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**Investigating Students' Attitudes towards the Implementation
of the Flipped Classroom Approach**

The case of Master One Students and Teachers

Dissertation submitted in partial fulfilment of the requirements for the degree of
Master in Didactics and Applied Languages

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Dedication

This work is dedicated to my beloved parents for their love, support and endless sacrifices. To my dear brothers and my cherished sister, I want to thank them for their encouragement, support and motivation. I will always be grateful for having you in my life.

This work is also dedicated to my friends who supported, guided and helped me to complete this study.

Thank you all.

By Nesrine Israa

Dedication

This work is dedicated to all my beautiful family for their love and support. I want to thank them for their encouragement to me throughout my years of studies. I will always be grateful for having them in my life.

This work is also dedicated to all my friends who supported, guided and helped me to complete this study.

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Abstract

The Flipped Classroom has gained recognition as a pedagogical approach that promotes active learning and student engagement in various educational contexts. Flipped Classrooms consist of watching videos lectures provided by teachers at home, while class time is allocated for discussions and activities. This study aims to explore the attitudes of both EFL teachers and learners at the Department of Letters and English Language towards implementing Flipped Classrooms, providing insights into their perceptions and experiences, besides the effectiveness of this novice approach without neglecting the challenges faced in the teaching-learning process embraced by Flipped Classroom Approach (FCA). To conduct this study a combination of qualitative and quantitative approaches was adopted, resulting a mixed method research. Therefore, two questionnaires consisting of closed-ended and open-ended questions were designed to answer the research questions about the effectiveness of this approach compared to the traditional one and reveal the challenges the concerned population (teachers/learners) faced. The findings revealed interesting patterns in the attitudes of EFL learners towards Flipped Classrooms. The quantitative analysis demonstrated that learners generally hold positive attitudes towards the Flipped Classroom Approach. They perceived it as an effective method for promoting student engagement and active learning. In the other hand, some teachers expressed some hesitations that primarily stemmed from a lack of familiarity with the model and uncertainty about its effectiveness in achieving learning outcomes. The study underscored the importance of addressing teachers' concerns and providing professional development opportunities to enhance their understanding and confidence in utilizing Flipped Classrooms. In conclusion, this study highlighted the positive attitudes of EFL teachers and learners towards Flipped Classrooms while acknowledging the need for further support and training for teachers. The findings shed light on the potential of Flipped Classrooms to enhance EFL instruction, promoting student engagement and personalized learning experiences.

List of Abbreviations and Acronyms

EFL: English as a foreign language

FCA: Flipped Classroom Approach

FC: Flipped Classroom

FLN: Flipped Learning Network

FCM: Flipped Classroom Model

ICT: Information and Communication Technology

LMS: Learning Management System

TC: Traditional Classroom

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General Introduction

1. Introduction

In the 21st century, the digital era, Flipped Learning is boosting students' academic performance and increasing their knowledge and competencies through data and information gathering due to modern devices, which are an integral part of people's daily lives, especially students. In today's world of connected learning, people are used to learning with different technological aids that enhance and facilitate research collaboration and the teaching and learning process. The essential purpose of flipping the classroom, often ascribed to Bergmann and Sams (2012), is to reallocate activities traditionally conducted within the classroom, such as lectures, to educational resources students engage with before class. When students are assigned projects in schools, they go through several online platforms to collect information in order to find solutions to their assignments; this means that today's students are active, stimulated and dynamic learners. They don't even wait for the teacher's lecture to learn; they try to learn by themselves with no need to the professor's explanation. Online searching is one of the applications that may affect people or students in their academic performance. Although the Traditional Classroom (TC) is still dominant, higher education has shifted from the teacher-centered approach to the student-centered one. Eventually, the Flipped Classroom Model has been suggested to support this transition. However, one of the most exciting approaches in modern learning is the Flipped Classroom, and this model is making class time more enjoyable.

General Introduction

2. Background of the Study

The integration of technology is becoming more widespread in the educational system. Therefore, the teaching process is rapidly changing, with new methods and techniques always appearing. All this improves students' creativity, critical thinking, problem-solving, self-management, and other skills. Also, to enhance the English language teaching and learning.

One of the new methods is Flipped Classroom Approach, an instructional strategy where direct instruction shifts from group space (face-to-face lecture) to a unique space learning space. In this situation, the class time is spent on more active learning practices.

Many studies agree that Flipped Classroom Approach plays a central role in teaching English as a foreign language and gives learners engagement and self-regulated learning by practising English outside class time. Moreover, investigators of the Flipped Classroom Approach stated that learners are more active and motivated and have a meaningful understanding of course materials and their application; they confirm that it is one of the best methods to engage them and raise their participation.

As previously stated, the rapid development of technology has resulted in various modern educational techniques. Among those techniques is The Flipped Classroom, which appears against the traditional way of teaching where the teacher is the centre of the class, and this has become less effective since technology is sweeping our lives.

Implementing the Flipped Model in Algerian universities is very important to renew traditional ways of teaching by providing students with video lectures to be watched before attending classes, investing class time in different activities, and answering students' questions. Such new methods and approaches may satisfy teachers' objectives by achieving meaningful outcomes and effective teaching.

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3. The Motivation for the Research

Several motives were behind conducting this research and choosing this topic for our dissertation. Due to the covid-19 pandemic witnessed in recent years, many changes have occurred in different fields, especially education. All the universities adopted new teaching patterns to avoid gatherings; therefore, new concepts like online teaching/ learning and inversed teaching/ learning have become more common and continue in most universities despite the epidemic's end. This strongly motivated us to investigate a new approach that deals with learning outside the classroom using technology: the Flipped Classroom Approach. Furthermore, since it is a new approach, we were interested in taking the challenge, knowing more about it, and looking for teachers' and learners' perspectives and views. In addition, making such an inquiry may serve the pedagogical community.

4. Problem Statement

The teachers have noticed that students enjoy learning with modern technological aids, so they are trying to teach with new pedagogy to reduce students' passiveness and boost their motivation inside the classroom. Flipped Learning is an excellent example of making students get new material, and teachers want to change their methodology because they face problems in students' interaction during the session. Although many students do not like learning in the traditional or old-fashioned classroom based on teacher's management, some students prefer this teaching method, especially the inactive ones. Therefore, an investigation of Flipped Classroom Approach at the university of Belhadj Bouchaib is carried out to investigate the use of the new approach.

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5. Aim of the Study

The present study aims to investigate the effectiveness of Flipped Classroom Approach for EFL learners. Specifically, it investigates the teachers' and learners' perspectives towards implementing Flipped Classroom Approach. The research might be significant to Master One teachers and students to boost their consciousness of the usefulness of this new approach and its adequateness in the Algerian context.

6. Research Questions

The current study attempts to investigate the following questions:

1. To what extent does the Flipped Classroom Approach fit EFL learners' educational needs compared with traditional classrooms?
2. What are the challenges of Flipped Classroom implementation, and how can they be solved?

7. Research Hypotheses

The study has formed the following hypotheses:

- As a newly emerging approach, adopting Flipped Classroom is not enough for educational achievement.
- Difficulty in self-regulated learning and lack of ICT resources can inhibit learning.

8. Methodology of the Research

In order to achieve the intended objective of this research and to collect reliable and credible data that help us to complete our master's dissertation, we made sure to choose the appropriate procedures and tools, and to do that, we have selected a mixed methodology that combines between a quantitative and a qualitative data collection. We have gathered data

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quantitatively by sharing two structured questionnaires with 56 Master one students and 17 teachers of the English department at the University of Belhadj Bouchaib and qualitatively by including the open-ended questions to successfully collect the needed data and the different opinions and perspectives towards the implementation of Flipped Classroom Approach a new educational approach.

9. Structure of the Research

To get a well-structured research, we have divided our dissertation in the form of three entire chapters, which appear as follows:

Firstly, we open the study with a general introduction where we present our topic. Then follows the first chapter, which reviews the literature in which we addressed an overview of Flipped Classroom Approach and its definition and fundamental theories. Also, it deals with Flipped Classrooms in the EFL context and the roles of teacher and learners. In addition to the implementation of Flipped Classrooms and technology that can be used to help in applying the new approach besides the different models of it, and as a last element, we mentioned the advantages and limitations of the Flipped Approach. Finally, we closed the chapter with a brief conclusion.

The second chapter describes the research methodology, design and procedures used to collect data and mentions the chosen setting and population for the survey. The third and last chapter presents the different findings by analysing and interpreting the results accumulated through the questionnaires. Moreover, in the end, the chapter suggests some recommendations and implications. Finally, we limited our study and concluded the chapter by providing a short conclusion.

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Description of Flipped
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I. Chapter one: General Description of Flipped Classroom Approach

1. Introduction

Teachers have taught students lessons for many generations by applying traditional lectures in the classroom. Nevertheless, students use technology frequently in various ways, so teachers have taken this to their benefit for many classes. The flipped or inverted classroom approach is an academic approach where teachers and learners are inverted. Short video presentations are provided to learners at home before entering the class sessions, and during the session (in class), learners discuss, exercise, and do a project. This new instructional model has been gaining the attention of many teachers since it breaks the routine of the traditional class model, where direct instruction moves from the collaborative learning space to the individual learning space. The resulting space is transformed into an active and interactive learning space in which the instructor creatively guides students in the subject matter.

1.1 An Overview of Flipped Classroom Approach

The Flipped Classroom, or the inverted classroom, is a term that has recently become popular, but this does not indicate that it is a new creation. Instead, it is an approach that has a long, fascinating history.

Jonathan Bergman and Aaron Sams, chemistry teachers at Woodland Park High School from Colorado, are considered the originators of Flipped Classroom Approach, and they were the first to start using recorded lectures in 2006 to be watched by students before class, calling it Flip the Classroom. Doing so made students better prepared and had more interactions and great discussions. The flip evolved from a history of experimentation in hybrid or blended learning and problem-based learning, applying new technological techniques to engage students, Arnold-Garza (2014). Many other teachers flipped their classrooms before Bergman and Sams.

I. Chapter one: General Description of Flipped Classroom Approach

Large et al. (2000) mentioned that the inverted classroom was also used in the fall of 1996 at Miami University. Moreover, Alison King (1993) published "From Sage on the Stage to Guide on the Ride, "focusing on using class time to construct meaning rather than information transmission.

The technological advancements over the past 40 years have increased the emergence of such new approaches. For years, Flipped Classroom Approach has been in continuous development with the development of the tools, which made its use easy and fast. On top of that, according to the previous experiences of the teachers who used it, they showed its benefits and usefulness to the students.

1.2 Flipped Classroom Approach

Today's students become less interested in traditional lectures, where they feel bored having a long lecture in the classroom and then going home to do real homework without support. Now the internet and mobile computers are sweeping the world, and there is no need to keep information in hand. Since education has changed and cognitive science has challenged traditional teaching and learning, one of the modern methods that can be applied in this situation is The Flipped Classroom Approach (FCA). Many educators and researchers disagree on exactly Flipped Approach and its nature, where new definitions and concepts are continually added to the previous ones.

1.2.1 Definition of Flipped Classroom Approach

The Flipped Classroom is an educational methodology and a blended learning type that reverses traditional teaching techniques. Bishop (2013) assumes that Flipped Classrooms are "an educational technique that consists of two parts: interactive group learning activities

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inside the classroom and direct computer-based individual instruction outside the classroom"(Abdelbaki, 2017, p.05).

The Flipped Classroom involves students working through the primary content of a course on their time, either by watching or listening to recorded lectures instead of a traditional one. It allows class time for group problem-solving assignments, experiments, projects, questions and answers, and other engaging experiences (Saitta, 2016, p.1. p. 109).

Flipped classroom Approach is a system that provides interactions between the teacher and the student, presentation of a condition in which students take their responsibilities, and a transition of the role of teacher into guidance. A Flipped Classroom is also described as a teaching approach where: "what is done at school is done at home, homework done at home completed in class"(Sams& Bergman, 2012, p.13).

This new teaching method provides students with different lesson materials like online videos and presentations. While the course, they should practice what they learned and discuss the questions they developed during the online lectures.

In addition, Walsh (2013) (as cited in Abdelbaki, 2017) noted that Flipped Classroom is done to facilitate teachers' work and make it more personalised by making lecture videos and preparing classroom activities, not just replacing his role with online courses that are used as means of transmitting the content of the lecture. In addition, Kang (2015) said that the teachers' role in a Flipped Classroom becomes more proactive and energetic. Hence, learners become more engaged since they prepare lectures at home (Al-Harbi and Alshumaimer, 2016, p. 62).

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1.2.2 Flipped learning

Bishop and Verleger (2013) defined Flipped Learning as a technique of teaching that permits teachers to use specific procedures in their classrooms. Many instructors can flip their classes accidentally by asking students to prepare the lesson at home to make the course interactive and active. In addition, to join Flipped Learning, they must integrate the four F-L-I-P pillars developed by the Flipped Learning Network (FLN) to facilitate the Flipped Learning application. The four pillars of F-L-I-P include flexible environment, learning culture, intentional content and professional educator (Chen Hsieh, 2017, p. 3).

The first pillar is called 'Flexible Environment'. Flipped Classroom Approach provides flexible learning time and space, so learners can select when and where to learn. Moreover, Hamden et al. (2013) asserted that "educators who flip their classes are flexible in their expectations of student timelines for learning and how students are assessed" (p. 5). Flipped Learning allows students to perform as much as they like and be relaxed and pleasant with their learning. The second pillar is known as Learning Culture. Hamden et al. (2013) explained that saying: The sole content expert who provides information to students, generally via direct instruction lecture. The Flipped Learning Model shifts from a teacher-centred classroom to a student-centred approach, where in-class time is meant to explore topics in greater depth and create more profitable learning opportunities (p. 5).

In Flipped Learning, the source of knowledge is moved from the teacher's focus to the learner's focus. Therefore, students are actively dynamically joined in knowledge construction and partake from their homes in an online learning environment. Then we have the Intentional Content Pillar. Teachers continuously think about how they can apply the Flipped Classroom Model to aid students in developing their comprehension and what materials students should use on their own (Hamden et al., 2013, p. 6).

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Educators use it to raise the benefits from classroom time with the appropriate student-centred methods and active learning strategies. Finally, we have Professional Educators whose position is more crucial than traditional learning. According to Hamden et al. (2013), "They must determine when and how to shift direct instruction from the group to the individual learning space, and how to maximise the face-to-face time between teachers and students"(Hamden et al., 2013).This needs teachers' responsibility to notify students during the course, give them direct feedback, and assess their work without special centredness. Flipped Learning Network's proposed four pillars act as methods to guide teachers to use Flipped Learning in their classrooms ideally. They are asked to consider them to achieve the needed learning goals.

1.2.3 Fundamental Theories in the Flipped Classroom Approach

Typically, any academic approach emerges from distinct learning and teaching theories. The Flipped Classroom is a pedagogical strategy that shifts the learning responsibilities from the teachers' hands to the learners' hands. As a result, Flipped Classroom Approach is described by learner-centred theories such as the Constructivist learning theory, Bloom's Taxonomy, Mastery learning theory and Vygotsky theory.

1.2.3.1. Constructivist Learning Theory

The constructivist learning theory permits students to manage their learning and become dynamic classroom participants. It is stated in this theory that learners formulate knowledge through communicating with the outside world and with each other. That is:

Constructivism's central idea is that human knowledge is constructed and that learners build new knowledge based on previous learning. This view of learning contrasts with the one

I. Chapter one: General Description of Flipped Classroom Approach

in which learning is the passive transmission of information from one individual to another, a statement in which reception, not construction, is vital (Kanselaar,2002, p. 1).

Therefore, the constructivist learning theory is the knowledge that people can learn and understand the world through experiences. Learners must match what they have learned and experienced with the existing knowledge from the former learning experiences.

In the Flipped Classroom, students are seen as the source of knowledge because they can prepare the lesson with the help of the provided online lecturing videos. According to Felder (2012), student-centred teaching methods, including the Flipped Classroom, are based on the constructivist learning theory. The environment is learner-centred, where information and comprehension are constructed. Consequently, the FC environment can be considered a constructivist learning environment (as cited in Timechbache, 2020, p.31).

The constructivist theory is presented clearly in the Flipped classroom when class time is devoted to increasing learners' thinking by participating in group discussions.

The Constructivist theory hands with learning and knowledge by illustrating how people learn and the significance of learners' collaboration and interaction to build understanding. The principles of this theory are used in the Flipped classroom since it is regarded as a student-centred approach.

1.2.3.2 Bloom's Taxonomy

Bloom's Taxonomy was first published in 1956 by a group of cognitive psychologists. It is named after the committee's chairman, Bergmann Bloom (1913 – 1999). It is defined by Bergman and Sams (2014) as:

"An instructional framework often used to determine teaching and learning outcomes"(as cited in Alsowat H, 2016, p. 110).

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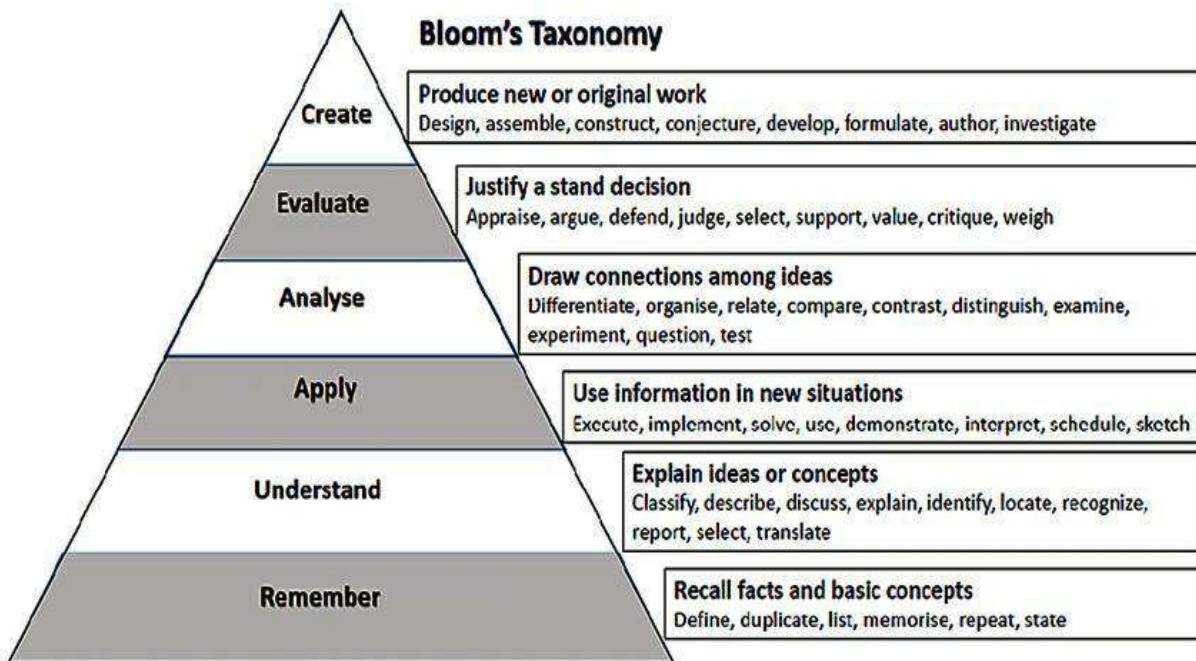
Its basic concept is demonstrating what teachers want the learners to know by the end of the lecture. Bloom's taxonomy has six levels: remembering, understanding, applying, analysing, evaluating, and creating. Recognising, understanding, and applying are considered the lowest levels; they reflect the teacher's objective in the classroom. While analysing, evaluating, and creating are viewed as the highest levels that is what the students are asked to do as homework.

In the Flipped Classroom, learners are responsible for their learning process; Bloom's taxonomy, then, is turned upside down. Its implementation in the Flipped Classroom allows students to act at the lower levels outside the school since online lecture videos provide them, so they have to remember, understand, and apply the notions of the lessons by watching recorded videos at home. On the other hand, class time is devoted to analysing, evaluating and creating knowledge, focusing on higher sorts of cognitive work with the teacher's guidance. This is what was expressed by Hamdan et al. (2013), saying that the teacher's role is to support and guide students through higher-order thinking skills of applying, analysing, evaluating and creating in the classroom (as cited in Jarrah M, 2019, p.770).

Flipped Classrooms inverted the arrangement of Bloom's taxonomy levels to suit the new learning objectives and make learners centred in their learning.

Constructivism learning theory and Bloom's Taxonomy are critical theories in Flipped Classroom Approach. Their essential core is to make students involved in the learning process. In other words, learners are centeredness.

Fig 1.1: Bloom's taxonomy source: (Bloom et al., 1956)



1.2.3.3 Mastery Learning Theory

Bloom Benjamin first suggested mastery learning theory in the 1960s. In Mastery Learning Theory, students learn at their own pace. Based on Mastery Learning principles, all students must learn common well-structured objectives. When a student does not master a goal, remediation is required. Bergman and Sams (2012) maintain that Mastery Learning reinforces Flipped Learning since it gives differentiated, asynchronous and student-centred instructions. Also, it offers a context for remediation and effective feedback.

The ideas of reinforcement and operant conditioning of behaviourism are seen as a part of Mastery Learning and the study of Flipped Learning in various ways similar to Mastery Learning. Students have a stimulus, make a good grade or acquire knowledge, and based on the theory, they will continue studying until they become proficient to an acceptable extent. In Flipped Classroom scenario, students can learn in such a way as to prepare for the

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classroom activities. In this theory, learners produce a specific output, depending on formative or summative assessments that decide if the learner needs to relearn or advance.

Mastery Learning is one of the main theories that support and foster the application of Flipped Classroom Approach. As stated by Bergman & Sams (2012), the role of the teacher in Flipped classroom is not only conveying information but also supporting and helping students. Furthermore, Mastery Learning stresses the teacher's role as a facilitator in which educators will work carefully with learners to reach learning goals. Today, giving instructions through videos is not an obstacle for students because they live in a world of technology.

1.2.3.4 Vygotsky Theory

In a Flipped Classroom, learners engage in the lecture rather than constructing information (Munir, 2018). This step is achieved in the classroom by applying activities adequate for upper-level cognitive field accomplishment (Bergman & Sams, 2012).

Bishop and Verleger (2013) are the first scholars who relate between Flipped Classrooms and Vygotsky's theory. Later research has attempted to reinforce this relationship. As Maciejewski (2016) stated, class time increases much more in a Flipped Classroom setting. This time may be deliberated and invested where students improve their engagement in the classroom. At this time, students may also work in groups and engage with one another in problem-solving activities. Hao (2016) has also dealt with Flipped classrooms from the perspective of Vygotsky (1978). The use of Vygotsky's theory to approach Flipped Classroom Learning covered that it creates a suitable context for cultural transmission; this is achieved in two manners by using a Flipped Classroom, which are videos prepared as lesson content and class time in which active learning methods are used. According to this theory, individual interaction is significant. Therefore, during his investigation, he allowed the students to work in groups to collaborate.

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As reported by Vygotsky (1987), language is developed through social interactions carried out for communicative goals, and it has two critical purposes for cognitive development. The first is for language to enhance the transmission of information from adults to children. The second is that language is seen as an efficient way to provide intellectual harmony to children on its own, which indicates that learning in Flipped Classroom occurs due to interactions with individuals that happen through class discussions. Vygotsky's theory emphasises the role of language in cultural transmission; all that is about social structure is constructed in spoken language and transmitted to the child using language. Consequently, the teacher in a Flipped Classroom maintains their job as a well-informed person inside and outside the classroom. However, the educator cannot involve in extra-curricular activities. They give students textbooks, workbooks, and online resources, and students realise the material independently through homework exercises and projects.

1.3 Flipped Classroom in EFL Context

The application of Flipped Classroom in EFL teaching and learning offers the students an opportunity to practising the English language outside the classroom by watching lecture videos, PowerPoint presentations, listening to audio or reviewing papers related to the course being taught; therefore, the method could better impact students' engagement, motivation and academic achievement. For this to happen, students should prepare to be active and involved in class activities and discussions before class time. Otherwise, teachers can not engage them, which may affect the good functioning of Flipped Classroom Approach.

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1.3.1 The Roles of the Teacher and the Learner

Teaching and learning are complex and challenging activities. This is why teachers and learners play a crucial role while transmitting and receiving knowledge. Flipped Classroom Approach implementation needs an outstanding contribution from both sides to achieve fruitful results from applying this model. Teachers and learners take on different roles than usual. Every instructor and student should know his responsibility and function to accomplish the intended goals and objectives and fill learners' needs. Teachers' and learners' roles in Flipped Classroom are discussed as follows:

1.3.1.1 The Role of the Teacher

The teacher plays a crucial role in Flipped Classroom Approach. In the Flipped Classroom, the teacher should prepare compelling lecture videos that are just as face-to-face lectures and then provide them for students on the internet before class time; according to Bishop and Verleger (2013), "online lectures are as successful as in-person lectures for the dissemination of basic knowledge" (p. 4).

That is to say, video lectures are a practical and efficient tool teacher may use to share and transmit knowledge to students. Educators must make their classrooms active and dynamic using group discussions and engaging students in participation. Moreover, teachers should assign activities to confirm that students understand the online lecture presented in addition to doing remedial work and providing students with feedback to show learning success. As Bergman & Sams (2012) said: "The teacher is simply there to provide expert feedback" (p.16).

The role of the teacher in Flipped Classroom is different from traditional class, where his position is shifted from being a presenter to a supporter and a guide for knowledge

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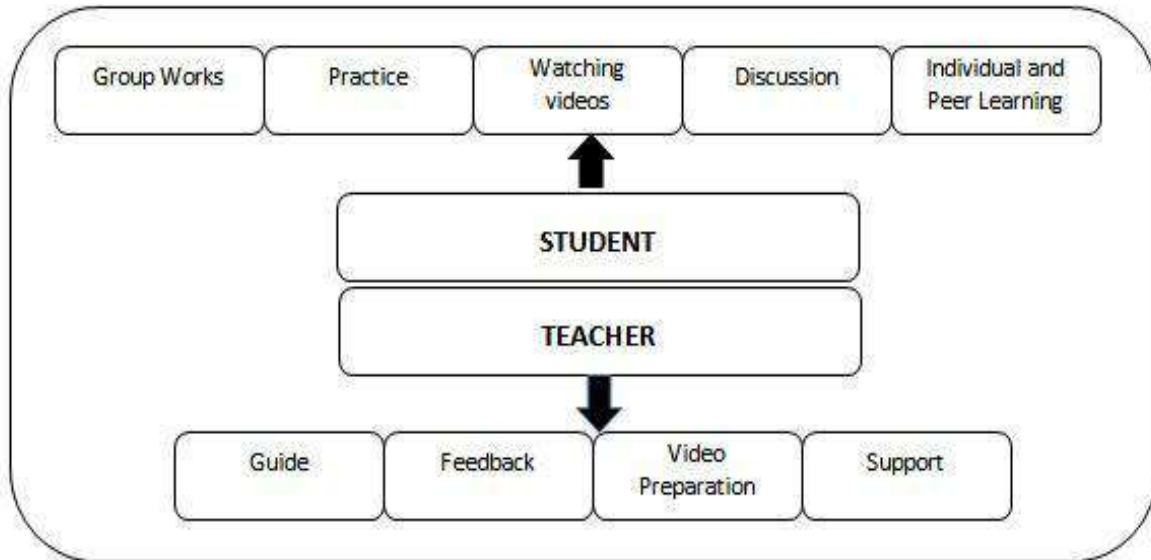
construction. Being a supporter means guiding the learner to facilitate the learning process instead of just being the only source of knowledge. The teacher's role relies on creating a suitable and enjoyable, why not learning environment for students.

1.3.1.2 The Role of the Learner

The main scope of Flipped Classroom Approach is to make students work as active participants responsible for their learning and knowledge construction. Being able to understand the lecture by themselves means being independent. For this to happen, students must watch those recorded videos by teachers and prepare their questions for discussion during class to promote their self-directed learning. In the FC approach, students must interact in group discussions with classmates (Overmyer, 2012, p. 101). Practise the language and be influential in discussing the lecture points with the instructor and classmates.

The learners' role is shifted from passive receivers of knowledge to active constructors of knowledge. As a result, Hartyányi et al. (as cited in Timechbache. 2020, p. 38) claim that they must be actively engaged in learning, collaborative, and cognitive learning activities, considering the teacher's feedback and corrections of misunderstandings.

Fig 1.2: Teacher and Student Roles in the Flipped Classroom mode source:
(Çakıroğlu&Öztürk, 2017)



1.4 The Implementation of Flipped Classroom

To implement the Flipped Classroom, the two learning environments of this model should be integrated perfectly. These two environments are outside the school, where students are provided with online lectures using tools, while inside the classroom, students practice learning activities. The first step for teachers to apply a Flipped Classroom is planning and preparing for what will happen in each environment. Next is the teacher's adequate activities to meet the learners' needs and interests. The third step is integrating the chosen tasks in both environments (Bergman and Sams, 2012, p. 36).

1.4.1 Tools to Implement Flipped Classroom

Technology is regarded as one of the crucial steps of Flipped Classroom to make an active learning environment for learners. It aids in developing the teaching and learning processes since it provides teachers with strategies and materials to replace face-to-face

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lecturing with online lecturing in the classroom in FC. These materials help students to access and verify what has to be learned at any time and place and create a student-centred Flipped Classroom.

The educator applies many tools to facilitate the application of the FC approach in EFL contexts. Firstly, a PowerPoint presentation is one of the most common information-sharing tools. It is presented as a series of slides that can include pictures, statistics, facts or written explanations about a given topic. The FC teacher may rely on it by preparing slides about his lesson as a presentation and sharing them through the available material to be accessed by students. Another tool is Electronic Links, a group of words used to make an electronic link between references and documents or files. The FC teacher can use them to provide his learners with reliable sources, documents, or books found in specific links. "Among the technological mediums, video is an effective teaching tool when used properly"(Hartsell& Yuen, 2006, p. 29).

Thus, videos are the most commonly used tool in applying Flipped Classroom Approach.

1.4.1.1 Video as an Effective Tool

Online lecturing videos are the most efficient tool for a successful Flipped Classroom implementation. The teacher prepares those videos and transmits them to the students before class, who are supposed to watch them before face-to-face courses. Learners can be supported by assigning those tasks such as summarizing the video and answering on other online platforms. After watching the video, the lesson begins with questions and answers to assess the student's comprehension of the video tutorial and know how well the students comprehend the tutorial. This assessment can take the form of a multiple-choice quiz or a contribution by commenting or/and summarizing the main points of the content. During class time, the

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students engage in learning activities that include peer instruction, collaboration, and interaction between learners and teachers (Mehring, 2016, p. 6).

1.4.1.2 How to make excellent and enjoyable videos

Teachers should follow some steps and characteristics to make their students interested, motivated and enjoyable. Good videos have to be presented in a short quick, and simple way so that students will not get bored, and teachers should stand one aim per lecture by having videos between 10 and 15min. Otherwise, lecturing time is lengthy to achieve many objectives.

Teachers should animate the videos' voices using presentation software (e.g., PowerPoint, smart notebook, keynote) to gain students' interest. The only thing instructors have to engage their students, besides the slides, is their words and their voices by changing the tone of their voice. Otherwise, the teacher can make live videos explaining the lecture to the students by animating his voice to make the video more enjoyable (Bergman &Sams, 2012, p. 44).

Another characteristic that teachers should take into consideration while creating a video lecture is adding fun and amusement. Using humour in the video's first moments attracts students' attention and helps them prepare to watch it.

Another point is adding callouts in the videos. Bergman and Sams (2012) defined it as "a text box, a shape, or some other object that will appear for a while in the video and then disappear"(Bergman &Sams, 2012, p. 46).

Thus, it increases students' attention to the critical notions of the topic in their hands and the crucial elements they have to focus on in the videos.

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1.5 Flipped Classroom Models

The application of Flipped Classroom Approach requires using different models. Several models are used to apply Flipped Classroom Approach effectively to the class conditions. If the class's state is considered in choosing these models, the results will be more effective (Bajunury, 2014, p 101).

1.5.1 Traditional Flipped Classroom

The first model is the traditional Flipped Classroom; in this model, students usually watch the lecture at home in a video presented by the teacher, so they already have previous knowledge about the lesson when they come to class. The study begins with simple questions and answers, where the classroom becomes a space for discussion and the misunderstood point. The teacher clarifies it to achieve the target objective by the end of the lesson, where students learn what they should acquire (Ozdamli, F. &Asiksoy, G.2016, p. 102). In this model, the lessons are given as lecture videos shared among students at home. The lesson needs to be presented more directly as it is a student-centred approach, and the instructor is just a supporter of learning.

1.5.2 Partial Flipped Classroom

The partial Flipped Classroom model is stricter than the traditional one Gwyneth Jones in Murray Hill Secondary School was the first to adopt this model and apply it as the first use. It encouraged the students to watch the lecture videos and gave them a choice without making it obligatory for all the students because of the lack of tools and materials (Springen, 2013, p.102).

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The traditional and partially flipped classrooms are different in that this model only necessitates students to watch video lectures before class if materials are unavailable. (Bajunury, 2014, p.102).

1.5.3 Holistic Flipped Classroom

In addition to the four mentioned elements of Flipped Learning (Flexible Environments, Learning Culture, Intentional Content, and Professional Educators), Chen et al. (2014) Named three other elements as follows: progressive activities, engaging experiences, and diversified platforms propose another model of FC which is the Holistic Flipped Classroom Model. Progressive activities refer to online networks used to emphasise individual learning. However, engaging experiences are the teachers' attempts to control the students' active learning by applying several skills and techniques. The last element is diversified platforms which are the diverse platforms applied by educators to support active learning activities (Chen et al., 2014, p. 34).

"Holistic Flipped Classroom is a model that contains a total of home, mobile, and physical classrooms synchronously"(Ozdamli F &Asiksoy G, 2016, p.102).

In Holistic Flipped Classroom Model, all learning spaces are processed as classrooms because they are monitored.

1.6 The Flipped Classroom Technology

Educational videos are the heart of the Flipped Classroom Approach. Furthermore, the Flipped Approach is becoming widespread with recent technological advancements. Moreover, because human beings are naturally visual learners, students will understand better when they watch a video. Creating exciting videos is one of the challenges of Flipped Approach implementation; however, there is no need to be professional. It is possible to use

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several sources that illustrate the subject (PDFs, recorded sounds, websites). However, Tucker (2012) stated that Flipped Classroom instructors are not required to prepare their videos. Instead, they can reach lecture videos from internet sites such as Khan Academy, YouTube, or Ted, which most instructors and researchers like better to prepare their videos. Some tools that are essential to creating and broadcasting lecture videos are introduced below;

Video forming materials: some of them are; Screen-Cast-O-Matic, Camtasia PC, Techsmith Relay, Office Mix, and Adobe Presenter. The next step that should be taken after forming the lecture video is posting them online for access to students, which is called Video Hosting; several sites facilitate the user's work, including YouTube, Teacher Tube, ScreenCast.com, Acclaim, and Google Drive.

Video interaction software: This allows teachers to access some information; for instance, it provides the names of students who watched the video, which video they watched, how long they watched and other communication that helps teachers apply the Flipped Model successfully. There are different Software such as Education, Edpuzzle, Zaption, Office Mix, Verso, TechSmith Relay, and Google Apps for ED.

Learning Management Systems have broadcast videos that provide also interact with students. Since the created videos lecture can be placed on a Video Hosting site, they can be presented to access by using Learning Management Systems (LMS). LMS includes Moodle, Sakai, Blackboard, Verso App, Schoology, Canvas, Haiku Learning, My Big Campus, and Google Classroom.

1.7 Advantages and Limitations of Flipped Classroom

Flipped Classroom Approach, like any other approach in education, has several advantages and limitations for both teachers and learners. The gift that Fulton (2012) stated is

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that lecture videos help students get their lessons easily whenever and wherever they want, allowing them to learn at their own pace. On the other hand, Kellinger (2012) argued that students instructed with this approach are encouraged to think both within and out of class (as cited in Ayçiçek, B., & YanparYelken, T., 2018, p. 386).

Bergman and Sams (2012) maintained that "the Flipped Classroom is offering students an individualised education" (p.18). It can also keep students involved and focused for an extended period during their classes. They can learn deeply at home by reflecting on new concepts and information before coming to class to apply their learning.

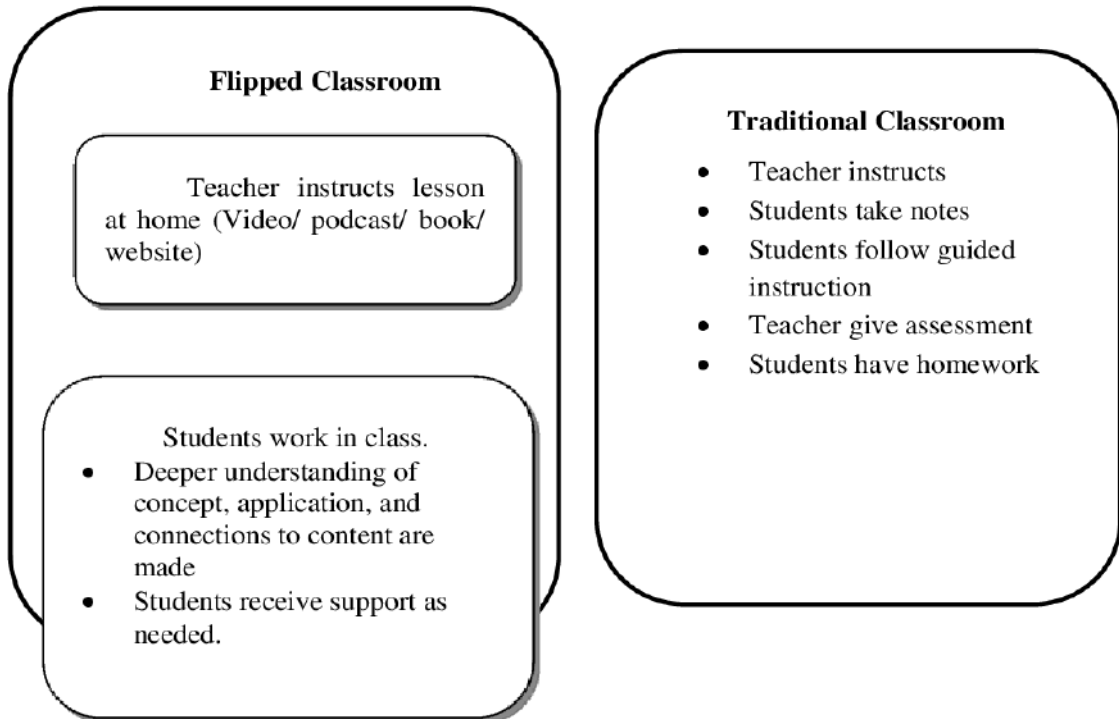
Furthermore, when using lecture videos, teachers devote class time to discussions between themselves and students or between students rather than to teaching and instructing. Using a didactic approach creates passiveness in the classroom and makes students feel bored. Accordingly, the teacher can devote more time to learning (Goodwin & Miller, 2013, as cited in Ozdamli, F. & Asiksoy, G. 2016, p. 103). The most important advantage of applying the FC approach is supporting group work within the class through interaction and participation.

Flipped Classroom Approach increases teamwork skills and improves mutual understanding and confidence. In the traditional classroom, students struggle between capturing what the teacher teaches, reflecting on what is being taught and taking notes, where they often miss one. However, using a recorded video makes students learning comfortable as they can back up the video or watch it more than once.

The following design demonstrates the difference between Flipped Classroom and a traditional classroom; the Flipped classroom shows more advantages than the traditional classroom.

Fig1.3: Comparison between Flipped Classroom and Traditional Classroom

source: (Nichols, 2012)



Those were the advantages of Flipped Classroom Approach, but it also has some limitations. Teachers may encounter many difficulties applying the flipped classroom approach if the students need to watch the videos provided by their instructors. According to Kordyban and Kinash(2013), teachers may have difficulty understanding whether the students do their responsibilities outside of class (as cited inAyçiçek, B.&YanparYelken, T., 2018, p. 386). The finite number of teaching design models that will be applied in this approach is also a problem that can face the implementation of Flipped Learning (Springen, 2013, p. 387).

According to teachers, the most significant limitation is not while recording the lecture videos but in preparing appropriate tasks to be done inside the classroom and integrating them into Flipped Classroom Approach (Lafee, 2013, p. 104).

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1.8 Conclusion

To conclude, the Flipped Classroom is one of the contemporary approaches to teaching and learning that can be used in EFL classrooms. It is an effective method to motivate students, dynamic, active and responsible for their education with the support and guidance of their teachers. It is not an approach that replaces the role of the teacher with online lecture videos, but it is a technique to engage students actively in their learning... At some point in almost years, prospective students will no longer see the "Flipped" approach as a new one but as a traditional learning approach. With expanded access to online learning resources, students can access a world of information wherever they are. The task of teachers is to follow the development of the educational atmosphere. This chapter overviews the most commonly used Flipped Classroom terms, topics and definitions in a literature review. The Flipped Classroom-down classroom, an innovative strategy used in higher education, can meet the needs of students. For these reasons, we will develop it in the next chapter's discussion, focusing on how these questions are the practical part.

II. Chapter Two: Research

Methodology

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II. Chapter Two: Research Methodology

2. Introduction

The present chapter accurately describes the research design and methodology followed to collect the necessary data for this research. More precisely, it deals with procedures, settings and populations chosen for the current investigation. Also, it involves a description of the data collection tools, which consists of two questionnaires for teachers and students and an observation conducted in the Department of English at BelhadjBouchaib University to reach reliable and credible data.

2.1 Research Methodology

According to Sarantakos (1998), research methodology is "the theory of methods "; it is the specific procedures or techniques used to identify, select, process, and analyse information about a topic. Robson (2002) defines it as: "The theoretical, political and philosophical backgrounds to social research and their implications for research practice and the use of particular research methods "(Robson, 2002; P: 549).

According to Morvaridi (2005), the most prevalent methodologies in social sciences and humanities research methodology are quantitative and qualitative research. Moreover, Sarantakos (2005) argues that social science can be conducted within a quantitative or qualitative context (Morvaridi 2005; P: 2).

The primary goals of every researcher in conducting his research are to solve a problem, answer questions, and add knowledge to his research area. The investigator has to choose the adequate research tools and instruments that help him generate rigorously-significant findings. For this reason, we were careful in selecting the appropriate tools, and to conduct our research, we adopted a mixed-method approach to gather the necessary data to confirm or reject the stated hypotheses. A mixed method is a research in which the

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investigator collects and analyses data, integrates the findings and draws inferences using qualitative and quantitative approaches or methods in a single study (Tashakkori and Creswell, 2007).

Mixed method research is a research methodology that incorporates multiple methods to address research questions in an appropriate and principled manner which involves collecting, analysing, interpreting and reporting both qualitative and quantitative. At the macro level, quantitative research is an inquiry into an identified problem based on testing a theory, measured with numbers, and analysed using statistical techniques. By contrast, qualitative research is conducted naturally and involves building a complex and holistic picture of the phenomenon of interest (Bryman, 2012).

The present study combines qualitative and quantitative paradigms to benefit from the strengths of the two and get various information. At the same time, qualitative is used to understand participants' ideas, experiences and opinions using non-numeric data. The use of a quantitative approach in this study is to gather multifaceted perspectives of teachers and learners towards implementing Flipped Classroom Approach. The collected data will be provided as statistics to be presented clearly and explicitly.

2.2 Setting, Population and Sampling of the Study

Before conducting his study, any researcher must identify three main elements which are setting, population and sample. A well-defined population helps the researcher choose the sample and the setting appropriately. In reality, research success and reliability of findings mainly depend upon those three key elements.

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2.2.1 Setting

Any researcher must describe the environment in which the study has taken place. The term setting refers to the research's physical, social or experimental context.

Our investigation was carried out at Belhadj Bouchaib University– Ain Temouchent; Algeria, and; more precisely, in the Department of English. Belhadj Bouchaib University is a non-profit public higher education institution located in the centre of Ain Temouchent, more precisely; on the road of SidiBel Abbas BP 284. It was converted recently from a university centre to a university officially registered by the Ministry of Higher Education in Algeria.

2.2.2 Population and Sampling

One of the crucial steps that a researcher must take to complete his research is selecting the appropriate population, is an extensive collection of individuals or objects central to a scientific query. The chosen population comprises 82 Master One students studying at the Department of English at the University of Belhadj Bouchaib – Ain Temouchent for 2022 / 2023. As it is challenging to study the whole population, a sample of fifty-six students ($N = 56$), representing 68% of the population, was selected randomly to be part of the study and contribute to an accurate data collection process. Furthermore, the students were asked to express their perspectives towards implementing Flipped Classroom as a new approach in EFL classes. Master one students are chosen for this study since they are exceptionally autonomous in their learning and have more knowledge and experience.

A second questionnaire was distributed to the teachers of the Department of English, and we were confident that their contribution would give the research substantial addition because of their sufficient experience and qualification. The sample consists of 17 teachers, and they are selected randomly to express their attitudes and perceptions towards the Flipped Classroom Approach.

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2.3 Pilot Study

Following Kothari (2004)," It is generally advisable to carry out a 'pilot study' (pilot survey). To test the questionnaires, the importance of the pilot study is to provide beneficial insights for other researchers. The pilot study is a replica and sample of the main study." (p.97) To check the clarity and comprehensibility of the questionnaire, we gave out a questionnaire to 56 students so they could have an idea to be experienced in our subject. The questionnaire went through several changes before stabilizing the previous controlled study.

2.4 Data Collection Instruments

Different research instruments were employed. These include two questionnaires. The first was distributed to students, and the second was for teachers to get their opinions about Flipped Classroom Approach; a classroom observation was also applied for more information.

2.4.1 Observation

Observation as a research instrument is a primary method for collecting data in qualitative. According to Heigham and Croker (2009, p. 166),"observation is the conscious noticing and detailed examination of participants ". In order to get more accurate data, we have conducted an unstructured in-class observation wherein the researcher records all appropriate behaviour without a system. As Master students, we are more autonomous, experienced and knowledgeable. This is why we have witnessed class inversion more than once in modules such as Curriculum Design, Evaluation and Assessment and Discourse Analysis, where teachers share the lectures on students' official study Facebook group or send them via Gmail. To use class time in presenting, discussing and interacting. The observation contributes to the present study where certain types of information were obtained through direct observation. This method was used to reinforce the investigation.

2.4.2 The Questionnaire

Using the questionnaire as a research instrument is essential to support the data collection. A questionnaire is a research tool consisting of formalised questions to obtain qualitative and quantitative information from respondents or subjects selected for a study. We have chosen to use two questionnaires to reveal both teachers' and students' perception concerning the subject study.

2.4.3 Description of the Students 'Questionnaire

The questionnaire was given to Master 1 EFL students during the academic year 2022/2023 to gather information about the learners' attitudes towards implementing the flipped classroom approach. However, the questionnaire aims to know to what extent it is essential and beneficial to use and implement Flipped Learning. It also aims to know the students' reactions to the Flipped Classroom and whether they are with or against implementing this approach. Moreover, the students' questionnaire involves 12 questions. It contains three sections; each question aims at reaching specific goals.

The first section of the questionnaire is all about Background Information. It contains three questions aimed at collecting general information about the selected participants. The first question is devoted to identifying students' gender, to know whether females or males are more than the other in the Department of English. The second question is dedicated to discovering their view of their teachers' English teaching methodology, while the third question is asked to know the student's English level. The section allows the researchers to have a general view of the participants.

The second section is entitled the application of ICT in Learning. Q4 is asked to know if students appreciate using technological tools in their studies. The following question (Q5) aims to discover the kind of technological tools that students often use in their studies.

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Moreover, Q6 was used to know students' opinions about using modern learning tools compared to traditional ones. Also, Q7 was asked to check whether and which websites or applications they use.

The third and last section is specified for implementing Flipped Classroom Approach. It contains five questions; Q8 determines students' satisfaction with teachers' teaching methods, while Q9 is asked to check if students have experienced the Flipped Classroom Approach aiming to know if they are familiar with this new approach. Question 10 aims to cover students' perceptions of Flipped Classroom's effectiveness in language learning by providing them with advantages and disadvantages. Additionally, Q11 asked to know how often students participate in different types of activities during the class, and as a last question, we closed our questionnaire by adding a space for students to suggest the kind of technological aids that they need in their learning.

2.4.4 Description of Teachers' Questionnaire

After collecting the objectives of this research, which investigates the integration of implementing the Flipped Classroom Approach, the questionnaire was distributed to teachers to know their attitudes towards implementing the Flipped Classroom to teach with a new methodology. It was given to 17 university teachers of English, and it has 12 questions and three sections. It has closed questions and open-ended questions. The former questions ought to be answered by either "Yes" or "No", which were about background information, and the latter questions were about their personal opinions about the subject.

The first section is allocated for Background Information. The section acts as an introduction to the other sections. Q1 is about the degree teachers hold, the period they spent teaching English (Q2), and the teaching problems they encountered during their teaching experience (Q3).

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The second section focuses on the use of ICT in teaching. First, teachers were asked about the integration of technology in their courses (Q4), while (Q5) and (Q6) aimed at knowing teachers' familiarity with technology use.

The third section aims to know teachers' perspectives towards Flipped Classroom Approach. (Q7) was asked to discover teachers' opinions on online videos as a tool that raises engagement and participation, while (Q8) directly asked teachers whether they have ever used Flipped Classroom Approach. (Q9) and (Q10) are designed to check how teachers see the new approach compared to the traditional one, providing them with a space to justify their answers. In (Q11), teachers were requested to see whether they agreed on generalising the approach in the university. The last item in this section offers a space for teachers' suggestions about techniques and methods that can help implement Flipped Classroom Approach successfully.

2.5 Conclusion

This chapter covers all the essential elements of the methodology that characterised and guided this study. We have provided details on this study's research method, setting and population. Regarding the data collection instruments, we have also described the students and the teachers' questionnaires and their objectives. Furthermore, we have explained and described the empirical aspects of our research in their implementation scheme, i.e. from observation to experimentation. The organisation, phases and methods of implementation of the intervention are presented. During this process, we have tried to explain the relationship between the three data collection instruments in their implementation to keep the whole

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structure intact. The data collected with these tools are analysed, interpreted, and discussed in the next chapter.

III. Chapter Three: Data Analysis and Interpretation

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III. Chapter Three: Data Analysis and Interpretation

3. Introduction

Appropriate tools were carefully selected to reach the present research's desired goal. The use of observation and direct questioning helps us gather varied data, and analysing and interpreting them is the concern of this section. In order to present the results clearly to the readers, we have used the appropriate graphs that show all the collected statistics in an ordered manner. Finally, we discussed all the findings one by one, taking into consideration the stated hypotheses.

3.1 Data Analysis

To complete the investigation and bring it to its end, we have included this section which aims to analyse and interpret the data generated by the submitted questionnaire for teachers and students. The data analysis gets through a content analysis; additionally, we have used basic descriptive statistics to present the results and illustrate it for the reader clearly.

3.1.1 Analysis of the Observation

As previously mentioned, an unstructured observation has been conducted without a system. During the first semester of our master two, we experienced the Flipped Classroom Approach in two modules: Discourse Analysis and Curriculum Design, Evaluation and Assessment. In both modules, instructors followed the same method: they shared PDF lectures with students on their Facebook group, whom themselves were asked to read the lecture and prepare a presentation about it using Data Show. What was observed is that students were more motivated than the traditional method. The class time was exploited in participation and discussions between students. There was also an opportunity for teachers to observe students' performance and for assessing them. With these notes in mind, we conclude that this method by teachers is helpful for both learners and instructors because of the

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opportunities it provides to practice, discuss and interact. Also, we have observed that implementing Flipped Classroom Approach positively impacted students.

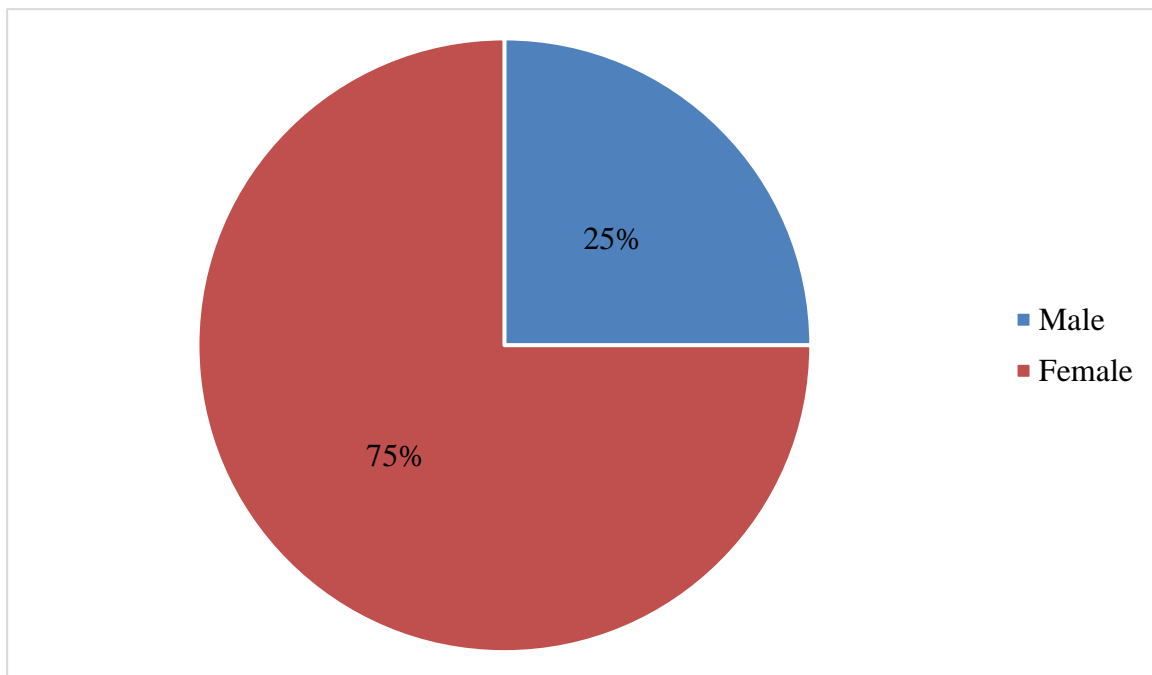
3.1.2 Students' Questionnaire Results

Section One: Background Information

This section examines the chosen sample regarding the following characteristics: students' gender, the second question to know their opinions about the teaching methodology. Also, to know their English level.

Q1: What is your gender?

Fig3.4: Students' Gender

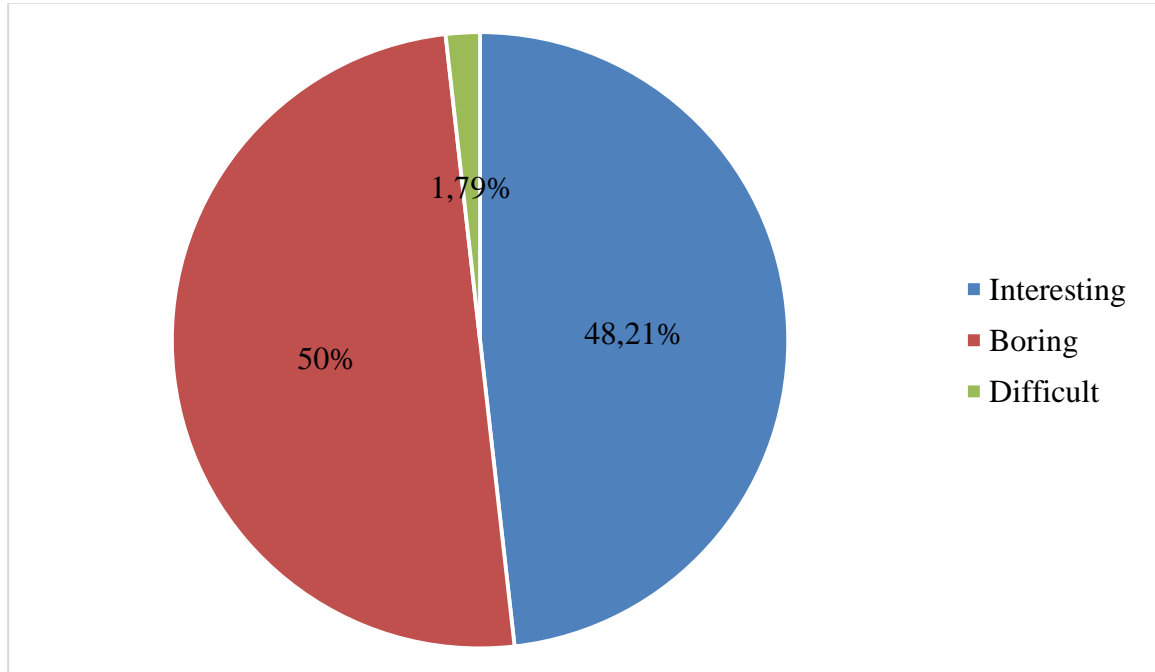


Graph 4 shows the distribution of gender in the research sample. As presented, most of the sample are females, with 75%, while 25% are males. The results illustrate that females are much more in the sample of Master One students in the English Department.

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Q2: How do you see the English teaching methodology followed by your teachers?

Fig3.5: Students' Perceptions of the English Teaching Methods

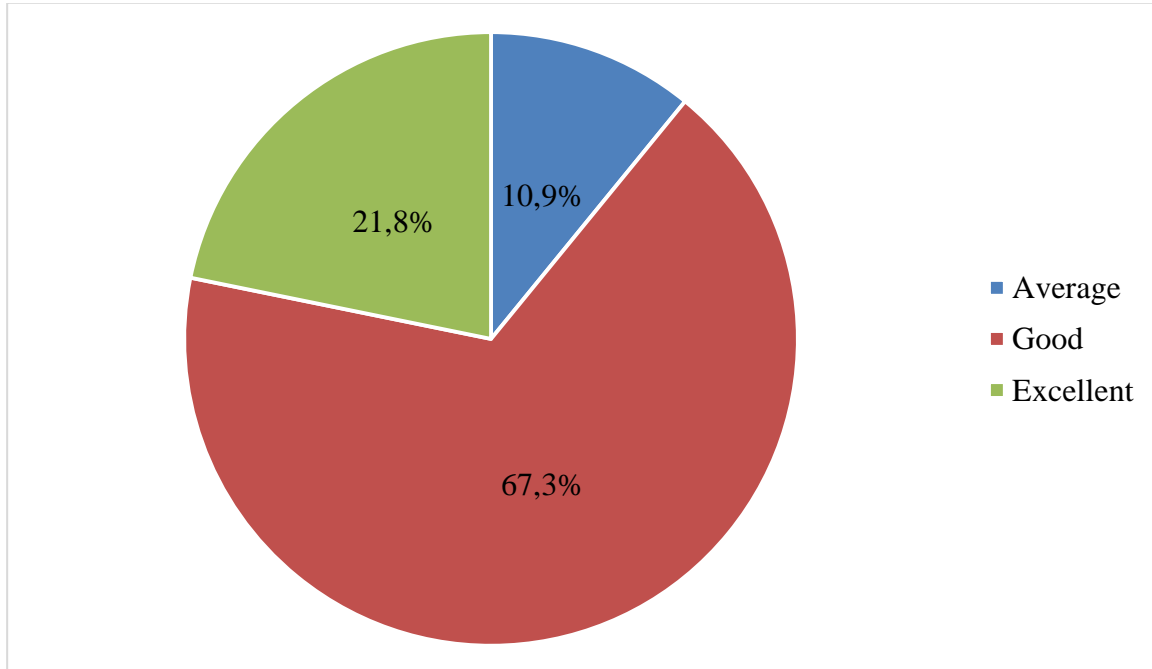


As presented in Graph 5, 48,21% of students found the English teaching methodology by their teachers engaging. At the same time, 50% characterize it as being around it boring. However, only 1,8% of the group considered the teaching methodology difficult. The results indicate that half of the students are not satisfied with the teaching methodology followed by teachers.

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Q3: How do you perceive your English level?

Fig3.6: Students' Perception of their Level in English



Based on the results shown in Graph 6, 10,9% of respondents perceive their English level as average. At the same time, 63,3% of them are good, and 21,8% of students answered that their English level is excellent; this means that most students have mastered the English language.

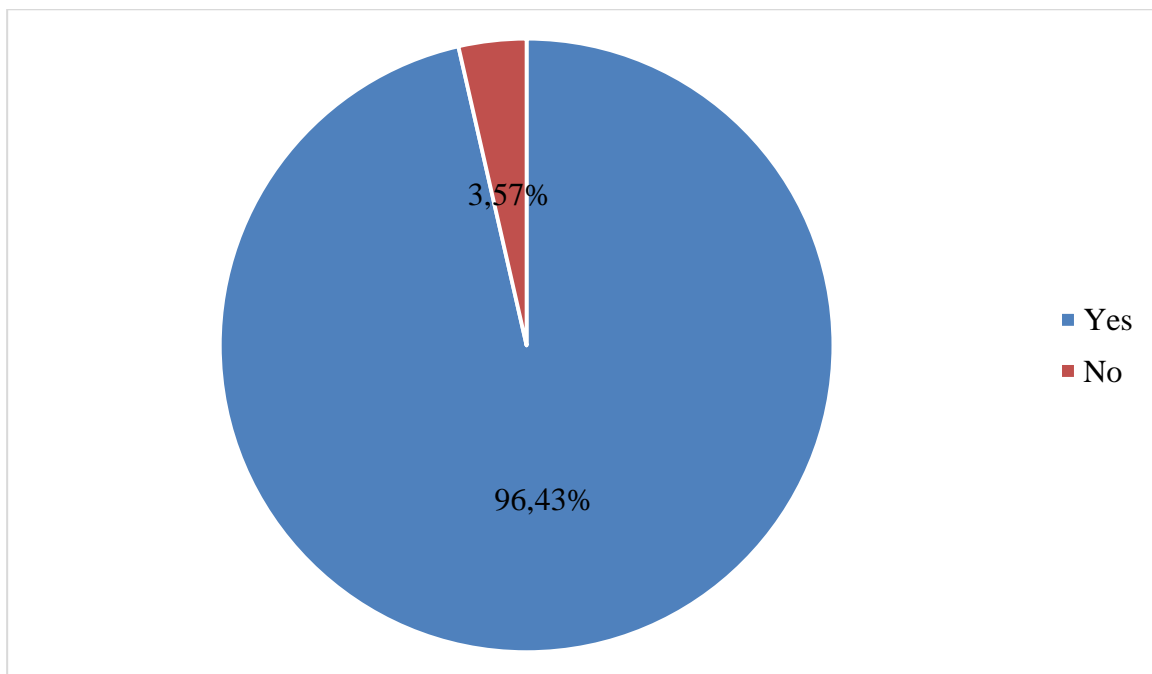
III. Chapter Three: Data Analysis and Interpretation

Section Two: The Application ICT in Learning

This section is specified for the use of technology in learning. The questions cover the students' opinions about integrating technological tools into their learning. Since Flipped Classroom is an approach that necessitates technology, knowing their attitudes about it was very important.

Q4: Do you appreciate the use of technological tools in your studies?

Fig3.7: Student's Appreciation of Technological Tools

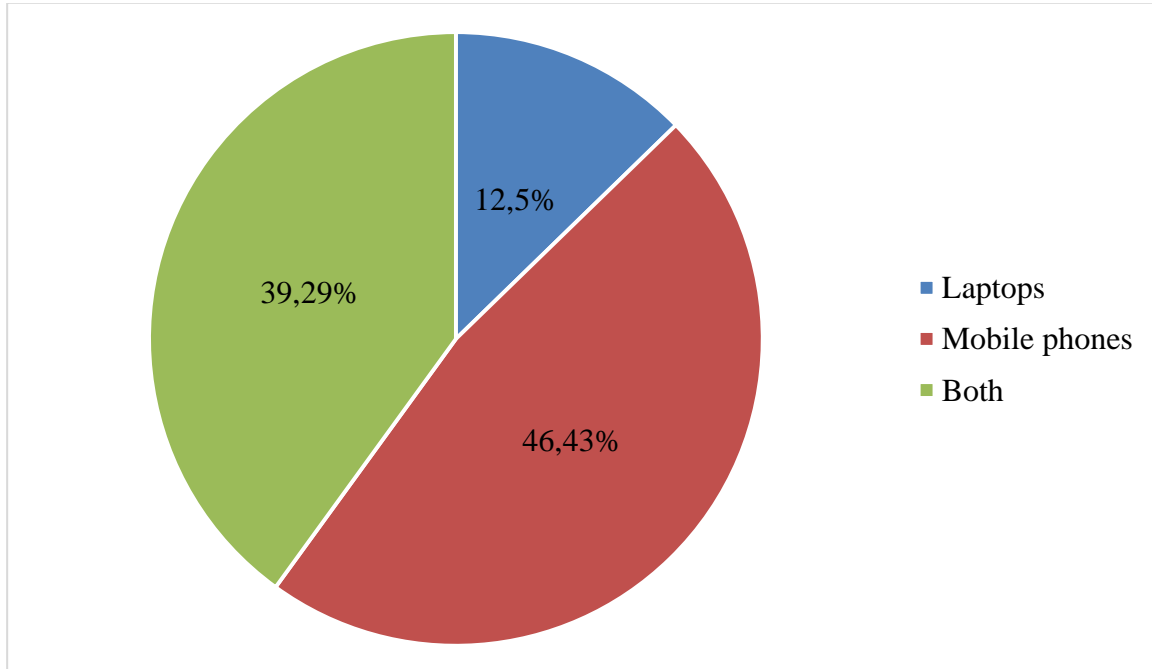


The results confirm that technology become an indispensable part of students' education. As is revealed in the graph, almost all students with a percentage of 96,4% appreciate using technological tools in their studies. In contrast, only 3,6% do not appreciate the use of technology in their studies.

III. Chapter Three: Data Analysis and Interpretation

Q5: What kind of technological tools do you often use in your studies?

Fig3.8: Kind of Technological Tools used by Students

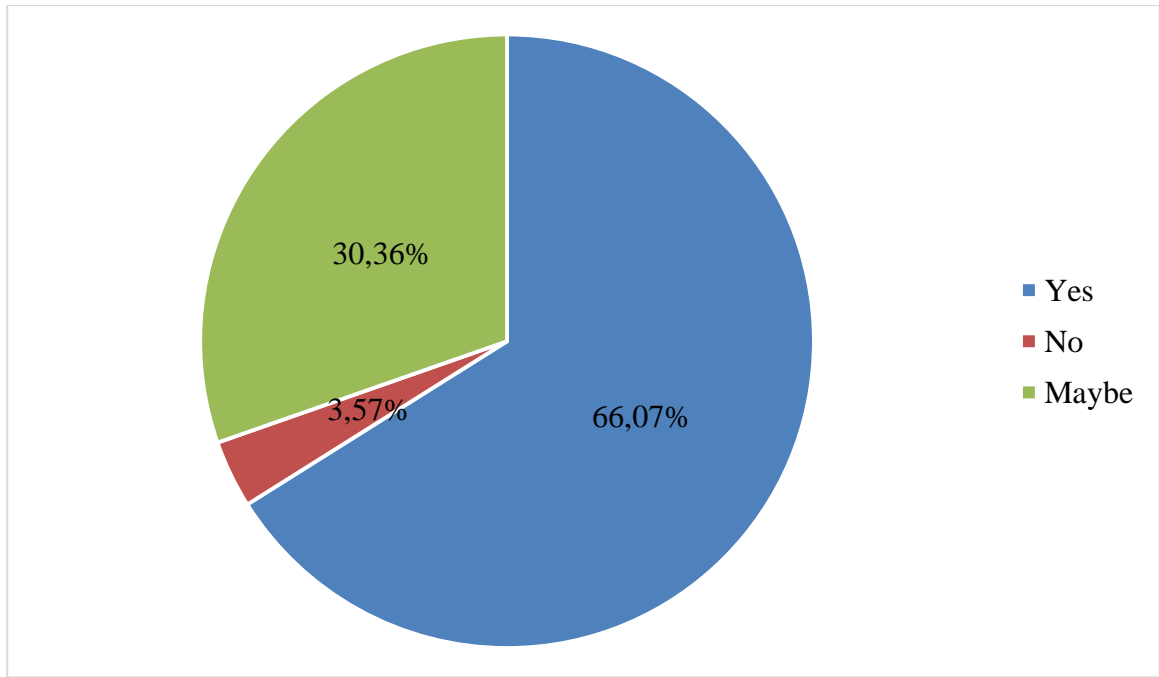


The presented data in the above graph show that 12,5% of respondents use laptops in their studies. While 46,43% of them use mobile phones, and 39,29% of students use both. Only one student representing 1,79% of the population, did not answer this question. Therefore, this indicates that more students use mobile phones since it is available to most of them.

III. Chapter Three: Data Analysis and Interpretation

Q6: Do you think learning using modern tools (e.g., laptops, phones, etc.) motivates more than traditional ones (e.g., books...)

Fig3.9: Student's Opinions about the Use of Modern Tools

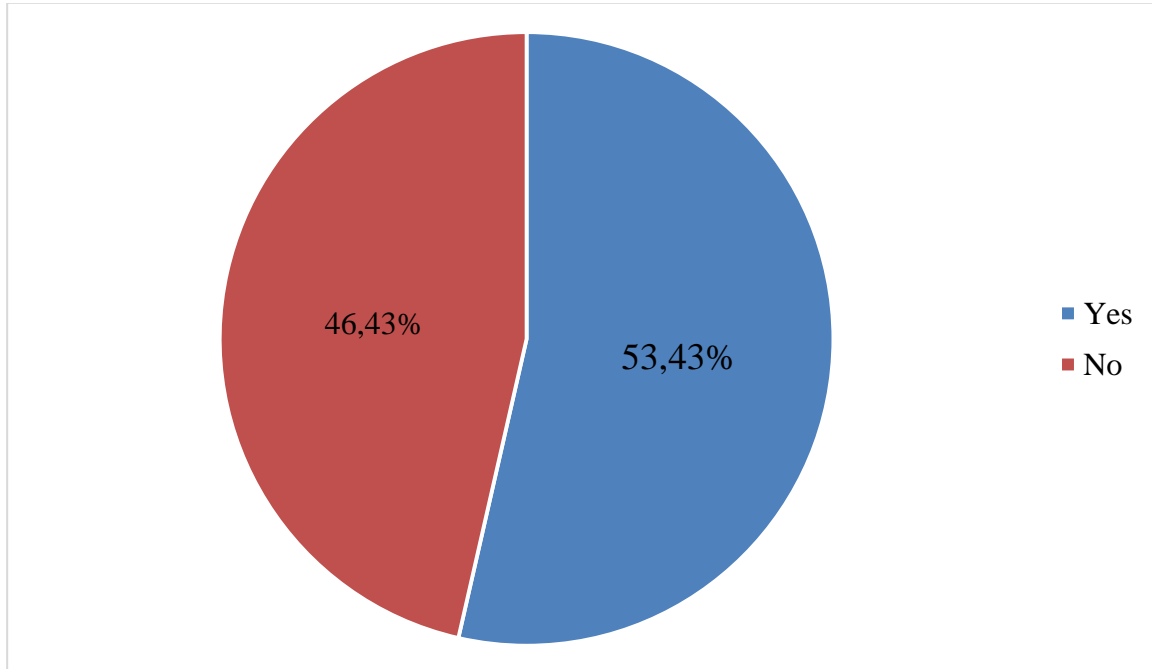


As shown in Graph 9, more than half of students, with a percentage of 66,07%, think learning using modern tools is more motivating than the old ones. In contrast, only 3,57% of students answered with no. However, 30,36 % of them answered with maybe, their responses perhaps revealed that they are not sure of the usefulness of modern tools in comparison with traditional ones.

III. Chapter Three: Data Analysis and Interpretation

Q7: Do you use any specific websites or applications while learning English?

Fig3.10: Students' use of Websites or Applications



The students who answered with yes mentioned some websites and applications that they use in their learning which are: Thesaurus, Grammarly, YouTube, Google Scholar, Paraphraser, Duolingo, Britannica, Thoughto, Chatgpt, ZamericanEnglish, Translator, Refseek, Ethos, Academia, Italki, Learn English, Zoom, Moodle, Merriam Webster Dictionary. In this graph, 53,43% of participants use specific websites while learning English. While the rest of them, representing 46,43%, do not use any websites or applications.

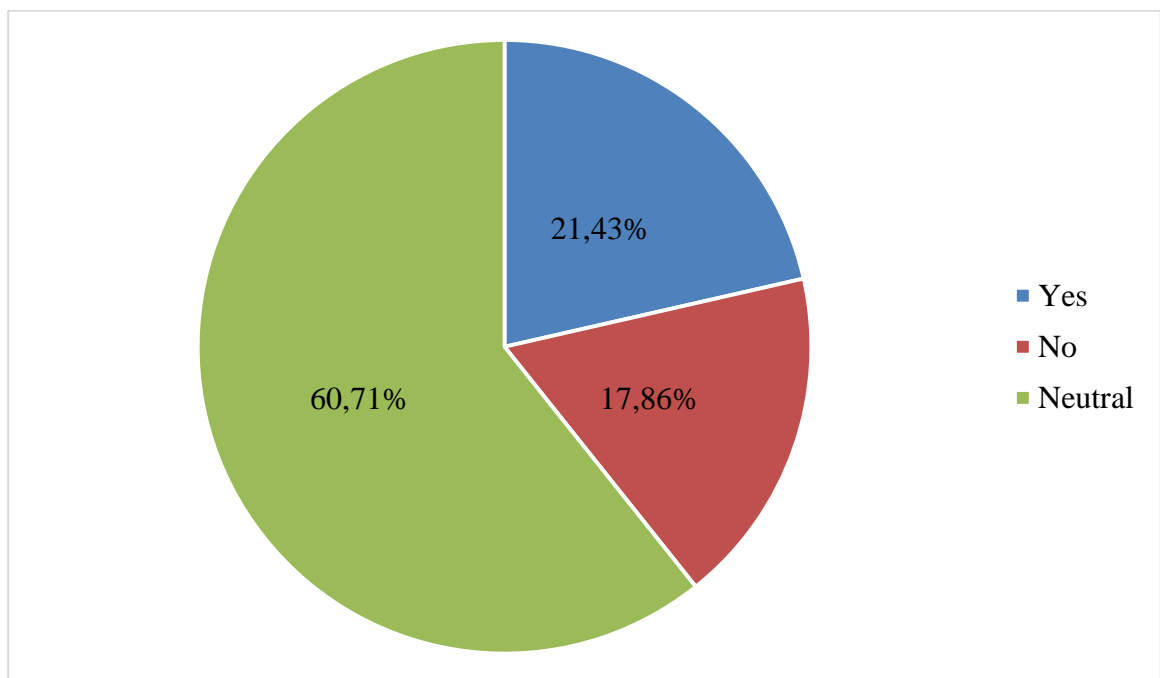
III. Chapter Three: Data Analysis and Interpretation

Section Three: The Implementation of Flipped Classroom Approach

The third section aims to know students' perceptions and attitudes toward implementing Flipped Classroom as a new approach. This section is crucial since it explicitly asks questions about Flipped Learning and aims to know whether students can learn through videos.

Q8: Are you satisfied with the teaching methods that teachers use?

Fig3.11: Students' Satisfaction with the Teaching Methods used by Teachers

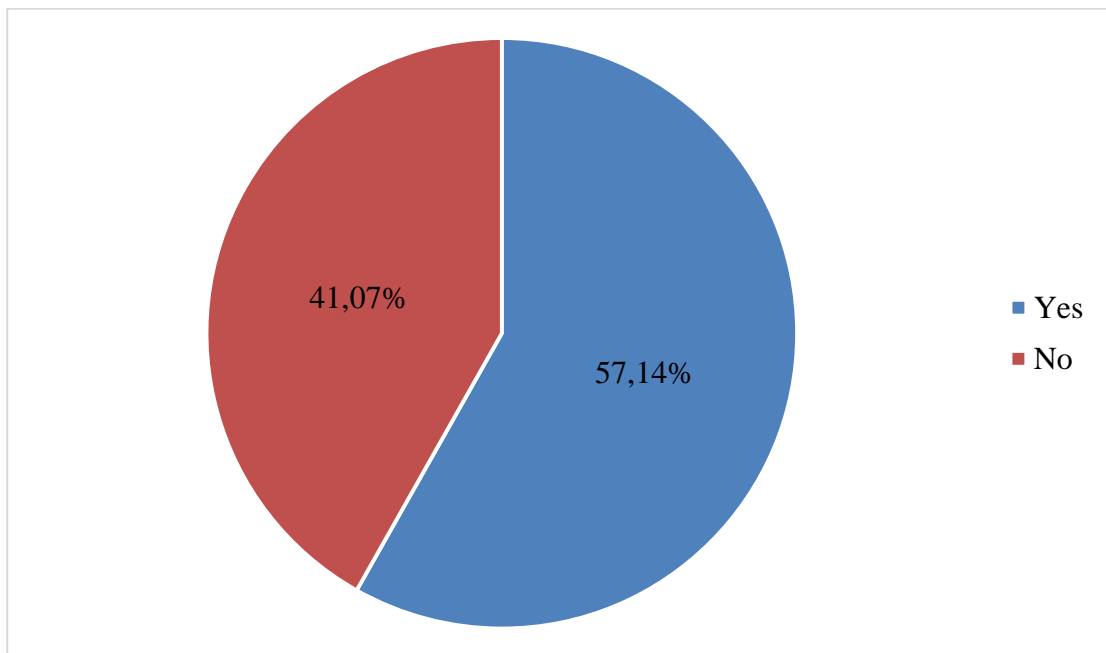


The question was handed to students to see whether they were satisfied with the teachers' teaching methods. 21,43% of students are satisfied with the teaching methods, whereas 17,86% answered no. In comparison, more than half of students are neutral, indicating neither positive nor negative, perhaps because of uncertainty.

III. Chapter Three: Data Analysis and Interpretation

Q9: During this school year, have you participated in a course that uses "flipped learning"? In flipped learning, the classroom lecture or presentation and the homework elements of a course are reversed. For example, short video lectures might be viewed by students at home before class, while in-class time is spent on exercises, projects, or discussions.

Fig3.12: The Use of Flipped Classroom Approach

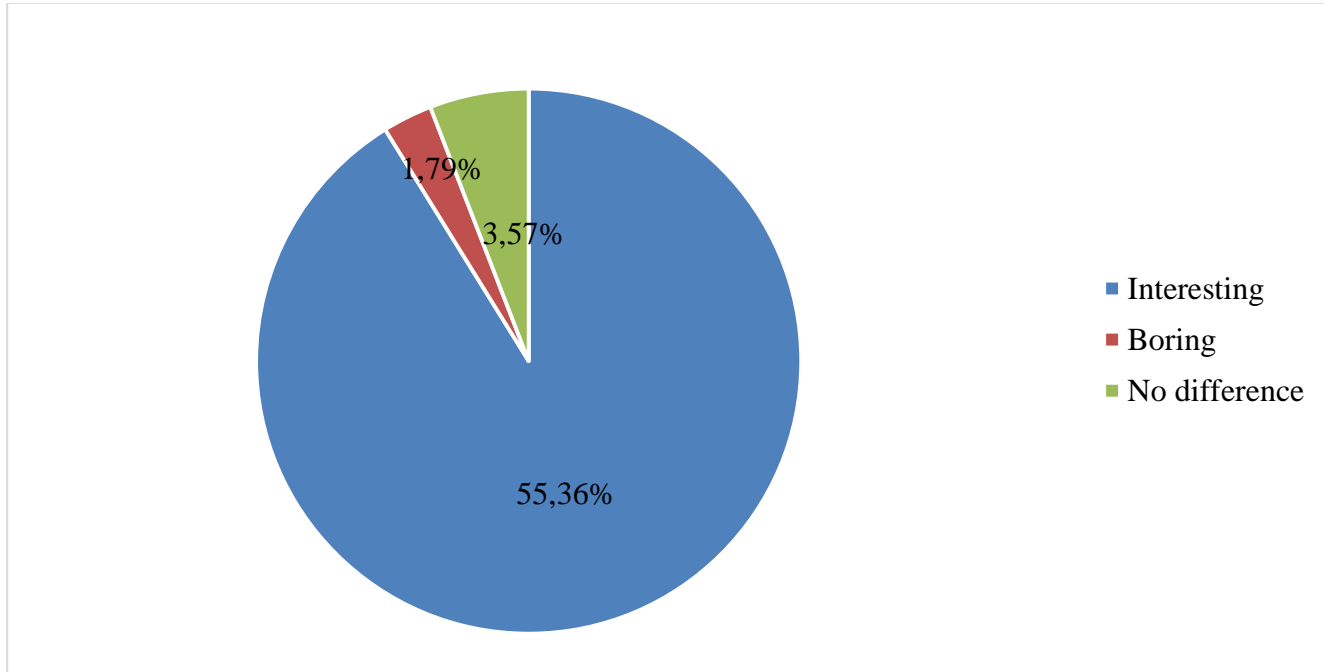


Based on the results illustrated above, 57,14% of students have experienced Flipped Classroom Approach; this indicates that more than half of students are familiar with this approach. However, 41,01% did not experience it, so they are unused to the Flipped Classroom. Only 1,79% did not answer.

III. Chapter Three: Data Analysis and Interpretation

- If yes, how did you find it?

Fig3.13: Students' Opinions on the Flipped Classroom Approach Implementation

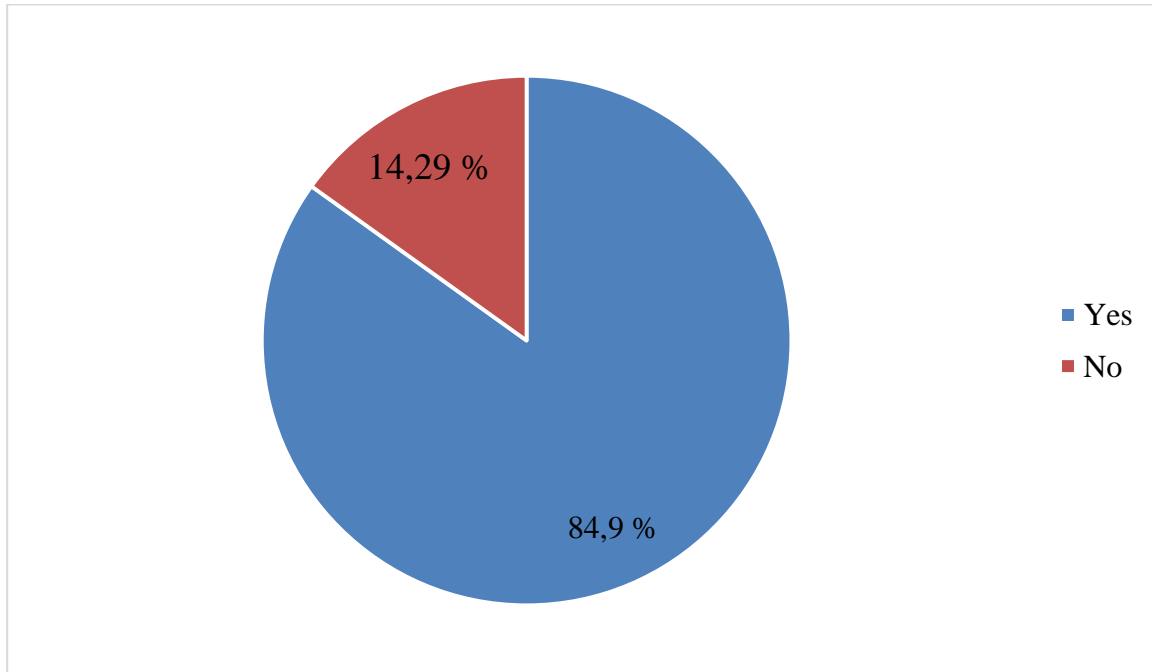


From the presented data above, 55,36% of learners find their experience with the Flipped Classroom Approach interesting, meaning that students have a positive attitude towards the new approach. However, only 1,79% found it boring, and 3,57% saw no difference; maybe they are unaware or uncertain of this new approach.

III. Chapter Three: Data Analysis and Interpretation

Q10: Do you think Flipped Learning is an effective technique to ameliorate your language learning

Fig3. 14: The Effectiveness of Flipped Learning

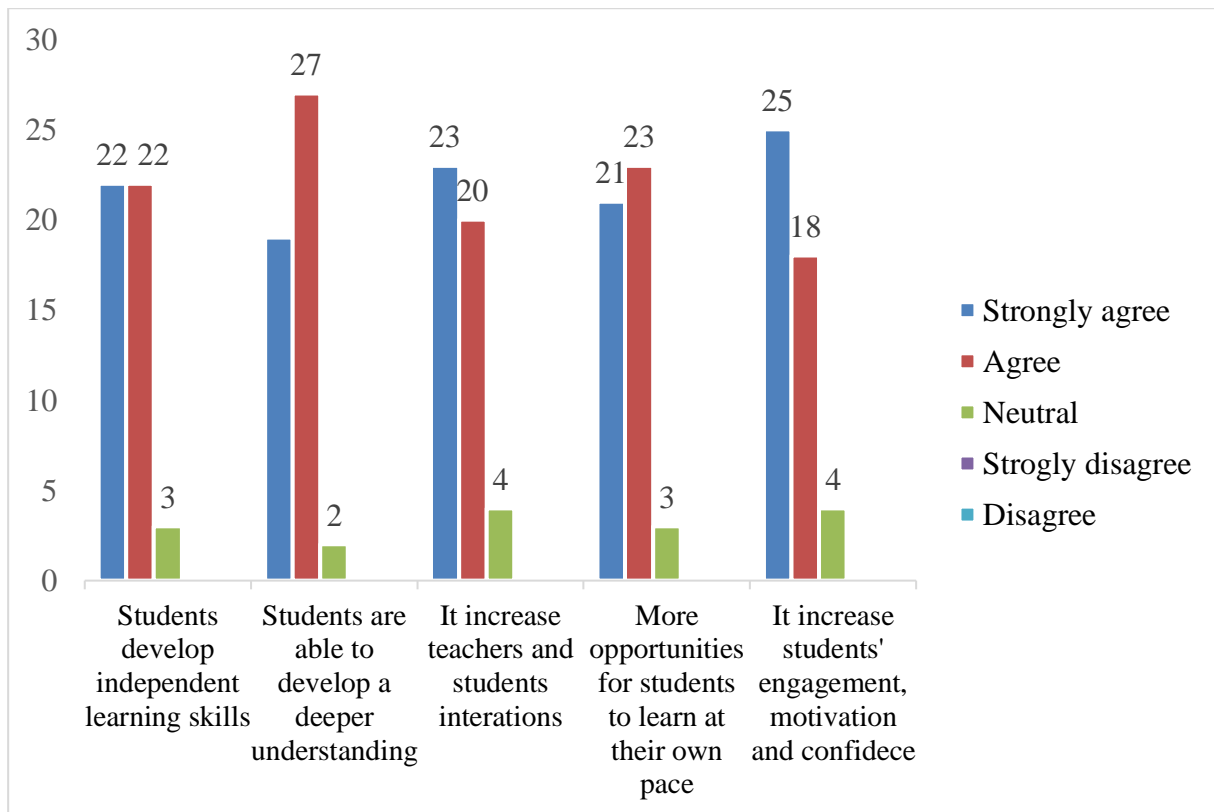


As it is shown in the graph above, almost all students claimed that Flipped Classroom is an effective technique to ameliorate language learning, a percentage of 84,9%. On the other hand, only 14,29% answered with no. From the results, we conclude that most of the students appreciate the new approach.

III. Chapter Three: Data Analysis and Interpretation

- If yes, to what extent do you agree or disagree?

Fig3.15: The Reasons why Flipped Learning is Effective

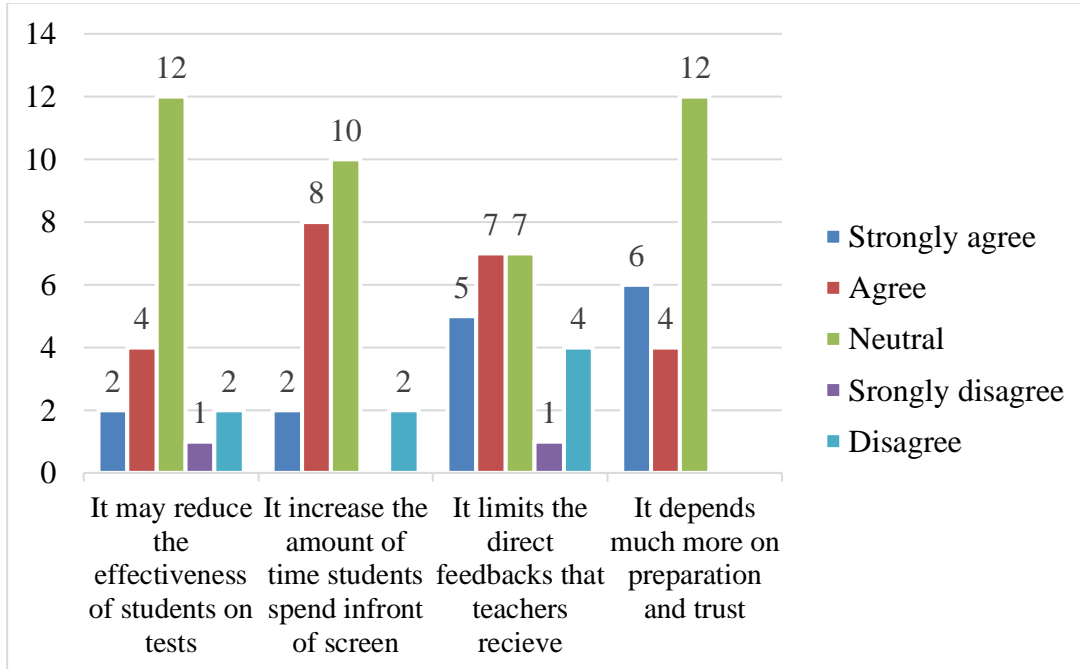


Relying on the data in the graph, 22 students strongly agree and agree that in Flipped Classroom, students develop independent learning skills, but only three disagree. Meanwhile, 17% of students agreed with the statement "students can develop a deeper understanding", and only two disagreed. Also, 23 of the students agreed that Flipped Classroom increase teachers' and students' interaction, and 23 strongly agreed that it offers more opportunities for students to learn at their own pace. Finally, most students agreed that "it increases students' engagement, motivation and confidence". This shows how positive the Flipped Classroom Approach is, where most students agreed upon their advantages.

III. Chapter Three: Data Analysis and Interpretation

- If no, to what extent do you agree or disagree?

Fig3.16: The Reasons why Flipped Learning is not Effective

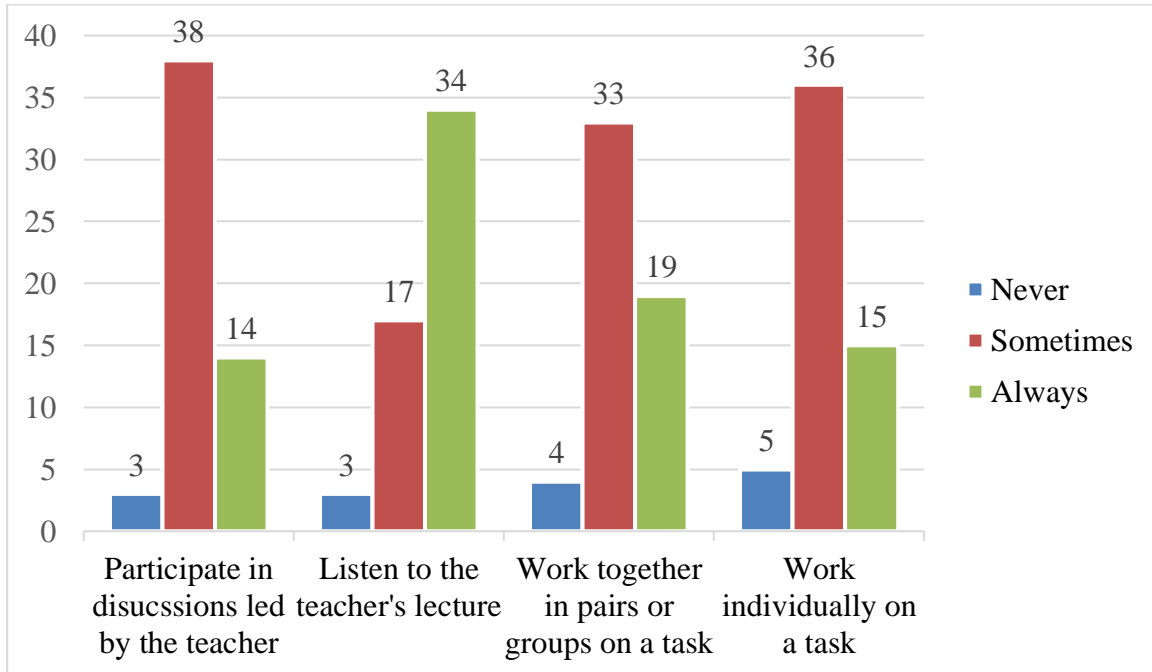


The above graph indicates that 4 to 8 of students agreed with the disadvantages of implementing Flipped Classroom Approach, while most preferred neutral. These disadvantages are: it may reduce the effectiveness of students on tests, it increases the amount of time students spend in front of the screen, it limits the direct feedback that teachers receive, and it depends much more on preparation and trust.

III. Chapter Three: Data Analysis and Interpretation

Q11: How often do students participate in the following types of activities during the class?

Fig3.17: Student Participation in Different Types of Classroom Activities



The above graph illustrates how often students participate in different types of activities in class. The results show that most students are engaged in their classroom to a certain degree. Most of the students sometimes participate in discussions led by the teacher. While 34 of them always listen to the teacher's lecture. Besides, most sometimes work in pairs or groups on a task. Finally, more than half of respondents sometimes work individually on a task.

III. Chapter Three: Data Analysis and Interpretation

Q12: What kind of technological aids do you need more in your learning?

As a last question, we asked the participants to suggest some technological aid they need more in their learning to analyze the obtained data students' answers were classified as follows

- **Students' equipment**, including laptops, phones and PCs.
- **Classroom equipment**, including the internet, computers, data shows, auditory aids, audiovisual materials, online lectures, all ICTs, speakers, audios, videos, songs, laboratory and ICTs materials.
- **Internet sites**, including applications, Google Scholar.

3.1.3 Analysis of Students' Questionnaire:

From the collected answers through students' questionnaire, it is deduced that students appreciate the implementation of Flipped Classroom Approach. We notice from the results in the first section that half of the participants find the English teaching methodology followed by their teachers boring, while the other half find it interesting. As demonstrated in the second section, most students appreciate using ICTs in their learning, and they prefer modern tools to traditional ones because it motivates them more. The results also show that they use different websites and applications in their studies, where they mention many of them. Moreover, the questions of the third section aim to gather data about implementing Flipped Classroom Approach, and it has been shown that students have experienced this approach. Besides, from the findings, we observe that Flipped Classroom has a positive impact on students where the majority agreed on its effectiveness; therefore, students at the Department of English think that using this approach can be an efficient technique to ameliorate their language learning with the agreement of the majority on its advantages.

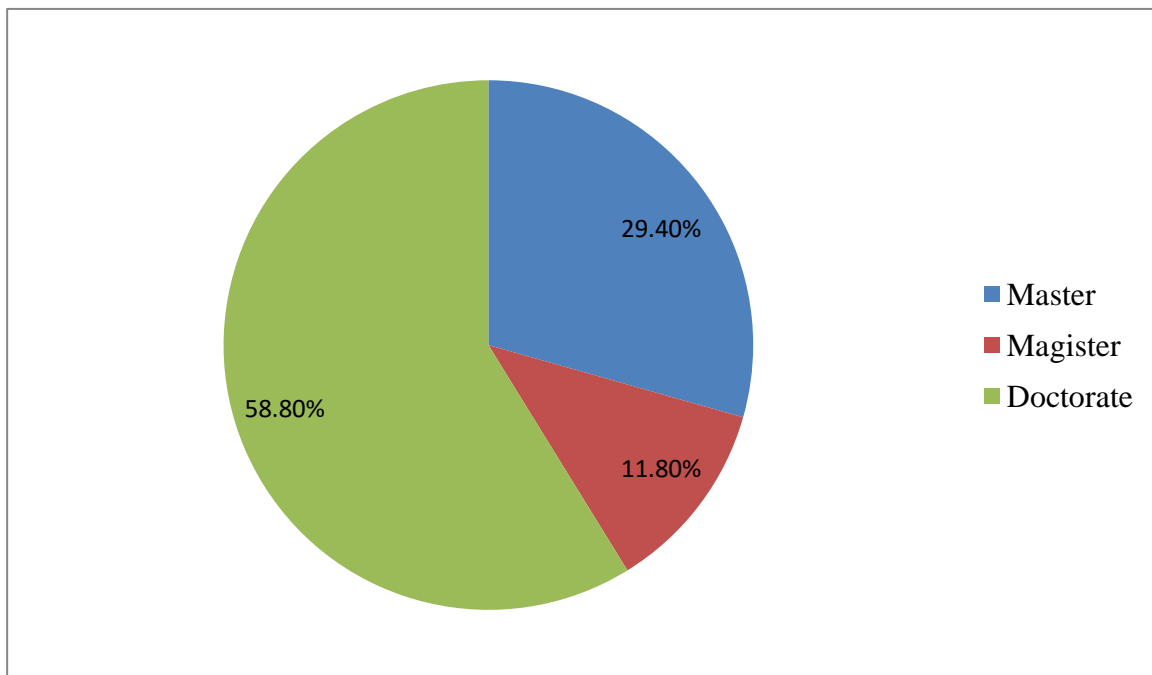
3.1.4 Teachers' Questionnaire Results

Section One: Background Information

This part aims to give a general overview of the sample selected according to the following characteristics: the level or the degree(s) of the teachers and the second question about their teaching years, and the third one aims to know the teaching problems that they faced according to their experience.

Q1: What degree(s) do you hold?

Fig3.18 : Teachers' Qualifications

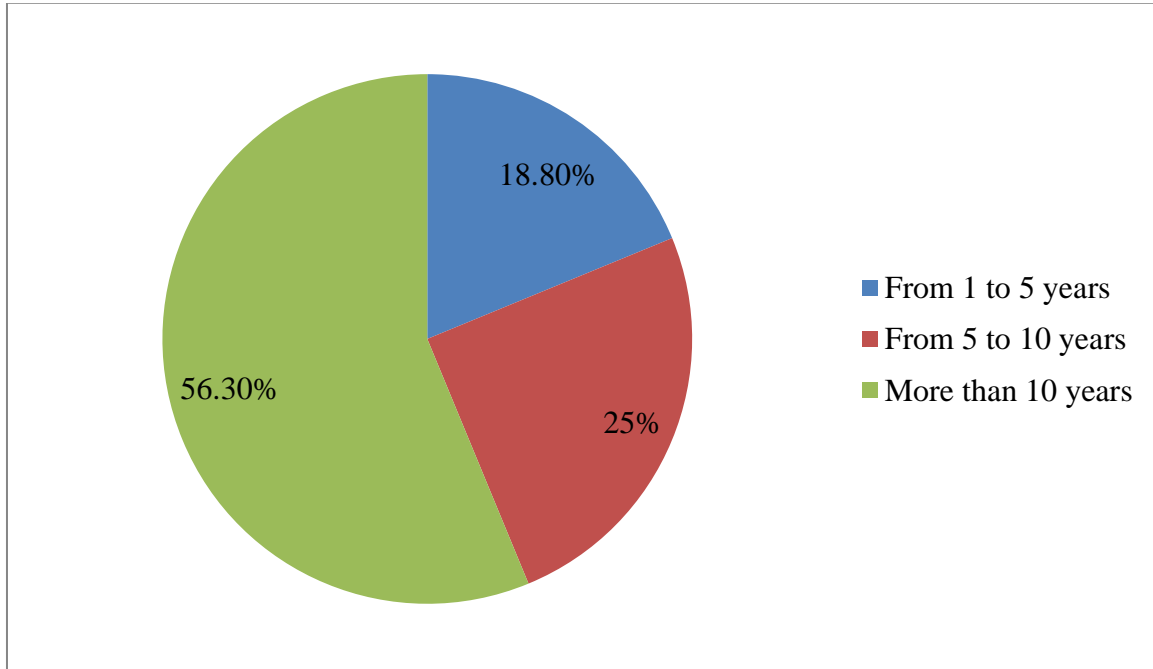


Graph 18 shows teachers' level or degree(s) in the research sample. As can be seen, more than half of the teachers hold a doctorate, 58.8%, and 29.4% hold a master's degree, while only 11.8% hold a magister degree, meaning that most hold a doctorate.

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Q2: How long have you been teaching English?

Fig3.19 : Teachers' Teaching Experience

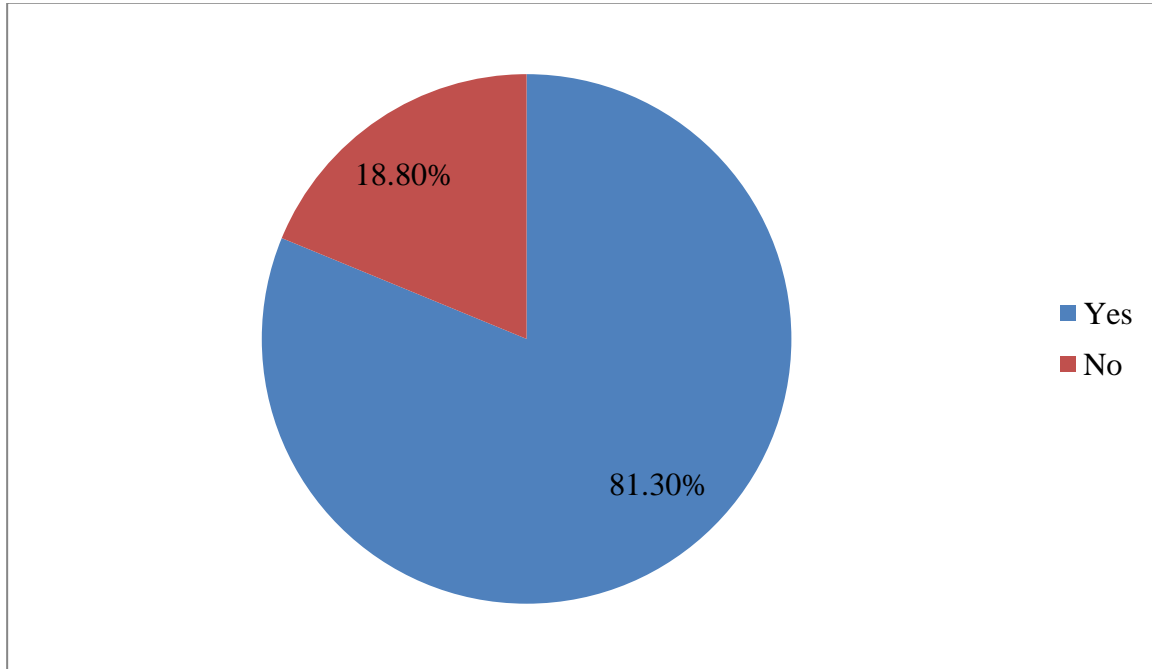


This graph represents teachers' years in teaching. As shown, more than half of teachers have been taught for more than ten years, with 56.3 %. 25% of them used to teach from 5 to 10 years, and 18.8 % used to teach from 1 to 5 years.

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Q3: Have you ever encountered any teaching problems during your teaching experience?

Fig3.20: Teachers' Problems during their Teaching Experience.



This graph shows 81.3 % of yes responses and 18.8 % of no responses, meaning that most teachers had encountered teaching problems during their experience.

- If yes, what are they?

Teachers mentioned the following problems

- Lack of materials in oral sessions
- Overcrowded classrooms
- Students' misbehaviour
- Time constraints
- Lack of technological devices for audio/video materials.

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- Fatigue and Stress
- Huge numbers of students
- Students' behaviour, misunderstanding, and teaching materials.
- Mostly, the problem of time management and the students' homogeneity.
- Lack of materials, class size, students' standards, etc.
- In my first years, it was challenging to manage time and students together
- Classroom management
- Teaching people with disordered personalities and others with special needs: blind and autistic,
- Too Large classes are difficult to handle
- Timing of sessions may discourage attendance
- Lack of types of equipment and the needed materials which are helpful in the teaching process.
- The use of ICT in teaching.

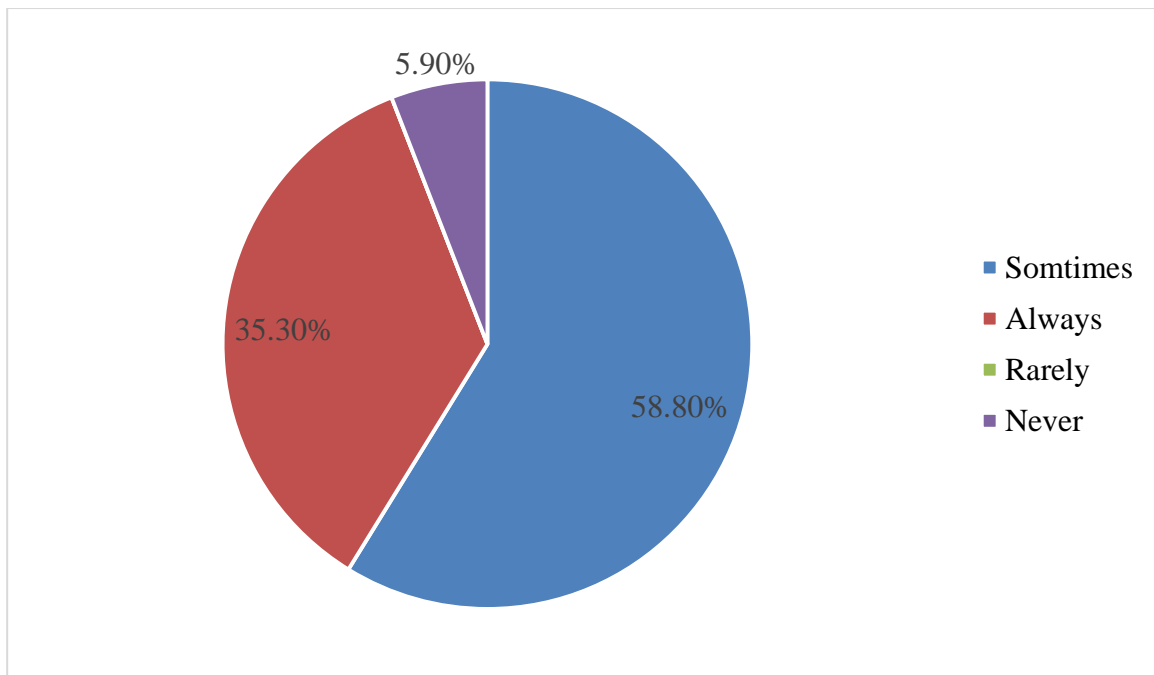
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Section Two: the use of ICT in Teaching

This section aims at knowing how often teachers integrate technology in their courses in order to know whether they are satisfied with using ICTs or not.

Q4: How often do you integrate technology into your courses?

Fig3.21: The Use of Technology in the Courses

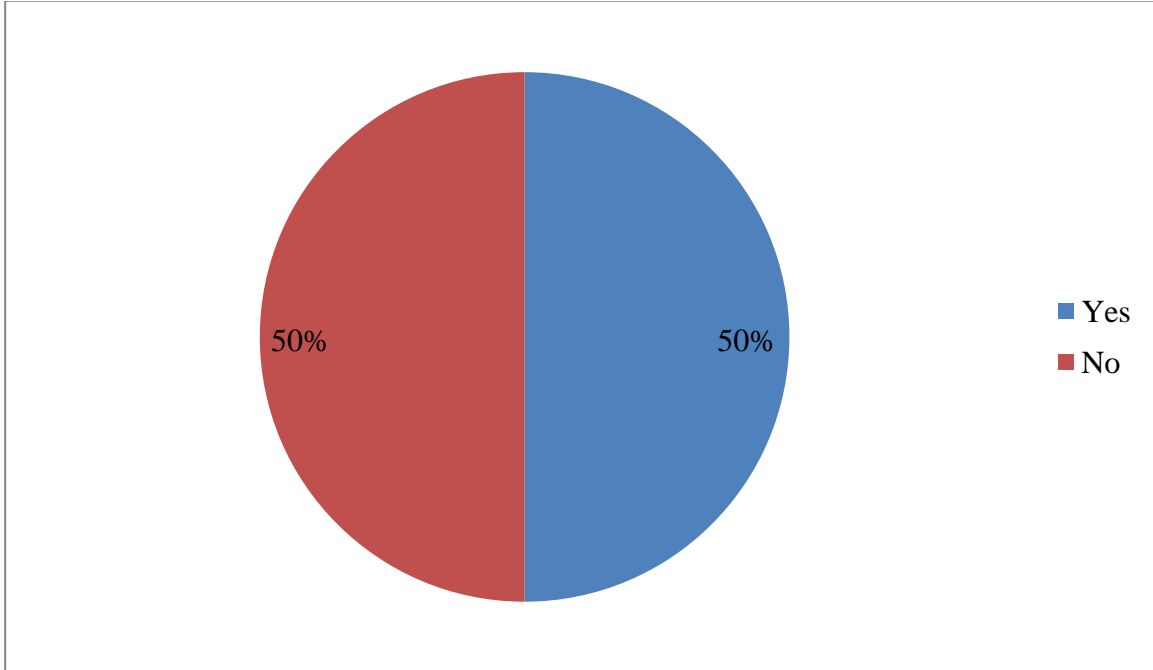


This graph illustrates how often teachers use technology in their courses inside the classroom. The above graph shows that 58.8% of teachers sometimes use technology. 35.3 % of them use it, and only 5.9% never used to utilize it. That means that more than half of them prefer and like to use technology through teaching.

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Q5: Have you ever recorded a video lesson for your students?

Fig3.22: Students' Recording Video Lessons

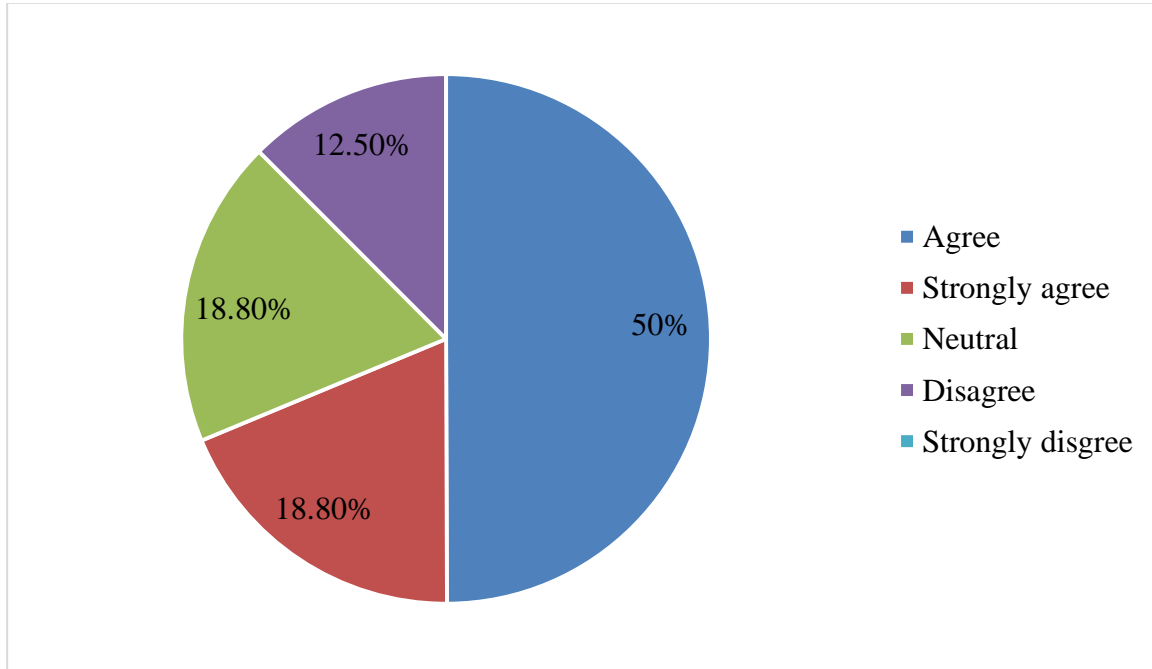


The graph presents 50% of yes responses, the same as no responses with 50%; this means that half of the teachers have recorded video lessons and they had an experience with it.

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Q6: The use of online videos is an effective way to teach

Fig3.23: The Use of Online Videos as an Effective Way to Teach



The figure shows that online videos are compelling according to half of the teachers, with 50% agreeing with this teaching method. While 18.8% of them strongly agreed and also 18.8% of them were neutral. Moreover, 12.5% disagree with using this way of teaching. Most teachers like using this method.

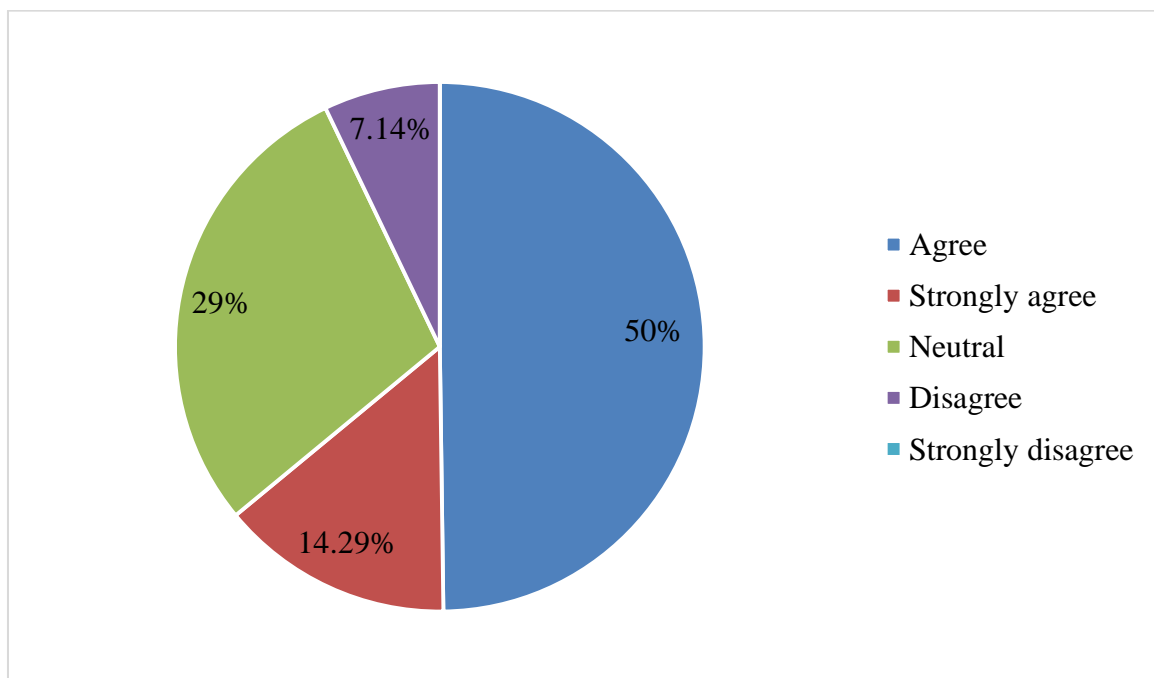
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Section Three: The Implementation of Flipped Classroom Approach

This section aims to know teachers' perceptions towards implementing Flipped Classroom Approach in order to know if this approach is effective for both teachers and learners.

Q7: Do you think that online videos raise classroom participation and engagement?

Fig3.24: Teachers' Perceptions of Engaging Students' Participation through Online Videos

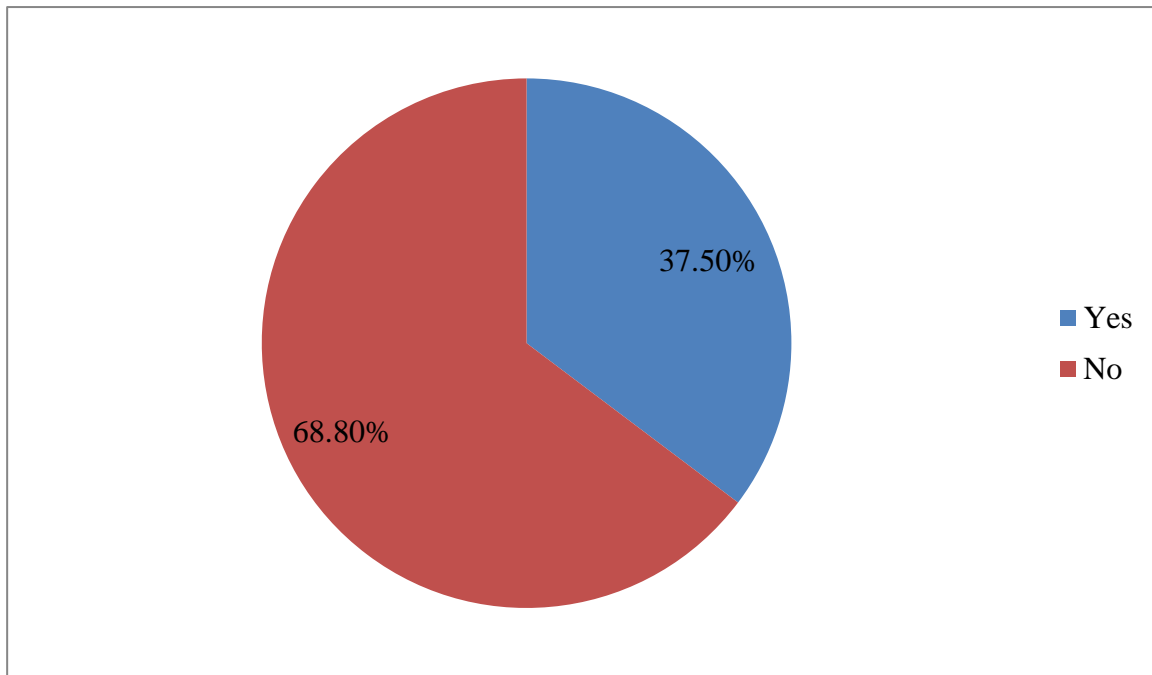


The above figure shows that 43,8% of teachers agree with using online videos to enhance students' participation, while 29% were neutral and 14,29% strongly agree; teachers who disagree with using it represent 7.114%. Many teachers do not think that online videos raise students' participation and engagement.

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Q8: Bergmann and Sams define Flipped Classroom Approach as an instructional model in which direct instruction is delivered individually through videos. From this definition, have you ever used Flipped Approach in your classes?

Fig3.25: The use of Flipped Classroom Approach



This figure shows that 68,8% of teachers did not use the flipped classroom approach before, and only 37,5% used it, which means that most do not utilise it yet.

- If not, why?

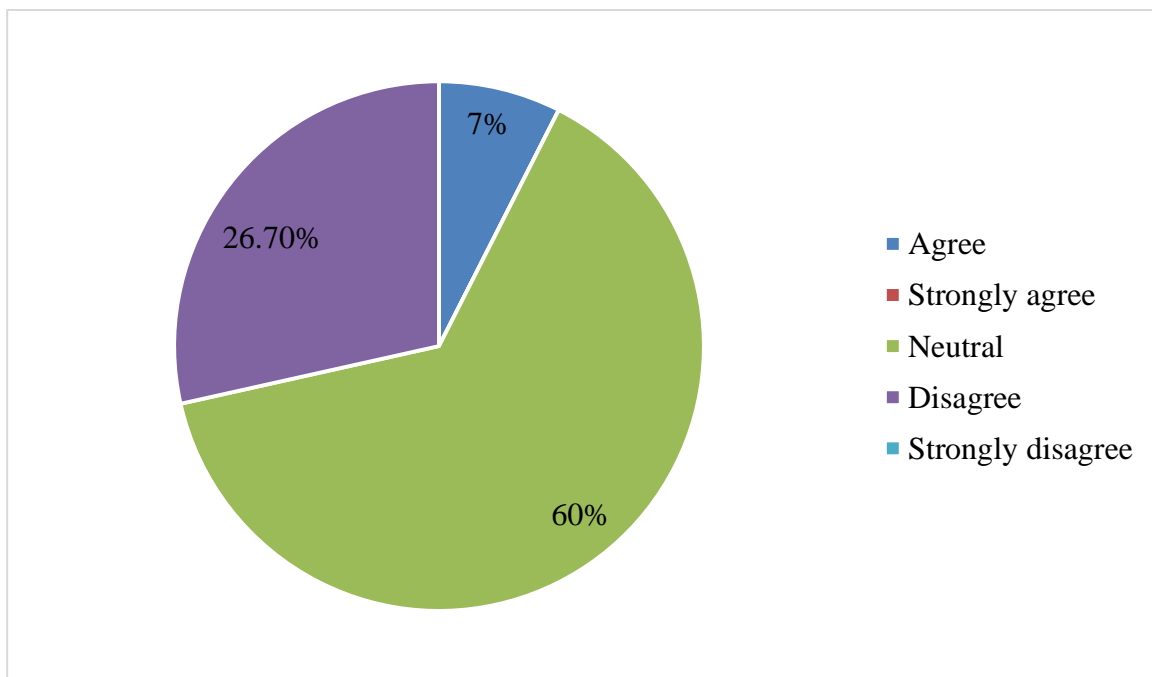
The teachers who answered with "No" were asked to justify their answers, to which they responded as follows: the first teacher argued that Algerian universities are ill-equipped to apply this approach in class. The second one said that he/she did not know about it. In contrast, another teacher stated that maybe it was not compelling enough. The following one added that most students prefer in-class sessions to online ones. The fifth one said: I am still new in the teaching domain. However, I am aiming to implement this approach. Another one mentioned: we have provided the course in a PDF file to be prepared, and

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many tasks were performed in class. The following teacher said that it is not needed so far. The seventh professor said: Public school, which means he/she wants to say that the curriculum is restricted to public schools or universities in Algeria. The last one stated that incorporating it into her class was unnecessary.

Q9: Do you think Flipped Classroom Approach is better than the Traditional Approach?

Fig3.26: Flipped Classroom Approach and Traditional Classroom Approach



The graph shows that the majority of teachers, 60% are neutral concerning the flipped classroom and the traditional classroom and which one is better to implement. 26,7% of them disagree with the question, meaning they prefer teaching with the traditional one, and only 6,7% of teachers agree with implementing this approach. Whilst 6,6% of teachers did not answer.

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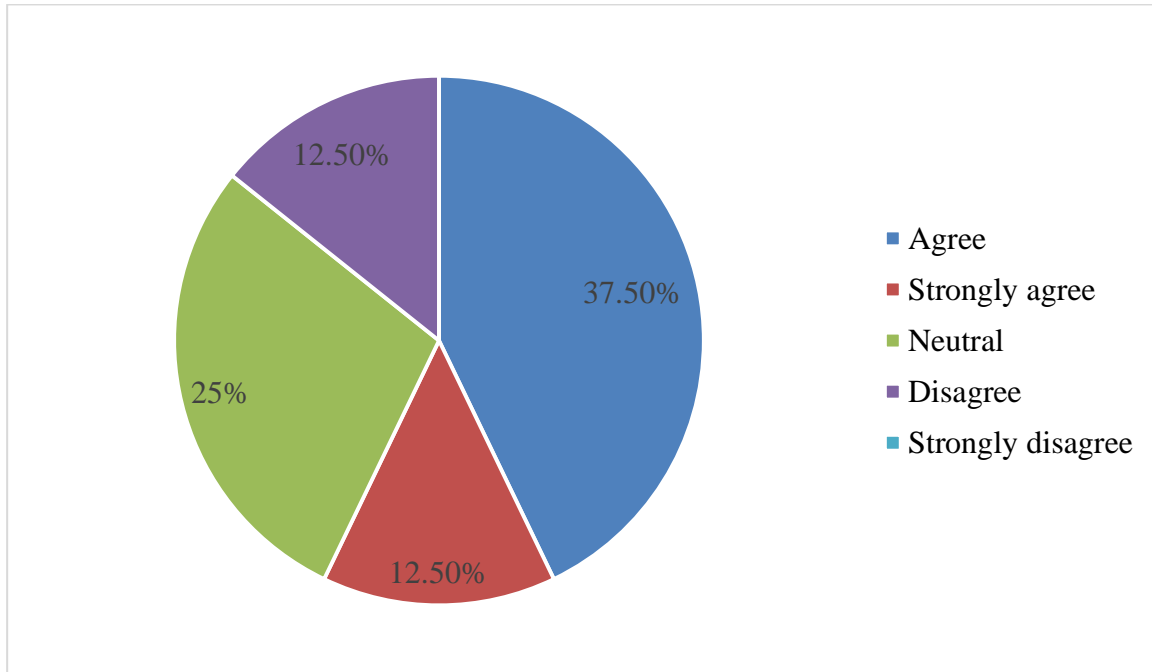
- **Please justify your answer**

They justified their answers: Direct interaction between the teacher and the students may lead to a thriving, traditional learning environment. The second teacher said: Each one has its advantages and disadvantages. The third one is mentioned as follows: Both have their advantages. Another teacher said: No idea. The fifth teacher has mentioned that it will add many new things to the lectures, and the learners are always interested in innovative methods. Another one stated: I think that both are complementary. And should co-exist. This teacher said: I am not familiar with this. This one claimed that he/she used it for a short period. Also, this teacher stated that each method has its advantages and disadvantages. This one said that he/she is Neutral. Another one noticed that he/she did not adapt this approach yet; he/she cannot justify whether it is effective. The last teacher declared: Indeed, both types can complement each other.

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Q10: Do you think FCA offers more time for classroom activities, discussions and presentations?

Fig3.27: Time Devoted to using Flipped Classroom Approach

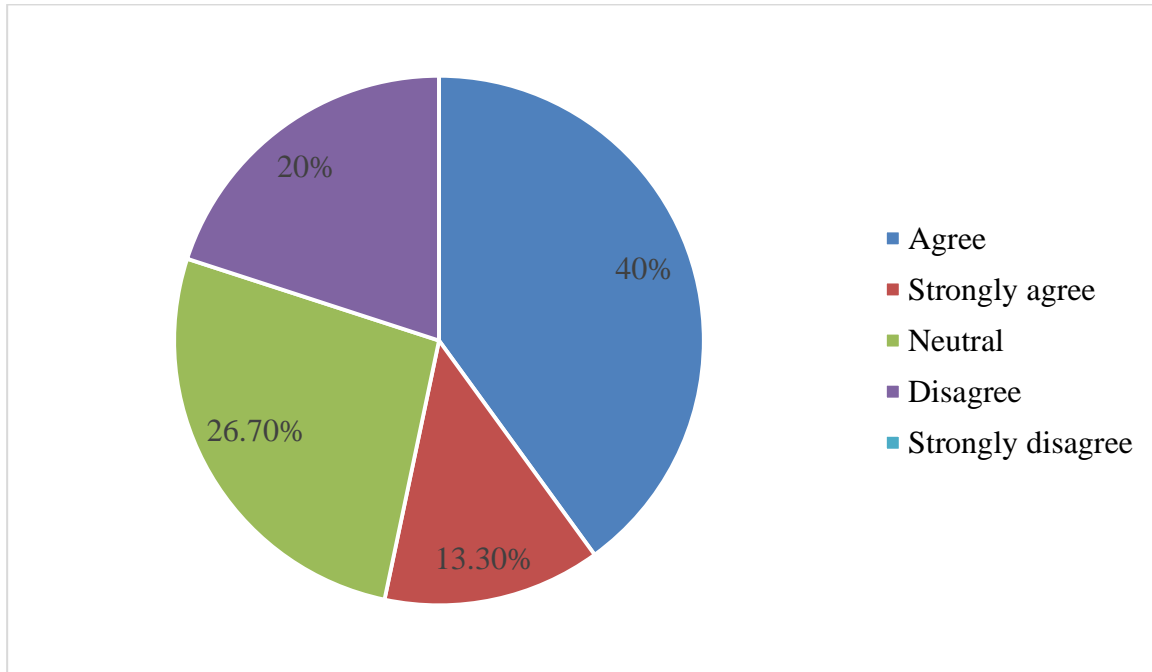


The graph above shows that 37,5% of teachers agree that Flipped Learning offers more time for classroom activities and discussions, 25% are neutral, while 12,5% strongly agree. Also, 12,5% disagreed with the question. However, 12,5% of the participants did not give an answer.

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Q11: Generalising the implementation of FCA at the level of the English Department at the University of Belhadj Bouchaib can enormously improve language learning.

Fig3.28: The Role of Flipped Classroom Approach in Enhancing the Language Learning



The figure shows that 40% of teachers agree that this approach may enhance language learning. 26,7% are neutral, 20% disagree with the question, and 13,3 strongly agree.

Q12: If you have any suggestions about any other techniques or methods that can help in successfully implementing FCA, please mention them

The last question was provided as a space for teachers to suggest some techniques or methods that can help successfully implement Flipped Classroom Approach. They mentioned the following :

- Teaching equipment, ICTs, learners' motivation towards FCA.
- More technological equipment.
- The use of a game-based approach, especially in teaching speaking skills.

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- Provide more tools for both teachers and students to facilitate the learning process.
- I use YouTube.
- Creating online groups and using Zoom Application would contribute to accelerating FCA.

3.1.5 Analysis of Teachers' Questionnaire:

The collected data from the teachers' questionnaire revealed similarities and slight differences in the participants' answers. The gathered data from the first section showed that most teachers hold a doctorate degree and have more than ten years of experience. As shown in the second section, teachers expressed positive attitudes towards the use of technology and online videos for teaching. However, the data obtained in the third section demonstrated that the majority of teachers have never used the Flipped Classroom Approach due to reasons such as unfamiliarity with the new approach, uncertainty about its effectiveness, students' misunderstanding, lack of ICT tools, and others. Therefore, most teachers at the Department of English showed neutrality towards the implementation of the Flipped Classroom Approach.

3.1.6 Overall Analysis of the Main Findings

Through the obtained findings during the conduct of this study, they were using the observation and the two questionnaires directed to Master One students and teachers of the Department of English to investigate their perspectives towards the implementation of Flipped Classroom Approach. However, different opinions and views were reached between students and teachers; whilst most students hold a positive perspective towards the approach, teachers prefer to be neutral.

Based on the study's findings, it is revealed that technology plays an important role in students' learning, where they depend on it significantly; teachers integrate technology from

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time to time. In addition, it is concluded that students agree that Flipped Classroom Approach can effectively enhance their language learning. At the same time, half of the teachers agree that using online videos is an effective way to teach and raise classroom participation and engagement. However, over half of the instructors have never used Flipped Classroom Approach in their classes, and many prefer to be neutral in comparing the new approach with the traditional one. This case is due to the unfamiliarity with the Flipped Classroom, the lack of the necessary equipment, and teachers' fear of its ineffectiveness.

Subsequently, the Analysis led us to interesting conclusions that confirm and add to what we have already stated in the research hypotheses, which affirmed that as a new approach, adopting Flipped Classroom is not enough for educational achievement. Indeed, this is confirmed by the obtained results where applying this new approach is not enough or better than the traditional one since many teachers are unfamiliar with it and need to be skillful, trained and aware of its benefits. In addition, it is confirmed that the lack of ICT resources is among the main difficulties of Flipped Classroom implementation. Also, difficulty in self-regulated learning and lack of ICT resources can inhibit the learning process.

Furthermore, through our exploratory study, we have reached the needed answers to the proposed research questions. Concerning the suitability of Flipped Classroom Approach to the learners' educational needs compared to traditional classrooms, it is mentioned that they appreciate implementing this new approach to enhance and fit their learning. Also, it was clear that they have a positive perspective towards it. However, teachers were neutral to some extent. Next, teachers and students may face challenges while applying Flipped Classroom: the lack of ICTs materials, unfamiliarity with the new approach, and lack of self-regulation. These can be solved by providing the needed teaching equipment, motivating students towards Flipped Classroom Approach and limiting the number of students in classrooms.

3.7 Suggestions and Recommendations

Considering what the study has gathered as findings from students' and teachers' questionnaires, it is significant to offer some recommendations for implementing Flipped Classroom Approach. Awareness should be raised among teachers and students about the importance of using technology for education because diversifying teaching methods has become necessary in light of recent development to achieve more fruit learning outcomes. The academic faculty should highlight the problem of the lack of technological equipment in the university and provide the appropriate environment and ICTs tools for applying such innovative approaches and diversifying teaching and learning processes. Also, teachers should check out this new approach and read about it and try to apply it to motivate the learners more; it is recommended that teachers who implement Flipped Classroom should be prepared and get unique training to be more skillful. As for students, they are recommended to be prepared before coming to class and to be engaged in the Flipped Classroom effectively, and they have to apply the necessary conditions such as being severe, active, watching the videos or reading the PDFs lectures provided by their teachers.

3.8 Limitations

Nothing is perfect, and this research study has many pitfalls that may prompt us to draw some conclusions from the results. Among those results, it was not easy to get answers from both the teacher and the student for various reasons. In addition, the methodology could gain insights when incorporating classroom observation, which could enrich this study.

3.9 Conclusion

In conclusion, all that has been discussed in this chapter, implementing the Flipped Classroom Model in Algerian higher education is very helpful for both the teacher and the student. In general, it gives clear research answers and confirms the hypotheses we have put forward. In addition, the results showed that the teachers and students selected in this study had positive views concerning the effectiveness of the Flipped Classroom model in teaching and learning English. In addition, teachers' use of Flipped Classroom model depends on variables such as the module being taught. O'Flaherty and Phillips (2015) concluded that the Flipped Classroom is an effective approach where students engage in higher-order thinking activities that foster collaboration to solve problems, explore concepts more profoundly, and develop authentic assessment tasks. Thus, Talbi (2017) conducted research to check the teachers' and students' attitudes towards the use of Flipped Learning or inverted learning, and the findings showed that teachers neglected the importance of flipped learning and they were not acquainted with the knowledge about the FC. Obviously, The Algerian Higher Educational system needs to embrace the concept of FC and develop the incorporation of technology, as the use of traditional teaching methods is no longer effective in an era of modern technological tools that motivate 21st century students.

General conclusion

In the current era, many fields are developing with the development of technology, and one of these fields is education. The integration of technology into the teaching and learning processes resulted in the creation of new methods and approach competing the traditional ones. To gain more fruitful learning outcomes and to motivate both teachers and learners, it is important to shed light on such new approaches through research and study. As this investigation has demonstrated, Flipped Classroom represents one of the innovative approaches that can be introduced. In Flipped Classroom homework activities and classroom lectures are reversed, where students are asked to watch recorded lecture videos at home, whereas class time is spent for discussion, presentation and projects. This dissertation aims at investigating students' and teachers' perspectives towards the implementation of Flipped Classroom Approach.

The dissertation consists of three main chapters. The first one is concerned with the theoretical review, it provides an overview of Flipped Classroom Approach by presenting some definitions of this new approach and its historical background, the fundamental theories of Flipped Classroom and its implementation in EFL context. Also, the chapter discusses the main tools that help in implementing Flipped Approach including videos and technological tools that aid in making good and interesting videos. The chapter ends with summarizing the main advantages and limitations of this new approach.

The chosen methodological processes to conduct this research were described in the second chapter. This study employed a method that combines the quantitative and qualitative approaches to obtain authentic and credible data. An unstructured observation helps us to add concrete information. Besides, two questionnaires were distributed to a random of 56 Master one students at Belhadj Bouchaib University at Ain Temouchent to investigate their perceptions towards the Flipped Classroom Approach. The second questionnaire was

General conclusion

designed for teachers, 17 of them randomly answered the directed questions. They contribute greatly in adding their opinions and point of views about the subject.

Based on the obtained findings about the stated research questions and hypotheses the research has come to its end. The results have led us to conclude that learners found Flipped Classroom Approach as a suitable and effective technique that fit their educational needs in comparison with traditional classroom, so in here it is clear that they hold positive attitudes towards it. Also, both teachers and students mention some challenges that they may face while applying such new approach including the lack of the necessary technological materials and the and the unfamiliarity with this modern approach. In addition, it has been confirmed that as newly emerging approach, adopting Flipped Classroom is not enough for educational achievement. Where, teachers mention that Flipped Classroom cannot replace the traditional one and if it is applied, they should co-exist because they are complementary. Also, it is confirmed that teachers and learners are not ready to implement the Flipped Classroom because of the lack of ICT resources and regulation fort learners.

To conclude, this research may provide some misinterpretation or misconception. In fact, there is no method or approach better than the other, however the basic aim is to raise awareness of the existence of such contemporary approaches to enhance the quality of teaching and create diversity, and the best approach to reach this enhancement is through promotion to improve the understanding of such techniques in order to determine all positives and negatives of each new emerging approach.

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Appendices

Appendices

Appendix (A)

Students' Questionnaire

Dear students,

Your contribution to answer this questionnaire will help us to reach the necessary data to complete our master's dissertation and bring it to its end. This questionnaire investigates learners' perspectives towards the implementation of Flipped Classroom Approach. We will be grateful for your aid and your time devoted to fill the questionnaire. Please choose the appropriate answer and write full statement where necessary.

Section one: Background Information

1. What is your gender
 - Male
 - Female

2. How do you see the English teaching methodology followed by your teachers?
 - Interesting
 - Boring
 - Difficult

3. How do you perceive your English level?
 - Average
 - Good
 - Excellent

Section two: The Application of ICT in Learning

4. Do you appreciate the use of the technological tools in your studies?
 - Yes
 - No

5. What kind of technological tools you often use in your studies?
 - Laptops
 - Mobile phones
 - Both

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6. Do you think that learning using modern tools (eg: laptop, phones etc...) is more motivating than the traditional ones (eg: books...)?
- Yes
 - No
 - Maybe
7. Do you use any specific websites or applications while learning English?
- Yes
 - No
- If yes, please mention them

Section three: Flipped Classroom Approach implementation

8. Are you satisfied with the teaching methods that teachers use?
- Yes
 - No
 - Neutral
9. During this school year, have you participated in a course that uses “Flipped Learning”? (In flipped learning the classroom lecture or presentation and the homework elements of a course are reversed. For example, short video lectures might be viewed by students at home before class, while in-class time is spent on exercises, projects, or discussions).
- Yes
 - No
- If yes, how did you find it?
- Interesting
 - Boring
 - No difference
 -
10. Do you think that Flipped Learning is an effective technique that can ameliorate your language learning?
- Yes
 - No
- If yes, to what extent do you agree or disagree with the following statements?
- a) Students develop independent learning skills
 - b) Students are able to build a deeper understanding
 - c) It increases teachers and students’ interactions

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- d) More opportunities for students to learn at their own pace
- e) It increases students' engagement, motivation and confidence
- If no, to what extent do you agree or disagree with the following statements?
 - a) It may reduce the effectiveness of students on tests
 - b) It increases the amount of time students spend in front of screen
 - c) It limits the direct feedbacks that teachers receive
 - d) It depends much more on preparation and confidence

11. How often students participate in the following types of activities during class

- a) Participate in discussions led by the teacher
- b) Listen to the teacher's lecture
- c) Work together in pairs or groups on a task
- d) Work individually on a task

12. What kind of technological aids do you think you need more in your learning?

.....
.....

Thank you for completing this questionnaire. Your feedback is greatly appreciated.

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Appendix (B) Teachers' Questionnaire

Dear teachers,

Your contribution to answer this questionnaire will help us to reach the necessary data to complete our master's dissertation and bring it to its end. This questionnaire investigates teachers' perspectives towards the implementation of Flipped Classroom. We will be grateful for your aid and your time devoted to fill the questionnaire. Please choose the appropriate answer and write full statement where necessary.

Section one: Background Information

1. What degree(s) do you hold?
 - Master
 - Magister
 - Doctorate
 2. How long have you been teaching English?
 - From 1 to 5 years
 - From 5 to 10 years
 - More than 10 years
 3. Have you ever encountered any teaching problems during your teaching experience?
 - Yes
 - No
- If yes, what are they?
-

Section two: The use of ICT in teaching

4. How often do you integrate technology in your courses?
 - Sometimes
 - Always
 - Rarely
 - Never
5. Have you ever recorded a video lesson for your students?
 - Yes
 - No
6. The use of online videos is an effective way to teach
 - Agree

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- Strongly agree
- Neutral
- Disagree
- Strongly disagree

Section three: The implementation of Flipped Classroom Approach

7. Do you think that online videos raise classroom participation and engagement?

- Agree
- Strongly agree
- Neutral
- Disagree
- Strongly disagree

8. Bergmann and Sams define Flipped Classroom Approach as instructional model in which direct instruction is delivered individually through videos. From this definition have you ever used Flipped Approach in your classes?

- Yes
 - No
- If no, why?
-

9. Do you think that Flipped Classroom Approach is better than Traditional Approach?

- Agree
- Strongly agree
- Neutral
- Disagree
- Strongly disagree

- Please justify your answer

.....

10. Do you think that FCA offers more time for classroom activities, discussions and presentations?

- Agree
- Strongly agree
- Neutral
- Disagree
- Strongly disagree

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11. Generalizing the implementation of FCA at the level of English Department at the University can strongly improve the language learning.

- Agree
- Strongly agree
- Neutral
- Disagree
- Strongly disagree

12. If you have any suggestions about any other techniques or methods that can help in implementing FCA in a successful way, please mention them

.....

Thank you for completing this questionnaire. Your feedback is greatly appreciated.

Appendices

Appendix 1

Statistical Tables of Students' Questionnaire

Table1 : Students' Gender

Options	N
Male	14
Female	42
Total	56

Table2: Students' Perceptions of the English Teaching Methods

Options	N
Interesting	27
Boring	28
Difficult	1
Total	56

Table3: Students' Perception of their Level in English

Options	N
Average	6
Good	37
Excellent	12
Total	55
No response	1

Table4: Students' Appreciation of Technological Tools

Options	N
Yes	54
No	2
Total	56

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Table5: Kind of Technological Tools used by Students

Options	N
Laptops	7
Mobile phones	26
Both	22
Total	55
No response	1

Table6: Students' Opinions about the use of Modern Tools

Options	N
Yes	37
No	2
Maybe	17
Total	56

Table7: Students' use of Websites or Application

Options	N
Yes	30
No	26
Total	56

Table8: Students' Satisfaction with the Teaching Methods used by Teachers

Options	N
Yes	12
No	10
Neutral	34
Total	56

Appendices

Table9: The use of Flipped Classroom Approach

Options	N
Yes	32
No	23
Total	55
No response	1

Table10: Students' Opinions on the Flipped Classroom Approach Implementation

Options	N
Interesting	31
Boring	1
No difference	2
Total	34

Table11: The Effectiveness of Flipped Learning

Options	N
Yes	45
No	8
Total	53
No response	3

Table12: The Reasons why Flipped Learning is Effective

	Sronglyagree	Agree	Neutral	Stronglydisagree	Disagree	Total
A	22	22	3	0	0	47
B	19	27	2	0	0	48
C	23	20	4	0	0	47
D	21	23	3	0	0	47
E	25	18	4	0	0	47

Table13: The Reasons why Flipped Learning is not Effective

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	Stronglyagree	Agree	Neutral	Stronglydisagree	Disagree	Total
A	2	4	12	1	2	21
B	2	8	10	0	2	22
C	5	7	7	1	4	24
D	6	4	12	0	0	22

Table14: Students' Participation in Different Types of Classroom Activities

	Never	Sometimes	Always	Total
A	3	38	14	55
B	3	17	34	54
C	4	33	19	56
D	5	36	15	56

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Appendix 2

Statistical Tables of Teachers' Questionnaire

Table15 :Teachers' Qualifications

Options	N
Master	5
Magister	2
Doctorate	10
Total	17

Table16: Teachers' teaching Experience

Options	N
From 1 to 5 years	3
From 5 to 10 years	4
More than 10 years	9
Total	16

Table17: Teachers' Problems during their Teaching Experience

Options	N
Yes	13
No	3
Total	17

Table18: The Use of Technology in the Courses

Options	N
Sometimes	10
Always	6
Rarely	0
Never	1
Total	17

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Table19: Student' Recording Video Lessons

Options	N
Yes	8
No	8
Total	16

Table20: The Use of Online Videos as an Effective Way to Teach

Options	N
Agree	8
Strongly agree	3
Neutral	3
Disagree	2
Strongly disagree	0
Total	16

Table21: Teachers Perception in Engaging Students' Participation through Online Videos

Options	N
Agree	7
Strongly agreee	2
Neutral	4
Disagree	1
Strongly disagree	0
Total	14

Table22: The use of Flipped Classroom Approach

Options	N
Yes	6
No	11
Total	17

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Table23: Flipped Classroom Approach and Traditional Approach

Options	N
Agree	1
Strongly agree	0
Neutral	9
Disagree	4
Strongly disagree	0
Total	14

Table24: Time Devoted to using Flipped Classroom Approach

Options	N
Agree	6
Strongly agree	2
Neutral	4
disagree	2
Strongly disagree	0
Total	14
No response	3

Table25: The Role of Flipped Classroom Approach in Enhancing the Language Learning

Options	N
Agree	6
Strongly agree	2
Neutral	4
Disagree	3
Strongly disagree	0
Total	16

نموذج الفصل المقلوب هو نهج تعليمي يعزز التعليم النشط ومشاركة الطلاب وذلك في سياقات تعليمية مختلفة، بما في ذلك اللغة الإنجليزية كلغة أجنبية. تتألف الفصول المقلوبة من مشاهدة محاضرات مقاطع الفيديو التي يقدمها المعلمون في المنزل، بينما يتم تخصيص وقت الفصل للمناقشات والأنشطة المتعلقة بمحتوى الفيديو. تهدف هذه الدراسة إلى استكشاف مواقف المعلمين والمتعلمين بقسم الآداب واللغة الإنجليزية اتجاه تطبيق الفصل المقلوب. لإجراء هذه الدراسة تم اعتماد نهج مختلط، بما في ذلك النهجين الكمي والنوعي. لذلك تم تصميم استبيانين، الأول تم توزيعه للطلاب أما الثاني للأساتذة للاستطلاع على مواقفهم اتجاه نموذج الفصل المقلوب. أظهرت النتائج أن الطلاب يحملون مواقف إيجابية اتجاه النموذج المقلوب معتبرين إياه أسلوباً فعالاً لتعزيز مشاركة الطلاب وتشجيع التعلم التعاوني. على العكس من ذلك، كشفت الدراسة أيضاً عن اختلافات في المواقف بين المعلمين والمتعلمين. بينما أبدى الطلاب حماساً اتجاه النهج المقلوب، أعرب بعض الأساتذة عن مواقف وتحفظات وذلك لعدم الاطلاع على هذا النموذج الجديد وعدم اليقين بشأن فعاليته في تحقيق نتائج التعليم.

Résumé

La classe inversée est une approche éducative qui favorise l'éducation active et la participation des étudiants dans différents contextes éducatifs, y compris l'anglais comme langue étrangère. Les classes inversées consistent à regarder des conférences de vidéos présentées par les enseignants à la maison, tandis que le temps de classe est consacré aux discussions et activités liées au contenu vidéo. Cette étude vise à explorer les attitudes des enseignants et des apprenants du Département de littérature et d'anglais envers l'application de la classe inversée. Pour mener cette étude, une approche mixte a été adoptée, y compris des approches quantitatives et qualitatives. Deux questionnaires ont donc été conçus, le premier distribué aux étudiants et le deuxième aux professeurs pour explorer leurs attitudes envers le modèle de classe inversé. Les résultats ont montré que les étudiants ont une attitude positive envers le modèle inversé comme moyen efficace de promouvoir la participation des étudiants et d'encourager l'apprentissage collaboratif. Inversement, l'étude a également révélé des différences d'attitudes entre les enseignants et les apprenants. Bien que les étudiants aient exprimé leur enthousiasme pour l'approche inversée, certains professeurs ont exprimé des attitudes, des réserves et un manque de compréhension de ce nouveau modèle et de l'incertitude quant à son efficacité à atteindre les résultats d'apprentissage.

Summary

The Flipped Classroom is an educational approach that enhances active learning and student participation in various educational settings, including English as a foreign language. The FCA involves students watching video lectures at home, and class time is spent on discussions and activities related to the video content. This study aims to investigate teachers and students attitudes towards implementing the FCA in the Department of Letters and English Language. The study was conducted using a mixed method that combined both quantitative and qualitative approaches. Two questionnaires were adopted and distributed to students and teachers to explore their attitudes towards the Flipped Classroom Approach. The results indicated that students had a favorable view of the Flipped Classroom as a means of promoting student participation and encouraging collaborative learning. However, there were differences between teachers and students attitudes. While students were excited about the Flipped Approach, some teachers expressed hesitations and uncertainty about the effectiveness in achieving learning outcomes, and a lack of understanding of this new approach.