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Implementing Flipped Learning Pedagogy in Algerian Higher Education: From a recommendation to a necessity

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Keywords

Challenges; Critical thinking skills; Flipped learning pedagogy; Higher education institutions; Post COVID-19 pandemic

Abstract

The COVID-19 pandemic caused a major shift in language teaching methodologies. Characterised by a focus on student-centered learning, autonomy, and active engagement, flipped learning (FL) emerged as a promising approach to enhance English as a Foreign Language (EFL) instruction. This pedagogical strategy typically involves students accessing online materials (mini-lectures) before class, thereby affording increased in-class time for interactive discussions, exercises, and deeper content exploration. While FL has demonstrated efficacy in diverse educational settings, its implementation and impact within Algerian higher education remain relatively unexplored. To achieve the research objectives, a descriptive research design was employed using an online questionnaire aimed to assess teachers' knowledge of FL principles, implementation experiences (including encountered challenges), and perceptions of its impact on the teaching and learning environment. Moreover, the study examined teachers' attitudes toward the necessity and the potential benefits of FL within Algerian higher education. An online questionnaire was administered to 20 EFL teachers at the Ecole Normale Supérieure "Assia Djebar" in Constantine, Algeria, during the academic year 2021-2022. Although limited to this higher education institution, the participants offer valuable insights into the early stages of FL adoption. The findings revealed a positive shift in attitudes, with teachers increasingly recognising the benefits of FL, such as enhanced critical thinking skills. This indicates a growing acceptance of FL as a viable pedagogical strategy for improving EFL learning outcomes in Algerian higher education. Consequently, Algerian higher education institutions can better equip students for the demands of the digital age by capitalising on the opportunities presented by FL.

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Mots clés

Établissements d'enseignement supérieur ;
Compétences en pensée critique ;
Défis ;
Pédagogie de l'apprentissage inversé ;
Post-pandémie de COVID-19

Résumé

La pandémie de COVID-19 a profondément transformé les pratiques pédagogiques, incitant les institutions d'enseignement supérieur à réévaluer leurs méthodes. Dans ce contexte, l'apprentissage inversé (FL) émerge comme une approche innovante pour approfondir l'enseignement de l'anglais langue étrangère (Anglais LF) en Algérie. Cette étude examine les expériences et les perceptions de 20 enseignants d'anglais LF à l'École Normale Supérieure "Assia Djebar" de Constantine concernant l'intégration du FL dans leur enseignement après la pandémie.

Un questionnaire en ligne révèle une évolution favorable des attitudes envers le FL. Les enseignants concernés montrent une meilleure compréhension des principes du FL et reconnaissent ses avantages potentiels, tels que le développement de l'esprit critique, l'amélioration de la participation des élèves et une gestion plus efficace du temps en classe. Cependant, l'étude met en lumière certains défis liés à la mise en œuvre du FL, notamment la nécessité de formation adéquate pour les enseignants, l'adaptation des ressources pédagogiques et une évaluation efficace des apprentissages.

Malgré ces obstacles, les enseignants percoivent entièrement le FL de manière positive, le considérant comme une stratégie pédagogique essentielle pour répondre aux besoins des apprenants d'anglais LF dans le contexte post-pandémique Algérien. Les résultats de cette recherche offrent un aperçu des premières étapes de l'adoption du FL dans un contexte algérien spécifique et suggèrent que cette approche pourrait jouer un rôle crucial dans l'amélioration de l'enseignement de l'anglais LF. Ils soulignent également la nécessité de futures recherches pour explorer l'impact plus large du FL sur l'enseignement supérieur en Algérie. En tirant parti des opportunités offertes par le FL, le système d'enseignement supérieur Algérien pourrait évoluer pour relever les défis et répondre aux exigences de l'ère numérique.

1. Introduction

The integration of Information and Communication Technology (ICT) and the widespread adoption of e-learning practices have fundamentally transformed the educational landscape, offering new opportunities for teaching and learning. One such approach that has gained prominence is the "Flipped Learning" (FL) classroom, which leverages technology to optimize class time and enhance students' learning outcomes (Bergmann & Sams, 2012). This innovative teaching method encourages student-centered learning, autonomy, and active participation, creating an interactive learning environment that allows students to learn at their own pace (Gustian et al., 2023). As the COVID-19 pandemic disrupted traditional face-to-face instruction and necessitated the resumption of studies, FL emerged as a unique pedagogical model that could adapt to the new teaching-learning conditions. (Linling & Abdullah, 2023)

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Experiencing FL during the 2020-2021 academic year allowed EFL teachers to discover its benefits. The FL model's characteristics enabled teachers to dedicate class time to engaging learners in deep analysis and evaluation of newly acquired information, leading to improvements in students' learning outcomes, particularly in critical thinking (Tucker, 2012). However, the successful adoption of FL in regular education settings relies on teachers' attitudes and willingness to embrace this pedagogy (Lo & Hew, 2017).

This study aims to investigate the attitudes of EFL teachers towards adopting FL pedagogy in Algerian higher education institutions. It revolves around three objectives including investigating EFL teachers' knowledge of the FL model objective and their roles in this classroom redesign, uncovering teachers' perception of the benefits associated with the FL model, inspecting factors that might hinder the appropriate implementation of FL in higher education, and certifying whether adopting the FL model in higher education is perceived as a necessity. To reach the study objectives and supply answers for the six research questions listed in the methodology section, a descriptive-analytical investigation was employed.

The researcher delves into the experiences of EFL teachers within the FL model during the academic year 2021-2022, focusing on the Department of English at the Ecole Normal Supérieure "Assia Djebar" of Constantine, Algeria. An online questionnaire was administered to twenty (20) teachers, and the quantitative data collected were analysed and saved in the same link. By examining teachers' perceptions, challenges, and beliefs regarding FL, this study may contribute to the understanding of how FL can be effectively integrated into the Algerian higher education context.

2. Literature Review

Within the realm of educational innovation, the FL model has emerged as a transformative approach, redefining traditional classroom dynamics. The conventional structure of teaching and learning is inverted, paving the way for more interactive and engaging experiences for students. This section explores the foundational principles and stages of the FL model, its benefits in higher education, and its relevance within the context of Algerian higher education.

2.1 The Flipped Learning Model: A transformative approach to education

The Flipped Learning (FL) model is a pedagogical approach that inverts the traditional structure of classroom instruction and homework (Flipped Learning Network, 2014). In a typical FL model, students are introduced to course content, often through online lectures or materials, before coming to the classroom. This allows class time to be dedicated to more interactive and collaborative learning activities, where students can engage in problem-solving, discussions, and the application of the concepts they have already encountered. (Strayer, 2012)

The key premise of the FL model is that the notion of classroom-based learning is reversed. Instead of receiving direct instruction during class, students independently

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engage with course content, such as videos, readings, or online modules, at their own pace outside the classroom (Bergmann & Sams, 2012; Gustian et al., 2023). This individual learning space enables students to revisit challenging concepts or move ahead if they quickly grasp the material. The in-person class sessions then become a dynamic and interactive environment where the teacher facilitates discussions, guides students in applying their knowledge, and encourages creative exploration of the subject matter (Khalil & Fahim, 2016).

Since its introduction in 2007, the Flipped Learning model has gained widespread popularity in both schools and higher education institutions. This is because the approach not only encourages but prioritizes active learning and student-centered approaches, leading to more meaningful and engaging learning experiences (Hamdan et al., 2013; Al-Jasser, 2017). By allowing students to take control of their learning outside the classroom, they become more responsible for their progress and engage more deeply with the material (Bergmann & Sams, 2012; Gustian, 2023; Nuryadin et al., 2023).

Moreover, the FL model has been associated with the promotion of active learning, the satisfaction of diverse learning styles, and the enhancement of higher-order thinking skills (Shi et al., 2020). This transformative approach to education fosters active learning, peer collaboration, and critical thinking, ultimately enhancing the overall educational experience (Krathwohl & Anderson, 2010; Tucker, 2012).

2.2 Foundational Principles and Stages of the Flipped Learning Model

The Flipped Learning (FL) or inverted classroom approach introduces an innovative redesign of the traditional classroom. In this model, the typical structure is flipped - activities that were once completed in the classroom now take place at home, while tasks that were traditionally assigned as homework are accomplished within the classroom. This pedagogical approach allows for more interactive and engaging learning experiences during class time, as students can apply their newfound knowledge through hands-on activities and discussions with the guidance of the instructor.

2.2.1 First Stage: Pre-Class Learning

The first stage of the Flipped Learning model involves "Pre-class Learning." During this phase, teachers upload online recorded lectures for students to watch at home, fostering the development of foundational knowledge before the in-class session. The success of this stage hinges on the student's ability to benefit from these instructional videos, preparing them for the subsequent in-class activities (Bergmann & Sams, 2012).

2.2.2 Second Stage: In-Class Engagement

Moving beyond basic knowledge, learners progress to higher-order thinking levels in the next learning phases: "In-class Learning" and "Post-class Learning and Assessment Activities." In the "In-class Learning" phase, class time is dedicated to engaging students in deep analysis and evaluation of the newly acquired information. Teachers clarify

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concepts and facilitate profound learning by encouraging classroom discussions and problem-solving activities. Tasks designed for the in-class phase aim to stimulate students' active participation, fostering debates and critical analysis. For example, Jensen (2019) observed that a PowerPoint presentation on a cultural topic led to an engaging and critically comparative in class debate about "deep" cultural issues.

2.2.3 Third Stage: Real-World Application

The final phase, "Post-class Learning," extends the learning experience beyond the classroom walls. After achieving the course objectives, teachers engage students in tasks that require them to apply their newly acquired knowledge to real-world situations. Post-class activities may include assignments, project work, research projects, and more, all to encourage students to transfer their learning to novel contexts (Gustian et al., 2023).

2.3 Benefits of the FL Model in Higher Education

The Flipped Learning Model has emerged as a transformative approach in higher education, revolutionizing traditional classrooms. This innovative pedagogical approach encourages active learning, critical thinking, and student autonomy, leading to more meaningful and engaging learning experiences.

2.3.1 Promoting Active Learning and Student Autonomy

The Flipped Learning Model places a strong emphasis on active learning, prompting students to engage in activities that require reflection on ideas and their practical application (Hamdan et al., 2013). It empowers EFL students to take ownership of their language learning journey and engage in active meaningful learning. Active learning has been shown to enhance the teaching-learning process, improve academic performance, increase learning engagement, and boost critical thinking skills (Hamdan et al., 2013, p. 7). Moreover, this model enhances students' sense of responsibility and autonomy as they have more freedom in how and when they learn, empowering them to take ownership of their education (Gündüz & Akkoyunlu, 2019, p. 7).

2.3.2 Calling for more Individualized and Personalized Learning

In contrast to the traditional "one-size-fits-all" teaching model, the Flipped Learning Model adopts a student-centered approach, allowing teachers to reach every student effectively (Bergmann & Sams, 2012, Gustian et al., 2023). This student-centric approach considers individual learning needs, strengths, and weaknesses, leading to the design of customized classroom activities (Brewer & Movahedazarhouligh, 2018, p. 2-3). With time flexibility in the FL classroom, teachers can provide individual attention to students with varying learning paces, resulting in a more personalized and effective learning experience (Hamdan et al., 2013, p. 8, Gustian et al., 2023). Student feedback indicates that the FL model fosters a sense of individualized learning, as students can

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access assigned materials at their convenience and as many times as needed (Gündüz & Akkoyunlu, 2019, p. 6).

2.3.3 Developing Higher Order Thinking and 21st Century Skills

The Flipped Learning Model is particularly effective in developing higher-order thinking (HOT) skills and 21st-century skills that are essential for success in today's workplace. Inside the FL classroom, students practice critical thinking, creativity, communication, and collaboration due to the content delivery shifting outside of class (Brewer & Movahedazarhouligh, 2018, Gustian et al., 2023). Problem-based learning and engaging classroom activities further enhance students' HOT skills, as lower-order thinking is practised before class through pre-class learning activities (Gündüz & Akkoyunlu, 2019, p. 5).

The Flipped Learning Model offers a range of benefits, promoting active learning, critical thinking, autonomy, and personalized learning experiences for students in higher education settings. By leveraging technology and restructuring classroom dynamics, the Flipped Learning Model empowers both educators and learners to embrace a more dynamic and interactive educational journey.

2.4 Relevance of FL in the Algerian Higher Education Context

In the context of Algerian higher education, FL demonstrates significant relevance and applicability. With challenges related to access to quality educational resources and a lecture-based approach (Hamdan et al., 2013), FL bridges gaps by providing enhanced access to digital learning materials (Zhang et al., 2006), promoting student-centered learning, and encouraging active engagement (Abeysekera & Dawson, 2015).

The adaptable nature of FL allows educators to optimize limited class time and cater to diverse student needs (Tucker, 2012; Staker & Horn, 2012). By fostering critical thinking, collaboration, and communication skills (O'Flaherty & Phillips, 2015), FL prepares students for the demands of the 21st-century workforce (Lo & Hew, 2017). These skills are vital for success in a rapidly evolving global job market, enabling Algerian graduates to meet the demands of diverse and innovative workplaces.

This transformative approach empowers both educators and learners (Khan, 2005), creating a dynamic and interactive educational experience that has the potential to revolutionize the traditional higher education landscape in Algeria (Bishop & Verleger, 2013).

3. Methodology

This study employed a quantitative research design to investigate EFL teachers' knowledge, perceptions, and experiences regarding the FL model in higher education. The research objectives guided the formulation of research questions and informed the data collection process.

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3. 1 Study Description

This study aims to investigate the adoption and perception of the FL model in higher education, focusing on EFL teachers in the context of the Ecole Normal Supérieure "Assia Djebar" of Constantine, Algeria. It seeks to uncover teachers' knowledge, perceptions, and experiences related to the FL model, as well as identify potential challenges and assess the perceived necessity of adopting this approach in higher education. This study attempts to investigate EFL teachers' knowledge of the FL model objective and their roles in this classroom redesign, to uncover teachers' perception of the benefits associated with the FL model, to inspect factors that might hinder the appropriate implementation of FL in higher education, and to certify whether adopting the FL model in higher education is perceived as a necessity. To achieve these objectives, the study addresses the following research questions:

- Are EFL teachers knowledgeable about the FL course design? Which phase is more challenging for them?
- Was the FL pedagogy adopted in higher education during the COVID-19 pandemic or post-pandemic?
- Have the teachers ever experienced teaching via the FL course design model?
- Does the FL model positively affect the teaching/learning environment in higher education?
- Do teachers face difficulties when flipping their courses? What measures would facilitate its implementation in higher education?
- Is adopting the FL model in higher education perceived as a necessity now?

By exploring these research questions, the study aims to provide insights into the current state of FL adoption, teachers' experiences and perceptions, as well as the potential challenges and benefits associated with implementing this model in higher education. The findings will contribute to the existing literature on FL pedagogy and inform educators, policymakers, and institutions about the feasibility and desirability of incorporating the FL model into the Algerian higher education system.

3.2 Data Collection

To gather data, an online questionnaire was posted using the link: [https://forms.gle/ooF3SY3ixhmxL9Hu9]. The questionnaire was designed to capture information related to the research objectives and questions. A total of twenty (20) EFL teachers from the Ecole Normal Supérieure "Assia Djebar" of Constantine, Algeria, responded to the questionnaire through the same online link.

3.3 Analysis and Interpretation of Data

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Quantitative data obtained from the questionnaire responses were saved within the same online link. The collected data were then analyzed using appropriate statistical methods to provide insights into the knowledge, perceptions, and experiences of EFL teachers regarding the FL model in higher education. Descriptive analysis techniques, such as frequencies, percentages, and measures of central tendency, were employed to summarize and interpret the data.

3.3.1 Informants' Degrees

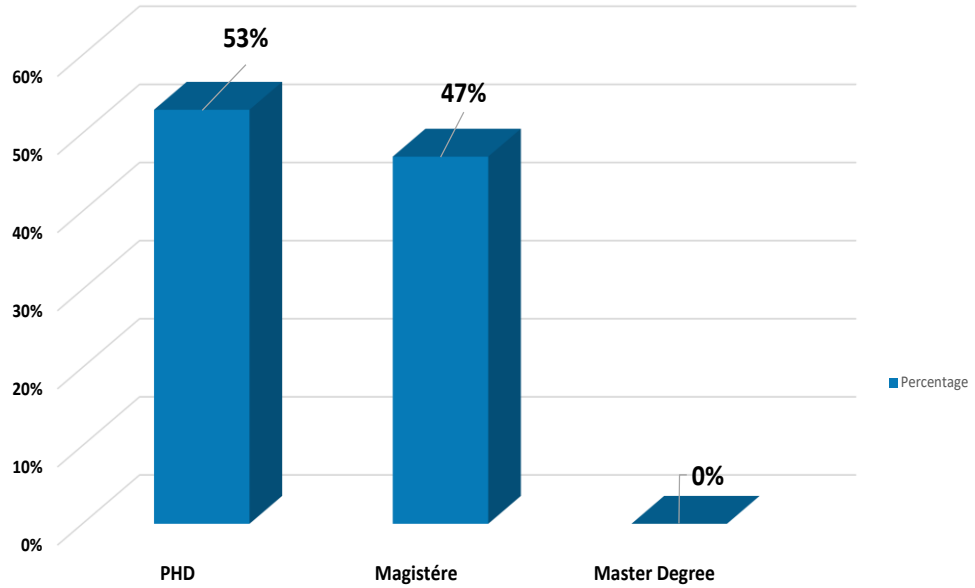


Figure 1. Informants' Degrees

The distribution of degrees among the informants in the study indicates a high level of academic qualification. Most participants hold doctoral degrees (53%), demonstrating extensive knowledge and expertise in their fields. The inclusion of a significant number of participants with PhD degrees enhances the study's credibility and reliability. Additionally, 47% of the informants hold magistère degrees. This demonstrates that a considerable portion of the sample has completed advanced studies beyond the undergraduate level, showcasing a solid academic background. Participants with magistère degrees bring valuable perspectives and experiences to the study, contributing to the overall richness and diversity of the data collected. It is important to note that no informants reported having master's degrees.

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3.3.1 Understanding Teachers' Knowledge and Roles in Flipped Learning Classroom Redesign

Table 1.

Teachers' Knowledge about Flipped Learning Classroom Redesign

Items	I Know	I don't know
The Flipped Learning (FL) course objectives	94%	6%
Teacher's roles during the FL at-home learning phase	88%	12%
Teacher's roles during the FL in-class learning phase	94%	6%
Teacher's roles during the FL post-class learning phase	94%	6%

The results displayed in table 1 show that a significant majority of the participants, 94%, are aware of the objectives of the Flipped Learning (FL) course. This indicates a high level of understanding among the teachers regarding the intended outcomes and goals of the FL approach. Regarding their roles during the FL at-home learning phase, 88% of the participants have knowledge of their responsibilities. This suggests that a large portion of the teachers are well-informed about their role in guiding and supporting students' learning activities outside of the classroom. Similarly, during the in-class learning phase of FL, 94% of the participants demonstrate awareness of their roles. This indicates that many teachers understand how to effectively engage students in meaningful classroom activities that utilize the pre-learning materials and encourage higher-order thinking skills. Furthermore, during the post-class learning phase, 94% of the participants know about their roles. This highlights that teachers have a clear understanding of how to design and facilitate activities that reinforce and deepen students' learning after the in-class sessions. However, it is worth noting that there is a small percentage, 6%, in each case (course objectives, at-home learning phase, in-class learning phase, and post-class learning phase) who reported not knowing about their respective roles.

3.3.2 Teachers' Awareness of FL Challenges

When participants were asked about the most challenging phase in a Flipped Learning (FL) approach, the responses indicated varying perceptions among the teachers (see the figure below).

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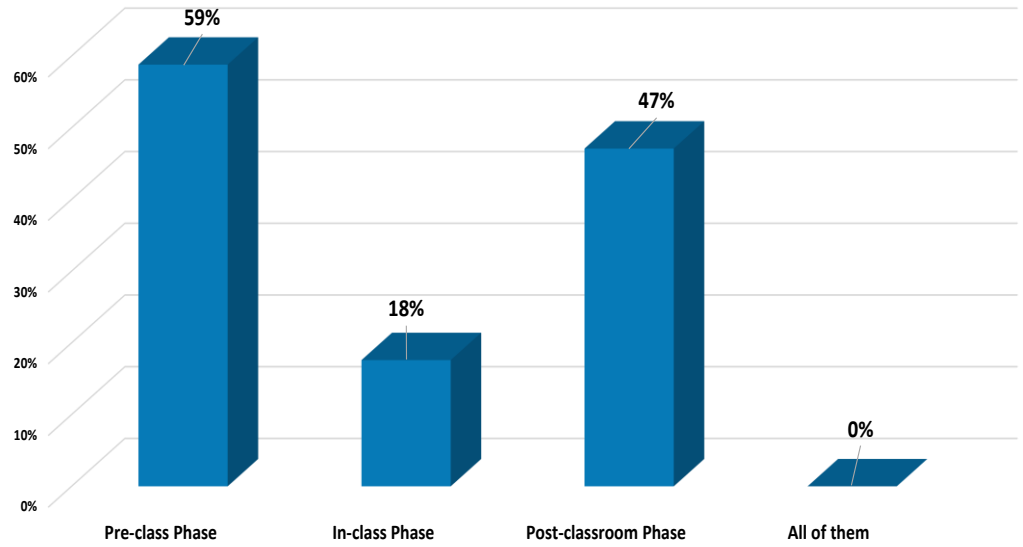


Figure 2. Teachers' Perception of Most Challenging Phases in Flipped Learning

Among the participants, 59% identified the pre-class learning phase as the most challenging. This suggests that a majority of the teachers find it challenging to prepare and deliver the pre-learning materials or resources for students to engage with before coming to class. It may require additional effort to create effective and engaging content that effectively prepares students for the in-class activities. 18% of the participants identified the in-class learning phase as the most challenging. This indicates that a smaller percentage of teachers find the actual classroom sessions to be the most demanding part of the FL approach. It may imply that some educators face difficulties in effectively utilizing class time to engage students in meaningful discussions and activities that build upon the pre-learning materials. Interestingly, 47% of the participants identified the post-class learning phase as the most challenging. This suggests that a significant portion of the teachers find it demanding to design and implement activities that reinforce and deepen students' understanding after the class. It may require additional planning and guidance to ensure that students are effectively applying the knowledge acquired during the in-class sessions.

- *Participants' Feedback*

The participants provided the following feedback to support their responses regarding the most challenging phases in Flipped Learning. One participant expressed, "*It is difficult to get all the students to do the pre-class activities because they still have in mind that the teacher is the center of the teaching-learning process. Besides, they always*

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have the internet connectivity excuse." This highlights the challenge of student engagement and the perception that the teacher should solely drive the learning process. Internet connectivity issues further hinder students' completion of pre-class activities. Another participant mentioned, "*There is no way to know for sure whether the learners really dealt with the material before coming to class. This makes the planned activities for classroom use ineffective*." This feedback points out the difficulty in verifying students' engagement with the pre-learning materials, which consequently impacts the effectiveness of in-class activities. Participants also noted challenges in designing online materials, such as videos, stating, "*Difficulty to design online materials: videos… etc*." This highlights the complexities faced by teachers in creating engaging and effective online resources to support the Flipped Learning approach. Furthermore, the participants expressed challenges in transferring learning to new situations both inside and outside the classroom. One participant stated,

> Transferring learning to new situations either in the classroom context or outside the classroom walls is very challenging. Learning should be acquired in the classroom, practiced, and evaluated more than once to be transferred to new situations inside and outside the classroom. No certainty to reach this level of learning with FL.

This feedback emphasizes the importance of multiple opportunities for practice and evaluation to effectively transfer learning to different contexts. Lastly, participants noted that students tend to be reluctant to review lessons prior to class and, while they may engage in-class, they often perceive it as legitimate to take a rest once outside the classroom walls. This highlights the challenge of sustaining student motivation and engagement beyond the classroom setting.

3.3.3 Integration of Flipped Learning in Higher Education During the COVID-19 Pandemic

When interrogating the participants whether FL pedagogy was adopted in higher education during the COVID-19 pandemic, 59% responded affirmatively, indicating that FL was implemented during this period. On the other hand, 41% of them responded negatively, stating that FL was not adopted in higher education during the pandemic. This data showcases a mixed response regarding the adoption of FL during the COVID-19 pandemic. It suggests that a significant proportion of the participants experienced or were aware of the implementation of FL as an instructional approach in higher education institutions during this challenging time. However, a substantial minority reported that FL was not utilized in their educational settings.

The varying responses may be attributed to contextual factors, institutional policies, or individual variations in the participants' experiences. Further analysis and

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exploration of these responses could provide insights into the specific circumstances surrounding the implementation of FL during the pandemic in higher education settings.

- *Participants' feedback*

When asked to justify their stance on the adoption of Flipped Learning (FL) during the COVID-19 pandemic, participants provided comprehensible insights. One participant explained, "*As most universities in the pandemic adopted the waves planning, teachers fiercely opted for this teaching model to save time and energy and achieve their objectives in real time*." This response highlights the practical benefits that FL offered during the pandemic, such as optimizing teaching resources and streamlining the instructional process within the context of universities implementing different planning strategies. Another participant stated, "*During the pandemic, it was purely online and it's not even teaching, it was posting lectures online, no discussion, no interaction, and no feedback*."

This insight sheds light on the limitations of online teaching during the pandemic, with a focus on the lack of active engagement and interactivity typically associated with FL. It suggests that in some cases, FL was not effectively implemented due to challenges related to limited opportunities for interaction and feedback. Participants also noted the necessity of shifting to FL during the pandemic, particularly with the reduction of face-to-face sessions. One participant mentioned, "*The teachers were obliged to shift, especially with the second academic year during the pandemic, as the face-to-face sessions were reduced*." This emphasizes the need to adapt instructional approaches in response to the constraints imposed by the pandemic, including a shift to alternative teaching models like FL. Lastly, challenges related to technology and internet access were mentioned. A participant shared, "*Most teachers did not record the lessons. They interacted with their students via Zoom or platforms. Besides, most of them did not have good internet access*." Meaning that the technological limitations faced by teachers affected their ability to record lessons and engage with students effectively due to unreliable internet connectivity.

These justifications offer insights into the reasons behind their views on the adoption or non-adoption of FL during the COVID-19 pandemic. The responses reflect considerations related to time and energy optimization, limitations of online teaching, the necessity of adaptation, and technological challenges. Understanding these justifications provides a broader context for evaluating the implementation of FL during the pandemic and informs potential areas for improvement in future implementations.

3.3.4 Examining Teaching Experiences with the Flipped Learning Model

When asking participants whether they had experienced teaching via the Flipped Learning (FL) course design model, 82% responded affirmatively, indicating that they had previous experience with FL. Conversely, 18% of participants reported not having any prior experience with FL as a course design model.

The data suggests a significant proportion of the participants have first-hand experience with FL, indicating that FL has been implemented and utilized in their teaching

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contexts. This implies that FL is not an entirely unfamiliar concept to these educators and that they have had the opportunity to explore and apply this pedagogical approach in their classrooms. On the other hand, the 18% of participants who reported no experience with FL might indicate a gap in the adoption or exposure to FL as a teaching methodology in their respective educational settings. It could be due to various factors, such as institutional practices, limited professional development opportunities, or personal teaching preferences.

Understanding the prevalence of experience with FL among educators is crucial for assessing the readiness and familiarity of teachers with this pedagogical model. It also highlights the need for targeted training and support for those who have not yet had the opportunity to engage with FL in their teaching practice.

When interrogating them about the courses they have flipped, various subjects have been taught via FL pedagogy, including:

- Linguistics
- Written Expression
- Pedagogical Trends (5th year)
- Reading Techniques
- Literature and Civilization
- Grammar and Speaking

In these subjects, videos covering specific topics were provided to the learners as pre-learning materials. Students watched these videos outside of the classroom and engaged in related practice activities. During the classroom sessions, students and the teacher collaboratively discussed and debated sub-themes related to the topics covered in the videos. By utilizing FL in these subjects, students were able to engage with the learning content before coming to class, enabling more interactive and meaningful discussions during face-to-face sessions. This approach allowed for a deeper exploration of the subject matter, encouraged critical thinking, and fostered a collaborative learning environment where students actively contributed to the learning process.

3.3.5 Inquiring into the Positive Impact of Flipped Learning on Higher Education Teaching/Learning Environment

The data regarding the perception of Flipped Learning (FL) in the higher education teaching/learning environment is presented in Table 2:

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Table 2.
FL Benefits in Higher Education Context

Items	*Agree*	*N- agree nor disagree*	*Disagree*
FL creates innovative and effective learning	41%	47%	12%
FL *accommodates* students who have different expertise levels	65%	35%	0%
students take full responsibility for their learning and become motivated and more engaged	59%	23%	19%
FL promotes the development of critical thinking and overall learning achievements	71%	29%	0%

As far as FL's effectiveness in fostering innovative and effective learning, 41% of participants express agreement, 47% neither agree nor disagree, and 12% disagree. This suggests a varied response, with a notable portion holding no strong opinion on the matter. Concerning the accommodation of students with differing expertise levels, 65% of participants agree that FL effectively caters to this diversity, 35% neither agree nor disagree, and 0% disagree. This indicates a prevailing consensus on FL's capability to address varied student backgrounds and skill levels.

Regarding students' assumption of responsibility for their learning and their increased motivation and engagement, 59% of participants agree, 23% neither agree nor disagree, and 19% disagree. This indicates an overall positive perception, with a considerable portion remaining neutral on the subject. Regarding the promotion of critical thinking and overall learning achievements, 71% of participants agree that FL contributes to these outcomes, 29% neither agree nor disagree, and 0% disagree. This highlights a strong consensus regarding FL's positive impact on fostering critical thinking skills and overall learning performance.

3.3.6 *Perceptions of Flipped Learning as a Necessity in Higher Education*

When inquiring about the necessity of implementing the Flipped Learning (FL) model in higher education, 82% of participants agree, while 18% neither agree nor disagree.

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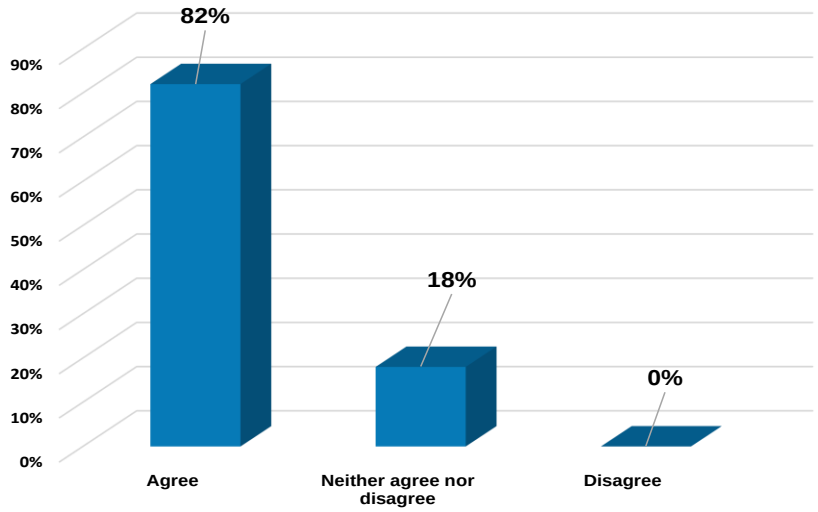


Figure 3 . Perception of Flipped Learning Necessity in Higher Education

From the displayed figure, we notice that the majority of participants (82%) hold the view that adopting the FL model in higher education is perceived as a necessity. This suggests a strong belief in the benefits and advantages that FL can bring to the teaching and learning process within the higher education context. However, it is important to note that a notable portion of participants (18%) neither agree nor disagree on the necessity of adopting FL in higher education. This indicates a level of neutrality or uncertainty among this subgroup regarding the urgency or essential nature of implementing FL.

These findings highlight the overall positive perception of FL as a necessary approach in higher education but also suggest the need for further exploration and discussion to address any concerns or reservations that may exist among those who remain neutral on the topic. Understanding the reasons behind this neutrality can provide insights into potential barriers or challenges in implementing FL and inform strategies for promoting its adoption and effectiveness in the higher education setting.

- *Participants' feedback*

Despite the challenges experienced, the majority of the surveyed teachers strongly advocate for the urgent adoption of FL pedagogy in Algerian higher education institutions. They support their attitudes by emphasizing the benefits of FL in terms of time efficiency, content reusability, and the enhancement of independent learning skills among students.

According to them, FL helps to reduce the time spent on introducing new topics, allowing for a more streamlined instructional process. Additionally, they highlight the advantage of being able to reuse the content they create, saving time and effort in future

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teaching cycles. Importantly, FL is seen as a catalyst for fostering independent learning skills, empowering students to take ownership of their learning and develop the ability to learn autonomously. They further assert that FL is a highly valuable pedagogy that should be widely adopted in Algerian higher education. They emphasize its ability to extend learning beyond the confines of the classroom, enabling students to learn more effectively and fostering the development of higher-order thinking skills. Moreover, FL is viewed as an essential teaching and learning pedagogy that supports both teachers and students in navigating the digital era. It is seen as an alternative approach that equips educators and learners with the necessary tools and strategies to effectively engage with the digital landscape and leverage technology for enhanced educational experiences.

The perspectives shared by the teachers demonstrate their firm belief in the transformative potential of FL in Algerian higher education. They highlight the value of FL in optimizing instructional time, promoting independent learning, developing critical thinking skills, and adapting to the demands of the digital age.

3.3.7 Teachers' Recommendations

Based on the teachers' recommendations, several key suggestions emerge to enhance the implementation of Flipped Learning (FL) in the higher education context:

- Scaffold the online lecture process: Teachers should provide guidance and support to learners on how to effectively engage with online lectures. This includes teaching students how to watch, take notes, and actively interact with the content to ensure a meaningful learning experience.
- Test students' initial at-home understanding: Conducting assessments or quizzes before the in-class instruction can help identify any gaps or misconceptions in students' understanding. This allows teachers to address specific areas of difficulty and tailor their classroom activities accordingly.
- Record concise and engaging videos: Creating short videos of 15-25 minutes in duration can help maintain students' attention and motivation. Designing concise online lectures that are clear and to the point can facilitate students' understanding of the pre-learning materials before face-to-face (F2F) contact.
- Utilize various online sources: Teachers do not need to be experts in video production. They can utilize different online sources, such as PDFs, recorded sounds, or websites, that present the subject matter in a simple and accessible way. This approach provides flexibility in selecting resources that effectively convey the content.
- Provide incentives for at-home preparations: To encourage students to complete the pre-learning activities, incentives such as earning points for quiz completion can be implemented. This helps emphasize the importance of at-home preparations and motivates students to actively engage in the FL process.

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Implementing these recommendations can help optimize the FL experience for both teachers and students. By providing scaffolding, assessing prior understanding, utilizing engaging videos, leveraging online resources, and offering incentives, the FL pedagogy can be further enhanced, fostering deeper learning and a more effective teaching and learning environment in higher education.

4. Discussion and Conclusion

In brief, the adoption of Flipped Learning (FL) pedagogy in Algerian higher education institutions emerges as a significant and transformative step towards modernizing teaching and learning practices. Throughout this study, the attitudes of English as a Foreign Language (EFL) teachers towards FL have been examined, providing valuable insights into the potential benefits of this innovative approach.

As highlighted in Fahim and Khalil's (2016) study, FL is a relatively new approach to English as a second language learning in many higher education institutions. In countries like Egypt, educators face unique challenges, including how to motivate students to become active learners. The implementation of FL at the English Department of the BUE (British University in Egypt) during the first semester of the academic year 2015-16 demonstrated its suitability as a pedagogical approach to stimulate active learning through the use of technology and develop learner autonomy.

Despite the several challenges teachers experienced during the academic year 2020-2021 that were related to the difficulty in coping with this classroom redesign, most EFL teachers demonstrated a positive attitude towards FL and recognized its potential to revolutionize the learning experience. Teachers, consequently, expressed the urgent necessity to adopt this teaching/learning pedagogy in Algerian higher education institutions because the integration of ICT and e-learning components in FL optimizes class time, facilitates active student engagement, and fosters critical thinking skills. This study's findings, coupled with the Fahim and Khalil (2016) research, emphasize the relevance of FL in diverse language learning contexts. Algerian higher education institutions can draw valuable insights from the successful implementation of FL in Egypt to address their challenges and meet the demands of a rapidly evolving educational landscape.

FL aligns with the demands of the 21st century generation of learners who are digitally oriented and offers them a student-centred educational environment that will enable learners to become active participants in their own learning journey. “As a 21st century teaching approach which effectively utilises technology and active learning to transform students’ learning experiences, flipped teaching effectively met the dynamic pace of the millennium generation (Fulton, 2012, cited in Fahim & Khalil, 2016, p. 5394). Hence, embracing FL as a necessity rather than just a recommendation becomes crucial for Algerian higher education institutions to remain relevant and competitive.

To ensure successful implementation, continuous professional development for teachers and the creation of technology-rich learning environments are paramount. By

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investing in training programs and equipping educators with the necessary skills and strategies, institutions can unlock the full potential of FL in enhancing student learning outcomes. Moreover, the findings of this study have implications for educators, administrators, and policymakers. By understanding the positive attitudes of teachers towards FL, stakeholders can collaborate to develop effective policies and support mechanisms that encourage the widespread adoption of this student-centered pedagogy.

In conclusion, the process towards implementing FL in Algerian higher education is a collective effort that demands collaboration, adaptability, and innovation. By seizing the opportunities presented by FL, the higher education system in Algeria can evolve to meet the challenges and demands of the digital age, ensuring that students are well-prepared to excel in a rapidly changing and interconnected world.

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