

Attitudes towards Flipped Learning in the Wake of COVID-19: The Case of Jordanian EFL Learners

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Abstract

The aim of this study is to examine Jordanian EFL learners' attitudes toward their practices in the flipped classroom method in order to acquire more real and theoretical data on how they can benefit from it. A survey and focus groups were used to collect data for the study, which used a mixed study research design with triangulation. In terms of immersion, practicality, efficacy, anticipation, and contentment, the majority of EFL learners expressed good attitudes regarding the flipped classroom. Furthermore, the flipped classroom resulted in excellent learning outcomes for instance; accomplishment, stimulation, critical thinking, and cooperation.

Keywords: Cooperation, Immersion, Flipped Classroom, Stimulation.

مواقف متعلمي اللغة الإنجليزية – لغة أجنبية تجاه طريقة الصف المعكوس خلال الإغلاق الجزئي في

جائحة كورونا "كوفيد-19" (متعلمو اللغة الإنجليزية كلغة أجنبية في الأردن حالة)

الملخص

تهدف هذه الدراسة إلى استكشاف مواقف متعلمي اللغة الإنجليزية-لغة أجنبية حول ممارساتهم في طريقة الصف المعكوس خلال الإغلاق الجزئي في جائحة كورونا "كوفيد-19". وذلك للحصول على بيانات نظرية وحقيقية حول إمكانية استفادة هؤلاء الطلبة من هذه الطريقة. ولجمع بيانات الدراسة، تم استخدام الاستبانة ومجموعات التركيز، حيث إن هذه الدراسة استخدمت التصميم المختلط مع التثليث. وخلصت الدراسة إلى أن أغلب متعلمي اللغة الإنجليزية-لغة أجنبية قد عبروا عن اتجاهات إيجابية تجاه طريقة الصف المعكوس في التدريس فيما يخص: الانغماس، والتطبيق العملي، والفاعلية، والتوقع والرضا. كما خلصت نتائج الدراسة إلى أن استخدام طريقة الصف المعكوس كان لها أثر إيجابي على نتائج التعلم مثل: الإنجاز، والدافعية، والتفكير الناقد والتعلم التعاوني. الكلمات المفتاحية: التعلم المدمج، التعاون، الصف المعكوس، الدافعية.

Introduction and Background

The instructor may make reversing the classroom as easy or as complex as he/she wants. To reverse classroom education, low-tech teachers can utilize a simple handmade film or one from shared files. High-tech instructors will investigate software and technologies to improve the flipped classroom learning experience. Shareware like WhatsApp groups, Instagram, TikTok, or Facebook groups can help with this. These programs are available to both instructors and learners for personal use. Teachers can publish quizzes, assignments, live classes, and due dates online. Learners can also make announcements and establish groups to work on projects together. Videos may be seen on computers, laptops, and cellphones. Learners without Internet access may be allocated to a classroom or computer lab. The notion of hybrid, or blended learning, and problem-based learning, which included an active learning method and new technology to keep learners involved, inspired the reverse. The flipped

classroom has two separate components: the lesson is delivered outside of class, generally through electronic means, and practical application tasks, conventional homework, are brought into the classroom (Educause, 2012).

A flipped classroom is a teaching method which involves leveraging technology to provide lessons outside of typical class period in order to develop active student learning, cooperation, and participation (Bergmann & Sams, 2012). A flipped classroom is a student-centered method to learning in which learners engage in classroom activities more actively than the instructor. The teacher acts as a facilitator in this circumstance, inspiring, leading, and offering feedback to learners (Sams & Bergmann, 2012). The flipped classroom, according to Lankford (2013), focuses on how to aid learners in achieving a higher level of the taxonomy domain. Brooks (2014) defines the flipped classroom method as the use of technology to support learners with active instructional and learning tasks through videos while reserving class time for debate and cooperative effort. Furthermore, because learners must reflect on the link between the course materials they prepared before to the classes and the activities done in class, the flipped classroom method can foster and enhance learners' reflective abilities (Roehl et al., 2013; Vaughan, 2014).

The flipped classroom, also known as the flipped classroom, is a sort of blended learning that mixes face-to-face learning in the classroom with group discussions and distance learning outside of the classroom using asynchronous video classes and online collaboration (Halili & Zainuddin, 2015). The idea behind the flipped classroom is to replace conventional instruction with preparatory lessons in which learners are exposed to topic contents through videos or virtual materials, with class time dedicated to debates, interaction, full of life learning, and higher-order thinking skills tasks (Velegol, Zappe & Mahoney, 2015). Learners' stimulation affects the process of learning, and the effectiveness of the flipped classroom atmosphere is mostly based on learner enthusiasm and the number of extracurricular tasks they participate in (Abeysekera & Dawson, 2015).

Flipped learning focuses on application and higher-level learning rather than listening to lectures and other lower-level thinking activities in the classroom (Nederveld & Berge, 2015). In a flipped classroom, learners engage with learning resources such as movies and additional resources outside of class to get ready for vigorous learning tasks in class (Nichols, Burgh & Kennedy, 2017). According to Mitchell (2017), utilizing technology for cooperative

learning is advantageous because of its accessibility universally, at any time, and increases learners' capacity to engage in a variety of supportive tasks. Sandhu, Sankey, and Donald (2019) employed electronic resources to offer individualized teaching in which learners unanimously established that the technology enhanced their learning objectives. Traditional classroom lectures are shifted outside of normal class time for active learning activities through the use of technology and conferences during class period (Tomas, Doyle, & Skamp, 2019).

Higher education advocates focusing in-class time on knowledge application so that professors may offer feedback and identify student flaws (Hashim & Shaari, 2020). In response to the interruptions and challenges generated by COVID-19 in the classroom, educators were instructed to practice teaching prospects to improve learning. According to academics, the flipped classroom method enables teachers to develop successful learning practices that improve the learning processes (Al-Samarraie & Hurmuzan, 2018; Hew, Jia, Gonda & Bai, 2020; Yunusa, Sanusi, Dada, Oyelere, Agbo, Obaido & Aruleba, 2021). The flipped classroom method can be a realistic strategy to cope with interruptions and unforeseen situations in the classroom. A thorough investigation of the literature revealed that there are a few studies on EFL learners' attitudes and practices with the flipped classroom method in the EFL context during hard or uncertain times, such as the COVID-19 pandemic.

Purpose and Questions of the Study

This study aims at providing more information on important characteristics to consider when applying the flipped classroom technique in TEFL settings. The goal of this study is to understand more about EFL learners' attitudes, and how to stimulate them to learn in a flipped classroom setting by evaluating their practices. This research also aims at providing a comprehensive image of incorporating technology into the teaching and the learning processes in Jordanian EFL context. Additionally, this research is meant to examine the effects of the flipped classroom on student learning and to encourage other scholars and policymakers to look at the flipped classroom's current and theoretical problems. Ultimately, this study aims to provide answers to the following questions:

1. What are EFL learners' attitudes on learning in a flipped classroom?
2. How does the flipped classroom method affect the learning of EFL learners?
3. What difficulties do EFL learners have when learning in a flipped classroom?

Research Design

A survey and focus groups are used to collect data for the study, which uses a mixed case study research design. The case study method was used to evaluate Jordanian EFL learners' practices and views of the flipped classroom method. Questionnaires were utilized to obtain data on participants' beliefs, attitudes, and practices. Data from focus groups on the nature of the participants' flipped classroom practices was collected.

Participants

2 groups of Jordanian EFL learners from the Northeastern Badia Directorate of Education participated in this study. Because of the COVID-19 outbreak, which resulted in the partial closure of all schools across Jordan, the researcher used a convenient sample method to apply the flipped classroom method to 48 Jordanian 12th grade EFL learners during the 2021/2022 academic year.

Design and procedures

This study addressed the 12th Grade textbook (Action pack12) content which was tailored to fit the flipped classroom method over the course of 12 weeks (virtual teaching and conference discussion). The learners formed Facebook groups, WhatsApp groups, and Zoom platforms where they generated content, reading materials, listening materials, speaking materials, writing materials, video materials, and assignments. Jordanian EFL learners might use their mobile phones or any other digital device to view the link supplied by their class WhatsApp group. Learners knew what was expected of them because the teacher gave them the outcomes, guidelines, and rubrics for each week's tasks at the start of each week.

Each topic had three weekly courses lasting 135 minutes, with 25 minutes of out-of-class videos, 40 minutes of conferences and online group debate, and 70 minutes of lectures and face-to-face feedback and on Zoom. Before class, learners watched a 25-minute video and reviewed supplementary materials to get a better understanding of the topic. The videos were created to illustrate essential aspects about the subject and were shared with the WhatsApp group as a link. Following the viewing of videos, debates were tracked up on through Zoom sessions and WhatsApp with the teacher. After that, the teacher delivered a face-to-face 40-minute session in to expand on the subject addressed in the video. Afterwards finishing practical tasks and classroom activities, a 70-minute cooperative group discussion was introduced. The online lessons were delivered through a pre-recorded Zoom meeting. EFL

learners were handed an assessment to do in groups or individually, which was scored in a Facebook group.

Data collection

The researcher designed a 30-question survey to gather information on EFL learners' practices learning in a flipped classroom setting. The questions were provided on a five-point Likert scale, with 5 indicating strong agreement and 1 indicating strong disagreement, and poor = 1, 2 indicating fair, 3 indicating satisfactory, and 4 indicating very good. Participants were also asked open-ended questions to express their thoughts on the learning resources, how the information was delivered, learning results, and obstacles they had during the course execution. Only 38 of the 48 questionnaires distributed answered all of the questions and were considered usable for analysis. Learners' attitudes of their amount of experience with the flipped classroom method were investigated using open-ended focus group interview questions. The data of informed consent and confidentiality were considered.

Data analysis

Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed to investigate the significance and aspects from the phenomenon. The information was organized into themes, and the participant profile was included. Multiple data resources were utilized to validate the results and assure objectivity by concentrating on individual practices. The questionnaire responses were classified into three themes: attitudes toward the flipped classroom, assistance, and learning objectives.

Findings

To respond to the study's first question: What are EFL learners' attitudes on learning in a flipped classroom? The general attitudes and contentment with the flipped course were determined using six domains. Table 1 shows the means, standard deviations, and internal consistency.

Table 1: Means and standard deviations of EFL Learners attitudes of the flipped classroom

Domain	Mean	SD	No. of items
Contentment	3.25	0.52	2
Teacher assistance	3.70	0.76	3
Learners anticipation	3.44	0.54	1
Learners immersion	2.62	0.29	2
Practicality	3.62	0.48	4
Efficacy	2.15	0.35	5

EFL learners expressed both positive and negative contentment towards flipped classroom learning. 57 percent of those polled said their opinions were favorable. They used phrases like "pleased," "excellent," and "very good". Approximately 43percent of learners believed that learning in flipped classrooms was busy, demanding, repetitive, and difficult. Some learners were pleased with their learning in the flipped classroom format, characterizing it as "new" because the globe is moving toward technology and integrating online learning now will benefit them in the future. When all of the items' means were compared, the teacher assistance category had the highest mean (M=3.70, SD=0.76), followed by practicality (M=3.62, SD=0.48) and student contentment (M=3.25, SD=0.52). The mean scores for learners' anticipation and immersion were (M=3.44, SD= 0.54) and (M=2.62, SD= 0.29), respectively. The efficacy category had the lowest mean score (M=2.15, SD=0.35). Further more, replies from the questionnaire indicate that participants were content with the flipped classroom method (M = 3.25, SD=0.52), with learners indicating contentment levels of 3=satisfactory 4=very good. As illustrated in Table 2, the correlation findings study demonstrated a positive association ($p<.05$) between student happiness and other associated variables.

Table 2: Correlation between student contentment and other related variables

Item	r
Teachers' expertise, competency, and use of strategies to involve learners	0.61
Teachers clarified the topic, and learning resources improved my comprehension	0.56
Student awareness of information, skills, and practices to use information technology in learning	0.54
Learners' self-assurance to gain decent marks in the subject	0.38
Watching videos and reading materials before class facilitated learning more	0.53
Learners' perception of dynamic participation in class discussion	0.60
Learners' self-assurance learning in the flipped classroom	0.52

To respond to the study's second question: How does the flipped classroom method affect the learning of EFL learners? Table 3 shows the mean values of learners' reported learning outcomes and their attitudes about the flipped classroom method.

Table3: mean values of learners' perceived learning outcomes in relation to the flipped classroom.

Item	Agree	Disagree	M	SD
The content was ample, and the flipped classroom made it easier to learn	63.7	14.3	3.46	1.08
Taking part in online groups encouraged me to learn better	14.8	83.6	2.22	0.72

Blended learning helped me to involve enthusiastically in class debates and higher-order thinking skills activities than lecturing	47.2	41.1	3.33	0.85
Conferences with the teacher makes learning easier	56.2	27.3	3.62	0.73
I was nervous about flipped learning, and now I am more self-assured	61.2	17.8	3.55	0.70
Utilizing different teaching strategies improved topics understanding	58.6	36.2	3.60	0.76
Blended learning provoked me to seek additional information about the topic	57.4	32.3	4.01	0.07
I have the proper understanding and abilities of using technology to learn	74.2	20.4	3.66	0.42
I am assertive I can have decent marks in this English language	87.9	7.6	4.22	0.48
I scrutinized video resources prior to class, and it facilitated learning	62.6	33.6	3.43	0.77
I am more assertive in learning in a flipped classroom than the conventional teaching	73.1	21.1	2.55	0.96
Video resources are stimulating and provoked me to learn	79.0	20.0	2.96	0.86

The participants in the survey highly agreed that the flipped classroom method encourages them to seek more information beyond what the teacher delivers in class ($M=4.01$). Learners agree that acquiring additional information helps them expand their knowledge base, resulting in increased confidence in their ability to achieve decent marks. The item with the highest mean score of 4.22 was "I am assertive I can have decent marks in English language". Because learners in the flipped classroom are in control of their own learning, particular technical skills and expertise. About 74percent of the students approved that they had gained the skills and expertise to learn autonomously using information technology ($M=3.66$, $SD=0.42$).

Because the flipped classroom emphasizes watching videos and reading materials before class, 63 percent of learners said they were stimulated to prepare prior to class, which aided their learning ($M=3.43$, $SD=0.77$). In flipped classrooms, active communication and immersion between the teacher and learners during class time is critical. Learners reported that taking part of classroom talks with teachers in conferences was beneficial in providing advance interpretation of the videos and reading resources in order to address topics. Conferences with teachers and conversations increased the understanding of almost 56percent ($M=3.62$, $SD=0.73$) of the participants. During class discussions, 64 percent of participants agreed that lecturers used various ways to illustrate topics. Participants were self-assured and

pleased that the adoption of a flipped classroom strategy by teachers to teach EFL stimulated them to learn.

Furthermore, the data suggest that learners' stimulation helped them to learn and enhances their self-assurance. Many EFL learners were concerned about the flipped classroom method because it is a new instructional strategy in Jordan. Despite the fact that many learners (61.2percent) were nervous about the flipped classroom method, their self-assurance grew ($M= 3.55$, $SD = 0.70$). Interacting with peers in the online groups had the lowest mean value ($M=2.22$, $SD = 0.72$). Although learners enjoyed working with their classmates, the majority of them (84 percent) disagreed that participation in an online group debate stimulated them to understand the topics better than the conventional method.

EFL learners attitudes of the effects of the flipped classroom method on their learning objectives

The focus group records were linked to the survey content analysis to validate the participants' attitudes and practices. Overall, learners indicated that the flipped classroom method helped them grasp the material better. The learners stated that the flipped classroom made it easier for them to complete difficult tasks. Learners also illustrated that the flipped classroom learning environment allows them to think carefully about their assignments. After the course, they said they comprehended the topics. They also declared that the flipped classroom atmosphere allows for the creation of information that has meaning. Some learners stated that flipped classrooms helped them grasp information and build new knowledge by allowing them to complete active learning tasks at their own pace.

Superior understanding of topics

The findings revealed that flipped classrooms help learners gain a profound understanding of topics and contribute to deeper learning. Learners thought the flipped classroom atmosphere aided them in completing challenging tasks and thinking deeply about them. **Student 5stated:**

"Learning in the flipped classroom helped and stimulated me to develop better awareness of searching abilities. I learned to complete challenging activities by using class time for debates." [Student(S)5]

One virtue of the flipped classroom, where learners involve in dynamic learning while listening to native speakers, is learning about the culture of native English speakers. After being exposed to authentic contexts of native speakers in the flipped classroom, learners grasped the culture.

Student 3 declared:

"Because we engaged in authentic contexts while native speakers spoke about their culture, we were able to digest information in order to develop a solid knowledge of the culture by generating new ideas, which allowed me to better grasp meanings." [S 3]

The findings revealed that the flipped classroom atmosphere provides opportunities for learners to generate ideas and construct meaning. Some learners noted that the flipped classroom allowed them to produce information and build new awareness on their own time while participating in active learning activities. **Student 2 announced:**

"It is much more valuable to me because it assisted us in gathering fresh information, as there is an abundance of information available on the web on a daily basis." [S 2]

Cooperating with fellow learners

The results revealed that using conferences in the classroom for debates on higher-order thinking skills questions helps EFL learners demonstrate higher-order thinking skills. During group work, the learners were enthusiastic that connecting and cooperating with peers would allow them to handle difficult challenges. **Student 4 stated:**

"Working with peers aided me in completing work on schedule and promoted successful peer teaching by allowing us to share ideas." [S 4]

Student 1 added:

"The flipped classroom is helpful because we can discuss ideas with peers, which enhanced our comprehension of the topics better than when working with a teacher lecturing us." [S 1]

Teacher-student interactions are an important part of the flipped classroom. Because they had a better chance of receiving positive comments from teachers, learners believed the flipped classroom method was effective. They were able to get in line with the teacher in class for debates and reflection on the videos, reading resources, and other tasks. The teacher used

the extra time to offer feedback, elucidate topics that learners found difficult, and clarify their misunderstandings, which helped them comprehend the topics better. These practices enabled learners to work through the steps of determining solutions to the issues they were given, so improving their comprehension of the topic. Some learners shared their optimistic practices with peer cooperation as follows:

"We were encouraged to exchange views during the conversation with peers to address any misunderstandings we had during the out of class session." [S 1] "The teacher's presence makes me feel calm because he assisted us in discussing our queries in order to better comprehend the topic." [S 4].

"We were able to talk to the teacher about topics we didn't understand, and he clarified and rectified our misunderstandings." [S5]

Meeting course expectations through active cooperation activities was another learning outcome stated by the learners. Some learners felt more relaxed functioning with their peers in the group to improve their learning self-assurance. Furthermore, the immersion improved interactive communication, and the group activities encouraged learners to be more tolerant as they shared ideas, debated, reflected, and reached similar conclusions. As a result, learners believed that the flipped classroom encourages successful peer teaching because it allows them to share ideas. EFL learners valued the method because it encouraged them to connect and communicate. **Student 3** held the opinion that:

"Learning the topics was made easier by cooperating with other learners. We can question our peers for explanations during the debates to better comprehend the topic." [S 3]

Another participant reaffirmed:

"We were not hesitant to participate in debates in class because our relations with our teacher and colleagues are so pleasant." [S 4]

Furthermore, **Student 5** stated:

"Because we cooperate and discuss to produce new ideas and points of view to share, the flipped classroom allows us to be more involved." [S 2]

Student 1 added:

"Cooperating with peers during the class discussion raised our expectations. We might be able to reach a consensus on how to convey the outcomes of our group effort." [S 1]

Critical thinking

Some learners said the flipped classroom method encouraged diversity of ideas. The flipped classroom, according to learners' perspectives, was a method of establishing a variety of notions among peers while cooperation. This assisted them to gain self-assurance as they learnt, resulting in positive knowledge creation and improved convergent skills for future examination of new information.

Student 3 demonstrated as follows:

"I would say the content was valuable, for example, we can apply them in daily life to solve ordinary difficulties because we are learning outside the school. We can utilize what we've learned to respectable use in solving challenges." [S 3]

Besides, student5 supported the view and noted that:

"By brainstorming for solutions to challenges, we discovered that what we learn in the classroom is applicable in everyday situations. This improved our critical thinking and helped us better understand the topic." [S 5]

Obstacles of utilizing the flipped classroom method

Despite the fact that the participants' contentment with the flipped classroom method was usually high regarding positive judgments, they did point out certain obstacles. About 60percent of the participants polled indicated that participating in the reverse classroom method was difficult since it amplified their duties, and that they favored to do it in the classroom solely. They assumed that the flipped classroom method included a lot of learning aspects, responsibilities, and liberated activities including home assignments. Around 82 percent of those surveyed believed that the high cost of information technology resources like internet bundles and smart phones made learning difficult. Because of a shortage of information technology resources, 73 percent of participants said it was difficult to obtain learning materials, and 66 percent said they lacked the awareness and abilities to use electronic devices and Web-sites. In addition, 30 percent of participants reported they

experienced problems with Internet services and a weak network signal at home, which hindered their learning. These difficulties could have harmed participants' planning, involvement in virtual conversations, and assignment submission, resulting in bad attitudes, stimulation, and learning confidence. During the focus group interviews, participants discussed additional impediments and challenges they encountered while participating in the flipped classroom method. Although the participants were satisfied, they offered their opinions on the efficiency of learning in the flipped classroom environment during the focus group interviews. Bad network connectivity and Internet access were cited as obstacles that hampered their learning. Some participants were unable to participate in the online conversations, while others expressed their disinterest in participating in the flipped classroom method because they did not have access to the Internet in their houses either to watch the videos, or participate in the online conversations. Some participants voiced their frustration with learning in the flipped classroom by saying:

"Because our households lack internet connectivity, doing online tasks is really challenging. Many students did not have the opportunity to participate because when you attend an online session, it disconnects, and the session is over before you return." [S3]

"Because of the internet, it was difficult to grasp the topic, and the connection was occasionally weak." [S1]

"It was tough for me to understand some of the topics because accessing the class materials was difficult due to the terrible network. I was unable to participate in online chats with the speaker on occasion." [S 2]

"We're having issues with internet access, and the bad network disruption makes learning difficult." [S5]

"We have issues with our network and internet access, which, when combined, makes face-to-face instruction better than flipped classroom instruction." [S4]

Learners also argued that the prices of the Internet data bundles was a barrier for them because there was no free Wi-Fi and they had to use mobile data on their phones or laptops. They explained that data bundles were costly since they had to consume a lot of data to view videos, participate in online chats with the teacher for a certain session, and submit homework. All of this adds to their parents' expenses, discouraging them from actively

participating in class, particularly in the virtual session. The following are some examples of student comments:

"The cost of data and internet connectivity is a huge issue. It would be beneficial if the government could provide Wi-Fi to connect all schools to the internet." [S1]

"Apart from the difficulty that the internet system was usually slow, there was a data bundle scarcity." [S3]

"The expense of the data bundle needed in a flipped classroom environment makes learning costly." [S 5]

Another issue EFL learners experienced was the lack of information technology capabilities. Attributable to the lack of technological skills, some participants found it difficult to utilize Zoom, do assignments, and upload them to WhatsApp or Facebook groups. Some learners expressed themselves as follows:

"I've never used Zoom and I really find it challenging to join meetings." [S 1]

"The online sessions do not help us because we don't have the necessary abilities to use some electronic devices and websites. In contrast to the meetings in the classroom, where you submit handwritten assignments, you must type the assignments." [S 5]

"We don't have the ability to type, make PowerPoint presentations, or post documents on WhatsApp or Facebook." [S4]

Discussion

The study's findings demonstrated that flipped classes improve EFL learners' learning. Although the learners believed the course's substance and organization were excessive, they also felt the method assisted them in learning and inspired them. Jordanian EFL learners indicated high levels of satisfaction and favorable attitudes regarding the flipped classroom method. They stated the method was beneficial since it met their expectations and allowed them to learn more. These findings are consistent with previous research (Zainuddin & Attaran 2016; Jensen, Holt, Sowards, Ogden & West, 2018).

Furthermore, the findings showed that the flipped classroom aids EFL learners since the learning resources excite them and allow them to study at their own pace, which is similar with Olakanmi's findings (2017). In a flipped classroom method, the quality of learning is

heavily contingent on learners' pre-class preparation. According to earlier studies, EFL learners indicated that watching video lectures prior to class helped them prepare correctly for other tasks (Grypp & Luebeck 2015; Wang, 2016). Learners were also encouraged to seek out further resources through video lectures and other learning activities. This was also supported by earlier studies, which reported that learners who paused, rewinded, and took notes during video lectures understood more (Abeysekera& Dawson 2015; Ramnanan& Pound, 2017). According to EFL learners, the flipped classroom method increases their level of participation and happiness, both of which are key parts of teaching and learning. Previous research also reported that the quality of flipped course video lectures and learning resources influences student involvement and contentment (Al-Zahrani 2015; Al-Sudais, 2019).

In terms of overall views, EFL learners embraced the flipped classroom concept. Previous research has supported this finding (Bataineh, R. F., Al-Hamad, R. F., Al-Jamal, & D. A, 2018; Xiu, Moore, Thompson & French, 2019). Learners' positive attitudes of the flipped classroom method activities matched previous studies in which learners practiced from their homes to reach high levels of comprehension and awareness creation (Turan & Goktas, 2016; Chen Hsieh, Wu, & Marek, 2017). The method of the flipped classroom was deemed promising, and this conclusion is consistent with previous studies for involving learners in successful peer cooperation in pleasant group situations (Soult, 2016; Bakar & Latif, 2016).

Some Jordanian EFL students developed negative attitudes about the flipped classroom method as a result of the course arrangement and a lack of flipped classroom method resources and infrastructure. Participants' limits and obstacles are consistent with past study results which states that the high prices of the Internet data bundles and the dearth of resources led to learners' unfavorable attitudes towards the flipped classroom (Sinha & Bagarukayo, 2019). The findings of the current study have shown conflicting ideas and perspectives. Flipped classroom learning improved Jordanian EFL learners' cooperative learning, awareness creation, comprehension, and critical thinking abilities and success.

Most learners achieved distinct learning objectives because the method was more attractive than the conventional classroom teaching. According to the findings of this poll, the majority of learners thought video lectures, course content, and other learning resources were engaging and inspiring. The majority of Jordanian EFL students believed that the flipped

classroom may help them build peer learning communities. Likewise, findings of the current study established that the flipped classroom method increases interactions between learners and teachers.

The statistics confirm the assumption that the teacher's role as a facilitator and a mentor is crucial for successful implementation of the flipped classroom method, as indicated by EFL students. Working with fellow students was also considered positively since it helped them develop tolerant attitudes toward learning practices. It seems that active learning tasks presented in the flipped classroom method were acknowledged to boost learners' social abilities development as they cooperated and involved with each other. Despite their positive opinions about the flipped classroom, EFL learners noted that learning in a flipped classroom can be challenging. The current study revealed that the shortage of information technology infrastructures such as Internet data bundles and electronic devices impeded student learning in a technology-supported context. Data bundles and smart phones were also mentioned as being prohibitively expensive for EFL learners. Other studies have stressed the significance of having access to information and communication technology resources, as well as the Internet and electronic devices (Wang 2016; Sinha & Bagarukayo 2019; Bubou& Job, 2021). Additionally, this study found that EFL students needed the abilities to explore new web applications using information and communication technology technologies which means that they are not competent enough to flourish in an online learning environment. These barriers, according to the students, impeded their planning and comprehension of the flipped classroom activities in class. As a result, sufficient planning and support must be addressed while establishing a flipped classroom method.

Conclusion and Recommendations

To illustrate its virtues, the flipped classroom method has been used in teaching at all levels of education, including elementary, secondary, and university; nevertheless, learners have gotten less attention. Building student confidence in experimental methods like the flipped classroom is still absent in the literature in times like the COVID-19 epidemic, when the future of education is uncertain. The findings of this study on flipped learning are positive for EFL students' education, but there are certain things to keep in mind while implementing this method. Access to communication devices such as laptops, computers, smart phones, and Internet access. To make the information more attractive for learners, content and learning

resources such as short videos, PowerPoint slides, assignments, classroom tasks, and assessment should be properly selected and developed. Finally, the teacher's position and the sorts of interactions with learners are critical for success in a flipped classroom. The teacher should monitor learners' progress through the tasks and offer timely comments to ensure an efficient learning experience. The current study concluded that flipped learning can be an effective pedagogical tool during the time of COVID-19 pandemic and it is highly recommended to use it in the EFL classroom.

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