

Algerian EFL University Teachers' Perceptions, Attitudes and Insights on the Incorporation of Flipped Learning in Higher Education

Hamoudi Benarba^١

^١ PhD Student, Tahri Mohamed
University, Bechar, Algeria.
Saharan Studies
Email: benarba.hamoudi@univ-
bechar.dz

Smaine Khalki^٢

^٢ Professor, Tahri Mohamed
University, Bechar, Algeria.
Saharan Studies
Email: khalki.smaine@univ-bechar.dz

تاريخ الاستلام ٢٠٢٤/٠١/١١

القبول: ٢٠٢٤/٠٥/٢١

النشر: ٢٠٢٤/٠٧/١٨

Abstract :

The proliferation and use of technology in education has seen a marked increase in recent years with a wide array of approaches among which flipped learning forms a salient trend. This study attempts to investigate the perceptions, attitudes and insights of Algerian university teachers of English on the incorporation of Flipped Learning at the university level. Following a sequentially explanatory mixed-methods approach, the study employed a questionnaire distributed among ١٠٠ teachers, accompanied by in-depth interviews conducted with ٦ selected participants. The scope of this research aimed to discern EFL educators' understanding of Flipped Learning, its perceived benefits and challenges, the factors that can influence its adoption as well as their recommendations for optimal implementation. Notably, overall positive results emerged revealing a growing receptiveness to Flipped Learning enriching the literature on this approach by providing culturally specific insights from the Algerian higher education context.

Key Words: Flipped Learning, Perceptions, Attitudes, Insights, Algerian EFL Teachers, Higher Education

* Corresponding author: Hamoudi Benarba; Department of English, Tahri Mohamed University, Bechar, Algeria.
Email: benarba.hamoudi@univ-bechar.dz

Introduction

As the world runs in constant change owing to internet-based technologies, education stands as a witness and an engine that can foster such changes by cognizant adoption or downplay them by uninformed rejection. The controversy on whether digital tools should be integrated into classroom setting could however be imposed by certain circumstances. As such, the outbreak of pandemics, wars and natural disasters across the world can signal a flagrant hurdle to maintaining education at its regularity in schools and a threat of raising a generation of students with gaps in their learning. A middle ground for this debate would tend educational prospects to incline more towards adoption than rejection. Teachers were observed to inevitably step up at the threshold of incorporating a multitude of blended learning models among which the flipped model represents a salient trend. By leveraging digital affordances to the preferences of modern students, flipped learning can demarcate a revolutionary approach. However, despite the availability of a plethora of scholarly works on this approach, it still lags regarding teachers' perceptions and attitudes. Experimental studies prevailed in preponderance while attitudinal ones dwindled in spite of their major role in stipulating further feedback and insights to relegate deficits in teaching practices and learning outcomes.

Research on the flipped model can be still at its prime. That is, the extent to which this approach aligns with educators' beliefs, experiences and cultural context remains a critical inquiry. Context-specific investigations into this issue can be conspicuously scarce, particularly within the post-Covid-¹⁹ Algerian university milieu. This research spotlights the urgent need for contextually informed insights to dispel the confusion of the determinants that may impel or impede the implementation of this model at the tertiary level relying on teachers' perspectives.

This study seeks to address three main research questions. These are germane to Algerian teachers' perceptions and attitude towards flipped learning as well as the potential factors, benefits and challenges that shaped their understanding of this model. In an attempt to address the above queries and unravel the aforementioned problematic, this study hypothesises that Algerian EFL educators would exhibit a satisfactory level of understanding and positive attitudes towards flipped learning.

The research followed a mixed-methods approach, specifically a sequential explanatory design. Quantitative data were collected through a structured questionnaire distributed among a cohort of ١٠٠ EFL educators currently employed within ٢٨ different Algerian universities. Divided into ٢ sections, the questionnaire comprises a set of thought-provoking queries on their perceptions and attitudes towards this approach. The quantitative data analysis informed the selection of ٦ participants based on their experience for in-depth qualitative interviews for further perspicacious insights on the topic. This sequential approach allowed for a blend of

statistical data with analytical qualitative insights. The questionnaire data were analysed using descriptive statistics and correlations while the interviews were transcribed and thematically analysed to extract deeper insights on the topic.

I. Literature Review

As long as the origin of flipped learning is concerned, sources diverged regarding its prime and evolution. Roehling (٢٠١٨, p. ٧) referred to Alison King's prominent article "From the Sage on the Stage to the Guide on the Side" (King, ١٩٩٧) that urged the abandonment of lecturing as the only mode of instruction. It propounded investing class time for an active engagement of students in their learning. Another reference was made to Astin's Student Involvement Theory (١٩٩٩) that suggested that the more students are engaged and involved in their learning experience; the more likely they are to excel academically, persist through college and achieve personal and intellectual growth. However, by large consensus, credit goes to Jonathan Bergmann and Aaron Sams as the pioneers of this approach. Being teachers in a rural area, which witnessed high rates of absences, they struggled with students missing classes and reteaching lessons. Hence, they shared mini-lectures online for students to watch at home. The deliberate shift in content diffusion and access helped in circumscribing the potential of the flipped instruction, which breaks through traditional perception of classwork and homework innovatively.

١. Flipped Learning Defined

At the forefront of innovative instructional methods, flipped learning reimagines the educational setting through a deliberate inversion of classwork and homework. It places students at the centre of their learning experience while optimising face-to-face class time for active engagement, interaction, application and collaboration. Flipped Learning Network (FLN) defined the flipped learning model as

a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

(٢٠١٤, p.١)

Flipped learning represents a transformative teaching-learning philosophy with its own assumptions and practices that can be applied in various pedagogical settings. It relocates lectures outside of the collective learning environment resulting in individual exposure and active engagement with the material prior to class. Using a variety of recorded mini-lecture forms (video segments, podcasts, readings, interactive and presentations) students can access materials independently outside of class. This would allow them to learn and progress at their own pace and review the content whenever and wherever needed. The individual learning space can provide an opportunity for students to familiarise themselves with the basic concepts and

gain initial understanding before engaging in class activities. During class meetings, the group space is transformed into a dynamic and interactive learning space that supersedes the passivity of traditional approaches. Instructors would have freed up more time to maximise class time activities and experiences that foster higher-order thinking. The actual class time is consecrated for interactive and hands-on activities such as collaborative problem-solving and decision-making activities, presentations, projects, peer instruction and group work (Brame, ٢٠١٢, p. ١). Instead of passive listening or note-taking, students would actively apply the concepts they learnt outside of class under the guidance of their teachers. Roehling and Bredow (٢٠٢١, p. ١) emphasised the integration of web-based technologies for students to view digitised or online lectures before class time as a crucial mediating aspect. Digital affordances can then be deemed as facilitators offering more flexibility, autonomy and asynchronicity to students.

As the orthodox learning sequence is reversed, the flipped model harnesses technology and student-centered practices to ensure that students learn whenever and wherever they want. Bergman and Sams (٢٠١٢, p. ٦) defined this approach as opposed to traditional approaches. In sharp contrast to traditional models, which conform to a mechanistic assembly-line approach, the flipped model liberates learners and places them at the centre of learning. It eschews the rigidity of physical and temporal settings offering them more autonomy and flexibility to acquire knowledge and hone their skills at their own volition. Flipped learning classrooms dismantle the standard arrangement of neatly structured rows wherein students passively absorb knowledge from a sage on the stage. Siegle (٢٠١٤) stated that flipped learning “involves changing the way classroom instruction and homework are managed by reversing the traditional order of delivery. [...] The flipped classroom allows educators to move from the ‘sage on the stage’ to the ‘guide on the side’.” (p. ٥١). The shift in content delivery could therefore invoke further changes in teacher-student roles stipulating more learner-centeredness.

This paper defines flipped learning as a cutting-edge constructivist approach that reshapes traditional paradigms by strategically reversing classwork and homework. By shifting direct instruction to individual learning spaces and leveraging various digital affordances, students gain the flexibility to engage actively with the material independently at their own pace. Subsequently, face-to-face class time becomes a dynamic, interactive and collaborative learning environment. Thence, students actively apply the pre-learnt concepts under the guidance of the teacher. Accordingly, this approach embodies a learner-centered philosophy that liberates learners from passive reception and ferries them into active engagement and action.

٢. Principles of the Flipped Learning Approach

The fulfillment of the goals behind the flipped approach may be hindered unless it leans on certain principles deemed as its own proper pillars. These pillars represent the acronym FLIP as the fulcrum around which this model revolves and functions. A board of experts from the FLN identified these pillars that fortify any flipped

learning setting. According to Hamdan et al. (٢٠١٣), Flexible Environment, Learning Culture, Intentional Content and Professional Educator comprise the four pillars of flipped approach. Below is an analysis of these pillars according to this FLN board of experts (٢٠١٣, pp. ٤- ٦).

٢,١ Flexible Environment

Flipped learning requires a flexible learning environment that allows students to access content and resources at their own pace and their own fashion. According to Bissessar (٢٠١٧, p. ٢٦٩), flipped learning requires “flexibility in space, in pedagogy and in expectations”. Instructors should rearrange classroom space effectively so that students can engage in individual, pair or group work with accessible learning resources. Educators can show consistent ingenuity in their pedagogy by orchestrating a diverse array of activities that better work within differentiated environments. They can also demonstrate flexibility in expectations and viability in student timelines for learning and assessments.

٢,٢ Learning Culture:

Flipped learning creates a constructivist learning culture where students are placed at the center of their learning experience shifting from teacher-centeredness into learner-centeredness. Rather than teaching content as experts, teachers can help create richer class time opportunities through collaboration. This can allow students to actively engage in knowledge formation, deep content exploration and relevant learning evaluation (FLN, ٢٠١٤, p. ١). Instructors can provide clear expectations, scaffolding instruction and offering regular feedback. Similarly, students need to assume their role in pre-class activities. They need to develop their metacognitive skills, which can help learn how to learn in better ways (Lo & Hew, ٢٠١٧; Sergis et al., ٢٠١٨).

٢,٣ Intentional Content:

This pillar confides to a deliberate and purposeful selection of educational materials. Teachers need to decide which content they would deliver via direct instruction and what content students would explore prior to class time. Intentional content would allow teachers to employ diverse instructional learner-centered methods such as “active learning strategies, peer instruction, problem-based learning, or mastery or Socratic methods” (Hamdan et al., ٢٠١٣, p. ٢). Talbert (٢٠٢٣, p. ١٧) suggested that materials used in flipped learning need to be of high quality, differentiated, tuned and focused. They have to be crafted and designed to be precise and directly relevant and conducive to specific learning objectives.

٢,٤ Professional Educators:

The flipped model can empower teachers to become even more skilled and professional teachers with less visibly prominent tasks. They would turn into content creators, architects of knowledge and heedful orchestrators of learning activities that all serve their predetermined objectives. They are expected to be aware of skillfully navigating both learning spaces, individual and collective to foster their interaction

with the students. They continuously observe, provide timely feedback and assess students' work. Reflective in practice, they collaborate with peers to enhance their expertise, embrace constructive criticism and manage controlled classroom chaos (Hamdan et al., ٢٠١٣, pp. ٥-٦).

٣. Why Flip?

The concept of instructional approaches have long been a spot for incessant paradigmatic evolution. Such a perpetual evolution and refinement endeavours can represent a mere reflection of the changes of the era. In the context of education, these may include the diversity in modern students' needs, interests, learning styles, development of educational technology and global circumstances. Evidence has surfaced emphasising that traditional pedagogical approaches may not sufficiently cater to the intricacies of contemporary educational contexts. Cooper and Valentine (٢٠٠١, pp. ١٤٣-١٥٣) asserted that the inadequacy and limitations of conventional methods and teacher-dominated settings ultimately resulted in students showing minimal enthusiasm and comfort in their learning experience.

Alternately, this paved the way for more innovative and unorthodox approaches such as flipped learning to serve as an update of pedagogical norms. Seeking a transformative learning experience, the flipped model may adapt to diverse pedagogical settings. Notwithstanding, the underlying reasons for its incorporation remain congruently consistent. Emanating from various meticulous research as in Arnold-Garza (٢٠١٤) and Lee (٢٠٢٣), the compelling strengths of this approach resonate in a myriad of benefits. These may encompass astutely optimising in-class time (Cole, ٢٠٠٧), providing opportunities for students to engage in active learning (Gannod, Berg & Helmick, ٢٠٠٧), enhancing student-teacher interaction (Lage, Platt, and Treglia, ٢٠٠٠; Bond, ٢٠٢٠; Birgili et al., ٢٠٢١), fostering student autonomy and responsibility in learning (Overmyer, ٢٠١٧), catering to diverse learning styles and preferences (Gallagher, ٢٠٠٧) and the enhancement of cognitive learning outcomes in academic performance (Tutal & Yazar, ٢٠٢١).

Further research on the merits of flipped learning was propounded by its pioneers. Bergman and Sams (٢٠١٢, pp. ٢٠-٣٣) advanced a set of reasons why teachers should adopt the flipped model. In addressing the evolving learning styles and preferences of contemporary students, this paradigm can seamlessly align with their digital inclinations. The approach can accommodate their bustling lives, offering them flexibility to progress at their own pace and engage actively despite competing commitments. Moreover, the model can enhance educational equity by catering to diverse student abilities—prioritising assistance for those struggling while simultaneously challenging high-achievers. As a dynamic model, it can foster increased teacher-student interaction, enabling timely interventions and individualised guidance. Beyond teacher-student bonds, the method can fuel meaningful student-student interaction as collaborative learning replaces mere passive listening. This transformation can shape a culture of genuine engagement, rendering traditional classroom management challenges irrelevant. Ultimately,

flipped learning can empower educators to harness technology to bridge gaps, enabling a more sustainable, adaptable, inclusive and personalised educational experience. Lee, Park & Davis (٢٠٢٢, pp. ٢١١-٢٢٨) agreed that such differentiation and personalisation of learning can potentially ensure a type of self-regulated and self-directed learning. That is, learners would learn how to properly plan their time for pre-class assignment and would be held accountable for their own learning.

Above all these, the very important benefit this paper could embrace is the potentiality of flipped learning in bolstering higher-order thinking skills and ٢١st century competencies. Davis (٢٠١٦, p. ٢) argued that this approach can nudge students to develop their “upper cognitive levels of the taxonomy where knowledge application and skill building are happening” (as cited in Vitta & Al-Hoorie, ٢٠٢٢, p. ٢٧). Particularly, it can initiate an intriguing overlap between Bloom’s Taxonomy (Bloom et al., ١٩٥٦) and Sweller’s Cognitive Load Theory (١٩٨٨). It can be employed to reduce extraneous cognitive load by presenting initial lower-order thinking content outside the classroom allowing class time to be focused on clarifications, discussions and higher-order thinking skills. Therefore, flipped learning can foster “a student-centered and teacher-facilitated course of study” (Robertson, ٢٠٢٢, p. ١٧). This is mainly because it would focus on the gradual formation of knowledge through active and ongoing engagement with materials corresponding to students’ zone of proximal development (Vygotsky, ١٩٧٨).

٤. Challenges and Factors Affecting Flipped Learning Effectiveness

As any other novel approach, flipped learning is not exempt from undergoing a cycle of innovation, implementation, evaluation and constant remediation. However, reaching the intended outcomes behind its adoption can clearly hinge on navigating a complex interplay of challenges and factors affecting its overall effectiveness. In this regard, a variety of classifications of these challenges and factors was provided since its inception.

Analytical studies have not yet ceased to offer insights and further implications on these challenges and factors. A rather comprehensive categorisation was elucidated in Lee (٢٠٢٣, pp. ١١٨٧-١١٩١). Educational level (Cheng et al., ٢٠١٩; Lundin et al., ٢٠٢٠), the nature of the subject area (Birgili et al., ٢٠٢١; Cheng et al., ٢٠١٩), learning objectives and types of assessment methods (Chen et al., ٢٠١٨) form the first category, which relates to school or course factors. The second category represents the implementation factors of this approach including students’ completion of pre-class learning assignment as well as kinds of learning materials (Lee & Choi, ٢٠١٩), the quality of video materials (Moraros et al., ٢٠١٥; Akçayır & Akçayır, ٢٠١٧) and content and the use of verification quizzes (Hew & Lo, ٢٠١٨). The third category is pertinent with learner factors such as learners’ academic capability (Cheng et al., ٢٠١٩), attitudes towards flipped learning technology competency and technology competency (Akçayır & Akçayır, ٢٠١٧; Lee et al., ٢٠٢٢). The last category within this classification identifies educator factors as their awareness about learner-centered pedagogical practices of this approach (Brewer &

Movahedazarhouligh, ٢٠١٨; Shi et al., ٢٠٢٠), institutional support and professional development opportunities (Brewer & Movahedazarhouligh, ٢٠١٨). Considering such factors that can foster or hinder the potentiality of flipped learning is significant to reach its intended outcomes.

Other remaining challenges by Lo and Hew (٢٠١٧) were also referred to in Lee (٢٠٢٣, pp. ١١٨٩-١١٨٩١). Lo and Hew (٢٠١٧) categorised these challenges into three groups: student challenges, educator challenges and technical challenges. Student challenges related to issues such as pre-class learning problems, unpreparedness or disengagement from pre-class assignment as well as resistance due to unfamiliarity with flipped learning. Educator challenges involved designing and complementing pre-class and in-class sessions, shifting pedagogical approaches and embracing facilitator roles. This would require a conceptual shift in their philosophy about teaching and learning. Lastly, technical challenges may arise due to poor infrastructure, device and technology skills for students and educators, necessitating ongoing awareness and support systems. Ensuring that no learners are left behind due to these problems remain major a impediment to overcome.

• Flipped Learning in EFL Classrooms

Since its prime, the flipped model has incited vigorous theorisation and practical research attempts to unveil its systematicity, applicability and potentiality, especially in the context of teaching foreign languages (Arslan, ٢٠٢٠; Turan & Akdag-Cimen, ٢٠٢٠; Vitta & Al-Hoorie, ٢٠٢٠; Jiang et al, ٢٠٢٢). EFL classrooms have then been prone to trial and scrutiny as long as its integration is concerned.

Research on the nature and importance of language and language learning along with the inexorable effects of web-based technologies could spur evolutionary and revolutionary practices into the EFL classroom. In light of this progress, it is vital to recognise that second language learning is deemed as a complex process that evolves in phases requiring time, exposure and practice (Gonzalez, ٢٠٠٤; Turan & Akdag-Cimen, ٢٠٢٠). However, traditional methods to EFL teaching have yielded complications rather than relegations to the complexity of this lifelong process. Student passivity, lack of engagement and participation, difficulties in communication, problem solving, interaction and collaboration as well as lack of learning opportunities could identify as debilitating legacies of traditional methods that may still prevail in EFL classrooms. To address these challenges and leverage the potential of modern technology, educators have resorted to several approaches among which flipped learning can represent a notable innovation. As deposited by Carhill-Poza (٢٠١٩, as cited in Chen et al; ٢٠٢٢), the adoption of flipped learning within EFL classrooms enabled instructors to centralise classroom interactions and socialisation while concurrently expanding the spectrum of learning prospects beyond the confines of traditional settings. Thereby, this model can allow learners to grow more proficient in building their language skills owing to its flexibility. They would have more time to cover many aspects of the language at their own pace outside the classroom with more exposure and practice opportunities.

Regardless of the benefits the flipped approach can offer to EFL learners, instructors' perceptions, attitudes and insights into the integration of this model remain intriguing research gaps to be explored. The Algerian university forms no exception and is worth navigating for further remediation and promising prospects.

II. Data Analysis and Discussion

١. Questionnaire

This questionnaire, comprising ١٢ questions of various types and aspects, was administered online to ١٠٠ EFL teachers from ٢٨ different tertiary institutions across Algeria. It was divided into two sections addressing the participants' perceptions and potential attitudes towards the integration of flipped learning in their teaching. The results to each question (Q) are shown in the diagrams below.

١.١ Section ٠١: Familiarity and Experience with Flipped Learning

Q ٠١: On a scale of ١ to ٥, with ١ being “not familiar at all” and ٥ being “very familiar,” how familiar are you with the concept of flipped learning?

Scale	1	2	3	4	5
Responses	09	10	37	25	19
Rates	09%	10%	37%	25%	19%

Table ٠١: Teachers' Level of Familiarity with Flipped Learning

Based on the provided data, we can infer that there is a varied level of familiarity with the concept of flipped learning with a moderate to high level of familiarity, suggesting that a significant number of the participants have considerable knowledge and understanding of this approach.

Q ٠٢: Have you ever implemented flipped learning in your teaching practice?

Options	Yes	No	Maybe
Responses	58	20	22
Rates	58%	20%	22%

Table ٠٢: Flipped Learning Implementation among EFL University Teachers

The data suggest that the majority of participants have implemented flipped learning in their teaching practice. Yet, ٢٢ participants indicated a potential consideration for future implementation with a sense of uncertainty or indecisiveness about their teaching methods, which equally matches the responses of those who identified themselves as “less familiar”.

Q ٠٣: If yes, how long have you been using flipped learning?

Options	1 year	2 years	3 years	=>4
Responses	23	21	17	15
Rates	23%	21%	17%	15%

Table ٠٣: Teachers' Years of Experience with Flipped Learning

Ranging from one year to more than four years, the findings suggest a range of experience levels and varying degrees of exposure to flipped learning practices. The majority have been using flipped learning for ١ to ٣ years with a smaller number having a more extensive experience of ٤ years or more implying that this approach may be in the early stages of its implementation in Algeria. This signals the compelling circumstances after the outbreak of the Covid-١٩ pandemic that could divert the educational paradigm into a blended one.

Q ٠٤: Do you believe that flipped learning is an effective teaching method?

Options	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Responses	18	62	17	03	00
Rates	18%	62%	17%	03%	00%

Table ٠٤: EFL Teachers' Perception of the Effectiveness of Flipped Learning

The data reflect a generally positive perception of flipped learning as an effective teaching method. The majority of participants expressed positive views regarding the effectiveness of this approach in EFL classrooms. With such a positive outlook, the responses stipulate a consensus and confidence on the efficacy of this approach. The presence of a small number of neutral responses may go in reference to the less familiar and inexperienced participants with an indecisive stance in the second item. Misconceptions of this approach, undesirable experiences and uncertainty regarding its potential may serve as explanations for neutrality and disagreement.

Q ٠٥: What flipped classroom activities have you used frequently in your class?

Options	Responses	Rates
Recorded video mini-lectures	34	34%
Slides or interactive presentations (Prezi, PowerPoint ...)	59	59%
Reading materials	65	65%
Podcasts (audio recording of lectures)	12	12%
Online interactive tutorials	21	21%
Screencasts and Live streaming	17	17%
Other (Apps like Padlet, Moodle, Games, Audiobooks)	05	05%

Table ٠٥: Most Frequent Flipped Learning Activities Used by EFL Teachers

Revealing a growing tendency towards a differentiation, the results display the participants' relatively high awareness of the applicability of a variety of flipped classroom activities. Although it might sound purely traditional and boring for students, the use of reading materials as a pre-class assignment can potentially be desirable for teachers due to its availability, accessibility, adaptability and simplicity. Slides or interactive presentations may reflect not only a satisfactory level of ICT's mastery by teachers but also a response to the needs of those students who crave visual demonstrations of learning materials. Recorded video mini-lectures and online interactive tutorials followed in line along with other innovative types of pre-class activities with dwindling percentages. With flipped learning already relying largely on digitisation and web-based resources, several possibilities arise as the respondents

seem not to use such activities very frequently into their teachings. Factors such as the type of the content they teach, resource limitations, teacher and student preferences, infrastructure challenges, cultural factors, training and awareness may all serve as explanations for such preferences.

Q ٠٦: Could you exemplify with a flipped learning activity you implemented?

The responses provide a rich assortment of concrete examples and strategies such as the use of mini-lectures on YouTube, teaching theory online and doing practice in class, organising field visits, readings or film adaptations of novels followed by debates, discussions or quizzes. Others involved using online platforms and even social media for pre-class preparation and live streaming (e.g., Moodle, Google Classroom, Padlet, Zoom etc.), analysing speeches, providing multimedia materials, group work and presentations. With ٦٥ responses, the participants have illustrated these activities across foreign language subjects and skills observing improvements in students' motivation, interaction, collaboration and problem solving. Others have contrarily reported some demotivating experiences due to pre-class assignment incompleteness.

Exploring these examples further, the participants have implemented a mixture of pre-class preparation, multimedia resources, online platforms and in-class activities to engage students in active learning. These reflect the flexibility and adaptability of this approach catering to the EFL context. Yet, challenges persisted regarding student motivation, limited access to technology and difficulties in ensuring student completion of pre-class tasks. Overall, the examples demonstrate teachers' creativity and initiatives to implement flipped learning despite all these barriers.

Q ٠٧: How confident would you feel when implementing flipped learning?

Options	Very Confident	Confident	Somewhat confident	Not very confident	Not confident at all
Responses	14	39	31	14	02
Rates	14%	39%	31%	14%	02%

Table ٠٦: Teachers' Confidence Levels in Implementing Flipped Learning

The results show various levels of confidence regarding an effective implementation of this model. Respondents with the higher levels of confidence are likely well-versed in the principles of this paradigm matching the previous findings of familiarity, experience and effectiveness. While this demonstrates a generally positive outlook and openness to adopting it confidently, ٣١ respondents fell in middle ground due to potential lack of familiarity, understanding and preparedness. This could stem from the lack of professional development opportunities.

١,٢ Section ٠٢: Attitudes towards Flipped Learning

Q ٠٨: On a scale of ١ to ٥, with ١ being “not favourable” and ٥ being “very favourable”, how do you feel about flipped learning as a teaching method?

Scale	1	2	3	4	5
Responses	03	11	40	31	15
Rates	03%	11%	40%	31%	15%

Table ٠٧: EFL University Teachers' Attitudes towards Flipped Learning

The findings reveal a diverse range of attitudes with a moderate to high tendency and favourability towards flipped learning. A considerable number of them stood in the middle with a balanced stance or neutrality weighing the merits of this approach against its potential demerits. While a smaller number of them expressed a less favourable attitude, the majority expressed a more positive outlook. Contrasting these findings with those obtained in the fourth item, a slight inconsistency between teachers' perceptions and their own attitudes towards this paradigm is noticed. While the majority believed flipped learning is effective, this item reveals moderate or somewhat favourable attitudes rather than strong ones. Therefore, it signals that some respondents may have reservations or mixed feelings and attitudes about this approach even if they believe it to be effective. This disconnect can stipulate a certain difficulty in transitioning to new approaches.

Q ٠٩: How do you think flipped learning compares to traditional teaching?

Options	More Effective	Equally Effective	Less Effective	No Difference
Responses	46	43	09	02
Rates	46%	43%	09%	02%

Table ٠٨: Effectiveness of Flipped Learning and Traditional Teaching

The data exhibit a somewhat divided viewpoint among the respondents as whether it is more or equally effective. This suggests a level of satisfaction with both approaches and a rather slower shift or tension between tradition and innovation. These divergent opinions highlight the importance of considering contextual factors and individual teaching styles when evaluating its efficacy.

Q ١٠: In your opinion, what are the main benefits of flipping EFL classrooms?

Options	Responses	Rates
Increased student engagement and interactivity	48	48%
Improved student learning outcomes	21	21%
Greater flexibility in class time	49	49%
More opportunities to focus on higher-order thinking skills	35	35%
Greater autonomy and self-directed learning	51	51%
Improved student-teacher interaction	29	29%
All of them	34	34%

Table ٠٩: Perceived Benefits of Flipped Learning in EFL Classrooms

The results reveal a range of frequently perceived advantages. The most frequently cited benefits include fostering students' autonomy and self-directed learning, which can empower them to take ownership and assume more responsibility over their learning. Greater flexibility in class time comes second in rank, indicating the potential for personalised learning experiences and in-depth activities. Increased student engagement and interactivity followed signaling learner-centeredness and

active learning experiences. Focusing more on higher-order thinking skills ranked slightly lower than the top three along with those who believe that all the listed benefits are applicable highlighting a comprehensive perspective. The presence of these multifaceted benefits underscores the potential of flipped learning to enhance various aspects of the teaching and learning process.

Q ١١: Would you be willing to adopt and implement flipped learning in the future?

Options	Yes	No	Maybe
Responses	70	02	28
Rates	70%	02%	28%

Table ١٠: Teachers' Willingness to Implement Flipped Learning in the Future

The findings indicate an overall positive inclination among the respondents. The majority expressed their willingness to adopt this model, suggesting an openness to explore this pedagogical approach. A significant number of them (٧٠) signaled a possibility of considering it indicating a potential for further adoption while ٠٢ of them only stated their unwillingness to implement it. These results highlight an explicit positive disposition and consideration among the participants towards incorporating flipped learning into their teaching practice.

Q ١٢: What challenges do you think EFL university teachers in Algeria encounter when adopting flipped learning?

Options	Responses	Rates
Time, finance and technology constraints	49	49%
Ensuring student access to technology and internet	40	40%
Limited digital literacy skills	40	40%
Students' resistance to change and demotivating attitude	36	36%
Developing and creating quality video content	26	26%
Limited professional development opportunities	19	19%
All of the above	46	46%

Table ١١: The Potential Challenges and Factors Affecting Flipped Learning

The findings reveal that the most commonly cited challenges include time and technology resource constraints, resistance to change, limited digital literacy skills, limited professional development opportunities, developing and creating quality video content and ensuring students' access to technology and the internet. These challenges highlight the multifaceted nature of the barriers that teachers face in reality when implementing flipped learning in the Algerian EFL context.

The data obtained from the questionnaire offered snapshots into the process of flipped learning integration and efficacy displaying the need for ongoing support, professional development and strategies to address existing challenges. A rather

mixed and complex set of attitudes was noticed with many demonstrating a favourable view whereas others may harbour reservations or remain undecided.

٢. Interview

Through a structured interview encompassing seven key questions administered with ٦ selected experienced teachers, more in-depth data could be obtained in terms of the following themes. Each question is thematically entitled and analysed below.

٢.١ The Role of Flipped Learning in Enhancing Current EFL Practices

The responses exhibit a comprehensive understanding and awareness of the multifaceted benefits of flipped learning. Considering it “as a requirement that must be put into real practice and use” (Teacher ٢), the interviewees highlighted its capacity to foster learner-centeredness, learner autonomy and responsibility over their learning. They shared a common view on this approach as a catalyst to alleviating much of the teaching-learning burden and supporting the in-teaching classes with more opportunities for extended practice. Therefore, it provided them with more efficient time and energy management. They also deemed the flipped paradigm as a bridge for increased interaction, meaningful language use, engagement, collaboration and personalised language support that transcends the traditional in-teaching space with pre-class and independent learning. The responses can ultimately reflect a complimentary relationship between the flipped approach and the current EFL teaching philosophies and methodologies to a great extent. They equally suggest that this model holds promise as a valuable method, warranting a serious consideration in EFL university settings.

٢.٢ The Effect of External Factors on Flipped Learning Integration

Overall, the interviewees expressed their consensus on the adverse impact of external factors and limitations on the implementation of flipped learning. Technical issues with inoperational e-learning platforms, students’ institutional accounts and operational delays emerge as crucial impediments. Teacher ١ elucidated the disruptive nature of technical issues, stating, “Moodle platform has not been operational until-mid November...” The data also point to disruptions caused by poor internet connectivity, hindering access to materials and affecting learners’ motivation, engagement and academic performance. Teacher ٥ stated, “Some students lacked access to required devices and or a stable internet connection which disrupted my teachings.” Along these disparities in students’ access to digital resources and facilities, the lack of professional development is also depicted as a barrier to faculty readiness for the flip procedure. These findings accentuate the pivotal role of adopting diverse infrastructures and the imperative of strategic planning as well as the necessity of professional development for educators to ensure their readiness within their respective socio-cultural contexts.

٢,٣ Key Steps and Requirements for Effective Implementation of Flipped Learning

The interviewees provided an exhaustive set of key steps and requirements for a seamless implementation of flipped learning. They suggest an interplay of policy-making decisions, economic support, academic and professional planning as well as socio-cultural awareness. Common answers included advocating for supportive policies, technical support and administrative backing, equitable access to technology and internet connectivity, supportive online platforms, training in technology and digital literacy, motivation, clear objectives, high-quality pre-class materials and continuous professional development. The recurrent focus on training, internet connectivity and access to resources represents an area for improvement with a symbiotic relationship binding pedagogy, technology and professional development. Teacher ٤ stating, “The key is a balanced approach that integrates technology, pedagogy and ongoing professional development” could best illustrate this notion. While Teacher ١ focused on aspects such as motivation, internet connectivity and training on digital literacy, Teacher ٢ emphasised the necessity of “supporting the implementation of such teaching with laws that guarantee a legitimate position for it.” This reflects a certain degree of fluidity and dilution in terms of educational policy and or insufficient clarity, which signifies the need for official institutional backing and consistent administrative support.

٢,٤ Assessment in EFL Flipped Learning Classrooms

The interviewees mostly mentioned a blend of formative and summative assessments including online quizzes, discussions, mini-tests, traditional semesterial exams, presentations and projects. Depending on such a hybrid approach of assessment, the majority blended traditional end-term written exams with in-class activities and online assignments. Such a triangulated scoring and assessment mechanism aligns with the scope flipped learning, which does not neglect traditional assessment methods, but rather serve as an extensive, complimentary and or alternative method. This blend was described by Teacher ٤ as “intentional and pragmatic” as it reflects a commitment to evaluating higher-order thinking skills. Conversely and as noted by Teacher ٣ and ٤, traditional assessment methods may inevitably persist due to various considerations explored in the previous item. While educators exhibit a concerted effort to infuse innovation into assessment practices, the enduring tether to traditional summative evaluations reveals the persistent struggle to reconcile established norms and unavoidable challenges with progressive paradigms. Attempts of transitioning assessment paradigms in line with flipped learning are then highly challenging with an evident struggle to completely depart from traditional summative evaluations.

٢,٥ Addressing Disparities in Technology Access in Relation to Assessment

Answers to this item focused on flexibility in scoring, leveraging collaborative in-class activities, diversifying activity types, offering alternative submission options and leniency with deadlines. To illustrate, the first educator adopted a flexible

approach in scoring, stating “the score takes the sum (average) of the achieved quizzes or assignments with an advantage in favour of students who could finish all assignments.” The second educator emphasised the significance of diversity in assessment designs and collaboration including group work and pair work which can “lessen to a great extent such potential disparities.” Meanwhile, the other interviewees’ responses highlighted equitable participation by providing alternative resources and assessment submission options, flexibility with deadlines and diverse assessment designs. The sixth educator opted for a less strict attitude towards deadlines and completion using various modalities (face-to-face, online, printed, role-played) and reducing reliance on specific digital tools. These represent a conscientious effort to address the digital divide fostering an inclusive learning environment. This reveals a remarkable adaptability, creativity and commitment to equitable educational experiences to mitigate disparities in technology access.

٢.٦ Colleague Attitudes and Collaborative Implementation

Probing the impact of collaboration on the process of implementation, this item displays some insightful observations on the prevailing attitudes of EFL educators towards this paradigm. The majority noticed that few colleagues only embraced this approach with greater expectations while most of them expressed apprehension and negativity. They described this dismissive attitude with reference to resistance to change, scepticism, dissatisfaction and concerns about increased workload or perceived challenges. The first teacher noted their colleagues’ adherence to traditional methods with limited use of online platforms. They stated that their colleagues “are convinced that it does not work and always blame students for not being responsive. They stick to the traditional face-to-face instruction and their use of online platforms is limited to posting PDF lectures.” The scepticism clearly not only hindered the implementation process, but rather made them feel as if they “swim against the trend [...with] no opportunities for collaboration and exchange of expertise.” The fourth teacher asserted their firm conviction that colleagues’ hesitation and resistance necessitated clear communication and professional development. This dichotomy in colleagues’ attitudes unveils the socio-cultural fabric within which flipped learning operates, illustrating the impact of colleagues’ attitudes on its collaborative implementation. The resistance observed among them not only reflects a conservative adherence to traditional methods but also a broader societal hesitance towards embracing transformative educational approaches.

٢.٧ Recommendations for Improving Flipped Learning Experiences

Considering both successes and challenges, the interviewees offered diverse recommendations in this regard. These encompassed training and professional development workshops, raising awareness among teachers and students, addressing technology disparities, providing more administrative support, soliciting feedback from educators and student as well as fostering a culture of adaptability and collaboration. Of all these, there was a recurrent focus on addressing technology disparities and investing in ongoing professional development and training for

teachers and students. The fourth teacher noted, “We need to offer ongoing professional development tailored to educators’ time constraints”. Meanwhile, the first teacher highlighted the vital role of administration in this regard. The sixth teacher accentuated the need for “various options for accessing content allowing offline access or using low-bandwidth platforms.” The second teacher succinctly acknowledged, “Better conditions always result in better gains.” These recommendations can encapsulate a realistic miniature roadmap for institutions and educators to optimise the flipped learning experience.

III. Conclusion

Reaching this far, it is important to highlight the major results obtained through this investigation. The majority of Algerian EFL university educators have implemented flipped learning within the last ٤ years with a moderately high understanding and an overall positive outlook towards its effectiveness. Despite their lack of experience and familiarity with this approach, teachers showed a notable consideration for future adoption. The participants displayed awareness of various flipped classroom activities though still not using all the affordances it provides with more innovative activities at a lower frequency. They noted moderate to high favourability attitudes with slight inconsistency observed between perceived effectiveness and attitudes indicating potential reservations and a tension between tradition and innovation. Perceived benefits included fostering learners’ autonomy, flexibility as well as increased engagement and interaction considering the flipped paradigm as a catalyst for learner-centeredness and time management. Hybrid assessment methods were employed with much flexibility and adaptability blending traditional exams with online quizzes and assignments while acknowledging certain impediments. Identified challenges involved time and technology resource constraints, a relative resistance to change among colleagues, digital literacy issues and limited professional development opportunities, all of which adversely influence the process of implementation. These highlight the emphasis on official supportive policies, the need for diverse infrastructures, strategic planning technical and administrative backing, equitable access, training and continuous professional development.

The synthesis of quantitative and qualitative data reveals a complex landscape in Algerian EFL university educators’ perceptions and attitudes towards flipped learning. While there is an overall positive outlook towards its adoption, challenges such as technology access disparities, connectivity issues and colleague resistance underscore the need for comprehensive strategies. Juxtaposed against a backdrop of impediments, this discernible positive inclination suggests a complex trajectory, influenced by external exigencies such as the unforeseen shift induced by the Covid-١٩ pandemic. This paradox implies a subtle tension or perhaps a cognitive dissonance, hinting at underlying uncertainties and concerns regarding the integration of this pedagogical model. This beckons for a contextualised and responsive approach in addressing these challenges with ongoing professional development, official supportive policies and collaborative efforts. As the pendulum

swings between tradition and innovation, this study advocates for a judicious fusion where the transformative potential of flipped learning is harnessed while respecting the cultural, professional, technological and pedagogical idiosyncrasies that characterise Algerian higher education.

Recommendations for further research and action may include undertaking longitudinal studies to track the evolution of both educators' attitudes and practices and learners' experiences within the framework of flipped learning over an extended period. Designing and implementing targeted professional development interventions is also highly recommended to address the identified challenges with a detailed contextual analysis and remediation to fortify educators' readiness and confidence in implementing this approach or any other potentially innovative one in the future. Most importantly, an appreciation of potential research findings and conclusions on similar issues should be endorsed with an action-oriented process of administrative support and official consideration at the level of policy-making.

Bibliographic References

- Akcayir, M., & Akcayir, G. (٢٠١٧). Advantages and challenges associated with augmented reality for education: A systematic review of the literature. *Educational Research Review*, ٢٠, ١-١١.
- Arnold-Garza, S. (٢٠١٤). The Flipped Classroom Teaching Model and its Use for Information Literacy. *Communications in Information Literacy*, ٨(١), ٧-٢٢. Towson University. doi.org/١٠.١٥٧٦٠/comminfolit.٢٠١٤.٨.١٦
- Arslan, A. (٢٠٢٠). A systematic review on flipped learning in teaching English as a foreign or second language. *Dil ve Dilbilimi Çalışmaları Dergisi*, ١٦(٢), ٧٧٥-٧٩٧. <https://doi.org/١٠.١٧٢٦٣/jlls.٧٥٩٣٠٠>
- Astin, A. W (١٩٩٩). Student Involvement: A Developmental Theory for Higher Education. *Journal of College Student Development* ٤٠ (٥), pp. ٥١٨-٥٢٩.
- Bergmann, J., & Sams, A. (٢٠١٢). Flip your Classroom: Reach every Student in every Class every day. Library of Congress Cataloging-in-Publication Data. Washington DC: International Society for Technology in Education
- Birgili, B., Nevra-Seggie, F., & Oğuz, E. (٢٠٢١). The trends and outcomes of flipped learning research between ٢٠١٢ and ٢٠١٨: A descriptive content analysis. *Journal of Computers in Education* ٨(٣), ٣٦٥-٣٩٤.
- Bissessar, C. (٢٠١٧). Assessing the Current State of Education in the Caribbean. IGI Global. USA.
- Bloom, B. S., Engelhart M.D., Furst E. J., Hill W. H. & Krathwohl D. R. (١٩٥٦). *Taxonomy of educational objectives: the classification of educational goals. Handbook*, ١.
- Bond, M. (٢٠٢٠). Facilitating student engagement through the flipped learning approach in K-١٢: A systematic review. *Computers & Education*, ١٥١, ١-٣٦.
- Brame, C. (٢٠١٣). Flipping the Classroom. *Vanderbilt University Center for Teaching*. Retrieved [٢٣rd June ٢٠٢٣] from <http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>.

- Brewer, R., & Movahedazarhouli, S. (٢٠١٨). Successful stories and conflicts: A literature review on the effectiveness of flipped learning in higher education. *Journal of Computer Assisted Learning*, ٣٤(٤), ٤٠٩-٤١٦.
- Carhill-Poza, A. (٢٠١٩). Defining flipped learning for English learners in an urban secondary school. *Bilingual Research Journal*, ٤٢(١), ٩٠-١٠٤. doi: ١٠.١٠٨٠/١٥٢٣٥٨٨٢,٢٠١٨,١٥٦١٥٥٢
- Chen, K. S., Monrouxe, L., Lu, Y. H., Jenq, C. C., Chang, Y. J., & Chang, Y. C. (٢٠١٨). Academic outcomes of flipped classroom learning: A meta-analysis. *Medical Education*, ٥٢(٩), ٩١٠-٩٢٤.
- Chen, X., Zou, D., Cheng, G., Xie, H., & Su, F. (٢٠٢٣). Effects of flipped language classrooms on learning outcomes in higher education: A Bayesian meta-analysis. *Australian Journal of Educational Technology*, ٣٩(٢).
- Cheng, L., Ritzhaupt, A. D., & Antonenko, P. (٢٠١٩). Effects of the flipped classroom instructional strategy on students' learning outcomes: A meta-analysis. *Educational Technology Research & Development*, ٦٧, ٧٩٣-٨٢٤.
- Cole, J. E., & Kritzer, J. B. (٢٠٠٩). Strategies for success: Teaching an online course. *Rural Special Education Quarterly*, ٢٨(٤), ٣٦-٤٠.
- Cooper, H., & Valentine, J. C. (٢٠٠١). Using research to answer practical questions about homework. *Educational Psychologist*, ٣٦(٣).
- Davis, N. L. (٢٠١٦). Anatomy of Flipped Learning. *Journal of Teaching in Travel & Tourism*, ١٦.
- Flipped Learning Network (FLN). (٢٠١٤). The Four Pillars of F-L-I-P™
- Gallagher, K. (٢٠٠٩). *LOEX Conference Proceedings ٢٠٠٧: From guest lecturer to assignment consultant: Exploring a new role for the teaching librarian*. Ypsilanti, MI: Eastern Michigan University.
- Gannod, G. C., Burge, J. E., & Helmick, M. T. (٢٠٠٨). *Proceedings of the ٣٠th International Conference on Software Engineering: Using the inverted classroom to teach software engineering*. New York, NY: ACM.
- Gonzalez, J. M. (٢٠٠٨). *Encyclopedia of Bilingual Education*. United Kingdom: SAGE Publications.
- Hamdan, N., McKnight, P., McKnight, K., & Arfstorm, K. (٢٠١٣). A Review of Flipped Learning. FLN, Pearson & George Mason University.
- Hew, K. F., & Lo, C. K. (٢٠١٨). Flipped Classroom Improves Student Learning in Health Professions Education: A Meta-Analysis. *BMC Medical Education*, ١٨, ٢٨.
- Jiang, M. Y., Jong, M. S., Lau, W. W., Chai, C., Liu, K. S., & Park, M. (٢٠٢٢). A scoping review on flipped classroom approach in language education: challenges, implications and an interaction model. *Computer Assisted Language Learning*, ٣٥(٥-٦), ١٢١٨-١٢٤٩. <https://doi.org/10.1080/09588221.2020.1789171>
- King, A. (١٩٩٣). From sage on the stage to guide on the side. *College Teaching*, ٤١(١), ٣٠-٣٥.
- King, A. (١٩٩٣). From the Sage on the Stage to the Guide on the Side. *College Teaching*, Taylor and Francis.

- Lage, M. J., Platt, G. J., & Treglia, M. (٢٠٠٠). Inverting the classroom: A gateway to creating an inclusive learning environment. *Journal of Economic Education*, ٣١ (١), ٣٠-٤٣.
- Lee, J., & Choi, H. (٢٠١٩). Rethinking the flipped learning pre-class: Its influence on the success of flipped learning and related factors. *British Journal of Educational Technology*, ٥٠(٢), ٩٣٤-٩٤٥.
- Lee, J., Park, T., & Davis, R. O. (٢٠٢٢). What effects learner engagement in flipped learning and what predicts its outcomes? *British Journal of Educational Technology*, ٥٣(٢), ٢١١-٢٢٨.
- Lo, Ck., & Hew, KF. (٢٠١٧). A critical review of flipped classroom challenges in K-١٢ education: Possible solutions and recommendations for future research. *Research and Practice in Technology Enhanced Learning*, ١٢(١), doi.org/١٠.١١٨٦/s٤١٠٣٩-٠١٦-٠٠٤٤-٢
- Lundin, M., Lantz-Andersson, A., & Hillman, T. (٢٠٢٠). Teachers' identity work in a professional Facebook group. *Journal of Information Technology Education: Research*, ١٩, ٢٠٥-٢٢٢.
- Moraros, J., Islam, A., Yu, S., Banow, R., & Schindelka, B. (٢٠١٥). Flipping for success: evaluating the effectiveness of a novel teaching approach in a graduate level setting. *BMC medical education*, ١٩(١), ١-١٠.
- Overmyer, J. (٢٠١٢, Sept). Flipped classrooms ١٠١. *Principal*, ٤٦-٤٧.
- Robertson, H. W. (٢٠٢٢). The Constructivist Flipped Classroom. *Journal of College Science Teaching*. Vol. ٥٢, No. ٢
- Roehling, P. (٢٠١٨). Flipping the College Classroom: An Evidence Based Guide. Palgrave, Macmillan.
- Roehling, P., & Bredow, C. (٢٠٢١). Flipped Learning: What is it, and when is it effective? Governance Studies. The Brookings Institution.
- Sergis, S., Sampson, DG, & Pelliccione, L. (٢٠١٨). investigating the impact of Flipped Classroom on students' learning experiences: A Self-Determination Theory approach. *Computers in Human Behaviour*, ٧٨, pp. ٧٥٥-٧٨٤, doi.org/١٠.١٠١٦/j.caeo.٢٠٢٢.١٠٠١٠٦
- Shi, Y., Ma, Y., MacLeod, J. & Yang, H.H. (٢٠٢٠). College students' cognitive learning outcomes in flipped classroom instruction: a meta-analysis of the empirical literature. *Journal of Computers in Education*, ١٩(١), ٧٩-١٠٣.
- Siegle, D. (٢٠١٤). Technology: Differentiating instruction by flipping the classroom. *Gifted Child Today*, ٣٧ (١), ٥١-٥٥.
- Sweller, J. (١٩٨٨). Cognitive Load during Problem Solving: Effects on Learning. *Cognitive Science*, ١٢, pp. ٢٥٧-٢٨٥.
- Talbert, R. (٢٠٢٣). Flipped Learning: A Guide for Higher Education Faculty. Routledge, Taylor & Francis.
- Turan, Z., & Akdag-Cimen, B. (٢٠٢٠). Flipped classroom in English language teaching: a systematic review. *Computer Assisted Language Learning*, ٣٣(٥-٦), ٥٩٠-٦٠٦. doi.org/١٠.١٠٨٠/٠٩٥٨٨٢٢١,٢٠١٩,١٥٨٤١١٧

- Vitta, J., & Al-Hoorie, A. H. (٢٠٢٣). The flipped classroom in second language learning: A meta-analysis. *Language Teaching Research*, ٢١(٥). DOI:١٠.١١٧٧/١٣٦٢١٦٨٨٢٠٩٨١٤٠٣
- Vygotsky, L. S. (١٩٧٨) Mind in society: The development of higher psychological processes. Harvard University Press: Cambridge, MA.