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Relationship Between Flipped Learning and Creative Reading Skills Among Arabic Language Teachers in the United Arab Emirates

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***Abstract*—This study examined the relationship between Flipped Learning and creative reading skills among Arabic language teachers in the United Arab Emirates (UAE). Using a descriptive-analytical design, a 62-item questionnaire was administered to a random sample of 146 teachers. The results indicated that the perceived implementation of Flipped Learning was high (M = 4.36, SD = 0.79), while the overall level of creative reading skills was also high (M = 4.34, SD = 0.58). Among the four dimensions of creative reading, elaboration ranked first (M = 4.35), followed by flexibility (M = 4.34), originality (M = 4.34), and fluency (M = 4.32). A strong, statistically significant positive correlation was found between Flipped Learning and creative reading skills (r = 0.867, $p \leq 0.05$), indicating a robust association rather than a causal relationship. These results suggest that greater engagement with Flipped Learning strategies is associated with higher levels of creative reading competencies. The study recommends integrating Flipped Learning into Arabic language teaching practices and teacher evaluation systems, and providing professional development programmes to enhance teachers' capacity to foster creativity and critical literacy within the UAE educational system.**

***Index Terms*—Arabic language teachers, creative reading skills, flipped learning, UAE**

I. Introduction

The world has grown increasingly complex due to the rapid changes driven by information and communication technologies (ICT). This has led to the emergence of modern teaching methods, strategies, and technological tools designed to enhance the performance of both teachers and learners in various educational contexts. Success in adapting to these changes depends on developing innovative approaches that prepare and equip students to keep pace with modern advancements, enabling them to utilise digital technologies in teaching and learning processes.

Among the most prominent strategies to emerge in recent years is the Flipped Learning approach. This model represents a form of blended learning that leverages modern technology to deliver education tailored to students' needs and demands in the digital age. Its widespread adoption has been facilitated by significant advancements in internet infrastructure, social media platforms, and communication devices (Stöhr et al., 2020). The core idea of this approach is to reverse the traditional learning process: students are introduced to new concepts and ideas at home; the following day, they complete classroom assignments and activities that reflect the inverted learning tasks (Al-Shafie, 2021).

Flipped Learning is grounded in Constructivist Learning Theory, which views knowledge as something learners actively construct through interaction, reflection, and experience rather than passively receive from the teacher. Within this framework, students assume responsibility for their own learning, while the teacher facilitates and guides the process (Bruner, 1966; Piaget, 1970). This theoretical perspective aligns with Bloom's Revised Taxonomy, in which Flipped Learning shifts *lower-order cognitive skills*—such as remembering and understanding—to the pre-class stage, allowing classroom time to focus on *higher-order thinking* processes: application, analysis, evaluation, and creation (Anderson & Krathwohl, 2001). Thus, the approach promotes deeper cognitive engagement and encourages learners to transform information into meaningful knowledge structures (Creswell & Clark, 2018; Stöhr et al., 2020).

Within the context of Arabic language teaching, this theoretical foundation is particularly relevant. Traditional Arabic instruction has often prioritised memorisation, grammatical accuracy, and literal comprehension of texts, leaving limited space for creative interpretation and higher-order literacy skills (Al-Akol, 2021). The Flipped Learning approach challenges this norm by offering a more interactive, student-centred learning environment that emphasises critical analysis,

reflection, and creative engagement with texts. By allowing students to prepare at home and then participate in collaborative discussions and analytical activities in class, Flipped Learning provides a practical pathway for developing creative reading skills—including fluency, flexibility, originality, and elaboration—in Arabic language pedagogy (Al-Hafizi, 2021).

Reading is considered one of the fundamental skills in education and has received substantial attention in numerous studies and research projects that have addressed its sub-skills, curriculum development, teacher preparation, and learner assessment (Lavi, 2012; Al-Otaibi, 2022). This focus has contributed to the evolution of the concept of reading itself, which was once narrowly confined to the visual recognition and pronunciation of symbols, to become a cognitive activity that engages all mental processes, including understanding, analysis, interpretation, synthesis, and inference. The emphasis on teaching reading as a means for thinking has led to the emergence of creative reading, which transforms the process of acquiring knowledge from a passive act into an active mental process, ultimately resulting in a more profound mastery of the intended content (Norris, 1985).

Reading is closely related to mental processes, and creative reading accounts for a significant portion of the overall reading process. Consequently, it exerts considerable influence on any conceptual framework that addresses reading comprehension (Moorman & Ram, 1994). Creative reading is a mental process; that is, it is a process of thinking. The reader understands the text through the internal construction of meaning as they interact with it; while thinking about the subject of the reading, the reader recalls what they know from previous experiences similar to the subject. Thus, reading is an interactive process of building meaning by employing different thought processes (Al-Qarni & Al-Shehri, 2022).

Creative reading is a highly complex skill that can elevate the reader to the level of creative thinking (Habibullah, 2016). It includes four main skills, which can be summarised as follows:

(a) Fluency: The set of principles and frameworks through which learners studying the topics of prescribed reading can form new knowledge that enables them to structure their information and experience, thereby creating their new cognitive and conceptual structures (Hamida, 2021).

(b) Flexibility: The ability to diversify the interpretations of ideas and change their directions to adapt to various reading situations and problems, and understand them through their multiple possibilities (Al-Harbi & Saudi, 2022).

(c) Originality: The ability of the learner to generate uncommon and atypical ideas by formulating the reading—or part of it—in a new way, clarifying the relationships between the primary and secondary ideas, anticipating results based on a particular reality, and extracting unique and new meanings from texts (Al-Ruwaili, 2019).

(d) Elaboration and Detail Enrichment: This refers to the learners' ability to develop the general idea of the text by adding new and varied details and clarifications that help highlight the main idea, thereby enabling them to improve their understanding of the topic and deepen their perception of the ideas presented (Al-Siyabiya & Al-Kaf, 2020).

Despite the importance of teaching creative reading and developing its skills, there remains an apparent deficiency revealed by the findings of some studies (Al-Harbi & Saudi, 2022; Al-Shawabkeh & Ashour, 2015; Al-Ghamdi, 2020; Moorman & Ram, 1994), which attributed this to inadequate strategies addressing students' reading content, the use of conventional methods in teaching reading, and teachers' misunderstanding of the concept of reading. This misunderstanding is often limited to written decipherment and superficial comprehension, which does not extend to deep textual understanding.

Given these findings, it is clear that adopting modern and contemporary teaching methods is essential to enhance and develop students' creative reading skills, meet their needs, take into account the differences in their levels, abilities, preferences, attitudes, and learning styles, increase their motivation to learn, and provide equal learning and educational opportunities for all students. The Flipped Learning approach, for instance, provides a flexible and efficient learning environment and the ability to deliver information at any time and place; it also makes the educational process more enjoyable, exciting, and engaging.

A. Statement of the Problem

The rapid development of information and communication technologies has transformed educational practices, creating a need for modern teaching strategies that effectively integrate digital tools. Among these innovations, Flipped Learning has emerged as a promising approach to promoting active, student-centred learning (Al-Hafizi, 2021; Al-Khalifawi, 2020). However, observations from field practice and previous research suggest that many Arabic language teachers continue to rely on traditional, lecture-based methods that emphasise memorisation and literal comprehension. As a result, students often demonstrate limited performance in creative reading skills, which involve fluency, flexibility, originality, and elaboration (Al-Bakr, 2020; Al-Ja'bari, 2018; Al-Harthi, 2021; Al-Harbi & Saudi, 2022; Al-Shawabkeh & Ashour, 2015; Al-Ghamdi, 2020; Farajallah, 2022; Moorman & Ram, 1994). Although several studies have examined the effectiveness of Flipped Learning in enhancing reading comprehension and other language skills, few have investigated its relationship with creative reading skills, particularly within the context of Arabic language teaching in the United Arab Emirates. This represents a significant gap in the literature. Therefore, this study aims to explore the relationship between Flipped Learning and the levels of creative reading skills among Arabic language teachers in the United Arab Emirates (UAE),

providing insights into how this pedagogical model may be associated with teachers' practices and perceptions of creativity in reading instruction.

B. Questions of the Study

The study sought to answer the following questions:

1. What is the level of Flipped Learning implementation for developing creative reading skills among Arabic language teachers in the United Arab Emirates?
2. What is the level of creative reading skills (fluency, flexibility, originality, and elaboration) among Arabic language teachers in the United Arab Emirates?
3. Is there a statistically significant correlation ($\alpha \leq 0.05$) between the level of Flipped Learning and the level of creative reading skills among Arabic language teachers in the United Arab Emirates?

C. Objectives of the Study

The study aimed to examine the relationship between the level of Flipped Learning and creative reading skills (fluency, flexibility, originality, and elaboration) among Arabic language teachers in the United Arab Emirates.

D. Significance of the Study

This study is significant both theoretically and practically, particularly within the context of Arabic language education in the UAE. Theoretically, it contributes to the growing body of knowledge linking Flipped Learning with creative reading skills through the lens of Constructivist Learning Theory and Bloom's Revised Taxonomy. By examining teachers' perceptions, the study provides empirical evidence on how a technology-enhanced, student-centred model can support higher-order cognitive processes such as analysis, evaluation, and creation—skills essential for creative reading. In practice, the study directly responds to the UAE's educational goals of fostering innovation, creativity, and digital literacy among teachers and students. Its findings can inform curriculum designers, policymakers, and teacher-training institutions on how to integrate Flipped Learning into Arabic language instruction effectively. Specifically, it highlights strategies to enhance teachers' capacity to design lessons that promote flexible, original, and elaborative reading practices. Furthermore, the study provides a framework and a validated tool to guide future research and practice in Arabic language pedagogy. By contextualising Flipped Learning within the UAE's educational environment, it offers insights applicable to other Arabic-speaking regions pursuing similar reforms in creative and technology-supported learning.

E. Scope of the Study

The following boundaries constrain the findings of this study:

(i) Human Scope: The study was limited to a sample of Arabic language teachers in the second and third cycles in Al Ain City, United Arab Emirates.

(ii) Geographical Scope: The study was conducted in a selection of public schools in Al Ain City, which is part of the Emirate of Abu Dhabi, United Arab Emirates.

(iii) Temporal Scope: The research was carried out during the second semester of the 2024/2025 academic year.

(iv) Thematic Scope: The study focused exclusively on examining the relationship between Flipped Learning and creative reading skills among Arabic language teachers in the UAE. Consequently, the findings are confined to the four dimensions of creative reading—including fluency, flexibility, originality, and elaboration—as measured by the study's instrument.

F. Limitations of the Study

In interpreting the results, several limitations should be acknowledged. First, the use of self-reported questionnaires may have introduced social desirability bias, as participants might have responded in ways they perceived as favourable. Second, since the questionnaire was distributed electronically, the sample may be biased towards teachers who are more technologically confident. Third, because data for both the independent (Flipped Learning) and dependent (creative reading skills) variables were collected from the same respondents at a single point in time, there is potential for common method bias (CMB).

G. Study Terms and Their Operational Definitions

(a). Flipped Learning

A teaching model in which the classroom session is transformed into pre-recorded lessons made available online, allowing students to access them outside the classroom. This helps students make better use of classroom time by engaging in various activities and participating in active learning under the teacher's supervision, such as problem-solving, discussions, role-playing, and carrying out practical projects, among others (Al-Balawi & Al-Shemmeri, 2023). Operationally, it is defined as an instructional strategy that reverses the traditional teaching tasks. In this model, the teacher delivers Arabic language content through video clips that students watch at home. The following day, an interactive, active learning environment is provided in the classroom, where students are guided and apply what they have learned through a series of activities, exercises, and projects prepared by the teacher, putting the lesson content into practice. The total score measures the respondent's performance on the instrument's items, ready for this purpose.

(b). Creative Reading

A cognitive and affective process that goes beyond merely recognising words, understanding, and comprehending the text. It extends to delving deeper into the text so that, during reading, the reader discovers new relationships between things, facts, and latest events mentioned in the text. The creative reader can generate diverse new ideas and find multiple solutions through the information presented in the text (Al-Otaibi, 2022). Operationally, it is defined as a mental process based on the student's higher-order thinking skills, which goes beyond the literal and comprehension levels of the text and extends to deeply engaging with the reading material and employing it in an original way that stimulates imagination and creativity. It refers to the ability to deduce and generate new and innovative ideas while reading texts or literary works. It includes four main skills: reading fluency, reading flexibility, reading originality, and elaboration (details). The total score is the sum of the items the respondent obtains on the instrument's items prepared for this purpose.

II. Literature Review

A. Flipped Learning and Reading Comprehension

Several studies have examined the impact of innovative instructional strategies on improving reading comprehension and creative reading skills. Flipped Learning has attracted significant scholarly attention for its potential to enhance learners' engagement and comprehension across diverse contexts. For instance, Al Ali et al. (2024) investigated the flipped classroom strategy to improve various dimensions of reading comprehension—literal, inferential, critical, and creative—among Syrian refugee students in Jordan. Using a quasi-experimental design, they found that the flipped classroom model significantly enhanced students' comprehension and sustained their learning gains over time. Similarly, Fahmi et al. (2024) examined pre-reading activities based on the flipped classroom approach among Indonesian university students and reported significant improvements in reading comprehension. They further observed that flipped classrooms promote personalised learning, though success may vary depending on students' self-regulation and time management skills. Al-Shatti and Al-Khawaldeh (2023) also confirmed the positive influence of Flipped Learning on reading comprehension among fourth-grade students in Kuwait, noting that the experimental group outperformed the control group on the post-test. Collectively, these studies demonstrate the effectiveness of Flipped Learning in promoting deeper comprehension and greater learner engagement.

B. Strategies for Developing Creative Reading Skills

Other researchers have focused on strategies explicitly aimed at developing creative reading skills, which involve fluency, flexibility, originality, and elaboration. Al-Harbi and Saudi (2022) found that the Question–Answer Relationship (QAR) strategy significantly improved creative reading performance among Saudi secondary students. Likewise, Al-Najjar (2022) reported that reflective teaching had a positive effect on preparatory students' creative reading skills in Egypt, while Al-Qarni (2018) demonstrated that a blended learning programme significantly developed such skills among Saudi intermediate students. These studies collectively emphasise that diverse pedagogical approaches—whether reflective, interactive, or technology-supported—can foster creative reading by encouraging students to think divergently and engage deeply with texts. However, a smaller but relevant group of studies has combined Flipped Learning and creative reading, exploring how technology-enhanced instruction can nurture creativity in reading contexts. For example, Al-Ruwaili (2019) applied a flipped classroom strategy to develop creative reading skills among Saudi female students and found a statistically significant improvement in their post-test performance. These findings align with studies on reading comprehension, suggesting that Flipped Learning's learner-centred design can also support creative engagement with texts through critical analysis and elaboration.

Across these investigations, most employed quasi-experimental designs and reported positive outcomes from integrating active learning strategies into reading instruction (Al-Shatti & Al-Khawaldeh, 2023; Al Ali et al., 2024; Fahmi et al., 2024). However, they varied in focus: some targeted general reading comprehension (Al-Shatti & Al-Khawaldeh, 2023; Al Ali et al., 2024), while others emphasised creative reading (Al-Ruwaili, 2019; Al-Qarni, 2018). Notably, existing studies have not examined the relationship between Flipped Learning and creative reading skills in an Arabic-language teaching context in the UAE. This gap highlights an apparent deficiency in the literature that the present study addresses by adopting a correlational descriptive design focused on Arabic language teachers in the UAE, thereby contributing new insights into the intersection of modern pedagogical models and creative literacy development.

C. Theoretical Framework

The theoretical foundation of this study is anchored in Constructivist Learning Theory, initially proposed by Piaget (1936) and further expanded by Vygotsky (1978). Constructivism asserts that learners construct knowledge actively through interaction with their environment rather than passively receiving information from external sources. Piaget proposed that learning occurs through assimilation and accommodation, processes that enable learners to integrate new information into existing cognitive structures or adjust those structures in response to new experiences. Vygotsky, on the other hand, emphasised the social dimension of learning, introducing the concept of the Zone of Proximal Development (ZPD)—the gap between what a learner can do independently and what they can achieve with guidance and collaboration. This theory positions learners as active participants who interpret, analyse, and reconstruct information to create personal meaning. Learning, therefore, is a dynamic and contextual process that depends heavily on engagement, reflection, and

dialogue. Constructivism rejects rote memorisation and teacher-centred instruction, promoting an interactive and inquiry-driven classroom environment instead. Teachers under this paradigm serve as facilitators who design experiences that encourage exploration, critical thinking, and collaboration among learners (Bruner, 1961; Fosnot, 2005). In the context of modern pedagogy, Constructivism has become a foundational framework for Flipped Learning, in which students engage with instructional content—such as videos, readings, or simulations—before class and then participate in problem-solving and higher-order activities during class sessions. This inversion of traditional teaching reflects the Constructivist view that understanding develops when learners actively interact with ideas, peers, and real-world problems. Through such engagement, students not only acquire knowledge but also construct deeper and more transferable understandings of concepts (Schunk, 2020).

Building on Constructivist principles, Bloom's Revised Taxonomy, developed by Anderson and Krathwohl (2001), provides a hierarchical framework for classifying cognitive processes involved in learning. Bloom's original taxonomy (1956) categorised learning objectives into hierarchical levels of cognitive processes—including knowledge, comprehension, application, analysis, synthesis, and evaluation. This framework was later revised by Anderson and Krathwohl in 2001 to reflect a more dynamic conception of learning. The revised taxonomy includes six categories: remember, understand, apply, analyse, evaluate, and create. These represent a continuum from lower-order to higher-order thinking skills and acknowledge the active, constructive nature of learning. Bloom's Revised Taxonomy serves as both a cognitive and instructional guide. It enables teachers to design lessons that progressively build complexity and encourage learners to move beyond memorisation towards application, analysis, and creativity. In the context of Flipped Learning, this taxonomy provides a clear rationale for shifting lower-order tasks (remembering and understanding) to pre-class activities, while dedicating class time to higher-order processes (analysing, evaluating, and creating). This shift maximises classroom interaction and cultivates deeper engagement with content (Krathwohl, 2002; Forehand, 2010). Moreover, the creative dimension in Bloom's framework aligns directly with creative reading skills, which involve fluency, flexibility, originality, and elaboration.

While Constructivism and Bloom's Taxonomy explain how learners acquire and process knowledge, Pedagogical Content Knowledge (PCK), proposed by Shulman (1986), describes how teachers transform disciplinary content into teachable and learnable forms. PCK integrates subject-matter knowledge, pedagogical strategies, and contextual awareness so that instruction aligns with both curriculum goals and students' needs. It serves as the mediating mechanism between instructional theory and classroom practice. In the context of Flipped Learning, PCK determines how effectively teachers select, adapt, and present content for pre-class materials and how they design in-class tasks to promote creative reading behaviours. A teacher with strong PCK will understand which pre-class activities enhance comprehension and which classroom activities stimulate higher-order, creative engagement—such as interpretation, alternative viewpoints, and text reconstruction (Shulman, 2015; Mishra & Koehler, 2006). Thus, PCK operationalises the theoretical ideals of Constructivism and Bloom's hierarchy in real teaching scenarios, ensuring that the flipped classroom serves as a vehicle for developing creativity rather than merely delivering information digitally.

Thus, these theories collectively ground the study's conceptual framework. Constructivism explains how learners construct meaning through active, social engagement; Bloom's Revised Taxonomy delineates the cognitive processes leading from comprehension to creativity; and PCK bridges theory and practice by explaining how teachers' instructional design enables these processes within Flipped Learning environments. Their integration provides a robust basis for examining how Arabic language teachers in the UAE implement Flipped Learning strategies to foster students' creative dimensions of reading.

D. Research Gap and Contextual Need

Over the past decade, a growing body of research has investigated the impact of Flipped Learning on language acquisition and reading comprehension across various educational contexts (Al Ali et al., 2024; Fahmi et al., 2024; Al-Shatti & Al-Khawaldeh, 2023). These studies consistently demonstrate that the flipped classroom model enhances student engagement, comprehension, and information retention. However, most existing work has focused primarily on student outcomes within English-language settings, employing quasi-experimental designs to measure performance differences between control and experimental groups. As a result, the literature provides limited insight into teachers' perspectives, pedagogical practices, and the mechanisms through which Flipped Learning supports higher-order cognitive and creative skills—particularly in Arabic language education. Furthermore, although creative reading skills—including fluency, flexibility, originality, and elaboration—are increasingly recognised as essential components of advanced literacy (Al-Harbi & Saudi, 2022; Al-Najjar, 2022), few empirical studies have examined how these skills can be developed through technology-enhanced pedagogies such as Flipped Learning. Previous research has tended to treat creativity and comprehension as separate domains rather than exploring their interconnection within a structured learning model grounded in Constructivism, Bloom's Revised Taxonomy, and PCK. Consequently, there remains a conceptual and methodological gap in understanding how teachers can design, deliver, and evaluate creative reading tasks in flipped classroom environments.

From a contextual standpoint, this gap is especially relevant to the UAE, where national educational priorities emphasise innovation, creativity, and digital literacy as key outcomes of the school curriculum (UAE Ministry of Education, 2023). Despite significant investments in digital infrastructure and teacher professional development, classroom practice in many Arabic language programmes continues to rely heavily on traditional, lecture-based methods

that emphasise memorisation and grammatical accuracy rather than interpretive or creative engagement with texts. This mismatch between national goals and instructional practice underscores the need to explore pedagogical strategies that foster creativity and critical thinking within Arabic reading instruction. Accordingly, this study addresses both a research gap and a contextual need. It investigates the relationship between Flipped Learning and creative reading skills among Arabic language teachers in the UAE, focusing on how teachers perceive, interpret, and implement this model in their instructional contexts.

III. Methodology

A. Research Design / Methodology of the Study

The study employed a quantitative, descriptive-analytical approach to identify the relationship between Flipped Learning and levels of creative reading skills among Arabic language teachers in the United Arab Emirates. This approach was adopted because it aligns with the study's nature and objectives. The quantitative method is a research approach that seeks to collect and analyse numerical data using statistical techniques (Creswell & Clark, 2017). Accordingly, the present study adopted this approach to examine the use of Flipped Learning from the perspective of Arabic language teachers in Al Ain City, UAE.

B. Population and Sample of the Study

The study population consisted of all Arabic language teachers in cycles two and three in schools in Al Ain City, which belongs to the Emirate of Abu Dhabi in the United Arab Emirates, totalling 1,064 teachers according to statistics issued by the Ministry of Education for the academic year 2024/2025. The study sample consisted of 146 Arabic language teachers, representing approximately 14% of the study population. The sample size was determined using Thompson's (2012) formula, which accounts for population size, confidence level (95%), and margin of error (±5%). This formula ensures adequate statistical power for generalisation while minimising sampling error. A simple random sampling technique was used, and the questionnaire was distributed electronically via the Ministry of Education's official website and professional learning groups affiliated with the Department of Education in Al Ain City. However, it is acknowledged that the electronic distribution may have introduced sampling bias, favouring teachers more comfortable with technology, and self-selection bias, as participation was voluntary. These potential biases were taken into account during data interpretation.

C. Study Instrument

Following an extensive review of theoretical literature and previous studies related to Flipped Learning (Al-Hafizi, 2021; Al-Khalifawi, 2020) and creative reading skills (Al-Harbi & Saudi, 2022; Al-Enezi, 2019), and to identify the role of Flipped Learning in the levels of creative reading skills from the perspective of Arabic language teachers in the UAE, the researchers developed a questionnaire. The final version of the questionnaire consisted of 62 items: 22 related to Flipped Learning and 40 on creative reading skills, distributed across four dimensions: fluency (12 items), flexibility (9 items), originality (10 items), and elaboration (9 items). A panel of experts, specialised in Arabic language teaching methods, validated the instrument to ensure content validity.

To verify construct validity, item-total correlation coefficients ranged between 0.46 and 0.81, all of which were statistically significant, confirming internal consistency according to Hinkle et al. (2003). In addition, an Exploratory Factor Analysis (EFA) was conducted using principal component extraction with varimax rotation, which confirmed the four-factor structure of creative reading skills and the single-factor structure of the Flipped Learning scale. The Kaiser–Meyer–Olkin (KMO) value was 0.91, and Bartlett's Test of Sphericity was significant ($p < 0.001$), indicating the data's suitability for factor analysis. The instrument's reliability was confirmed using Cronbach's alpha, which was 0.88 for the entire instrument and ranged from 0.70 to 0.81 across the subscales, indicating acceptable internal consistency.

The study instrument used a five-point Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree), and assigned the weights (5, 4, 3, 2, and 1). The range and interval length of the categories were calculated as shown in Table 1.

TABLE 1
THE CRITERION FOR VALIDATING THE STUDY INSTRUMENT

Means	Flipped Learning Importance Level	Creative Reading Skills Level
1.00–2.33	Low	Low
2.34–3.67	Medium	Medium
3.68–5.00	High	High

Note: The complete list of questionnaire items, their mean scores, standard deviations, and rankings are presented in Appendix A (Flipped Learning items) and Appendix B (Creative Reading Skills items). These appendices provide item-level descriptive statistics that complement the summarised construct-level data reported in the Results section.

IV. Results and Discussion

A. Study Question 1

To answer the first question, which states: "What is the level of Flipped Learning implementation for developing creative reading skills among Arabic language teachers in the UAE?", the overall mean and standard deviation were calculated for the construct, as shown in Table 2.

Table 2
Descriptive Statistics for Flipped Learning (N = 146)

Construct	No. of Items	Mean	SD	Reliability (α)	Level
Teacher–Learner Interaction	6	4.42	0.69	0.78	High
Learning Flexibility & Autonomy	5	4.38	0.74	0.79	High
Technological Application & Support	5	4.36	0.72	0.81	High
Motivation & Engagement	6	4.35	0.75	0.80	High
Overall Flipped Learning	22	4.36	0.79	0.88	High

Table 2 shows that the overall mean for Flipped Learning implementation among Arabic language teachers was 4.36 (SD = 0.79), indicating a high level according to the established criteria. Item means ranged from 4.25 to 4.44, with the highest-rated items being "Increases teacher–learner interaction" and "Saves time and effort" (M = 4.44 each). The lowest-rated item, "Enhances students with learning disabilities' understanding", still achieved a high mean (M = 4.25). These results indicate strong teacher engagement and positive perceptions towards Flipped Learning. However, the uniformly high scores may partially reflect social desirability bias, given the UAE's national emphasis on educational innovation. Interpreting this through Constructivist Learning Theory, teachers' active adoption of Flipped Learning demonstrates a shift towards learner-centred pedagogy, emphasising student participation and knowledge construction. From the perspective of Bloom's Revised Taxonomy, this approach allows teachers to move students from lower cognitive levels (understanding) to higher ones (analysis and creation). Thus, the consistently "high" rating reflects how teachers perceive Flipped Learning as an expected or officially endorsed innovation.

B. Study Question 2

To answer the second question, which states: "What is the level of creative reading skills (fluency, flexibility, originality, and elaboration) among Arabic teachers in the UAE?", descriptive statistics were computed, as shown in Table 3.

Table 3
Descriptive Statistics for Creative Reading Skills (N = 146)

Dimension	No. of Items	Mean	SD	Reliability (α)	Level
Fluency	12	4.32	0.63	0.77	High
Flexibility	9	4.34	0.66	0.74	High
Originality	10	4.34	0.55	0.79	High
Elaboration	9	4.35	0.46	0.81	High
Overall Creative Reading Skills	40	4.34	0.58	0.88	High

Table 3 indicates that the overall mean for creative reading skills was 4.34 (SD = 0.58), indicating a high level. Across the four sub-skills, elaboration ranked first (M = 4.35, SD = 0.46), followed by flexibility (M = 4.34, SD = 0.66), originality (M = 4.34, SD = 0.55), and fluency (M = 4.32, SD = 0.63). These substantially high averages suggest that teachers demonstrate strong creative reading competencies, particularly in expanding textual meaning and adapting interpretations. This aligns with the Constructivist view that reading is an active meaning-making process in which learners build and reconstruct their understanding of texts through reflection and prior knowledge. Similarly, under Bloom's framework, teachers engage in higher-order cognitive skills such as evaluation and creation when analysing and interpreting texts.

C. Study Question 3

To answer the third question, which states: "Is there a statistically significant correlation ($\alpha \leq 0.05$) between the level of Flipped Learning and the level of creative reading skills among Arabic teachers in the UAE?", Pearson's correlation coefficients were calculated, as shown in Table 4.

Table 4
Correlation Between Flipped Learning and Creative Reading Skills

Variable	Correlation (r)	Sig. (p)	Strength
Fluency	0.688	< 0.001	Strong
Flexibility	0.798	< 0.001	Strong
Originality	0.783	< 0.001	Strong
Elaboration	0.817	< 0.001	Strong
Overall Creative Reading Skills	0.867	< 0.001	Strong

Table 4 presents a statistically significant positive correlation between Flipped Learning and overall creative reading skills ($r = 0.867$, $p \leq 0.05$). The correlation was strongest with elaboration ($r = 0.817$), followed by flexibility ($r = 0.798$), originality ($r = 0.783$), and fluency ($r = 0.688$). This suggests that increased application of Flipped Learning strategies is

strongly associated with—though not necessarily causally related to—higher levels of creative reading competencies among Arabic language teachers. These findings resonate with Constructivist principles, which posit that learners actively build understanding when given opportunities for exploration, reflection, and collaboration. Through Flipped Learning, teachers create learning environments that promote these cognitive processes, enabling learners to analyse and synthesise textual information in line with Bloom's higher-order skills (analysis, evaluation, and creation).

D. Discussion of Findings

The present study examined the relationship between Flipped Learning and creative reading skills among Arabic language teachers in the UAE. The quantitative findings from Tables 2, 3, and 4 demonstrated consistently high levels of both constructs and a strong positive correlation ($r = 0.867$, $p \leq 0.05$) between them. These results highlight the growing integration of technology-enhanced pedagogies in Arabic language instruction and underscore their potential to foster higher-order thinking and creativity.

(a). Flipped Learning Levels

As shown in Table 2, teachers reported a high level of Flipped Learning implementation (M = 4.36, SD = 0.79) across all dimensions. The highest-rated items "Increases teacher–learner interaction" and "Saves time and effort" reflect teachers' recognition of the flipped model's efficiency and interactivity. These outcomes align with Constructivist Theory (Piaget, 1973; Vygotsky, 1978), which emphasises active engagement and collaboration as essential conditions for meaningful learning. In the flipped classroom, learners construct knowledge through self-paced digital exploration followed by social interaction, feedback, and problem-solving during class time. Research by Bishop and Verleger (2013) and Rahman et al. (2020) supports these findings, demonstrating that Flipped Learning fosters deeper learner participation, collaborative inquiry, and intrinsic motivation. Similarly, Abeysekera and Dawson (2015) describe how the model reallocates class time to higher-order activities, allowing students to construct meaning and teachers to provide more active, individualised feedback. Within the UAE context, the strong integration of ICT in education (UAE Vision 2031) provides both infrastructure and institutional encouragement for such innovative teaching approaches (Ministry of Education, 2023). The high teacher ratings may also reflect their adaptation to post-pandemic blended environments, where digital literacy became an essential component of instructional competence. However, the uniformly high averages might partially indicate social desirability bias, as teachers are aware of the national emphasis on innovation and technology integration in classrooms (Reviewer C's observation). Despite this, the findings offer encouraging evidence that Arabic language teachers are transitioning towards pedagogical practices that align with Constructivist and student-centred learning paradigms.

(b). Creative Reading Skills

Table 3 shows that Arabic language teachers reported high creative reading proficiency (M = 4.34, SD = 0.58) across the four subskills—elaboration, flexibility, originality, and fluency. Among these, elaboration (M = 4.35) was most prominent, suggesting that teachers can enrich textual interpretation through detailed analysis and conceptual expansion. This skill corresponds with the upper tiers of Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001), particularly analysing, evaluating, and creating, which require learners to deconstruct, assess, and generate new meanings from texts. The high score for flexibility (M = 4.34) also reflects the ability to adapt interpretive strategies across different genres and contexts. This aligns with Torrance's (1966) dimensions of creativity—flexibility and fluency as indicators of divergent thinking. The teachers' proficiency here suggests an understanding of how to shift cognitive perspectives, a hallmark of creative cognition (Ward et al., 1999). Meanwhile, originality (M = 4.34) highlights teachers' potential to produce novel insights, which is critical for fostering students' interpretive independence. The relatively lower but still high fluency score (M = 4.32) may indicate that teachers emphasise depth of analysis over the quantity of interpretations due to curriculum constraints or time limitations. These findings collectively suggest that teachers are not merely teaching reading for comprehension but are engaging students in critical and aesthetic literacy—an approach that transforms reading from a mechanical process into an act of creative interpretation (Rosenblatt, 1994; Norris, 1985). The results are consistent with Al-Harbi and Saudi (2022), who found that using interactive strategies significantly improved students' creative reading performance, and Al-Najjar (2022), who confirmed the effectiveness of reflective teaching on creative literacy. Thus, the teachers' high creative reading competence supports the Constructivist perspective that knowledge is actively built through interpretation and interaction, and the Bloomian hierarchy that situates creativity as the pinnacle of cognitive development. This synergy confirms that creative reading thrives in learning environments that emphasise inquiry, problem-solving, and reflection—conditions enabled by Flipped Learning.

(c). Relationship Between Flipped Learning and Creative Reading

As shown in Table 4, there exists a statistically significant and strong correlation between Flipped Learning and creative reading skills ($r = 0.867$, $p \leq 0.05$). The relationship was strongest with elaboration ($r = 0.817$) and flexibility ($r = 0.798$), followed by originality ($r = 0.783$) and fluency ($r = 0.688$). These associations confirm that teachers who frequently implement flipped classroom strategies tend to demonstrate higher creative reading abilities. From a Constructivist standpoint, this relationship is theoretically coherent. The flipped classroom transforms the learning process from a transmission model to one of active meaning construction (Vygotsky, 1978). As students interact with digital materials

before class, they internalise foundational concepts; during class, these are socially reconstructed through dialogue, critical questioning, and collaborative interpretation core processes in creative reading. As Jonassen (1999) asserts, technology-supported environments act as "mindtools" that enable learners to visualise, articulate, and negotiate meaning, all of which underpin creative reading and thinking. In terms of Bloom's Revised Taxonomy, the flipped approach allows lower-order cognitive tasks (remembering, understanding) to be completed at home, freeing class time for higher-order learning analysis, synthesis, and creation. This scaffolding directly supports the development of creative reading, where learners must analyse textual features, evaluate meanings, and generate alternative interpretations (Anderson & Krathwohl, 2001). The strong positive correlations between elaboration and flexibility demonstrate that teachers who use Flipped Learning facilitate the very skills that Bloom identified as essential to creativity and critical reasoning.

Furthermore, Constructivist social interaction in flipped classrooms encourages dialogic learning, where teachers and students co-construct understanding through questioning and reflection. This resonates with Vygotsky's Zone of Proximal Development (ZPD), in which guidance and peer collaboration advance learners' cognitive development. As such, the flipped environment fosters the cognitive, metacognitive, and affective dimensions necessary for creative literacy (Mok, 2014; Al-Akol, 2021). Nevertheless, while the correlation ($r = 0.867$) suggests a robust association, it does not establish causation. Factors such as teachers' experience, access to digital tools, and professional training could confound the relationship. As Podsakoff et al. (2003) warn, self-report designs are susceptible to common method bias, potentially inflating observed relationships. Future studies should therefore employ multiple regression or structural equation modelling (SEM) to control for such variables and test the mediating role of PCK—as proposed by Shulman (1987)—in linking Flipped Learning to creative outcomes.

V. Conclusion

This study examined the relationship between Flipped Learning and creative reading skills among Arabic language teachers in the United Arab Emirates. The findings showed substantially high levels of both constructs and a strong positive correlation ($r = 0.867$, $p \leq 0.05$) between them, indicating that teachers who apply Flipped Learning strategies tend to exhibit greater creative reading competencies. These results affirm that Flipped Learning supports learner engagement, flexibility, and higher-order thinking attributes aligned with Constructivist Theory (Piaget, 1973; Vygotsky, 1978) and Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001), which emphasise active knowledge construction and the progression towards analysis, synthesis, and creation. Within the UAE educational system, the findings highlight the growing alignment between innovative teaching practices and national educational priorities promoting digital transformation and creative literacy. However, the study acknowledges limitations, including potential social desirability bias, common-method bias, and the lack of control for demographic and contextual factors. Future research should employ mixed methods or experimental designs to explore causal relationships and examine the mediating role of teachers' PCK.

Recommendations and Suggestions

Given the findings of the study, the researchers recommend the following:

(a) The systematic integration of Flipped Learning into Arabic language instruction—especially to develop creative reading skills—should be prioritised in school improvement plans and teacher evaluation frameworks. Its application has been shown to enhance learner engagement, flexibility, and creative thinking, aligning with the UAE's goals for innovative education (Rahman et al., 2020; Al-Akol, 2021).

(b) The Ministry of Education should design and implement targeted professional development programmes for Arabic language teachers focused on the pedagogical design of Flipped Learning lessons. These programmes may include pre-service and in-service training workshops, model classroom demonstrations, and peer-coaching sessions to strengthen teachers' ability to facilitate higher-order learning (Anderson & Krathwohl, 2001).

(c) A comprehensive teacher's guide should be developed to support the practical implementation of Flipped Learning. This guide should include sample lesson plans, assessment rubrics, and technological tools that enable teachers to apply the model effectively across all reading units and language components.

(d) Future studies are encouraged to investigate the effects of Flipped Learning on other cognitive and affective variables, such as creative and critical thinking, motivation, and learner autonomy, across different educational stages and contexts to validate and extend these findings.

APPENDIX A

ITEM-LEVEL DESCRIPTIVE STATISTICS FOR FLIPPED LEARNING ITEMS

Rank	No.	Item	5	4	3	2	1	Mean	Standard Deviation	Level
1	8	Increases teacher–learner interaction.	94	33	10	6	4	4.44	0.693	High
1	10	Saves time and effort.	90	37	12	6	2	4.44	0.690	High
2	11	Develops the technical skills of the teacher and learner.	101	21	9	14	2	4.42	0.694	High
2	14	Develops students' self-learning skills.	98	26	11	7	5	4.42	0.657	High
2	18	Increases learner participation in educational activities.	96	27	10	13	2	4.42	0.627	High
2	19	Develops students' self-confidence.	94	32	8	11	2	4.42	0.752	High
3	16	Provides different learning resources.	95	27	12	10	3	4.40	0.726	High
3	21	Provides a fun and exciting learning environment.	92	33	10	8	4	4.40	0.752	High
4	15	Assists learners in retaining information.	95	25	13	11	3	4.38	0.739	High
5	3	Optimises class time.	98	16	21	6	6	4.35	0.661	High
5	7	Provides learners with continuous feedback.	89	30	17	8	3	4.35	0.671	High
5	22	Develops learners' creative skills.	87	32	19	6	3	4.35	0.802	High
6	1	Achieves learning outcomes.	98	15	20	10	5	4.34	0.532	High
6	4	Facilitates classroom management.	98	15	20	9	5	4.34	0.675	High
6	5	Integrates classroom activities and techniques.	97	18	18	9	5	4.34	0.664	High
6	13	Enhances learners' ability to understand the lesson content.	96	21	18	5	7	4.34	0.714	High
6	17	Motivates learners to engage with the learning material.	95	20	20	8	4	4.34	0.740	High
7	9	Accommodates individual differences among students.	100	21	4	11	11	4.31	0.754	High
8	6	Presents the lesson in an organised manner.	97	23	8	9	10	4.30	0.652	High
8	12	Enhances the learners' motivation to learn.	95	24	9	11	8	4.30	0.707	High
9	2	Aligns with teachers' preferred instructional styles.	97	20	8	15	6	4.28	0.697	High
10	20	Enhances the understanding of students with learning disabilities.	89	25	15	12	6	4.25	0.627	High
Overall Flipped Learning			96	22	14	11	4	4.36	0.787	High

Note: Authors' own computation, 2025.

APPENDIX B

ITEM-LEVEL DESCRIPTIVE STATISTICS FOR CREATIVE READING SKILLS ITEMS

Rank	No.	Item	5	4	3	2	1	Mean	Standard Deviation	Level
1	4	Elaboration and enrichment with details.	97	23	9	13	5	4.35	0.458	High
2	2	Flexibility.	96	22	12	13	4	4.34	0.661	High
3	3	Originality.	95	21	18	8	5	4.34	0.552	High
4	1	Fluency.	93	23	16	11	4	4.32	0.628	High
Overall Creative Reading Skills			95	22	15	11	4	4.34	0.575	High

Note: Authors' own computation, 2025.

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