

اتجاهات معلمي اللغة الإنجليزية نحو استخدام استراتيجية الفصل
المقلوب في تدريس اللغة الإنجليزية لطلاب المرحلة الأساسية في محافظة إربد
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الملخص

هدفت الدراسة إلى تحديد اتجاهات معلمي اللغة الإنجليزية اتجاه استخدام استراتيجية الفصل المقلوب في تدريس اللغة الإنجليزية لطلاب المرحلة الأساسية في المملكة الأردنية الهاشمية في محافظة إربد وفق متغيرات: (درجة المعلم الأكاديمية، وسنوات الخبرة في التدريس). اعتمدت الدراسة على المنهج الوصفي التحليلي، واستخدمت الاستبانة لجمع البيانات من عينة الدراسة التي تكونت من (150) معلماً ومعلمة. أظهرت النتائج أن اتجاهات معلمي اللغة الإنجليزية نحو استخدام استراتيجية الفصل المقلوب كانت إيجابية إلى حد كبير حيث كان المتوسط الحسابي (3.86). بالإضافة إلى ذلك، لم تجد نتائج البحث فروقاً ذات دلالة إحصائية عند مستوى 0.05 فأقل في متغير الدرجة الأكاديمية للمعلم ولا توجد فروق ذات دلالة إحصائية لمتغير عدد سنوات الخبرة في تدريس اللغة الإنجليزية. كما أظهرت النتائج أن مجموعة كبيرة تفضل الأساليب الحديثة والأنشطة التفاعلية في التعليم حيث يستمتع الطلاب بأدائهم الأكاديمي وترقيته عند استخدام هذه التقنيات التي تشمل وجود الأجهزة الذكية. وبناءً على النتائج أوصت الباحثة بتدريب وتأهيل مدرسي اللغة الإنجليزية في المدارس على كيفية تطبيق وتنفيذ استراتيجية التعلم المقلوب.

الكلمات المفتاحية: اتجاهات معلمي اللغة الإنجليزية، استراتيجية الفصل المقلوب.

* باحث.

Attitudes of English Language Teachers Towards the Use of the Flipped Classroom Strategy in Teaching English to Basic-stage Students in Irbid Governorate

Abstract

The study aimed to determine the attitudes of English language teachers towards using the flipped classroom strategy in teaching English to students in the basic-stage education in the Hashemite Kingdom of Jordan in the Irbid governorate. The study variables were the teacher's academic degree and years of experience in teaching. The study relied on the descriptive-analytical method and used a questionnaire to collect data from the sample study, which consisted of 150 male and female teachers. The results showed that the attitudes of English language teachers towards using the flipped classroom strategy were positive, with a high degree of agreement as the mean was 3.86. In addition, the research results found no statistically significant differences at the 0.05 level or less in the teacher's academic degree variable and for the variable number of years of experience in teaching English. The results also show that most participants favor modern methods and interactive educational activities as they enjoy and upgrade their academic performance when using these technologies, including smart devices. Based on the results, the researcher recommended training and qualifying English language teachers in schools on applying and implementing the flipped classroom strategy.

Keywords: English Teachers' Attitudes, Flipped Classroom Strategy

1- Introduction:

Technology invades daily life in its various fields until it has become a basis that cannot be ignored or lived without. Therefore, it has become an important place and an essential requirement in education. Countries compete to provide their best to their students to prepare an educated, aware, and responsible generation capable of resolving crises. The Hashemite Kingdom of Jordan institutions are keen to develop all available means and resources to keep pace with global developments in education and employ them in schools to serve the teacher and the learner (Awidi & Paynter, 2019).

Since the educational process is based on communication between the teacher and the learner in different classroom situations and extracurricular activities, new concepts and methods that serve the educational process and improve its outputs have emerged (Al-Harbi & Alshumaimeri, 2016). In this way, the Jordanian Ministry of Education seeks to change the thinking patterns of teachers and learners of their different categories to keep pace with every development and modernity. The curricula include critical thinking questions and problems that the student should solve. Classroom activities have also been added to the teacher's guide to educate teachers about new, unusual activities that make them bored. Students focus on classroom participation because of its importance in raising academic achievement and their performance in solving problems (Ceylaner & Karakus, 2021). From this standpoint, strategies were found in a way that allows the teacher to prepare the lesson for the student innovatively and lovingly, including the flipped classroom strategy, which is considered one of the blended learning methods in which the Internet is used to view links related to the lesson and to use that in the classroom (Shahani, Chalak & Heidari Tabrizi, 2021).

The researchers found that classroom participation constantly challenges students' creative thinking and problem-solving abilities. It also contributes to

developing students' abilities in proper dialogue, discussion, and listening to others inside the classroom, making them life skills. Thus, the teacher urges the student to collect information about the lesson, making the class more enjoyable. This method helps in the processes of development and self-learning, which makes the student more able to understand and memorize information (Abdullah et al., 2019). Thus, it is essential to introduce modern technologies that improve the quality of education and its outputs. Students are simultaneously given equal learning regardless of individual differences, considering those differences and raising their academic achievement level. The new educational strategies involve teachers in a way that trains them to stimulate creative thinking among students and produce appropriate educational materials that keep pace with every development in the surrounding environment (Farrah & Qawasmeh, 2018).

Modern teaching methods differ; some are centered on the teacher, some on the student, and some on the teacher and the learner together. One of the learning strategies in the twenty-first century that arouses the student's curiosity about the lesson is the flipped learning strategy. In this strategy, the teacher prepares for the class by providing the students with multimedia, such as videos and pictures, through specific websites. Moreover, the student prepares and collects an enormous amount of information on the topics covered in the lesson using what is presented by the teacher, which allows the student to participate in the class in the next lesson session (Singay, 2020). However, the inclusion of such modern educational technologies must include training teachers and motivating them to use them in various scientific or literary subjects, including foreign languages for non-native speakers, such as English in Jordan, as ministries of education in countries around the world seek to provide appropriate resources for teachers to use them to the fullest. In

their classes and classrooms, they raise the level of education at all levels and for different groups of students (Webb & Doman, 2020).

The study's results will shed light on the readiness of educators in Irbid Governorate to embrace innovative pedagogical approaches, particularly the flipped classroom strategy. By exploring teacher attitudes, the research offers insights into the effectiveness of this method for teaching English to basic-stage students. The findings may inform local educational policies, contribute to professional development initiatives, and enhance the overall learning experience for students. Moreover, the study addresses the specific regional context of the Irbid Governorate, providing valuable information for tailoring educational strategies to meet the needs and preferences of the local community.

The problem statement:

With the development in the educational process, the educational outcomes are no longer limited to making the students acquire scientific facts and knowledge only, but instead, provide them with the life skills required to face the changes in the surrounding environment and deal with them and solve the problems that the student may face in the future (Shuaib & Mansour, 2018). That is why the Ministry of Education in the Hashemite Kingdom of Jordan decided to change the educational system so that modern technological learning media and the Internet become an integral part of its curricula to activate the active learning process and allow the student to think and innovate and for the teacher to innovate what suits the abilities and levels of his students. However, some traditional methods used in teaching various subjects, especially English, still neglect and develop students' intellectual and mental abilities, negatively affecting their learning motivation, but most teachers prefer them. Hence, the problem of this study emerged, which seeks to understand the attitudes of English language teachers towards the use of modern technologies, such as the flipped classroom strategy, in teaching English to basic-stage students.

This study will attempt to answer the following questions:

- 1-What are the attitudes of English language teachers in Irbid schools towards using the flipped classroom strategy in teaching English to the basic stage students?
- 2-Are there statistically significant differences in the attitudes of English language teachers in Irbid who teach the basic stage towards using the flipped classroom strategy in teaching due to the educational qualification variable?
- 3-Are there statistically significant differences in the attitudes of English language teachers in Irbid who teach the basic stage towards using the flipped classroom strategy in teaching due to the variable number of years of teaching experience?

Study aim:

This study seeks to identify the extent to which English language teachers use modern teaching techniques, such as the flipped classroom strategy, in teaching English to students at the basic stage in Irbid schools.

The importance of studying:

The study's importance is attributed to its subject's importance, as competition increases to improve the quality of education outputs globally. The theoretical and practical significance of the study is summarized as follows:

Theoretical importance:

The theoretical importance of this study lies in the fact that it is centered on preparing the teacher to use smart devices in the classroom and to follow modern teaching methods that align with the progress in the surrounding environment and the success of the educational process. It is also concerned with making the educational process enjoyable and valuable by employing the means of communication and modern technology and preparing teachers who can manage the available resources in an innovative manner that serves the students. The study may cover the concept of changing the methods of teacher and learner use of the

Internet in Jordan in a way that improves learning outcomes and the learner's access to achieve lesson objectives with less time and effort, which contributes to significantly raising academic achievement among students in the English language.

Practical importance:

The study can be considered a means of feedback for teachers and educators responsible for developing curricula in Jordan to ensure access to the best results and educational outcomes in all subjects besides the English language. The study may be useful to educators to demonstrate the impact of educational technology, modern teaching methods, and teacher training on classroom participation in various subjects. This study can also contribute to building and designing other educational activities like the flipped classroom strategy.

Limits of the study:

-**Time limit:** The study was conducted during the academic year 2021/2022.

-**Spatial limitation:** This study was applied in the governorate of Irbid, the Hashemite Kingdom of Jordan.

-**Human Limit:** The study was applied to 150 male and female teachers who teach English at the basic stage in Irbid Governorate.

-**Topic Limit:** The study was limited to teachers who teach the English language.

Terms of this study:

-**The flipped classroom:** It is one of the modern strategies in education, as it is characterized by learning in a unique way that is not synchronized with the class time by watching video clips, audio recordings, pictures, or other media of the lesson recorded by the teacher or the teacher has previously specified and opens the way for The student discusses it the next day as a kind of effective group participation and group learning (Alamri, 2019). In this study, the term was used to refer to instructional strategy in English language education where traditional teaching methods are reversed, and typical lecture and homework elements are flipped.

-Modern educational technologies: These include various means used to clarify the concepts related to the lesson that play a role in the success of the educational process to help students acquire skills and knowledge easily, quickly, and efficiently, as its objectives are clearly crystallized to improve the level of the educational process and ensure its success (Aravindh, 2021).

-Attitudes: Formation of a hypothesis that mediates between the external stimulus (the subject of the Attitudes) and the individuals' response to it (behaviors), which is to some extent subjective and cannot be observed or seen directly (Betaubun, 2021). In this study, the term refers to a set of feelings, beliefs, and evaluations that individuals hold about specific people, objects, issues, or situations. These psychological constructs encompass a range of emotional, cognitive, and behavioral components, influencing how individuals perceive and respond to various stimuli in their environment. The attitude will be measured using the questionnaire prepared especially for this study.

Literature review:

Teacher Attitudes:

Attitudes are important in controlling an individual's conduct and assisting him/her in adapting to personal and societal compatibility. Attitude is a willingness or proclivity to respond to a particular topic or anything else in the environment that evokes these reactions in a specific way or anything in the field that inspires these responses in a particular way based on specific situations or stimuli that the individual encounters. Marpa (2021) defines attitude as a state of nervous and psychological readiness or nervous alertness organized by the individual's experience and has a directive or dynamic influence on the individual's reaction to all issues and circumstances that this response stimulates. Attitudes are defined according to what was reported by Wasserman and Migdal (2019) as the tendency

to categorize subjects and events to align with them according to the degree of evaluative stability. The researcher stresses the necessity of prior preparation for English language teachers with what the teaching profession requires of educational competencies and specific personal characteristics. Siyam (2019) divided the attitude into three components:

- 1.The cognitive component means what the individual has of knowledge, beliefs, experiences, and information about a specific topic.
- 2.The emotional component is based on the previous component, a positive or negative feeling towards that subject based on the information provided.
- 3.Behavioral component This component follows the previous two components, as the individual behaves based on his positive or negative attitude toward the subject.

Flipped classroom:

Educators are racing to provide modern teaching methods that keep pace with everything new in the education sector worldwide. Thus, the need to develop curricula and ways of critical thinking has become urgent. One of the most important and recent strategies is the flipped classroom strategy, which undoubtedly has a positive and influential role in teaching scientific or literary subjects.

The flipped classroom is defined as a method of employing technology and the Internet in education to present the content of the lesson outside the classroom, where the learner becomes the main focus in the educational process, which is based on the role of the teacher in provoking his creative thinking and is matched by interaction and sharing of information gained from the process of self-learning (Turan & Akdag-Cimen, 2020). There is no specific design for the flipped classroom method, but there are some steps that everyone agreed upon as follows (Aldossari & Alhamam, 2021):

-The teacher records a video or a recording of reading a text in which he explains the explanation of a specific part of a lesson and emphasizes that students focus on

concepts and vocabulary. The student watches or listens to these attachments outside the classroom and at home so that he records notes and collects data.

-The student writes down the questions related to the lesson that came to his mind while reading the lesson and its attachments to ask the teacher about them during class and discuss them with his classmates.

-In the classroom, the teacher opens the door for discussion and asks questions regarding the lesson and the data collected.

-The remaining time is allocated for an interactive classroom activity that proves the acquired information as planned by the teacher.

-The teacher evaluates the students by different means or other activities, and so on.

Those concerned in the field of educational technology assert that the term flipped or flipped class may not be literal but rather a new term because many teachers and lecturers use it regardless of their knowledge. They encourage and motivate their students to work and prepare in advance for the lesson and official lectures in a way that is considered sufficient to make the student able to participate, dialogue, discuss, and interact in the classroom with his classmates on the day allotted for the lesson (Campillo-Ferrer & Martinez, 2021). Thus, the student uses his thinking skills to collect information and link it with each other, increasing his memory efficiency. After he discusses what was collected on his own, from remarkable information from colleagues in the classroom, or from the teacher's open questions that stimulate creative thinking, he is ready for evaluation by the teacher (Mohammed & Daham, 2021).

The existence of measurable educational outcomes goals that increase the benefit from educational theories in solving the problems of academic situations is successful (Betaubun, 2021). The education technologies recently included in the education process must consider the nature of both the teacher and the learner, their

characteristics and capabilities, the teacher's capabilities, and the resources available to them, including smart educational devices that serve academic situations. In a way that shortens time and effort, the flipped classroom strategy is based on the reversal of the learning method by having the students view the content of the lesson at home, and the teacher creates an effective study environment for the lesson the next day, and while they exploit the class time with activities, they ensure active participation and feedback. In this way, [it guarantees access REWRITE] to the application in the subject of the English language, where students use the vocabulary they have learned and the skills they have acquired and transform them from mere monotonous texts into understandable texts that are easy to remember (Awidi & Paynter, 2019). It also gives students more opportunities to actively participate during lecture time and link the lessons to life. Accordingly, the flipped classroom strategy combines individual self-learning by watching videos on the various channels provided by the teacher and collecting information in order to prepare for the lesson. Interactive group learning among students has become a strategy in the classroom that links scientific theories and theoretical topics with reality and life situations (Jdaitawi, 2019).

Previous studies:

Al-Ghasab's (2022) study sought to determine the extent to which English language teachers use the flipped classroom approach at the elementary stage of instruction and the variances in utilization based on gender, academic credentials, and years of experience. The descriptive technique was employed to attain these goals. The study sample included 120 male and female instructors chosen randomly from the English language teachers at the primary level in Kuwait's AlMubarak Al-Kabeer Educational District. Following validation of its validity and reliability, a questionnaire was utilized to gather data. The results revealed that English language instructors at the elementary level used the Flipped Classroom technique to a

medium degree. Implementation received the most funds, followed by planning and assessment. The findings also revealed no statistically significant differences in the total degree and domains of use of the flipped classroom approach in teaching within and between English language teachers at the primary stage from the study sample's perspective due to the variables of gender, educational qualifications, and experience years. The study recommended that the Ministry of Education enhance its efforts in creating and implementing training programs and courses that contribute to strengthening and encouraging instructors to use this instructional style. In another study, Fanounna (2021) aimed to examine the attitudes of elementary school English language instructors concerning the use of a flipped classroom learning technique during the COVID-19 epidemic. Furthermore, the study investigated the impact of gender, qualification, years of experience, number of training courses, and graduation location on instructors' perceptions. Sixty-one individuals completed the questionnaire, and 20 took part in the interview. According to the study's findings, (75%) of EFL instructors are enthusiastic about implementing flipped classrooms during the epidemic. However, there were no statistically significant changes in the variables at ($\alpha \leq 0.05$). The survey also discovered that, while there are positive feelings about the flipped classroom approach, face-to-face classes are irreplaceable owing to their crucial importance. It was proposed that the flipped classroom may be employed in an emergency.

In Thangavel and Anbalagan's (2021) study, the main objective was to discover B.Ed. Teacher Trainees' attitudes regarding flipped classroom, A sample of 200 student teachers from various colleges in the Madurai area of Tamil Nadu. The current study's instrument was the attitude Toward a flipped classroom among B.Ed. According to the current study's findings, there is a considerable difference between male and female students' attitudes about flipped classrooms based on gender.

When comparing male and female students' attitudes toward the flipped classroom, female students (45.686) had a higher attitude regarding gender than male students ($M=45.349$). The current study's findings show a considerable variation in attitudes about flipped classrooms between rural and urban pupils based on location. When comparing rural and urban students' attitudes toward the flipped classroom, urban students (45.747) have a higher degree of attitude regarding locale than rural students ($M=45.44.0$).

The study by Mkhymryahya et al. (2021) aimed to identify the impediments to implementing the flipped classroom strategy among science teachers in Jordan. It discerned three primary barriers: teachers, students, and administrative and technological factors. The research focused on science teachers in Amman, Irbid, and Karak governorates during the academic year 2020/2021. The study revealed that the most widely acknowledged barrier among the study participants was in the second category—students. Additionally, statistical analyses indicated significant differences in these barriers concerning gender and governorates, while no statistically significant variances were found based on teaching experience. Based on these findings, the study makes several recommendations, including organizing training workshops on the flipped class strategy. Moreover, it suggests the creation of supported videos by groups of teachers to facilitate its implementation across various schools.

The study by Handayani, Santosa, and Saputra (2020) purpose of the study is to (1) investigate secondary school English teachers' attitudes toward the use of Flipped Learning in Buleleng regency, (2) observe the problems that the teachers encountered while implementing Flipped Learning, and (3) evaluate the solutions that the teachers used to solve the problems. The technique used in the present study was a cross-sectional survey, which was part of a mixed-method research strategy. Four intermediate English instructors who use Flipped Learning were

chosen using purposive sampling. They were students from three different public secondary institutions in Buleleng district. The tools used in this research were a questionnaire and an interview guide that had been evaluated for validity and reliability. The data analysis findings showed that most teachers had a favorable view of the use of Flipped Learning, as the mean score was 81.25, which placed them in the very high category. The findings indicate that Flipped Learning is highly suggested for use in the English instruction and learning process.

Erdemir & EKŞİ (2019) study examined the student instructors' experiences with 'Edmodo' and the flipped classroom approach. Teaching English to Young Learners, a compulsory subject in the English Language Teaching (ELT) curriculum, was flipped for ten weeks in a class of 31 student instructors at a Turkish public institution. To learn more about Edmodo and the flipped classroom, student instructors were handed a reflection form with closed- and open-ended questions. The results revealed that Edmodo and the flipped classroom effectively teach student instructors to improve their digital skills, collaborate, and manage their own learning process. The publication also stated that student instructors planned to use them as teachers in the future despite this being their first experience. In light of the results, teacher educators may be advised to improve student teachers' digital fluency by exposing them to multimedia tools in teacher education programs.

Farrah and Qawasmeh (2018) performed a study during the second term of the 2017/2018 school year; the research looked at the attitudes of English major students at Hebron University toward the flipped classroom. The research used both surveys and interviews, so a qualitative and quantitative approach was used. This research included 150 pre-service instructors who completed the questionnaire. Furthermore, ten pre-service teachers participated in this research and completed the questionnaires. A questionnaire assessed students' overall views toward using

flipped classrooms. Interviews were conducted to ascertain the students' overall opinions toward the challenges and answers. The study found that the flipped classroom encouraged greater student agency and self-direction. Furthermore, the attendees found the flipped classroom thrilling, motivating, and interesting. Finally, the researchers suggested that instructors use flipped classroom technology to improve learning chances for their pupils and accomplish improved learning results.

All studies indicated a positive impact of modern technologies on the student's acquisition of thinking skills, independent learning, and group work, as well as from the point of view of teachers in different schools and educational institutions. In contrast, the current study was distinguished from previous studies in that it specialized in studying the attitudes of English language teachers to teach students the English language as opposed to other subjects for basic stage students in Irbid Governorate. It also sought to search for the viewpoints of the male and female teachers on whom the study was conducted regarding the challenges and motives for using this technology in teaching.

Study method:

The descriptive analytical approach was employed, which is described as a methodology that deals with current events, phenomena, and practices that can be studied and measured in their current forms without the researcher's participation in their development and that the researcher can interact with, define, and analyze.

Study population and the sample:

The study population includes male and female English language teachers in the Irbid Governorate, and they counted 472, according to the statistics of Queen Rania Center. The study sample included 150 English language teachers from the governorate who were selected in a simple random way, where 200 questionnaires were distributed to English language teachers for the basic stage in Irbid Governorate. One hundred seventy-four questionnaires were retrieved, and after

verifying the answers, it was found that there were 150 valid questionnaires for analysis. Thus, the study sample consisted of 150 English language teachers affiliated with the Irbid First Directorate. The features of the study sample are described below in terms of its variables:

Table1 : Distribution of the study sample according to the study variables

Variable	Category	Frequency	Percentage (%)
Gender	Male	84	56.0
	Female	66	44.0
Academic Qualification	Bachelor	89	59.3
	Postgraduate	61	40.7
Years of experience	Less than 5 years	24	16.0
	5-10 years	74	49.3
	More than 10 years	52	34.7
Total		150	100.0

Study tool:

After analyzing the research literature and other studies, the researcher created the study tool (questionnaire). The questionnaire consists of 18 items constructed in a positive manner using a five-dimensional Likert scale. The following weights were assigned to the various sections: Strongly agree: 5 degrees, agree: 4 degrees, Neutral: 3 degrees, disagree: 2 degrees, and Strongly disagree: 1 degree. Averages were divided into three categories as follows: averages between (1 and 2.33) were described as low, while averages between (2.34 and 3.67) were described as moderate. Finally, the averages between (3.68 -5.00) were described as high.

Validity of the study tool:

The tool has been presented to a jury with expertise and experience in the field of education and teaching strategies, confirming the validity of the tool. They were invited to express their thoughts on the questionnaire's sections by adding,

removing, or changing them, as well as the instrument's suitability for the study's topic. The study instrument was changed in response to the arbitrators' observations. It was eventually reduced to 18 items, and as a result, the tool appreciates the honesty of the text.

Reliability of the study tool:

Cronbach's alpha coefficient calculated the reliability of consistency for the questionnaire. It reached $\alpha = 0.81$, a high value that allows the questionnaire to be used to obtain reliable results.

Table 2: Internal consistency reliability coefficient for the questionnaire dimensions (Cronbach alpha scale).

Variable	Cronbach's alpha coefficient
teachers attitude	0.81

Statistical analysis:

After data collection, coding, and processing by appropriate statistical methods, using the statistical program for social sciences SPSS, The researcher used frequencies, means, standard deviations, Cronbach's alpha equation, a t-test for two independent samples, and a one-way ANOVA analysis of variance.

Results and discussion:

This study aims to determine how basic-stage English language instructors feel about the flipped classroom approach to teaching English in the Irbid Governorate. To do this, the researcher employed a questionnaire with 18 items given to a sample of 150 people to understand the study's findings. The researcher used the following estimates based on the arithmetic mean:

- Less than 2.33: low application degree.
- 2.34-3.67: moderate application degree.
- Greater than 3.68: high application degree.

The results related to the main study question.

What are the attitudes of English language teachers in Irbid schools towards using the flipped classroom strategy in teaching English to primary school students?

The following tables demonstrate how the arithmetic means and standard deviation for each section of the tool were extracted to provide an answer to this query:

Table 3: Means and standard deviations for the items of English language teachers' attitudes towards the flipped classroom strategy, arranged in descending

Num.	Item	Mean	Std. deviation	Degree
1	It bothers me to use the flipped classroom strategy because I have no experience with modern technologies	4.42	0.682	High
2	I don't prefer using the flipped classroom strategy because I do not have the necessary hardware and software for recording	4.26	0.669	High
3	The flipped classroom method is one that I enjoy doing since it encourages kids to get ready before class.	4.20	0.715	High
4	The flipped classroom technique gives students an engaging and delightful learning environment, which makes me feel at ease utilizing it. This setting encourages students to learn.	4.06	0.654	High
5	I like how the flipped classroom concept solves the issue of students missing class and missing the opportunity to learn.	4.06	0.697	High
6	I am worried about using the inverted separation strategy because it will cancel the traditional method	4.04	0.784	High
7	The flipped classroom method is what I utilize since it gives students rapid feedback in class.	4.03	0.703	High
8	The flipped classroom method is preferred because it helps students develop higher-order thinking abilities.	4.02	0.620	High
9	The flipped classroom method is one I prefer to employ	3.99	0.729	High

	since it pushes teachers to engage children in greater physical activity during class time.			
10	I enjoy using the flipped classroom approach because it enhances the chance for group learning when students are doing their assignments.	3.94	0.799	High
11	The flipped classroom approach is used to raise pupils' English language proficiency.	3.94	0.744	High
12	I support using the flipped classroom concept because it compels instructors to use a new kind of evaluation.	3.92	0.767	High
13	I object to the flipped classroom model because I cannot use modern technology to benefit the learners.	3.88	0.916	High
14	The flipped classroom strategy takes into account individual differences among students	3.88	0.741	High
15	I'm concerned that the flipped classroom approach may encourage indifference and keep pupils from paying attention to the material outside of the classroom.	3.88	0.678	High
16	Using the flipped classroom strategy enables me to build a strong relationship with the students	3.86	0.843	High
17	The flipped classroom strategy contributes to student participation in the learning process	3.85	0.854	High
18	I prefer the traditional method of education instead of the flipped classroom because it gives more scientific knowledge to the student	3.15	0.890	moderate
Teachers' attitudes as a whole		3.86	0.311	High

The results are shown in Table No. (3). shows that the basic-stage English language instructors in the governorate of Irbid had views about the flipped classroom strategy that ranged from high to moderate, so the means ranged between 4.42 and 3.15. The basic-level English language instructors' opinions on the flipped classroom strategy in the Irbid governorate were noteworthy regarding the overall score, according to the mean, which reached 3.86. The researcher attributes this result to the fact that the use of the flipped classroom strategy with the students had a role in allowing the students to view the educational material in advance, according to their abilities and the individual differences among them, which makes

the student in a state of prior mental readiness to receive the information of the new lesson and discuss it with his classmates inside the classroom. The results of this study are consistent with the results of Farrah and Qawasmeh's (2018) study, which concluded that teachers' attitudes toward using the flipped classroom strategy were positive. As for the teacher's skill in using the flipped classroom strategy and his professionalism in class management and classroom activities, 96.67% of the teachers think that good planning of lessons and using different multimedia contributions contribute to evaluating the teacher's work as either professional or weak.

Second question: Are there statistically significant differences in the attitudes of English language teachers in Irbid who teach the basic stage towards using the flipped classroom strategy in teaching due to the educational qualification variable?

The researcher employed the t-test for independent samples to address this query, and the findings are shown in Table 4:

Table 4: The results of the t-test for two independent samples to indicate differences in the attitudes of English language teachers according to the education level

Academic qualification	Frequency	Mean	Std. deviation	T value	Sig.
Bachelor	89	3.86	0.654	0.053-	0.95
Postgraduate	61	3.41	0.544		
Total	150	3.23	0.621		

Table (4) shows that the number of teachers holding a bachelor's degree is the largest among the samples studied, as evidenced by the data in the previous Table. The basic approach towards the flipped classroom strategy in the schools of Irbid governorate according to the educational qualification variable. The value of the

level of significance was (0.95), and this value is greater than (0.05). This result means that there are no statistically significant differences at the significance level ($\alpha = 0.05$) in the attitudes of English language teachers for the basic stage towards the flipped classroom strategy in the schools of the Irbid governorate according to a variable Qualification. The researcher attributes this result to the fact that the Irbid community is a society in which the academic qualifications, ranging from bachelor's and master's degrees, are close. Academic qualifications, whether a bachelor's degree or higher, seek diversification in teaching strategies to facilitate student learning. Specifically, the flipped class strategy allows them to learn about Videos according to their abilities and comprehension to increase their achievement and motivation for learning. This finding aligns with research by Al-Ghasab (2022) and Fanounna (2021), which found that the educational qualification variable did not statistically significantly affect instructors' opinions regarding the flipped classroom technique.

Third question: Are there statistically significant differences in the attitudes of English language teachers in Irbid who teach the basic stage towards using the flipped classroom strategy in teaching due to the number of years of teaching experience variable?

To answer the third question, means and standard deviations based on years of experience were found, and the results were as follows:

Table 5: Means and standard deviations based on years of experience.

	Frequency	Mean	St. deviation
Less than five years	24	3.07	1.001
5-10 years	74	4.09	.974
More than ten years	52	3.57	.963

To find if there is a statistically significant differences, the one-way analysis of variance test was used to indicate the differences, and the results of Table (6) show that:

Table 6: The results of the one-way ANOVA test for the significance of differences in the attitudes of English language teachers according to the variable of experience years

		Sum of squares	df	Mean square	F	Sig.
Years of experience	Between groups	0.210	2	0.105	1.080	0.342
	Within groups	18.261	188	0.097		
	Total	18.471	190			

Based on the data in the preceding Table, there are no statistically significant differences between the basic-stage attitudes of English language instructors about the flipped classroom technique in the schools of the Irbid Governorate and the variable of experience years. The significance level's value was (0.342), higher than (0.05). This finding indicates no statistically significant variations between the basic-stage attitudes of English language teachers about the flipped classroom technique in Irbid schools according to the variable of years of experience at the significance level ($\alpha = 0.05$). The researcher explains this result that the teacher's years of experience increased their attitudes toward the necessity of diversification in teaching strategies that make the learner the center of the educational process. Hence, the tendency to use the flipped classroom strategy with students, specifically that we live in the age of the Internet and technology tools and social media have become means of attraction. It is essential for students, and because of it, the teacher's role in the educational process has changed from the prompter to the directing guide.

This is consistent with the study of Al-Ghasab (2022), and Fanounna (2021), which concluded that there are no statistically significant differences in the attitudes of English language teachers towards the use of the flipped classroom in teaching due to the number of variable of years of experience. Still, it differs from the results of Al Ja'afreh (2020), which indicated statistically significant differences due to the variable number of years of experience.

Recommendations:

Based on the results of the study and its interpretations, the researcher recommends the following:

- To develop and implement training programs for English language teachers in schools. These programs should equip teachers with the necessary skills and knowledge to effectively apply and enforce the flipped learning strategy in their classrooms.
- Workshops, seminars, and conferences can be organized to keep teachers updated on the latest advancements in educational technology and innovative teaching methods.
- Schools and educational institutions should allocate resources, both financial and technological, to support the integration of modern teaching methods.
- To conduct studies looking at the impact of using the flipped learning strategy on academic achievement in various Jordanian schools in different governorates to consider its role in raising achievement and developing innovative thinking.
- To conduct further studies on the flipped learning strategy for other school subjects and courses to persuade teachers to use modern technologies.
- To train and qualify the English language teachers in schools on how to apply and implement the flipped learning strategy.

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