students felt all lectures should be delivered through didactic lecturing, while almost 35% felt that 20% of total lectures should be given online. Furthermore, students were satisfied with blended learning as a helping tool for exam preparation and concept clarification. Nevertheless, the flipped learning model did not show a statistically significant increase in the academic performance of students.

Furthermore, Ahmad (2016) conducted a study to examine the impact of the FCM on Egyptian EFL students listening comprehension. The study was administered to 34 3rd-year EFL students at the Suez University who sat for a pretest and a post-test on listening comprehension. The flipped classroom model passed through three successive stages: planning (where content was prepared and participants were oriented to the flipped

classroom process), implementation (that included the pre, during, and after class parts of the flipped classroom model), and evaluation (where group projects were presented and evaluated). Findings showed a statistically significant improvement in participants' listening comprehension in favor of the posttest.

## **2.10. Summary and comments on the previous studies**

Various studies reported the implementation of the flipped classroom and its integration into the English language skills, higher-order thinking skills, and self-efficacy skills (Alsowat, 2016; Li & Suwanthep, 2017; Lin & Hwang, 2018; Quyen & Loi, 2018, Zainuddin et al., 2019.) in addition to other subjects at the school level and the higher education level. The effects of flipped learning have also been investigated in other EFL-related areas, such as: English speaking (Li & Suwanthep, 2017), English writing (Ahmed, 2016), reading comprehension (Abaeian & Samadi, 2016), English pronunciation (Zhang, Du, Yuan, & Zhang, 2016), and translation (Shu, 2015). Some studies investigated the effectiveness of using FL on teaching the skills of EFL; other studies investigated teachers or students attitudes. Some studies used the quasi-experimental design while others used quantitative and qualitative.

The current study in contrary to other studies was conducted during a critical period created by the spread of COVID-19 pandemic in a small new-born country with limited resources. The study employed the mixed-method approach through a questionnaire and a semi-structured interview hoping to achieve the predetermined objectives.

## **Chapter Three**

### **Methodology and Procedures**

## **Chapter Three**

### **Methodology and Procedures**

#### **3.1 Introduction**

This chapter presents a description of the methods and procedures followed by the researcher to conduct the study. Thus, it is divided into the following sections: methodology, the population, the sample on which the study was applied, the study tools and how they were developed, the methods used to verify the validity and reliability of the tools, and the statistical treatment that was used for analyzing the collected data.

#### **3.2 Methodology**

To achieve the objectives of the study, the mixed- method approach was employed. This approach is defined by Tashakkori & Teddlie (2008) as combining the qualitative and quantitative approaches within different phases of the research process. Such mixed-method approaches enable the researchers to move from one method to another in order to converge or confirm the study results. Research in this case is based on numerical findings offered by quantitative research and the detailed understanding offered by qualitative research. Accordingly, qualitative and quantitative data were collected and analyzed concurrently and independently through a questionnaire and an interview.

### 3.3. Population of the Study

The population of the study consisted of all EFL (English as a foreign language) teachers in the Directorate of Education / South Nablus schools during the second semester of the scholastic year (2020-2021). The total number is 180 teachers according to the latest statistics of South Nablus Directorate of Education.

### 3.4. Sample of the Study

The sample of the study was (92) EFL teachers who responded to the items of the questionnaire. Among the total number, there were 71 females and 21 males. The size of the sample was identified after distributing the questionnaire to the teachers through social networking sites. Table (1) below shows the distribution of the study sample according to the Independent Variables.

**Table (1): Distribution of the study sample**

Variables	Classification	Frequency	Percentage
Gender	Male	21	22.8
	Female	71	77.2
	Total	92	100.0
Qualification	Diploma	5	5.4
	B.A	75	81.5
	M.A	12	13.0
	Total	92	100.0
Years of experience	1-5	43	46.7
	6-10	15	16.3
	10 and more	34	37.0
	Total	92	100.0
Specialization	English language & Literature	43	46.7
	Methods of Teaching English.	49	53.3
	Total	92	100.0

### **3.5. Instruments of the Study**

The main objective of the current study is to explore the role of integrating the flipped classroom in promoting the language four skills as perceived by English language teachers in south Nablus schools. To collect the required data, two instruments were developed: a questionnaire and a semi-structured interview.

#### **I. The questionnaire**

The questionnaire in this study consisted of 33 items. It was constructed using the reviewed literature and some previous studies that investigated the teachers' attitudes and perspectives towards using the flipped classroom model in English language teaching. The questionnaire included two sections in addition to the introduction. The first section aimed to find out some demographic information of the participants related to the independent variables in the study (gender, qualification, years of experience, and specialization).

The second section comprised 33 items built on a 5-Point Likert Scale that allows the target responders to specify their level of agreement or disagreement as follows: (1) Strongly disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly agree. This section, as shown in Table 2 below, is divided into five domains (writing skills, speaking skills, listening, reading, and general attitude towards using the flipped classroom. Table 2 shows the five domains and the number of items for each one.

**Table (2): Domains of the questionnaire**

No.	Domain	Number of items
1.	Writing skills	7
2.	Speaking skills	9
3.	Listening skill	8
4.	Reading skills	4
5.	General Attitude Towards Flipped Classroom	5
Total items of the tool		33

## **II. The interview**

To collect some qualitative data that can help in verifying and validating the quantitative data, a semi-structured interview was used. As defined by Payne (1991) the term interview in research methodology indicates a dual interaction placed in as pecific, mostly face-to-face context in a specific time. One advantage of conducting interviews is that through interviewing participants, the researcher is provided with a tool to understand the meaning of phenomena from the interviewee's perspective (Kuzmanić, 2009). Hence, the interview in this study included seven questions (See Appendix B) that aimed to uncover the perspectives of the interviewees with regard to using the flipped classroom model. The interview was administered to 11teachers (9 females and 2 males) and took place individually and face-to-face for about 20 minutes each.

### **3.6. Validity of the Questionnaire**

As postulated by Kirk & Miller (1986), validity refers to whether a research tool truly gauges what is planned to measure or whether it gives the correct or truthful answer. To ensure the validity of the questionnaire in terms of its construct, content face validity, it was presented to a jury of specialists

in the field of TEFL at An-Najah National University, Al-Quds Open University in addition to EFL teachers of and EFL supervisors at the Ministry of Education. The jury provided the researcher with valuable comments and suggestions for modifying the items in terms of the language used, the number of items, checking punctuation and capitalization, and most importantly dividing the questionnaire into domains. These comments and recommendations were taken into consideration when preparing the final version of the questionnaire.

### **3.7. Validity of the Interview**

To ensure the validity of the interview, it was given to three EFL and Linguistics specialists at An-Najah National University to revise the questions of the interview in relation to its wording, structure, extent of appropriateness to measure what it intends to reveal. Few comments were provided by the jury especially in the sequence of questions and adding or deleting some words to avoid bias.

### **3.8. Reliability of the Questionnaire**

To find out the questionnaire's total reliability and the reliability of the five domains, Chronapach Alpha was used and the following table shows the results.



**Table (3): Results of reliability of each domain and the total score**

<b>Domain</b>	<b>Number of items</b>	<b>Chronapach Alpha</b>
Writing skills	7	0.79
Speaking skills	9	0.82
Listening skills	8	0.74
Reading skills	4	0.85
General Attitudes Towards Flipped Classroom	5	0.81
Total reliability	33	0.80

Table (3) shows that the total reliability of the 33 items in the questionnaire is (0.80) which is considered suitable to conduct the study.

### **3.9. Procedures of the Study**

The current study aimed at exploring the role of integrating the flipped classroom in promoting the language four skills as perceived by English language teachers in South Nablus schools. To achieve this objective, a set of procedures was followed in the process of carrying out the study as follows:

First, communicating with the Ministry of Education and the Directorate of Education in Howarah town to determine the study population.

Second, selecting the study sample to distribute the questionnaire.

Third, preparing the study instruments and ensuring their validity.

Fourth, getting the permission from the Faculty of Graduate Studies to address the Ministry of Education to distribute the questionnaire and conduct the interviews (See appendix D).

Fifth, the questionnaire was changed into an electronic questionnaire with a link that can be accessed by the participants. Social networking sites and e-mails were used by the teachers to access the link and fill out the questionnaire.

Sixth, the interviews were conducted face toface at the Directorate of education.

Seventh, the quantitative data collected through the questionnaire wertere statistically analyzed using SPSS.

Eighth, the qualitative data obtained through the interviews were thematically analyzed and interpreted.

Ninth, the results of the statistical analysis and the thematic analysis were used to answer the questions of the study and validate the hypotheses.

Tenth, the results were discussed and interpreted in relation to the researcher's knowledge and experience as well as the previous studies to find out agreement or disagreement between the results of the current study and other previous studies.

Eleventh, recommendations were offered to the expected beneficiaries.

### **3.10. Variables of the Study**

The present study consisted of two types of variables:

- 1. Independent Variables:** This type of variables stands on its own and is not affected by what the researcher aims to investigate. In this study, the independent variables include the teacher gender (male /female), teacher

qualifications (Diploma/B.A /M.A), years of experience (1-5/6-10/10 and more), and specialization (English language & Literature /Methods of Teaching English).

**2. Dependent variable:** This is the variable that can be changed by outside factors. In the current study, the dependent variable is the role of integrating flipped classroom in promoting English language skills as perceived by EFL teachers.

### **3.11. Data Analysis**

In order to analyze the collected data, the Statistical Package for Social Sciences (SPSS) version 17.0 was used as follows:

1. Means, standard deviations and percentages were used to estimate the responses on each item and the total score.
2. Independent Sample t- test was used to test gender variable.
3. One Way ANOVA test was used to test years of experience variable.
4. Post Hoc (LSD) of Multiple Comparison test was used to determine the sources of differences.
5. Chronapach Alpha formula was used to test the questionnaire reliability.

Meanwhile, for the analysis of the quantitative data, the following scale was used to estimate the level of teachers' responses:

- More than 80.0 indicates a very high degree of estimation.

- 70-79.9 indicates a high degree of estimation.
- 60-69.9 indicates a medium degree of estimation.
- 50-59.9 indicates a low degree of estimation.
- Less than 50 indicates a very low degree of estimation.

On the other hand, to analyze the qualitative data collected through the semi-structured interview, the interviews were recorded and then transcribed into a written form. Then, using the thematic analysis, the researcher categorized the emerged themes into basic categories that will be used in the discussion section later.

### **3.12. Summary:**

Chapter three described the methodology used for this study. Also, it included the selection of participants, instrumentation, data collection, data analysis and procedures. Additionally, validity and reliability procedures as well as the statistical analysis used in this study were also described.

## **Chapter Four**

### **Results of the study**

## **Chapter Four**

### **Results of the study**

#### **4.1 Introduction**

The main objective of the current study was to explore the role of integrating the flipped classroom in promoting the language four skills as perceived by English language teachers in south Nablus schools. The study also examined whether integrating the flipped classroom has a role in promoting the English language skills (listening, speaking, reading, and writing). Accordingly, this chapter reports the results of the study based on the data collection process. The chapter basically incorporates a narrative, numerical, and tabular presentation of the results, since the data were collected through qualitative and quantitative instruments. Results will be presented in relation to the study questions and hypotheses using descriptive statistics and narrative descriptions. Below, the statistical data and the results of the study are presented with tables for more clarification.

#### **4.2. Results of the Study Questions**

As mentioned in chapter one, five questions guided the implementation of the current study. These will be answered in accordance with the descriptive statistics used for data analysis.

##### **4.2.1 Results Related to the First Question:**

##### **1. What is the role of integrating the flipped classroom strategy in promoting the writing skill as perceived by English language teachers in South Nablus schools?**

To answer this question, means, and standard deviations were used and Table 4 below shows the results.

**Table (4): Means, standard deviations, and estimation level of the teachers' responses in relation to the writing skill**

No.	No. in the questionnaire	Items	Mean	Std. Dev.	Estimation Level
1.	1	FC helps students to develop their writing skills.	3.96	0.69	High
2.	6	FC encourages students to explore more materials online to complete their writing tasks.	3.86	0.70	High
3.	2	FC helps students to learn new writing strategies.	3.84	0.76	High
4.	7	FC helps students to express their ideas clearly in the writing classes	3.79	0.82	High
5.	4	FC helps students to get immediate feedback on their writing immediately from peers or the teacher.	3.75	0.74	High
6.	3	FC helps students to refer to the learning materials frequently to complete their tasks.	3.70	0.78	High
7.	5	FC helps students to complete the writing activity effectively.	3.63	0.74	High
Total Degree			3.79	0.45	High

Table 4 shows that the total degree of the role of integrating the flipped classroom in promoting the writing skill as perceived by English language teachers in south of Nablus schools scored a total mean of (3.79) for the seven items which suggests a high level of estimation. The highest mean was given to the item **“FC helps students to develop their writing skills”** which scored a mean of (3.96). On the other hand, the lowest mean (3.63) was scored by the item **“FC helps students to complete the writing activity effectively”**.

#### **4.2.2 Results related to the second question**

**2. What is the role of integrating the flipped classroom strategy in promoting the speaking skill as perceived by English language teachers in South Nablus schools?**

To answer the second question, means, and standard deviations were used and Table 5 below shows the results.

**Table (5): Means, standard deviations, and estimation level of the teachers' responses in relation to the speaking skill**

NO.	No. in the questionnaire	Item	Mean	Std. Dev.	estimation level
8.	1	FC helps students to develop their speaking skills.	4.11	0.70	Very High
9.	9	FC helps students to build their self-confidence when speaking English.	4.09	0.77	Very High
10.	8	Using innovative activities makes learning English enjoyable	4.03	0.78	Very High
11.	7	Videos used in FC enable students to learn new expressions.	4.01	0.72	Very High
12.	4	FC allows students to practice their speaking skills.	4.00	0.74	Very High
13.	3	FC creates an interactive atmosphere in the speaking classes'	3.98	0.77	High
14.	2	FC allows students to practice their speaking skills.	3.89	0.82	High
15.	6	FC reduces students' anxiety when practicing the speaking skills	3.83	0.72	High
16.	5	The recorded materials in FC help students to speak English.	3.80	0.83	High
Total degree			3.97	0.49	High

Table 5 shows that the total degree of the role of integrating the flipped classroom in promoting the speaking skill as perceived by English language teachers in south of Nablus schools scored a total mean of (3.97) for the nine items which suggests a high level of estimation. The highest mean was given to the item **“FC helps students to develop their speaking skills”** which scored a mean of (4.11). On the other hand, the lowest mean



(3.80) was scored by the item “**The recorded materials in FC help students to speak English**”.

#### **4.2.3. Results Related to the Third Question**

### **3. What is the role of integrating the flipped classroom strategy in promoting the listening skill as perceived by English language teachers in South Nablus schools?**

To answer this question, means, and standard deviations were used and Table 6 below shows the results.

**Table (6): Means, standard deviations, and estimation level of the teachers’ responses in relation to the listening skill**

<b>No.</b>	<b>No. in the questionnaire</b>	<b>item</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Estimation Level</b>
17.	8	Listening to different types of materials enhances students’ pronunciation	4.07	0.82	Very High
18.	1	FC helps students to enhance their listening skills	4.03	0.65	Very High
19.	2	Listening to English texts in the FC helps to improve students’ listening skills	4.01	0.64	Very High
20.	3	FC provides well-prepared materials for the listening practice	3.99	0.79	High
21.	4	The online resources are attractive and stimulating.	3.96	0.77	High
22.	6	FC allows students to participate more in the classroom	3.92	0.80	High
23.	5	The online resources used in FC offer various opportunities for students to practice listening	3.88	0.75	High
24	7	FC familiarizes students with the listening materials.	3.83	0.71	High
Total degree			3.96	0.45	High

Table 6 shows that the total degree of the role of integrating the flipped classroom in promoting the listening skill as perceived by English language

teachers in south of Nablus schools scored a total mean of (3.96) for the eight items which suggests a high level of estimation. The highest mean was given to the item “**Listening to different types of materials enhances students’ pronunciation**” which scored a mean of (4.07). On the other hand, the lowest mean (3.83) was scored by the item”**FC familiarizes students with the listening materials**”.

#### 4.2.4 Results Related to the Fourth question

#### 4. What is the role of integrating the flipped classroom strategy in promoting the reading skills as perceived by English language teachers in South Nablus schools?

To answer this question, means and standard deviations were used and Table 7 below shows the results.

**Table (7): Means, standard deviations, and estimation level of the teachers’ responses in relation to the reading skill**

No.	No. in the questionnaire	Items	Mean	Std. Dev.	Estimation Level
25.	1	FC develops the reading skills.	3.97	0.69	High
26.	3	FC enables students to practice the reading skills through materials learned at home	3.82	0.66	High
27.	4	FC encourages students to read more at home	3.77	0.87	High
28.	2	FC makes it easier for the students to understand the reading passages easily.	3.76	0.89	High
<b>Total degree</b>			3.83	0.60	High

Table 7 shows that the total degree of the role of integrating the flipped classroom in promoting the reading skill as perceived by English language teachers in south of Nablus schools scored a total mean of (3.83) for the four items which suggests a high level of estimation. The highest mean was

given to the item **“FC develops the reading skills.”** which scored a mean of (3.97). On the other hand, the lowest mean (3.76) was scored by the item **“FC makes it easier for the students to understand the reading passages”**.

#### 4.2.5 Results Related to the Fifth Question (Main Question)

#### 5. What is the overall attitude of English language teachers in South Nablus schools towards using the flipped classroom strategy?

To answer this question, means, and standard deviations were used and Table 8 below shows the results.

**Table (8): Means, standard deviations, and estimation level of the overall attitude of English language teachers towards using the flipped classroom**

No.	No. in the questionnaire	item	Mean	Std. Dev.	Estimation Level
29.	1	FC allows students to have access to the lectures at any time easily.	4.02	0.74	Very High
30.	2	FC helps students to develop their cognitive thinking levels.	3.95	0.78	High
31.	3	FC empowers students to become more responsible for their learning	3.95	0.80	High
32.	4	FC gives students more opportunities to communicate with each other	3.92	0.76	High
33.	5	FC encourages students to come to class prepared	3.89	0.92	High
<b>Total degree</b>			3.95	0.59	High

Table (8) shows that the total degree of the overall attitude of English language teachers in south of Nablus schools towards using the flipped classroom was high (3.94) which suggests high level of attitude. The highest mean was given to the item **“FC allows students to have access to the lectures at any time easily.”** which scored a mean of (4.02). On the

other hand, the lowest mean (3.89) was scored by the item”**FC encourages students to come to class prepared**”.

#### **4.2.6. Results of teachers’ responses in relation to the five domains of the study.**

As stated above, Tables 4,5,6,7 and 8 show that the teachers’ responses scored a high level of attitude in each individual domain as well as on the overall attitudes. A quick look at the means of these domains indicates that there are relatively slight differences between the means as shown in Table 9 below.

**Table (9): Means, Standard Deviations and estimation level of the five domains of the study**

<b>No.</b>	<b>No. in the questionnaire</b>	<b>Items</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Estimation Level</b>
1.	2	Speaking skill	3.97	0.49	High
2.	3	Listening skill	3.96	0.45	High
3.	5	General attitude toward flipped classroom	3.95	0.59	High
4.	4	Reading skill	3.83	0.60	High
5.	1	Writing skill	3.79	0.45	High
Total degree			3.91	0.40	High

Table (9) shows that the total degree of teachers’ responses to the 33 items of the study questionnaire in all domains scored (3.91) which indicates a high level of estimation with a standard deviation of (0.40). As shown in this table, the highest mean (3.97) was scored by the speaking skill domain. The listening skill domain scored the second rank with a mean of (3.96) in contrast to the general attitude toward flipped classroom which came in the third rank with a mean of (3.95). The lowest mean (3.79) was scored by the writing skill domain whereas the reading skill domain came in the fourth rank with a mean of (3.83).

### 4.3. Results Related to hypotheses of the study

In addition to the five questions which were raised to achieve the objectives of the study, four hypotheses were formulated to help in achieving the study objectives. To test these hypotheses, several descriptive statistics were used as shown below.

#### 4.3.1. Results Related to the First Hypothesis

1. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of English language teachers towards the role of integrating the flipped classroom strategy in promoting the language four skills due to gender.

To test the first hypothesis in this study, means, standard deviations and t-test were used in relation to the five domains. Table 10 below shows the results.

**Table (10): T-test for Independent samples of teachers' responses due to gender**

Domain	Gender	NO.	Mean	Std. Dev.	t-value	Significance
Writing skills	Male	21	3.93	0.46	1.590	0.11
	Female	71	3.75	0.44		
Speaking skills	Male	21	4.11	0.48	1.444	0.15
	Female	71	3.93	0.49		
Listening skills	Male	21	4.03	0.44	0.806	0.42
	Female	71	3.94	0.45		
Reading skills	Male	21	3.95	0.55	1.067	0.28
	Female	71	3.79	0.62		
General attitude toward flipped classroom	Male	21	4.04	0.45	0.822	0.41
	Female	71	3.92	0.62		
Total degree	Male	21	4.02	0.36	1.445	0.15
	Female	71	3.88	0.41		

Table (10) shows that using t-test for independent samples revealed that the p-value for the total degree is (0.15) which is higher than (0.05). This means that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of English language teachers towards the role of integrating the flipped classroom in promoting the language four skills due to gender.

#### **4.3.2 Results Related to the Second hypothesis**

**2. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of English language teachers towards the role of integrating the flipped classroom strategy in promoting the language four skills due to qualification.**

To test the second hypothesis, means, standard deviations and One- Way ANOVA were used to identify the statistical differences among the means of the teachers' responses due to their qualifications. Results are shown in Tables 11 and 12.

**Table (11): Means and standard deviations of teachers 'responses due to qualification**

Domain	Qualification	No.	Mean	Std. Deviation
Writing skills	Diploma	5	3.94	0.21
	B.A	75	3.80	0.43
	M.A	12	3.68	0.62
	Total degree	92	3.98	0.49
Speaking skills	Diploma	5	4.09	0.49
	B.A	75	3.97	0.49
	M.A.	12	3.90	0.53
	Total degree	92	3.96	0.49
Listening skills	Diploma	5	3.90	0.32
	B.A	75	3.97	0.44
	M.A	12	3.96	0.57
	Total degree	92	3.96	0.45
Reading skills	Diploma	5	3.95	0.54
	B.A	75	3.85	0.58
	M.A.	12	3.65	0.80
	Total degree	92	3.83	0.60
General attitude toward flipped classroom	Diploma	5	3.80	0.35
	B.A	75	3.96	0.57
	M.A	12	3.90	0.77
	Total degree	92	3.95	0.59
Total degree	Diploma	5	3.95	0.30
	B.A	75	3.92	0.38
	M.A	12	3.84	0.57
	Total degree	92	3.91	0.40

Table (11) shows that there are differences in the means of teachers' responses in all domains due to the qualification variable. The highest mean (4.09) was scored in speaking skill domain and it was in favor of the diploma holders while the lowest mean (3.65) was scored in the reading skill domain and it was in favor of M.A qualification. To find out the statistical differences among the means, One- Way ANOVA was used and Table 12 shows the results.

**Table (12): One-Way ANOVA of the teachers' responses due to qualification**

domain	Source of Variance	Sum of Squares	Df.	Mean Square	f	Sig.
Writing skills	Between Groups	0.269	2	0.134	0.655	0.522
	Within Groups	18.241	89	0.205		
	Total	18.509	91			
Speaking skills	Between Groups	0.134	2	0.010	0.134	0.760
	Within Groups	21.714	89	0.204	21.714	
	Total	21.849	91			
Listening skills	Between Groups	0.020	2	0.010	0.049	0.952
	Within Groups	18.134	89	0.204		
	Total	18.154	91			
Reading skills	Between Groups	0.509	2	0.254	0.692	0.503
	Within Groups	32.732	89			
	Total	33.241	91			
General attitude toward flipped classroom	Between Groups	0.153	2	0.076	0.219	0.804
	Within Groups	31.055	89	0.349		
	Total	31.208	91			
<b>Total degree</b>	Between Groups	0.079	2	0.039	0.236	0.790
	Within Groups	14.820	89	0.167		
	Total	14.899	91			

\*Statistically significant at the significance level ( $\alpha \leq 0.05$ )

Table 12 shows no statistically significant differences at ( $\alpha \leq 0.05$ ) between the mean square of the sample towards the role of integrating the flipped classroom in promoting English language skills in south of Nablus schools due to the qualification variable. This is because the value of the significance level for the total degree is (0.79) which is higher than the value specified in the hypothesis ( $\alpha \leq 0.05$ ). Thus, the hypothesis related to the qualification variable is accepted.

#### **4.3.3. Results Related to the Third Hypothesis**

**3. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of English language teachers towards the role of integrating the flipped classroom strategy in promoting the language four Skills due to years of experience.**



To test this hypothesis, One - Way ANOVA was used to identify the statistical differences among the means of the teachers' responses due to years of experience variable. Results are shown in Tables 13 and 14.

**Table (13): Means and standard deviations of teachers' responses due to years of experience**

Domains	Years of experience	N0.	Mean	Std. Deviation
Writing skills	1-5	43	3.90	0.36
	6-10	15	3.86	0.31
	10 and more	34	3.61	0.55
	Total	92	3.79	0.45
Speaking skills	1-5	43	4.07	0.48
	6-10	15	4.03	0.57
	10 and more	34	3.82	0.43
	Total	92	3.97	0.49
Listening skills	1-5	43	4.02	0.38
	6-10	15	4.17	0.49
	10 and more	34	3.80	0.47
	Total	92	3.96	0.45
Reading skills	1-5	43	3.97	0.53
	6-10	15	4.00	0.57
	10 and more	34	3.58	0.64
	Total	92	3.83	0.60
General attitude toward flipped classroom	1-5	43	4.01	0.61
	6-10	15	4.15	0.36
	10 and more	34	3.77	0.60
	Total	92	3.95	0.59
Total degree	1-5	43	4.00	0.36
	6-10	15	4.04	0.35
	10 and more	34	3.73	0.43
	Total	92	3.91	0.40

Table 13 shows differences in the means of teachers' responses in all domains due to the years of experience variable. The highest mean (4.167) was scored in the listening skill domain and it was in favor of teachers with 6-10 years of experience. The lowest mean (3.580) was scored in the reading skill domain and it was in favor of teachers with 10 years of experience and more. To find out the statistical differences among the means, One Way ANOVA was used and Table 14 shows the results.

**Table (14): Results of One Way ANOVA of teachers' responses due to years of experience**

domain	Source of Variance	Sum of Sures	df	Mean Square	F	Sig.
Writing skills	Between Groups	1.683	2	0.841	4.450	0.014
	Within Groups	16.827	89	0.189		
	Total	18.509	91			
Speaking skills	Between Groups	1.244	2	0.622	2.686	0.074
	Within Groups	20.605	89	0.232		
	Total	21.849	91			
Listening skills	Between Groups	1.677	2	0.839	4.529	0.013
	Within Groups	16.477	89	0.185		
	Total	18.154	91			
Reading skills	Between Groups	3.328	2	1.664	4.952	0.009
	Within Groups	29.913	89	0.336		
	Total	33.241	91			
General attitude toward flipped classroom	Between Groups	1.849	2	0.924	2.802	0.066
	Within Groups	29.360	89	0.330		
	Total	31.208	91			
Total degree	Between Groups	1.657	2	0.829	5.569	0.005
	Within Groups	13.242	89	0.149		
	Total	14.899	91			

Table (14) shows that there are statistically significant differences at ( $\alpha \leq 0.05$ )) between the means of the sample towards the role of integrating the flipped classroom in promoting English language skills in south of Nablus schools due to years of experience in the first, third, fourth domains and the total degree. The value of the total degree (0.005) is less than the value specified in the hypothesis ( $\alpha \leq 0.05$ ). For this reason, the hypothesis related to years of experience is rejected. In order to identify the populations whose means are statistically different, LSD post hoc was used, and Table 15 shows the results.

**Table (15): Results of the LSD post hoc test of the teachers' responses due to years of experience**

	1-5 year	6-10 year	More than 10 year
1-5 year		0.3970	0.26630*
6-10 year			0.30600*
More than 10 year			

Table 15 shows that using LSD post hoc test revealed the following:

1. There is a difference between 1-5 years of experience and more than 10 years of experience in favor of 1-5 years.
2. There is a difference between 6-10 years of experience and more than 10 years in favor of 6-10 years of experience.

#### 4.3.4. Results Related to the Fourth hypothesis

4. **There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of English language teachers towards the role of integrating the flipped classroom strategy in promoting the language four skills due to specialization.**

To test the fourth hypothesis, the t-test for independent samples was used. Table (16) shows the results.

**Table (16): T-test for Independent samples of teachers' responses due to the specialization**

	levels	N	Mean	Std. Dev.	T	P
Writing skills	English language & Literature	43	3.70	0.55	-1.840	0.06
	Methods of Teaching English	49	3.87	0.32		
Speaking skills	English language and Literature	43	3.96	0.52	-0.273	0.78
	Methods of Teaching English	49	3.98	0.47		
Listening skills	English language and Literature	43	3.94	0.45	-0.375	0.70
	Methods of Teaching English	49	3.98	0.45		
Reading skills	English language and Literature	43	3.77	0.65	-0.911	0.36
	Methods of Teaching English	49	3.88	0.56		
General attitude toward flipped classroom	English language and Literature	43	3.93	0.57	-0.306	0.76
	Methods of Teaching English	49	3.96	0.61		
Total degree	English language and Literature	43	3.87	0.43	-0.852	0.39
	Methods of Teaching English	49	3.94	0.39		

\*Statistically significant at the significance level at ( $\alpha \leq 0.05$ )

Table 16 shows that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the responses of the teachers towards the role of integrating the flipped classroom in promoting English language skills due to teachers' specialization. In all domains and the total degree, the values of the significance level were bigger than (0.05) as it scored (0.39). This result indicates that the hypothesis related to the specialization is accepted indicating no statistically significant differences between the teachers' responses towards due to the specialization variable.

#### **4.4. Results Related to the Interviews**

For the purpose of collecting qualitative data that helps in confirming and validating the quantitative data, 11 teachers (9 females and 2 males) were interviewed face-to-face. The interview consisted of seven questions related to the objectives of the study and derived from the domains of the questionnaire (See Appendix B). Below is a summary of the main results presented in accordance with the interview questions.

##### **1. Do you think the flipped classroom strategy is useful in Palestine? Why?**

Most teachers stated that using FCM is useful for smart active students who show readiness to watch the videos sent by the teacher as a means to get at least a general idea about the topic before attending the face-to-face classroom. Two teachers maintained that

using FCM is attractive because students are addicted to technology in general and to their smart phones in particular.

**2. Do you believe that the flipped classroom strategy can encourage students to become more active and responsible for their learning? How?**

Five teachers agreed that FCM is a promising method of teaching especially in difficult times like the pandemic because the students are given the opportunity to prepare the learning materials at home using different recourses and materials. These might be sent by the teacher or might be found by the students on YouTube or Google search. Hence, students will be more active outside the classroom and inside the classroom when they feel they are responsible for their own learning, However, the FCM needs mature students to bear the responsibility.

**3. What are the advantages of implementing the flipped classroom strategy?**

According to the interviewed teachers, the FCM suits all learning styles and can save time in addition to its feature as an interesting and attractive approach. Furthermore, it encourages students to rely on themselves and behave actively inside and outside the classroom. It also enhances interaction between the teacher and the students and students themselves.

**4. What are the difficulties of using the flipped classroom strategy in the learning process?**

Most teachers pointed to the technology infrastructure including internet speed or availability, computer sets, teacher qualification and motivation. One teacher talked about the problem of parents' involvement and their reluctance to guide and help their sons and daughters.

**5. What are your suggestions to deal with the challenges caused by the flipped classroom strategy ?**

Few suggestions were given by the teachers. One of them was providing the students with tablets or even laptops with internet connection. Some teachers disapproved this suggestion believing it is impractical for financial issues. Three teachers called for qualifying teachers by involving them in training courses on how to use technology in EFL teaching.

**6. How does the flipped classroom strategy change the role of the teacher in the learning process?**

As stated by 8 teachers, the FCM impacted the role of the teacher who became more interested in students' learning and achievement. This was achieved by changing the classroom environment to be more student- centered rather being teacher-centered. Two teachers maintained that they had the opportunity to play the role of the

guide on the side rather than the sage on the stage when relinquishing their traditional role.

### **7. How does the flipped classroom strategy change the role of the students in the learning process?**

The participating teachers indicated that the older students showed higher motivation to learn through the FCM since they tended to have the language and the ability to deal with the new technology. Thus, their role became more active and revealed more responsibility to share their knowledge with their peers and their teachers as well. Most teachers believed that the students still need more support and more structured- guidance to succeed in learning through the FCM.

### **4.5. Summary**

Chapter four presented the results of the study using statistical measures that suit the study questions and hypotheses. The analysis involved both the quantitative and qualitative data. Tables were also used to clarify the presentation of the results. Chapter five will present an in-depth discussion of the results in addition to provide some recommendations for future research and for those who might be a possible beneficiary of the results.

## **Chapter Five**

### **Discussion of the Results, Conclusion, and Recommendations**



## **Chapter Five**

### **Discussion of the Results, Conclusion, and Recommendations**

#### **5.1. Introduction**

The major objective of this study was to explore the role of integrating the flipped classroom in promoting the language four skills as perceived by English language teachers in South Nablus schools. The study examined whether integrating the flipped classroom has a role in promoting the English language skills (listening, speaking, reading, and writing). Five questions guided the implementation of the study. Furthermore, the current study aimed to investigate the role of gender, qualification, specialization and years of experience in the teachers' attitudes and their perspectives. Accordingly, this chapter presents the discussion of the results of both quantitative and qualitative data of the study. In addition, the chapter ends with a conclusion and some recommendations in light of the study results.

##### **5.2.1 Discussion of the Results of the First Question:**

**What is the role of integrating the flipped classroom strategy in promoting the writing skill as perceived by English language teachers in South Nablus schools?**

Results of the statistical analysis showed that the total degree of the role of integrating the flipped classroom in promoting the writing skill as perceived by English language teachers in south of Nablus schools scored a high level of estimation since the mean score was (3.78). Such mean indicates a positive attitude towards using the flipped classroom model for

enhancing the students writing skills. The item “**FC helps students to develop their writing skills**” scored the highest mean (3.96) among the items of the writing skill domain. The development of the students’ writing skill might be attributed to using the available technological advancements at home which leaves a positive impact on the students who are accustomed to using computers, laptops, smart phones, social media, YouTube videos and the like. In this respect, teachers’ responses to the questionnaire items are supported by their answers to the questions of the interview when almost nine teachers indicated that using the flipped classroom model is attractive and useful especially for those students who are labeled to be smart, active and ready to watch the videos sent by the teacher before attending the face-to-face classroom. What helps the students to be active is their addition to technology in general and to their smart phones in particular. Thus, according to the teachers’ answers, the students are given the opportunity to prepare the learning materials at home using different recourses and materials.

This result agrees with the result of a study conducted by Abu Safiyeh and Farrah (2020) who found that integrating technology into the classroom helps teachers to create a fun atmosphere for learning and practicing the writing skill. The result also agrees with Chatta & Haque (2020) who revealed that using technologies within the flipped classroom model provides the students with the theoretical aspects of writing at home in the form of videos, and prepares them to participate in a variety of classroom writing activities. The result supports Altas and Mede (2021) who found

that flipping the classroom improved the writing achievement of pre-service English teachers.

On the other hand, the lowest mean (3.63) that was scored by the item “**FC helps students to complete the writing activity effectively**” seems to partially agree with Praseno (2021) who found that the flipped classroom strategy increased students’ achievement in writing with a percentage of (17%). This low percentage might be due to the fact that writing is considered the most difficult skill since it requires the learners, especially non-native learners like the Arab students to have a great deal of linguistic competence in grammatical rules, structure, vocabulary, punctuation, spelling, in addition to practicing the writing skill. However, the lowest mean seems to disagree with the result of a study conducted by Alghasab (2020) who reported that the flipped classroom provided the Kuwaiti students with effective learning environment, flexible paced learning, higher motivation and more structured interaction.

### **5.2.2 Discussion of the Results of the Second Question:**

**What is the role of integrating the flipped classroom strategy in promoting the speaking skill as perceived by English language teachers in South Nablus schools?**

Results of the statistical analysis showed that the total degree of the role of integrating the flipped classroom in promoting the speaking skill as perceived by English language teachers scored a high level of estimation since the mean was (3.97). Such mean indicates a positive attitude towards

using the flipped classroom model for enhancing the students' speaking skills. The item **"FC helps students to develop their speaking skills"** scored the highest mean (4.11) whereas the lowest mean (3.80) was scored by the item **"The recorded materials in FC help students to speak English"**. Such positive attitude might be due to the use of audio materials that enable the students to listen to English recorded materials at home which affects their speaking skill. Such result is also supported by the teachers' answers to the items of the questionnaire when they stated that with flipped classroom, the students show apparent readiness to watch the learning content sent or assigned by their teacher at home using different recourses and materials. However, this readiness is somehow limited to the older students who inclined to have the language and the ability to deal with the new technology. This active participation outside and inside the classroom gives the students the feeling of responsibility towards their learning.

This claim is supported by Namaziandost & Çakmak, (2020) who highlighted the importance of integrating the recent mobile devices into EFL classes to promote the quality of learning outcomes. In this respect, the speaking skill of EFL students is enhanced by using the flipped classroom as maintained by Sönmez (2020) who attributed this to the fact that the students tend to get more confidence and more responsibility especially when they have the opportunity to get involved in the language exposure inside and outside the classroom. This result seems to be in line with the result of Abu-Safiyeh& Farrah (2020) who revealed that the flipped classroom can improve listening and speaking skills.

The result supports the result of Abdullah et al. (2020) who found a significant improvement in students' self-confidence in speaking performance due to using the flipped classroom model. By the same token, the result agrees with Yeşilçınar (2019), Singh, et al.(, Huang & Hong (2016) who argued that more opportunities are provided to the students to benefit from the classroom time to practice what they have learned outside the classroom.

However, the result concerning the lowest mean which was scored by the item” **The recorded materials in FC help students to speak English**” seems to partially disagree with Yang (2017) who found that flipping the classroom is hoped to enable the target students to watch video lectures and recorded materials at their own time and pace prior to attending classes. Again this result in particular tends to disagree with Romero et al. (2018) who assured that utilizing the flipped learning model with multimedia to present the content outside the classroom using recorded videos or any relevant resources such as PowerPoint presentations with audio can improve students' speaking skill.

### **5.2.3 Discussion of the Results of the Third Question:**

**What is the role of integrating the flipped classroom strategy in promoting the listening skill as perceived by English language teachers in South Nablus schools?**

As stated in chapter four, the results of the statistical analysis showed that the total degree of the role of integrating the flipped classroom in

promoting the listening skill as perceived by English language teachers scored a high level of estimation since the mean was (3.96). Such mean indicates a positive attitude towards using the flipped classroom model for enhancing the students' listening skills. This result can be attributed to the idea that the flipped classroom model has the potential to provide EFL students with more opportunities to listen to recorded materials assigned by the teacher outside the classroom instead of limiting themselves to listen only to the teacher voice. This opportunity increased the amount of time spent by the students in the context of out-of class listening. This insight was stressed by most of the teachers in the interviews when they claimed that using the flipped classroom in EF classrooms affects students' role who became more active and more responsible to share their knowledge with their peers and their teachers as well.

This idea is supported by Alghasab (2020) who maintained that the flipped classroom stimulates students to prepare their lessons at home using online materials provided by their teachers. Such preparation gives the students enough time to practice listening more than once according to their needs and abilities since the classroom time seems to be insufficient for practicing listening to the extent that some teachers tend to skip the listening exercises in the text book or at best some of them. This in turn agrees with Abu Nada & El Sourani (2018) who mentioned that the traditional classes turned out to be insufficient for providing learning opportunities to the students to learn and teachers to teach.

The good news here is that the new generations of students in the 21<sup>st</sup> century are usually fluent in acquiring and learning all sorts of new technology (Mete et al., 2017) which is apparent in their addiction to their smart phones, tablets, YouTube, social media and the like. Thus, they can use their own smart phones to listen more and more to the recorded materials or the assigned listening materials suggested by the teacher anytime anywhere. This result is in line with Abu-Safiyeh & Farrah, (2020) who found that the listening and speaking skills can be improved through the flipped classroom model. The result also agrees with Rudneva, et.al (2020) & Etemadfar et al. (2020) who agreed that integrating the flipped classroom in EFL teaching promotes students' listening comprehension.

Furthermore, the results revealed that the highest mean was scored by the item **“Listening to different types of materials enhances students’ pronunciation”** which scored a mean of (4.07). On the other hand, the lowest mean (3.83) was scored by the item **“FC familiarizes students with the listening materials”**. This result implies that the surveyed teachers think that the flipped classroom model provides the target students with the opportunity to listen to different types of listening materials which enable them to listen accurately to the correct pronunciation of words mostly pronounced by native speakers or semi-native speakers. Of course such privilege will not be attainable in the absence of a creative and hard-working teacher who believes in his students on one hand, and in the usefulness of employing new methods of teaching as the flipped classroom model, on the other hand.

However, the result seems to disagree with Öztürk and Çakıroğlu (2021) who found no difference in the listening test results after using flipped learning model although the students who worked with the platform scored higher in speaking, reading, writing, and grammar tests.

#### **5.2.4 Discussion of the Results of the Fourth Question**

**What is the role of integrating the flipped classroom strategy in promoting the reading skills as perceived by English language teachers in South Nablus schools?**

Results of the statistical analysis showed that the total degree of the role of integrating the flipped classroom in promoting the reading skill as perceived by English language teachers scored a high level of estimation since the mean score was (3.82). This high mean points to the teachers' positive attitudes towards using the flipped classroom model for enhancing the students' reading skills. The development of the students' reading skill might be attributed to using the available technological advancements at home which leave a positive impact on the students who are accustomed to using computers, laptops, smart phones, social media, YouTube videos and the like. Similar to the listening skills, the reading skills is considered a receptive skill that needs to be practiced frequently by the students at home since the time at school is limited with very few opportunities for students to practice the reading skill whether the reading aloud or reading for comprehension. Hence, the flipped learning model has the potential to provide the students with more opportunities to read at home and prepare their reading texts in advance which saves time and effort. This claim



disagrees with Öztürk & Çakıroğlu (2021) who maintained the flipped classroom can help in allocating the teaching time to provide more class time for students to learn and practice what they have learned outside the classroom utilizing collaborative group work, problem solving, discussions, and project-based work.

With regard to the highest and lowest means within the domain of reading skill, the item **“FC develops the reading skills”** scored the highest mean (3.97) whereas the lowest mean (3.76) was scored by the item **“FC makes it easier for the students to understand the reading passages”**. The result of the highest mean is clearly in consistent with many studies that highlighted the flipped classroom potential to promote both the reading comprehension skill, critical thinking skill and achievement of the students in the experimental groups who received the material through the flipped learning approach ( Fulgueras & Bautista, 2020; Abusaaleek,2020; Sin & Siahpoosh,2020; Hashemifardnia; Namaziandost & Shafiee , 2018; and Yulian,2021).

On the other hand, the item **“FC makes it easier for the students to understand the reading passages”** scored the lowest mean among the four items of the reading skill domain, although indicating a high level of estimation (3.76). This means that the teachers think that the students find some difficulties comprehending the reading passages even when using the flipped classroom model which might be attributed to the reading passages themselves which might be beyond students’ level in terms of vocabulary and structure.

### **5.2.5 Discussion of the Results of the Fifth Question**

#### **What is the overall attitude of English language teachers in South Nablus schools towards using the flipped classroom strategy?**

Results of the statistical analysis show that the total degree of the overall attitudes of English language teachers towards using the flipped classroom was high (3.94) which suggests a positive attitude. The result can be interpreted by taking into consideration the teachers' answers during the interviews. Most of the interviewed teachers confirmed the advantages of using the flipped classroom model such as saving time, being attractive, enhancing students' responsibility, and promoting interaction between the teacher and the students. This means that the teachers think that the flipped classroom is useful to be employed as it allows students to have access to the lectures any time to prepare the learning material at home which helps them become more responsible for their learning and develop their thinking skills. Furthermore, this result is supported by Debbag & Yildiz (2021) who were in favor of the flipped classroom that enables the pre-service teachers to put their knowledge into practice while also improving their teaching skills. This high and positive attitude agrees with Bataineh & Al-Sakal (2021) who found a positive attitude toward the flipped learning model among EFL students in the (UNRWA) schools in South Amman, Jordan. The result is also in line with Zhang (2017) who indicated a positive attitude toward the flipped method among the students who had a good improvement in many aspects of English language learning. Moreover, the result supports the results of Li & Suwanthep (2017) who

found a positive attitude towards integrating the flipped classroom among the Thai EFL students who found the flipped classroom helpful when it enabled them to study without time and space constraints and provided them with more speaking opportunities in the classroom environment. The result is also in agreement with Yulian (2021) who found that the 37 students in English for Academic Purposes class showed a positive perception of the implementing this model in terms of self-directed learning. Nevertheless, the result seems to disagree with Abu- Safiyeh & Farrah (2020) whose study found that some students do not have positive attitudes to learn by flipped classes.

Moreover, the highest mean was given to the item **“FC allows students to have access to the lectures at any time easily”** which scored a mean of (4.02). This particular result means that the teachers believe in the flipped classroom ability to provide the students with various opportunities to watch the learning materials outside the classroom using several resources such as recorded lectures, platforms, YouTube, videos and the like. This insight is in line with Wells & Holland (2016) who postulated that flipping the classroom involves using digital communication at home to view the learning content while class-time is given to problem-solving activities, discussions and collaborative work. However, such features should encourage teachers to prepare well for the flipped classroom including expecting student questions, preparing rich classroom activities that challenge student thinking (Merriell, 2015). This agrees with Ansori & Nafi' (2019) who claimed that in-class learning should be skillfully planned

by the teacher who needs to prepare well so that the students get engaged in the learning process.

Such result agrees with Yang (2017) who argued that the flipped classroom enables students to watch video lectures and recorded materials at their own time and pace prior to attending classes. Additionally, the result agrees with Ahmed (2016) who stated that the flexible learning environments in the flipped learning model allows students to choose when and where they choose to learn and in what methods. This result supports the claim of Namaziandost & Çakmak(2020) who maintained that access to learning content outside the classroom enables the students to repeat, pause and review the material to avoid confusing information.

All in all, the positive attitudes towards using the flipped classroom model can be attributed to the various benefits of this new model as stated by many researchers and experts in this field. For example, Bergmann & Sams (2012)who are considered the founders of the flipped classroom claimed that this model has the potential to address the needs of struggling students by enabling teachers to personalize students' learning whether the teacher teaches math, science, social studies, language arts, physical education, ELL, a foreign language, or humanities. Abu-Safiyeh and Farrah (2020), furthermore, stated several benefits of flipped learning such as enhancing interactive environments, enhancing language skills, enhancing 21<sup>st</sup> century skills, and providing useful feedback.

Among the benefits of using the flipped classroom are seen in: engaging the students and empowering them to discuss the target lessons with their

peers (Yousufi, 2020); expanding opportunities for students' collaboration and activities created and guided by the students themselves (Brewer & Movahedazarhouli, 2018); video lectures and lessons can be rerecorded, edited and viewed frequently (Alzaytuniya, 2016); video lessons provide instruction to students outside the classroom, therefore freeing up class time for hands-on learning (Sletten, 2017).

As revealed by the teachers in the interviews, using technology for the purpose of empowering teachers to employ the flipped classroom might face some challenges. Among these are the availability of the technology infrastructure including internet speed, computer sets, teacher qualification and motivation and securing parents' involvement.

### **5.3. Discussion of the Results Related to the Study Hypotheses**

To find out the possible relationship between teachers' attitudes towards the role of integrating the flipped classroom in promoting the language four skills on one hand, and some variables on the other hand, four null hypotheses were formulated.

#### **5.3.1. Discussion of the Results of the First Hypothesis**

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of English language teachers towards the role of integrating the flipped classroom strategy in promoting the language four skills due to gender.**

The results of using t-test for independent sample showed that there were no statistically significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of EFL

teachers towards the role of integrating the flipped classroom in promoting the language four s kills due to gender. This means that both female and the male teachers who teach in the schools of South Nablus have nearly the same positive attitudes towards the role the flipped classroom in enhancing the students' language skills. Such result might be due to the fact that during the COVID-19 pandemic, all teachers in Palestine, regardless of their gender, experience, qualification, specialization, place of residence were obliged to use different methods and modes of teaching including online learning, home learning, and blended learning in addition to the flipped classroom learning. These methods and approaches provided the Ministry of Education in Palestine with the ability to continue the education process and to minimize the learning loss among the students. Fortunately, the availability of internet connection in Palestine, in addition to the presence of the devices in the hands of the students and their families helped the Ministry to achieve the objectives of that difficult stage.

The result of this study agrees with Yasar Kazu, & Kurtoğlu (2020) who indicated that gender of the fifth and eighth grade students had no significant effect on flipped classroom readiness in general. By the same token, the result also agrees with Dweikat & Raba (2018) who found no statistically significant differences between the perceptions of EFL teachers towards the flipped classroom model in the Palestinian context due to gender. The result also goes in parallel with Al-Rawajfah (2019) who found no statistically significant differences in the scores of the students on cognitive achievement test attributed to the gender variable.

The result disagrees with the result of a study conducted by Namaziandost et al.,( 2020) who found that the females in the experimental group achieved greater improvement in self-efficacy than the males when the 58 participants used the flipped classroom model for learning intermediate English. The result also disagrees with Aburezeq (2020) who found a statistically significant difference in the Arabic speaking skills of the 7<sup>th</sup> graders in favor of the female students. Furthermore, the result of the current study is inconsistent with the result of Abu-Shanab (2020) who found a higher means of perceptions in favor of the male students.

The results also disagree with Yong, et al.(2021) who found that the females outperformed males even though they lack prior programming experience and the in-class activities have a positive impact on students' test performance, especially the male students while peer learning induces a negative impact on students' test performance, especially among the female students. Moreover, the result seems to be inconsistent with Price &Walker (2021) who revealed that the students' perceptions of the flipped classroom differed according to gender, nationality and prior training.

### **5.3.2. Discussion of the Results of the Second Hypothesis**

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of English language teachers towards the role of integrating the flipped classroom strategy in promoting the language four Skills due to qualification.**

The results of using means, standard deviations and One- Way ANOVAs owed that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of EFL teachers towards the role of integrating the flipped

classroom in promoting the language four Skills due to qualification. This means that teachers who teach in the schools of South Nablus have nearly the same positive attitudes towards the role of the flipped classroom in enhancing the students' language skills. Such result might be due to the fact that during the COVID-19 pandemic, all teachers in Palestine, regardless of their qualification were informed to use any possible method to deliver the learning materials to their students in all areas in Palestine. One possible solution was using the blended learning in the form of flipped classrooms utilizing Zoom, Microsoft Teams, Google Classroom, Facebook, WhatsApp and other media. These resources were mostly available for teachers and students and helped the Ministry to continue education and to minimize the learning loss among the students.

This result might be due to the fact that that all participating teachers who responded to the questionnaire (n=92) regardless of their qualification (Diploma, BA, MA) are working for the Ministry of Education nearly under the same conditions and policies in addition to compulsory participation in training courses like (TEIP) that aim to qualify them for the teaching process. During the ongoing pandemic, all teachers participated in online and face-to-face training courses that tackled the implementation of blended learning and online learning for teaching English and other school subjects.

The importance of the training courses for teachers is supported by Unal; Unal & Bodur (2021) who suggested providing the teachers with the required knowledge and skills before engaging them in the flipped



classroom method which can be done through specialized training courses and workshops.

The result seems to agree with Dweikat & Raba (2018) who found no statistically significant differences at ( $\alpha \leq 0.05$ ) on the total degree of teachers' perceptions of flipped classroom due to the qualification variable. Furthermore, the result is in line with AYDIN et al. (2021) who indicated that the educational level and year of study did not have a significant impact on students' success.

### **5.3.3. Discussion of the Results of the Third Hypothesis**

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of English language teachers towards the role of integrating the flipped classroom strategy in promoting the language four Skills due to years of experience.**

Using One - Way ANOVA showed statistically significant differences at ( $\alpha \leq 0.05$ ) between the means of the sample towards the role of integrating the flipped classroom in promoting English language skills due to years of experience variable. The result indicated a difference in favor of (1-5) years of experience versus those with more than 10 years of experience in addition to a difference in favor of 6-10 years of experience versus those with more than 10 years. These differences indicate that the two groups of teachers who have less than 10 years of experience had more positive attitudes towards the role of integrating the flipped classroom in promoting the language skills due to the years of experience variable.

This result disagrees with the result of a study conducted by Dweikat & Raba (2018) who found no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total degree of teachers' perceptions of the flipped classroom due to the variable of experience. Moreover, the result seems to agree with AYDIN et al. (2021) who found that the year variable did not have a significant effect on students' success. By the same token, there might be some kind of agreement between the result of this study and the result of Van Alten, Phielix, Janssen & Kester (2019) who found that the years of experience of the teachers with FTC was not reported in 50% of the studies which might imply that this variable is not so important if teachers are willing to improve their methods of teaching.

#### **5.3.4. Discussion of the Results of the Fourth Hypothesis**

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of English language teachers towards the role of integrating the flipped classroom strategy in promoting the language four skills due to specialization.**

Using the t-test for independent samples revealed that there were no statistically significant differences at ( $\alpha \leq 0.05$ ) between the responses of the teachers towards the role of integrating the flipped classroom in promoting English language skills due to teachers' specializations. This result means that all participating teachers whether they are specialized in Methods of Teaching English or English language & Literature tend to have nearly the same positive attitudes towards the role of integrating the flipped classroom in promoting the language four skills. Logically speaking, the teachers who hold a degree in TEFL or Methods of teaching

English are expected to have more positive attitudes towards the flipped classroom since this approach is strongly related to their specialization in contrast to their counterparts who specialize in English language & literature. Nevertheless, in reality and during the COVID-19 pandemic, all teachers regardless of their specialization were obliged to participate in online and face-to-face workshops and training courses to qualify them in this relatively new approach that employs the blended learning methods. Hence, the teachers tended to have a positive attitude towards this approach hoping to help them communicate with their students and teach them at home using the available technologies and resources. This claim is supported by Debbag & Yildiz (2021) whose study found that the flipped classroom enabled the pre-service teachers enrolled in the Teaching Principles and Methods (TPM) course to put their knowledge into practice, while also improving their teaching skills.

In this respect, the result tends to be in line with AYDIN et al. (2021) who found the study type did not have a significant effect on students' success. Meanwhile, the result seems to disagree with Unal; Unal & Bodur (2021) who revealed that mathematics and science teachers had more positive perceptions to flip their classrooms and much more willing to use new experiences compared to the teachers of social studies and English Language Arts. Furthermore, the result seems to be in line with Chatta & Haque (2020) who claimed that integrating technology in English language teaching promotes language teaching and learning and meets students' needs and interests.

However, if individual separated studies are examined, the result seems to be in line with the results of the current study. For example, Öztürk and Çakıroğlu (2021) found that using the flipped classroom approach had a positive impact on enhancing students' language skills in an English language course. Price & Walker (2021) found that the undergraduate foundation statistics module for business and management students had positive perceptions of the flipped classroom. Yeşilçınar (2019) who investigated the advantages of FCM from the perspectives of 22 non-English major voluntary academicians from different departments of a Turkish university found that using flipped learning increased the learners' motivation and satisfaction with FCM. Al- Rawajfah (2019) who sought to find out the impact of using flipped learning on the development of the third grade students' cognitive achievement in science revealed a statistically significant difference in the scores of students in cognitive achievement in favor of the experimental group.

#### **5.4. Conclusion**

The current mixed- method study was conducted to investigate the role of integrating the flipped classroom model in promoting English language skills as perceived by English language teachers in the schools of south Nablus. Using both quantitative and qualitative data collection revealed that the total degree of the role of integrating the flipped classroom in promoting the four skills of the English language as perceived by English language teachers in south of Nablus schools scored a high level of estimation. Furthermore, the total degree of the overall attitudes of English language teachers in south of Nablus schools towards using the flipped

classroom also indicated a positive attitude since the results scored a high level of estimation. In relation to the hypotheses, the results showed that there were no statistically significant differences in the attitudes of English language teachers towards the role of integrating the flipped classroom in promoting the language four skills due to gender, qualification, and specialization. However, there were statistically significant differences towards the role of integrating the flipped classroom in promoting English language skills in south of Nablus schools due to years of experience.

These results provide some evidence that EFL teachers in the Palestinian context have the commitment and the ability to cope with the recent situation through adopting new approaches such as the flipped classroom model. Such evidence is seen in the teachers' responses to the questionnaire items and the interview questions as well. Interviewing a limited sample of the teachers revealed that the flipped classroom is helpful and involves many benefits that can help the students to learn and teachers to teach especially in difficult times and situations. These views were in consistent with the result of many studies that revealed positive impact on students' achievement and on teachers' attitudes towards this teaching approach.

What makes this teaching approach a promising one is that it creates a change in the roles of the teachers and the students when moving from teacher-centered activities into student-centered activities where the students hold the responsibility of their own learning and play different roles inside the classroom and outside the classroom. These changes in the

roles are hoped to contribute to students' learning and their achievement especially when they are provided with more opportunities to practice the language skills inside and outside the classroom environment.

All in all, this study with its results and the in-depth literature review adds to the body of literature in the field of the flipped learning model which might encourage other researchers to investigate other issues within this field.

### **5.5 Recommendations**

In light of the study results, the researcher recommended the following:

#### **First: Recommendations to the teachers**

- EFL teachers are recommended to use the flipped classroom model either under normal or exceptional situations so as to maximize students' participation and their active roles.
- EFL teachers are recommended to work continuously towards their own professional development mainly in updating their methods of teaching.

#### **Second: Recommendations to the decision makers at the Ministry of Education**

- Organizing online and face-to-face training courses and workshops that provide both novice teachers and experienced teachers with theoretical and practical knowledge in the field of the flipped learning model.

- Organizing yearly competitions among the teachers which focus on the best practices of the flipped learning model in Palestine.
- Preparing a guide on flipped learning model to be posted onto the e-learning portal of the Ministry.
- Curriculum designers at the Ministry are recommended to integrate specific content and activities into the EFL curricula through utilizing technological advancements including the videos, YouTube channels, website links, search engines, social media, Wikipedia and the like.

### **Third: Recommendations to the researchers**

- Researchers may carry out experimental or quasi –experimental studies to explore the effectiveness of flipped classroom model on students' achievement.
- Future research may be conducted to explore the attitudes of parents and students towards the use of flipped classroom model.

### **Abbreviations**

<b>Acronym</b>	<b>Meaning</b>
<b>EFL</b>	<b>English as a Foreign Language</b>
<b>ESL</b>	<b>English as Second Language</b>
<b>OQPT</b>	<b>Oxford Quick Placement Test</b>
<b>FCI</b>	<b>Flipped Classroom Instruction</b>
<b>FLM</b>	<b>Flipped Learning Model</b>
<b>FL/L2</b>	<b>Foreign/Second Language</b>
<b>FCM</b>	<b>Flipped Classroom Model</b>
<b>ITC</b>	<b>Information &amp; Communication Technology</b>

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## Appendices

### Appendix (1)



### Questionnaire An-Najah National University Faculty of Graduate Studies

Dear teachers',

The following questionnaire is designed for the purpose of collecting data for the study entitled " **The role of Integrating Flipped Classroom strategy in promoting English languages Skills as Perceived by English Language Teachers in South Nablus schools**"

This questionnaire consists of two sections; the first section seeks to collect personal information including gender, specialization, and years of experience. The second section contains 33 items that aim at exploring the responses of the participants regarding each item.

Please read the items carefully, and then respond to each by placing (✓) next to the answer that corresponds to your response. Your answers will be confidential.

Thank you for your cooperation

Prepared by: Saba' Nazzal

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#### **Section (1): Personal Information**

- |                             |  |                                 |                                      |
|-----------------------------|--|---------------------------------|--------------------------------------|
| Gender                      | <input type="checkbox"/> Male                            | <input type="checkbox"/> Female |                                      |
| Qualification               | <input type="checkbox"/> Diploma                         | <input type="checkbox"/> B-A    |                                      |
|                             |  | <input type="checkbox"/> M-A    |                                      |
| 3. Years of experience      | <input type="checkbox"/> 1-5                             | <input type="checkbox"/> 6-10   | <input type="checkbox"/> 10 and more |
| 4. Specialization:          | <input type="checkbox"/> English language and Literature |                                 | <input type="checkbox"/>             |
| Methods of Teaching English |  |                                 |                                      |

**Section (2):** Read the following items carefully and tick under the column that best represents your response.

No.	Item	Strongly agree	agree	neutral	disagree	Strongly disagree
	<b>First Domain: The Impact of Integrating Flipped Classroom on the writing skills.</b>					
1.	FC helps students to develop their writing skills.					
2.	FC helps students to learn new writing strategies.					
3.	FC helps students to refer to the learning materials frequently to complete their tasks.					
4.	FC helps students to get immediate feedback on their writing immediately from peers or the teacher.					
5.	FC helps students to complete the writing activity effectively.					
6.	FC encourages students to explore more materials online to complete their writing tasks.					
7.	FC helps students to express their ideas clearly in the writing classes.					
	<b>Second Domain: The Impact of Integrating Flipped Classroom on the speaking skills.</b>					
8.	FC helps students to develop their speaking skills					
9.	FC allows students to practice their speaking skills.					
10.	FC creates an interactive atmosphere in the speaking classes.					
11.	Using videos motivates students to practice the speaking skills.					
12.	The recorded materials in FC help students to speak English.					
13.	FC reduces students' anxiety when practicing the speaking skills.					
14.	Videos used in FC enable students to learn new expressions.					
15.	Using innovative activities makes learning English enjoyable.					
16.	FC helps students to build their self-confidence when speaking English.					

	<b>Third Domain: The Impact of Integrating Flipped Classroom on the listening skills.</b>					
17.	FC helps students to enhance their listening skills.					
18.	Listening to English texts in the FC helps to improve students' listening skills.					
19.	FC provides well-prepared materials for the listening practice.					
20.	The online resources are attractive and stimulating.					
21.	The online resources used in FC offer various opportunities for students to practice listening.					
22.	FC allows students to participate more in the classroom. .					
23.	FC familiarizes students with the listening materials.					
24.	Listening to different types of materials enhances students' pronunciation.					
	<b>Fourth Domain: The Impact of Integrating Flipped Classroom on the reading skills.</b>					
25.	FC develops the reading skills.					
26.	FC makes it easier for the students to understand the reading passages easily.					
27.	FC enables students to practice the reading skills through materials learned at home.					
28.	FC encourages students to read more at home.					
	<b>Fifth Domain: General attitudes toward the flipped classroom.</b>					
29.	FC helps students to develop their cognitive thinking levels.					
30.	FC encourages students to come to class prepared.					
31.	FC allows students to have access to the lectures at any time easily.					
32.	FC gives students more opportunities to communicate with each other.					
33.	FC empowers students to become more responsible for their learning.					

**Thanks for your cooperation**

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**Appendix (2): The interview questions**

1. Do you think the flipped classroom strategy is applicable in Palestine? Why?
2. Do you believe that the flipped classroom strategy can encourage students to become more active and responsible for their learning? How?
3. What are the advantages of implementing the flipped classroom strategy?
4. What are the difficulties of using the flipped classroom strategy in the learning process?
5. What are your suggestions to deal with the challenges caused by the flipped classroom strategy?
6. How does the flipped classroom strategy change the role of the teacher in the learning process?
7. How does the flipped classroom strategy change the role of the students in the learning process?

**Thanks a lot**

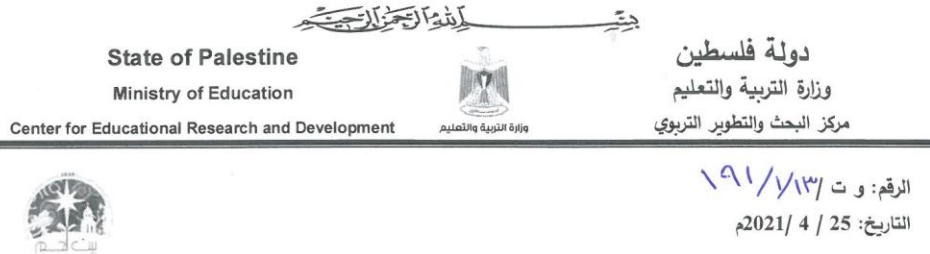
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Researcher : Sabaa Khaled Nazzal

**Appendix (3): The Validation Committee for the Questionnaire**

Dr . Khaled Abed El Jaleel. Dweikat	Al-Quds Open University
Dr. Munther Zyoud	Al-Quds Open University
Dr. Mohammed Abdel Hakim Farrah	Hebron University

## Appendix (4): Permission from the Center for Educational Research & Development at the Ministry of Education to facilitate the research procedures



لمن يهّمه الأمر

"تسهيل مهمة بحثية"

يهديكم مركز البحث والتطوير التربوي أطيب تحية، ويرجو منكم التكرم بتسهيل مهمة الباحثة:

"سبا خالد أمين نزال"

من جامعة النجاح الوطنية للحصول على المعلومات اللازمة لإعداد دراستها بعنوان:

"The Impact of Integrating Flipped Classroom on learning the language four "

"Skills as Perceived by English Language Teachers in South Nablus District

ملاحظات:

- تتضمن الدراسة تطبيق استبيان على عينة من معلمي اللغة الإنجليزية في مديرية جنوب نابلس.
- ت/يتولى الباحث/ة أنشطة جمع البيانات، بتنسيق مع "منسق البحث والتطوير والجودة" في المديرية.
- الاستجابة على الأدوات البحثية من قبل عينة المبحوثين طوعية.
- نظراً لظروف الجائحة يتم تطبيق أدوات البحث عبر النماذج المحوسبة دون تواصل وجاهي مع المبحوثين.

مع الاحترام،،

د. محمد مطر  
/مدير مركز البحث والتطوير التربوي



نسخة:

عطوفة وكيل الوزارة المحترم.

عطوفة الوكلاء المساعدين المحترمين.

الأخ مدير عام التربية والتعليم/ جنوب نابلس المحترم.

د. فواز عقل- المحترم/ المشرف على الدراسة- بريد الكتروني "fawaz.aqel@najah.edu"

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جامعة النجاح الوطنية

كلية الدراسات العليا

دور دمج الفصول الدراسية المقلوبة في تعزيز مهارات اللغة الإنجليزية كما  
يتصورها مدرسو اللغة الإنجليزية في مدارس جنوب نابلس

إعداد

سبأ خالد أمين نزال

إشراف

د.فواز عقل

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

2021



ب

## دور دمج الفصول الدراسية المقلوبة في تعزيز مهارات اللغة الإنجليزية كما يتصورها مدرسو اللغة الإنجليزية في مدارس جنوب نابلس

إعداد

سبأ خالد أمين نزال

إشراف

د.فواز عقل

### الملخص

هدفت الدراسة الحالية إلى معرفة دور دمج استراتيجيات الصف المقلوب في تعزيز مهارات اللغة الإنجليزية وفق تصورات معلمي اللغة الإنجليزية في مدارس جنوب نابلس. كما هدفت الدراسة إلى استكشاف دور متغيرات الجنس والمؤهل وسنوات الخبرة والتخصص على اتجاهات المعلمين نحو هذه الإستراتيجية . ولتحقيق هذه الأهداف ، تم استخدام المنهج المختلط باستخدام الأساليب الكمية والنوعية حيث تم جمع البيانات من خلال استبيان ومقابلة شبه منظمة خلال العام الدراسي 2020-2021 . تكونت عينة الدراسة من 92 معلماً ومعلمة ( 71 من الإناث و 21 من الذكور).

أظهرت نتائج الدراسة أن الدرجة الكلية لدور دمج استراتيجيات الصف المقلوب في تعزيز المهارات الأربعة للغة الإنجليزية كما يراها معلمو اللغة الإنجليزية في مدارس جنوب نابلس قد سجلت مستوى عالٍ من التقدير. كما أن الدرجة الإجمالية للاتجاهات العامة لمعلمي اللغة الإنجليزية في مدارس جنوب نابلس كانت إيجابية حيث سجلت النتائج مستوى عالٍ من التقدير . وفيما يتعلق بالفرضيات كشفت النتائج عدم وجود فروق ذات دلالة إحصائية في اتجاهات معلمي اللغة الإنجليزية نحو دور دمج استراتيجيات الصف المقلوب في تعزيز مهارات اللغة الأربعة تعزى إلى متغيرات الجنس والمؤهل والتخصص بينما وجدت فروق ذات دلالة إحصائية تعزى لمتغير سنوات الخبرة.

بناءً على نتائج الدراسة، تم تقديم توصيات لأولئك الذين يندرجون في سياق تدريس اللغة الإنجليزية كلغة أجنبية. وتم تقديم توصية لمعلمي اللغة الإنجليزية تتمثل باستخدام نموذج الصف المقلوب في الظروف الطبيعية والاستثنائية وذلك لزيادة مشاركة وتفاعل الطلاب .بالإضافة إلى ذلك قدمت

توصية للمعلمين بالمضي قدماً في تطويرهم المهني وبشكل رئيسي في تحديث أساليب التدريس الخاصة بهم.

فيما يتعلق بصناع القرار في وزارة التربية والتعليم ، يوصى هؤلاء بتنظيم دورات وورش عمل وجاهية وعبر الإنترنت لتزويد المعلمين المبتدئين والمعلمين ذوي الخبرة بالمعرفة النظرية والعملية في موضوع الصف المقلوب. وتم أيضاً رفع توصية بإجراء مسابقات سنوية بين المعلمين تركز على أفضل ممارسات أسلوب الصف المقلوب وإعداد دليل حول نموذج التعلم المقلوب ليتم نشره على بوابة التعلم الإلكتروني للوزارة.

كما قدمت توصية لمصممي المناهج في وزارة التربية والتعليم بدمج محتوى وأنشطة محددة في مناهج اللغة الإنجليزية كلغة أجنبية من خلال الاستفادة من التطورات التكنولوجية بما في ذلك مقاطع فيديو YouTube وروابط مواقع الويب ومحركات البحث ووسائل التواصل الاجتماعي وويكيبيديا وما شابه ذلك. وتم تقديم توصية للباحثين أيضاً بإجراء دراسات تجريبية أو شبه تجريبية لاستكشاف فعالية نموذج الصف المقلوب على تحصيل الطلاب. كما يمكن أيضاً إجراء بحوث مستقبلية لاستكشاف مواقف أولياء الأمور والطلاب تجاه استخدام نموذج الصف المقلوب.