



Motivation and Attitudes of Secondary School Students in Hajjah Governorate Towards English Teachers' Use of the Flipped Classroom Strategy

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Keywords

1. flipped classroom strategy
 2. motivation
 3. attitude
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Abstract:

The current study is aimed at investigating students' attitudes and motivation towards the use of the flipped classroom as a strategy for teaching English at secondary schools in Hajjah province. To this end, the study adopted a quantitative descriptive approach. A sample of thirty students were selected randomly from the 10th grade student population (91) of the schooling year 2023-2024 at Alzahra'a girls secondary school in Hajjah province. Two closed-ended questionnaires were designed according to Likert scale to measure students' attitudes and motivation towards the flipped classroom strategy after the completion of the experiment (teaching English to the sample students using the flipped classroom strategy). The SPSS program was used to analyze the collected data. The obtained data were calculated and tabulated for analysis using descriptive statistics (Mean-standard deviation). The informants' responses showed that the tenth grade students were motivated when the teacher used the flipped classroom strategy. The overall mean score of the students' motivation scale was $M = 4.14$ with a Standard Deviation of $=1.09$. The responses to the attitude-related items of the questionnaire also indicated that the sample students had a positive attitude towards using the flipped classroom strategy in English classes. The overall mean score of the students' attitude scale was 4.12 and the $SD = 1.08$. The study recommends further research on the effectiveness of this strategy using larger populations of English learners at other educational institutions such as language institutes, colleges and universities.

دافعية واتجاهات طلبة المدارس الثانوية في محافظة حجة نحو استخدام معلمو اللغة الانجليزية لإستراتيجية الفصل المقلوب

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الكلمات المفتاحية

2. الدوافع

1. استراتيجية الفصل المقلوب

3. الاتجاهات

الملخص:

تهدف الدراسة الحالية إلى استقصاء دافعية واتجاهات طالبات الصف العاشر في محافظة حجة نحو استخدام معلمو اللغة الانجليزية لاستراتيجية الفصل المقلوب. استخدمت الدراسة المنهج الوصفي ذو التصميم الكمي لتحقيق أهداف هذه الدراسة والاجابة على أسئلتها. ثلاثون طالبة من طالبات الصف العاشر في مدرسة الزهراء الثانوية للبنات بمحافظة حجة تم اختيارهن بطريقة عشوائية من مجتمع الدراسة (91) كعينة للدراسة الحالية خلال العام الدراسي 2023/2024م. صمم الباحثون أسئلتان مغلقتان حسب مقياس ليكرت لقياس دافعية واتجاهات الطالبات نحو استخدام مدرسو اللغة الانجليزية لاستراتيجية الفصل المقلوب بعد انجاز التجربة. استخدم برنامج الحزمة الإحصائية للعلوم الاجتماعية ((SPSS لتحليل البيانات. وتم حساب البيانات وجدولتها باستخدام الإحصاءات الوصفية (المتوسطات-الانحراف المعياري). وقد اثبتت النتائج أن طالبات عينة الدراسة يمتلكن دافعية لتعلم مهارات اللغة الإنجليزية باستخدام استراتيجية الفصل المقلوب حيث كان المتوسط الإجمالي لمقياس الدافعية = 4.14 والانحراف المعياري=1.09. كما أشارت نتائج الدراسة أن اتجاهات طالبات عينة الدراسة نحو استخدام استراتيجية الفصل المقلوب كانت ايجابية حيث إن المتوسط الحسابي لمقياس الاتجاهات كان =4.12 والانحراف المعياري= 1.08. أوصت الدراسة الحالية بتطبيق استراتيجية الفصل المقلوب لتنمية مهارات اللغة الإنجليزية مع عينة اكبر و نطاق أوسع في المعاهد والكليات و الجامعات.

Introduction:

The attitude and motivation of students are the most important factors for improving their proficiency of English language at the secondary school level. Motivation is the process that pushes students to perform physical or mental activities for achieving their goals (Schunk, et. al. 2008). It provides students with an aim and direction to follow. Therefore, it has a key role in language learning. Without desire to study, it is very difficult for students to learn effectively (Alizadeh, 2016). Attitude is "the way an individual look at things or activities" (Khan, 2016, p. 432). It plays a fundamental role in shaping individual's behavior, thus, it is crucial for the English teachers to identify students' attitudes by developing new strategies and techniques that have a positive impact and lead to high outcomes. A flipped classroom strategy is one of the recent teaching strategies that may influence students' attitudes and motivation toward learning. It is described as a "learner-centered pedagogy, in which the course content is delivered outside the classroom, allowing the class time to be more productively used for higher level engaging activities, such as collaborative and problem-based learning" (Rossi, 2015, p. 1577). Related studies proved the positive effect of the flipped classroom strategy on students' attitudes and motivation (Havwini and Wu, 2019; Saglam and Arslan, 2018; Ibnian, 2018 & Hao, 2014). They found that using the flipped classroom strategy effectively and significantly can enhance students' motivation and improve their attitudes towards English language learning. Nevertheless, the literature reveals a lack of studies focusing on the flipped classroom strategy in the context of secondary education in Yemen. This gap highlights the necessity of the current study.

2. Literature Review

Students' motivation in education is particularly important. Students learn best when they recognize the need of the desire to learn. Motivation can play a very essential role in stimulating students to think and concentrate on the study effectively. As Sadighi and Maghsudi (2000) observed, highly motivated

students learn at higher rate and achieve greater proficiency and progress more rapidly than their less-motivated peers, regardless of other individual differences. Recent studies highlight how instructional strategies can strengthen this drive.

Zainuddin and Perera (2019) reported that a flipped classroom strategy fosters intrinsic motivation, while Havwini and Wu (2019) found that the same strategy enhances students' motivation in English learning by allowing self-paced preparation and creating more in-class time for practice. Basal (2015) also indicated that the flipped classroom strategy improves motivation because students can review content at their own pace before class and use class time for communicative practice. This combination reduces anxiety, fosters confidence and encourages active participation.

The attitude is one of the important factors in determining the success of language learning. According to Lightbown and Spada (2006), students with positive attitudes towards a language and its speakers actively seeks interaction, which deepens their engagement. Such attitudes encourage enthusiasm and persistence, give students a clear advantage (Doughty & Long, 2003), promote learning effectiveness and cause learning satisfaction (Ellis, 1994). More recent studies also indicate that the flipped classroom can cultivate these attitudes. For example, Saglam and Arslan (2018) documented more favorable learner dispositions in flipped settings than in traditional classrooms, and that students who follow the flipped classroom strategy have a better attitude than do those students who follow traditional instruction. Hao (2014) identified consistency above-average levels of engagement, strategic learning, learner control and task orientation among students taught with the flipped classroom strategy.

While these findings underscore the potential of the flipped classroom strategy to enhance motivation and attitude across various educational contexts, evidence from secondary schools remains limited. Many students in this setting struggle with learning challenges, time constraints and low intrinsic motivation. To

address these needs and contribute to the existing body of research, the present study investigates students' motivation and attitudes towards the use of the flipped classroom strategy in English classes at the secondary schools in Hajjah governorate.

3. Methodology

3.1 Study Design

The current study employed the descriptive approach with the quantitative design to examine the motivation and attitudes of secondary school students towards the use of the flipped classroom strategy in English language teaching at Alzahra'a secondary school in Hajjah governorate.

3.2 Study Objectives

The present study aims to achieve the following objectives:

1. To determine to what extent the flipped classroom strategy can increase students' motivation at the secondary schools in Hajjah governorate.
2. To identify secondary school students' attitudes towards the flipped classroom strategy after experiencing it in English language teaching.

3.3 Study Questions

The present study attempts to address the following research questions:

1. To what extent can the flipped classroom strategy increase students' motivation to learn English at the secondary schools in Hajjah governorate?
2. What are the secondary school students' attitudes towards the flipped classroom strategy?

3.4 Population and Sample

The study population consisted of all female students (91) of the tenth grade in the schooling year 2023/2024 at Alzahra'a secondary school in Hajjah governorate. The sample of the study comprised 30 students selected randomly from the study population who were studying *the English Course for Yemen* (Textbook 4) over the second semester. Of course, the target students were almost the same in terms of their demographics (i.e. native speakers of Arabic,

age range 15-16, Yemenis from Hajjah governorate).

3.5 Instruments

The study data were collected by means of the following instruments:

3.5.1 The Questionnaire

A closed-ended questionnaire was designed and comprised 40 items (20 items on motivation and 20 on attitudes) using the five Points of Likert scale (strongly disagree, disagree, neutral, agree and strongly agree). To validate its items, the questionnaire was submitted to 10 experts in the fields of English language teaching and educational psychology. A final draft of the questionnaire was prepared, accommodating all the modifications suggested by the validators. Additionally, a pilot study was conducted to compute the reliability of the scale and was measured by Alpha Cronbach's coefficient. The questionnaire was verified because it has got high rate. The reliability of the motivation scale was (0.86) while the reliability of the attitude scale was (0.85). After the completion of the treatment phase, the questionnaire was administered on December 26, 2023 to all the study subjects (i.e. the experimental group).

3.6 The Treatment of the Study

The sample students of the current study were taught the adapted instructional materials that were chosen from the **Pupil's Book 4** and **Workbook 4** (units 5 & 6), using the flipped classroom strategy. The treatment spanned over five weeks, from November 11, 2023, to December 25, 2023), with two classes (45 minutes each) being delivered per week. Ten short ready-made instructional videos available on YouTube were downloaded and modified to suit the level of the tenth-grade students, the school facilities and the Yemeni culture. These videos were related to the lessons in Units 5&6 of *English Course for Yemen* (Pupil's Book 4 and Workbook 4). The target video and lesson were sent to the treatment group two days prior to the actual class. The students had to watch the video and study the lesson content in detail and according to certain instructions given by the teacher. After that, they had to answer some

questions relevant to the lesson as well as the video content and then send their answers to the teacher for an in-class discussion and feedback during the next class. The class time, then, was divided into three parts: the first part (a 10-minute period) was devoted to revise the students' answers to the questions about the video content and to give the correct feedback. The second part (a 20-minute period) was for teaching the lesson; planned activities were given for each skill. The students worked in pairs or groups to discuss the ideas or problems given. The third part (a 15-minute period) was

Table (1) shows that the mean values of students' responses ranged from (3.83 to 4.43), which fall within "Agree" category on the five-point Likert scale, reflecting a high level of agreement and satisfaction among the students. The overall mean (M=4.14) further confirms that students generally expressed a high level of satisfaction with the flipped classroom

Table (1):The Mean and Standard Deviation of the Motivation Scale

N0.	Item	Mean	Std. Deviation	Responses
1	The flipped classroom strategy helps me discuss the lesson with my teacher.	4.43	0.97	Strongly agree
2	Interaction with my classmates helps me get rid of shyness.	4.33	1.03	Strongly agree
3	The flipped classroom strategy improves my relationship with my classmates.	4.30	0.98	Strongly agree
4	The flipped classroom strategy improves my learning of English.	4.30	0.98	Strongly agree
5	Pre-watching videos and reading notes about the English language subject have helped me to understand the course content better.	4.26	1.25	Strongly agree
6	Pre-watching videos at home saves a lot of the class time.	4.16	1.05	Agree
7	Preparing course material at home helps me participate successfully in the class activities.	4.16	1.03	Agree

allocated to revise all the intended learning outcomes and do the main points of the lesson. At last, the students along with their classmates did their homework inside the classroom and under the guidance of their teacher.

4. Data Analysis And Discussion

The collected data were calculated and tabulated for analysis using descriptive quantitative statistics (Mean-standard deviation) that are part of the SPSS program.

4.1 Answer to the First Question of the Study

strategy. The standard deviations which ranged from (0.94 to 1.25), indicate that the students' responses were fairly consistent and not highly dispersed. Moreover, the overall standard deviation (SD=1.09) suggests that most students shared similar views regarding the effectiveness of the the flipped lassroom strategy.

8	Preparation of the lesson at home helps me to develop useful skills.	4.16	1.08	Agree
9	Viewing course materials before the scheduled class encourages me to do the class activity.	4.16	0.98	Agree
10	In the flipped classroom strategy, I can access the educational material easily.	4.16	0.94	Agree
11	Recalling the grammar rules from the videos has enabled me to participate in the class.	4.10	1.12	Agree
12	Doing homework and educational activities in class improves my understanding of the subject.	4.10	1.02	Agree
13	Group positive competition in the flipped classroom improves my understanding of the subject.	4.06	1.22	Agree
14	I was enthusiastic to participate in group work in class to help me reinforce what I have learned at home.	4.06	1.20	Agree
15	The use of the flipped classroom strategy encourages me to have creative thinking and evaluation.	4.06	1.01	Agree
16	Groups work helps me solve educational problems that face us during doing the lesson activities.	4.06	1.01	Agree
17	Doing activities in the class reduces the feeling of boredom and tension.	4.00	1.20	Agree
18	The Flipped classroom strategy has reduced my dependency on the teacher.	4.00	1.08	Agree
19	Sharing ideas with my classmates has helped me understand the English subject better.	3.83	1.23	Agree
20	Videos help me complete the quizzes.	3.86	1.13	Agree
Overall		4.14	1.09	Agree

These results align with those of previous studies. For instance, Bin-Hadi and Tammi (2021) reported that Yemeni EFL students in

flipped classrooms showed higher levels of agreement and autonomy compared to traditional classrooms. Similarly, Ali and

Hassan (2021) found that students exhibited stronger intrinsic motivation, as the flipped classroom provided them with opportunities to prepare lessons at home, thereby increasing their confidence during in-class discussions. In line with this, Al-khoudary, (2019) highlighted improvements in students' willingness to participate and their overall satisfaction with English learning.

Generally, the results of this study, supported by previous studies, indicate that the flipped classroom strategy plays a significant role in promoting secondary school students' motivation in English language learning. This

can be attributed to the nature of the flipped classroom strategy, which allows students to prepare for the lesson at home and engage in collaborative and interactive activities during class time.

4.2 Answer to the Second Question of the Study

The second question reads: What are the secondary school students' attitudes towards the flipped classroom strategy? To answer this question, the means and standard deviations of the participants' responses were presented in Table (2):

Table (2): The Mean and Standard Deviation of the Attitudes ScaleN0.

	Item	Mean	Std. Deviation	Responses
1	I appreciate the group work that was done in the class.	4.26	0.90	Strongly agree
2	I prefer practicing activities in the class to sitting in a traditional class.	4.23	0.85	Strongly agree
3	I find it easier to retain the lesson when I learn through the flipped classroom strategy.	4.20	1.09	Strongly agree
4	I like communicating with my teacher and peers in the class to improve my language.	4.20	1.03	Strongly agree
5	I prefer doing homework with my classmates than doing it individually	4.20	0.99	Strongly agree
6	With the flipped classroom strategy, I feel more prepared for my exam.	4.16	1.14	Agree
7	I prefer watching an educational video at home than listening to the teacher for 45minutes.	4.16	1.01	Agree
8	I enjoy learning new things in the class.	4.13	1.13	Agree
9	I prefer using the flipped class strategy in my learning than classical learning	4.13	1.13	Agree

10	I feel that using the flipped classroom strategy helped me master the English language and improve my language.	4.10	1.15	Agree
11	I would rather watch a video lesson than a traditional teacher-led lesson.	4.06	1.22	Agree
12	I prefer spending less time in doing homework in the flipped classroom than doing it in the traditional classroom.	4.06	1.14	Agree
13	I enjoy discussing the lessons with my peers when using the flipped classroom strategy.	4.06	1.11	Agree
14	Using the strategy of the flipped classroom makes me responsible for my learning.	4.06	1.08	Agree
15	The flipped classroom strategy makes me feel confident.	4.03	1.09	Agree
16	I feel that pre- watching videos and taking notes contribute efficiently to my learning.	4.00	1.20	Agree
17	I prefer watching educational videos rather than reading the topic of the lesson.	3.96	1.21	Agree
18	I enjoy being independent in my learning when using the flipped classroom strategy.	3.96	1.27	Agree
19	I like discussing the difficult lessons with my teacher inside the classroom during a flipped class.	3.93	1.22	Agree
20	Preparing the lesson at home is easy for me when applying the flipped classroom strategy.	3.63	1.32	Agree
Overall		4.12	1.08	Agree

As shown in Table (2), the mean scores of students' responses ranged between (3.63 and 4.26), all of which correspond to "Agree"

category. This reveals that most students held favorable attitudes towards the flipped classroom strategy, perceiving it as effective and beneficial in facilitating the process of their

learning. The overall mean ($M = 4.12$) indicates that most students agreed that the flipped classroom strategy helped them become more involved, confident and responsible for their learning. The relatively low level of variation in responses ($SD = 1.08$) highlights that students shared similar views about the effectiveness of the flipped classroom strategy.

These results are consistent with those of previous studies. For example, Farah and Qawasmeh (2018) reported that the flipped classroom strategy improved students' attitudes towards English by making lessons more interactive and enjoyable. Basal (2018) demonstrated significant improvement in self-directed learning readiness and attitudes towards the English. Yuliana and Putri (2023) also found that secondary school students reported highly positive perceptions towards flipped learning in English, especially in self-directed learning, autonomy and cooperation.

In general, the results of this study, supported by previous studies, indicate that the flipped classroom strategy positively influences students' attitudes in English language learning in the secondary school level by creating an engaging, student-centered and motivating environment.

5. The Study Findings

- a) In this study, the students reported that pre-watching of videos, discussion with their teacher, quizzes and group positive competition increased their motivation and helped them get rid of boredom and the course tension.
- b) They also expressed that the use of the flipped classroom strategy saved a lot of time and encouraged them to have creative thinking.
- c) They were able to access the educational material easily.
- d) The students had positive attitudes towards the flipped classroom strategy used in teaching them English since it gave them more opportunities to communicate in English with their teacher and classmates, made them ready for the exam, became responsible for their learning, helped them to remember the lessons well and enhanced

their understanding of the lesson by repeating the video.

- e) The findings of this study are in line with Havwini & Wu (2019) and Alzaytuniya (2016) who stated that their students in general were satisfied with the flipped classroom strategy due to its effectiveness in motivating them to study the English language well.
- f) The study also confirmed the findings of previous studies (e.g., AL-Rowais, 2014; Alsowat, 2016; Farrah & Qawasmeh, 2018 and Ibnian, 2018) that investigated the impact of the flipped classroom strategy on the students' satisfaction, engagement and attitude towards the English language skills.

5.1 Recommendations

In the light of the findings of this study, the researchers recommend the following:

1. Providing the secondary schools in Yemen with the internet resources that can help students to understand the content of English language textbooks.
2. Combining the flipped classroom strategy with the selected traditional methods to meet students' different needs and prompt students to have positive attitudes towards English language learning.
3. Designing in-class tasks that promote collaboration and peer learning.
4. Providing continuous feedback to build up students' confidence and to guide them through the process of learning.
5. Conducting further studies to investigate any long-term effects of the flipped classroom strategy on the students' attitude towards and motivation for learning across different subjects and age groups.

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