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Abstract:

The study aimed to identify the reality of the flipped classroom strategy application among English teachers at the intermediate school at Buraydah, Qassim University, Saudi Arabia. To achieve the objectives of the study, the researcher used the descriptive survey method with a view to describing reality in terms of its nature and degree. The questionnaire was used as a data collection tool which includes (29 items) divided into two axes: the degree of applying the flipped classroom strategy among English language teachers at the intermediate school at Buraydah, and the difficulties that English language teachers face when applying the flipped classroom strategy to the intermediate school at Buraydah from their point of view in light of some variables. The variables include educational qualification, years of service, and the number of training courses on the flipped classroom. The study was applied to a sample of English language teachers at the intermediate school at Buraydah, who numbered (82) teachers. After analyzing the results statistically, the current study came up with the following results. The axis of the degree of applying the flipped classroom strategy among English language teachers at the intermediate school at Buraydah got a large score, with a total average weight at 3.506 and a standard deviation of (1.182). The axis the difficulties that English language teachers face when applying the flipped classroom strategy to the intermediate school at Buraydah from their point of view got a large score, with a total average weight at 3.719 and a standard deviation of (0.950). The results also showed there are no statistically significant differences at the level of ($\alpha \leq 0.05$) between the responses of the intermediate school English Language teachers in the application of the flipped classroom strategy at Buraydah, according to the differences of the qualification (Bachelor – Master and above), and (years of experiences), as well as (the number of courses in flipped classroom strategy). There are number of recommendations and suggestions based on the results.

Key words: Flipped Classroom - English Language – Intermediate stage.



Introduction:

The present era is characterized by a digital and technological revolution that has had a profound impact on the economic, educational and cultural aspects. This has led many countries to keep abreast of the technological developments, in particular education, as they are the building blocks for a developed society. There was therefore a need to adopt modern information and communication technology education programmes to keep abreast of these developments.

The development of the educational system is a modern necessity at a time when technologies are spreading all over the world. Traditional education is not suited to the generation of tablets whose life is essential. Alawawdeh (2020) indicated that the majority of female students possess a high and sufficient capacity to use digital technology on their own. This underscores the need to integrate technologies into the educational process and to seek modern teaching strategies that match the demands of this generation.

Modern teaching strategies based on the development of educational practices, using information and communications technology, have emerged in the classroom, including integrated learning. It is intended to combine traditional teaching and e-learning through the Internet, in order to achieve the uniqueness of education and take into account students' needs and individual differences. Classroom instruction becomes more effective if combined with e-learning, thus preserving the values of traditional education, while taking into account the requirements and needs of the twenty-first century (Alsharman, 2015).

The flipped classroom is one of the contemporary aspects of integrated learning, which flip the educational process. By means of which the lesson is seen in an electronic version before attending the class, and then the time of the class is invested in organizing curriculum-related activities within the class. Therefore, the background of the flipped classroom depends on the transfer of education to the learning space dependent on the individual learner. It transforms the educational environment into an interactive and dynamic learning one. The teacher guides students towards the application of concepts through creative activities required by the subject (Bergmann & Sams, 2015, p. 30). Therefore, the flipped classroom strategy is the best way to activate integrated education, as it allows the integration of the digital technological tools widely used by learners into their daily lives, whether smart phones or computers, into the educational process. These tools are familiar to learners; they are easy to use in learning.



Operationalizing the flipped classroom strategy changes the teacher's traditional view of being the only source of knowledge. The teacher's role changed to be a mentor, a facilitator and a stimulator of the educational process. In the course of the educational process, learners are provided with knowledge, skills and values. The learner has become a contributor to the learning process through e-learning, which provides him/her with the lessons to be learned and absorbed. Classroom instruction has been transformed into a space of application, investment and training in activities that maintain acquired concepts (Alsaïdi, 2021, p. 33) This is consistent with the Ministry of Education of the Kingdom of Saudi Arabia's endeavour to change the general principles of teacher-centred education and to maximize the role of the student, so as to make him the central focus of the educational process.

However, a large number of students face some problems in learning English in some communities, such as Saudi society. English is taught as a foreign language, reducing many opportunities for students to practice the language outside the classroom in English. In this way, it leads to low achievement level in English, given the difficulty of reviewing lessons at home and the difficulty of doing homework (Alkhazim & Alfahid, 2015). Students find it difficult to form sentences and use grammar and vocabulary while they only can make a short conversation in English. It is also disappointing to find students unable to form simple sentences and answer a common question correctly.

Recent changes in the current century therefore require English teachers to become familiar with modern teaching strategies and deal with students' needs and interests, to build an educational environment that employs modern developments in terms of advanced techniques and educational theories. As the flipped classroom strategy is one of the most recent teaching strategies, it fits this generation to keep pace with the current requirements. It is a form of integrated learning that employs modern technology to suit students' needs and takes into account individual differences between them. Alruwaili (2019) demonstrated that the flipped classroom strategy has great effectiveness in developing students' creative reading skills in English. Sawan (2019) identified the impact of the use of the flipped classroom strategy in enhancing English learning among female secondary first graders.

As a result, there should be reflection on the reality of using the flipped classroom strategy in teaching English. It has become urgent to activate integrated education, given the considerable returns offered by technology in facilitating education.



Research problem:

Alhanaki (2020) explained that the traditional method of teaching occupies a large part among the methods used by teachers without the student having a role in acquisition and construction. Pedagogues have been interested in using modern methods and strategies based on the learner's motivation, keeping pace with the current requirements. Many recommendations call for educating teachers about the adoption of modern teaching strategies. Second International Educational Conference on Educational and Psychological Studies: Education and the Developments of the Age (2020) recommended focusing on improving digital learning systems and strategies, and developing their use in the provision of scientific content in the classroom, by developing teacher's skills in the light of the data of the technical age and contemporary global trends. Almutairi (2021) also recommended that the teaching staff should look for modern methods and strategies for teaching Arabic to other speakers.

The need to investigate those English teachers in the Qassim region used the flipped classroom strategy was highlighted. A survey was conducted through an interview on the reality of applying the flipped classroom strategy by English teachers. To identify their use during the teaching process in Buraydah, and a sample of the pilot study, consisted of 8 English teachers in Buraydah participated in the study. From the teachers' responses, the study found that 5 of them had no prior knowledge of the flipped classroom strategy and they had not previously applied it, and 3 of them had prior knowledge of the flipped classroom strategy and had previously applied it. They also showed difficulties in applying the flipped classroom strategy, including its inadequacy at all levels of schooling, the poor motivation of female students to watch what the teacher sends at home for discussion within the classroom, and the difficulty of the evaluation process accompanying the flipped classroom strategy.

Research Questions:

The study attempts to answer the following key questions:

1. What is the degree of application by English teachers, at the intermediate school, of the flipped classroom strategy in Buraydah?
2. What difficulties do intermediate English teachers face when applying the flipped classroom strategy from their perspective in Buraydah?
3. Are there statistically significant differences at the level of ($\alpha \leq 0.05$) on the reality of the application by English teachers, at the intermediate stage, of the flipped classroom strategy in teaching English associated with certain variables: the number of years of service, the scientific



qualification (bachelor, master and higher), and the number of training courses on the flipped classroom strategy?

Research Objectives

The study aims to:

- Identify the reality of applying English teachers, at the intermediate stage, the flipped classroom strategy in Buraydah.
- Specify the difficulties that English teachers face, at the intermediate stage, when applying the flipped classroom strategy in Buraydah.
- Identify the differences in the reality of applying English teachers, at the intermediate stage, in Buraydah, the flipped classroom in teaching English linked to certain variables: the number of years of service, the scientific qualification (bachelor, master and higher), and the number of training courses on the flipped classroom strategy.

Research significance

The significance of this study comes from the following points:

- English teachers in Buraydah may help in applying modern strategies in teaching, including the flipped classroom strategy.
- Teachers' training programme designers may help in conducting teacher training courses that include the flipped classroom strategy.
- English supervisors may be helpful in conducting workshops on the application of the flipped classroom strategy.
- Curriculum developers may adopt the strategy to improve the quality of the educational process and introduce it into the curriculum.

Research limitations

Objective limitation: The reality of the level of application of the flipped classroom strategy, at the intermediate stage, by English teachers in the Qassim region.

Human limitation: English teachers at the intermediate stage.

Spatial limitation: Buraydah

Time limitation: Second and third semesters of the school year 2022.

Research Terms

Teaching strategy: Alkhalifa and Mutawa (2015, p16) define it as “a set of pre-planned actions, geared towards the implementation of specific tasks with a view to achieving specific objectives according to available possibilities.” It can be defined as advance planning by the teacher for what he intends to do in the teaching process, to achieve the desired educational goals, using tools and procedures that help perform the task.



Flipped Classroom: Alsaidi (2018) defines it as “a model based on the flipping of traditional teaching procedures for courses at different educational levels, by designing the content of these courses in the form of classes or recorded video lectures, which are available for students to watch at home well in advance of the class, and then investing the class time later in the implementation of some varied activities and trainings within the classroom (para. 3). It can be defined as an educational method that flips the educational process by providing content to a learner at home in the form of educational media, videos or online sources, and then investing the class time in application of educational activities and discussion under the teacher's supervision.

Previous studies

Shnai (2017) identified the challenges, gaps and disadvantages that limit the use of the flipped classroom strategy from the teachers' point of view. The data were collected through the analysis of 1256 selected articles. The results of the analysis showed that the barriers faced by teachers were due to lack of resources, poor classroom conditions, lack of technology and technical support and lack of adequate skills and expertise to implement the flipped classroom strategy; lack of evaluation criteria time constraints, ineffective participation by students, and many students per class. Additionally, Klabo (2018) explored secondary teachers' perceptions of the flipped classroom strategy and what are their advantages and disadvantages compared to the traditional way. They relied on online group discussion using Google Hangout as a means of communicating with one another in data collection. The sample of study consisted of business administration, mathematics and secondary English teachers (6) from across the United States. The sample study applied the flipped classroom strategy from one to six grades. The results showed that the majority of teachers showed positive attitudes towards the use of the flipped classroom strategy. They also emphasized its effectiveness among high school students, as well as that the strategy's advantages outweigh the disadvantages regarding the application.

Dweikat and Raba (2019) also studies the perceptions of English as a foreign language teacher about the flipped classroom model in Palestine. The sample of the study consisted of 79 English teachers and used multiple data collection tools including a questionnaire, face-to-face interviews and online interviews. Quantitative results showed that the overall degree of teachers' responses was (3.85) which referred to a high level of perception. The qualitative results revealed three main topics regarding teachers' perceptions. The teachers were divided into two categories: the first category supports the use of the flipped learning model but with older



students after providing the required infrastructure. The second category did not support the use of the flipped learning model because it may add more responsibilities and tasks to already overburdened teachers and such a model disperses students.

Alanzi (2020) identified the reality of teachers' application of the flipped classroom strategy at the intermediate stage. The researcher used the survey descriptive method and the questionnaire as a tool to collect data. It was applied to a sample of teachers in Arar at the intermediate stage. There were 194 teachers. The interview tool was applied to 23 educational supervisors who supervise teaching at the intermediate stage. The results of the study found that the reality of the application of the flipped classroom strategy by teachers, at the intermediate stage, in Arar, Saudi Arabia, was high. Alshehri (2021) referred to the identification of English teachers' attitudes, at the intermediate school, towards the use of the flipped classroom in English teaching. The sample consisted of 60 English teachers in Abha. Following the analytical descriptive approach, the researcher built a 28-item questionnaire to measure the attitude. Results showed that English teachers have positive attitudes towards the use of flipped classroom in English teaching at the intermediate school.

Alsalamy (2021) identified English teachers' attitudes towards the flipped classroom strategy and its role in raising the achievement level of Jeddah's primary students. The sample consisted of 50 teachers in Jeddah. The study used the descriptive method. The study tool was a questionnaire. The results of the study showed that English teachers agreed to use the flipped classroom in English instruction. This shows that there are English teachers' positive attitudes towards using the flipped classroom strategy in English teaching.

Unal et al. (2021) identified the perceptions of teachers, at the intermediate school, about the use of the flipped classroom strategy. A questionnaire was used as a data collection tool. The study sample consisted of 57 intermediate school teachers in the United States who were selected in a non-random manner according to certain criteria. The results of the study indicated that mathematics and science teachers are more willing to implement the flipped classroom strategy than social studies and English teachers at the intermediate school. The study suggested improving teachers' knowledge and skills about the flipped classroom strategy to be effectively applied.

Nazzal (2021) revealed the role of integrating the flipped classroom strategy in enhancing English language skills from the point of view of English teachers. The mixed method was used using: quantitative and qualitative. The data were collected through the questionnaire as a tool and



the semi-structured interview. The study sample consisted of 92 teachers. The results of the study showed that English teachers had positive attitudes towards the use of the flipped classroom strategy. There were no statistically significant differences attributable to the sex and qualification variables, while there were statistically significant differences attributable to the variable of years of experience.

Commentary on previous studies

- The flipped classroom strategy has become one of the strategies that have captured researchers' attention, in order to develop the educational process, and to eliminate traditional methods practiced within the classroom environment.
- The majority of studies related to flipped classroom focused on a common goal of identifying teachers' attitudes towards the use of flipped classroom strategy, with the exception of the studies such as (Shnai, 2017), (Aljuaid, 2019), (Alawfi, 2021) as they focused on obstacles and challenges facing teachers in applying the strategy. The current study is in agreement with Alanzi (2020) on identifying the reality of the teachers' application of flipped classroom strategy.
- The current study aims to study the reality of English teachers' application, at the intermediate school, of the flipped classroom strategy in Buraydah in terms of their degree of application and the difficulties encountered in applying them from their point of view.
- Previous studies have an important role to play in strengthening the current study in terms of benefiting from study methods in building research tools and identifying appropriate statistical methods to analyze and discuss the results of the current study.

Theoretical framework

Flipped Classroom:

Bergmann and Sams (2012, p. 3) found a way to re-educate students absent from school because of the distance between them and the home, which hinders them from always attending, as they spent \$50 In purchasing some programs to record teaching content in the classroom, and posting video online. This is done to allow the absent student to see the lesson he/she missed, but fortunately these videos can benefit students who did not miss the lesson in viewing them online to review lessons and enhance what they learned. The need was realized to flip the teaching process around, so a new teaching method called "flipped classroom".

The importance of using the flipped classroom strategy in teaching

The flipped classroom strategy is one of the most important strategies in line with the orientation of modern education, employing and investing the



potential available to improve the teaching and learning process. This is underscored by (Belguermi, 2019), Alanzi (2020) and Alsalami (2021) that there are several reasons for using the flipped classroom strategy in teaching, including:

- The possibility of using various applications such as YouTube, blogs or videos, to give lessons, activities or short tests, as well as offering training and dedicated sites to students with lower achievement.
- From a source of knowledge to a guiding one, the role of a teacher helps students develop their skills in accessing information and building their knowledge.
- The activities and resources are constantly available to students, who can consult them at any time.
- Developing students' autonomy in learning.
- To solve the problem of learners who are absent from the classroom, it keeps students up to date on the lessons they have missed. Through videos sent by the teacher, the absentee student can watch and review them.
- Individual differences between learners are taken into account, as each student learns according to their own speed and abilities in learning, and reinstates incomprehensible segments from the first time whenever they want.
- To solve the problem of low level achievement, as the continuous and frequent viewing and review of lessons contributes to improving students' level of achievement, confirmed by Sheikh (2018) and Cheng et al. (2019), that pupils who learned through flipped classes improve their achievement level more than those who studied in the traditional ways.
- Optimal investment of class time. The teacher designs in-class activities to focus on clarifying concepts and knowledge and practicing skills.

Use of flipped classroom and its relationship to the development of different learning outcomes:

Many studies have confirmed the effective impact of flipped classroom on the development of different learning outcomes, and their association with improved achievement. Alharbi and Alshumaimeri (2016), and Ayçiçek and Yelken (2018) demonstrated the effectiveness of the flipped classroom strategy in teaching English and its impact on students' performance in the classroom by providing lessons for students to learn at home and come to class to present questions and conduct various educational activities under the supervision of the teacher. Zarrinabadi and Ebrahimi (2018) also showed the effectiveness of using flipped class in improving peer dialogue among a group of English learners. The strategy



required that some of the subjects provided relevant to the subject matter of the lesson be studied by Telegram before students attended the class. This is because analyses of peer dialogue audio recordings have indicated the strategy's role in improving the level of students compared to traditional education.

Sawalha, et al. (2020) noted that teaching using the flipped classroom strategy helped students learn at home and in the classroom. The knowledge gained at home increased students' activity in the classroom. Alsenussi (2020) identified the effectiveness of the flipped classroom strategy in developing the writing skills of eighth grade primary students, in terms of their ability to select and formulate appropriate ideas in a distinct and appropriate manner. Latorre-Coscolluela et al. (2021) showed that there are students' positive attitudes towards recognizing the effectiveness of flipped classes in developing skills that benefit them in their personal and professional future, such as collaboration, communication, critical thinking and creativity.

In the light of the results of previous studies, it can be concluded that flipped classroom plays a positive role in developing students' English language skills at all different stages.

Advantages of using the flipped classroom strategy

The flipped classroom strategy has many advantages that take into account students' needs and potential for better learning, because it is based on modern technology that contributes to increasing the effectiveness of the educational process. Metwally (2015, p. 94) argues that there are some advantages of using the flipped classroom. It is in line with the requirements of the digital age. It allows students to watch educational videos whenever they have an opportunity. It also helps low achievers and contributes to increased teacher-student interaction and focuses on higher levels of learning to help students of all levels to excel. It provides greater room for transparency for parents about what educational institutions do in the way and content they provide to their children and overcome the problem of insufficient numbers of qualified teachers, using videos recorded by more efficient teachers and presented to students. As the problem of teachers' absence is solved, a teacher can record videos to explain flipped lessons that may not exist at the time to explain them at school.

Alsayyad (2019) noted that the use of the flipped classroom strategy distances the boredom and monotony inherent in regular teaching, as students show positive attitudes towards new teaching methods and techniques. Alzahrani (2021) pointed out the contribution of the flipped classroom strategy to the provision of school time for actual work, allowing



for classroom discussions and dialogues, which help to effectively invest the teacher's time.

Difficulties in applying the flipped classroom strategy:

While it is important to use the flipped classroom strategy, a number of constraints have emerged that limit its application. Aljuaid (2019) argued that there are challenges to its use, such as some subjects are not suited to the flipped method, nor are they suited to the large numbers of students, because of the difficulty of providing feedback to each individual student. Similarly, the lack of high-quality Internet within the school greatly limits its use. Alanzi (2020) showed that the most significant difficulties in applying the flipped classroom strategy were the high number of students that impedes teachers from applying the strategy; the lack of training courses for teachers on flipped classroom strategies, and the lack of appropriate means and techniques in the student's home that limit its application and effectiveness.

Alawfi (2021) noted that one of the most significant difficulties for female teachers in applying the flipped classroom strategy was the learners' lack of interest in following up on content in the flipped classroom. This belittles female teachers' motivation of using it, together with the lack of a computer or a smart device at the learner's disposal. The need for additional time and effort, which reduces the desire to use them by the female teachers, the lack of software-handling skills of the female teachers to produce learning materials in the flipped classrooms.

Study methodology

To achieve the objectives of the study, and to answer the study questions, the study adopted a descriptive approach based on data collection to measure the reality of English teachers' application of flipped classroom strategy at the intermediate school in Buraydah, Qassim, Kingdom of Saudi Arabia.

Study population

The school community is represented in the current study of all female teachers of English, at the intermediate school, in Buraydah, in the second and third semesters of the school year 2022.

Study sample

Sample rationing study tools (pilot sample):

The survey was applied to a sample consisting of (30) female teachers of English at the intermediate level in Buraydah, Qassim region, selected in a random manner. This was done to ascertain the validity and reliability of the questionnaire. It was applied in the second semester of the academic year 1443 AH-2022.

Basic Sample of the study:

The basic study sample consisted of 82 female teachers of English at the intermediate level in Buraydah, Qassim, Saudi Arabia. They were selected



in a random manner. They were questioned in the second semester of the academic year 2022. The basic study sample is described and distributed in the light of different variables:

Sample distribution according to variable number of years of service

Table 1

Distribution of basic study sample in light of number of years of service

Number of service years	Numbers	Percentage
Less than 5 years	9	%11.0
From 5 to under 10 years	9	%11.0
10 years and above	64	%78.0
Total	82	%100

Table 1 shows that the highest percentage of basic study sample was the number of years of service (10 years and above) at 78.0%. The percentage of female teachers with years of service (5 years to less than 10 years) and those with years of service (less than 5 years) is 11.0%.

Sample distribution according to scientific qualification variable

Table 2

Distribution of basic study sample in light of scientific qualification

Qualification	Number	Percentage
Bachelor's degree	78	%95.1
Master's Degree	4	%4.9
Total	82	%100

Table 2 shows that the highest percentage of members of the basic study sample was 95.1% bachelor's degree, while the percentage of those with a master's degree was 4.9%.

Sample distribution according to the variable of the number of training courses in the flipped classroom strategy

Table 3

Distribution of basic study sample in the light of the number of training courses

Number of training courses	Numbers	Percentage
none	41	%50.0
1 training course	29	%35.4
2 training courses	5	%6.1
3 training courses and more	7	%8.5
Total	82	%100

Table 3 shows that the highest percentage of basic study sample in terms of those who did not attend any training courses in flipped classroom at 50.0% followed by those who attended one training course at 35.4%; those



who attended only two training courses at 6.1%; those who attended (3) training courses and more at 8.5%.

Study tools

To collect the data needed to answer the current study's questions and achieve its objectives, a questionnaire was used as a tool to collect the necessary data from the study sample. After reviewing previous studies on the topic of the current study and the tools used in these studies, the current questionnaire was built, and the description of the questionnaire, its statistical characteristics and how to respond to them were provided.

To build the questionnaire, the study followed to the following steps:

- Presentation of the questionnaire in its preliminary form to the academic supervisor and the jury in order to express opinions about the clarity of the questionnaire and its achievement of the study's objectives, and add what they find most appropriate for the study.
- The first part of the questionnaire will be an introduction to the objectives of the study; the type of data and information that the study would like to collect from the members of the sample study, providing assurance of confidentiality of the information provided, and undertaking to use it for scientific research purposes only, as well as preliminary data for the participants of the sample study, namely (the number of years of service, scientific qualification, the number of training courses on the flipped classroom strategy).
- The second part of the questionnaire (29) consists of certain items in two axes, as in Table 4.

Table 4

Questionnaire axes and items

Axis	Number of items
Degree of Application by English teachers of flipped classroom strategy at the intermediate school.	14 items
Difficulties in applying the flipped classroom strategy.	15 items
Total number of items.	29 items

Validity and reliability of the questionnaire:

First: The Validity:

To verify the Validity of the present questionnaire, two methods have been adopted:

- ✓ **Face Validity :** In order to identify the face validity of the tools, and to ensure that they measured what they were designed to measure, the items were presented to the jury who are specialized in the subject matter of the study. They were asked to examine the items and express



their views in terms of the extent to which each of its items relate to the axis, the clarity of the items, the correctness of their language and their suitability for achieving the objective for which they were developed, and to propose ways of improving them by deleting, adding or redrafting. The percentage adopted (80% and more) to take the opinion of the jury. The jury provided valuable feedback that benefited the study, modified the questionnaire, and helped to get it out well, keeping all items with some modifications that were all made.

- ✓ **Internal Reliability** :The validity of the questionnaire was also validated by the consistency of internal reliability, using the Pearson correlation coefficient to calculate the correlation factors between each item's grade and the overall degree of the item's axis, to ensure reliability of the relevant items.

Second: Reliability

The reliability of the current questionnaire axes was verified using the Alpha Cronbach reliability coefficient. The reliability coefficients are as shown in Table 6.

Table 6

Alpha Cronbach reliability factors for resolution axes grades

Axis	Degree of application by English teachers of the flipped classroom strategy at the intermediate school	Difficulties in applying the flipped classroom strategy
reliability	0.972	0.882

Table 6 shows that the current items of the axes have high and statistically acceptable reliable factors, with a reliability factor of 0.972 for the first axis and 0.882 for the second axis, which are high. It is evident that the questionnaire has good statistical indicators (validity and reliability), which are valid for use in the current study.

Table 7

Criteria to determine the degree of application by English teachers, at the intermediate school, of the flipped classroom strategy, and difficulties encountered during the application.

Calculated average of item or average weight of dimension or axis	Degree of verification
Less than 1.8	Very weak or non-existent
From 1.8 to less than 2.6	weak
From 2.6 to less than 3.4	Medium
From 3.4 to less than 4.2	large
4.2 and more	Very large



Based on the five-point Likert design of the questionnaire in the current study, the test for judging the degree of verification was determined based on the conversion of the separate scores corresponding to the responses in the questionnaires (1,2,3,4, 5) to a related range of calculation: (highest score - lowest score = 4) dividing the range by the number of responses ($4/5 = 0.8$), to get the capacity of each of the five criteria shown in Table 7.

Statistical methods

In the present study, many statistical methods have been used using the SPSS statistical package as follows:

First. To ascertain the validity and reliability of the questionnaire used in the present study:

- 1- Pearson correlation coefficient to make sure the internal reliability of the items of axes.
- 2- Alpha Cronbach's reliability coefficient to ascertain the reliability of axis scores.

Second: To answer the study questions

- 1- Frequencies, percentage, means and standard deviations: the degree of application by English teachers, at the intermediate school, of the flipped classroom strategy, and the difficulties encountered when applying.
- 2- Kruskal Wallis H test as an alternative to one-way analysis of variance (ANOVA): how different the responses of study sample regarding the degree of application by English teachers, at the intermediate school, of the flipped class strategy, and the difficulties they face in applying different variables (years of service and courses), due to the small number of members of some groups.
- 3- The Mann-Whitney U-test as an alternative to the t-test for independent groups: the extent to which the responses of study sample regarding the degree of application by English teachers, at the intermediate school, of the flipped classroom strategy, and the difficulties they face when applying different (scientific qualification), due to the small number of members of the (scientific qualification “master” and above) group.

Results of the study

The first question of the current study states: "What is the degree of English teachers' application of the flipped classroom strategy at the intermediate school in Buraydah?" To answer this question, the frequencies and percentages of the responses of the study sample members were calculated on each of the items of the first axis of the questionnaire relating to the degree of application by English teachers of the flipped classroom strategy at the intermediate school in Buraydah. The averages and standard



deviations of these responses were calculated to determine the degree of verification of each of these items.

the score of application by English teachers, at the intermediate school, of the flipped classroom strategy in a highly verified in Buraydah with average weight (3,506) and standard deviation of (1.182). With respect to the items in this axis, 9 are highly verified. and (5) medium-achieved, with average values ranging from 2.671 to 4.012.

In the light of previous findings, the answer to the first question of the current study is achieved, as it has been confirmed that English teachers, at the intermediate school, apply the flipped classroom strategy to a large extent, consistent with the results of a study made by Alanzi (2020). These results also indicate positive attitudes among English teachers, at the intermediate school, towards the use of the flipped classroom strategy, which is consistent with the results of the Alsalami (2021), Alshehri (2021), Abuhumaid (2020) and Klabo (2018).

The second question results:

The second question of the current study states: "What difficulties do English teachers, at the intermediate school, face in Buraydah when applying the flipped classroom strategy from their perspective"? To answer this question, the frequencies and percentages of the responses of the study sample were calculated on each of the second items of the questionnaire axis concerning the difficulties faced by female English teachers, at the intermediate school, in Buraydah when applying the flipped classroom strategy from their perspective. Then the averages and standard deviations of these responses were calculated to determine the degree of verification of each of these terms.

The results shows difficulties faced by female English teachers, at the intermediate school, in Buraydah when applying the flipped classroom strategy from their perspective are largely achieved with an average weight (3.719) and a standard deviation (0.950). On the sub-items in this axis, one item achieved a very high score; (12) items achieved a high score; two items are moderately achieved; the average scores ranged from (3.280) to (4.256).

In the light of the previous findings, the second question of the current study is answered. It has been confirmed that English teachers, at the intermediate school, face difficulties in applying the highly flipped classroom strategy, consistent with the results of Shnai (2017), Dweikat & Raba (2019), and Alanzi (2020). The study considers that the considerable degree of difficulties faced by female teachers in applying the flipped classroom strategy in teaching English as actual obstacles and reducing them is necessary to achieve the educational benefit of the strategy for



both teachers and learners by raising and discussing the difficulties that face teachers, supervisors and school administration.

The third question results:

The third question of the present study states: "Are there statistically significant differences at the level of ($\alpha \leq 0.05$) in the English teachers, at the intermediate school, who apply the flipped classroom strategy in teaching English attributable to variables: (number of years of service, scientific qualification, number of courses on the flipped classroom strategy?"

1- For variable number of years of service:

The Kruskal Wallis H test was used as an alternative to the One-Way ANOVA one-way variation analysis test in revealing the difference in the reality of applying English teachers, at the intermediate school, of the flipped classroom strategy in English teaching, which is due to the different number of years of service (less than 5 years, from 5 years to less than 10 years, 10 years and more). In view of the small number of in some groups of years of service, the results are as shown in the following Table 10.

Years of service	Number of ranks	Total ranks	Rank average	H value	Significance level
Less than 5 years	9	438.00	48.667	4.301	0.116 Non-significant
From 5 to less than 10	9	488.50	54.278		
10 years and over	64	2476.50	38.695		

The table shows that there were no statistically significant differences in English teachers' application of the flipped classroom strategy in teaching English at the intermediate school due to the different number of years of service.

2- For the scientific qualification variable:

The results shows that there are no statistically significant differences in English teachers' application of the flipped classroom strategy in teaching English at the intermediate school due to different scientific qualifications.

3- For the variable number of courses on the flipped class strategy

The results shows that there are no statistically significant differences in the reality of English teachers' application of the flipped classroom strategy in teaching English at the intermediate school attributable to the different number of courses related to the flipped classroom strategy.

The results of the current study can be summarized. Study results show English teachers' application of flipped classroom strategy in teaching at the intermediate school. They show English teachers' positive attitudes towards the flipped classroom strategy at the intermediate school. They are willing



to apply modern strategies in teaching English and upgrading the educational process and harmonize with learners' requirements for a pleasant English language education, which takes into account individual differences and the different speed of learning among learners, ensuring the sustainability of learning by developing learners' self-learning, and making the educational process cooperative within and outside the classroom. There were also no statistically significant differences between the averages of female teachers' responses to the use of the flipped classroom strategy in teaching depending on the variable (years of service, training courses, scientific qualification), which may be due to the widespread use of information and communication technologies in the field of education and learning, and the awareness of sample members of their importance throughout their years of service and scientific qualification, of the important role played by learning methods based on the use of such techniques in the educational process; One of these methods is the flipped classroom. They also showed that there were obstacles to the introduction of the flipped classroom in teaching to a large extent. The item "inexperience of female students in the application of non-school educational activities hinders the application of the flipped classroom strategy" in the first order from the point of view of female English teachers.

Study recommendations

- Cooperation between education departments, supervisory offices and teachers in preparing and building a database of videos and educational activities for curricula to facilitate the implementation of the flipped classroom strategy.
- Reduce teaching burdens in order to support teachers' application of the flipped classroom strategy.
- Increase learners' self-learning skills to apply out-of-school educational activities.
- Urge school administrations and educational supervisors to encourage female teachers to apply the flipped classroom strategy.

Study suggestions

- Conducting a study entitled "Effectiveness of the Flipped Classroom Strategy in Developing Students' English Learning at Different Levels.
- Conducting studies on the attitudes of school principals, pedagogical supervisors and parents towards the use of the flipped classroom strategy in education.

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