Enhancing EFL Prospective Teachers' Classroom Management Skills Through the implementation of Flipped Classroom

Israa Ramadan
South Valley University, Qena, Egypt
yousifsalemm@gmail.com

ABSTRACT

Numerous endeavours have been detected to improve new techniques, strategies, and methods for enhancing teachers' classroom management skills, both in the pre-service and in-service settings. This study aimed at investigating the effectiveness of using the flipped classroom model in developing Egyptian EFL prospective teachers' classroom management skills. This study adopted the experimental research design that has been exploited in the current study. The sample of the study consists of 34 EFL prospective teachers in Hurghada Faculty of Education, South Valley University, Egypt. The researcher has designed and validated a classroom management questionnaire to be used for data collection purposes. There are statistically significant differences in the mean scores of the experimental and control groups' in providing an atmosphere of classroom discipline in favor of the experimental group in the post-testing in providing an atmosphere of classroom discipline ($M_{experimental} = 60.88$, $M_{control} = 46.29$), Stirring pupils' motivation to learn ($M_{experimental} = 62.94$, $M_{control} = 47.58$), Regulating the process of classroom interaction ($M_{experimental} = 71.64$, $M_{control} = 55.17$), classroom management skills ($M_{experimental} = 195.47$, $M_{control} = 149.06$). Therefore, the present study highlighted that the flipped classroom model had a significant effect on developing some classroom management skills of Egyptian EFL prospective teachers. It is recommended that more research is needed to test flipped classroom teaching models for language skills such as listening, speaking, reading, writing, vocabulary, and grammar.

1. Introduction

Classroom management is a valuable skill that both in-service and pre-service instructors should learn. Teachers must improve their classroom management abilities to fulfil their educational objectives. When foreign language classroom management is added to the picture, according to Fowler and Sarapli (2010), the situation becomes even more ambiguous. Despite the significance of classroom management skills, many EFL teachers struggle to properly manage their classes.

Classroom management is a process of promoting positive student achievement and conduct with the goal of building student self-control. As a result, the idea of classroom management is closely linked to academic achievement, teacher efficacy, and teacher and student behaviour.

One of the most important skills for instructors to have in order to achieve good teaching is classroom management. It is a continuous process in which teachers must make decisions in a variety of settings. These choices include where and with whom students should sit, which teaching methods and strategies should be employed, how to assure student interest and involvement, what resources should be used, and the best ways for dealing with misbehaviours (Emmer & Gerwels, 2005; Jones & Jones, 2004;)

Teachers' classroom management skills depend on their academic and pedagogical background as well as their work experiences (Sadik, & Akbulut, 2015). Teachers usually try hard to adopt effective practices with regard to classroom management, yet, they find themselves inadequate and they need training (Brouwer & Tomic, 2000; Nelson, 2002; Melnick & Meister, 2008; Kaufman & Moss, 2010; Johansen et al., 2011). In-service training programs during university study help in improving classroom management skills, teachers need to improve skills that teachers use in actual teaching practices.

Developing EFL instructors' classroom management abilities, according to El-Okda (2010), helps them to attain their educational aims by keeping them away from random and unstructured behaviours in the classroom. Classroom management practices of effective teachers are critical not only for students' academic progress but also for their psychosocial development (Wentzel, 1999). There is an increasing tendency for adolescents to show negative behaviours due to their physical, social, and emotional changes, and their changing needs are effective in their relationships with their peers and teachers. Pre-service training at university study helps student teachers to help students to be effective teachers, especially when they teach adolescents (Piowowar et. al. 2013).

In this regard, this study examines high school teachers' classroom management skills in terms of many characteristics, with the goal of identifying skills that instructors consider to be effective or ineffective (Sadik, & Akbulut, 2015). As a result, during their first year of teaching, novice teachers must improve their classroom management skills (practicum) (Bin-Hady, 2018). According to Richards and Crookes (1988), university-level teaching preparation begins with observing the cooperating teacher and progresses to a student-teacher taking over responsibility for his or her own teaching experience. Under the supervision of the cooperating teacher, student teachers teach part of a lesson at first. Supervisors pay visits to student teachers on a regular or irregular basis, and cooperating teachers report to the supervisors for immediate or delayed feedback.

Pre-service teachers' success in the classroom is largely determined by their beliefs and thoughts about their readiness, as well as their perceptions on how to effectively control and manage their classes. The researcher noticed that most of her students (third and fourth year – General Education students) did not have the classroom management skills necessary to manage their field training sessions at an acceptable level as a TEFL lecturer and member of the field training administration office at Hurghada Faculty of Education, South Valley University. As a result, she attended some of their training sessions and discovered that many of them struggle with classroom management. Due to the Covid-19 pandemic, flipped classrooms can be duly effective in improving the classroom management skills of prospective teachers of English. Furthermore, as one of the most well-known figures in academia, the teacher plays an important role in students' schooling. Teachers play a critical role in assisting schools in providing high-quality education by effectively and efficiently utilizing classroom management and discipline (Obispo and colleagues, 2021). Teachers' classroom management style has a significant impact on their interactions with students. It's critical to learn more about how faculty members in higher education manage their classrooms and communicate with their students if you want to get the most out of them.

One factor that influences teachers' classroom behaviour is their management style (Rahimi & Asadollahi, 2012; Rokita-Jakow, 2016). The level of an instructor's involvement with students and the level of control that teachers have over their students are referred to as classroom management styles (Burden, 2020). As a result, developing classroom management skills of EFL pre-service teachers increases their chances of becoming effective teachers once they start working. Classroom management skills that EFL pre-service teachers should develop include class time management, student assessment, and classroom organization. Teachers' classroom management styles can have a significant impact on how they respond to and get their students involved.

The traditional teacher-centred approach contrasts with constructivist approaches to teaching and learning (Brooks, 2002). To develop classroom management skills, a traditional approach may be effective. The students-centred teaching approach, on the other hand, has shown to be effective in developing these skills. Using pre-class teaching materials included in flipped classrooms may help both students and teachers to save effort and time. To help consolidate the target skills, rehearsing can be done later through in-class learning activities. With the introduction of innovative mobile-based tools, new opportunities to improve the quality of language learning have arisen.

Therefore, highlighting the above explanations this present study tries to solve is the drawbacks some EFL prospective teachers suffer in classroom management detected in the practicum by investigating the effectiveness of using flipped learning strategy in developing student-teachers classroom management skills in terms of the following sub-skills: finding answers to the following research questions, providing an atmosphere of classroom discipline, stirring pupils' motivation to learn, and regulating the process of classroom interaction. The study used the flipped classroom model to find a remedy for such shortcomings.

1.1 Hypotheses

The current study tries hard to validate the following hypotheses:

a) There are statistically significant differences in the mean scores of the experimental and control groups' in providing an atmosphere of classroom discipline in favours of the experimental group in the post-testing.

b) There are statistically significant differences in the mean scores of the experimental and control groups' in stirring pupils' motivation to learn in favour of the experimental group in the post-testing.

c) There are statistically significant differences in the mean scores of the experimental and control groups' in regulating the process of classroom interaction in favour of the experimental group in the post-testing.

d) There are statistically significant differences in the mean scores of the experimental and control groups in classroom management in favour of the experimental group in the post-testing.

2. Literature Review

Developing classroom management skills in future English teachers requires a focus on the most important parts of these abilities. The essence of flipped learning, scaffolding education, classroom management skills, and traditional teaching strategies are among these components. In addition, prospective teachers should have a clear awareness of the necessary abilities, knowledge, beliefs, goals, and attitudes.

2.1 Scaffolding Instruction

The sociocultural theory of Lev Vygotsky, as well as his idea of the Zone of Proximal Development (ZPD), is regarded as the foundation for adopting scaffolding instruction as a teaching approach. The zone of proximal development is defined as "the distance between what kids can perform on their own and the next learning that they can acquire with competent assistance" (Raymond, 2000, p.176). It refers to the students' ability to interact with other learners in sharing and building (Wells, 2007). Learners can only develop more nuanced interpretations and understandings of the world through social interaction in a safe learning environment. Knowledge is built through the exchange of information, and language, as a means of communication, plays a crucial role in assisting learners in making sense of the world.

Vygotsky's work in socio-cultural theory in learning is based on two basic concepts: scaffolding and the Zone of Proximal Development (ZPD). ZPD is a key term in socio-cultural theory that explains the critical role of instructors as mediators; it is a crucial part of scaffolding (Huong, 2003; Kozulin, 2004; Lantolf & Thorne, 2006; Lantolf & Poehner, 2008). According to Zuengler & Miller (2006), ZPD refers to the activities that an individual can do when working in partnership with others as opposed to what he or she could accomplish alone. According to Salem (2017), ZPD is the key aspect of Vygotsky's theory; it is a process of separating students' performance when they are not supervised or assisted by others. When students are guided to some extent by teachers, their performance outperforms that of their peers who do not receive any support or direction.

Gillani (2003) proposed a new ZPD structure in which learners' growth from actual ability to prospective ability is controlled by four phases within the zone of proximal development. First, it begins with two phases (dependence on others and collaboration with others), during which students learn new skills from other members of their learning community. Scaffolding by adults or more capable peers is critical in the learning process during these two phases. After that, pupils continue to the remaining phases (self-reliance and internalization), where they learn things on their own until they reach the internalization phase. Students may have effectively constructed their knowledge after they have completed these four processes. Figure 1 depicts the various stages of scaffolding.
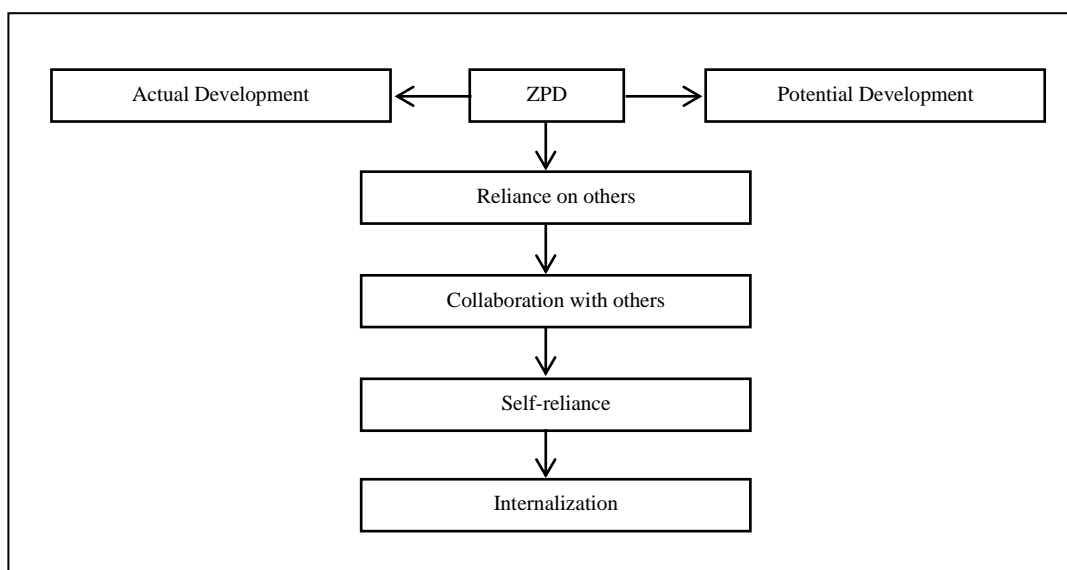

Figure 2.1 The phases of ZPD (Gillani, 2003, 85)

To improve their classroom management skills, aspiring teachers require guidance and scaffolding. In the practicum, instructors, headteachers, and supervisors assist aspiring teachers in improving their classroom management abilities. One of the most crucial components is effective classroom management, which provides a safe learning environment for their children.

2.2 The Importance of Classroom Control

Classroom management is a serious concern in both developed and developing countries; classroom management skills are even required in public schools in the United States (Elam, Rose, and Gallup 1991). It is crucial for all parties involved in the educational process, including the general public, teachers, and administrators. Teachers must develop their classroom management abilities since attempting to handle students' misbehaviours at the same time can obstruct the achievement of other key educational goals. As a result, teachers strive hard to develop students' capacities, one of which is responsible citizenship, or the ability and desire to actively participate in building society for all people (Ross & Bondy, 1993).

Therefore, classroom management can be defined as the efforts that are taken to create and maintain a learning environment that is "suitable for effective instruction" (Brophy, 1996, p. 5). Teachers design and reinforce norms and procedures in the first area of classroom management, and then teachers carry out disciplinary actions in the second area. The ability of instructors to build effective relationships with pupils is the third component, followed by the ability to maintain an acceptable mental frame for classroom management (Marzano, 2003). It is important to note that classroom management is not only a synonym for classroom discipline; rather, it encompasses all the other parts of teaching (Macas, & Sánchez, 2015).

A well-managed classroom, according to Crookes (2003), is one in which "whatever superficial symptoms of a disorder that may arise either do not obstruct instruction and learning or assist them" (p. 144). As a result, many pre-service and even in-service teachers consider classroom management a significant difficulty (Balli, 2009; Quintero Corzo & Ramrez Contreras, 2011).

Teachers must use classroom management tactics that are likely to assist students to acquire and employ community values and abilities such as compassion, mutual respect, responsibility, and equality to create effective classroom management skills (Goodman 1992). As a result, a variety of abilities, including communication and social skills, expressing viewpoints, cooperating, and collaborative problem solving, should be cultivated during this process. As a result, Said (2014) undertook a study to improve in-service EFL instructors' classroom management and problem-solving skills through a decision-making-based program. Furthermore, according to Ahmed (2017), EFL teachers' classroom management abilities in Egypt require additional attention. As a result, it developed an effective training program based on Gardner's five bits of intelligence model to help EFL teachers teach performance skills in the context of 21st-century abilities.

Furthermore, studies of prospective teachers of English should focus on classroom management skills in order to equip them to be competent teachers. As a result, Elghotmy (2012) discovered that most of the curricula offered to pre-service EFL instructors have issues with building classroom management abilities. EFL prospective teachers were presented with a training program aimed at improving their performance in-field training sessions, which will affect their teaching performance after they graduate from college. Furthermore, Edeyemo (2012) found that excellent classroom management abilities or approaches have a significant favourable impact on student achievement.

Austin and Omomia (2014) also investigated the impact of classroom management on effective teaching. They concluded that successful classroom management would likely influence students' academic achievement, hence ensuring the school's targeted student outcomes.

According to Stoughton (2007), classroom management for pre-service teachers narrows the distance and mismatch between what is taught in university lectures and seminars on the one hand, and the theoretical construct that underpins behavioral strategies on the other. Incecay and Dollr (2012) investigate the link between pre-service teachers' efficacy and their ability to manage their classrooms. The relationship between their efficacy views, classroom management preparedness, and execution in a real-world teaching context was also investigated. It is discovered that pre-service teachers' classroom management efficacy and readiness to manage problematic classroom behaviours have a strong link.

Emmer & Stough (2001) also recognized the overall importance of excellent classroom management and its favourable impact on ensuring outstanding educational outcomes. They said that teachers' capacity to organize classrooms and manage their pupils' conduct is crucial to achieving favourable educational outcomes. While good behaviour management does not ensure effective instruction, it does provide the climate in which good instruction can take place.

During their practicum, teachers might identify challenges they face in their actual teaching practices and classrooms. Disruptive speech, persistent inaudible responses, napping in class, and a refusal to speak in the target language are examples (Wadden & McGovern, 1991). It also includes "insolence toward the teacher, insulting or bullying other pupils, causing damage to school property, refusing to accept

penalties or punishment" (Harmer, 2007, p. 126) as well as a lack of interest in class (Harmer, 2007, p. 126). (Soares, 2007).

Although classroom management is a popular topic among pre-service language teachers, little research has been done on it. In a study undertaken by Chaves Varón (2008) to determine the strengths and shortcomings of a teaching practicum, it was discovered that student instructors were not appropriately educated to manage a classroom. Furthermore, Insuasty & Castillo (2011) identified classroom management as one of the most often cited topics during practicum supervisor-pre-service teacher feedback sessions.

2.3 Traditional Teaching

Traditional teaching methods are used extensively in a variety of specializations. Lectures are used in these types primarily to impart knowledge and distinct theoretical elements to students. Many teachers rely on such teaching methods to assist their students to absorb a large amount of knowledge in a short period of time. Studies of student learning have demonstrated that students' ideas of learning are significantly connected with their approaches to study and the teaching styles that were introduced to them (Prosser & Trigwell, 1996). They advised teachers to adopt a variety of teaching approaches to assist their students in fully participating in the educational process.

Many scholars are looking for new and diverse teaching techniques that may be used with traditional teaching to help students attain their educational objectives. Although teachers have a crucial role in student learning, it is unclear what factors influence good teaching. Wuppermann & Scherdt (2011) investigate the relationship between lecture-style instruction and student achievement in the back room of educational production. It is revealed that the traditional lecturing style is linked to much higher student accomplishment. As a result, it is evident that conventional teaching approaches are quite significant, and teachers cannot afford to overlook them when instructing their students.

The old discipline-oriented strategy is giving way to a more humanistically orientated, student-centred approach. Mogar (1969) projected that "the great majority of modern educators would truly embrace these general ideals (p. 49)" after advocating a variety of educational techniques that emphasize lifestyles, human motivation, and value orientations may increase a sense of freedom and self-directedness. Yangarber-Hicks & Grasha (2000) advocated for combining instructional technology with teaching and learning methods. They assured that instructional technology, computers, and online education are all contributing significantly to a more effective and engaging teaching environment.

2.4 Leveraging technology in language learning

The central education authorities have set a goal of implementing educational changes using technological advancements. By developing, implementing, and managing appropriate technological procedures and resources, educational technology plays an essential role in facilitating learning and enhancing performance (Januszewski & Molenda, 2013). Integration of technology with language learning has shown to be a successful and exciting trend in language teaching (Kessler & Hubbard, 2017). As a result, a successful combination of technology and language education may result in major improvements in students' learning. The use of technology in language learning has the potential to convert standard classroom teaching approaches into more fertile learning settings. (2019, Salem)

Following the widespread availability of microcomputers in classrooms all over the world, assessing teacher attitudes about using computers and the internet in the classroom has become more important. Bakr (2011) investigated the attitudes of Egyptian teachers toward computers. The attitudes of 118 schoolteachers, 93 (45%) male, and 69 (55%) females were examined using "The Attitude Towards Computer Instrument" (ATCI), a Likert type instrument with three elements of affective, cognitive, and behavioural, developed by Shaft et al (2004). Findings revealed that Egyptian teachers have a favourable attitude toward computers. In terms of gender and teaching experience, there were no major disparities.

Technology integration necessitated changes in teaching methods, as well as various classroom management practices. Varank (2013) investigated if instructors' knowledge of educational technology has a substantial impact on their classroom management abilities. Course administration, behavioural arranging, and activity management skills were all substantially linked to teachers' educational technology skills. Teachers who believe they have strong educational technology self-skills also believe they have strong classroom management skills.

Furthermore, Lemke, Coughlin, & Reifsbeider (2009) emphasize the necessity of using technology in the classroom, stating that large-scale technology integration initiatives at schools across the globe necessitate modifications in instructional methods. It's worth noting that different techniques for classroom management are used by different technology integration businesses (Mucherah, 2003).

2.4.1 Flipped Classroom

Blended learning is a teaching/learning technique that combines the principles of both traditional and technology-integrated teaching strategies. Students' academic progress and abilities are improved when

traditional teaching and online learning methodologies are combined. The flipping of teaching/learning approaches is one of the blended learning trends. The phrase "flipped learning" is very new, and there is no definitive meaning for it (Johanson & Cherry-Paul, 2016).

According to Salem (2018), flipped learning, flipped classrooms, inverted learning, and turning learning upside down are all terminology that has related to the flipping process for a long time. The essence of flipped learning is the process of altering focus. Flipped learning encompasses numerous processes such as flipping teachers, flipped learners, and flipping instructional approaches. As a result, flipped classrooms are linked to a shift in focus from a teacher-centred to a learner-centred approach. It refers to transforming classroom teaching/learning procedures into a larger self-learning environment that relies on the utilization of outside-of-class learning materials and resources.

As a result, educational practices strive to shift teaching techniques away from being at the centre of the educational process and toward allowing students to actively participate in their learning. Students are familiar with modern teaching tactics that fall under the banner of active learning since they can help them participate. One of the tactics that cope with modern learning trends is the flipped classroom strategy. It allows students to interact more actively throughout the lecture by connecting lessons to life outside of the presentation (Stone, 2012). Language and technology integration, according to Warschauer (2002), is a tool for individual and societal growth. This study also emphasizes the importance of integrating modern technologies with innovative teaching approaches while teaching languages.

As a blended learning-based teaching methodology, the flipped classroom combines face-to-face learning in traditional classes through group discussion with distant learning outside the classroom through video lessons and internet collaboration. Because students are more engaged in classroom activities, it is a student-centred approach to learning. As a result, the function of the instructor is to act as a facilitator, motivator, guide, and feedback provider on pupils' performance (Halili & Zainuddin, 2015, Bergmann & Sams, 2012). Flipped learning, according to Salem (2018), is not viewed as a univariate teaching strategy with the same procedures and practices, but rather as a blended learning teaching approach with several teaching models, including "standard flipped classroom, discussion-oriented flipped classroom, demonstration-focused flipped classroom, faux-flipped classroom, group-based flipped classroom, virtual flipped classroom, and virtual flipped classroom" (p. 178).

One of the benefits of adopting a flipped classroom is that it allows students to achieve greater

levels of learning while still in the classroom. When analysing the evolution of learning through a formally specified framework of learning objectives, this may be accurate. Krathwohl (2002) and Schultz (2005) proposed a modified version of Bloom's taxonomy of cognitive learning objectives:
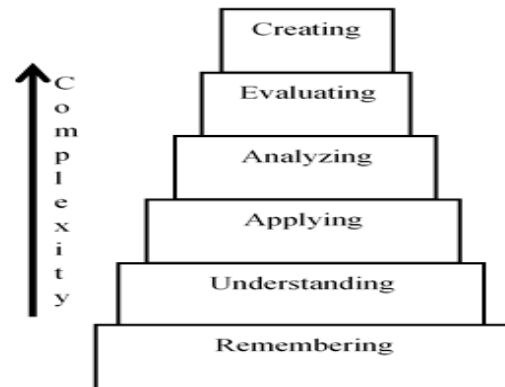

Figure 1. Modified version of Bloom's taxonomy

When using a flipped classroom in the classroom, the lowest levels of the cognitive domain, remembering and comprehending, are performed outside of class time (Krathwohl & Anderson, 2010). Learners concentrated on higher-order cognitive tasks in the classroom, such as applying, analysing, evaluating, and producing.

Flipped learning, according to Gilboy et al., (2014), increases student engagement in the educational process. Flipped learning is a cutting-edge pedagogical strategy that emphasizes learner-centred instruction. The study's principal instrument is a training program based on flipped learning techniques that aim to enable faculty members to construct activities and evaluations based on objectives at all levels of Bloom's taxonomy before, during, and after class. In comparison to typical pedagogical practices, the flipped classroom was chosen by 142 students who completed the evaluation. The study's findings revealed that flipped learning is beneficial to both instructors and students.

In the same vein, Al Attiyah (2015) conducted a study to determine the impact of using the flipped classroom on enhancing critical thinking abilities among female students in the Faculty of Education at Al-Majmdth University. The study found that students with extra time in class for higher thinking skills had enhanced critical thinking skills. Although there is no single flipped classroom model, the flipped classroom is characterized by a common course structure: instructional content that precedes class lectures and is completed as an assignment before coming to class, in-class time that is primarily assigned for problem-solving activities and advanced concepts that are dealt with to help students engage in collaborative learning (DeLozier & Rhodes, 2016).

The flipped classroom approach's impact on developing language learning has been extensively investigated by several researchers (Torres-Martín, et al., 2022, Thai, De Wever, & Valcke, 2017, Ryan, & Reid, 2016, Kaya, 2021), yet very few studies have deployed flipped classrooms on developing EFL prospective teachers' classroom management skills (Abdel Latif, 2018) in spite of its importance on increasing EFL prospective teachers and later on their future students' academic performance.

3. Method

3.1 Research Design

Two-group pre-posted quasi-experimental design was employed. Student teachers were pretested on classroom management, then they were divided randomly into two groups: a) traditional teaching group, and b) flipped classroom group. After the treatment, the two groups were post-test on classroom management once again. Differences between the pre-test and the post-test were evaluated. The study included two independent variables (traditional teaching and flipped classroom) and a dependent variable (classroom management skills).

3.2 Participants

Participants were 34 third-year EFL majors at Hurghada Faculty of Education, South Valley University. They were divided randomly into two experimental groups, one used traditional teaching in their field training sessions and the other group used flipped classrooms. All participants spent at least two years learning EFL. They all ranged from 19-21 years of age.

3.3 Measures

A classroom management efficacy scale was devised by the researcher, and it included three main pillars:

a) Providing an atmosphere of classroom discipline ("15" sub-skills).

b) Stirring pupils' motivation to learn ("15" sub-skills).

c) Regulating the process of classroom interaction ("16" sub-skills).

As a mirror of the classroom management efficacy scale, a classroom management notice card was devised using the same sub-skills of the three pillars. The supervisors in the school were responsible to notice the student teachers' performance in their field training sessions using these cards just to make sure that the results of the scale were trusted.

A classroom management efficacy scale was developed. It consisted of (46) sub-skills divided into three pillars as follows:

a) Providing an atmosphere of classroom discipline (15 sub-skills).

b) Stirring pupils' motivation to learn (15 sub-skill).

c) Regulating the process of classroom interaction (16 sub-skills).

The scale format was based on the Likert scale, a five-point scale. A great deal, quite a bit, some influence, very little and nothing.

3.3.1 Validity

Jury members' validity: The scale was delivered to 8 EFL jury members consisting of faculty members, supervisors, heads of departments, and teachers. Their suggestions and modifications were considered, and the final version of the format was designed.

3.4 Procedures

The experimental procedures of the current study were carried out at the Hurghada Faculty of Education. South Valley University, during the first term of the academic year 2016/2017 within the "Methods of EFL Instruction" course. The procedures were executed according to the following stages: 1) Presenting, 2) dividing the participants, 3) using flipped classrooms and traditional teaching, and 4) post-testing.

As for presenting and post-testing, both the classroom management efficacy scale and classroom management efficacy notice card were administrated to all participants before and after implementing the experiment. Traditional teaching lasted for 12 weeks using the traditional in-class methods of EFL instruction. As for using the flipped classroom, it lasted also for 12 weeks at the same school (Hurghada Governmental Language School "Preparatory Stage") through planning, and implementation before class and during the class.

3.4.1 Planning for the Flipped Classroom

This phase consisted of three parts: Student teachers' orientation, students' orientation, and content preparation. To prepare the student teachers for the experiment, two lectures were presented to them to illustrate the mechanism of using the flipped classroom while teaching. They worked on "Edmodo" by themselves to acquire the basic skills they are going to use afterward in their field training sessions. As for the students' orientation, student teachers started to explain the idea to the students of grades (2A, 3A) in the school. They also started to help students to make accounts on the groups they prepared using the "Edmodo".

To prepare the content, course objectives were identified, learning outcomes for each session were developed and content coverage was determined. All the knowledge or skills in each session were introduced in mini videos (for faster viewing and download times).

3.4.2 Implementation of the Flipped Classroom

This phase consisted of two parts: before and during the teaching sessions according to the operational definition of the flipped classroom.

3.4.2.1 Before Class: A Day before the session, students had fixed appointments for opening their "Edmodo" account to watch the videos and pictures that are related to the lesson they are going to discuss the next day in class. Student teachers were asked to put some online quizzes to make sure that all students studied the lesson at home. Students write any questions to be discussed later with their teachers "student teachers".

3.4.2.2 During Class: In this stage, student teachers used the class period to engage students in the process of learning the main elements of the lesson. It was divided into two main parts: the first one focused on receiving students' responses through asking questions, both to assess participants' understanding of the basic knowledge presented to them before class and to invest the class time more effectively. The second part, focused mainly on engaging students in active learning and critical thinking activities. These activities gave students extra opportunities for applying their knowledge and making sure that all of them fully understood their lessons.

4. Results

The current study aims to answer three major questions; 1) are there statistically significant differences in the mean scores of the experimental and control groups' in providing an atmosphere of classroom discipline in favour of the experimental group in the post-testing? 2) are there statistically significant differences in the mean scores of the experimental and control groups' in stirring pupils' motivation to learn in favour of the experimental group in the post-testing? 3) are there statistically significant differences in the mean scores of the experimental and control groups' in regulating the process of classroom interaction in favour of the experimental group in the post-testing?

To test the validity of the study hypotheses, data from the classroom management efficacy scale of both experimental and control groups in the post-testing session have been tabulated.

4.1 Results of The First Hypothesis

There are statistically significant differences in the mean scores of the experimental and control groups' in providing an atmosphere of classroom discipline in favour of the experimental group in the post-testing.

Table 4.1 t-Value test of differences between experimental and control groups in terms of providing an atmosphere of classroom discipline

Variable	Group	Mean	Standard deviation	T-value	P-value
Providing an atmosphere of classroom discipline	Experimental	60.88	2.28		
				16.47	0.000
	Control	46.29	2.84		

It is clear from Table 4.1 that there are statistically significant differences between the mean scores of the experimental group (M= 60.88; SD= 2.28, P=00) and the control group (M= 46.29; SD= 2.84, P=00) in the post-testing of the classroom management skills in terms of providing an atmosphere of classroom discipline as a direct result of using flipped classroom strategy contrasted with using traditional teaching practices.

4.2 Results of the Second Hypothesis

There are statistically significant differences in the mean scores of the experimental and control groups' in stirring pupils' motivation to learn in favour of the experimental group in the post-testing.

Table 4.2 t-Value test of differences between experimental and control groups in terms of Stirring pupils' motivation

Variable	Group	Mean	Standard deviation	t-value	P-value
Stirring pupils' motivation to learn	Experimental	62.94	2.63	16.65	0.000
	Control	47.58	2.73		

It is clear from Table 4.2 that there are statistically significant differences between the mean scores of the experimental group (M= 62.94; SD= 2.63) and the control group (M= 47.58; SD= 2.73), and p-value > 0.05, in the post-testing of the classroom management skills in terms of stirring pupils' motivation to learn as a direct result of using flipped classroom strategy contrasted with using traditional teaching practices.

4.3 Results of the Third Hypothesis

There are statistically significant differences in the mean scores of the experimental and control groups' in regulating the process of classroom interaction in favour of the experimental group in the post-testing.

Table 4.3 t-Value test of differences between experimental and control groups in terms of regulating the process of classroom interaction

Variable	Group	Mean	Standard deviation	t-value	P-value
Regulating the process of classroom interaction	Experimental	71.64	1.11	19.68	0.00
	Control	55.17	3.26		

It is clear from Table 4.3 that there are statistically significant differences between the mean scores of the experimental group (M= 71.64; SD= 1.11, P=00) and the control group (M= 55.17; SD= 3.26, P=00) in the post-testing of the classroom management skills in terms of regulating the process of classroom interaction as a direct result of using flipped classroom strategy contrasted with using traditional teaching practices.

4.4 Results of the Fourth Hypothesis:

There are statistically significant differences in the mean scores of the experimental and control groups in classroom management skills in favour of the experimental group in the post-testing.

Table 4.4 t-Value test of differences between experimental and control groups in terms of classroom management skills

Variable	Group	Mean	Standard deviation	t-value	Significance 0.05
classroom management skills	Experimental	195.47	4.58	29.24	0.00
	Control	149.06	4.66		

It is clear from table 4.4 that there are statistically significant differences between the mean scores of the experimental group (M= 71.64; SD= 1.11) and the control group (M= 55.17; SD= 3.26) in the post-testing of the classroom management skills as a direct result of using flipped classroom strategy contrasted with using traditional teaching practices.

It may be concluded from these results that the experimental group classroom management skills in general, and the sub-skills of classroom management that include providing an atmosphere of classroom discipline, stirring pupils' motivation to learn, and regulating the process of classroom interaction outpower their counterparts in the control group. It is logical to achieve these results due to the use of flipped classroom strategy as one of the strategies that stem from the blended learning approach.

4. Discussion

The main objective of the current study is to investigate the impact of using flipped classrooms on developing EFL prospective teachers' classroom management. Results revealed that flipped classroom is of paramount importance in developing certain aspects of classroom management that have not been dealt with in the literature review. These aspects include providing an atmosphere of classroom discipline, stirring pupils' motivation to learn, and regulating the process of classroom interaction. Increasing teachers' ability to provide a positive encouraging atmosphere for their students enhances responsible student behaviour. Teaching effectiveness is greatly facilitated by classroom discipline, which boosts students' motivation and achievement in the classroom. It is attributed to the use of flipped classrooms model as it is a more flexible and effective learning method that promotes student-centred learning and autonomy.

In addition, using flipped classroom model – as revealed by the study results- increases students' motivation. Earlier models of motivation defined the teacher's role in terms of situational factors that support students in improving positive attitudes toward learning a foreign language. Thus, among the factors that can affect students' motivation are the teacher-student interaction pattern, the teacher's teaching style, and the way he/she controls and manages the class. Another aspect that distinguishes this study is that it crystalises the significance of regulating the process of classroom interaction. Interpersonal teacher behaviours such as the nature and amount of feedback, rewards, praise, punishment, and sanctions are thought to be important factors in creating and maintaining a positive and warm learning environment.

Because of its reversed nature, students in a flipped classroom have additional learning time before, during, and after class. In flipped classrooms, students get input materials in advance of class, such as lecture videos produced by the teacher or downloaded from websites, and class time is allocated to collaborative activities, projects, and conversations (Bergmann & Sams, 2012).

Some teachers have used to interact with students in an unpleasant manner, such as criticizing poor posture, pointing out errors, making bad remarks about inappropriate social behaviour, and frowning to convey disapproval (Jahangiri & Mucciolo, 2012; Lumadi, 2013). On the other hand, other teachers usually speak to pupils in a positive manner, complimenting good posture, recognizing accomplishments, and making flattering suggestions about acceptable social behaviour.

According to Gage et al., (2018), variations in student conduct are frequently linked to classroom management approaches. In fact, in classrooms where students were on task, attending, following directions, and contributing correctly, the ratio of positive to negative experiences between teachers and students was eight to one. For every time they insulted, grimaced, or did something similar, these teachers were offering pleasant comments to their students or laughing, caressing, and gesturing pleasantly eight times.

The present study was designed to measure the efficacy of the flipped classroom model as applied to a classroom management course in a pre-service English teacher education program. The effect of the flipped classroom on prospective teachers' (PTs) classroom management skills and learning outcomes as compared to those of a standard lecture-based classroom. The PTs in the flipped classroom had better-developed classroom management abilities and scored higher on the final exam than those in the traditional classroom, according to the findings. In addition, the flipped group PTs felt well prepared and confident in dealing with classroom management concerns in their future classes; additionally, their evaluations of the flipped classroom technique were favourable.

Using the flipped classroom strategy includes inverting the traditional teaching practices which focus mainly on a teacher-centred approach to a more student-centred approach. It helps both learners and teachers; for teachers, it alleviates the teaching load or the teachers talking time, and it helps learners to be motivated and engaged in the process of learning. According to Salem (2018), the flipped classroom involves innovative ways of content delivery, it includes taking content normally delivered inside the classroom through traditional lectures to the outside the classroom through open access to online materials. Flipped classroom strategy includes inverting the place, timing, and ways of content delivery. Therefore, the assignments students typically do at home are dealt with inside the classroom.

The flipped classroom gives students more time, but some pupils struggle to manage their newfound independence. Some people interpreted freedom as permission to do whatever they pleased, which was frequently not the most productive use of their time. Of course, this is unacceptable. As a result, the teacher in a flipped classroom must still supervise off-task conduct, but it does so in a different way than in a

regular classroom. The teacher in a flipped classroom takes the students through pre-recorded videos and then engages them in real-life situational tasks. Such exercises draw the learner's attention and help to create a more engaging learning environment. "The advantages of flipped learning that Fulton (2012) expressed are that students can access lecture videos whenever and wherever they want, and it provides students with the ability to learn at their own speed," Ozdamli, & Asiksoy (2016, p.103) quoted in (Fulton, 2012) regarding the learning outcome of the flipped classroom.

The flipped classroom, like any other pedagogical philosophy, has its detractors. The use of the model as a justification to continue substandard teaching or implementation without reflection is one issue identified by researchers and instructors. Some lecturers may have issues with the time shift utilized to transfer work because they emphasize spontaneity during lectures. It might also be claimed that implementing the flipped classroom requires a bigger time commitment, at least at first (Arnold-Garza, 2014).

EFL Instructional content in the flipped learning strategy is to be taught out of class instead of the traditional teaching model which depends on in-class lectures. Both pre-class activities and in-class tasks can duly help instructors to save more time for one-on-one interaction between students to get involved and engaged in the learning process (Roehl et al., 2013; White et al., 2017).

Flipped learning strategy proves to be effective not only in school environments but also shows effectiveness on developing prospective teachers' pedagogical skills (Hussain et al., 2015). Flipped learning approach has been used for training prospective teachers in pedagogical skills, instructional planning, presentation, classroom management, and assessment skills. There was a significant effect of the flip learning approach on prospective teachers' pedagogical skills. It was, therefore, recommended that prospective teachers may be taught through a flip learning approach, particularly in the teaching of pedagogical skills.

Therefore, it is an instructional practice where lecture content is made available online for pre-class study and in-class learning activities are used to deepen content understanding (Betihavas et al., 2016; Brewer & Movahedazarhouligh, 2018; O'Flaherty & Phillips, 2015).

Flipped learning strategy has explicated its supporting learning materials, i.e., instructional videos, animations, or e-books. In addition, it supports learning activities, e.g., problem-solving, quizzes, group work, discussion, social media, gaming, and problem-based learning (Lin & Hwang, 2018; Seery, 2015). Additionally, flipped learning strategy can improve the pedagogical theorization (Karabulut-Ilgu

et al., 2018; O'Flaherty & Phillips, 2015) through more precise definitions of the underlying pedagogical rationalizations to which its learning activities and materials are being applied (Ling Koh, 2019).

Due to its overlap with well-known theoretical approaches to SLA, it is logical to anticipate that flipped classes perform well in language instruction programs. As advised by cognitive theories of language learning, the use of explicit instruction prior to class may increase consciousness-raising and improve the depth of processing (Leow & Mercer, 2015). Flipped learning helps to devote class time to meaningful interaction, which is consistent with socio-cultural theory's view that learning occurs during mediation and is facilitated by scaffolding instruction and increasing learner agency (Lantolf, 2011).

5. Conclusions

Based on the results obtained from the study, it can be concluded that the use of flipped learning strategy helps not only students, but it is also helping student teachers to develop one of the pedagogical skills, i.e., classroom skills. Freeing in-class time for more and more practice improves students' skills. Learning materials can be designed in a cooperative way between both teachers and learners prior to coming to the classroom.

EFL learning environments offer minimal opportunities to utilize English outside of class, therefore, pre-class learning activities help enhance English language majors to gain and foster classroom management skills as they are free of time and place constraints. In traditional classrooms, much of class time is wasted by teachers who ineffectively explain concepts, mainly through lecturing, while students sit silently and passively listen, and there is insufficient engagement (Littlewood, 1999). In the flipped classroom much time is saved and secured for more skill practice, also, online interaction helps support gained skills, especially skills relating to efficient use of time, confidence building, reduced behavior problems, positive class environment, and using non-verbal communication skills.

6. Recommendations and Suggestions

Teachers who have a structured plan for discipline and procedures feel more in charge and informed. Therefore, teachers' ability to concentrate less on discipline, may devote more time to creating a curriculum that encourages higher achievement (Burden, 2020). In addition, it helps develop teachers' ability to achieve deeper levels of cognitive processing (Moranski & Kim, 2016). Successful flipped classrooms provide EFL prospective teachers opportunities to take lower levels of cognitive load outside the class and focus on higher levels inside the class through hands-on activities. Online pre-class

activities in flipped classrooms are not mere videos and screencasts, it enhances students' engagement in an active in-class learning experience. In personalized learning environments such as flipped learning, students are providing individualized educational experiences. It extends beyond physical constraints (such as time and space) and allows students to study class materials whenever and wherever they choose as long as they have access to the Internet. In addition, it changes the focus of the class time by saving much more time allocated to communication (Bergmann & Sams, 2012). With the increased opportunities for communication whether online or offline, classroom time can be effectively utilized for enhancing students' language proficiency (Witten, 2013).

It is suggested that there should be further research to be conducted to fill the research gap, among this research is to conduct studies about the impact of flipped learning strategies on the development of communication skills of prospective teachers. Other aspects and disciplines in addition to the skills of student teachers can be improved using flipped learning as an aspect of blended learning.

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