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Using a Flipped Instruction Based Program for Enhancing EFL Post Graduates' Classroom Management Problem Solving Skills

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Using a Flipped Instruction Based Program

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Abstract:

The present study was conducted to identify the effect of using a flipped instruction-based program on enhancing EFL post graduates' classroom management problem solving skills. A quasi-experimental pre-post test control group design was employed. A flipped instruction program based on some classroom management skills was developed by the researcher and used with the experimental group, whereas, the regular teaching method was used with the control group. Sixty male and female EFL post graduates were randomly chosen and equally divided into an experimental group and a control one. The instruments included a needs assessment questionnaire to identify the classroom management problems, and a test in problematic classroom management situations. Analysis of data obtained showed that the experimental group achieved higher than the control group on the problematic classroom management situations test. Recommendations and suggestions for further research are presented.

Key Words: Flipped instruction – Classroom management skills

ملخص

هدفت الدراسة الحالية الى التعرف على اثر استخدام برنامج قائم على التعلم المقلوب في تنمية مهارات حل مشكلات ادارة الصف لدى عينة من الخريجين المتخصصين في اللغة الانجليزية . تم استخدام التصميم شبه التجريبي والاختبار القبلي - بعدى . تم اعداد برنامج تعلم مقلوب قائم على بعض استراتيجيات ادارة الصف لاستخدامه مع المجموعة التجريبية. اما المجموعة الضابطة فقد اتبعت الطريقة المعتادة. تم اختيار ستون طالبا وطالبة عشوائيا وتم تقسيمهم الى مجموعتين (٣٠) طالبا في كل مجموعة. اشتملت ادوات الدراسة على استبانة لتحديد مشكلات ادارة الصف لدى الخريجين، وكذلك اختبار في حل المشكلات المرتبطة بإدارة الصف. أظهر تحليل النتائج ان المجموعة التجريبية تفوقت على المجموعة الضابطة في التطبيق البعدى للاختبار. وقدمت الباحثة بعض التوصيات والاقتراحات لبحوث مستقبلية .

الكلمات المفتاحية: التعلم المقلوب - مهارات ادارة الصف

Introduction:

Effective teaching involves considerable skills in managing classroom tasks and situations taking place each day. Classroom management (CM) generally involves a wide variety of skills and techniques teachers can use to keep students organized, active, attentive, and productive. When using CM skills effectively, teachers can successfully minimize behaviors that hinder learning for individuals and groups. Effective teachers can react confidently and to manage student's behavior. They tend to display strong CM skills, while the inexperienced or a less effective teacher's class is a less organized one with students less attentive, focused and engaged.

Classroom management is an essential issue of every teacher; experienced or novice, man or woman, old or young. Kyriacou (1991) stated that even teachers with a twenty five year experience may sometimes face CM problems. To manage the classroom, teachers can impose some clearly stated classroom rules that should be explained, practiced, and enforced continually and which to avoid student misbehavior. Canters (2009) stressed that teachers have to give clear directions to students who need guidance for proper behavior. Those students who behave against rules and directions must receive negative consequences.

Merç (2004) mentioned that student teachers of English experience a number of problems related to CM. According to Luo, Bellows, and Grady (2000), controlling classroom environments can be overwhelming. Fowler & Şaraplı (2010) emphasized that when the component of a foreign language classroom is added to the setting, the situation becomes even more problematic. In order to deal successfully with the possible already existing and forthcoming CM problems, teachers from all over the world are employing a number of skills. Whether these skills work well for their classrooms or just fail is the research area for teacher education researchers (Altinel, 2006, Demir, 2009, Tahir & Qadir, 2012).

Today's student teachers are likely to become tomorrow's professionals. For building an effective training model, there is an urgent need for the examination of the CM issues in depth and the identification of student teachers' management skills that are best suited for effective language teaching. Therefore, there should be an attempt to identify the most problematic situations that EFL novice post graduates can face and the best ways to solve them in order to increase their passion for their profession.

Using the program of the present study to help EFL post graduates become effective classroom managers will benefit not only their students but also the language teaching methodology courses provided in faculties of education. Furthermore, although it has found its place in teacher education research and language teaching methodologies, there has been little research done to investigate the CM problems that novice graduates face while teaching. Therefore, this research is a promising one to train them to solve some specific problems related to CM.

Classroom Management Skills

Classroom management has become increasingly important over the past few decades. The main reason is that without good CM, effective teaching and learning cannot and will not take place (Marzano, Marzano & Pickering, 2003). Increased accountability and high stakes testing require students to meet a desired level of academic success, and without a properly managed classroom, this task is near impossible. Poor CM may also lead to increased levels of school violence and bullying, as well as increased teacher stress levels, increased probability of burnout, and higher levels of teacher attrition (Lewis, Clunies-Ross, Little, & Keinhuis, 2008).

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In order to produce a safe learning environment, CM requires the development of skills and strategies that are different for every teacher, every classroom, and every situation. This relies on planning, establishing, and maintaining routines and procedures, and enforcing rules (Wong & Wong, 2009). One of the major factors affecting CM appears to be experience. Although surveys show that experienced teachers encounter fewer management problems, these surveys could be evidence that teachers that did not learn to properly manage classrooms have left the profession (Baker, 2005). There are other factors that influence the CM abilities of novice teachers. These include preparation programs, certification methods, school policies, and organizational.

Effective teachers can should value the concept of CM and master a wide variety of instructional and organizational strategies to make sure that a valuable learning environment exists. Effective CM skills can be reinforced by ideas from experienced educators and requires an understanding of group dynamics and educational psychology concepts. (Dustova and Cotton (2015).

In discussing the concept of CM, Evertson & Weinstein (2006) referred to the actions that teachers should take to create a supportive environment for the academic and the social emotional learning of students. In order to attain a high quality of CM, teachers must:

- develop caring, supportive relationships with and among students.
- organize and implement instruction to optimize students' access to learning.

The importance of developing favourable teacher-student relationships is also expressed by Marzano et al., (2003) and Evertson & Weinstein (2006) who stated that teachers should encourage students' engagement in academic tasks, promote students' social skills and self-regulation and use appropriate interventions to assist students with behaviour problems.

Dunbar (2004: 3) stated that CM Skills include establishing rules of conduct, consequences versus punishment, preventing disruptions, building relationships with students, asking questions, and setting positive expectations.

Classroom Management Skills also include:

- Holding and communicating high behavioural expectations.
- Establishing clear rules and procedures and instructing students to follow them .
- Making clear the consequences of misbehaviour.
- Enforcing classroom rules promptly, consistently, from the very first day of school.
- Encouraging a sense of self-discipline in students; devoting time to teaching self-monitoring skills.
- Maintaining a brisk instructional pace and making smooth transitions between activities.
- Monitoring classroom activities; giving students feedback and reinforcement regarding their behaviour.
- Creating opportunities for students to experience success in their social behaviour.
- Making use of cooperative learning groups.
- Making use of humour, when suitable, to stimulate student interest or reduce classroom tensions.
- Removing distracting materials from view when instruction is in progress.

Baker and Westrup (2000) also highlighted the significance of achieving good CM in large classes. They put forward several strategies such as:

- Balancing teacher talking time and student talking time,
- Giving clear instructions,
- Using consistent language, and questioning techniques,
- Dealing with students with mixed abilities.

Flipped Classroom (FC):

Web-based instruction can create a meaningful and active learning environment that can contribute to better teaching and learning. One of the most valuable and promising technology-based approaches is 'the flipped classroom' (FC) which employs asynchronous video lectures and practice problems as homework, and active group-based problem-solving activities in the classroom. Flipped classroom represents a unique combination of learning theories once thought to be incompatible -active, problem-based learning activities founded upon a constructivist ideology and instructional lectures derived from direct instruction methods founded upon behaviourist principles.

As a converse way of teaching and learning, the FC addresses the 4 Cs of learning— critical thinking, communication, cooperation, and creativity—as students are asked to work with technology to preview material at home before coming to class. Then, in class, they engage in higher order thinking skills, such as synthesizing, analysing, and evaluating materials through hands-on projects, group work, problem-solving, discussions, and debates, (Kostka & Lockwood, (2015); and Doman & Webb,(2017).

Paris (2004) viewed FC as one where students are introduced to content at home, and practice working through it at school. This means that flipping the classroom involves providing students with instructional resources to be used outside the class so that class time is freed up for other instructional activities. Milman (2012:85) mentioned that “instead of taking up valuable class time for an instructor to introduce a concept, he can create a video lecture that teaches students the concept, freeing up valuable class time for more engaging activities typically facilitated by the instructor”. He also noted that formative and summative assessment should be also incorporated as meaningful face-to-face learning activities. Besides, he stated some advantages such as increased class time, increased student engagement, strengthening of team-based skills, personalized student guidance, and focused classroom discussion.

Similarly, Fulton (2012) noted that a FC allows students to move at their own pace, access instruction at any time, access expertise from multiple people, benefit from better used classroom time, etc.. In a FC, teachers must incorporate the following four pillars into their practice.

The Four Pillars of F-L-I-P

F Flexible Environment

Educators often rearrange their learning spaces to accommodate a lesson or unit to support either group or independent work. They create flexible space in which students choose when and where they learn.

L Learning Culture

Instruction shifts to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities.

I Intentional content

Teachers determine what they need to teach and what materials students should explore on their own. They use intentional content to maximize classroom time in order to adopt methods of student centered, active learning strategies, depending on grade level and subject matter.

P Professional Educator

During class time, educators continually observe their students, providing them with immediate feedback, and assessing their work. They are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms

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Bergmann & Wadell (2012) indicated that instructors can imply warm-up with creative activities and motivate learners to ask questions relevant to the content of the video. Zappe et al. (2009) examined active learning and its effect on the flipped model and proposed the following FC:

- Learners should view the flipped materials through evaluations' gateway.
 - Video materials, particularly, should be short ranging from 20 to 30 minutes to make sure that learners watch them.
 - Teachers should review course content briefly with learners at the beginning of class to make sure that learners have clear understanding of the content.
- 4- Multi-media materials should be included in the flipped content to motivate learners' engagement and interest.

In a FC model, students watch pre-recorded videos at home, and then come to school to do the homework armed with questions and some background knowledge. This model involves the use of technology to maximise the time spent on active learning in school. Part of the learning process is accessed by students outside the school day. This frees up classroom time for other activities, such as practising and applying knowledge and skills.

Traditional Classrooms and Flipped Classroom

In the traditional class, teachers are the focus of a lesson and the main source of knowledge. Student engagement is limited to activities, and discussions are typically centred on the teacher who controls the flow of the conversation. Contrarily, in the FC, the teaching method shifts instruction to a learner centred model, and the teacher creates learning opportunities such as online videos and lets students to deliver content, text readings, collaborative discussions, etc.

Bergmann and Sams (2012) mentioned that most teacher training was for the lower order of “memory” and “understanding” ability in regular teaching, and high-level ability may be limited due to lack of time. In the FC, the teacher has more time to use. The discussion activities will enable him to understand the student’s needs and difficulties, so that learning activities will be more meaningful to them. they also stressed that by establishing the FC approach, constructivism theory is implemented where a huge variety of activities provide students with an interactive communicative environment.

Flipping Changes Classroom Management.

In a FC, many of the CM problems evaporate because class time is primarily used for students to either do hands-on activities or work in small groups. Those students become willing to go deeper into the learning. Video lectures provided through the FC allow students to go forward through examples they already understand or pause and rewind to revisit topics which may require more time (Goodwin & Miller, 2013). Videos allow lectures to be broken into pieces, as opposed to traditional instruction which often contains a large volume of content delivered at one time (Brecht & Ogilby, 2008).

The Theoretical Foundation Supporting the Use of Flipped Classroom:

The theoretical foundation supporting the use of FC in teacher preparation programs is grounded in an understanding of the social and intellectual learning environment where learners actively engage knowledge that enhances meaningful learning (Piaget & Inhelder, 1969). FC is also grounded in a consideration and respect for individual and diverse learning needs. Using FC allows teacher educators to motivate and guide learners to specific understanding.

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Constructivists view learning as an intellectual process in which the learner forms or constructs new knowledge by combining new ideas with those acquired during previous learning experiences (Schunk, 2001). The depth of what is understood is affected by previous knowledge and interests (Piaget & Inhelder, 1969). The use of FC in teacher preparation programs provides a modern instructional model for how to engage learners' natural curiosity, increasing their interests in teaching and effectively building new conceptual constructs using technology.

By using FC, pre-service learners see, hear, and experience something new or unique via out of class video study. Linking the new learning experience to previous knowledge, learners then can use class time to interpret that new experience based on what is already known, supporting the essence of constructivism. Flipped classroom supports another tenet of constructivism, that the learner is responsible for his own learning and can continuously assess his understanding of concepts and receive the opportunity to demonstrate understanding and to clarify misconceptions.

Social Cognitive theory is grounded in a process of immediate feedback on and support from teachers and peers. It is also based on an understanding that learners can learn by observing, modelled behaviours. Bandura (1977) noted the need for learners to demonstrate understanding and to share that understanding with others. Because the learners can view the videos together, work in teams in or out of class, and learn through teaching one another via peer tutoring, social learning theory can be used to validate use of a FC in teacher preparation programs.

The above theories support FC, and share basic concepts:

- *Learning-by-doing*: i.e. making meaning through experience with the world.
- *Learning as participation in practice*: i.e. engaging in patterned and recognized activities.
- *Learning as a transformation in identity*: Learning is represented in not only what one can do, but in *whom one becomes*.
- *Contexts mediate learning*: Learning is a contextualized process; and a collection of factors that determine its meaning and outcome. These include cultural, historical, and communal factors; power relationships; technological factors; and environmental constraints.

Fulton (2012) listed the following among the advantages of the FC:

- students move at their own pace;
- doing homework in class gives teachers better insight into students' difficulties
- teachers can easily customize and update the curriculum;
- classroom time can be used more effectively and creatively;
- increased levels of student achievement, interest, and engagement;
- learning theory supports the new approaches.

Bergmann & Sams (2014) mentioned the reasons for flipping the classroom.

- speaking the language of today's students.
- helping busy and struggling students.
- helping students of all abilities to excel.
- increasing student–teacher and student–student interaction.
- changing classroom management routines.

Impacts on teaching and learning practice:

According to the National Foundation for Educational Research (2015) the impacts that can be gained from FC on teaching and learning practice, and on students are highlighted below.

- More time can be spent on practising and applying knowledge and skills, as well as questioning and higher-level discussions.
- More scope for peer-to-peer and collaborative learning. Students come to lessons with prior learning and are well prepared and more confident to participate in paired, group and whole-class activities.
- More opportunities for independent and student-led learning, with students working through the videos and exercises at home.
- More time for individual support to students.
- Better understanding of students' preferences for different approaches to learning.

Currently, there are three assumptions about flipped learning that tend to dominate the research arena within first or foreign language acquisition:

1. Students enjoy FC more than traditional learning.

Kostka and Lockwood (2015) reported that students see flipping as a productive way of learning. Doman and Webb (2017) said that their students reported their likeness of the FC .If we want students to enjoy the FC experience; there are several points to keep in mind.

- *Encouraging collaboration and communication:*
- *Choosing videos wisely:*
- *Using smart assessments:*

2. Students perform better in a FC versus traditional classrooms

Obari and Lambacher (2015) reported that students in a FC performed better on an English exam than those in the regular class. Kang (2015) also found that students showed significant changes in vocabulary and grammar knowledge after being exposed to flipped lessons. To ensure this assumption, teachers should make sure of the following:

- ***Ensure students do their homework:*** Teacher makes sure that students watch videos at home before coming to class so that they are better prepared for class. He gives students short quizzes at the beginning of class to know who did the homework and who did not.
- ***Review review, review,*** Frequently review all new concepts for students to achieve mastery. Encourage students to go back to previously viewed videos. Make sure that each new concept relates to students' prior knowledge and is relevant to their lives.
- ***Focus on higher order thinking:*** Have students analyse, synthesize, and evaluate the knowledge.

3. Students become more autonomous when exposed to FC. Han (2015).

Because students bear the responsibility of attaining new knowledge at home through videos, the flipping requires them to become more autonomous by submitting more Google Voice recordings than are required and search for sources and tools for a final class project. Teachers should:

- ***Remind students of the flipped classroom benefits:*** Teachers should remind students that they can watch the videos as often as they like, rewinding or pausing whenever necessary. They let them know they can write down questions about content on which they need clarification later.
- ***Promote active learning:*** Teachers can promote autonomy in the FC by making students participate in their own learning processes. Through collaborative projects and discussions, students teach and learn from each other while the teacher is available to assist and answer any questions with students individually.

Background of the Problem:

To shed light on the problem of EFL post graduates' lack of CM skills and their related problem-solving skills, TEFL staff members were informally interviewed to shed light on this issue. They asserted that CM problem-solving skills, though needed were rarely practiced. Micro teaching sessions are mostly dealt with just like a regular course i.e., students are asked to prepare micro lessons, and teach them the next time in front of their colleagues for the sake of getting marks in the final exam. They also reported that the most important CM skills that should be inculcated in EFL post graduates are training them to establish rules of conduct, identify consequences versus punishment, prevent disruptions, build relationships with students, ask questions and set positive expectations, etc.. This state of affairs was more emphasized by reviewing the literature related to problematic CM situations. Many authors and research workers emphasized that there has been little research done to investigate the CM problems that post graduates face while teaching in real classrooms in schools. Therefore, this research was hopefully expected to be a promising one to train them on CM skills and on how to solve the most prevailing CM problems through a program based on flipping the classroom.

Review of Literature:

Surveying research work on the use of FC , it was clear that there were different reactions to watching online videos instead of attending lectures. The students were positive towards in-class group activities (Bishop & Verleger, 2013). Roehl et al.(2013) reported that using the FC pedagogy can develop students' reflective abilities because they need to reflect on the connection between the course materials they have prepared prior to the lessons and the activities conducted in classes.

Bajurny (2014) investigated the effect of FC on students learning in English. A sample of high school teachers were interviewed about their experience with FC. Findings suggested that FC increased student motivation, student self-regulation, and student knowledge of curriculum content.

Gross (2014) tried to investigate if student achievement and engagement in English, specifically in reading difficult texts, can be improved through using the FC at the 12th grade level. The control group was taught through the regular reading method while the experimental group was taught using FC. Instruments were formative quizzes, test scores, and homework packet scores. Results showed that there was no substantial evidence that substituting technology and independent reading is more beneficial to students than the traditional method.

Mireille (2014) examined the impact of using a FC on the writing performance of 12th grade students. The FC was used with the experimental group while the control group received the regular method of teaching. Both groups were pre post-tested. Results indicated a statistically significant difference between the students' mean scores in favour of the experimental group.

Myxter (2014) studied the effects of the FC model on classroom environment and student achievement. Instruments included personal journal notes, student surveys, and student interviews. Results showed that the students' achievement increased as a result of employing the FC.

Syafitri (2014) investigated the impact of FC on reading comprehension. Instruments of the study included a reading comprehension test, a questionnaire, and an observation sheet. Findings showed that the FC was as good as the regular classroom. However, it is still good to implement it to enhance English language learning.

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Thompson and Mombourquette (2014) received different opinions of students, who assured having better interactions with their professor and peers in a FC environment than that in a regular classroom. Students are much better prepared for class when they were given video lectures than when given textbook readings. Students also had ownership of their learning because of the availability of pre-recorded lesson videos.

According to Mok, (2014) & Musib, (2014), the FC also could promote students' deeper understanding of knowledge and concepts, and make them successful in learning. In subject knowledge learning.

Vaughan (2014) explored the use of a FC model in an introduction to the teaching profession course to engage pre-service teachers. The tools were journals, discussion board notes, and observations. Findings revealed that learners showed a higher level of inquiry and reflection in their coursework due to the use of the flipped model. Findings of Basal (2015) indicated that pre-service English teachers had positive perceptions towards the use of FC in language teaching. Leis, Cooke & Tohei (2015) compared two English composition courses. One course was taught in a traditional way and the other used the FC. The results showed that those studying under the FC spent a significantly higher number of hours preparing for class, produced a significantly higher number of words, and greater improvements in the writing proficiency.

Prefume (2015) explored the effect of FC in a language classroom. The experimental group was taught using the flipped method and the control group followed the regular one. The Instruments included questionnaires, class observation, oral production rating scale, and instructor's daily journal. Results indicated that delivering instruction outside class with lecture videos increased active classroom learning time. It was also revealed that there was no statistical difference between the experimental group and the control group in the learning outcomes.

The results of Sung (2015) showed that students viewed flipped learning positively despite the initial difficulties of adjusting themselves to it.

Souza & Rodrigues (2015) compared the effectiveness of a FC with a traditional one in two areas: 1. programming self-efficacy; and 2. academic performance. The results showed that the students in the FC increased programming self-efficacy and achieved higher grades.

Tanner and Scott (2015) found that even though most students thought that the FC improved their understanding of theoretical concepts, some students felt that readings were more efficient than the videos. It means that whether a traditional method or a FC should be adopted depends on students' different learning styles.

Ahmed (2016) used a FC to enhance the students' writing skill and their attitudes towards flipping. Sixty students were equally divided into one experimental group and another a control one. The instruments were a writing test and a questionnaire to measure students' attitude towards flipping. Results showed that the experimental group outperformed the control one in the post-test of writing and the post application of the questionnaire in favor of the post application.

El Bassuony (2016) investigated the effectiveness of FC in improving English grammatical performance in speaking and writing of underachieving language learners. Forty nine 1st year secondary school students participated in the study. The two groups pre-post test quasi-experimental design was used. Instruments included a verbal intelligence test, and the pre-post grammatical performance in speaking test and grammatical performance in writing test. Results revealed that FC significantly developed English grammatical performance in speaking and writing of both underachieving learners and their normal peers.

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Ng (2016) used the FC in teaching pre-service kindergarten teachers. The study showed students' high rating of the questionnaire items related to generic skills and a higher level of student engagement in learning. Besides, the FC benefited students' learning as the Higher Diploma students were able to apply the self-learnt subject knowledge to a real situation.

Saqr (2016) used the FC for improving preparatory stage students' EFL listening skills. A pre-post listening skills test was used to assess students' listening skills. The results indicated that the experimental group outperformed the control one in the pre-post application of the listening skills test.

Aljaser (2017) measured the effectiveness of using FC in academic achievement among female university students in Saudi Arabia. An experimental group was taught through FC, while the control group was taught in the regular way. Tool used was an achievement test. The results showed that the experimental group outperformed the control group in the post achievement test.

Khan & Ibrahim (2017) investigated the impact of FC in college level technology courses. A within-subjects experimental design was used to assess self-efficacy and perception based on learning style preferences. The learning materials in the FC included videos, post-tests and surveys. These were made available online to the students. The results showed that FC made a statistically significant difference to the self-efficacy.

Tse, Choi, and Tang (2017) reported that Video-based FC instruction can strengthen the learning motivation of students. They examined the impact of two aspects of subject reading motivation. The students filled in questionnaires which measured: motivation for general reading; motivation for subject reading; academic subject satisfaction and perceived teaching effectiveness of the teachers. Results revealed that students in the FC reported significantly lower motivation for subject reading and significantly higher satisfaction and teaching effectiveness than those in the regular classes.

Yang (2017:1) investigated the use of the FC pedagogy in secondary English classrooms. Findings showed that students in general were positive about the FC. On the other hand, although the teachers considered that the FC was creative, they thought it may only be useful for teaching English grammar videos to learn new content. The results indicated that the affective dimension of student engagement is prominent when students reflect upon learning in a FC.

Aljarrah, Thoms, and Shehab (2018) examined the learning behaviours and characteristics of students in a mobile applications computer programming class that adopted a “flipped” learning style. By harvesting learning analytics data from a learning management system, they created visualizations of work intensity to explore temporal patterns of students’ behaviour and then correlate them with the students’ performance. Findings indicated that low, medium, and high performing students tend to access learning materials late with work intensity spiking on the lecture day, specifically during the lecture session. While high and low performing students show no difference in temporal access to material, medium performing students demonstrate the greatest degree regarding course content material access.

The above review of research shows that:

1. Students enjoy flipped learning more than traditional learning (Doman & Webb, 2017; Kostka & Lockwood, 2014).
2. Students perform better in flipped classrooms versus traditional classrooms (Kang, 2015; Obari & Lambacher, 2015).
3. Students become more autonomous when exposed to flipped learning (Han, 2015).

Based on the above review of previous studies and to the best knowledge of the researcher, using FC pedagogy in English Language has not been adequately researched and mostly focused on listening, reading, and writing and neglected the other skills. Thus, the present study was conducted to fill the research gap in this area by investigating the use of the FC instruction to enhance EFL post graduates’ CM problem solving skills.

Statement of the Problem:

In the micro teaching sessions used in teacher preparation programs, EFL post graduates are not offered enough opportunities to practice classroom management problem solving skills. Therefore, they are in bad need of developing these skills. This was the incentive for initiating such a study. Reviewing the literature on the importance of using flipped instruction in higher education and particularly with EFL graduates motivated the researcher to use a flipped instruction-based program for enhancing EFL post graduates' classroom management problem solving skills.

Objectives of the study:

The present study was conducted to achieve the following objectives

- 1- Identifying the main CM skills needed by Post graduates.
- 2- Identifying the CM problems that face the post graduate teachers through using a flipped instruction-based program.
- 3- Examining the effect of the program on post graduates' performance in the problematic classroom management situation test.

Questions of the Study:

The major question of the study is:

"How can using a FC- based program enhance EFL post graduates' CM problem solving skills? This main question can be branched into the following questions:

- 1- What are the main CM skills that need to be enhanced?
- 2- What are the CM problems that face the post graduate students?
- 3- What is the effect of FC instruction on enhancing EFL post graduates' CM problem solving skills?

Hypotheses of the Study:

In the light of the literature reviewed, the informal interview with TEFL staff members, and the results of the needs assessment questionnaire of CM skills, the following hypotheses were tested:

1. There would be a statistically significant difference between means of scores obtained by the subjects of the experimental and the control groups in the post-performance on the CM problematic situation test (favoring the experimental group).
2. There would be a statistically significant difference between means of scores obtained by subjects of the experimental group on the pre and post-performance on the problematic situations test (favoring the post performance).

Delimitations:

1. The study was delimited to 60 EFL post graduates enrolled in the one year general diploma at the Faculty of Education, Minia University in the 1st semester of the academic year 2017 - 2018. It was supposed that the CM problem solving skills that they would develop would support them in their future profession as teachers.
2. Classroom management skills were limited to the sub skills that are mostly needed by EFL post graduates and that were decided upon after administering a questionnaire on a sample of those students, TEFL staff members, and experts. These skills are:
 1. Creating an effective and positive classroom environment.
 2. Establishing classroom procedures.
 3. Managing classroom time.
 4. Managing disruptive behavior.
 5. Using questioning techniques properly.
 6. Dealing with assessment, grading, and cheating.

Definition of Terms:

Flipped Classroom:

According to Strayer (2012), the FC uses technology to move lectures outside the classroom and uses learning activities to move practice with concepts inside the classroom.

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Abeysekera & Dawson (2015) defined the FC as an instructional strategy that reverses the traditional class by delivering instructional content, often online, outside of the classroom. It moves activities, into the classroom. In a FC , students watch online lectures, collaborate in online discussions, or carry out research at home and engage discussions in the classroom with the guidance of the instructor.

The researcher defined FC **operationally** as “a process in which the teacher uses instructional methods to establish visual files for the students to watch at their home through a Facebook page to facilitate learning and save time for discussion and for making activities inside the classroom”.

Classroom Management

This refers to teacher behaviors that facilitate learning. A well-managed classroom increases learning because students spend more time

Marshall (2003) explained that “CM deals with how things are done; discipline deals with how people behave. It has to do with procedures, routines, and structure; discipline is about impulse management and self - control. It is the teacher’s responsibility; and discipline is the student’s responsibility” **Classroom management** is **operationally** defined as the skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.

Methodology:

A quasi-experimental pre-post control group design was employed. A program was designed by the researcher using the FC for enhancing EFL post graduates’ CM problem solving skills. The program was developed and used with the randomly chosen experimental group, whereas, regular lecture teaching method was used with the randomly chosen control group. Thirty (30) Faculty of Education male and female English majors enrolled in the post graduate general diploma in 2017–2018 academic Year (1st semester) formed the experimental group and

another (30) formed the control group. The data of the study were gathered by pre-post CM problem solving situation test. The experimental group was exposed to a number of CM problematic situations, . At the end of the experiment, the same test was re-administrated.

Variables of the Study:

Independent Variable: A flipped instruction program. .

Dependent Variable: Enhancing EFL post graduates' CM problem solving skills.

Control Variables: The age and language proficiency levels of the participants were controlled.

The pilot study

To investigate students' need for the current study, the researcher conducted a pilot study and distributed a questionnaire on 30 EFL post graduates enrolled in the general diploma program in the Faculty of Education, Minia University and who were randomly chosen and then excluded from the main treatment. The questionnaire aimed to find out the CM problems they face in the English classrooms. When applying the questionnaire, students indicated that in microteaching classes they only had to show their ability to present a micro lesson in front of their colleagues without dealing with the management problems they might face. Training was mainly focused on lecturing the material with practicing teaching here and then. The pilot study lasted for two weeks prior to the real implementation of the program through which the researcher applied the classroom management problem situation test to measure their validity and reliability. Face validity for all instruments was determined by consulting a panel of experts, whereas the internal validity was decided by internal consistency. The pilot study revealed that all instruments were valid and reliable for the actual experimentation.

Pre Testing:

To ensure equality between the experimental and the control groups , the problematic CM situation test was administered on both. Results showed that there was no significant difference as t-value (0.128) is not significant at 0.05 level. See Table (1) below.

Table (1)

t-value of the Mean Scores of Pre testing the Experimental and the Control groups on the Problematic Classroom management situations Test

Group	Subjects	Mean	SD	DF	t-value
Experimental pre	30	25.80	4.18	58	0.128*
Control pre	30	25.93	3.91		

- Not Significant at 0.05 level. Maximum score= 50

The procedure followed in implementing the FC:

1. Reviewing literature on online learning, FC approach and CM, the proposed Flipped instruction program was constructed with the aim of:
 - highlighting the importance of CM skills.
 - raising the students' awareness by motivating and encouraging them to use technology while using the flipped videos.
 - allowing students to practice solving CM problems.
 - encouraging students' autonomy through using various activities.
 - improving students' CM skills.
2. The participants of the study (60) were selected from EFL post graduates (one year General Diploma).
3. Administering the pre test of CM problematic situations to identify students' skill level at the beginning of the first semester of the academic year 2017/2018.

4. Providing students with some videos on how to solve CM problems and uploading them on Facebook. This could provide a rich and a flexible environment for the development of the students CM problem solving skills.
5. The flipped classroom-based program lasted for 8 sessions including an introduction and a concluding one. The target participants were met once a week during the microteaching course. Many materials and media such as Facebook group, CDs, students' book, videos, power points, flash cards and activities were used.
6. Giving an Introductory session on the definition and the importance of CM skills and FC.
7. Explaining the procedures to be followed in the FC inside and outside of class.
8. Introducing the strategies that would be used throughout the sessions such as active learning, peer instruction, collaborative learning, problem based learning, and discussion or debate.
9. Students were also shown an example of the video they were going to watch on the Facebook page or the CD to give them a clear vision of what would happen. The researcher also shed light on the kinds of activities and tasks that the students were going to do inside the classroom.
10. The sessions went through the following stages:

Before class stage (online)

The online phase of the FC was designed. A 10 to 15 - minute videos were uploaded on a Facebook page named *Micro teaching 2017-2018 1st semester (classroom management)*.

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The link is <https://www.facebook.com/groups/dr.omnialatif/>. In addition, a CD with the same videos was given to each student so that all of them could watch it before they come to class. Videos included an introduction about CM and some guiding questions about the material. Students could take notes about the unclear points in the video to be discussed with the instructor and with their classmates.



Snap shot of the Facebook page

During class stage

In class, students discussed the information they acquired from the online video. Some active learning strategies were used in this stage, such as (Think pair share, fish bowl, critical thinking motivators, and others), various kinds of activities depending on the nature of the session; e.g. problem solving, and critical thinking were used inside the classroom. Students were divided into six groups (5 students each). Each group was responsible for presenting solutions to the problems that they had to think of at the end of each video. They were also asked to discuss the answers of the questions that were previously presented in the video. The role of the instructor was to monitor and facilitate the process throughout, guide students thinking, check their answers on the target questions and clarify any misconceptions.

After class stage

Students were asked to write a summary of the main points mentioned in the class to check their comprehension. The students also could make further research to get more information about the topic and wrote their own reviews.

The Final session gave students opportunities to judge the treatment from their own points of view. They were also asked to give their feedback and reflections on the benefits and shortcomings of the treatment.

11. Students were informed from the very beginning that they will be evaluated according to their answers to the questions of each session. Each student had a score on each session. Also, students were given the opportunity to assess the treatment by asking them a number of questions at the end of each session such as:

- What were the most motivating points you enjoyed most in the session? Why?
- What were the most uninteresting moments you experienced in the session?
- -What were your reactions about the session?
- What did you like/dislike about the session?
- What is the difference between this session and the traditional sessions you experienced before?

12. Administering the post test of CM problematic situations in order to measure the level of improvement after using the FC .

Significance of the Study:

The nature of the flipped classroom allows students more control over their own learning. Through the video lectures that are assigned as homework,

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- students can learn at their own pace.
- students can watch the videos as often as they like, rewinding or pausing whenever necessary. Let them know they can write down questions about content on which they need clarification later.

In addition to the above contributions, the present study was significant in constructing a program particularly directed to EFL post graduates to enhance their CM problem solving skills. Besides, course designers and instructors will find it useful and effective in the programs of teacher preparation.

Instruments of the Study:

The researcher developed the following instruments;

1. A needs assessment questionnaire on the CM skills to specify the most needed skills to EFL post graduates. Seven TEFL specialists approved the face validity of the questionnaire, its suitability and necessity for the participants.
2. A CM problematic situations test to assess EFL post graduates' ability to deal with the problematic CM situations before and after implementing the program.

The test consisted of 25 problematic CM situations representing the most important CM skills represented in the program.. Items are of the multiple choice type. Two points were given to each test item. The total score is (50) points. Seven qualified and experienced TEFL specialists confirmed the validity, suitability and applicability of the test.

The internal consistency of the test items:

The validity of the test was determined by computing internal consistency. The internal consistency of each item was calculated by using (Pearson correlation formula). Correlation coefficient ranged from (0.39 to 0.63). See Table (2)

Table (2)

The Internal Consistency of the Problematic Classroom Management Situations Test

Item No.	Internal Consistency	Item No.	Internal Consistency	Item No.	Internal Consistency
1	0.43*	10	0.45*	20	0.51**
2	0.39*	11	0.54*	21	0.49**
3	0.46*	12	0.51**	22	0.42**
4	0.51*	13	0.55**	23	0.55**
5	0.46*	14	0.45*	24	0.53**
6	0.43*	15	0.42*	25	0.45*
7	0.41*	16	0.54*		
8	0.63**	18	0.55**		
9	0.44*	19	0.45**		

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

Findings:

The first hypothesis predicted that there would be a statistically significant difference between means of scores obtained by the subjects of the experimental and the control groups in the post-performance on the CM problematic situations test (favoring the experimental group).

Analysis of data obtained using t-test shows that the experimental group achieved a higher degree of improvement than the control group on the Post Problematic CM situations Test since t-value (12.49) is significant at (0.01) level and beyond. Thus the first hypothesis is confirmed. Table (3) presents a summary of the analysis of the data obtained on the Post Classroom Problematic situations Test of both the Experimental and Control Groups.

Table (3)

t-Value of the Experimental and Control Group students on the Post Problematic Classroom Management situations Test

Group	Subjects	Mean	SD	DF	t-value
Experimental post	30	43.13	4.45	58	12.49*
Control post	30	27.87	5.06		

- Significant at 0.01 level Total score = 50

The second hypothesis predicted that there would be a statistically significant difference between means of scores obtained by subjects of the experimental group in the pre and post-performance on the problematic CM situations test (favoring the post performance). See Table (4) below.

Table (4)

t- value of the Pre and Post Classroom Problem situations Test of the Experimental Group .

Group	Subjects	Mean	SD	DF	t-value
Experimental pre	30	25.80	4.18	29	19.80*
Experimental post	30	43.13	4.45		

- Significant at 0.01 level Total score = 50

Discussion:

Results obtained and demonstrated above could explain and emphasize the effect of using the flipped instructional program on enhancing post graduate students' ability to solve the CM problems that they faced whenever they came face to face with students at any class. Problems dealt with in the flipped class , being a new online technique, could help in solving some CM problems related to class discipline, time management, classroom routine work, disruptive behavior, class environment, discipline etc.

As long as teaching is working with the students to learn, grow, and succeed together, there should be a strong student-teacher relationship for the classroom to be a place for each member to express his feelings and work together. Besides, CM aims at establishing student self control through a process of promoting positive student achievement and behavior. Then came the role of the flipped classroom to add the idea of deepening this good relationship between the teacher and the students.

According to Evertson and Weinstein (2006) CM has two distinct purposes: "It not only seeks to establish and sustain an **orderly environment** so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth" (p. 4). Educators have always rated **discipline** as one of the most serious obstacles to promoting effective teaching. Proper CM skills acquired in the present research could lead to class control and conducive teaching learning environment.

Chandra (2015) stated that **indiscipline** is a problem which creates a hindrance in teaching process. Due to indiscipline situations ,students arrive late for class, are not punctual for the class as it is not very interesting or rather teachers are unable to create interest in the class .This may be a result of lack of lesson planning .At **times effective management of time** is also overlooked. Non verbal cues like body language and communication skills also play a major role in making the class effective. Problems of CM can be overcome by being prepared for class, motivating the students, providing a comfortable learning environment, building students' self esteem, being creative and imaginative in daily lessons. There must be willingness of the teacher to accept responsibility for classroom control and Long-term, solution-oriented approaches to problems.

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The FC model gave post graduate students the opportunity to learn course concepts outside the **classroom environment** with online educational materials such as videos, films and voice so that classroom time was used for active learning such as problem solving and practical applications. That was emphasized by Bergmann & Sams (2012). This method, whereby students learnt the theoretical part of the course at home before class, allocated classroom time for active learning practices such as question-answer, discussion and problem solving. In the FC model, students took responsibility for their own learning and progressed at their own speed (Davies, Dean, & Ball, 2013). Students fulfilled independent and active learning by accessing the learning environments presented through the Internet whenever and wherever they wanted (Baker, 2000). The assessment of this model in terms of Bloom's taxonomy steps showed that students fulfil learning with regard to knowledge and comprehension by watching videos before class and they fulfil learning with regard to application, analysis, synthesis and evaluation by participating in classroom activities (Rutkowski & Moscinska, 2013).

With the characteristics of the FC model where the learning environments provided a personal learning experience (Hamdan, McKnight, McKnight, & Arfstrom, 2013), teachers took a counsellor role and students were active participants (Halili & Zainuddin, 2015), students took on the learning responsibility and progressed at their own speed.

Bergmann (2014) mentioned that teachers spend much time and energy trying to keep students quiet so that they can listen to them. They have taken many courses and workshops on CM in their careers, and it seems that the underpinning goal of CM is for teachers to keep students quiet so that they can learn.

It might be mentioned that engaging students in discussions and debates and question and answer activities, the class became noisier -- but it was good. The amount of energy taken to keep students quiet was more than that used for getting them to take responsibility for their own learning. Bergamom (2014) mentioned that in a flipped classroom, the dynamics of the class dramatically changed. Instead of having to keep students quiet, teachers spend time interacting with them individually and in small groups. Amazingly classroom management issues just finished. The goal wasn't to keep students quiet, but rather to have them engaged in the learning process. The amount of energy spent to keep students quiet hadn't been used for getting students to take responsibility for their own learning.

The research on the flipped classroom approach has generally shown it to be effective in improving student learning, and is consistent with findings around improved learning in blended learning environments (US Department of Education, 2010). Indeed, comparing a flipped classroom model and regular class environments showed that improvements in student learning in a flipped classroom were superior. Analysts noted that these flipped conditions often included additional learning time and instructional elements not received by students in control conditions. This finding suggests that the positive effects associated with flipped conditions should not be attributed only to the media. The important conclusion relevant to flipped classroom is that improvements in student learning was most likely due to increased time on task and not on any specific media being used.

Difficulties encountered

While the benefits are compelling, implementing flipped learning is not without its challenges.

- 1- lack of student discipline
- 2- Lack of teaching resources
3. Old-fashioned classrooms
4. Lack of equipment

Students' reactions about the flipped classroom

- 1- students reported that the discussions in the flipped class helped them understand real-world applications of management skills.
- 2- students mentioned that their interest in solving management problems increased as a result of this class. They emphasized this repeatedly.
- 3- They reported that the pre-recorded videos helped them learn course concepts.
- 4- Students said that the class discussions helped them learn course concepts.
- 5- Overall, students strongly agreed that the content of the videos was interesting.
- 6- Students strongly agreed that they would prefer shorter videos.
- 7- Students recommended this course most often to be excellent or good.
- 8-They referred also to the flipped class as providing more productive use of class time, more time for learning, and increased independent learning.

Recommendations:

1. The flipped classroom could also begin at the start of the year to decrease student bias towards the traditional classroom model.
2. An extension of time should be provided for the implementation of the flipped classroom.
3. An increase in time from 10 weeks to 15 would possibly be more effective.

Suggestions for further research

1. Future research should investigate the effectiveness of FC in promoting the CM situation problem solving skills related to other management skills.
2. Future research should investigate the effectiveness of flipped instruction in subject areas other than English.
3. Researchers should investigate whether one subject area is more amenable to Flipped instruction than others.
4. Researchers should investigate the use of flipped classroom in other language classes.

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