

English Language Teachers' Use Of The Flipped Classroom Method In Teaching At The Primary Stage In The State Of Kuwait

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Abstract

The study aimed to identify the degree to which English language teachers use the flipped classroom method at the primary stage in teaching, and the differences in using the flipped classroom method according to gender, academic qualifications and years of experience. To achieve these objectives, the descriptive approach was used. The study sample consisted of (120) male and female teachers who were chosen by the stratified random method from the English language teachers at the primary stage in Al-Mubarak Al-Kabeer Educational District in the State of Kuwait. A questionnaire was used for data collection after its validity and reliability were verified. The results showed a medium degree in using the Flipped Classroom method in teaching among English language teachers at the primary stage. The field of implementation received the highest means, followed by planning, and then evaluation. The results also showed no statistically significant differences in the degree of using the flipped classroom method in teaching among English language teachers at the primary stage from the point of view of the study sample in the total degree and domains due to the variables of gender, academic qualification and years of experience. The study recommended intensifying the efforts of the Ministry of Education in designing and implementing training programs and courses that contribute to strengthening and motivating teachers to use this method of teaching.

Keywords: English language teachers, primary stage, Flipped Classroom Method, Teaching, State of Kuwait.

Introduction

Education is an area that is constantly changing and adapting to meet the needs of learners. The change in their learning habits due to new technologies allows each of them the opportunity to learn at their own pace. Education has to be adapted to suit those new customs. It is no longer possible to rely solely on the traditional model of education in which learners receive lesson information by explanation and lecture in class directly from the teacher, and learners carry out educational duties to deepen important concepts at home on their own. This teaching method does not take into account the individual differences of learners, or reliance on the teacher only as the focus of the learning process (Abu Hashish, 2018).

The rapid growth of knowledge has led to the development of several modern learning theories and strategies. This requires the development of the skills of both teachers and learners in the educational situation to keep pace with recent changes in means, technical tools and educational strategies (Barsoum, 2019, Hamadneh, 2022). In light of the general orientation of education policies in various countries of the world, there is a need to acquire knowledge and develop skills that enable technology mastery and create a generation capable of innovation, problem-solving and active citizenship. Therefore, educational institutions sought to qualify their students for the labor market, develop their skills and help them integrate into the knowledge society in light of the rapid and successive development of information and communication technology

(Al-Falih, 2018). Therefore, it is no longer possible to rely solely on the traditional model of education, or the teacher as the focus of the education process. The role of the teacher has changed to that of a guide, and it has become necessary to rely on more flexible modern teaching methods (Saunders, 2014). They help to strengthen the learner's self, meet his needs, activate his role in the educational process and support the teacher's role to be a trainer and facilitator of the teaching and learning process. Examples of these modern methods include the flipped classroom method. It has been called several names such as reversed learning, flipped classroom, and flipped class. However, they are all one and focus on the use of technology (Mohammed & Mahmoud, 2018).

The flipped classroom method is one of the most important modern educational trends that emerged due to the great technological development that occurred in the use of computers. It helps increase the chances of active student participation (Sharaf, 2020) and the rapid move in academia to become one of the most important and dominant recent trends in public school education (Al-Saadoun, 2016). There are large numbers of learners who are working to turn their learning upside down by replacing their traditional classes and lectures with educational videos (Rakha, Farhoud, Desouki, & Zain El Din, 2017). Also, the Corona pandemic (Covid-19) has cast a shadow over all fields, including the field of education (Zaki, 2021), and the resulting complete suspension in the classroom led to the need to search for new educational methods that benefit from the great progress in technology such as reversing the educational process, or what is known as the flipped classroom method. In the flipped classroom method, the student is the center of the educational process and acquires knowledge through the means of technology (Al-Silti & Ibn Suhrair, 2021).

The flipped Classroom method is defined as an educational strategy in which students are introduced to previously recorded concepts, whether through the Internet or video clips, outside the traditional educational environment. After they have finished viewing the content, the next day students come to class to meet and discuss with the teacher what they have learned. Meanwhile, any misconceptions about the content they viewed will be corrected (Ahmed, 2016). Also, it is defined as a method that relies on reversing the traditional method of education

by watching the class in advance outside the school walls through an educational video related to the topic of the lesson, then recording notes and questions by the learner, and then discussing them with his classmates in the class (Al-Fleij & Al-Shuaib, 2018). Flipped classrooms are also defined as one of the applications of electronic platforms that combine electronic content management and social networks (Al-Anezi, 2019).

Flipped classrooms are a way through which the learner receives information and explanations at home and solves educational assignments and deepens concepts in the classroom with the help of the teacher and his fellow learners (Guy & Marquis, 2016). This method relies on reversing the role of the home and the school so that each takes on the role of the other. Learners depend on watching educational films at home at the speed and time convenient for them. Explanation of a particular point can be re-watched more than once. It is also possible to speed up the movie display to reach what is needed. It is also possible to watch these educational videos through a computer or mobile device. This allows a wide scope to engage in the educational process. While watching the movie clips, the student takes notes or questions. The student is not expected to master all the concepts and ideas just by watching the video, but he must understand at least the basic concepts (Abu Hashish, 2018).

The flipped classroom method plays a major role in creating a rich learning environment for discussion, exchange of ideas and knowledge building by students autonomously and collaboratively (Al Fulajj & Al Shuaib, 2018). It has also achieved high levels in improving students' academic achievement and improving levels of satisfaction with their academic subjects (Al-Saadoun, 2016). The flipped classroom method has contributed to the development of planning, implementation and evaluation skills among learners and improved the quality of education (Barsoum, 2019). Likewise, it enabled the students to exchange ideas, discuss, accept and respect the opinion and the other opinion that supports creative thinking (Al-Anezi, 2019). It also contributed to the development of scientific thinking and motivation for learning among learners (Al-Hasnawi & Al-Waeli, 2018).

This method has changed the idea of relying only on the teacher as the focus of the learning process. The role of the teacher has changed to

that of a guide. Therefore, it has become necessary to rely on modern teaching methods that are more flexible. They help to strengthen the learner's self-esteem, meet his needs and activate his role in the educational process. They also support the role of the teacher in being a facilitator of the teaching and learning processes with their use of reinforcement as an effective way to increase learners' participation in various educational activities. In turn, this leads to increasing their immersion in educational experiences. Thus, they become more attentive. Reinforcement also helps to maintain and control the order in the classroom (Rashid & Al-Nouri, 2018). They help teachers to track their students' performance in mastering skills, monitor students' lessons, conduct electronic tests and show students the results of written and oral tests on a timely basis. Parents are also aware by keeping an eye on the level of their children and their awareness of school and administrative systems without resorting to school (Al-Anezi, 2019).

In teaching using flipped classrooms, the roles are completely different. The educational process becomes centered on the learner, his competence, and his interaction with the educational content. The teacher becomes a guide for the educational process and creates interesting activities and exercises appropriate to the level of learners. The flipped classroom method gives learners more freedom to spend the appropriate time with the educational material because it is outside the school. This contributes to mastering learning, increasing cooperation, building self-confidence and allowing directing observations and criticisms among students about the scientific material (Alvarez, 2012).

In this regard, Al-Sulami's (2021) study showed a high level of English language teachers' attitudes towards using the flipped classroom method in blended education among elementary school students. Al-Shehri (2021) also confirmed that there were positive attitudes among English language teachers at the intermediate stage toward the use of flipped classes in teaching English. Also, there were no statistically significant differences in the attitudes of English language teachers in the intermediate school towards its use due to the variables of gender and years of teaching experience. In addition, Al-Shehri (2018) showed high attitudes among secondary school mathematics teachers towards the use of the

flipped classroom method in teaching mathematics in secondary schools.

To sum up, a highly qualified teacher has to work on using modern teaching methods such as the flipped classroom method, which contributes to developing students' self-confidence. This can happen by providing opportunities for students to benefit from successful experiences and take into account their individual differences and learning styles so that their self-confidence grows, and their thinking abilities and skills improve. Hence, the English language teacher at the primary stage is required to choose modern teaching methods that are based on education, communication and information technology that meet the needs of learners including the flipped classroom method. It is considered one of the best modern teaching methods that are consistent with the levels and abilities of primary school students, their characteristics, skills, learning patterns and thinking. It is also consistent with the characteristics of the generation of this era that loves and is interested in modern technology that keeps pace with the era of speed and knowledge flow. Hence, there is a need to conduct this study. It aimed to identify the degree of the use of the flipped classroom method in teaching among English language teachers at the primary stage in the State of Kuwait.

Statement of the problem

The problem of this study emerged from the importance of the flipped classroom method in teaching English to learners. Al-Khuzaim and Al Fahid (2015) showed that this method is effective in developing positive attitudes towards the classroom environment and academic achievement in the English language course. Also, Shraida and Bani Abdul Rahman (2020) confirmed the effectiveness of the flipped classroom method in teaching reading in English and improving students' results in school exams. In addition, Al-Sulami (2021) confirmed the importance of the flipped classroom method in teaching English at the primary stage. It is considered one of the modern methods that contribute to preparing a generation that keeps pace with urgent changes as well as meeting the needs of this generation of students who are considered the technology generation. Previous studies such as Al-Shehri (2018), Al-Shehri (2021) and Al-Sulami (2021) confirmed positive attitudes among teachers

towards the use of the flipped classroom method in teaching. However, the educational reality through the researcher's work in the educational field of teaching the English language in the government schools of the State of Kuwait over several years, it was noted that the use of the flipped classroom method among English language teachers in general and primary school teachers, in particular, is below the required level. Also, some teachers sometimes practice in the school year, and some avoid using it. Hence, the problem of this study emerged and attempted to answer the following main question: "What is the degree of using the flipped classroom method in teaching by English language teachers at the primary stage in the State of Kuwait?" Specifically, this study attempted to answer the following two questions:

1. What is the degree of using the flipped classroom method in teaching by English language teachers at the primary stage in the State of Kuwait?
2. Are there statistically significant differences in the degree of using the flipped classroom method in teaching among English language teachers at the primary stage in the State of Kuwait due to the variables of gender, academic qualification and years of experience?

Objectives of the study

This study aimed to identify the degree of using the flipped classroom method in teaching by English language teachers at the primary stage in the State of Kuwait to work on its enhancement. It also aimed to reveal statistically significant differences in the degree of using the flipped classroom method in teaching among English language teachers at the primary stage in the State of Kuwait according to the variables of gender, academic qualification and years of experience. This will help to understand the depth of knowledge of the nature of the impact of these variables or their lack of impact on the degree of using the flipped classroom method in teaching among English language teachers at the primary stage.

Significance of the study

The importance of this study emerged through hopefully contributing to enriching human knowledge with the theoretical framework and the results of the study that relate to the reality of using the flipped classroom method in teaching among English language teachers at

the primary stage and in the process of teacher training in general, including English language teachers. Also, it works to measure the degree to which English language teachers at the primary stage use the flipped classroom method, a modern teaching method, in teaching and learning the English language. This topic has not been previously addressed according to the researcher's knowledge in educational studies in the State of Kuwait. This study is one of the pioneering studies in this field in terms of its focus on English language teachers at the primary stage. Therefore, it is hoped that this study will contribute to bridging the gap in the educational field on this subject. In addition, it is hoped that this study will contribute to encouraging primary school English language teachers to apply the flipped classroom method during teaching and learning the English language due to the paramount importance of using modern teaching alternatives by integrating technology within the educational process.

Method

Research design

In this study, the descriptive method was used. It is the most appropriate method for the nature of this study, answering its questions and achieving its objective. This approach aims at studying the phenomenon in reality, then analyzing, interpreting and linking it with other phenomena.

Population of the study

The study population consisted of all teachers of English at the primary level in Al-Mubarak Al-Kabeer Educational District in the State of Kuwait. Their number reached (220) male and female teachers in the academic year 2021/2022 according to the statistics of the Kuwaiti Ministry of Education.

Sample of the study

The study sample was selected by the stratified random method from primary school English language teachers in Al-Mubarak Al-Kabeer Educational District in the State of Kuwait. It consisted of (120) male and female teachers and constituted 55% of the study population. The study instrument was distributed using an electronic link that was designed using (Google Drive). It was distributed to the study sample using the (WhatsApp) application after listing

the study sample's mobile numbers in cooperation with the Education Department in the Al-Mubarak Al-Kabeer Educational District

in the State of Kuwait and school principals. Table 1 shows the characteristics of the study sample.

Table 1. Distribution of the study sample according to the variables of gender, educational qualification and years of experience

Variables	Category	No.	%
Gender	Male	71	59.2
	Female	49	40.8
Educational qualification	Bachelor	89	74.2
	Higher studies	31	25.8
Years of experience	Less than 10 years	29	24.2
	More than 10 years	91	75.8
	Total	120	100

Instrument of the study

The study instrument was developed by referring to the educational literature and previous studies related to the flipped classroom in terms of concept, application mechanism and use by teachers such as Al-Shehri (2018), Al-Anezi (2019), Al-Shehri (2021) and Al-Sulami (2021). It was used to identify the areas of using flipped classrooms in teaching. Then, the items were formulated to measure the degree of using the flipped classroom method in teaching among English language teachers at the primary stage in the State of Kuwait. The instrument, in its final version, after checking its validity and reliability indications, consisted of (21) items distributed equally in three domains: planning, implementation and evaluation. To interpret the respondents' ratings, a Likert scale of five degrees was used, ranging from very high (5 marks), high (4 marks), medium (3 marks), low (2 marks), very low (1 mark). To interpret the respondents' answers, the following statistical standard was used:

(1.00 --- 2.33)= a small degree

(2.34 --- 3.67)= a medium degree

(3.68 --- 5.00)= a high degree

Validity of the instrument

To ensure the validity of the content of the instrument, it was presented in its initial version to a group of experts with experience and

expertise in educational techniques, English language curricula and methods of teaching at Kuwait University and from educational supervisors in the Kuwaiti Ministry of Education. The experts were asked to submit their suggestions for modification, deletion or addition to the items of the instrument and to verify their suitability to achieve the objectives of the study. In light of their opinions and suggestions, the required modification was made to the instrument. It included the linguistic reformulation of the items to be clearer, more understandable and measurable. Thus, the study instrument was approved in its final version and consisted of (21) items.

Reliability of the study

The reliability of the study instrument was confirmed using the test-retest method.

The instrument was applied and reapplied after two weeks on a survey sample consisting of (30) teachers of the English language at the primary stage in the State of Kuwait. They were selected from outside the study sample. Then, the Pearson correlation coefficient was calculated between their estimates at both times. In addition, the internal consistency reliability coefficient was calculated using the Cronbach's Alpha equation of the first application. Table 3 shows the results.

Table 2. The reliability coefficients of the study instrument

N	Domains	No. of items	Retest	internal consistency reliability
1	Planning	7	0.93	0.95
2	Implementation	7	0.87	0.90
3	Evaluation	7	0.90	0.89
	Total	21	0.97	0.92

According to the values in Table 2, it is noted that the overall reliability coefficient of the instrument using the retest method was (0.97). The reliability coefficients of the instrument domains ranged in the same way between (0.93-0.87). Also, the overall reliability coefficient of the instrument by the method of internal consistency was (0.92). As for the reliability coefficients of the instrument domains using the Cronbach's alpha method, they ranged between (0.95-0.89). This indicates that they are high-reliability coefficients that are suitable to achieve the objectives of the study.

Procedures of the study

To achieve the objectives of the study, the following procedures were followed. First, the problem of the study and its elements were determined. Second, the official sources in the Directorate of Education in Al-Mubarak Al-Kabeer Educational District in the State of Kuwait were referred to determine the study population. Third, the sample to be applied and the method of selection were specified. Fourth, the study instrument was prepared, and its validity and reliability were verified in the Kuwaiti environment. Fifth, the official letter was obtained to facilitate the researcher's task of applying the study instrument. Sixth, permission was obtained from the school

principals to implement the study. Seventh, they were briefed on the letters to facilitate the task of the researcher. Eighth, the instrument was distributed electronically using social media (WhatsApp) to the target sample. Then, the study instrument was applied to the sample, and the instructions were explained and how to respond to the items. After that, the data were collected, checked for completeness, and the Social Statistical Package (SPSS) program was used. Then, the results were extracted and put into special tables and commented on. Finally, the results were discussed, and recommendations and suggestions were written.

Results

This part reports the results of the study, which were presented as follows:

Results of the first research question: What is the degree of using the flipped classroom method in teaching by English language teachers at the primary stage in the State of Kuwait?

Means and standard deviations of the degree of English language teachers' use of flipped classrooms in teaching at the primary stage in the State of Kuwait were extracted. Table 3 illustrates the results.

Table 3. Means and standard deviations of the degree to which primary school English teachers use flipped classes in teaching ranked in descending order

N.	Domains	Means	Standard deviation	Rank	Degree
2	Implementation	3.28	0.37	1	Medium
1	Planning	3.25	0.43	2	Medium
3	Evaluation	3.09	0.44	3	Medium
	Total	3.21	0.28		Medium

Table 3 shows that the total score of the study sample's estimates about using the flipped classroom method in teaching by English language teachers at the primary stage came with a means of (3.21) and a standard deviation of (0.28), rating a medium degree. The means of the study instrument domains ranged between (3.09-3.28). All of them came with medium degrees. The domain of implementation ranked first with the highest mean (3.28) and standard deviation (0.37). The domain of "planning" came in second place with a means of (3.25) and a standard deviation of (0.43). The evaluation domain scored third

place with a means of (3.09) and a standard deviation (0.44).

Results of the second research question: Are there statistically significant differences in the degree of using the flipped classroom method in teaching among English language teachers at the primary stage in the State of Kuwait due to the variables of gender, academic qualification and years of experience?

Means and standard deviations of the degree of English language teachers' use of flipped classrooms in teaching in the State of Kuwait

were extracted according to the variables of gender, academic qualification and years of experience as shown in Table 4.

Table 4. Means and standard deviations of the degree of English language teachers' use of flipped classrooms in teaching at the primary stage in the State of Kuwait due to the variables of gender, academic qualification and years of experience

Variables	Category	Planning		Implementation		Evaluation		Total	
		M	SD	M	SD	M	SD	M	SD
Gender	Male	3.29	.400	3.25	.390	3.05	.440	3.19	.270
	Female	3.19	.460	3.33	.350	3.15	.410	3.22	.300
Academic qualification	Bachelor	3.25	.440	3.27	.370	3.13	.430	3.22	.280
	Higher studies	3.23	.400	3.30	.390	2.98	.410	3.17	.300
Years of experience	1-10 years	3.29	.470	3.36	.370	3.10	.470	3.25	.300
	More than 10 years	3.23	.420	3.25	0.37	3.09	.420	3.19	.280

M= means, SD= standard deviation

Table 4 shows that there were apparent differences between the means in the study sample's estimates about the degree of English language teachers' use of flipped classrooms at the primary stage in teaching in the State of Kuwait due to the variables of gender, academic qualification and years of experience. To clarify the significance of these differences between the means, multiple analysis of variance was used. Table 5 displays the results.

Table 5. Multiple variance analysis to show the significance of the differences between the means of the degree of English language teachers' use of flipped classrooms in teaching at the primary stage in the State of Kuwait due to the variables of gender, academic qualification and years of experience

Source	Domain	Sum of squares	df	Mean of squares	F	Sig (tailed-2)
Gender Hotelling's Trace V=.049 Sig.=.139	Planning	.292	1	.292	1.559	.214
	Implementation	.205	1	.205	1.456	.230
	Evaluation	.288	1	.288	1.537	.218
	Total	.022	1	.022	.267	.607
Academic qualification Hotelling's Trace V=.032 Sig.=.310	Planning	.010	1	.010	.053	.819
	Implementation	.056	1	.056	.400	.528
	Evaluation	.486	1	.486	2.593	.110
	Total	.035	1	.035	.416	.520
Experience Hotelling's Trace V=.020 Sig.=.521	Planning	.074	1	.074	.393	.532
	Implementation	.289	1	.289	2.054	.155
	Evaluation	.001	1	.001	.005	.942
	Total	.067	1	.067	.801	.372
Error	Planning	21.754	116	.188		
	Implementation	16.298	116	.141		
	Evaluation	21.741	116	.187		
	Total	9.714	116	.084		
Total	Planning	1285.918	120			
	Implementation	1308.571	120			
	Evaluation	1168.694	120			
	Total	1242.925	120			

Table 5 shows that there were no statistically significant differences at (0.05) in the study sample's estimates about the degree of using the flipped classroom method in teaching by English language teachers at the primary stage in the State of Kuwait on the study tool domain (planning, implementation, evaluation) and the degree together attributed to gender, academic qualification and years of experience. All the statistical significance values were higher than (0.05).

Discussion

Discussion of the results of the first research question:

The results of this question showed that the total degree of the study sample's estimates about the use of flipped classrooms in teaching by English language teachers at the primary stage came with a mean of (3.21) and a medium degree. This indicates the low level of English language teachers' use of flipped classrooms at the primary stage in teaching in the State of Kuwait. It is below the hoped-for level at a time when technology is required to be activated in education to raise the level of learning outcomes for students at the primary stage. They are in dire need of investing in the potential of e-learning along with regular and traditional education. This result may be due to a disparity in awareness among the study sample about the importance of flipped classrooms in upgrading the educational environment and the use of alternative and modern teaching methods in teaching the English language. This will ensure the permanence of learning inside and outside the school and not be interrupted by the end of school hours. Yang (2017) indicated that teachers believe that flipped classrooms are suitable for teaching English grammar without other subjects in the English language. She explained that teachers consider flipped classrooms an additional burden, especially when it comes to preparing or searching for appropriate educational videos. This result differs from the results of previous studies such as Al-Sulami (2021), which showed a high level of attitudes of English language teachers towards the method of flipped classrooms in education among primary school students. Also, the result agrees with that of Al-Shehri (2021) that showed positive attitudes among English language teachers at the intermediate stage towards the use of flipped classrooms in

teaching English. In addition, the current result is consistent with that of Al-Shehri (2018) that showed high attitudes among secondary school mathematics teachers towards the use of the flipped classroom method in teaching mathematics in secondary schools.

At the level of the domains, the domain of implementation ranked first with the highest means of (3.28) and scored a medium degree. This is due to teachers who realize the importance of the implementation process for flipped classrooms. They are considered one of the most teaching skills that contribute to providing elements of excitement, suspense, fun and attractiveness to lessons. Therefore, English language teachers are keen to apply and implement English language lessons in proportion to the characteristics of childhood at the primary stage, based on exploration and curiosity. The "Planning" domain came in second place with a means of (3.25) and had a medium degree. This may be due to the desire of some English language teachers towards employing flipped classrooms in developing a teaching plan to help students at the primary stage because of their role in attracting them towards learning and stimulating them. Also, teachers take them into account in planning the lesson class to be more exciting for primary learners. The evaluation domain came in third place with a means of (3.09) and received a medium degree. This indicates that teachers may use evaluation using electronic and ordinary methods, follow-up and analyze the work of their students electronically and on paper. They also sometimes use evaluation methods in terms of regular methods and electronic methods such as computerized tests and evaluation of lesson objectives in both regular and electronic ways. In addition, they use flipped classes in designing tests to measure academic performance in the skills required of primary school students.

Discussion of the results of the second research question:

The results of this question showed no statistically significant differences in the study sample's estimates about the degree to which English language teachers at the primary stage use flipped classrooms in teaching in the State of Kuwait on the domains of the study tool (planning, implementation, evaluation) and the total degree of the scale attributed to the variables of gender, qualification Academic and

years of experience. This may be attributed to the similarity of the cultural and educational environment in the Kuwait context and the education policy that makes thought and interaction with modern changes in the teaching and learning environment itself. Also, the result may be attributed to the educational technology-based training programs implemented by the Ministry of Education that the teachers receive. Therefore, there were no statistically significant differences in the variables of gender, educational qualification and years of experience. In addition, teachers often rely on the teaching method that they are accustomed to, especially when they continue to apply it for many years.

They feel with it psychologically secure because they can control it. At the same time, they resist the introduced change that may lead to their feeling of helplessness or inadequacy in dealing with it optimally to achieve the objectives of the English language as required. This result agrees with that of Al-Shehri (2021), which showed no statistically significant differences in the attitudes of English language teachers in the intermediate school towards the use of flipped classrooms in teaching English due to the variables of gender and years of teaching experience.

Recommendations

In light of the results of the current study, it is recommended to intensify the efforts of the Ministry of Education in designing and implementing training programs and courses that contribute to strengthening teachers and motivating them to use this method of flipped classrooms in teaching. It is also recommended that English language teachers be trained before and during service to use technical means effectively to prepare them to use the flipped classroom method in teaching the English language efficiently and effectively. There is also the need to provide training requirements for English language teachers at the primary stage on teaching using the flipped classroom method and how to include them in their teaching practices (planning, implementation and evaluation). In addition, the Ministry of Education in the State of Kuwait should provide specialists in the field of educational technology to train English language teachers at the primary level to employ and practice the method of flipped classrooms in teaching because of their

great role in raising the element of suspense and fun among young learners. Finally, the study suggests conducting a qualitative study to investigate the reasons and obstacles to using the flipped classroom method in teaching English in the State of Kuwait and propose solutions to them.

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Appendix (a): questionnaire of the study

N	Domains	Very high	High	Medium	Low	Very low
First: Planning						
1	Specify the age group, objectives and outcomes for the lesson.					
2	Produce the educational material in the form of a video or educational presentation.					
3	Make sure to check the educational material.					
4	Share the educational material with the learners to watch it.					
5	Direct students to plan educational activities.					
6	Define my role in the flipped classroom method to facilitate learning and guide learners.					
7	Rearrange the position of the class to fit the activities included in the unit.					
Second: Implementation						
8	Make sure learners watch the course material.					
9	Distribute classroom educational activities and exercises in a flipped classroom method.					
10	Supervise the follow-up of educational activities.					
11	Arouse fun, suspense and motivation of students to learn English while applying the flipped classroom method					
12	Provide appropriate support for learners who need further strengthening.					
13	Take advantage of the Internet in the school to support the teaching of the flipped classroom.					
14	Allow students to direct observations and criticisms among themselves about the scientific material.					
Third: Evaluation						
15	Create an educational portfolio to show individual learners' efforts, progress, and performance in one or more areas.					
16	Involve learners in the evaluation process (peer evaluation) according to defined criteria.					
17	Assign students to complete and solve assignments in class.					
18	Train the student to practice metacognitive thinking to help him review understanding and ensure that the desired goals and outcomes are achieved.					
19	Vary learner evaluation tools and methods such as: note cards, self-assessment scales, personal interviews, written tests, and achievement files.					
20	Follow up on the students' class work and analyze them to diagnose their strengths and weaknesses.					
21	Give learners broad autonomy in choosing evaluation questions.					