

How to Cite:

Mohammed, M. A., & Al-Bakri, S. A. (2022). Iraqi EFL preparatory school teachers' perception of flipped classroom. *International Journal of Health Sciences*, 6(S4), 12546–12562. <https://doi.org/10.53730/ijhs.v6nS4.12075>

Iraqi EFL preparatory school teachers' perception of flipped classroom

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Abstract---Teachers around the world work tirelessly to invest in technological innovations in order to raise educational standards and develop new teaching models and strategies. "flipped learning" or "flipped classroom" is one of these model types that appears to heavily rely on technology. This model is gaining worldwide attention among educators of all levels and disciplines. Although the flipped classroom model has gained popularity, few teachers are known about its application in an EFL setting such as Iraq. The present study aims at finding out Iraqi EFL preparatory school teachers' perception of flipped classroom. The sample of the study includes (285) preparatory school teachers have been selected from different Directorates of Education in Baghdad. The closed questionnaire has been delivered to the participants after assuring the validity and reliability of the instruments. The findings indicate that teachers have positive perceptions of flipped classrooms in terms of challenges, teacher's role, advantages, assumptions and implementation while they less perceive assessment and feedback. Finally, suggestions for further studies have been exposed.

Keywords---flipped classroom, flipped learning, flipped model, perception, preparatory school.

Introduction

The 21st century has been marked by a rapid technological revolution that has influenced the educational systems of the majority of nations around the globe. The Internet, personal computers, smart phones, and social media have all

contributed to this unprecedented revolution. Educators and researchers anticipate using these technological advancements to enhance educational standards and develop new models and strategies for teaching and learning. This indicates that the current educational system is inextricably linked to technology, whether through the use of smart boards, smart phones, or social networks. The "flipped learning" or "flipped classroom" model is therefore a new model that appears to rely heavily on technology. This model is gaining worldwide attention among educators of all levels and disciplines. The Flipped Classroom Model (FCM) was defined by Bergmann and Sams (2012) as "a blended learning model that aims to help teachers make better use of face-to-face sessions by minimizing teacher lecture and increasing students' active learning, collaboration, and scaffolding." Tucker (2012) views the flipped classroom as a model in which students acquire knowledge at home and apply it in the classroom. Such characteristics contribute to the flipped classroom's emergence as an effective method for teaching English as a second language, since it can be utilized to increase learner accountability and interaction.

In this regard, Heinerichs et al. (2016) asserts that the flipped classroom is a student-centered instructional method that has gained popularity in higher education. In a flipped classroom, primary knowledge acquisition occurs outside of class, allowing students to practice applying the information with their peers during class time. Consequently, one justification for employing flipped learning is to keep up with the changing needs and interests of the technologically adept students of the twenty-first century. Many countries have recently shown a growing interest in flipped learning, which has prompted numerous researchers to investigate teachers' or students' perceptions and attitudes towards this new model of learning (Galway et.al., 2015) or to examine the efficacy of using such a model at school or university levels (Al-Harbil & Alshumaimeri, 2016). Chang (2016) highlights the idea of shifting instruction to students before class and using class time for assignments, believing that such a shift permits students to learn the fundamental concepts independently and explore them in depth during class. The present study aims at finding out Iraqi EFL preparatory school teachers' perception of flipped classroom.

Literature Review

In flipped classrooms, according to Bishop and Verleger (2013), students engage in learning activities both inside and outside the classroom. Inside the classroom, the emphasis is on interactive group activities, whereas outside the classroom, the emphasis is on viewing video lessons and conducting discussions by asking and answering questions using texts (Zappe et al., 2009). The flipped classroom is defined by Bergmann and Sams as "direct instruction that is done through video or another learning object that students can use independently before class" (2014, p. 5). According to them, "this time shift then allows the teacher to use class time for work that is better completed in large groups or requires individualized teacher attention" (Bergmann & Sams, 2014, p. 5). In flipped classrooms, students are typically more engaged than in traditional classrooms. The lecturer will act as a facilitator, while students will learn independently with the aid of technology tools (Sharad & Al-Bakri, 2021).

According to Driscoll and Petty (2013, p. 126) in flipped classrooms, "lecturer become mentors and guide lends itself to some incredible project ideas." Hamdan et al., (2013) also emphasize that the flipped classroom transforms group learning in the classroom into individual learning outside of the classroom, where technology-based multimedia serves as the lecture. It transforms teacher-centered instruction into student-centered instruction, and students would then arrive to class well-prepared. Therefore, lecturers can use their productive time in the classroom and establish active learning without wasting time on front-of-class explanations. According to Zappe et al. (2009), by flipping the classroom, teachers will not sacrifice valuable class time needed for content coverage. According to Abeysekera and Dawson (2015), there is limited research on flipped classroom strategies. The 2014 Horizon Report, which focuses on exploring and reporting emerging technology in education, identifies the flipped classroom as a significant emerging technology for education in 2014, which should be implemented at the college and high school level (Johnson, 2010).

Theoretical frameworks for the flipped classroom

This study is based on the theory of mastery learning, which enjoyed brief popularity in 1968. (Guskey & Anderman, 2013). The theory is highly applicable to the implementation of the flipped classroom (Munzenmaier & Rubin, 2013). According to this theory, students can achieve the same level of academic achievement under different learning conditions (Abakpa & Iji, 2011). This condition appears to be met by the flipped classroom, as students learn outside of the classroom at their preferred time and under their preferred conditions. They can control their own learning by responding to and pausing the video lectures in accordance with their needs (Bergman & Sams, 2012).

According to Morgan (2014), when a lecture is given only once in class, students with lower abilities may find it challenging to master the material. On the other hand, when the instruction is repeated multiple times, high-ability students may become bored of the teacher's explanation. Mastery learning is a solution that allows students to learn at their own pace and according to their own needs. In addition, Bloom's mastery learning emphasizes providing feedback and correction to evaluate students' learning activity improvement (Abakpa & Iji, 2011). Mastery learning theory employs formative assessment to provide educators with an opportunity to interact personally with students or to provide direct feedback on their progress (Munzenmaier & Rubin, 2013).

Methodology & Procedures

This section discusses the methodology and provides a comprehensive, detailed description of all the procedures used to accomplish the study's objectives. It deals with the following:

1. Population and sample.
2. The instrument; the questionnaire and its application.
3. The description of the statistical methods utilized for data analysis and result computing.

Methodology

The methodology involved in the current study is the descriptive methodology. According to Schoonenboom & Johnson (2017, p. 406), the primary goal of descriptive research is to provide an accurate description of a phenomenon's characteristics.

Population and Sample

Population, according to Blankenship (2010), is a study-able group of organizations or people (p. 82). The population of the present study involves Iraqi EFL preparatory school teachers in Baghdad. The population is distributed into six General Directorates of Education (Al-Karkh 1st., Al-Karkh 2nd., Al-Karkh 3rd., Al-Rosafa 1st., Al-Rosafa 2nd., and Al-Rosafa 3rd.). For any research study, a sample refers to the items, events, or individuals that are representative of the wider group from which the sample was drawn (Mills & Gay, 2019, p. 147). To achieve the aims of the study, a sample of 285 teachers has been selected from different General Directorates of Education in Baghdad and as illustrated in Table (1).

Table 1
The Distribution of Teachers' Sample

| No. | General Directorates of Education | Number of teachers |
|-------|-----------------------------------|--------------------|
| 1 | Al-Karkh 1 st . | 47 |
| 2 | Al-Karkh 2 nd . | 53 |
| 3 | Al-Karkh 3 rd . | 39 |
| 4 | Al-Rosafa 1 st . | 51 |
| 5 | Al-Rosafa 2 nd . | 47 |
| 6 | Al-Rosafa 3 rd . | 48 |
| Total | | 285 |

Instruments of the Study

The instrument used to conduct this study is a questionnaire. According to Richards (2017, p. 87), the most common research instrument is a questionnaire since it is simple to create, can be administered to a large number of individuals, and gives data that can be swiftly analyzed and computed.

However, a questionnaire is created to meet the aims of the present study by following the resources below:

1. Related literature: This section includes books, journals, and articles relevant to the study's topic.
2. Consulting ELT professionals, Online learning and computer sciences.
3. Examining the pre-designed questionnaires that tackle the flipped classroom and preferences on online learning.

The questionnaire has been developed relying on the following resources:

- (Hashim & Shaari, 2020).
- (Kiang & Yunus, 2021).

The form of the teachers' perception of FC questionnaire comprises 59 items (see Appendix A) distributed into 6 components:

1. Assumptions = 11 items.
2. Implementation = 8 items.
3. Teacher's role = 10 items.
4. Assessment and feedback = 9 items.
5. Advantages = 9 items.
6. Challenges = 12 items.

Each item in the question has been scored according to a five-point Likert Scale ranging from 5 (strongly agree) to 1 (strongly disagree).

Final Application of the Questionnaire

After establishing the instruments' validity and reliability, the questionnaire has distributed to teachers on Tuesday, January 20, 2022. The questionnaire has been personally handed to them.

Mathematical and Statistical Means

To accomplish the aim of this study, the SPSS program has been utilized. The statistical methods employed in this investigation are:

1. Pearson Coefficient of Correlation A formula was employed to determine the reliability of the three questionnaires.
2. The percentage is used as a mathematical means to calculate perception of each instrument's component.

Data Analysis and Results

This section discusses data analysis and the presenting of results based on the statistical manipulation of data collected through the administration of instruments. It also discusses conclusions, recommendations, and suggestions for additional studies.

Presentation of Results

The results are shown and presented in four main parts according to the aims of the study. In order to manipulate the collected data, the following statistical procedures have been employed:

- 1- The mean scores and standard deviations are used to determine the perceived/unperceived items.
- 2- The theoretical mean 3 is considered the mean criteria that distinguish the perceived items. The items that gain the theoretical mean score of 3 and above are considered to be perceived, whereas, the items that receive a theoretical mean score below 3 are regarded as unperceived. While, for the

standards' questionnaires, the theoretical mean 2.5 is viewed as the criteria that determine the perceived items.

- 3- The items of the questionnaire have been sorted according to their respective component rankings. The items are arranged from highest mean score to lowest mean score.

Nevertheless, the data collected from the administration of the questionnaire is presented and discussed according to the questionnaire components, and then generally.

Results

In order to achieve the first aim of the study which is (Finding out Iraqi EFL preparatory school teachers' perception of flipped classroom) a questionnaire of (59) items has been applied on a sample (285) teachers to find out their perceptions regarding flipped classroom. The teachers' responses have been obtained on each of the (6) components and as the following:

Assumptions

This component involves (11) items, the analysis of results reveals that all the items have been perceived by the teachers with mean scores ranging between (4.066) to (3.480), and standard deviations ranging from (0.879) to (1.158). See Table (2).

Table 2
Mean Scores, Standard Deviations, and Ranks of Assumptions

| No. in the questionnaire | Item | MS | SD | Rank |
|--------------------------|--|-------|-------|--------|
| 9 | In flipped classroom, students use technology to learn on their own time, wherever they are. | 4.066 | 1.003 | First |
| 8 | In flipped classroom, new technologies make it easy to convert instructor lectures through digital recordings and place these online for student access outside of face-to-face class. | 4.052 | 0.923 | Second |
| 3 | Flipped classroom provides a solution to the problem of lack of time, which hinders teachers in the classroom. | 4.024 | 0.987 | Third |
| 5 | In flipped classroom, time created for in-class activities increase students higher order thinking. | 4.003 | 0.958 | Fourth |
| 10 | In flipped classroom, videos are an essential tool for the session outside the classroom. Students see the contents to work on the subject in a similar way as in face-to-face class. | 3.964 | 0.879 | Fifth |
| 1 | Flipped classroom allows teachers more | 3.856 | 0.958 | Sixth |

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|----|--|-------|-------|----------|
| | time to personalize instruction for students. | | | |
| 11 | In flipped classroom, the flexibility of class time could facilitate numerous methods of continuous assessment. | 3.677 | 0.908 | Seventh |
| 4 | flipped classroom is a student-centered model with the aim of increasing student engagement, understanding and retention by reversing the traditional classroom teaching approach. | 3.673 | 1.022 | Eighth |
| 2 | Flipped classroom allows teachers to have increased interaction with students. | 3.568 | 1.097 | Ninth |
| 7 | In flipped classroom, students become more autonomous. | 3.554 | 1.151 | Tenth |
| 6 | In flipped classroom, students enjoy and perform better than traditional classroom. | 3.480 | 1.158 | Eleventh |

Implementation

This component includes (11) items, the analysis of results affirms that all the items have been recognized by the teachers with mean scores ranging between (4.378) to (3.140), and standard deviations ranging from (0.689) to (1.135). See Table (3).

Table 3
Mean Scores, Standard Deviations, and Ranks of Implementation

| No. in the questionnaire | Item | MS | SD | Rank |
|--------------------------|--|-------|-------|--------|
| 18 | Flipped classroom enforces the teacher to learn some new tricks to create effective presentations. | 4.378 | 0.689 | First |
| 15 | In flipped classroom, sharing the lesson content with students is an important step. | 4.073 | 0.866 | Second |
| 14 | In flipped classroom, recording and creating the lecture is very important step to start delivering the content. | 3.996 | 0.894 | Third |
| 19 | Flipped classroom encourages the teacher to use games for sessions both outside and inside the classroom which can motivate students and make the teaching-learning process more entertaining. | 3.915 | 0.938 | Fourth |
| 16 | In flipped classroom, monitoring all | 3.831 | 1.135 | Fifth |

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|----|--|-------|-------|---------|
| | student activity is required to confirm that the student has viewed the content. | | | |
| 13 | In flipped classroom, planning and determining which lessons to flip is crucial. | 3.663 | 1.030 | Sixth |
| 12 | In flipped classroom, debates among students can be organized perfectly. | 3.403 | 1.065 | Seventh |
| 17 | In flipped classroom, the teacher has to teach via YouTube. | 3.140 | 1.052 | Eighth |

Teacher's role

This component consists of (10) items, the analysis of results shows that all the items have been grasped by the teachers with mean scores ranging between (4.221) to (3.617), and standard deviations ranging from (0.840) to (1.134). See Table (4).

Table 4
Mean Scores, Standard Deviations, and Ranks of Teacher's role

| No. in the questionnaire | Item | MS | SD | Rank |
|--------------------------|---|-------|-------|--------|
| 28 | In flipped classroom, teachers have to master the creation or sourcing of a series of media such as (screencasts, video and audio recordings, development of rapid e-learning, narrated lectures, etc.) | 4.221 | 0.845 | First |
| 26 | In flipped classroom, teachers have to publish and share content. | 4.108 | 0.855 | Second |
| 23 | In flipped classroom, teachers have to develop the content innovatively. | 4.094 | 0.840 | Third |
| 29 | In flipped classroom, teachers have to make his / her students familiar of what he / she wants them to accomplish before, during and after the class. | 4.073 | 0.854 | Fourth |
| 27 | In flipped classroom, teachers have to conduct a series of experiential learning exercises. | 3.996 | 0.841 | Fifth |
| 21 | In flipped classroom, teachers have to provide | 3.933 | 0.988 | Sixth |

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|----|---|-------|-------|---------|
| | students with more collaborative activities and less lecturing. | | | |
| 22 | In flipped classroom, teachers have to allow class time to be more productive for in-depth discussion. | 3.926 | 0.995 | Seventh |
| 24 | In flipped classroom, teachers have to look for materials online and RE-USE what have been prepared by other teachers or instructors. | 3.891 | 1.080 | Eighth |
| 25 | In flipped classroom, teachers have to create materials on their own. | 3.859 | 1.014 | Ninth |
| 20 | In flipped classroom, teachers become organizers, mentors, and facilitators. | 3.617 | 1.134 | Tenth |

Assessment and feedback

This component comprises (9) items, the analysis of results illustrates that all the items have been realized by the teachers with mean scores ranging between (3,866) to (3,094), and standard deviations ranging from (0.865) to (1.181). See Table (5).

Table 5
Mean Scores, Standard Deviations, and Ranks of Assessment and feedback

| No. in the questionnaire | Item | MS | SD | Rank |
|--------------------------|---|-------|-------|--------|
| 37 | In flipped classroom, teachers ask for feedback from students on what worked well and what didn't - and update the practices accordingly. | 3.866 | 1.008 | First |
| 34 | In flipped classroom, online and face to face quizzes and tests can be done by using rubrics assessment. | 3.817 | 0.865 | Second |
| 36 | In flipped classroom, teachers evaluate individual student and groupwork performance. | 3.722 | 0.962 | Third |
| 30 | In flipped classroom, online and face to face quizzes and tests can be done by using formative assessment. | 3.680 | 1.044 | Fourth |
| 38 | In flipped classroom, teachers reflect on the design of the class or course. | 3.645 | 1.012 | Fifth |
| 35 | In flipped classroom, teachers apply the evaluation by pairs to allow students to see other points of view. | 3.501 | 0.962 | Sixth |

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|----|--|-------|-------|---------|
| 31 | In flipped classroom, online and face to face quizzes and tests can be done by using summative assessment. | 3.480 | 0.991 | Seventh |
| 32 | In flipped classroom, online and face to face quizzes and tests can be done by using self- assessment. | 3.129 | 1.181 | Eighth |
| 33 | In flipped classroom, online and face to face quizzes and tests can be done by using peer- assessment. | 3.094 | 1.110 | Ninth |

Advantages

This component contains (9) items, the results express that all the items have been apprehended by the teachers with mean scores ranging between (4.280) to (3.722), and standard deviations ranging from (0.842) to (1.130). See Table (6).

Table 6
Mean Scores, Standard Deviations, and Ranks of Advantages

| No. in the questionnaire | Item | MS | SD | Rank |
|--------------------------|--|-------|-------|---------|
| 39 | In flipped classroom, absent students can get benefit and watch the lecture at any time | 4.280 | 0.842 | First |
| 44 | In flipped classroom, infographics with videos are helpful. | 4.203 | 0.852 | Second |
| 41 | In flipped classroom, recorded lectures aid struggling students because they can re-watch portions of lessons that they do not understand. | 4.196 | 0.932 | Third |
| 47 | Flipped classroom creates opportunities for organizations, teachers and learners to be innovates. | 4.028 | 0.960 | Fourth |
| 42 | In flipped classroom, students can learn at their own pace, creating a more customized learning experience. | 3.838 | 0.912 | Fifth |
| 45 | In flipped classroom, the teacher can communicate a lot with students. | 3.828 | 1.021 | Sixth |
| 43 | In flipped classroom, teachers can use recorded | 3.807 | 1.007 | Seventh |

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|----|--|-------|-------|--------|
| | lectures from one year to the next. | | | |
| 46 | In flipped classroom, I can gain better insights and experiences. | 3.793 | 1.022 | Eighth |
| 40 | In flipped classroom, students do not need the teacher present for direct instruction, but students need the teacher present for solving problems. | 3.722 | 1.130 | Ninth |

Challenges

This component holds (12) items, the results show that EFL teachers are aware of all the items since the mean scores are ranging between (4.280) to (3.722), and standard deviations ranging from (0.842) to (1.130). See Table (7).

Table 7
Mean Scores, Standard Deviations, and Ranks of Challenges

| No. in the questionnaire | Item | MS | SD | Rank |
|--------------------------|---|-------|-------|---------|
| 51 | Bad Internet connection and slow speed can reduce the chances of implementing the flipped learning. | 4.407 | 0.869 | First |
| 55 | It was difficult to ensure that students had truly watched the videos. | 4.210 | 0.940 | Second |
| 54 | Student's dislike watching long flipped videos. | 4.193 | 0.892 | Third |
| 50 | Absences of technological facilities such as (Camera, laptops, data show and microphone at schools hinders the use of flipped learning. | 4.157 | 0.982 | Fourth |
| 52 | There is lack of awareness regarding ways to integrate the software into teaching. | 4.140 | 0.884 | Fifth |
| 58 | There aren't enough training courses provided by the academic institutions on the use of flipped classroom. | 4.056 | 0.987 | Sixth |
| 49 | Absences of information and communication technology professionals at schools hinders the use of flipped learning. | 4.042 | 1.073 | Seventh |

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|----|--|-------|-------|----------|
| 56 | The selection of learning materials is a fundamental challenge for teachers to ensure the most suitable topics for students. | 3.971 | 0.871 | Eighth |
| 53 | Students are not motivated to use online materials (videos, YouTube, etc.) outside the classroom hours. | 3.933 | 1.070 | Ninth |
| 48 | Little experience to access to online materials (videos, YouTube, etc.) hinders the use of flipped learning. | 3.838 | 1.018 | Tenth |
| 59 | The layout of the old-fashion and traditional classes is another obstacle to flipped learning. | 3.673 | 1.098 | Eleventh |
| 57 | The process of making videos is quite lengthy and time consuming. | 3.431 | 1.189 | Twelfth |

The analysis of results indicates that all the components have been well perceived by the teachers with mean scores ranging between (4.004) to (3.548) and standard deviations ranging between (0.989) to (1.015). Furthermore, the mean score of the whole questionnaire is found to be (3.849) and the standard deviation is found to be (0.979). See Table (8)

Table 8
Mean Scores, Standard Deviations and Ranks of Teachers' Perceptions of the Questionnaire components

| No. in the questionnaire | Item | MS | SD | Rank |
|--------------------------|-------------------------|-------|-------|--------|
| 6 | Challenges | 4.004 | 0.989 | First |
| 3 | Teacher's role | 3.971 | 0.944 | Second |
| 5 | Advantages | 3.966 | 0.964 | Third |
| 1 | Assumptions | 3.810 | 1.004 | Fourth |
| 2 | Implementation | 3.799 | 0.958 | Fifth |
| 4 | Assessment and feedback | 3.548 | 1.015 | Sixth |
| The whole questionnaire | | 3.849 | 0.979 | |

From the above Table, it is obvious that:

1. The sixth component in the questionnaire (Challenges) has been ranked first, with a mean score of (4.004), a standard deviation of (0.989), and a percentage of (80%).

2. The third component in the questionnaire (Teacher's role) has been ranked second, with a mean score of (3.971), a standard deviation of (0.944), and a percentage of (79%).
3. The fifth component in the questionnaire (Advantages) has been ranked third, with a mean score of (3.966), a standard deviation of (0.964), and a percentage of (79%).
4. 4.The first component of the questionnaire (Assumptions) has been ranked fourth, with a mean score of (3.810), a standard deviation of (1.004), and a percentage of (76%).
5. The second component in the questionnaire (Implementation) has been ranked fifth, with a mean score of (3.799), a standard deviation of (0.958), and a percentage of (76%).
6. The fourth component in the questionnaire (Assessment and feedback) has been ranked sixth, with a mean score of (3.548), a standard deviation of (1.015), and a percentage of (71%).
7. As for the whole questionnaire, the mean score is found to be (3.849), with the standard deviation of (0.979), and the percentage has been (77%).

Discussions of Results

Perceptions are how teachers and students identify and comprehend FC. The results of the present study reveal the following:

- The use of technology helps students to improve their own learning because the students can learn at any time and any place. Technology increases the chances of collaboration and communication and it allows 24/7 access to educational resources.
- The FC is considered one of the new methods that help the teachers and students to manage their time better than the traditional face to face method because it enables the teacher to arrange their instruction before class time and let the students to watch the lectures pre class so that the class time will be consist only for activities and discussion. This inversion of the use of time is a key difference between the flipped and traditional face-to-face class.
- FC helps students develop their higher order thinking because it engages them in activities that enables them to solve complex problem. FC offer students enhanced online and offline learning opportunities and can facilitate the development of higher-order thinking skills. According to Smith (2007), giving students open-ended questions encourages them to make comparisons, provide rationale, or conduct research based on past knowledge. This enhances their higher-order thinking abilities.
- FC is a great method to increase students' interaction because the FC is a revolutionary teaching strategy that aims to improve student engagement and performance by inverting the lecture outside of the classroom using technology and relocating homework and exercises inside the classroom through learning activities.
- In FC, the students enjoy watching videos and perform better than traditional with the FC strategy, students obtain the initial material freely, at home, and frequently via video content. This allows students to become accustomed to the practice of independent study and to learn at their own

pace. Also, videos could draw students' attention, and enhance their interest because students tended to be visual and like to watch and listen to information.

- The teachers are enforced to learn and develop their abilities by learning new skills and tricks relating to delivering the content via online tools. The teachers learn; how to look for new online resources, selecting suitable lectures, creating videos and managing online platforms.
- By using and implementing the FC, the teacher becomes more able to monitor all students at the same time out site the class and inside the classroom. The teacher can watch the progress of the students online via the LMS platforms and can evaluate and monitor the performance of students during the class activities.
- Implementing this method of teaching, the teachers have improved and learn how to create lessons and posted online much better than when they were using the face-to-face teaching. The teachers have enforced to learn how to use the technology that enables them to create and edit video lecture and post it to students online.
- The FC encourages the teachers to become innovators and being able to create content by themselves. Thus, each teacher has its own way of delivering the contain so FC helps them to excel and innovate.
- It is much easier to create tests and quizzes in FC. The teacher can easily use the technology tools to create quizzes for students. This study shows how teachers create quizzes via quizbot in telegram and test section in most LMS.
- The teacher can evaluate individual students and groupwork performance. The teacher can evaluate one student by monitoring his performance online and in the class and also can judge the performance of the whole group when engaging them into class activities.
- The teacher is able to incorporate peer and self-evaluation for learners. First, students view a video in preparation for an FC, and then they complete several exercises that facilitate self-assessment. As this is a procedure involving the solution of problems to evaluate prior learning, the problems must be prepared in a way that allows students to evaluate their own learning level. The second way is peer evaluation, in which students who are engaging in the learning process evaluate their peers.
- Students who are absent can view the lecture at any time and from any location. There are three advantages to employing FL with absent students. First, students complete their assignments more quickly. Students are no longer required to wait for the teacher to complete with other students before explaining what they missed when using FL. They can immediately begin viewing the video and then get to work. Or, if they watched the video at home, they can maximize their class time and catch up with the rest of the class. Second, they are not required to repeat information. Re-teaching can be time-consuming for teachers with hundreds of learners. Flipping the classroom is equivalent to having an additional educator in the classroom, allowing the teacher to advance the remaining students. Thirdly, it encourages student-centered, independent learning. Flipping a classroom shifts some of the burden to the student. Keeping videos under 10 minutes in length promotes student engagement. Instead of going in with a sense of regret for having missed something, they can walk in with a sense of

satisfaction for having already viewed the video. Alternately, students can come in eager to utilize the iPad to figure out what they missed.

- Low level students can repeat watching the lecture till they understand the subject because the FC enables them to repeat the video and watch the part that they don't understand.
- Communication with students is easier in FC. The teacher can contact them by many means like social media tools or message board.
- The teachers have to create their flipped lectures only once and then they can reuse it every year. The teacher can reuse the lecture in the coming years and so on. The first year of applying this method is difficult and it becomes easy in the rest of the years.
- Bad and slow speed of the internet affect negativity the teaching and learning process. The internet is a mean factor in applying the FC and any problem can affect the use of this method.
- Students struggle with long videos. Students like short direct videos when study online and feel board when the video is so long.
- The lack of technologies and equipment at schools hinders the implement of FC. In Iraq, It is obvious for all that most of our schools do not have enough equipment and tools that support the teacher to implement the FC.
- Lack of teachers' experience and training courses hinder the use of FC. The FC is new for Iraqi teacher and they need to have some training courses and workshops to enhance their experiences.
- Creating videos is time consuming. The teachers who are not professional in using technologies and tools take so long time to create videos and content.

Conclusion

Teachers have positively perceived FC as being helpful. teachers believe FC is more participatory than other courses they have taken. This is a highly promising conclusion for those who feel that active and collaborative learning is beneficial to educational progress. By employing a flipped model, more time may be allotted to active-learning strategies without fear of missing time on critical course information. Moreover, by engaging students with a media-type that they may enjoy more than the usual textbook, it is totally feasible that course material can be covered more rapidly because the students have a greater comprehension of the material prior to class, allowing for accelerated, deeper learning. Certainly, much more research is required before FC can be widely accepted as a pedagogical method. Teachers agree that installing an FCM is a considerable time commitment with several learning-enhancing benefits. As an additional tool or resource for school-related learning, the majority of students in this study choose an FCM over a regular classroom lecture. The findings of this study indicate that the use of the flipped approach in the classroom (1) motivates students to learn the subject, (2) improves their understanding, and (3) increases their engagement in learning task.

Suggestions for Further Studies

The researcher proposes some suggested studies to be dealt in the near future:

- 1- Iraqi EFL University Teachers and Students' Perception of Flipped Classroom.
- 2- The Impact of Flipped Classroom on Iraqi EFL Preparatory School Students' writing skill.
- 3- The Impact of the Flipped Classroom Model on the Achievement of EFL Learners Along Different Skills.

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