

Parents' Perceptions of their Children's Achievement in the Reading Class Using a Flipped Classroom Model: A Case Study of Tenth Grade Female Students in Zarqa Directorate of Education

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Abstract:

The flipped classroom is considered as an academic trend worldwide. Despite its growing popularity, this area of research remains unsettled in Jordan as very few studies were devoted to this model. Hence, the study at hand sets out to investigate the perceptions of parents following the implementation of a flipped classroom model in the EFL reading classroom (Grade 10) in Zarqa Directorate of Education, Jordan. A questionnaire was developed and distributed to (51) parents by the end of the second academic semester of the year 2018/2019. Results showed that parents were positively influenced by their children's feedback after experiencing each flipped course as well as their improved post-test scores. The majority of parents reported positive perceptions towards the implementation of the flipped classroom model cited a wide-ranging list of merits.

Key Words: Flipped classroom, Parents' perceptions, EFL, Reading, videos, Tenth grade curriculum, Zarqa.

**تصورات أولياء الأمور لإنجازات أطفالهم في دروس القراءة باستخدام أنموذج التعليم المقلوب:
دراسة حالة لطالبات الصف العاشر الاساسي في مديرية تربية الزرقاء**

تسنيم شريدة

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ملخص:

يعد التعليم المقلوب (المعكوس) اتجاها أكاديميا عالميا. وعلى الرغم من تطوره بشكل شائع إلا أنه لا يزال غير واضح في الأردن ولا توجد دراسات متخصصة لهذا الأنموذج أيضا. لذلك وضعت هذه الدراسة لبحث تصورات أولياء الأمور حول تطبيق التعليم المقلوب على القراءة لدى طالبات الصف العاشر في مديرية تربية الزرقاء. تم توزيع الاستبانات على 51 ولي أمر بحلول نهاية الفصل الدراسي الثاني في 2018. ومن ثم تم جمع الردود وتحليلها من خلال برنامج SPSS. أظهرت النتائج أن أولياء الأمور قد تأثروا إيجابياً وذلك بسبب تعليقات بناتهم بعد كل درس من دروس التعليم المقلوب فضلاً عن التحسن في نتائج الاختبارات. معظم الأهالي كانت ردودهم إيجابية جراء هذا التطبيق لأنموذج التعليم المقلوب والذي تم ذكره في قائمة واسعة من المزايا. **الكلمات المفتاحية:** التعليم المقلوب، تصورات أولياء الأمور، اللغة الانجليزية كلغة اجنبية، القراءة، مقاطع الفيديو، منهاج الصف العاشر، الزرقاء.

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1. Introductory Background

The flipped or inverted classroom model has excited a great deal of the scholars' interest in recent years. Notwithstanding the claims of some scholars who argued that the flipped classroom model was under-theorized and under-researched (E.g.: Abeysekera and Dawson, 2015), it has managed to become a key growth area in foreign language teaching (ELT particularly) as numerous researchers have implemented it worldwide. The model was adopted apace by advocates who believed that flipping the classroom is way more engaging and effective than some other conventional ways of instruction (E.g.: Bergmann & Sams, 2012).

The flipped classroom model has first been introduced by Baker (2000), then popularized by Lage, Platt and Treglia (2000), and dilated by Bergman and Sams (2012). It swears by technology; and is therefore said to help promoting an active, student-centered, and cooperative learning environment. Undoubtedly, the evolutions of technology on the one hand, and the Internet on the other hand, have tremendously contributed to the widespread of such a model. They both, together, provide students with a flexible access to class material that can be consulted online as well as offline. As Bergmann and Sams (2012: 21) asserted that "instruction via video is not a big deal for today's students", then creating some informative videos that respect the learners' intellectual age and are relevant to the context, and with the image and voice of their teacher would be probably more entertaining and instructive.

According to Pierce and Fox (2011) the flipped classroom model attempts to remove and replace the traditional transmissive lecture-based tutoring with active in-class tasks and pre/post-class work. In essence, the core focus of the flipped classroom model is to move the lesson delivery outside of formal class time -thanks to prepared pedagogic material- and use the class time to undertake interactional activities based on that material consulted at home. In other words, this model assigns the class lecture or instructional content as homework i.e., students are required to prepare for their class by viewing the lecture at home and utilize the time in class to work through problems, advance concepts, and engage in collaborative learning (Roehl, Reddy, & Shannon, 2013). At a younger age, students may require parental guidance and assistance, that is why being attentive to parents' perceptions is of the essence to implement a successful flipped classroom and bring improvements if necessary.

Research investigating parents' perceptions of their children's educational improvements in EFL classrooms is rather limited. Relevant studies on the flipped classroom model report varied results depending on context, level, subject matters, etc. On a large basis, attitudes and perceptions of the flipped classroom were positive as research has confirmed that flipping classrooms enabled students to better comprehend the content. However, some researchers have aroused students' complains about the out-of-class chores which involve technology use in watching videos and doing assignments (Hurtubise, Hall, Sheridan, & Han, 2015; Kang, 2015).

A recent study by Muir (2016) on students' and parents' experiences with a flipped classroom in a senior mathematics class in Australia demonstrated that five components were the main influencers of students' motivation to engage with the flipped model. Based on the theoretical model proposed by Abeysekera and Dawson (2015), these components cater for the motivational and cognitive loads of students: (1) Sense of Competence; (2) Sense of Relatedness; (3) Sense of Autonomy; (4) Tailoring to Expertise; and (5) Self-pacing. Munir concluded by providing some implications to secondary school teachers who have limited time to make the curriculum comprehensible for their students. Questionnaires interpretation revealed that students and parents favored the flipped classroom approach over the traditional mathematics homework practices (except for one respondent who raised concerns about the passivity of the approach).

2. Research Objectives and Research Question

The parents' perceptions investigated in the study are based on the implementation of a flipped classroom model -previously used by the researchers themselves- to teach the reading skill classes at secondary school level. The purpose of distributing questionnaires to parents is to assess the model's effectiveness and impact on their daughters' performance as opposed to the traditional classroom teaching. In fact, investigating parents' perceptions on English language learning independently at home via technology (pre-recorded videos) shall reveal the strengths and/or short comings of this model, in a local context, and its potential impact upon language skills in specific, and learning outcomes in general. Hence, the following research question has been formulated:

- What are the parents' perceptions regarding the implementation of a flipped classroom model in the reading class of tenth grade female students in Zarqa Directorate of Education?

3. Research Methodology

During a period of eight weeks, an instructional program was previously conducted by the researchers in the attempt of teaching reading to her students. This paper reports parents' perceptions of the implementation of a flipped classroom model; using six videos designed by the researchers herself, in the reading class of female high school students

The implementation of the flipped classroom model (8 weeks) in the EFL reading class revealed a significant increase in the achievement of tenth grade female students in Zarqa Directorate (2017-2018). To this end, this research sets out to investigate parents' perceptions to reveal the aspects, merits and/or disadvantages of this model with respect to the local context.

3.1. Sample of the Research

As parents' perceptions are the key objective of this paper, sixty parents were selected based on their daughters' participation in the quasi-experimental study previously conducted by the researchers. However, only fifty-one participants responded to the survey.

3.2. Instrument of the Research

A survey was used by the researchers as the major instrument of this research. Content validity was done by the jury of experts at Yarmouk University, Jordan. In addition, a pilot test of the survey was administered to establish reliability and bring necessary amendments. This survey allowed the research to find more details, personal opinions, and perceptions on the flipped model as perceived by Jordanian parents.

3.3. Data Collection and Data Analysis

The administered survey was analyzed using descriptive statistics. Open-ended questions were analyzed qualitatively: different themes were developed based on the frequency of ideas appearing in answers.

4. Results and Discussion

As far as biographic information are concerned, findings of this research revealed that the majority of parents participating in this study were between the ages of 30 to 50 years (84.9%) and have at least a BA/BS as an educational qualification (62.3%). All respondents were from Al Zarqa.

As regards participants' perceptions of the technology in general and the flipped classroom in specific, the great majority (86.8%) reported having a positive perception towards the method, stating that they feel well with the

flipped approach used in teaching. Also, half the sample preferred their children to learn through the flipped approach as well. They reported being very happy with the videos designed by the researchers, and felt that they were willing to engage their children in future if flipped learning would be used. Frustration or difficulties in learning were not reported. Almost everyone stated their children are found to be more motivated and also became independent learners. The following table summarizes parents' perceptions as regards a variety of statements pertaining to the flipped approach based on a five point Likert scale:

Table (1) Parents' Perceptions of the Flipped Classroom Model

SD	Means	SD	D	N	AG	SA	Perceptions about the flipped Model
.626	1.64			7.8%	49%	42.3%	The video's length was appropriate
.643	1.52			7.7%	36.5%	53.8%	The videos facilitated the understanding of many difficult words and concepts
.428	1.23				23.1.%	75%	Pictures were appropriate
.602	1.72			7.7%	55.8%	34.6%	The content of videos was appropriate to my daughter's abilities and needs
.392	3.921	3.9%	84.3%	11.8%			Watching videos online is time consuming
.476	3.66		65.4%	32.7%			Watching videos online is distracting
.538	3.902	9.6%	69.2%	19.2%			My daughter kept skipping the video contents; she did not watch the videos straight till the end
.428	4.23	23.5%	76.5%				It was my duty to make my daughter committed to watching the online resources every time
.460	1.294				28.8%	69.2%	My daughter was motivated to view and review the videos and do the necessary homework
.750	2.607			15.4%	28.8%	58.8	Flipped learning develops the students' information and technology competence (ICT) more than the linguistic one (English language skills)

SD	Means	SD	D	N	AG	SA	Perceptions about the flipped Model
.668	1.588			9.6%	38.5%	50%	Flipped learning promotes a sense of relatedness to the teacher and/or other classmates
.693	1.803			15.4%	48.1%	34.6%	Flipping the reading classroom helped my daughter do better in the final test
.574	2.098			21.2%	65.4%	11.5%	My child became more interested in learning
.544	4.058	17.3%	69.2%	15%			The flipped model was a frustrating experience to my child
.543	3.843	7.8%	67.3%	23.1%			My child was obligated to participate in this experiment
.504	1.509			1.9%	50%	48.1%	The flipped model was a successful experience
.547	1.313			3.8	23.1%	71.2%	I will allow my children to participate in similar studies in the future

The flipped classroom experience did not only render the students' learning experience a ludic and fun one, but did also promote academic learning while playing games. Parents responded that learners prefer a game demonstrating as compared to a paper-and-pencil test. According to parents, this model has promoted an active and collaborative environment promoting self-paced learning using ICT skills. Parents have further reported that their daughters were more engaged and committed to learning. Put differently, this model has not only benefited teachers and students but has also comforted their parents.

Based on parents' perceptions the finding can be concluded as the use of flipped reading classroom was a success. First, parents showed interest in it. Next, as the implementation of the flipped classroom kept going, the students were more engaged and parents wanted them to get more involved with it.

Parents reported a list of advantages and disadvantages as regards the implementation of a flipped classroom model in the EFL reading classroom of their daughters. The table below summarizes the list of merits and demerits of the flipped classroom as perceived by Jordanian parents:

Table (2) Merits and Demerits of Flipped Classroom Model as Perceived by Parents

Demerits	Merits	
Technology and Internet problems	Motivation to Learn	1
Missing Intended Targets	Helpful Learning	2
Learning Habits Altered	Active Learning	3
	Critical Thinking	4
	Independent Learning	5
	ICT Skills	6
	Social Skills	7
	Time saving	8
	Parental Supervision	

Merits of the Flipped Classroom as Perceived by Jordanian Parents**1. Motivation**

Almost every parent stated the word 'motivation' as one of the advantages. Similar terms found in relation to motivation were, "more desire to learn, massive interest, encouraging, more determined and better interest".

2. Easier/Helpful Learning

Under the theme 'helpful', parents reported feeling that their children have more ability to deal with difficult question and have a broader understanding of lesson and word. As the lessons are demonstrated through images, brief demonstration and exercises.

3. Active Learning

Since flipped classroom model exchanges the role of class activities and homework, it may become more effective than traditional way in raising students' attention and interest. In doing so, students become more alert with the materials and lessons even before the lesson. Thus, students are active learners in flipping class environment and have an ability to develop self- learning. That might be a major reason why most parents do state flipped classroom is more helpful in learning process.

4. Critical Thinking

The majority of parents reported that the flipped classroom model promotes critical thinking skills among students while managing time efficiently. One of the main goals of the flipped method is to provide instruction for home activities and change the focus of the class times and lesson plan toward a student centered. In doing so, students have a chance to highly engage with comprehension, thinking, questioning, clarification, and become an independent learners. Self-discovery learners have greater advantages than passive learners due to its conscious learning process. Pre

reading or skimming the text allows an individual with creative thinking skills since students learnt best when given an opportunity to have critical thinking skills and interaction.

5. Independent and Autonomous Learning

Parents reported that their daughters were learning at their own free time and also become autonomous learners. They were also engaged with more research as materials are placed online. Thus, they were not just learners but also researchers which help them to become more independent learners. In fact,

6. ICT Skills

As far as technology is concerned, parents reported feeling that technology encourages their children to use more technology and build their technology skills while improving and learning language education. The use on information technology has been gaining popular ground in education

7. Social skills

According to parents, using flipped teaching brings more communication between students, and develops better interaction and relationships between teacher and students.

8. Time saving

Another strong point of this model is the large amount of time available in class used for solving and clarification of any problems that arise during the home activities, as opposed to the time spent on explaining and drilling in the traditional teaching approach.

9. Parents' role as a teacher

Parents have further mentioned that they were more involved in the educational process and do follow up with the students' progress and evaluation of the test assessment. They see themselves as part of the system and willing to assist during the home based reading activities. Besides, students' parents who are engaged in flipped classroom also need to make sure to provide computer and available internet in order to have a smooth learning process.

Demerits of the Flipped Classroom as Perceived by Jordanian Parents

1. Technological tools and internet accessibility

Parents stated that they were not able to provide the internet access to the children in the beginning. As flipped materials are placed online, students have left with no option but to have an internet service in order to study.

2. Missing intended target of the video

Students may miss the targeted skill(s) and rather focus on other ones. For instance, a few parents reported that their daughters were not reading in details instead they were just listening to the reading passage and grasping the meaning. As a result, students might not read text thoroughly. Therefore, misunderstanding could arise since the teaching approach is based on video online.

3. Habits and routines altered

Another disadvantage is related to health issue. In flipped teaching students are asked to do pre-reading and also necessary to do some research by self before the class. Therefore, students have to sit in front of the screen for long periods of time. It was also stated that sometimes, children tended to drag sleeping hours into browsing the video repeatedly and obsessively. Someday, students did not have enough sleep and were not able to wake up on time. It is also found out that parents also begin to concern on students' health after flipped model was introduced.

5. Conclusion and Recommendations

It is crystal clear to see that the advantages of the flipped classroom outmatch its disadvantages. Although some Jordanian parents have raised concerns about the inefficiency and passivity of the model, the great majority of parents favoured it over traditional reading homework teaching. The analysis of the survey revealed Jordanian parents found that the model is purposeful for their children to improve their reading skills. On top that, the model incited students to become even more motivated to watch the video tutorials, practice reading, and eventually succeed in the subject with better achievement (overall score in post test). Having watched tutorials with their daughters, parents reported that the latter contributed not only to the improvement of their understanding and achievement but most importantly helped them with developing a sense of competency and a sense of autonomy. In fact, reading a language skill which requires a lot of practice, and assistance from parents or tutors. Videos were useful to busy parents who reported having troubles in assisting their daughters with the reading homework. Parents were appreciative for both the time and efforts made by the researchers to take the load off their shoulders.

In this order, this present study puts forward the some implications for Jordanian teachers, parents, pedagogues as well as policy-makers who may need to reconsider traditional practices to EFL in light of these results.

English teachers are recommended to: (1) focus on flipped method since the results indicated that it has an effect on a steady performance; (2) participate in different training sessions or online courses regarding flipped model to stay updated with ICT; (3) work on becoming professional in handling technology in order to develop a suitable video tutorials; (4) work on finding alternative solutions to run a recorded video in case of no internet connection; (5) conduct flipped classroom at least for certain selected topic, not necessary to run for the whole syllabus; (6) make sure to inform the importance of classes to students and parents despite the available flipped classroom materials online; (7) provide score for each sections and monitor the active and passive participants; (8) develop the confidence in the students' abilities, support and be prepared for change; (9) encourage more interaction during class to find out any gaps and misunderstanding from the video viewed; (10) Be attentive to students preferred learning styles and strategies to design the videos and additional material accordingly; (11) Develop strategies to helping students with immediate solution in case there is no internet connection

Future researchers are recommended to: (1) Replicate the study to investigate the impact of flipped model on students' performance in various schools and universities either in private or government institutions; (2) Include more diversified samples in order to get better generalization of results and findings; (3) Consider other variables like gender, social economic of family background, which might have impacts on the students' interest in using flipped learning and performance; (4) Conduct more research to investigate students' attitudes and teachers' perceptions; (5) Conduct the research on the students' perception on the flipped model; (6) Include both male and female teachers video instructions and compare which gender instruction could affect students' participations; and (6) Consider in which part of the video students do score higher or lower

Jordan's Ministry of Education (MoE) is recommended to: (1) Provide sufficient computer for each school, language lab, and university in; (2) Supply campuses in Jordan with WIFI to access relevant material online at anytime; (3) Hold training courses for EFL teachers about the ICT and its usages in language education, and introduce the flipped model to encourage the use of technology on the one hand and collaborative and self-paced learning on the other hand; and finally (4) Organize more of computer assisted language learning seminars and conferences for language teachers based on international best practices.

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