



People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
University of Ibn Khaldoun, Tiaret  
Faculty of Letters and Languages  
Department of English

**Investigating the Flipped Learning Philosophy in Teaching Beginner English Learners  
in Tiaret Province**

A Dissertation Submitted in Partial Fulfillment of the Requirements for Master's Degree in  
Didactics

Submitted by: Ms. Siham Kaouche

Supervised by: Dr. Oussama Founes

**Board of Examiners**

Dr. Naima Sahli	Chairwoman	MCA	University of Ibn Khaldoun Tiaret
Dr. Oussama Founes	Supervisor	MCB	University of Ibn Khaldoun Tiaret
Mr. Ali Berrabah	Examiner	MAA	University of Ibn Khaldoun Tiaret

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## **Declaration**

I hereby, candidate for a Master's degree in Didactics, at the English Language Department, Ibn Khaldoun University of Tiaret, declare that the dissertation entitled *Investigating the Flipped Learning Philosophy in Teaching Beginner English Learners in Tiaret Province*, is an original work, and it has not been submitted previously at any university or institution.

Siham Kaouche

## **Dedication**

This piece of work is dedicated to my parents

To the souls of my sisters Karima and Nihed, May Allah's mercy is upon them!

To the teachers who made me feel that I am a special learner

To myself!

## **Acknowledgements**

All praise is to Allah for all the blessings He provided me with to carry out this piece of work. My success is only by Him.

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### **Abstract**

This research aims at investigating the extent to which flipped learning can be implemented in beginner young EFL classes, in Tiaret Province; Algeria. The knowledge gap in flipped learning literature led to inquiries about its implementation. Namely, the extent to which beginner young learners can deal with the radical change of flipped learning. Therefore, to manipulate this problem, a mixed-methods study was conducted, and triangulation instruments; observations, interviews, and questionnaires, were used to collect data about teachers' perceptions and the beginner young classrooms in Tiaret Province. The constant comparative analysis of the qualitative data and the descriptive analysis of the quantitative data gathered through this study reveal that the implementation of flipped learning in beginner young EFL classes depends on teachers' beliefs about teaching beginner young learners, yet significant positive perceptions were identified, and it depends also on learners' differences. The findings show that the flipped classroom can be an optimal alternative method for teaching. However, its implementation in beginner young English language classrooms should be decided by teachers.

*Keywords:* EFL classes, Flipped learning, Young learners

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## Acronyms

CBA: Competency-Based Approach

CBLT: Competency-Based Language Teaching

CEFR: Common European Framework of Reference

CPH: Critical Period Hypothesis

EFL: English as Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

ESP: English for Specific Purposes

FLGI: Flipped Learning Global Initiative

FLIP: Flexible environment, Learning culture, Intentional Content, Professional educator

FLN: Flipped Learning Network

IEI: Intensive English Institute

JiTT: Just-in-Time Teaching

LMS: Learning Management System

MIT: Massachusetts Institute of Technology

STEM: Science, Technology, Economics, and Mathematics

STT: Student Talking Time

TTT: Teacher Talking Time

ZPD: Zone of Proximal Development



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# **General Introduction**

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From a sage on the stage to a guide on the side; this philosophy throws up a number of teaching methods that consider learners as the cornerstone of the teaching and learning process. Learner-centered methods attend above all to the very learners' needs, preferences, styles, and interests in a given teaching and learning situation. One of these methods is the flipped classroom.

The flipped classroom is an appealing strategy, which has gained popularity recently in the field of education because of its effectiveness. However, there is still a paucity of research about the efficacy of this technique to teach foreign languages (Roehling, 2018). Additionally, most of the flipped classroom research is conducted about adult learners and/or higher educational disciplines. Yet, less is known about young learners and beginner learning levels.

By taking into consideration the Algerian context, most beginner English learners start learning at an age of around 10 years. Using the flipped classroom strategy for teaching such a category of learners may be challenging. Young learners cannot deal with new teaching materials by themselves unless they are guided by their teachers in the classroom. Therefore, conducting research about the possibility to use the flipped classroom for teaching beginner young learners is crucial.

Theoretically, this study will provide insights into the use of the flipped classroom for teaching foreign languages, especially to young learners. Practically, it will inspire educators to experiment with flipped classrooms for the sake of enhancing the quality of learning and training gradually learners to become responsible for their learning and also become competent enough to deal with innovative higher education methods such as blended learning and e-learning.

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This research aims to investigate the extent to which the flipped learning principles can be successfully implemented in beginner English classes, in Tiaret Province.

More precisely this research endeavors to:

- Examine teachers' knowledge about the flipped classroom.
- Identify the extent to which flipped learning has been efficiently implemented in beginner EFL classes, in Tiaret Province.
- Probe the teachers' perceptions about the possibility to use the method to teach beginner learners.

This research aims at investigating the questions:

1. Are there teachers, in Tiaret Province, who have intentionally implemented the flipped learning in beginner English classes?
2. How efficient is the implementation of flipped classroom strategies with beginner EFL learners, in Tiaret Province?
3. What are the perceptions of the Tiaret Province teachers towards the use of the flipped classroom to teach beginner English learners?

Those questions are hypothesized as:

1. Teachers of Tiaret Province have implemented unintentionally the flipped learning in beginner English classes.
2. There is a gap between the flipped learning principles and their implementation in beginner EFL classes, in Tiaret Province.
3. Teachers of Tiaret Province consider the flipped classroom as an effective strategy to teach the English language to beginner learners.

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The body of the current research will be divided into three chapters; the first and the second chapters are a review of relevant flipped learning literature. These chapters establish the groundwork of the study; they present educators' perceptions and the history of inverted classrooms, they also provide an extended description of the flipped learning model, its principles, advantages, and the probable challenges of implementing the model. These items are supported by an elaboration of the theories underpinning the model's teaching practices. The third chapter, however, explains the methodology of approaching the research problem, manipulating the data collection, and discussing the findings.



# **Chapter One: The Flipped Classroom**

## **Framework**

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## 1.1 Introduction

Educationalists set in motion various teaching methods since ancient times. The purpose beyond these methods is to achieve the definitive aim of teaching that is learning. The different approaches to teaching, in their very essence, have attempted to respond to learners and learning needs. Yet, these approaches differed in the nature of teaching which has been revolutionized and re-conceptualized from teacher-centered to learner-centered. This change created flexibility in the field of education where teachers should select deliberately, from a large array of methods, the most appropriate one that fits the very learning context and learners' needs. Putting the learners' needs at the heart of the teaching and learning process paved the way for teachers and practitioners to introduce other methods which aim to achieve not only learners' needs per se but to reach each learner's needs. One of these methods is the flipped classroom which was introduced by Bergmann and Sams; two Colorado chemistry teachers, in 2007. The flipped classroom gained attractiveness since its appearance because of its learning effectiveness and the impactful progress it has created on teachers and learners who experienced it. However, there is a lack of clear-cut definitions of the flipped classroom frameworks, designs, and implementation. Furthermore, there is a paucity of research in different educational fields, like social sciences, humanities, and foreign languages such as English. These gaps lead to a need for further research in a variety of contexts.

This chapter covers various areas in the body of the flipped classroom literature to conceptualize its definitions and the overall history of its emergence. Besides, some application and research evidence about this strategy in English language teaching. Moreover, this chapter embodies the overall specifications of the flipped classroom model and examines its advantages and major practical challenges.

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## 1.2 Conceptualizations of the Flipped Classroom

The flipped classroom is the recent buzz strategy in the educational arena which is a learner-centred method that “redefine[s] the classroom paradigm” (Bedi, 2018, p.3). The flipped classroom reshapes and flips the traditional learning settings, which is up to Bergmann and Sams (2012) a ‘mindset’ that focuses on the individual learner needs. However, there is no clear-cut definition of this strategy (Abeysekera & Dawson, 2015; Bernard, 2015; Bishop and Verleger, 2013; Gieger et al., 2019; as cited in Wagner, 2020). Flipped learning, flipped education, reverse teaching, classroom flip, inverted classroom, and upside-down classroom, are all terms used to refer to the flipped classroom strategy. These terminologies mirror the distinct scholars’ views of this method.

Some educationalists focus on the conspicuous, but the core idea behind the inverted classroom. The former implies that “events that have traditionally taken place inside the classroom now take place outside the classroom” (Lage, Platt, & Treglia, 2000, p.32, as cited in Kelly & Snowden, 2012). The flipped classroom is about flipping where traditionally the learner used to expose new instructional materials so “the key focus is on the pedagogical change, not a technological one” (Mehring & Leis, 2018, p.1). Knowledge transfer that used to occur inside the classroom to the whole group is delivered to learners outside of the classroom typically online (Roehling, 2018). However, watching videos online is not indispensable (Hockly, 2017, as cited in Kerr, 2020). Additionally, Bergmann and Sams (2012) claim that the flipped classroom is about redirecting the spotlight in the classroom from the teacher onto the learners and learning. They affirm that the “flipped classroom does not center around videos, but most teachers who flip use videos as means of delivering direct instruction” (Bergmann & Sams, 2012, p.96).

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Other scholars (Bishop and Vergler, 2013; Gannod, 2008; Enfield, 2013; Moroney, 2013; Gaughan, 2014), however, specify their view to the flipped classroom. They opine that the use of specific methods of interaction between the group of learners inside the classroom and the utilization of videos to record lectures outside the classroom is mandatory in flipped classrooms (Eppards & Rochdi, 2017). Bishop and Vergler (2013), for example, assert that flipped teaching involves learners engaged in interactive activities inside the classroom and an individual video-based instruction to each learner out of the class. Furthermore, they restrict their flipped classroom to the use of videos and reject any conceptualization of other tools such as reading assignments before a class.

The use of technology and the personalization of learning are the two important elements that make the flipped classroom special (Al-Harbi & Alshumaimeri, 2016). This view may combine the previous perspectives. Bergmann and Sams (2012) claim that personalization of education is a proposition to reach every learner in and outside the classroom by providing the right support so that they can learn independently at their own pace from the pre-teaching content.

In this study the term flipped learning is favored because the focus is on learning and learners rather than the classroom settings. Flipped learning can be defined as a revolutionary philosophy that flips the conceptualization of the traditional classroom for teachers as well as learners who are supposed to move from lower levels of knowledge processing, outside the classroom, to higher thinking activities inside the classroom.

### **1.3 Brief Overview of the Flipped Classroom**

The flipped classroom approach is rooted in the field of education since a long time ago when interest was re-directed from teacher-centered to learner-centered instruction (Kerr, 2020). This may be traced back to Socrate's questioning method that aims to stimulate

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learners' interest and curiosity and push them to engage in active learning (Muzyka and Luker, 2016). However, the development of the flipped pedagogy idea emerged since Morrison and Boyd's class notes textbook and Gutenberg method in which students do reading assignments and prepare questions about the main concepts in the assigned material to be discussed in the class with the teacher (Muzyka and Luker, 2016). Moreover, the perceptions towards teaching kept growing due to Alison King's prominent article (1993) "From Sage on Stage to Guide on the Side" (Roehling, 2018). King urged to stop lecturing and start involving students in active learning.

The stepping stone of the flipped classroom began in 1995 by Wesley Baker. However, he did not speak about his flipped communication courses until 2000 (Muzyka & Luker, 2016). Nevertheless, the first who coined the 'inverted learning' concept was a group of economics teachers; Lage, Platt, and Treglia, in 2000, through a paper entitled "Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment" (Eppard & Rochdi, 2017; Bedi, 2018; Roehling, 2018; Wagner, 2020). Additionally, some researchers such as Roehling (2018) maintain that Salman Khan's (2004) short videos of mathematics, also contribute to the evolvement of inverted learning.

The flipped classroom approach has gotten a foothold in the educational arena since the spring of 2007. The driving force behind flipping classes are Bergmann and Sams; the Colorado high school science teachers (Roehling, 2018; Muzyka & Luker, 2016; Talbert, 2012; Bedi, 2018; Eppard & Rochdi, 2017, et al.). The flipping movement was reinforced by the book of Bergmann and Sams (2012); *Flip your Classroom: Reach every Student in every Class every Day*, the Flipped Learning Network (FLN), and the Flipped Learning Global Initiative (FLGI) (Roehling, 2018). From then, many teachers flipped their classes, mainly in the field of Science, Technology, Economics, and Mathematics (STEM).

### 1.4 Evidence of EFL Flipped Classroom Effectiveness

Why flip? When to flip? These are the most frequent questions which arose in many English language teachers' minds about the appealing strategy; flipped classroom. These questions are among the reasons behind the rationale of the conducted research in the English language teaching (ELT) field. The chief concern of ELT teachers is the effect of the flipped classroom method on the learning outcomes of their students.

In a systematic review, Koh (2019) from Otago University examined the learning outcomes of 51 studies published from the year 2013 to 2018. 25% of the total number of these studies is about language teaching. The results of his examination revealed a positive impact on the learning outcomes in terms of knowledge transfer, skills performance, and attitudinal outcomes.

The effectiveness of flipped learning is proven also in the research conducted by Wagner (2020). His meta-analysis synthesis of previous studies shows the efficiency of the flipped classroom on students' academic achievement. Then, this evidence was further supported through his quasi-experimental study which included 848 ninth-grade students of 38 schools, in the German state of Bavaria. The quasi-experiment lasted for four weeks to gauge the impact of the flipped classroom in comparison with the other video-based teaching.

Another study that manipulated the 9th grade of English classes was by Lee and Lim (2020), in Seoul, South Korea. The sample involved one teacher and 100 students, all of them were males. The research aimed at investigating the changes the flipped classroom may create in the English learning context. The findings indicated that there were a significant improvement in the students' learning outcomes, and a noticeable collaboration and interaction among the students.

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Flipping was impactful also in teaching future teachers up to Tohei's (2018) study. His study aimed to meet learners with diverse abilities who were in need to practice teaching theoretical principles inside the classroom to receive feedback about their training progress. According to Tohei (2018), the flipped classroom was the most appropriate alternative because of the opportunities it offered to the participants.

#### **1.4.1 English Flipped Classroom in the Algerian Context**

The use of the flipped classroom strategy is sparse in Algeria, as in all the other countries of the world. Mostaganem, Oum El Bouaghi, Relizane, Algiers 2, Biskra, Ghardaia, and Bechar are the areas in Algeria that have experimented with flipped learning willingly or imposed by Covid-19. However, all of these case studies ended up with positive results about flipping the English language teaching and learning. For instance, the reading skill of students at Algiers 2 University was developed via the quasi-experiment conducted by Sebbah (2019). Additionally, the other cases which aimed at improving oral skills, writing skills, and content understanding have achieved their purpose through the flipped classroom interventions.

### **1.5 Perceptions towards the Flipped Learning**

Flipped learning is about flipping the minds of teachers and students as well (Bergmann & Sams, 2012). Perceptions of the teachers and/or the students have been the center of many pieces of research, especially after experimenting with flipping interventions. Positive comments and/or results were noticed in some articles that have been examined in this study.

According to Snowden's (2012) research, positive perceptions were extracted from interviewing eight teachers at one high school in Texas. The interviewees were 'core teachers' of English, math, science, and social studies. However, this number of participants is not representative enough and the researcher recommended further studies.

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An extended study was published by Unal, Unal, and Bodur (2021). It included the perceptions of fifty-seven middle school teachers. The participants regarded the flipped classroom as an important alternative to promote active and collaborative learning and foster students' sense of responsibility towards their learning. However, they agreed upon the challenges of flipped learning such as the teachers' laborious efforts. Besides, the teachers of the English language Arts were less willing to experiment with flipped learning.

Further study in the Korean middle school remarked salient views towards flipped learning. The mindset of the teacher and the students were changed after implementing the strategy. The opportunity to communicate the English language inside the classroom gave the students new insights into the classroom teaching. They became responsible for their learning progress. Additionally, the teacher's role shifted from a knowledge provider to a guide and a leader.

Admiration of flipped learning is obvious in Lin's (2017) case study on vocabulary acquisition. Lin (2017) applied the flipped classroom to the first level of vocabulary and Literacy course in the Intensive English Institute (IEI) at Ball state university. Lin's (2017) motive behind the use of the flipped classroom is to address the needs of a class of 90% of Arabic speakers and 10% of Chinese speakers. Lin (2017) concluded that the flipping made his students more responsible for their learning, and they developed reasoning skills. He believed that his students became interested since they used to ask meaningful questions. Moreover, Lin (2017) asserts: "I will definitely flip more classes in the future" (p.221). This implies his impression of flipped learning.

### **1.6 The Four Pillars of the Flipped Learning Model**

Teaching is a dynamic process, what goes well in one situation may not succeed in another. Basically, the flipped classrooms are different from the classical ones. They are also



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distinct from video-based instructions, distance, and blended learning (Hamdan, et al., 2013; Demiral, 2016). In addition, Roehling (2018) declared that classroom flip is not identical to learning flip. What makes Bergmann and Sams' flipped method unique from other methods, is its foundation on four sound pillars (FLIP); flexible environment, learning culture, intentional content and professional educators (Hamdan, et al., 2013; Flipped Learning Network, 2014).

### **1.6.1 Flexible Environment**

The flipped learning environment is stress-free, in which learners are not 'passive recipients' but performers in an individual, pair, or group work, and they rearrange their physical learning space according to the activities in which they are involved. Flexibility also refers to learners' choice of their suitable learning pace. The flexibility of the learning environment makes learners feel at ease to ask for assistance from their peers and the teacher (Hamdan, et al., 2013; Demiral, 2016). Thus, the flexibility of flipped learning environment helps in better learning.

### **1.6.2 Learning Culture**

The pivotal change in flipped learning is the move from a teacher-centered culture of learning to a learner-centered culture (Hamdan, et al., 2013; Demiral, 2016). Therefore, "flipping involves changing one's own instructional mindset and supporting students in changing their mindsets and approaches to the course" (Hsieh, 2017, as cited in Green, et al., 2017, p.33). Flipped learning is not about changing the framework of the classroom, but a shift in roles within the learning process (Hamdan, et al., 2013; Roehling, 2018; Hsieh, 2017, as cited in Green, et al., 2017). Flipped classroom learners have the mindset of being responsible for constructing concepts, while the teacher paves them the way to do so.

### **1.6.3 Intentional Content**

The content to be taught is selected deliberately to the very needs of learners by taking into account learners' differences and styles. The intentional content has to accommodate also the learners' level or the zone of proximal development (ZPD) through Vygotsky's (1978) scaffolding method (Ahmed, 2016; Hamdan, et al., 2013). Furthermore, the use of intentional content ensures the effective use of classroom time (Demiral, 2016).

### **1.6.4 Professional Educators**

The teacher according to the flipped learning culture is the guide on the side. However, this does not exclude her/his role from the teaching process; s/he is at the heart of this process (Demiral, 2016). The teachers' role is maximized; they have to be reflective, skilled, and professional enough to flipping interventions, since accommodating individual learners' differences is not an easy task (Hamdan, et al., 2013; Demiral, 2016; Ahmed, 2016).

## **1.7 Principles of Designing a Flipped Course**

Understanding how to design a flipped course ensures learners' engagement in the process of learning and achieving the goal of the course (cf. Biggs & Tang, 2011, as cited in Walker et al., 2020). According to Roehling (2018), Kim et al. (2014), and Honeycutt (2016) eight principles that lay the groundwork for flipped learning outside and inside the classroom framework are recommended. These principles include, first, making a link between what is prepared outside and carried out inside the classroom and the objectives of the two phases, and building learners' responsibility for learning, providing opportunities for feedback, interaction, and assessment. These principles are grouped under the umbrella of three key principles developed by Hsieh (2017).

### **1.7.1 Learning Objectives**

In flipped classrooms, teachers should clearly communicate with learners the learning objectives of pre-class and in-class activities. The prerequisites of pre-class tasks are related to knowledge-based objectives. Attainment of these objectives, that is comprehension, leads to the ability to invest the comprehended concepts through a variety of classroom practices related to application, synthesis, evaluation, and creation objectives.

Students' knowledge of the learning objectives must be supported with assessment and feedback. Assessment enables learners to evaluate their learning progress and understanding. Additionally, "If students do not receive feedback, the exercise may not meet its learning objectives and students may leave the class confused about what they were supposed to learn" (Roehling, 2018, p.7), communicating the learning objectives during the two phases of the flipped classroom helps in providing appropriate feedback about their output and production.

### **1.7.2 Content Materials**

Flipped learning materials can be overwhelming for teachers and learners if they are not well designed. Integration of technological tools and techniques may increase the cognitive load. "Cognitive load refers to the burden placed on the working memory during the instruction as it works to acquire knowledge, automate processes, and/or move information into long-term memory (Sweller, 1994; Hsieh, 2017, as cited in Green et al., 2017, p. 13). Chunking content in flipped learning aims to decrease the cognitive load by dividing the learning process into pre-class and in-class.

### ***1.7.2.1 Principles of Materials Design***

As flipped learning requires teachers to design pre-class materials for their students, Mayer (2008) suggests tailoring materials according to the science of instruction; Clark and Mayer (2011), and Mayer (2008) identify three elements to take into account. The first element is connecting words to pictures in order to enable learners to process the materials at hand in short-term memory. Second, materials should be short and concise to maintain learners' focus. Then, to deepen the retention of the material, teachers ought to use active learning techniques such as asking learners to reformulate the content in their own words (Arner, 2020, as cited in Walker et al., 2020).

### **1.7.3 Scaffolded Learning**

Scaffolding learning materials minimize the cognitive load by building upon learners' schema and zone of proximal development (Vygotsky, 1978, as cited in Green et al., 2017). Acquiring new concepts can occur if a connection is maintained between learners' prior knowledge and new learning experience, that is the previous access to a learning content independently outside the classroom and dealing with hands-on activities inside the classroom have to be consistent with each other. Besides, Using scaffolding decreases learners' cognitive load and enhances the opportunity for deep learning which is fostered via interaction and peer instruction.

## **1.8 The Flipped Learning Implementation**

Flipped learning implementation is not restricted to specific and prescribed practices (Walker et al., 2020; Tucker, 2012, as cited in Green et al., 2017). The emphasis in inverted learning is to maintain the core idea of this approach through enabling learners to access materials outside the classroom and creating a collaborative, higher thinking, active, and engaging classroom environment (Tucker, 2012, as cited in Mehring & Leis 2018).

### **1.8.1 Assignment-based Model**

According to the literature, the assignment-based model has been efficiently implemented in humanities. Assignment-based is a model suggested by Walvoord and Anderson (1998) and it aims to involve learners in problem-solving and writing tasks just before coming to class. This model was effective to free classroom time for application and depth learning (Bates et al., 2017, as cited in Green et al., 2017).

### **1.8.2 Inverted Classroom**

The inverted classroom model was used by a group of economics teachers; Platt, Lage, and Treglia (2000). Their inverted classroom consisted of learners dealing with reading materials, videos, and PowerPoint slides either printed and/or supported with audio recordings. The content of these materials is accompanied by small comprehension activities, while classroom time is allotted to application and discussions (Bates et al., 2017, as cited in Green et al., 2017).

### **1.8.3 Peer Instruction**

Peer instruction was first the successful attempt of a physics teacher; Eric Muzrar. This type of flipped instruction includes preparing comprehension checking activities and quizzes outside the classroom (Brame, 2013, as cited in Green et al., 2017), while classroom time is devoted to peer instruction, that is learners answer conceptual questions of each other through the guidance and directions of the teacher (Crouch et al., 2007, as cited in Green et al., 2017).

## **1.9 Roles within the Flipped Learning Paradigm**

“Flipped Learning gets the traditional classes all upside down!” (Demiral, 2016, p.109). Flipped learning goes beyond inverting traditional classroom settings. This approach aims to change also teachers' and learners' cultures of learning and redefines the roles and

responsibilities of both groups who are expected to play specific roles outside and inside the classroom environment.

### **1.9.1 The Teachers' Roles**

The teachers' roles shifted from chalk and talk to guide on the side. The explainer educator who used to stand in the front telling information to learners and expecting them to learn is now a facilitator who has to simplify things for learners. The teacher has to provide various opportunities and real-time feedback inside and outside the classroom. Furthermore, the teacher is responsible for sourcing authentic materials up to each individual learner's needs, level, style, and affect. Additionally, he has to be flexible to adapt teaching practices according to the learning situation (Sakulprasertsri, 2017; Demiral, 2016; Ahmed, 2016; Hartyányi et al., 2018).

### **1.9.2 The Learners' Roles**

In flipped classrooms, learners can no longer be passive listeners to a lecturer. They are now at the core of the learning process. They have to be real performers and have a say in their learning. Learners have to be responsible to access content and absorb its meaning by themselves and the teacher's assistance. Besides, learners have to collaborate and cooperate with each other. They are also expected to engage in higher thinking activities such as problem-solving and best deal with the premises of the learning experiences like peer and instructor interaction (Demiral, 2016; Ahmed, 2016; Hartyányi et al., 2018).

## **1.10 Advantages of Flipped Learning**

Abundant benefits have been marked through the flipped classroom implementation. A considerable flipping effect may be on time, learner, learning, feedback, and relationships among and between learners and teachers.

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Flipped classrooms provide ample time for teaching and learning. Freeing classroom time is beneficial in a way that it affords enormous opportunities for application and practice, besides the individual assistance that, for example, struggling learners may be in need from their teachers (Bergmann & Bunnett, 2013; Bergmann & Sams, 2012, as cited in Murphy et al., 2016).

Moving lectures outside of the classroom gives learners ownership of learning. Learners of different abilities learn at their own pace and reflect on what they learn. For instance, slow learners may watch a recorded lesson many times until they understand its content (Bergmann & Sams, 2012).

Flipped classroom promotes more teacher-learner, learner-learner, and learner-content interaction. In the English language classrooms, this may lead to more conversation and communication between and among the members of the classroom. As a result, learners' intercommunication enhances the probability of using the English language (Mehring & Leis, 2018, Kerr, 2020).

Teachers in flipped classes receive immediate feedback about their teaching. Observing learners' performance inside the classroom allows teachers to assess their learners' strengths, weaknesses, preferences, and how well their \_teachers, instruction is leading the learning process so that they can use this feedback to evaluate and adjust their teaching (Murphy, 2016).

Bergmann and Sams (2012) affirm that: teaching takes place if teachers succeed in building a healthy relationship with their learners. Flipping may build a strong rapport between learners and instructors. Freeing classroom time enables teachers to become close to their students and interact more with each other than in traditional classrooms.

### 1.11 Challenges of Flipped learning

The eye-catching flipped classroom strategy is not free from a number of challenges. The radical change flipped learning attempted to create on the teaching and learning paradigm may be confronted primarily by students who are used to the lecturing paradigm (Reidsema et al., 2017). Learners may not be willing or ready for the flipped learning culture because of the workload fear (Hartyányi, 2018). As flipped learning entails learners accessing content before class, the teacher may fail to guarantee they do their assignments (Unal et al., 2021). “It could take time to get students acquainted with the flipped classroom method” (Hulten & Larsson, 2018, as cited in Unal et al., 2021).

Flipped learning is overwhelming for teachers as well. This approach requires a workload from the part of the teacher who has to devote much time and effort to source materials according to diverse learners’ needs, levels, and styles. However, individualization is a real obstacle in large classes (Peachey, n.d). Additionally, an inverted classroom aims to overcome the insufficient scheduled time through flipping the class so that teachers can cover the curriculum content and respond to learners’ needs (Hsieh, 2017, as cited in Green et al., 2017). However, this increases the teachers’ workload.

Some challenges may be attributed to the approach itself. Bedie (2018) claims that; flipped learning fits extroverted learners who are able to engage and participate easily in collaborative tasks. Therefore, the opportunities for introverted learners to contribute to such classes are low. Furthermore, the flexibility of flipped learning implementation makes it hard to determine a specific methodology of this approach (Eppard & Rochdi, 2017). Thus, teachers have to constantly assess and adapt the teaching practices according to the learning situation.



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Peachey (n.d) argues that flipped learning may be confronted even by parents. Parents may think that teachers are not ‘doing their job’ and overwhelming their children when asking them to do pre-class assignments. Then, they struggle to understand the requirements of the assignments especially if these assignments do not match their levels.

### 1.12 Conclusion

Flipped learning is not a recent approach. However, it is credited to the chemistry teachers; Bergmann and Sams who gave it new features in 2007. The book *Flip your Classroom: Reach every Student in every Class every Day*, in 2012, accelerated the popularity of the flipped approach to be applied in various fields and proved its effectiveness. Flipped learning is distinguished from other student-centered approaches through four main pillars; flexible environment, learning culture, intentional content, and professional teacher. Teachers cannot benefit from the effectiveness of the flipped classroom method unless they consider a number of design and implementation principles that are challenging in implementation.

Scholars’ controversies about flipped classroom definition may be lessened if the aim of the approach is to utilize classroom environment for practicing and demonstrating knowledge and skills. However, the flexibility of flipped learning methods may leave room for researchers’ interpretations; which flipped method is more effective than the other? Additionally, many challenges may be encountered in applying this method. However, what if teachers attempt a partial flipping and communicate changes with learners before flipping? Yet, this may lead to the question of how can young learners act in such change?

# **Chapter Two: Theoretical Underpinnings of the Flipped Classroom**

## **2.1 Introduction**

How does learning take place? Learning is a habit formation, it is a cognitive process, and it is knowledge construction in the human mind. These views are among the major approaches or theories that attempt to explain the way learning occurs. Moreover, theories of learning are the basis of all teaching practices; teachers have to build their activities on sound approaches to learning. However, these approaches have changed through time from teacher-centered to student-centered. An emphasis on the latter; student-centeredness, leads to the emergence of a spectrum of teaching methods. The flipped classroom is one of these methods that stress learners ought to be active participants in the teaching-learning process.

Activeness and involvement in meaningful construction of knowledge necessitate flipped classes to be designed in accordance with defined principles; objectives of outside and in-class activities have to be linked and clearly known to learners, and materials must be concise, optimized, and presented through different modalities (e.g., auditory and visual), besides chunking the content to avoid overloading learners are among the chief principles of flipped instruction discussed earlier in the preceding chapter.

Therefore, flipped classroom model knits together a set of salient assumptions of learning that connect tightly with sound theoretical underpinnings. Through reviewing literature relevant to flipped learning, two main theories may be the basis for the current study; cognitive load and constructivist theories of learning. Building this research on the framework of these two theories is multifold. First, they give insights into flipped learning practices. Second, they support the principles of flipped instruction and design. Last but not least, they explain the effectiveness of flipped teaching.

## **2.2 Flipping as a Learner-Centered Approach**

Learner-centeredness is an approach to teaching and learning in which educators' perceptions revolved around learners and learning (Shah, 2020). The learner-centered approach focuses on how to build a consistent rapport between learners, learning, and teaching. Teaching should consider learners' uniqueness and differences to enable them to approach their learning in a successful way. Learner-centered teaching is interested in how to meet the needs, the styles of learning, and the abilities of learners (Weimer, 2002, as cited in Shah, 2020). The flipped classroom is viewed as a model that adopts a learner-centered culture (Moran & Milson, 2015, as cited in Walker et al., 2020) to respond to learners' needs and interests (Bergmann & Sams, 2012).

In learner-centered classrooms, learners have a say about the content to be taught, the way to be taught, and why it is taught (Rogers, 1998, as cited in Corley, 2010). This assumes significant shifts in the teachers' and learners' roles, responsibilities, and methods of teaching (Corley, 2010). Therefore, flipped instructors are supposed to create a flexible environment of learning (Walker et al., 2020), while learners are expected to be responsible and hold control over their learning (Kember & Wong, 2000; Lea et al., 2003; Neumann, 2013; Taylor, 2013, as cited in Koh, 2019). Furthermore, the flipped classroom involves creating dynamic, personalized, and collaborative conditions of learning because it focuses on learners, their needs, differences, and their preferences (Walker et al., 2020).

As a learner-centered approach to teaching and learning, flipping attends to how learners learn, and flipped classroom learners are expected to be responsible and have the opportunity to construct their own understanding. This goes hand-in-hand with the constructivist theory of learning that takes into account learners' zone of proximal development. Additionally, teachers should be selective in the teaching materials presented to

learners (Walker et al., 2020). Materials ought to be authentic and have a relation to learners' real-life (Corley, 2010), and this may be in line with the cognitive load theory which calls for teachers heed to the cognitive loads imposed on the learners' brains.

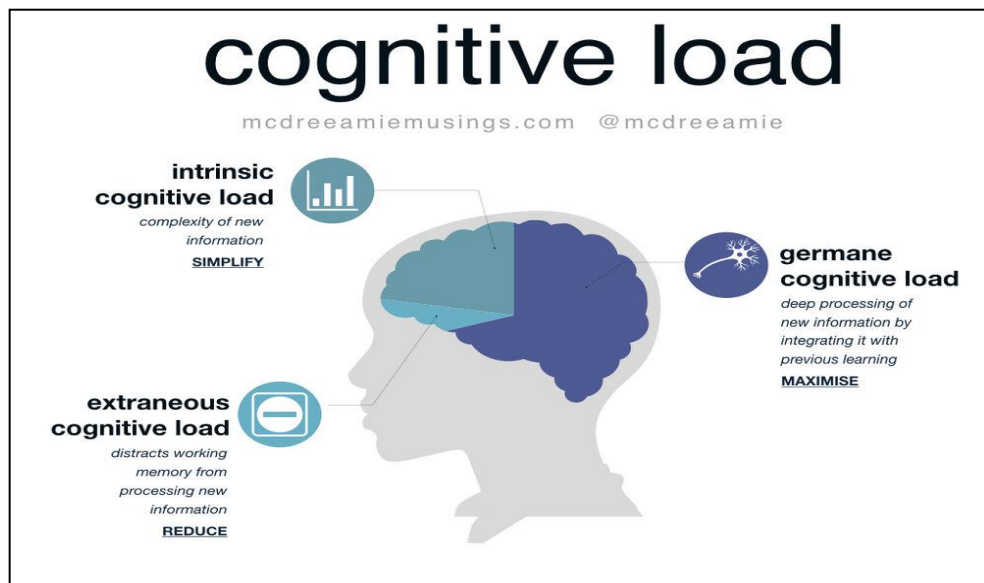
### **2.3 The Cognitive Load Theory**

Cognitive load theory manipulates human cognitive processes. It emphasizes that the working memory, which is responsible for processing and transferring new information to the long-term memory, has a definite or a limited capacity (Miller, 1956, as cited in Sweller, Van Merriënboer & Paas, 1998). It has also a short-working duration (Peterson & Peterson, 1958, as cited in Chong, 2005). A cognitive overload may occur in the working memory if a learner is exposed to more than seven pieces of information simultaneously (Miller, 1956, as cited in Sweller, 1998, as cited in Chong, 2005). Thus, the working memory cannot process and store large chunks of information at once.

The working memory is submitted to three types of cognitive load when processing information (Figure 2.1). First, the intrinsic load has a relationship with the learning material and learners' prerequisites. That is to say, it is the complexity of the content that imposes an intrinsic load, while schemas or learners' prior knowledge about new information may contribute to reducing this kind of load (Chong, 2005). Second, extraneous load refers to the way information is received by learners and any inappropriate elements that do not lead to learning. The third load is the germane load or the actual intellectual effort of processing and transferring information to long-term memory; it is the load that creates a change in one's learning (Sweller, Van Merriënboer & Paas, 1998; Taylor, 2013).

Figure 2.1

*The three types of Cognitive load*



*Note.* From Structural Learning, by Benjamin, Z. & Main, P., n.d, (<https://www.structural-learning.com/post/cognitive-load-theory-a-teachers-guide>)

Instructional design and teaching materials should refer to the cognitive load assumptions and their effects on learning (Sweller, 1988; Sweller, Van Merriënboer & Paas, 1998; Chong, 2005). Cognitive load theory provides a sound foundation for flipped instruction models as the aim of these models is to increase the germane loads instead of overwhelming learners' working memory that cannot process much information within a short period of time. In flipped teaching, Sweller (1993) claims that instructors have control over the extraneous loads which is the instructional design. Learning tasks and homework that may be overloading learners are carried out in the classroom through instructors' guidance to smoother their cognitive loads (as cited in Strohmeyer, 2016). Furthermore, materials design principles are harmonious with cognitive load theory. For example, materials in the form of videos should be concise and brief; do not exceed five to seven minutes. In addition, flipped learning provides ample time for learners to exert cognitive load effort. Learners deal with

materials before class, while classroom time is freed up for higher cognitive activities that entail instructors' support to reduce the working memory loads (Musallam, 2010, as cited in Strohmyer, 2016).

#### **2.4 The Constructivist Theory**

According to the constructivist principles "learners do not transfer knowledge from the external world into their memories as in traditional views; rather, they create interpretations of the world based upon their experiences and their interactions in the world" (Pardjono, 2016, p.170), learners have their own understanding of the outside world when they are exposed to novel information, they use the existing ideas and experiences to process it instead of storing information as received from the physical world. In the same vein, Brooks and Grennon Brooks (1999) maintain that: "the construction of knowledge is not mere accumulation of information but construction of knowledge by promoting meaningful relationships among information blocks" (as cited in Suludere, 2017, p.29). Therefore, learners have a say in their learning.

Theorists of constructivism contend that each individual has his/her own way of making meaning of information. However, their views slightly differ in their interest in research. In education, Lev Vygotsky (1978) focuses on the conditions under which human learning occurs. He states that learning is a social phenomenon that cannot take place unless people assist each other in learning activities (Strohmyer, 2016, Pardjono, 2016). Therefore, the interaction between members of a society is among the factors that contribute to learning.

The principles of the constructivist theory are aligned with the core ideas of flipped learning. Learners build connections between outside and inside classroom information and make sense of experiences on their own through interactive and collaborative tasks.

### **2.5 Active Learning**

Many criticisms confronted transmittal teaching and receptive learning. For Dewey (1933), as cited in Pardjono, (2016), the human mind is a ‘verb’ not a ‘sponge’ to absorb information as learning and teaching are not equivalent; when teachers transfer knowledge to learners, each individual learner has his own way of perceiving this knowledge so learners should be involved in dynamic practices to construct their own interpretations. Therefore, this approach to learning goes hand-in-hand with the constructivist approach.

“Active learning means much more than learning by doing” (Bell & Kozlowsk, 2009, as cited in Suludere, 2017). It requires mental and physical involvement in learning, as well as reflection on tasks and their objectives (Bonwell & Erison, 1991, as cited in Suludere, 2017). It is a metacognitive process in which learners think about their own learning and make connections between the activities in which they are involved and learning (Brame, 2016).

Active learning entails teachers creating a flexible learning environment for learners and providing them with meaningful and interesting opportunities (Grabinger & Dunalap, 1995, as cited in Suluder, 2017). In the same vein, King (1993) states that “knowledge is a state of understanding...knowledge must be constructed\_ or re-constructed\_ by each individual knower through the process of trying to make sense of new information” (p.30). Hence, teachers should act as facilitators not as sage on the stage, and they ought to design materials that enable their learners lively participate in thinking and making meaning of information.

The engagement of learners in active learning inside and outside the classroom is the focus of the flipped classroom strategy. It aims to equip learners with information before class to boost learners’ participation in active learning in the classroom.



### **2.5.1 Learner Engagement**

Engagement is the vital learner's state that teachers endeavor to reach in learning. According to the glossary of education reform, students' engagement refers to their eagerness, inquisitiveness, concern, focus, and the extent of involvement when they participate in learning activities, but this cannot occur haphazardly. In inverted classes, preparing learners to be engaged in active learning entails involving them with beforehand materials and hands-on activities (Unal et al., 2021). Then, engagement can be measured through learners' participation in their learning (Alebrahim, 2016).

Engagement requires allotting enough time and effort, besides the deliberate selection of course materials (Koh et al., 2007, as cited in Alebrahim, 2016). Furthermore, flipped learning expands the learning settings to devote more time for application and fostering learning, in addition to the effort needed on the part of teachers and learners which is the challenging aspect of flipping for the reason that it necessitates exerting much effort so opposition of teachers and learners who are used to the traditional teaching and learning is highly anticipated. However, Active engagement always results in deep learning when learners generate connections between and among course materials (King, 1993, Hamdan et al., 2013).

## **2.6 Collaborative Learning**

Collaborative learning is an educational approach to teaching and learning that regards learning as a social phenomenon. Learning is connected to social contexts (Suludere, 2017), it is a 'social act' that occurs automatically when interacting with each other (Gerlach, 1992, as cited in Laal & Laal, 2012). Lantolf and Thorne (2007) add that; learning occurs through interaction among people (as cited in Suludere, 2017). Vygotsky also stresses that; for learners to internalize new knowledge they need to interact with knowledgeable people, the

so-called scaffolding, to assist them within their zone of proximal development (Vygotsky, 1978, as cited in Pardjono, 2016).

Collaborative learning involves learners working in pairs or groups. However, the groups of collaborative learners are not organized by the instructors according to specific criteria like learners' levels. In addition, learners in collaborative groups should acquire knowledge by themselves; the teachers ought to be no more than facilitators, not authoritarians dictating specific instructions to be followed (Barkley et al., 2014; Johnson et al., 2014, as cited in Roehling, 2018).

Flipped learning four pillars emphasize creating a flexible environment and a learning culture in which learners accomplish collaborative tasks such as discussions and problem-solving and interacting with each other and with teachers (Koh, 2019).

### **2.6.1 Zone of Proximal Development**

The concept zone of proximal development is Vygotsky's study (1978). It can be defined as the level between what a learner can perform by her/himself and the level at which s/he cannot do tasks unless s/he is assisted by a knowledgeable person. This brainchild of Vygotsky stresses the role of collaboration in learning.

Hence, Vygotsky highlights the importance of a social environment for the learner's zone of proximal development and the role of collaboration in the learning progress.

### **2.6.2 Scaffolding**

Vygotsky's (1978) scaffolding concept refers to the assistance learners need from experts or/and knowledgeable peers. It is the support provided to learners within their zone of proximal development. This implies that assistance should be only in the zone between what

learners can do by themselves and the zone beyond their potential levels (Pardjono, 2016, Suludere, 2017).

### **2.7 Cooperative Learning**

Cooperative learning and collaborative learning are two approaches to teaching and learning that are used often interchangeably but they are distinct in meaning (O'Donnell, 2003, as cited in Roehling, 2018). Cooperative learning is what learners accomplish through working together and being involved in the process of collaborative learning. Pairs and/or groups of learners carry out collaboratively tasks to achieve specific goals through the teachers' instruction (Panitz, 1999; Johnson et al., 1990, as cited in Suludere, 2017). Accordingly, the procedure of cooperative learning is deliberately designed by teachers, and the outcomes that learners are expected to realize by the end of the cooperative learning process are also specified (Roehling, 2018).

### **2.8 Learning Interaction**

The common aspect between constructivism, active learning, collaborative and cooperative learning is interaction. Learning happens through contact between and among people. Learners' cognitive processes cannot be activated unless they interact with each other, interaction leads to their intellectual development (Vygotsky, 1978, as cited in Strohmeyer, 2016).

Up to Moore (1989), as cited in Špilka (2015), learning interaction can be classified into; learner-instructor, learner-learner, and learner-content interaction which imposes an alteration in a learner's knowledge, skills, beliefs, and views. Learner- interface also is another type of interaction that can be mentioned in relation to distance learning since it involves learners interacting with technology as a tool of mediation (Hillman, Willis & Gunawardena, 1994, as cited in Špilka, 2015).

Interaction leads to language acquisition and linguistic development, it also enables learners to heed to and acquire unfamiliar words and expressions (Van Patten & Williams, 2015). Additionally, interaction allows learners to notice the gap in their conversations (Schmidt & Frota, 1986, as cited in VanPatten & Williams, 2015). Noticing the gap implies learners directing their attention to what is incorrect in their utterances. Therefore, interaction enhances language acquisition and fosters knowledge construction.

Flipped classroom model promotes interaction between learners and their teachers on one hand, and among learners on the other hand. Chi (2009), as cited in Walker et al. (2020), states that interaction in learning leads to a ‘co-construction’ of ‘instructional discourse’. For example, when learners are discussing and sharing ideas to accomplish a task, their communication leads to the collaborative construction of a learning discourse and better understanding. Nevertheless, if learners do not exchange thoughts with each other, then they are passive (Walker et al., 2020).

### **2.9 Just-in-Time Teaching Flipped Classes**

The flipped classroom model may be the panacea for efficient learning that learners and teachers aim for. The evidence of many pieces of research demonstrates this belief, the amalgam of effective techniques that it makes use of, however, is also another support to this claim which increases the appetite for adopting it. One of these pedagogical techniques is “Just-in-Time Teaching” (JiTT).

The pre-class task that learners are expected to accomplish just before the classroom scheduled session is a pedagogical technique that may be referred to as, “Just-in-Time Teaching” (JiTT) (Mehring & Leis, 2018). This technique involves using learners’ feedback to the “Just-in-Time” exercise to detect their potential and knowledge deficiencies, and then use them to adjust the face-to-face teaching practices (Abreu & Knouse, 2014).

“Just-in-Time Teaching” pedagogy can be referred to as ‘learn before lecture’ (Moravec et al., 2010), and priming (Klempin, 2011; Hamdan et al., 2013), is a web-based instruction (Garvin et al., 2003) that proceeds face-to-face or classroom instruction. “The JiTT activity contains two or three multiple-choice questions or short-answer questions that target essential concepts” (Abreu & Knouse, 2014, p.53). These activities serve as warm-ups and a learning assessment tool (Novak & Middendorf, 2004, as cited in Abreu & Knouse, 2014).

Just-in-Time Teaching, priming; preparing or teaching in advance is considered by Klempin (2011) and Hamdan et al. (2013) as a stimulus to classroom instruction that is like behaviorist’s classical conditioning; priming lectures is a stimulus that triggers learners’ responses and participation inside the classroom.

Just-in-Time Teaching has to take place just two or three hours before the lesson (Abreu & Knouse, 2014). Then, learners’ feedback on the JiTT activity should be sent back, through any learning management system (LMS), to the instructor just in time the lesson in order to amend the lesson plan and make decisions about the teaching materials just as learners’ needs dictate (Moravec et al., 2010; Camp, Middendorf & Subiño Sullivan, 2010, as cited in Abreu & Knouse, 2014; Garvin et al., 2003).

Just-in-Time Teaching is the point of departure of teaching a lesson. It is an advantageous technique the flipped classroom incorporates. Nonetheless, like flipped learning, it is confronted with sizable challenges that hinder the success of the technique’s purpose such as students’ attitudes and the ineffective JiTT activities design (Abreu & Knouse, 2014; Garvin et al., 2003).

### **2.10 Flipping to Personalize Learning**

Aaron Sams (2007) concluded that his learners do not need his help most when lecturing in the classroom, they need him instead when they are stuck doing the assigned homework. Hence, he and Jonathan Bergmann decided to create a personalized teaching framework that can reach every student through delivering recorded lessons and using classroom time to assist each individual learner. Bergmann and Sams (2012) opine that the personalization of instruction in a flipped classroom is the panacea to respond to each individual needs and interests.

Personalization is to fine-tune the instructional design in a way that matches the very learners' needs, preferences, and interests (Murphy et al., 2016, Bray & McClaskey, 2013). This implies that the learner is the pivotal agent that directs the learning process. This definition suggests also the flexibility of the learning environment, as one of the fundamental pillars of the flipped classroom model, through pacing the instruction up to the learners' cognitive abilities and styles of processing the input.

Personalized learning heeds to the very learners' preferences, needs, and interests. Namely, it gives learners "voice and choice in what, how, when, and where they learn" (Patrick, Kennedy, & Powell, 2013, p.4, as cited in Murphy et al., 2016). In contrast to 'one-size-fits-all' instruction, personalized learning \_flipped classrooms, consider learners as co-designers of the content to be taught and the environment of learning through tailoring the mode of instruction up to the very learners' learning pace and styles.

Redding (2013), as cited in Murphy et al. (2016), maintains that personalized learning is the scaffolding of the instruction to each individual learner, and establishing a relationship between the teacher, the students, and their parents because personalization is not restricted to know how students learn, but also who are they as persons. Moreover, personalization is also

an “individualization facilitated by technology” (Murphy et al., 2016, p.5), technology plays a critical role in pacing the learning settings (Nandigam et al., 2015) and responding to each learner’s needs.

The assumptions of personalized learning that the flipped classroom model intends to benefit from indicate that personalization is a process, which requires time and effort to successfully implement. Nandigam et al. (2015) and Bray and McClaskey (2013) suggest successive levels or stages of personalization. First, the teacher has to understand how her/his learners learn. Then, s/he includes them in designing the course to be taught, that is learners become co-designers. After this stage, the teacher is a partner in the learning process, while learners are the owner of the learning responsibility.

### **2.10.1 Individualization in a Personalized Learning**

The definitions and features of personalization of learning incorporate other sub-concepts; personalization ought to be in harmony with the very learners’ preferences and this means the differentiation of instruction. It should also be consistent with their very needs and this refers to the individualization of learning (Bray & McClaskey, 2013) so “individualized learning is part of personalized learning” (Tang & wang, 2019, p.84, as cited in Karpenko, 2019). Therefore, personalization is an umbrella term that involves differentiations and individualization of learning.

Individualization of learning involves scaffolding each individual learner according to his/her potential (Murphy et al., 2016). It requires the teacher to frame a learning environment that is consistent with his/her learners’ needs via selecting deliberately the content to be taught and the method and settings of presenting it. Namely, creating appropriate conditions of learning to “ensure each student’s learning activities at their levels of his/her potential, taking into account training objectives” (Kirsanov, 1982, pp.56-57, as cited in Karpenko,

2019). Therefore, optimizing the conditions of learning through individualization enable learners to learn within their potential; zone of proximal development.

Personalization, differentiation, and individualization attend to numerous variables and factors which are interrelated and all affect the conditions of learning. A “language teacher, apart from imparting knowledge must also be a psychologist who can modify his/her teaching methodology according to the factors related to the individual differences of his/her students” (Zafar & Meenakshi, 2012, p.644). Two variables can be tackled in relation to the current study; age and learners’ level of English language proficiency.

### **2.10.2 Age as a Delicate Factor in Learning**

Age is among the multiple variables that affect language acquisition. Up to the Critical Period Hypothesis (CPH) language acquisition occurs without difficulty and speedily before puberty (Richards & Schmidt, 2002, as cited in DewiNoviyanti, 2018). However, there is no consensus on whether young language learners outperformed adult language learners or vice versa.

DewiNoviyanti (2018) states that the route to language acquisition is the same for young and adult learners, both go through the same stages of acquisition. Nevertheless, the rate of learning differs, which means the success of mastering the language is not the same for all learners because it can be altered by other variables such as the amount of exposure, the opportunities provided to the learners, his or her motivation, and cognitive styles, besides, the method of teaching, personality, and the social context (McLaughlin, 1985).

Harmer (2015) maintains that learners’ age is a variable that should be considered when delineating the way and the process of instruction so “it would appear axiomatic that the age of the child should have an influence on the type of instruction” (McLaughlin, 1985,



p.177). Additionally, “many children struggle in schools...because the way they are being taught is in a way that is incompatible with the way they learn” (Peter Senge, Center for organizational learning, MIT Sloan School of Management, as cited in Bray & McClaskey, 2013). However, educators concluded that there is no perfect methodology for teaching children, yet inappropriate instruction leads to ineffective learning (McLaughlin, 1985).

### **2.10.3 Language Learning Levels**

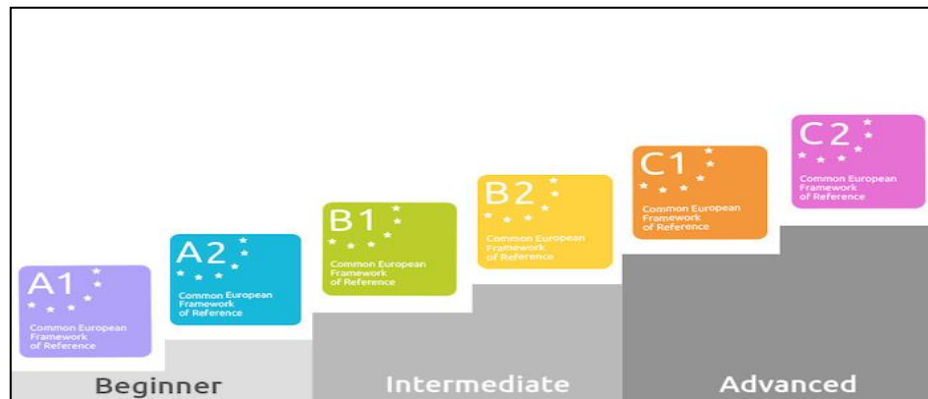
Selecting the appropriate strategies of teaching may be halfway to successful learning design. However, the teachers’ decisions about the strategies, tasks, and materials should start by identifying the level of the target learners (Harmer, 2015).

The basic classification of students’ levels can be; beginner, elementary, intermediate, and advanced successively. Beginner level is divided into ‘real’ and ‘false’, the real beginners have no knowledge at all about the English language, while the false beginners have insufficient knowledge to use the language. The intermediate level is also categorized into ‘lower- and upper-intermediate’ before moving to the advanced level (Harmer, 2015).

Another frame of reference to classify learners’ level of English proficiency is suggested by the Common European Framework of Reference (CEFR), in which there are six levels that are determined in terms of what the learner can do with the language (Figure 2). For example, a learner in the A1 level “can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has” (Harmer, 2015, p.94) so learners who can demonstrate their knowledge of the formers are considered as real beginners.

**Figure 2.2**

*The Common European Framework of Reference (CEFR) of English Levels*



*Note.* The six levels of English proficiency according to CEFR. From Passion English Training. (<https://passion-assessment.com/>)

## 2.11 Conclusion

Flipped learning is in its very essence founded upon the constructivist theory of learning that stresses learners should be active processors of information rather than being passive receivers of the bulk of knowledge imparted by the teacher. Learners should make meaning to each chunk of information by themselves and through interaction and scaffolding. This drives the attention to the cognitive load theory that emphasizes learners should not be overloaded by the instructional design.

There is a link between the flipped model principles and the theoretical assumptions of constructivism and the cognitive load theory. On one hand, the flipped model endeavors to change the learners' mindset and the culture of learning through implementing active and collaborative teaching practices. On the other hand, it attempts to implement pedagogical techniques which serve to reduce learners' cognitive overloading.

Flipped learning is a personalized and individualized approach to teaching. It attends to each individual learner's way of processing information; preferences and styles, his/her cognitive abilities, his/her intellectual potential and interests. Moreover, it aims to create a

flexible environment of learning and responsible learners who have a say in their learning. However, this pales in significance when taking into consideration a host of variables that can affect the conditions of teaching and learning such as the age and the potential level of learners.

## **Chapter Three: The Research Methodology**

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### 3.1 Introduction

By immersing into flipped learning literature, numerous pieces of research highlight the scarcity of evidence about the effectiveness of the flipped model implementation in various fields, particularly foreign language teaching. Furthermore, most flipped classroom studies were conducted in higher education. This research intends to bridge one of these gaps in flipped learning literature.

The research methodology of the study at hand systematizes the overarching process that aims at investigating the flipped learning philosophy in teaching beginner English learners within the context of Tiaret Province. Namely, the data collection process, the data analysis steps, and the interpretations of the findings.

This chapter covers three main parts; the first part is the research background; it presents all the premises of the research and justifies the choice of each element. However, the second part is devoted to the analysis of the results, and the last part provides the interpretations of the findings, the implications, the limitations, the conclusions extracted from the findings and the recommendations for further studies.

### 3.2 Part One: The Research Background

#### 3.2.1 Research Methods

A mixed-methods approach was adopted to tackle the research problem. Mixed-methods research joins the two well-known approaches: the qualitative and the quantitative which are primarily distinguished from each other by the use of numerical data and statistics (Dörnyei, 2007; Kumar, 2018). The goals of the two approaches are also distinct; while the quantitative approach aims at extracting ‘meaning from the general’ so the sample of the study has to be large and representative enough to allow the researcher to generalize the conclusions, the qualitative approach, however, focuses on gaining understanding from the

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particular; that is a smaller sample is preferable to provide in-depth fresh data (Dörnyei, 2007).

A mixture of the two approaches is the best for this research. The rationale of this belief is multifold: first, the combination of the qualitative and quantitative approaches enables the researcher to better understand and deal with the problem under study. Second, the choice was determined by the research aim and questions that impose the use of mixed methods. Third, adopting a mixed-methods research assists in overcoming the researcher's subjectivity and bias, besides enhancing the credibility of data.

### **3.2.2 Research Purpose**

This research aims to investigate the extent to which flipped learning can be effectively implemented in beginner EFL classes, in Tiaret Province.

The following objectives are considered:

- Examining teachers' knowledge about the flipped classroom.
- Identifying the degree to which flipped learning has been efficiently implemented in beginner EFL classes, in Tiaret Province.
- Probing the teachers' perceptions about the possibility to use the flipped classroom to teach beginner learners.

### **3.2.3 Research Problem**

In Algeria, English is a foreign language that is generally taught at public schools so learners are usually young; their age varies from 10 to 15 years old. Educators argue that there is a difference between young and adult learners and that the age of learners affects the choice of the instructional method. As flipped learning requires learners to deal with new teaching

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materials by themselves outside the classroom, it is a challenging change for such a category of learners who are more likely in need of teachers' assistance.

### 3.2.4 Sampling

Sampling is a process that involves the researcher either randomly or non-randomly selecting a small representative group from a large one. The selected group is called the sample, while the whole group is called the population, and the process of selection is called sampling (Kumar, 2018).

This study opted for purposeful and convenient sampling. Both types are considered non-probability or non-random sampling methods that may be used when the quantification of the target population is hard or identification of each member of the whole population may not be possible (Kumar, 2018).

Purposeful, purposive, or judgmental sampling relies on the researcher's judgment about who is the likely sample that provides the needed data and meets the aim of the study. Hence, this type of sampling is directed by the purpose of the study and the selection is based on specific criteria (Dörnyei, 2007; Kumar, 2018).

Convenience Sampling is as the name indicates; the sample is selected in terms of convenience. Convenience here implies; the easiness to access the participants, the availability of the respondents, or the geographical proximity of the target population (Kumar, 2018).

The sample of the study was selected purposefully according to the goal of the research which aims at targeting beginner young EFL learners of Tiaret Province. Thus, the criteria of selection are; learners' level, learners' age, the subject taught; the English language, and the context which is Tiaret Province.

The sampling was convenient, however, since the context was chosen on the basis of the geographical proximity to the researcher, and the accessibility to the sample. For example, classroom observation was conducted only in the classes that the researcher was permitted to examine by the schools' administration and the teachers.

### **3.2.5 Settings**

This research took place in Tiaret Province \_Algeria, during the academic year 2021-2022. However, the sample was selected from Tiaret; the capital district because of the massive number of schools in the whole province. Additionally, the Tiaret District is the nearest context that can be reached by the researcher.

### **3.2.6 Participants**

According to the aim and the objectives of the study, this research targeted classrooms of Tiaret; more precisely the participants were members of beginner young EFL classrooms that are teachers and learners. Furthermore, as the researcher opted for a mixed-methods approach and purposive sampling, the participants were not selected on the basis of a defined sampling frame, but a flexible frame that can meet the purpose of the research.

First, the respondents of the interview and the questionnaire surveys were teachers of beginner young EFL learners from the Tiaret District. Second, the participants included in the classroom observation were teachers and learners of three different schools. The first school was a public middle school, while the second and the third schools were private schools that learners join to take extra courses. Two groups composed of 24 and 20 learners respectively were monitored in the first school. A group of 14 learners was observed in the second school, while the group examined in the third school included seven learners. The classes were of the same level; learners were in the fourth-year middle classes.



### 3.2.7 Variables

It is argued that the term variable refers to anything that changes in value. One of the basic steps in research is to identify the variables of the study, basically the independent and the dependent variables. The relationship between the former and the latter is regarded as a cause-effect relationship; the dependent variable is the effect or the outcome of the cause, which is the independent variable. In other words, it is the independent variable that is assumed responsible for the change created in the dependent variable (Kumar, 2018; Terrell, 2016).

The independent variable of this research is flipped learning, while the dependent variable is beginner young EFL learners, to examine the flipped learning philosophy in accordance with such a category of learners. Specifically, the dependent variables are the learners' level and their age.

### 3.2.8 Procedure

The point of departure of the research process was reviewing the flipped classroom literature and thinking about a research design\_ research proposal, that moved on to the practical realization after validation. The first practical step was to observe how teaching and learning are taking place in the EFL classrooms of Tiaret; the purpose of this step was to explore whether the flipped learning principles had already been implemented or not. The second step was interviewing and delivering questionnaires to beginner young EFL teachers. Furthermore, although the research was systematic, the data collection was not straightforward as the researcher was flexible in following any emergent detail. Moreover, the literature review accompanied the entire research journey.

### 3.2.9 The Research Instruments: Triangulation

Triangulation refers to the use of more than one research tool, more than one data source, more than one investigator, and more than one theory to support the study (Denzin, 1978, as cited Dörnyei, 2007; Cohen et al., 2007). Accordingly, there are different types of triangulation; time, space, investigator, theoretical, and methodological triangulation types (Cohen et al., 2007). In this research, most of these types were used in order to delve into the current teaching and learning situations in Tiaret, manipulate the research problem from different angles, and raise the degree of the validity and the reliability of the findings.

Three investigation tools were used for data collection; methodological triangulation. The rationale behind this choice was twofold; first, the need for sufficient data that could not be obtained by a single tool. Second, to Lincoln and Guba (1985), as cited in Cohen et al. (2007), the use of multi-methods served as a tool for testing the validity and the reliability of data collection.

#### 3.2.9.1 Classroom Observation Instrument

A space triangulation was used for gathering data through the observation instrument. Namely, three schools were visited; two classrooms were observed in the first school, and one classroom was observed in the second and the third schools respectively.

Observation of more than one teaching and learning situation is what Denzin (1970b), as cited in Cohen et al. (2007), calls 'within methods' triangulation, which is a potential technique for increasing the reliability and the consistency of data collection.

The non-participant observation was carried out, which means the researcher did not participate in the teaching and learning activities. By having the administration and the teachers' agreement, the researcher attempted to gather as much data as possible about the classroom members, their behavior, relationships, teaching methods, time management, and

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most importantly whether the flipped learning principles have already been implemented or not.

Following Anthony's claim (1963), as described by Richards and Rodgers (1986): 'approach is axiomatic', and the set of assumptions, beliefs, and the teaching philosophy held by teachers about language teaching cannot be examined except through their method of teaching, that is through the practical realization in the classroom. Therefore, a classroom observation is considered an optimal tool for this study.

### ***3.2.9.2 The Interview Instrument***

The interview instrument was used to elicit information from beginner EFL teachers. The interviews aimed at getting data about their teaching experiences and perceptions, specifically about their methods of teaching and awareness about the practices they carry out.

Semi-structured and unstructured telephonic interviews were conducted as the purpose was to get rich insights into the problem under study and not to be restricted with previously structured questions.

Interviewing teachers provided ample details about some teaching and learning situations. It was also advantageous in terms of flexibility. For example, the interviewees' responses revealed critical points for the research so the researcher was able to probe and seek understanding about these points.

### ***3.2.9.3 The Questionnaire Instrument***

Mixed or combined questionnaires were the third tool used for data collection. By using google forms, a set of close-ended, open-ended questions and Likert scales were designed and distributed online to beginner EFL teachers from the Tiaret District.

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The respondents were asked about their position and teaching location before sending them the questionnaire formula to avoid any outrun responses, besides piloting the questionnaire which was basically to check the consistency of the designed questions and enhance the accuracy of the responses.

The use of this instrument was driven by the fact that questionnaires can reach a large population so getting sufficient insights about the probability of flipped learning implementation and teachers' perceptions about using this approach to teach beginner young EFL learners.

### **3.2.10 Data Analysis**

Data analysis is a systematic process in which the raw data collected by the researcher go through successive steps of manipulation to draw conclusions about the research problem under study and present these conclusions in a refined way (Bogdan & Biklen, 2007, as cited in Kolb, 2012).

As the study at hand opted for a mixed-methods approach, the analysis was carried out up to the nature of the raw data collection. Namely, the qualitative data was processed using a constant comparative method of analysis, while a descriptive analysis opted for the quantitative data.

The constant comparative method is based on Glaser and Strauss' grounded theory (Boeije, 2002). This method uses the data generated by the participants of the study as an input to the analysis. That input is broken into small units; codes, categorizing those codes, then transforming them into patterns or themes (Miles & Huberman, 1994, as cited in Kolb, 2012; Salih & Abd. Rahman, n.d).

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The researcher opted for a constant comparative method because it allows a systematic analysis of data. It is also a technical tool to identify core information, similarities, and differences between data, and then conceptualizing the teaching and learning situations accordingly. However, the descriptive analysis method was selected since it provides a general description of the context of teaching and learning under study.

### 3.3 Part Two: Data Analysis

#### 3.3.1 Classroom Observation Data

Data analysis is a process of coding (Strauss & Corbin, 2008, as cited in Kolb, 2012). Coding is to identify the key input within data collection. Coding includes three steps; open coding, axial coding, and selective coding (Strauss & Corbin, 2008, as cited in Kolb, 2012). Open-coding is the open breaking of texts into units, axial-coding is to determine the associations between the codes of the broken units, and the last step is to explain the connection between the categories, that is the selection of a ‘core category’ (Dörnyei, 2007).

The field notes, of the classrooms observed, were read, and re-read, and then keywords were highlighted. Identifying the keywords was the open-coding first step of the analysis. The codes of each classroom field note were categorized and sub-categorized according to the purpose of the research. However, the terminology used in the process of coding was based on the literature review and the researcher’s background in teaching and learning (Appendix A). The following examples explain how coding and categorizing were done within each field note (codes are written in bold):

“...the **teacher turns around** the classroom, and **monitors** each pupil’s writing production”.

[Category: teacher’s role]

“...the **teacher** says to her pupils: “**I love you, my pupils**””. [Category: relationship].

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“...the *time* of the session was *not sufficient* to finish the task”. [Category: time management].

### 3.3.1.1 Analysis: Comparison between the Three Field Notes

Based on the literature review and by focusing on the flipped classroom's four pillars; (FLIP: Flexible environment, Learning culture, Intentional content, Professional educator), that distinguish it from traditional classrooms (Hamdan, et al., 2013; Flipped Learning Network, 2014), there were apparent differences between the three teaching and learning situations from one hand and the flipped classroom model from the other hand.

First, the analysis revealed that the classroom environments of schools 1, 2, and 3 are slightly flexible. Learners of schools 1 and 2 carry out tasks at their own pace individually; they cannot work in pairs or in groups because of Covid-19 protocol so pupils' physical rearrangement is restricted. In school 3, learners can contact their teacher to ask for clarification and assistance so their learning is flexible and not restricted to the classroom framework.

**Theme 1:** A flexible environment is slightly implemented in the classrooms of schools 1, 2, and 3.

Second, classrooms of schools 1 and 2 are student-centered classrooms, while the classroom of school 3 is a teacher-centered classroom. In the formers, teachers play the role of 'guide on the side'; they guide, monitor, and motivate their pupils and facilitate their learning so learners are responsible for constructing their own knowledge. By contrast, in the latter, the teacher is the 'all-knower of information' her talking time is 90% of the session time.

**Theme 2:** A student-centered learning culture is implemented in the classrooms of schools 1 and 2.

Third, the content taught is designed in the curriculum; it is not developed by the teachers according to the very pupils' needs, different levels, learning styles, and preferences. However, the content is presented for the first time to pupils of school 1; the public school, while it is already received by pupils of schools 2 and 3.

**Theme 3:** The content is unintentionally flipped in the classrooms of schools 2 and 3.

Teachers of schools 1, 2 and 3 monitor pupils' performance, assess their production and provide immediate feedback. However, the assessment method and the feedback provided are distinct. The teachers of schools 1 and 2 assist learners to assess and correct their own mistakes by themselves and support them with constructive feedback, while the teacher of school 3 provides samples or patterns of the right answers, and her feedback is deconstructive.

**Theme 4:** Teachers of the schools 1 and 2 are professional educators.

A summary of the findings is presented in table 1;

**Table 3.1**

*Comparison between the Three Field Notes*

Schools	School 1	School 2	School 3
Flexible environment	+	+	+
Learning culture	+	+	-
Intentional content	-	-	-
Professional educator	+	+	-

*Note.* +: implemented, \_ not implemented, the table summarizes the implementation of the flipped classroom pillars in the classrooms observed.

**3.3.2 Interview Data: Description**

The constant comparative method used for processing the observation data was used for analyzing the data collected via the interviews. The latter were first transcribed (Appendices, E, F, and G), before starting the open-coding of each interview transcript. The open-coding process was followed by an axial coding to categorize the codes within each transcript (Table 2). The coding of the interviewees’ transcripts enables the researcher to compare the data; it gives also an overall picture of the teaching and learning situation and leads to the emergence of the core category or the theme.

**Table 3.2**

*Categories within Interview Transcription*

Categories of E	Categories of F	Categories of G
<ul style="list-style-type: none"> <li>- Learners’ Age</li> <li>- Background</li> <li>- Motives</li> <li>- Period of learning</li> <li>- Learners’ differences</li> <li>- Types of activities</li> <li>- Collaborative learning</li> <li>- Advantages</li> <li>- Flipping</li> <li>- Learning Environment</li> <li>- Assessment</li> <li>- Relationship</li> <li>- Interaction</li> <li>- Teaching Method</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching Method</li> <li>- Types of activities</li> <li>- Learning Environment</li> <li>- Flipping</li> <li>- Flipping Challenges</li> <li>- Relationship</li> </ul>	<ul style="list-style-type: none"> <li>- Learning outside the classroom</li> <li>- Teacher perception</li> <li>- Teacher attitude</li> <li>- Technology impact</li> <li>- Flipping challenges</li> </ul>

**3.3.2.1 Summary of the Interviews**

**Interview E.** Teacher D.B<sup>1</sup> is a private school teacher, who teaches children and teenagers (5\_16 years old) the English language. Learners mostly spend four months in level A1, but the teacher said that the mastery of this level depends on their learning differences, that are their ability and personality. Teacher D.B strongly believes in learning by doing,

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<sup>1</sup> The initials of the teacher’s name



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collaborative learning, and the use of a variety of techniques such as games and music to create an enjoyable learning environment. The teacher also asks learners to deal first with the content to be taught by themselves outside the classroom like reading texts and preparing presentations. He believes that these assignments make learners ready and prepared for classroom practices and if learners find any difficulties they can contact him and ask for assistance to carry out the assignments.

**Theme 1:** Unintentional implementation of flipped learning.

**Interview F.** Teachers (S.L, S.A, and M.R)<sup>2</sup> are middle school teachers, who said that they use the CBLT approach, and the activities that they assign inside the classroom are carried out by pupils individually, collaborative tasks are not/ rarely used because of the Covid-19 protocol. The interviewees said that they never ask learners to prepare the next session lesson because they think not all learners can do that.

**Theme 2:** Flipped learning is not implemented.

**Interview G.** Teacher W.D<sup>3</sup> is a middle school, university, and a private school teacher, who has a negative perception about learning outside the classroom, and he believes that “*homework is not necessary*”, he thinks that if he asks learners to study outside the classroom, they will not do so, and they will hate him, but he gave an analogy to TikTok; social media, which is known of its speed to learners’ attention span.

**Theme 3:** The teacher’s negative perception and unreadiness to flipping.

### 3.3.2.2 *Summary of the Findings: Comparison*

The teaching methodologies adopted by the interviewed teachers differ; while teacher D.B believes that it is beneficial that learners deal first with learning materials outside the

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<sup>2</sup> The initials of the teachers’ name

<sup>3</sup> The initials of the teacher’s name

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classroom, teacher W.D is totally against asking learners to study outside the classroom. Additionally, teacher D.B uses the communicative approach, and teachers S.L, S.A, and M.R use the CBLT. However, teacher D.B uses a variety of teaching activities, and teachers S.L, S.A, and M.R assign only individual activities.

### 3.3.3 Questionnaires Data: Description

Mixed questionnaires were addressed to 22 teachers from the Tiaret District. It aimed primarily at gathering teachers' perceptions about the implementation of flipped learning in beginner EFL classes. However, it aimed also at knowing teachers' familiarity with flipped learning that is, if they have already experimented with it. For that reason, a mixture of 15 close-ended, open-ended, and Likert scale questions was designed and grouped into three sections. (Appendix D); the first section provides teachers' profiles; teaching experience, professional development, and their positions, the second section focuses on gathering information about some teachers' practices in an attempt to know about flipping implementation, and the last section includes a variety of questions to collect teachers' perceptions and familiarity with the flipped learning model, whether they experimented with it and the possibility to be implemented in beginner EFL classes.

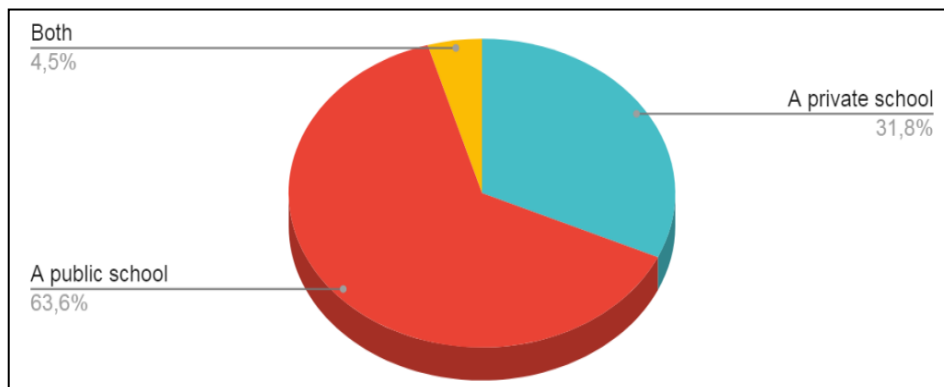
#### 3.3.3.1 *Questionnaires Analysis*

By using the descriptive method for quantitative data analysis and the constant comparative method for analyzing some qualitative data, the survey was processed as follows;

**A. Section one: General Information.** The respondents were public and private school teachers, but 4.5 % of them teach in both public and private schools.

**Figure 3.3**

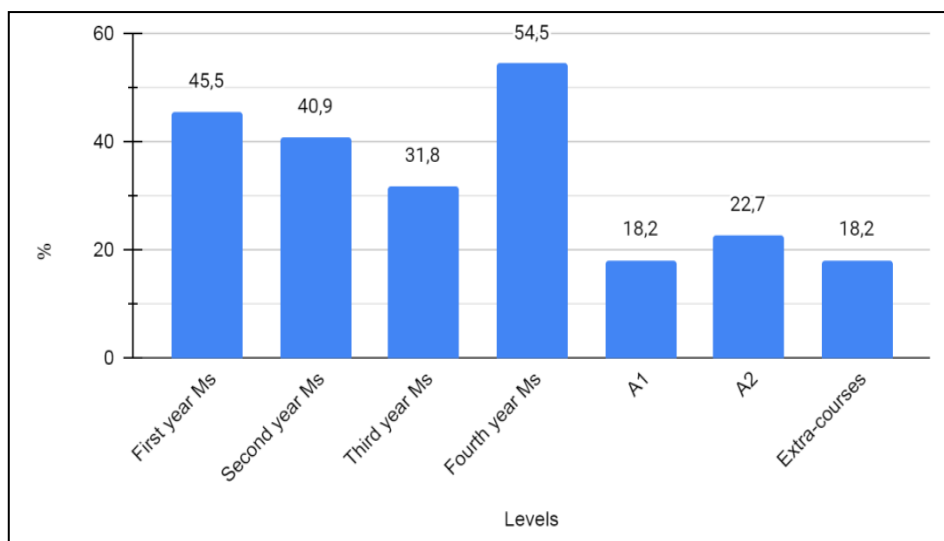
*The Teachers' Workplace*



The majority of the respondents teach more than one level, that is public school levels, private school levels, and/or extra-courses.

**Figure 3.4**

*The Levels the Teachers Teach*



*Note.* Ms refers to Middle school

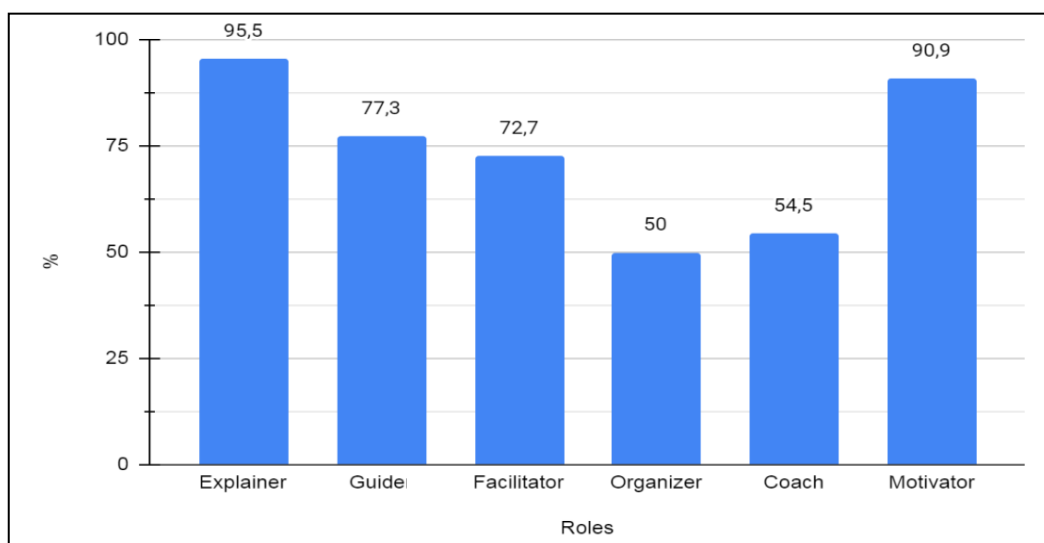
The teaching experience of 50% of the respondents is more than five years, and 72.7% of the whole respondents have enrolled in professional development activities.

### B. Section Two: Knowledge about the Method of Teaching.

a) *Which role(s) do you play in the classroom?* The proportions of all the roles mentioned in the survey exceeded the 50%, and the higher proportions are 95.5% for the ‘explainer’ role, and 90.9% for ‘motivator’, while the proportions for ‘guide’ and ‘facilitator’ were close; 77.3% and 72.7% successively.

**Figure 3.5**

*Teachers’ Roles inside the Classroom*



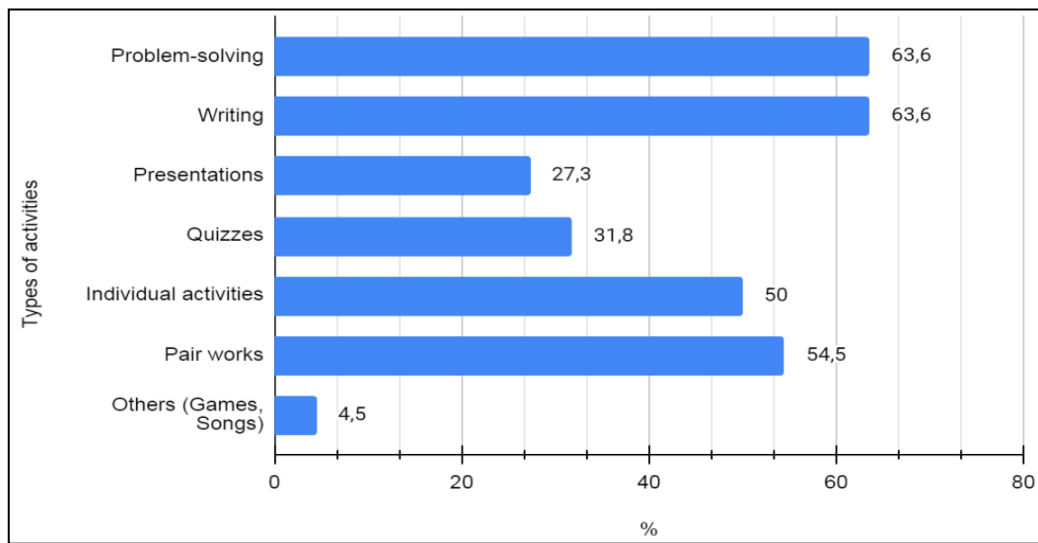
b) *The most frequent role.* Not all the respondents specified their justification of the most frequent role they play in their classrooms. Seven out of 12 teachers justified the ‘facilitator’ role. Other roles, however, were also justified like ‘guide’ and ‘monitor’, and some teachers think that the teacher should play different roles;

– *“Teacher should play all these because he is preparing future human beings, he is building their knowledge so in each case he should play a role to make his lesson clear”.*

c) *Which kind of activities do you involve your learners in?* Different teaching activities are used by the teacher respondents, but the most assigned tasks are problem-solving and writing (63.6%).

**Figure 3.6**

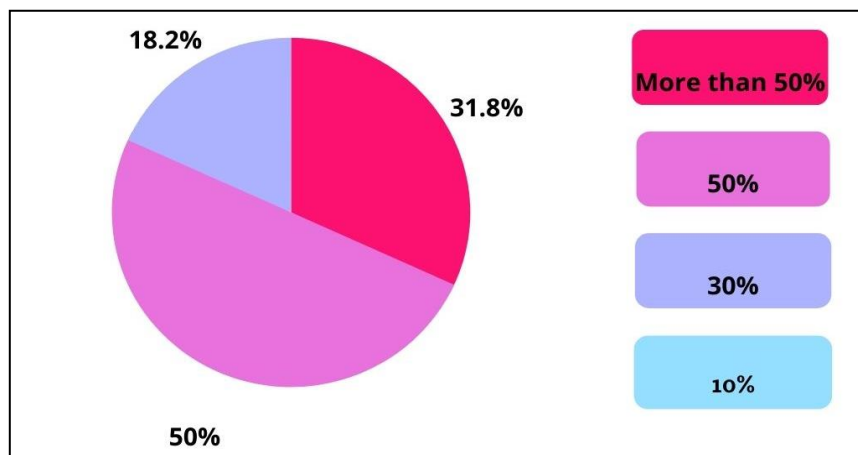
*The Teaching Activities Assigned inside the Classroom*



d) *To what extent do you think learners are engaged in their lessons?* 18.2% of the teacher respondents perceived their learners as more than 50% engaged in learning, while the engagement of learners for half of the respondents is 50%.

**Figure 3.7**

*Proportions of Learners' Engagement*



- e) *How often do you ask learners to prepare for the coming session?* 18.2% of teachers never assign activities for the next lesson, while 13.6% always do assign.
- f) *Teachers' justifications of why (not) they ask learners to prepare for the coming session.* The 17 responses provided for this question were coded and categorized. The categories led to the identification of some flipping challenges and advantages (Table 3).

**Table 3.3***Challenges and Advantages of Flipped Learning*

Challenges	Advantages
<ul style="list-style-type: none"> <li>- Uninterested in the subject matter</li> <li>- They will not do</li> <li>- They just copy and paste from the net or brilliant peers</li> <li>- Just some lessons (e.g.; writing) need beforehand preparation</li> </ul>	<ul style="list-style-type: none"> <li>- Enhancing readiness and involvement</li> <li>- Learn reflection</li> <li>- To be prepared</li> <li>- Increases learners' activeness inside the classroom</li> <li>- Freeing classroom time to do more tasks</li> <li>- An opportunity to understand better the lesson</li> </ul>

*Note.* The challenges and advantages statements are the participants' texts.

**C. Section Three: Teachers' Perceptions.**

- a. *What are your perceptions about the following statements?* Most of the responses to the Likert scales tend to agree and strongly agree. In an implicit way, the statements provided insights into teachers' perceptions of flipped advantages and the ability of learners to study without teachers' assistance (Table 4);

**Table 3.4***Teachers' Perceptions of Flipped Classroom Method*

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean
Learners' preparation is beneficial for their understanding.	9	11	1	1	0	4,4
Learners' readiness increases their participation in the classroom.	10	11	0	0	1	4,4
Learners' preparation before class frees classroom time to help struggling learners.	9	9	2	2	0	4,4
Learners' having prior knowledge about the lesson enables teachers to interact more with them.	11	9	1	0	1	4,4
Learners' preparation before class makes them responsible for their learning.	5	9	6	1	1	4,4
Learners cannot learn new content (lesson) without the teachers' help.	5	4	10	2	1	4,4

**b. *Have you ever experimented with this method?*** 27.3% of the respondents have experimented with flipped classroom method.

**c. *If yes, what do you think of this method?*** The responses of the teachers who experimented with the method are:

– “It was effective as it boosts the level of readiness among students”.

– “It has strengths as well as limitations”.

– “I tried it, it can work with some pupils but not all because we need to take their situation at home into consideration so for some it's not an easy thing to do”.

**d. *Do you think Bergmann and Sams' flipped classroom method can be used to teach young learners?*** The responses to this question are neutral as 50% said ‘yes’ and 50% said ‘no’.

**e. *Why it is not possible?*** The researcher favored providing the participants' responses to this question rather than reformulating them, as this makes the analysis

transparent, and enhances the validity of the presented results (Lincoln & Guba, 1985; Yildirim & Şimşek, 2008, as cited Cabi, 2018) (Table 5);

**Table 3.5**

*The Teachers' Explanation of the Flipped Classroom Implementation in Young EFL Classes*

<b>Responses</b>
<i>because learners nowadays don't make effort to do their homework</i>
<i>They don't know where to start</i>
<i>beginners are like seed to grow up need more consideration and be careful to reach their need</i>
<i>It is hard and too demanding task</i>
<i>Beginners need total help from teachers</i>
<i>not all learners are the same specially when talk about their situation at home</i>
<i>middle school pupils are not aware of the vocabulary needed, others barely do their homework let alone preparations</i>
<i>They are not able unless their parents control their learning because they are not fully aware</i>
<i>Young learners need more attention than others. Tasks and activities should take place more in the classroom instead of the learners' houses. The teacher should perform as a kind of supervisor to the sorts of information his learners receive, especially when it is basic knowledge. If learners start receiving wrong information at home and carry it with them to the classroom and write down in their exam papers, the teacher would face a harder task to correct that information and set it right.</i>
<i>Lot of subjects to learn, the pupil need some time to rest at home</i>

### **3.4 Part Three: Discussion**

#### **3.4.1 Interpretation of the Findings**

The observation and the survey findings provided abundant evidence about the research questions;



**Research Question 1:** Are there teachers, in Tiaret Province, who have already implemented intentionally flipped learning in beginner English classes?

**Research Question 2:** How efficient is the implementation of flipped classroom strategies with beginner EFL learners, in Tiaret Province?

**Research Question 3:** What are the perceptions of the Tiaret Province teachers towards the use of the flipped classroom to teach beginner English learners?

#### ***3.4.1.1 The Observation Findings***

The observation tool was used to collect data about the implementation of flipped learning in beginner EFL classes. The findings show that the flipped classroom four pillars are not fully implemented in the classrooms observed. The flexibility of the learning environment is slightly marked in the three contexts. A flip in learning culture from teacher-centered to student-centered is implemented in two out of three observed classrooms; learners are active performers in those classrooms. Moreover, the content taught in schools 2 and 3 is flipped, it is dealt with outside the classroom so the learning settings of those schools are similar to the setting of flipped learning since learners have prior knowledge about the content, yet the first exposure is not known, that is whether knowledge was imparted or constructed by learners.

#### ***3.4.1.2 The Interview Findings***

A comparison between the three transcripts' findings reveals that teacher D.B has already implemented unintentionally the flipped learning; he engages learners in active learning to enhance their understanding and he believes in priming effect on learners' progress inside the classroom, he mentioned some advantages of flipped learning like preparedness and readiness. In contrast, the rest of the teachers use other methods of teaching. In addition, Teacher W.D provides his negative view about flipping regardless of learners'

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age or level. This may be in line with Kelly and Snowden's (2012) research findings which revealed that readiness has a paramount effect on teachers to experiment with innovative methods of teaching.

### 3.4.1.3 *The Questionnaire Findings*

The survey revealed the following findings;

The averages of 'facilitator' and 'guide' roles were significant; despite the higher averages of other roles, the teacher respondents rather specified their choices of the former roles. Some of their responses are provided below;

– *“The most frequent role is a facilitator, the teacher is a maestro of an orchestra, he offers help, illustrates in details in order to reach the aim”.*

– *“Facilitator to let them feel self-confident”*

– *“Due to my students' low abilities, I must guide, control and facilitate their engagement and involvement in learning”*

This may be in line with the constructivist views of many educators such as Bergmann and Sams (2012) and King (1993), who contend that the teacher should be a facilitator, not a lecturer. This finding indicated a flip in teachers' roles and learning culture. However, not all the respondents answered this question which explained teachers' intentionality of their teaching practices. In addition, the significant averages of the teaching activities that promote learners' working independently supported the first finding that there is a flip of responsibilities and a shift in a learning mindset. Moreover, teachers' responses to preparing or priming the lesson revealed many challenges like 'learners do not do the beforehand assigned activity' and advantages such as freeing classroom time for practice. These results were already obtained through Unal et al. (2021), Lin (2017), and Lee et al. (2020) studies. Furthermore, the mean of teachers' perceptions about the benefits of flipping is 4.4; despite

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the fact that they do not have enough knowledge, the indirect statements about flipped learning model advantages indicated teachers' positive perceptions about the model.

A modest number of teachers who experimented with the inverted classroom strategies (27.3%) said that it was challenging and not efficient for all pupils because of their social backgrounds. Nevertheless, the teachers' perceptions towards the possibility of implementing flipped learning in young EFL classes were neutral; the implementation challenging factors consisted of (a) the need for teachers' and parents' assistance and motivation because of their inability to hold the whole responsibility, (b) the overload effort the method demands, (c) social differences, (d) and children's unawareness of the inappropriate input which may lead to the construction of misconceptions.

### **3.4.2 Implications**

This research has two-pronged implications; theoretical and practical. First, this study contributed to the body of flipped classroom literature which contains sparse evidence about the implementation of the method in EFL classrooms. Moreover, this research tackled this instructional method in relation to the age and level of learners because none is known about the relationship between these variables in many fields and contexts, especially in Algeria. The findings of this research revealed that it may not be feasible to implement flipped learning in all young EFL classes due to many hindering variables. Second, assessing the current Tiaret Province teaching and learning situations and collecting teachers' perceptions towards the flipped approach established groundwork for action research and hones instructors' motivation to experiment with innovative teaching methods which may reduce learners' cognitive overload, improve the quality of learning, and changes teachers, learners, and even parents' learning mindset.

### 3.4.3 Limitations

Reports of research projects make it all look so simple...There is no indication of the blood, sweat, and tears that go into getting permission to undertake the project, that go into actual data collection, that go into transcription, and so forth. (Schachter & Gass, 1996, as cited in Dörnyei, 2007, p.177)

A number of limitations were identified in this study;

- The researcher noticed a modest behaviors change in the participants observed so there is a probability of the Hawthorne effect on the observation data collection.
- The survey's participants may not be representative enough, but the use of triangulation reduces the effect of this limitation.
- The difficulty to gather data due to the Covid-19 pandemic, teachers' overload work (tests, exams), the limited number of cooperative teachers, and the time inconvenience (holidays, quarantine, holly month).
- Teachers' unfamiliarity with the flipped classroom method.
- As the qualitative data interpretation differs from one researcher to another, there is a probability of the researcher's subjectivity.

### 3.4.4 Recommendations

By delving into flipped learning literature and the manipulation of the primary data, many raising questions and gaps emerged and are recommended for future studies;

- ✓ The relationship between the social and cultural background of learners and the innovative method of teaching; flipped classroom, needs to be examined.
- ✓ Since flipped learning takes into consideration the very learners' needs to design the content and the teaching materials rather than being a slave to the curriculum, which is an identical principle to ESP there should be a study about this gap.

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- ✓ Flipped learning aspires to build healthy relationships between and among teachers and learners, and to make learning effective and accessible to learners, and this calls for a thorough study of the psycho-pedagogy role and the efficiency of flipped learning.
  - ✓ A partial flipping is recommended to identify the effectiveness of flipped learning in beginner EFL classes in Algerian contexts and when it can be more viable.
  - ✓ The flexibility of flipped learning implementations makes it hard to identify which method of implementation is the most effective or what are the contributing factors to their success, and this is another gap that should be bridged.
  - ✓ Further studies about teachers' readiness for innovative methods of teaching are also recommended.

### 3.5 Conclusion

A mixed-methods study was conducted to test the hypotheses; (1) teachers of Tiaret Province have implemented unintentionally flipped learning in beginner English classes, and (2) there is a gap between the flipped learning principles and their implementation in beginner EFL classes, in Tiaret Province, (3) teachers of Tiaret Province consider the flipped classroom as an effective strategy to teach the English language to beginner learners.

The findings indicated that there are some teachers, in Tiaret Province, who have implemented a number of the flipped learning pillars in their classrooms. However, from one side, they do not know that several of their teaching practices are considered flipping so they adopted unintentionally those practices. On the other side, flipped learning is not efficiently implemented in all teaching and learning contexts because the partial flipping of just some pillars of flipped learning is not significant and does not indicate the use of this model.

Teachers perceived that flipped learning is potential for learners' activeness and better understanding. However, this is not guaranteed since learners may not do their assignments.

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Furthermore, positive perceptions were obtained about flipped learning theoretical pros, yet neutral responses were obtained about the probability to implement flipped learning in young EFL classrooms due to a set of factors that may hinder its implementation among which is the infant learners' need for extra guidance and instruction.

The findings revealed a potential point that is teachers' and learners' readiness which may be a critical variable affecting learning and the adoption of a given teaching method. Additionally, despite the analogy of school 2 and 3 classrooms to flipped classrooms, school 2 classroom was conspicuously distinct from school 3 classroom because of learners' differences. Hence, it is only teachers who can make decisions about the optimal method of teaching to the target learners and the learning conditions.

# **General Conclusion**

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This research aimed at investigating to what extent the eye-catching method; flipped classroom, can be implemented in beginner EFL classes, in Tiaret Province. It was deduced through the data analysis and interpretations, that the implementation of this approach is dependent on two main variables; teachers' philosophies and learners' differences. On one hand, EFL teachers' assumptions about teaching beginner young learners differed from one teacher to another, yet significant positive perceptions were identified. On the other hand, learners' differences such as their levels and abilities controlled the efficacy of the method. However, the findings indicated that the efficient implementation of the flipped classroom model for teaching beginner young learners is probable.

The first hypothesis that teachers at Tiaret Province have implemented unintentionally flipped learning was confirmed. The second hypothesis was also confirmed since there is a gap between flipped learning principles, its underpinning learning theories; constructivist and cognitive load theory, and the practical realization of the flipped classroom model. Nevertheless, the third hypothesis was refuted because not all teachers perceived flipped learning as an optimal method for teaching young learners.

The body of this research is divided into two main parts, the literature review, and the research methodology. The literature review provided a description of the flipped classroom model and the basic learning theories upon which the model is founded; constructivist and cognitive load theory. The research methodology part, however, involves the overarching process of this mixed-methods study that ends up with extracting results and answering the research questions via a thorough analysis of a triangulation data collection.

The approach adopted and the triangulation data collection method was a watertight methodology for this research as they covered the research problem from different angles, provided sufficient primary data for the study, and most important it contributed to the



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consistency and the validity of the findings. However, teachers' familiarity with the flipped classroom model was an obstacle as it hindered the researcher from delving into more insights about the study.

It is suggested that teachers reflect more on their teaching practices and think about the flipped classroom as a feasible alternative method that may improve the quality of learning in Algeria. Additionally, the collaboration of the Algerian policy with teachers is mandatory; the policy should consider the curriculum design and give a say to teachers to design materials and teach through innovative methods such as the flipped classroom that heeds to learners' differences and their zone of proximal development.

The contribution of this research is two-pronged; theoretical and practical. Theoretically, this research has bridged the gap; between flipped learning and young learners; it gave insights into using the flipped classroom method in foreign language classes, examines to what extent flipped learning principles have been implemented in Tiaret, and pulled teachers' beliefs about English teaching in relation to young learners and flipped learning. Practically, it investigated the current teaching and learning situations in Tiaret Province and established the groundwork for action research.

The flipped mindset of teaching that evolved from Colorado in 2007 and spread all over the world as an appealing alternative approach has been examined through this study that spotlights learners' age and English language teaching. It is argued that this approach is effective and like other innovative methods of teaching, flipped learning heeds to the psychology of learners, their abilities, and differences, but what makes it look like a panacea of learning?

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## Appendix A

### Classroom Observation Template

School:

Learners' Level:

Number of Learners:

Age:

Period of Observation:

Academic Term:

<b>Pre-class</b>	
<b>Homework Assignments</b>	
-Relevant to the previous lesson	
-Relevant to the coming lesson	
-The type of the homework activities	
<b>In-Class</b>	
<b>1. Warm up</b>	
-Types of activities	
<b>2. Content</b>	
- Method of presentation	
- Time devoted to the presentation	
-Materials used	
-Aids used	
<b>3. Learning Tasks</b>	
-Types of the learning tasks	
<b>4. Learning objectives and outcomes</b>	

<p><b>5. Classroom environment</b></p> <p><b>5.1 Learners grouping</b></p> <ul style="list-style-type: none"> <li>- individual work</li> <li>- pair work</li> <li>- group work</li> </ul> <p><b>5.2 Seating Arrangements</b></p> <ul style="list-style-type: none"> <li>-Desks in rows</li> <li>-Pairs in rows</li> <li>-Horseshoe</li> <li>-Clusters</li> </ul>	
<p><b>6. Interactivity</b></p> <ul style="list-style-type: none"> <li>-Teacher-Learner</li> <li>- Learner-Teacher</li> <li>- Learner-Learner</li> </ul>	
<p><b>7. Time Management</b></p> <ul style="list-style-type: none"> <li>-The difference in STT and TTT</li> <li>- Enough to finish a lesson</li> </ul>	
<p><b>8. Roles</b></p> <ul style="list-style-type: none"> <li>-Teacher's role</li> <li>-Learner's role</li> </ul>	
<p><b>9. Feedback</b></p> <ul style="list-style-type: none"> <li>-Constructive or deconstructive</li> <li>-Methods of assessing learners' errors</li> </ul>	
<p><b>10. Rapport</b></p>	

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-Teacher-Learner -Learner-Learner	
<b>Post-Class</b>	
Homework Assignments Projects	
<b>Other Observations</b>	



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## Appendix B

### Semi-Structured Interview Questions for a Private School Teacher

1. How many kids are there in one group?
2. How old are they?
3. Did they have prior knowledge before they joined the institution?
4. How long is the period children spend at the A1 level?
5. Do all A1 learners master sufficient knowledge of the A1 level, in the pre-determined period of time?
6. How the teacher presents the lesson?
  - Do you change their seating according to the activities?
7. Do you ask them to prepare any tasks for the coming session?
  - What kind of preparation do you ask them to do?
  - Do you encounter any challenges when asking learners to prepare something at home for the lesson?
  - In what way do you think that learners' preparation at home is beneficial for teaching and learning?
8. If a learner finds it difficult to do the homework, s/he contacts you online or waits until the next session?
9. Do you show them their strengths and weaknesses?
10. How is your relationship with your learners?
11. Do learners help and collaborate with each other to do activities?
12. Do you usually finish the lesson before the pre-determined session time?
  - What do you do in the extra-time?
13. What is your perception of your method of teaching?

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## Appendix C

### Semi-Structured Interview Questions for Middle School Teachers

1. Which level(s) do you teach?
2. Which method of teaching do you use?
3. Do you ask learners to do activities individually, in pairs, or in group works?
4. Do you change their seating to do some activities?
5. Do learners collaborate and help each other?
6. Do you usually finish the lesson before the pre-determined session time?
  - What do you do in the extra-time?
7. Do you ask learners to prepare for the coming session?
  - Why?
8. Are you familiar with the flipped classroom method?
9. How is your relationship with your learners?

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## Appendix D

### Teachers' Questionnaires

Dear Teachers,

You are kindly asked to fulfill this survey questionnaire that aims to investigate your perceptions and use of the flipped classroom teaching method in Tiaret. Your identity will not be stated in the study report.

#### Section One : General Information

1. Are a teacher in
  - A public school
  - A private school
  - Both
2. Which level(s) do you teach?
  - 1st year Ms       2nd year Ms       3rd year Ms       Extra-courses
  - 4th year Ms       A1       A2
3. Your teaching experience is between
  - 0\_2 years
  - 2\_5 years
  - More than 5 years
4. Apart from your degree, have you ever enrolled in professional development activities such as training?
  - Yes
  - No

**Section Two: Knowledge about the Method of Teaching**

5. Which role(s) do you play in your classroom?

- Explainer                       Guide                       Facilitator
- Organizer                       Coach                       Motivator
- Others

6. Justify the most frequent role?

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7. Which kind of activities you involve your learners in?

- Problem-solving                       Writing                       Presentations
- Quizzes                       Individual activities                       Pair work
- Group work                       Others

8. To what extent do you think your learners are engaged with their lessons?

- 10%
- 30%
- 50%
- More than 50%

9. How often do you ask learners to prepare for the coming session?

- Never                       Occasionally                       Sometimes                       Often                       Always

10. Justify your answer, please

.....

.....

**Section Three : Teachers' Perceptions**

11. What are your perceptions towards the following statements?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Learners' preparation is beneficial for their understanding					
Learners' readiness increases their participation in the classroom					
Learners' preparation before class frees classroom time to help struggling learners					
Learners' having prior knowledge about the lesson enables teachers to interact more with them					
Learners' preparation before class makes them responsible for their learning					
Learners cannot learn new content (lesson) without the teachers' help					

12. According to Bergmann and Sams (2012), “the concept of a flipped class is this: that which is traditionally done in the class is now done at home, and that which is traditionally done as homework is now completed in class” (p.13).

Have you ever experimented with this method?

- Yes
- No

13. If yes, what do you think about this method?

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14. Do you think Bergmann and Sams' flipped classroom method can be used to teach young learners?

- Yes
- No

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15. If no, give examples why it is not possible, please?

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Thank you for your cooperation!

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## Appendix E

**Name:** D.B

**Position:** A teacher in a private international institution for teaching languages in Tiaret.

**Date:** 5 January 2022

**Interviewer:** How many kids are there in one group?

**D.B:** Actually each group contains ten elements

**Interviewer:** How old are they?

**D.B:** There are two age categories; I do teach kids from five to eleven years old, and the second category is from 11 to 16 years old.

**Interviewer:** Did they have prior knowledge before they joined the institution?

**D.B:** They have no prior knowledge about the English language, they are kids, and they were like blank slate. As I heard from them they are learning the English language since it is an international language, and it is quite interesting.

**Interviewer:** How long is the period children spend in A1 level?

**D.B:** A1 mostly four months, they study two sessions per week.

**Interviewer:** Do all A1 learners master the sufficient knowledge of the A1 level, in the pre-determined period of time?

**D.B:** It depends on the learners' ability and the effort that they exert, I mean generally

**Interviewer:** How the teacher presents the lesson?

**D.B:** The method that I use to present the lessons is a mixed method, so basically I use learning by doing, playing some music, playing some games, by making it fun, that is it.

**Interviewer:** Do you change their seating according to the activities?

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**D.B:** Yeah! Sure. Actually I really do, sometimes because the activities require to be done in pairs or groups, but generally I use pair and group works because it is really fruitful and really helpful for grasping the lesson.

**Interviewer:** Do you ask them to prepare any tasks for the coming session?

**D.B:** Yes, we do, we always try to recommend a preparation to get an overview about the next lecture, just to get prepared and well ready.

**Interviewer:** What kind of preparation do you ask them to do?

**D.B:** Most of the homework that we use is drafted in the work book; I mean we have two books, one for the course and the other one for practice so for example, I ask them to read a text or a passage and to highlight the difficult words, google them or even look at the dictionary, put them in context or even make examples with them, just to make it a little bit easier when they come to the classroom. I ask them to prepare presentations etc.

**Interviewer:** Do you encounter any challenges when asking learners to prepare something at home for the lesson?

**D.B:** Not really, I do not find any difficulties

**Interviewer:** In what way do you think that learners' preparation at home is beneficial for teaching and learning?

**D.B:** It really helps us and it is so fruitful. For instance, when I ask my learners to prepare they fix for example some vocabulary or drop out the ambiguity from the lesson so once they are in the classroom we do not find ourselves bounded and limited by those obstacles

**Interviewer:** If a learner finds it difficult to do the homework, s/he contacts you online or waits until the next session?



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**D.B:** Well! In my case I created a WhatsApp group, so basically they just can contact me once they find something tough or the homework that I asked for is a little bit obscure and ambiguous.

**Interviewer:** Do you show them their strengths and weaknesses?

**D.B:** Yeah, I really do, I do not focus only on strength but also flows and imperfections because it is the part that helps to get the strength part. That is what I believe.

**Interviewer:** How is your relationship with your learners?

**D.B:** Well! I treat them as friends, but in cases I get a little bit severe when it comes to understanding and grasping the lesson.

**Interviewer:** Do learners help and collaborate with each other to do activities?

**D.B:** Actually it depends on their personality, but most of the time they interact with me.

**Interviewer:** Do you usually finish the lesson before the pre-determined session time?

**D.B:** Well! It is all about the learners' ability. Sometimes I am getting to cases when the learners are active and innovative so they grasp it in a blink of an eye, but sometimes I find myself a bit late.

**Interviewer:** What do you do in the extra-time?

**D.B:** In the manual we have a part for games, mind tricks, and topics to discuss, so basically those are the things that we use when we have an extra-time by the end of the session

**Interviewer:** What is your perception towards your method of teaching?

**D.B:** Actually I have mentioned it that I use the communicative approach and I focus on learning by doing and the use of audiovisual.

**Interviewer:** Thank you for accepting to be a part of the study!

**D.B:** My pleasure!

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**Appendix F**

**Name: S.L, S.A and M.R**

**Position:** three middle school teachers

**Date:** 9 January 2022

**Interviewer:** Which level do you teach?

**S.A and M.R:** first and third year.

**S.L:** I teach the second and the fourth year pupils.

**Interviewer:** Which method of teaching do you use?

**S.L, S.A and M.R:** CBA, CBLT approach

**Interviewer:** Do you ask learners to do activities individually, in pairs, or group work?

**S.L and M.R:** We ask learners to work individually because of Covid-19 protocol.

**S.A:** Sometimes I divide them into groups to do the assigned activities.

**Interviewer:** Do you change their seating to do some activities?

**S.L, S.A and M.R:** No, because of Corona protocol as we said, but before Corona virus we used to change their seating sometimes to do some activities collaboratively.

**Interviewer:** Do learners collaborate and help each other?

**S.L and M.R:** Yes they do.

**S.A:** Unfortunately they do not.

**Interviewer:** Do you usually finish the lesson before the pre-determined session time?

**S.A:** Yes.

**M.R:** Sometimes.

**S.L:** Rarely

**Interviewer:** What do you do in the extra-time?

**S.A:** I help my learners to do more exercises and practices.

**M.R:** I ask them to do extra-activities or we discuss different issues.

**S.L:** Just sit with my children and discuss.

**Interviewer:** Do you ask learners to prepare for the coming session?

**S.L, S.A and M.R:** No, never.

**Interviewer:** Why?

**S.L:** Because it cannot be available for all learners, but for some lessons I ask them, for example, to watch a video to grasp more the lesson.

**Interviewer:** Are you familiar with the flipped classroom method?

**S.L, S.A and M.R:** No

**Interviewer:** How is your relationship with your learners?

**S.L, S.A and M.R:** Strong and nice relationship.

**Interviewer:** Thank you for your time and for answering my questions!

**S.L, S.A and M.R:** You are most welcome!

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## Appendix G

**Name:** W. D

**Position:** A middle school, university and private school teacher.

**Date:** 18 March 2022

This is an unstructured interview with a teacher who has a negative attitude towards learners preparing or studying outside the classroom. He refused to fulfill the survey questionnaire of this study for that reason, but he accepted to be interviewed and shared his points of view.

**W.D:** Sorry miss, I do not think I will answer your survey questionnaire, because it stresses preparation outside the classroom, and I am the kind of teachers who do not ask learners to prepare. I do not remember who said it once, but he argues that: “teaching is in the classroom and not at home”, he said even providing learners with homework is not necessary, of course in ESL.

**Interviewer:** No Mr. W.D, you have misunderstood the homework, or the preparation I am speaking about. Preparation here can be, for example, no more than 5 minutes video you send to your learners to motivate them and give them an idea about the coming session.

**W.D:** I have been teaching for almost 7 years, and according to my humble experience, learners are not the same specially with the technology effect, I discovered that students do not like those who ask them to prepare, if I ask my pupils to prepare, I am pretty sure they will hate me. They are a generation which should be taught like TikTok videos.

**Interviewer:** Mr. D, the aim of the survey is collect your perceptions.

**W.D:** I see, but even if I ask them to write paragraphs, for example, and then send it to me via the Instagram or any means they will not all do that.

**Interviewer:** The survey does not defend the flipped classroom method, your views matter for the research. This innovative method is used to suit this busy generation with technology so writing paragraphs will be in the classroom, while at home you may send them a brief video about the format of paragraph writing. Of course, this would be challenging and requires time and effort.

**W.D:** Alright, it seems interesting,

**Interviewer:** I appreciate your honest responses!

**W.D:** I like the topic, I wish you good luck!

## ملخص

يهدف هذا البحث إلى دراسة مدى إمكانية تطبيق التعليم المقلوب في أقسام اللغة الإنجليزية كلغة أجنبية لتدريس المبتدئين الأطفال في ولاية تيارت و لهذا أجريت دراسة مزدوجة الأسلوب لمعالجة التغيير الجذري للتعليم المقلوب بالنسبة للمتعلمين المبتدئين الأطفال. بيّنت النتائج أن القسم المقلوب يمكن أن يكون منهجية بديلة مثلى للتدريس غير أن قرار اعتمادها في أقسام المتعلمين المبتدئين الأطفال يرجع إلى الأساتذة.

*الكلمات المفتاحية: أقسام اللغة الإنجليزية كلغة أجنبية، التعليم المقلوب، المتعلمين الأطفال*

## Résumé

Cette recherche vise à étudier la mesure dans laquelle l'apprentissage inversé peut être appliqué dans les classes EFL pour enfants débutants, dans la wilaya de Tiaret. Donc, une étude à méthode mixtes a été menée pour manipuler le changement radical de l'apprentissage inversé aux apprenants enfants débutants. Les résultats ont montrés que la classe inversée peut être une méthode alternative optimale pour l'enseignement. Toutefois, sa mise en œuvre dans les classes d'anglais des enfants débutants devrait être décidée par les enseignants.

*Mots-clés : Apprentissage inversé, classes EFL, Enfants débutants*

## Summary

This research aims at investigating the extent to which flipped learning can be implemented in beginner young EFL classes, in Tiaret Province. Therefore, a mixed-methods study was conducted to manipulate the radical change of flipped learning for young learners. The findings showed that the flipped classroom can be an optimal alternative method for teaching. However, its implementation in young beginner English language classrooms should be decided by teachers.

*Keywords: EFL classes, Flipped learning, Young learners*