



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

available online at: [www.jtuh.org/](http://www.jtuh.org/)
**JTUH**  
 جامعة تكريت للعلوم الإنسانية  
 Journal of Tikrit University for Humanities
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**Keywords:**  
 Flipped Classroom,  
 EFL Teachers,  
 Perceptions,  
 Performance
**ARTICLE INFO****Article history:**

Received	11 Jan 2026
Received in revised form	22 Jan 2026
Accepted	24 Jan 2026
Final Proofreading	30 Mar 2026
Available online	31 Mar 2026

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**University EFL Teachers' Perceptions of the Flipped Classroom Method on Students' Achievement**
**A B S T R A C T**

The present study aims to investigate the perceptions of EFL university instructors toward the use of flipped classroom learning as a modern teaching approach supported by technology. The sample of the study consists of 54 university instructors who teach English at the college level during the academic year 2025–2026. A structured questionnaire was used as the main instrument for data collection in order to explore their attitudes, experiences, and views regarding the implementation of flipped instruction. The data obtained are analyzed to determine the general tendency of instructors toward this approach. The findings indicate that the instructors held positive perceptions of flipped classroom learning, as they view it as an effective method that enhances student engagement, supports self-paced learning, and improves classroom interaction. Based on these results, the study recommends encouraging the adoption of flipped learning in university EFL settings and providing training programs to support instructors in effectively applying this method.

DOI: <http://doi.org/10.25130/jtuh.33.3.2.2026.20>

تصوّرات أساتذة اللغة الإنجليزية في الجامعة حول تأثير طريقة الصف المقلوب على تحصيل الطلبة  
 الأكاديمي

نور اركان غالب/ جامعة تكريت -كلية التربية للعلوم الإنسانية-

**الخلاصة:**

هدف هذا البحث إلى استقصاء تصورات تدريسيي اللغة الإنجليزية في الجامعة تجاه استخدام التعلم المعكوس بوصفه أسلوباً تعليمياً حديثاً مدعوماً بالتكنولوجيا. تكونت عينة البحث من (٥٤) تدريسيّاً

يدرسون اللغة الإنجليزية في المستوى الجامعي خلال العام الدراسي 2025-2026 وتم استخدام استبانة منظمة بوصفها الأداة الرئيسة لجمع البيانات، وذلك بهدف التعرف على اتجاهاتهم وخبراتهم ووجهات نظرهم حول تطبيق أسلوب التعلم المعكوس. جرى تحليل البيانات لتحديد الاتجاه العام لدى التدريسيين نحو هذا الأسلوب. وأظهرت النتائج أن التدريسيين يمتلكون تصورات إيجابية تجاه التعلم المعكوس، إذ يرونه طريقة فعّالة تسهم في زيادة تفاعل الطلبة، ودعم التعلم الذاتي وفقاً لسرعة المتعلم، وتحسين التفاعل داخل الصف. في ضوء هذه النتائج، يوصي البحث بتشجيع اعتماد التعلم المعكوس في بيئات تعليم اللغة الإنجليزية الجامعية، وتقديم برامج تدريبية لمساعدة التدريسيين على تطبيقه بصورة فعّالة.. الكلمات المفتاحية : الصف المقلوب، معلمو اللغة الإنجليزية كلغة أجنبية، التصورات، أداء.

## Introduction

Heinerichs et al., (2016,p.53) argued that achieving proficiency in a foreign language requires a strong command of its vocabulary. Students cannot achieved fluency without having acquired a sufficient range of words. Inaccurate use of vocabulary can hinder communication, while accurate and appropriate word use enhances comprehensive language skills—including listening, speaking, reading, and writing expression. Vocabulary is rarely taught given in isolation, it is usually integrated to broader instructional context. Instead, vocabulary instruction is typically integrated to other subjects. As a result, students often engage in activities such as matching words, completing fill-in-the-gap exercises, or providing definitions—tasks that are helpful but not enough to develop the essential vocabulary needed for meaningful communication. Flipped learning model has emerged as a popular instruction approach across different educational worldwide ,and so has activated numerous analysts either to investigate teachers or students recognitions and attitudes towards this unused model of learning to look at the effectiveness of utilizing such as a method at school or university levels .

Also, Heinerichs et al., (2016,p.54-57) point out the flipped learning is an educational method that has gotten to be well known in higher education, since it is student-based .

Chang (2016,p. 90) highlights the thought of moving instruction to students before the course ,and utilizing class -time for practical tasks, accepting that as allow the students to memorize the essential concepts on their own and explore the concepts in depth thoroughly the lesson. Above this expected centrality of the flipped learning method, the current study aims to explore the perceptions of EFL teachers of the flipped classroom.

## **Section one**

### **1.1 Problem of the Study**

A substantial amount of research has been conducts to examine the use of flipped classroom by the world in addition to examine the attitudes and perceptions of both teachers and students. Furthermore , there is growing evidence indicating that the flipped classroom model may serve as a successful pedagogical option in the forthcoming years facilitated by technological advancements . Moreover ,according to the researcher`s Knowledge , this topic has received little attention within context of teaching, and a few teachers may claim that this type of flipping is difficult to apply with young students who may require the required skills and abilities to pre-learn the material at home. It is worth saying here that passive learners may resist such a shift , since understudies who are expected to participate in exercises must see crucial videos prior to class. Therefore , it is necessary to examine how in-service EFL teachers view the flipped classroom method.

### **1.٢ Aims of the study**

**The present study aims to:**

1. identify EFL Teacher`s perception of using the flipped classroom Method in teaching English Language.
2. identify the difficulties that EFL teachers may face in using the flipped classroom method on students' achievement.

### 1.3 Limits of the Study

The present study is limited to teachers at Tikrit University, College of Education for Humanities during the academic year 2025/2026.

### 1.4 Definition of Basic Terms

#### 1. Flipped Classroom (FC)

The flipped classroom method is a method that instructional content is delivered outside the classroom via videos or online tools, while class time is used for interactive, student-centred teaching activities as problem-solving, pair groups, and role play (Bergmann & Sams, 2012,p.99).

#### 2. Perceptions

It refers to the thoughts, beliefs, interpretations, and behaviors individuals hold to a specific phenomenon. This method, refers to how EFL teachers see and evaluate the flipped classroom model. (Richardson, 1996,p.77).

#### 3. Achievement

It is defined as the measurable teaching outcomes or universal success of students, typically assessed through exams, assignments, and performance assessments and quiz (Bloom, 1956,p.490 & Guskey, 2003,p.890).

#### 4. EFL Teachers

EFL (English as a Foreign Language) teachers who teach English in status where it is not the native or first language of the environment. These teachers aid students acquire English for academic, professional, or social aims (Richards & Schmidt, 2010,p.570).

## Section Two

### 2.1 Flipped Classroom Model

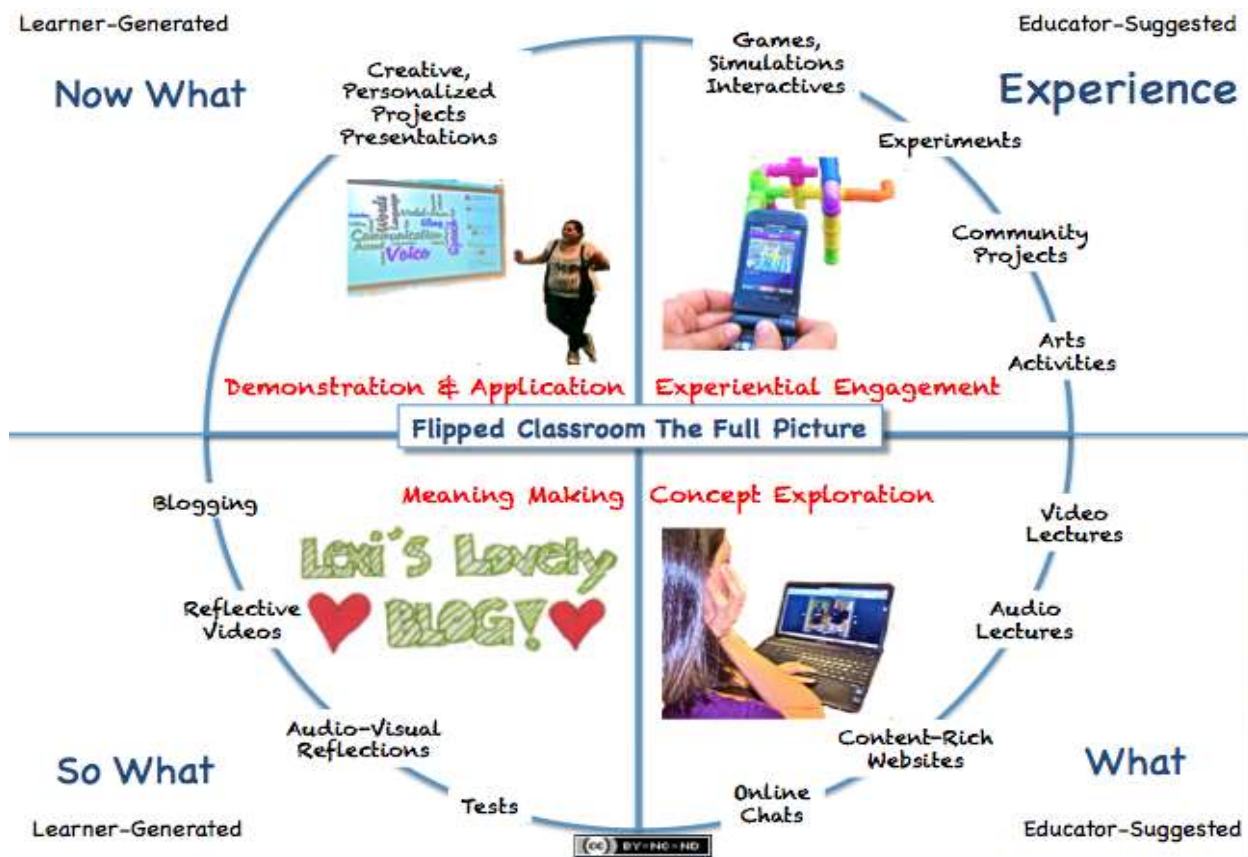
The development of available techniques has led to shift for the beliefs of a teacher, the requirements of a student and the requests of a work. so, the flipped learning method has come progress as a model of coordination with internet-based tools and practices to help teachers to see students` requests . The flipped model proposes moment responses to students` performances and organizes lectures reactive rapidly and positively to their needs. The adoption of this method gained popularity through present method informed by (Lage, Platt, and Treglia 2000,p.694).

The thought was to extend the activities that help students to take an active part within the information securing process within the classroom environment. This was accomplished by using different media implies to help them in organizing their possess learning without in-class room hours (Talbert, 2014,p.321).

The Flipped classroom Network (2014,p.90) is an educational method where direct instruction shifts from the bunch learning space to the person learning space, the resulting group space is shifts into a dynamic, interactive learning environment where teacher helps students as they apply context and engage creatively with material .At that point, an opportunity is given for students to develop analytical information before in-class hours. Within the learning environment, the teacher leads students when they implement common concepts and include inventively in the subjects.As shown in figure 1.

Figure 1

Larkin, L. n.d. (٢٠١٢, p.٥٥). *Flipped classroom: The full picture* [Diagram].



## 2.٢ The Flipped Classroom: Concept and assessment

The flipped classroom method is a leading method that be outside the classroom in which traditional lecture and homework parts are reversed. Students are first press to new context outside the classroom, typically through video lectures, podcast, photos, or by the classroom online and after that apply the knowledge through classroom activities. (Bergmann & Sams, 2012,p.1).

This method focuses on students' autonomy, technology use, and interaction. Talbert (2014,p.76) demonstrated how this model increases conceptual, comprehension, and activities especially in university.

### **2.3 Teachers' Perceptions of Flipped Classroom method (FCM)**

Teachers' perceptions of the flipped classroom method are influenced by their prior experiences, the subject content, and the resources available to them. Hung (2015, p. 43) reported that many EFL teachers view the flipped classroom positively, highlighting its ability to increase student engagement, promote deeper learning, and encourage active participation. Teachers observed that students become more responsible for their own learning, as they review materials before class and come prepared to discuss and apply concepts during in-class activities.

Despite these advantages, some teachers expressed concerns regarding time management, the need for technical skills, and the additional effort required to develop pre-class materials (O'Flaherty & Phillips, 2015, p. 80). They also noted that not all students consistently engage in pre-class activities, which can limit the effectiveness of in-class discussions.

According to the Flipped Learning Network (2014, p. 678), successful implementation of flipped learning depends on teacher readiness, institutional support, and ongoing professional development. Overall, teachers perceive the flipped classroom as an effective instructional approach, but they require adequate training, guidance, and resources to overcome the challenges associated with its implementation. This highlights the importance of examining teachers' perceptions, particularly in the context of university-level EFL education, to better understand how to support educators and optimize student learning outcome

### **2.4 Flipped Classroom and Students' Achievement**

There are a lot of studies explore positive correlations between flipped classroom and students' achievement. Such as, Al-Harbi and Alshumaimeri (2016,p.645) indicate that Saudi secondary school students scored higher in reading, speaking and examine after using flipped classroom.

AS Jensen et al. (2015,p.762) explores the aims of the flipped classroom stem not only from its structure but also from the active learning it promotes.

### **2.5 Challenges of Investigating the Flipped Classroom model**

Despite the success of the flipped classroom model, investigating and implementing it poses several challenges. Technical issues, such as internet outages and limited access to online resources, can hinder both students' and teachers' participation in flipped learning activities (O'Flaherty & Phillips, 2015, p. 3).

Additionally, insufficient practice with digital tools and instructional platforms may prevent educators from fully utilizing the benefits of the model. Resistance to change is another major obstacle, as both students and teachers accustomed to traditional lecture-based instruction may find it difficult to adapt to a more independent and self-directed learning approach. These challenges can affect the effectiveness of flipped learning and may influence research outcomes when examining this model in higher education contexts. For instance, in institutions where conventional lectures dominate, students might lack the motivation to engage with pre-class materials, and teachers may struggle to design and implement activities that foster active learning. Understanding these barriers is crucial for developing strategies to support both teachers and students, ensuring successful adoption and meaningful learning outcomes. (Hung, 2015, p. 580).

## **2.6 The Flipped Classroom`s Gaps**

Many studies have explored the flipped classroom, but only a few have examine university-level EFL teachers' perceptions, especially in Arab or Iraqi contexts. Most research has focused on students' perspectives or their learning outcomes, leaving an important gap: little is known about how teachers perceive, evaluate, and apply this method in university classrooms. This study aims to fill this gap by using a mixed-methods approach (Zainuddin & Halili, 2016, p. 45).

## Section Three

### Methodology

#### 3.1 Population and sample of the study

Population refers to “the total number of people in a city or town, region, country or world; it is most often through a census and it is (a process of collecting, analysing , compiling and publishing data)”. (Hartl, 2007:p.45).

The population in current study includes **54** lecturers (male& female ) in English department ,College of Education for Humanities ,Tikrit university in the academic year (2025-2026).

A sample is a proportion of individuals chosen for observation and analysis with the aim of making interference that can be applied to the entire population (Hayes & Stratton, 2013,p.244).

The study`s sample includes **20** Lecturers (male and female ) of English department, which present **37.03** % of population as indicate in table (1) below:

**Table (1) The population and Sample of the study**

College	Population	Sample	Percentage
College of Education for Humanities	54	20	37.03

#### 3.2 Validity

One of the key features of a test is validity . Hughes (1995,p.27) defines a test is considered to have content validity ,if each items contains content a good sample of the language skills , structures, that is intended to be concerned with , and each item content a good sample of the important structure.

face validity and content validity are the two types of validity:

Face validity : is the degree to which a test perceived the concept ,it is intended to evaluate ,and it is refers to the openness or relevance of an assess as it appears to assess participants. In other words ,if a test ``look like `` it will measure what it is intended to measure Such as , if a test`s face validity is prepared to assess whether students can perform multiplication, and the people to whom it see all agree that it looks as a good test of multiplication ability, this demonstrates test`s face validity . Face validity is compared to construct validity and content validity. When the test " looks like" it will work, rather than to "has been shown to work" (Holden, 2010,p. 638).

In order to guarantee the questionnaire`s face validity to jury members ,the items on it are modified and their notes are taken into account (see table 2).

**Table (2) Jury Members**

Professor`s name	Scientific Rank	Specification	Collage /University
Ahmed salah (PhD)	prof	Linguistics	English department,College of Education for Humanities ,Tikrit university
Batool Asaam Hameed (phD)	Assist prof	Methodology	English department,College of Education for Humanities ,Tikrit university
Marwan Mizher Sahab(Ph.D.)	Assist prof	Methodology	English department,College of Education for Humanities ,Tikrit university
Jawher Burak Muter (Ph.D.)	Assist prof	Methodology	English department,College of Education for Humanities ,Tikrit university

Content validity :is “the extent to which items in an instrument reflects the content universe to which the instrument will be generalized” (Straub et al ,2004,p. 29). And the content validity of the constructed post-test is concerned, it is assured through specification of its content, behaviours ,items and scores.

### 3.3 The Pilot Administration of the Questionnaire

On may 12<sup>th</sup> ,ten EFL in English department were given the questionnaire through Google Form.

### 3. 4 Reliability

Reliability is the extent of consistency that the tool or process exhibits – that is measuring consistently .” (Best and Khan, 2006,p.289).

The internal reliability is measured by Cronbach`s alpha formula. The coefficient is found to be 0.929.

### 3.5 The Final Administration of the Questionnaire

On 4<sup>th</sup> may 2025, the questionnaire is administered on 20 Lecturers from English department , through Google form.

### 3.6 The Statistical Methods

This study utilized various statistical tools, including Cronbach's alpha coefficient, to evaluate the internal consistency of questionnaire`s research , thereby verifying the consistency of the study sample's responses and ensuring the reliability of the results collected.

$$\alpha = \frac{k}{k-1} \left[ 1 - \frac{\sum s_n^2}{s_t^2} \right]$$

Where

$n$  = The total number of measurement

$S_n$  = Variation of scores for each of the paragraph

$S_t$  = Sum variance scores all paragraphs

## Data Analysis and Discission of Results

### 4.1 Analysis of the Results

The questionnaire`s result indicate in the table of percentages that the 18 questions had the greatest rate ,as shown in table (3).

**Table 3**

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Percentage	Sample Direction
1.	7	13	0	0	0	87%	Strongly Agree
2.	1	18	1	0	0	80%	Agree
3.	8	8	4	0	0	84%	Strongly Agree
4.	3	10	7	0	0	76%	Agree
5.	2	14	3	1	0	77%	Agree
6.	2	16	1	1	0	79%	Agree
7.	6	10	4	0	0	82%	Agree
8.	8	8	4	0	0	84%	Strongly Agree
9.	3	12	5	0	0	78%	Agree
10.	8	9	3	0	0	85%	Strongly Agree
11.	4	6	6	4	0	70%	Agree
12.	4	10	4	2	0	76%	Agree
13.	5	9	5	1	0	78%	Agree
14.	2	10	3	5	0	69%	Agree
15.	2	13	4	1	0	76%	Agree
16.	2	12	4	2	0	74%	Agree

17.	3	9	6	2	0	73%	Agree
18.	6	14	0	0	0	86%	Strongly Agree

## 4.4 Discussion of the Results

### 1. Overall Disposition

The poll results indicated a distinct favorable disposition among faculty members upon the using of the flipped classroom learning technique in higher education. The majority of items surpassed the average (3.5), with significant proportions of "Agree" and "Strongly Agree" indicating faculty members' confidence in the efficacy and academic viability of this technique.

### 2. The most significant advantages from the teachers' viewpoint

- **Flipped learning as an efficacious approach to higher education**

Statement (1) attained the highest mean score of 4.35, with an approval rate of 87%, indicating that instructors regard flipped learning as an effective pedagogical approach that meets the demands of contemporary university education.

- **Improving students' academic performance**

Statement (5), with a mean score of (3.85), suggests that instructors perceive the implementation of this method as beneficial for enhancing students' academic performance.

- **Preserving knowledge for an extended duration**

Statement (8), with a mean score of (4.2) and a percentage of (84%), demonstrates that instructors are persuaded this strategy enhances students' long-term information retention.

- **Enhancing instructors' intrinsic motivation**

Statement (3), with the mean score of (4.2), indicated in which the implementation of flipped learning enhances instructors' motivation in their academic endeavors,

suggesting that it is advantageous for both students and the teaching staff's excitement.

- The issue of fair evaluation, as indicated in Statement (14), with a mean score of (3.45) and a percentage of (69%), was not as severe as other challenges.

### **3. Significant Challenges and Barriers**

- **Technical Obstacles**

Statement (18), with an average score of 4.3 and an approval rate of 86%, indicated that inadequate internet access is the primary impediment encountered by instructors in executing the approach.

- **Insufficient Student Engagement in Pre-Activities**

Statement (15), with a mean score of 3.8, suggests that educators perceive students' insufficient motivation to engage in pre-activities as detrimental to the experiment's success.

- **Developing Pre-Educational Materials**

Statement (11), with a mean score of 3.5, revealed that educators encounter challenges in preparing video clips and readings prior to lectures, hence imposing an additional strain.

- **Promoting Student Engagement in Class**

Statement (13), with a mean score of 3.9, indicated that educators have difficulties in stimulating active student participation in the classroom.

## Section Five

### 5.1 conclusion

The findings indicate that lecturers possess a robust positive disposition towards the flipped learning technique, recognizing its efficacy in improving academic performance, fostering interaction, and augmenting motivation for both themselves and their students. Nonetheless, they encounter technical and organizational obstacles pertaining to infrastructure (inadequate internet access), student conduct (insufficient dedication to preparatory activities), and instructor responsibilities (developing supplementary resources and encouraging classroom engagement). The implementation of this technique in higher education necessitates enhancing the technology infrastructure, assisting educators in the development of preparatory learning resources, and formulating reward structures to encourage student participation in pre-learning activities.

Additionally, the findings suggest that continuous professional development is crucial for lecturers to effectively adopt flipped learning, including training on digital tools and instructional design strategies. Institutional support, clear guidelines, and collaborative sharing of best practices among educators can further facilitate successful implementation. Moreover, integrating feedback mechanisms to monitor student engagement and learning outcomes can help refine and adapt the flipped classroom approach, ensuring it meets both educators' and students' needs. Finally, promoting a culture that values active learning and self-directed study can enhance the overall effectiveness and sustainability of the flipped learning model in higher education.

### 5.2 Recommendations

University lecturers should implement the flipped classroom method with their students. This approach helps students review and consolidate the material presented in online lectures and apply the learning strategies that work best for them. Lecturers also provide guidance and support throughout the flipped learning process, helping students adapt to this method and maximize its benefits. Providing proper orientation and ongoing coaching enhances student engagement, understanding, and overall academic performance.

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