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**Faculty of Letters and Languages**  
**Department of English**



**An Investigation of Teachers' and Learners' Perspectives towards the  
Implementation of the Flipped Classroom Approach.**

**The Case of Master1 Teachers and Students of English, University of  
Jijel**

Dissertation submitted in partial fulfillment of the requirements for the degree of Master in  
Didactics of foreign languages

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**2020-2021**

## **Declaration**

I hereby declare that the dissertation entitled “An Investigation of Teachers’ and Learners’ Perspectives towards the Implementation of the Flipped Classroom Approach” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

**Signature: Date:**

16 /09/2021

Signature 1

Signature 2

## *Dedication*

*With the deep profound love, I am dedicating this humble work to my beloved people who have meant and continue to mean so much to me:*

*To my beloved parents Nouredine and Samira for their endless love, prayers and sacrifices.*

*To my unique brother; Badis for providing me with motivation and hope.*

*To my dear sisters: Kaoutar and Rayane for their endless love and support.*

*To my best friend and my lovely partner in this work who I called soulmate :Racha. With whom I shared unforgettable memories working and helping each other.*

*I dedicate this work to each and everyone who has been there for me and seen the good in me. Thank you all.*

*Wissem*

## *Dedication*

*With the deep profound love, I am dedicating this humble work to my beloved people who have meant and continue to mean so much to me:*

*To my grandmother that her memories will always stay in my heart, may ALLAH rest her soul in peace.*

*To my beloved parents Abdelouahab and Fatima for their endless love, prayers and sacrifices.*

*To my precious brothers: Faouzi and Mehdi for providing me with motivation and hope.*

*To my dear sisters: Rima, Marwa, and Lina for their endless love and support.*

*To my best friend and my lovely partner in this work who I called soulmate: wissem. With whom I shared unforgettable memories working and helping each other.*

*I dedicate this work to each and everyone who has been there for me and seen the good in me. Thank you all.*

*Racha*

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## **Abstract**

The present era of the technological growth in all disciplines accounts for the emergence of different teaching approaches that cater for students' needs to learn a foreign language. They are, generally, known as blended learning which is an educational approach that combines both online learning and face-to-face learning. Flipped Classroom, as one form of blended learning, is a pedagogical approach in which the lectures and the homework elements of the course are reversed. The present study aims at exploring teachers' and learners' attitudes and perspectives towards the implementation of the Flipped Classroom Approach and eliciting the difficulties they may encounter when applying this approach. It has been hypothesized that if both teachers and learners are familiar with technology use, they will hold positive attitudes regarding the integration of the Flipped Classroom approach in EFL classes. For the sake of examining the hypothesis, two questionnaires were adopted and administered to 9 teachers and 45 Master One students, respectively, at the department of English at Mohammed Seddik Ben Yahia University. The findings have shown that teachers and students perceive this approach positively. However, teachers participants have reported some problems and difficulties encountered in its implementation, such as the lack of teaching materials needed in this approach, the big number of students in the classroom, and the passive nature of students who are not motivated or regulated. Finally, it is suggested for institutions to provide teachers with suitable tools and materials and reduce the students' number in each class. As for teachers, they need to be skilful and well-prepared to adopt this approach. Students are required to be actively engaged and develop the skills to manage and regulate their learning.

### **List of Abbreviations**

1. **EFL:** English as a Foreign Language
2. **FCA:** Flipped Classroom Approach
3. **FC:** Flipped Classroom
4. **LMD:** License Master Doctorate
5. **Q:** Question
6. **TC:** Traditional Classroom

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## **General Introduction**

1. Background of the Study
2. Statement of the Problems
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6. Methodology of research
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## **Introduction**

The educational needs of learners have changed with the influence of different factors such as technological development. In parallel with the speed of development in technology, education conditions have developed as well and different learning demands come out (Celen, Celik, & Seferoglu, 2011, p. 99). In traditional education, the teacher plays the central role in his class and learners are passive in their learning. This type of instruction is no longer effective. For this reason, researchers have tried multiple techniques to emphasize learners' active engagement in learning because it increases their attention and focus so that they promote good learning. The Flipped Classroom is one of the most important and new models of blended learning which are defined by Graham as systems that "combine face-to-face instruction with computer-mediated instruction" (Graham, 2006, p.41).

### **1. Background of the Study**

New trends in education seek to enhance students' active engagement in their learning; these trends are influenced by the technological evolution by mixing face-to-face and online interactions. One way of enhancing learners' centeredness is by engaging them in the Flipped Classroom. It is defined by Toto and Nguyen (2009) as "an approach that increases active learning activities and gives opportunity for student to use his/her knowledge in class with the guidance of teacher" (as cited in Ozdamli, F. & Asiksoy, G. 2016, p.99)

Previous studies agreed on the point that Flipped Classroom gives English Foreign Language (EFL) learners their active engagement and self-regulated learning by practising English outside the class time. Thus, creating input materials can facilitate language learners in producing output before coming into class (Pica, Lincoln-Porter, Panimo & Linnell, 1996;

as cited in Haghighi et al., 2018 ,p.2). In addition to that, other researches on the Flipped Classroom instruction have been conducted and the proponents of this approach including Bergman & Sams (2012), Zappe (2009), and Sams & Bergman (2013) and others, came to the conclusion that students are more active learners and have a more meaningful understanding of course materials and its application. Besides, the main purpose behind flipping classrooms is sometimes to give students the chance to practise their language learning, engage them actively in the process, and stimulate teamwork and support between students.

The role of the flipping classroom in students' active engagement in EFL classes was studied by Ayçiçek.B, & Yelken.T (2018), using an experimental methodology by a quasi-experimental pre-test/post-test designed to 40 seventh grade students in a secondary school in the city of Hatay. Both the experimental and control groups included 20 participants. The results revealed that "flipped classes create a flexible learning environment by providing active learning activities and allowing students to assume individual learning responsibilities" (Ayçiçek . B., Yelken. T.Y. 2018, p.395).

Based on the review of research, most studies have shown the importance of applying Flipped Classroom instruction in helping students increase their active engagement in learning.

## **2. Statement of the Problem**

The world is witnessing a pandemic (Covid 19) which affects all aspects of life especially education. This is what led to the necessity of resorting to online teaching and learning. This is the case of Master One teachers and learners of the English department at the University of Mohamed Seddik BenYahia, Jijel. The Flipped Classroom, as one of the approaches suggested to offer a way to move knowledge and comprehension activities into online delivery methods, seemed to be appropriate and suits the current situation. Both



teachers and learners found themselves part of the online teaching and learning processes despite their unfamiliarity with such type of instruction. This unfamiliarity may lead to confronting various difficulties when incorporating the Flipped Classroom Approach in classes, hence, holding negative attitudes and disapproval from the part of teachers and learners alike. Accordingly, an investigation of Master One English teachers' and learners' perspective towards the implementation of the Flipped Classroom Approach at the University of Mohamed Seddik BenYahia is designed to investigate the use of the new approach.

### **3. Aim of the Study**

This study attempts to investigate the implementation of Flipped Classroom to raise learners' responsibility towards their learning by engaging them actively in the learning process. Specifically, it aims at investigating the teachers' and learners' perspectives towards the implementation of Flipped Classroom to develop learners' self-regulated learning. The study might be significant to Master One teachers as well as learners as it helps in raising their awareness of the importance of this new approach and investigating their readiness to apply it.

### **4. Research Questions**

The present study attempts to answer the following questions:

- 1- What are the teachers' and learners' attitudes to the Flipped Classroom Approach and its influence on students' learning?
- 2- To what extent are Master One teachers and learners ready to use the Flipped Classroom Approach to help their teaching and learning?
- 3- What are the obstacles teachers and learners may encounter when applying the new approach?

## **5. Research Hypothesis**

In the light of the research questions posed above, it is hypothesized that:

- If both teachers and learners are familiar with technology use, they will hold positive attitudes regarding the integration of the Flipped Classroom approach in EFL classes.

## **Methodology of Research**

To investigate the research hypothesis of this study, two questionnaires will be implemented for and distributed to 9 teachers and 45 students respectively at the University of Mohamed Seddik Ben Yahia, Jijel. The aim is to investigate teachers' and learners' perspectives towards the implementation of Flipped Classroom Approach of teaching, and the obstacles they may encounter when applying this new approach.

## **6. Structure of the Study**

As far as the structure of the study is concerned, the present research work is organized in the form of two chapters; the first one is preceded by a general introduction and constitutes a review of the literature of the Flipped Classroom Approach. It includes the definition of the approach and the theories which underlie it, in addition to the comparison between the traditional way of teaching and this new approach. It, also, deals with the implementation of Flipped Classroom in EFL context with a special reference to the teachers' and learners' role and the different tools that can be employed, such as videos. This chapter ends up with a presentation of the advantages and the limitation of Flipped Classroom Approach. The second chapter describes the sample of study and the research tools used. It presents the different findings by analysing and interpreting the results of the teachers' and students' questionnaires. Moreover, it provides the results to either confirm or reject the already stated hypothesis, and to find the appropriate

answers for the research questions. Ultimately, the chapter ends with stating some limitations of the study and suggesting some pedagogical recommendations.

## **Chapter One: Literature Review**

### **Introduction**

#### **1. Flipped Classroom Approach**

##### **1.1. Definition of Flipped Classroom Approach**

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#### **4. The Implementation of Flipped Classroom**

##### **4.1. Tools to Implement Flipped Classroom**

##### **4.2. Video as an Effective Tool**

###### **4.2.1. Steps Followed to Make Videos**

###### **4.2.2. Characteristics of Good and Enjoying Videos**

#### **5. Advantages and Limitations of Flipped Classroom**

### **Conclusion**

## **Chapter One: Literature Review**

### **Introduction**

Flipped Classroom (FC) is a pedagogical approach in which the teachers' and the learners' roles are reversed. Short video lectures are introduced to students at home before class session while in-class time is devoted to exercises, projects, or discussions. This section is devoted to overviewing FC Approach. It starts by providing a set of definitions of the concept of the FC Approach and then discusses Flipped Learning and the four pillars of FLIP, as well as the theories underlying FC including Constructivism and Bloom's taxonomy. Next, the distinction between the FC and the Traditional Classroom is covered. In addition, FC's integration in English Foreign Language (EFL) contexts provides both teachers' and learners' new roles; likewise its different models. It also sheds light on its implementations using different tools with a special focus on videos as an effective tool. This section concludes with the advantages and limitations of the FC.

### **1. Flipped Classroom Approach**

#### **1.1. Definition of Flipped Classroom Approach**

The FC is an instructional methodology that inverts traditional methods of teaching. Bishop (2013) assumes that Flipped Classroom is "an educational technique that consists of two parts: interactive group learning activities inside the classroom and direct computer-based individual instruction outside the classroom" (as cited in Abdelbaki, 2017, p.05). It was first introduced by Bergman and Sams (2012) when they tried to blend the traditional approach instead of giving homework to their students; they provided them with recorded videos of themselves lecturing. Flipped Classroom involves assigning students to work through the basic content of a course on their own time, often by watching a recorded lecture instead of listening to a traditional in-person lecture. It frees up class time for group problem-solving assignments, demonstrations, experiments, questions and answers, and

other engaging experiences (Saitta, Morrison, Waldrop & Bowdon, 2016, p.1, as cited in HamadAlsowat 2016, p. 109). A Flipped Classroom is flexible to the teachers' circumstances and methods, in the fact that teachers can modify their Flipped Classroom s version according to their students (Bergman &Sams, 2014, p. 14).

Flipped Classroom is also defined as a teaching approach where: “what is done at school done at home, homework done at home completed in class” (Sams& Bergman, 2012, p.13). Inthis approach, students are introduced to the lesson via various materials like online videos, presentations and so on before the course. During the course, they are required to practice what they have learnt to get answers to the questions they prepared when they were introduced to the online lectures.Bergman, Overmyer&Wilie (2011) stated that Flipped Classroom is an approach that transfers learning responsibilities from teacher to student (as cited in Ozdamli, F. &Asiksoy, G. 2016, p. 100). In other words, the responsibility of learning is flipped from the teachers' hands to the students' hands because learners should be active and work in collaboration with classmates to deepen understanding and manage their time to meet given learning objectives. Moreover, Walsh (2013)(as cited inAbdelbaki, 2017) noted that Flipped Classroom is done to facilitate teachers' work and make it more personalized 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 proactiveand energetic, so learners become more actively engaged since they prepare lectures at home (as cited in Al-Harbi and Alshumaimer, 2016, p. 62).

## **1.2. Flipped Learning**

Bishop and Verleger (2013) defined Flipped Learning as a methodology that uses “interactive group learning activities inside the classroom, and direct computer-based

individual instruction outside the classroom” (p.05). Flipped Learning is a method of instruction that allows educators to apply certain strategies in their classrooms. Many teachers can flip their classes unconsciously by asking students to prepare their lessons before class which creates “a dynamic and interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter” (FLN, 2014, p. 1). Moreover, to engage in Flipped Learning, they have to incorporate the four pillars of F-L-I-P that are 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, Wu & Marek, 2017, as cited in Haghighi, H et al, 2018, p. 3).

The first pillar is known as ‘Flexible Environment’. Flipped Classroom Approach provides flexible time and space for learning, so students have the opportunity to choose when and where to learn. Furthermore, 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). It, then, offers students the opportunity to act as much as they like and to become comfortable with their learning. The second pillar is referred to as Learning Culture. Hamden et al. (2013) explained that saying:

The sole content expert who provides information to students, generally via direct instruction lecture. In the Flipped Learning model, there is a deliberate shift from a teacher-centered classroom to a student-centered approach, where in-class time is meant for exploring topics in greater depth and creating richer learning opportunities. (p. 5)

That is, in flipped learning, the source of knowledge is shifted from the teacher’s centeredness to the learner’s centeredness; this creates rich learning opportunities for learners. As a result, students are actively engaged in knowledge construction, they participate outside the class time in an online learning environment. The next pillar refers to

Intentional Content. Educators continually think about how they can use the Flipped Classroom model to help students develop their understanding and what materials students should use on their own (Hamden et al., 2013, p. 6). Teachers use it to increase the benefits from the classroom time with the appropriate student-centered methods and active learning strategies. The last one is Professional Educators their role is more important than in 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 maximize the face-to-face time between teachers and students” (p. 6). This entails teachers’ responsibility of observing students during the course and providing them with instant feedback and assessing their work without special centeredness.

Flipped Learning Network’s suggested four pillars serve as ways to guide teachers to successfully apply Flipped Learning in their classrooms. They are required to consider them to get the desired learning goals.

### **1.3. Theories Underlying the Flipped Classroom Approach**

Any educational strategy is generally originates or stems from different learning and teaching theories. The Flipped Classroom is an educational strategy that transfers the learning responsibilities from the teachers’ hands to the learners’ hands where they become active learners. Therefore, Flipped Classroom strategy is explained by the learner-centered theories such as the Constructivist learning theory and Bloom’s Taxonomy.

#### **1.3.1. Constructivist Learning Theory**

The main idea of the constructivist learning theory is to allow learners to regulate their learning and become active classroom participants. According to this theory, knowledge is constructed by learners through interacting with the world and with each other, and through meaningful experiences. That is:



Constructivism's central idea is that human knowledge is constructed, that learners build new knowledge upon the foundation of previous learning. This view of learning sharply contrasts with the one in which learning is the passive transmission of information from one individual to another, a view in which reception, not construction is key.(Kanselaar, 2002, p.1)

Therefore, the constructivist learning theory is the philosophy that people can learn and understand the world through experiencing things then reflecting on those experiences. In other words, learners have to connect what is already learned and experienced with what is to be learned by referring back to the existing knowledge resulted from previous learning or experience.

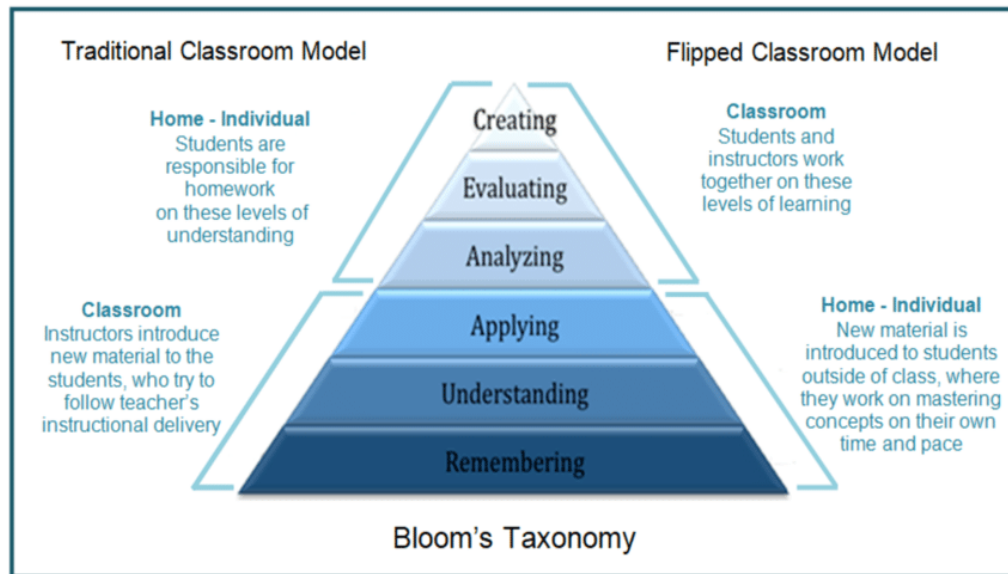
In the Flipped Classroom, learners are the source of knowledge and the center of the class since they come to class with a pre-preparation of the lesson by watching online lecturing videos posted by their teacher. They are required to express what they have understood from homelearning. According to Felder (2012), student-centered teaching methods, including the Flipped Classroom, are based on the constructivist theory of learning in that the environment is learner-centered 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 clearly shown in the Flipped Classroom when class time is used to increase the level of students' thinking by interacting in group discussions.

The Constructivist theory deals mainly with learning and knowledge by explaining how people learn and the importance of learners' collaboration, interaction, and engagement to construct knowledge. Its principles are applied in the Flipped Classroom since it is considered a student-centered approach.

### **1.3.2. Bloom's Taxonomy**

Beginning in 1948, the cognitive domain is one of the classified education objectives that was completed in the 1990s referring to as Bloom's taxonomy. It can be defined by Bergman and Sams (2014) as "an instructional framework that is often used to determine the outcomes of teaching and learning" (as cited in Alsowat H, 2016, p. 110). Its main idea is determining what teachers want the students to know by the end of the lesson as learning objectives. Bloom's taxonomy was revised in 2001 to be more outcome-focused. It has six levels namely: remembering, understanding, applying, analyzing, evaluating, and creating. Remembering, understanding, and applying are the lowest levels; they reflect what the teacher wants his students to do in the classroom when teacher-centered learning is dominant. However, analyzing, evaluating, and creating are the highest levels and what is required from students to do at home after class time.

In the Flipped Classroom, students take their learning responsibility; Bloom's taxonomy, then, is turned upside down. Its application in the Flipped Classroom enables students to perform the lower levels outside the classroom because class lectures are replaced by online lecture videos, so they have to remember, understand, and apply the concepts of the lessons by watching posted videos at home. On the other hand, in-class time is devoted to analysing, evaluating and creating knowledge, focussing on higher sorts of cognitive work with the guidance of the teacher. This is what was expressed by Hamdan et al (2013) by saying that the teachers' role is to support and guide students through higher-order thinking skills of applying, analyzing, evaluating and creating in the classroom (as cited in Jarrah M, 2019, p.770). Flipped Classroom reversed the order of Bloom's taxonomy levels to fit the modern learning objectives and make learners centred on their learning.



**Figure 1:**Bloom's Taxonomy in Flipped Classroom , (Williams, 2013, as cited in Jarrah. A.M &AbdelBaki, 2019, p. 771)

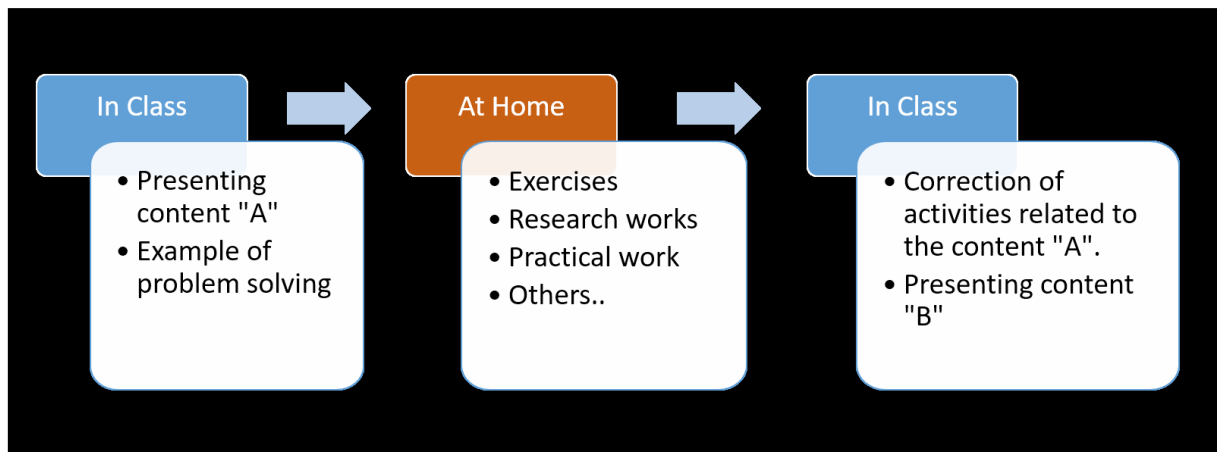
To sum up, Constructivist Learning Theory and Bloom's Taxonomy are two main learning theories that are applied in Flipped Classroom Approach. Their main core is making students engage actively in their learning; that is, focussing on learners rather than teachers in knowledge construction.

## 2. Flipped Classroom vs. Traditional Classroom

Flipped Classroom can be defined as a teaching strategy that inverts the traditional learning environment by delivering instructional content outside of the classroom. These inversions occur in both place and time.

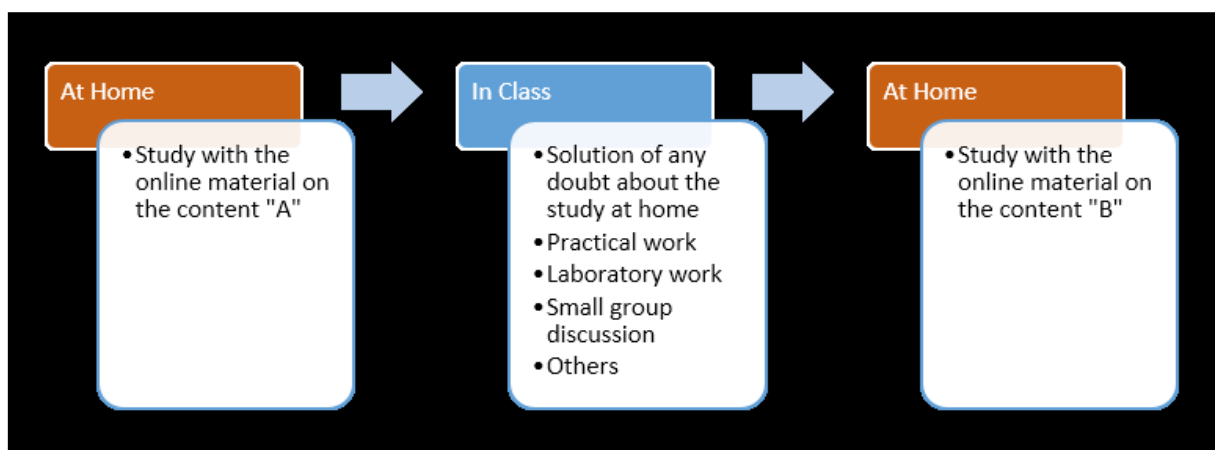
### 2.1. Inversion of Place

The first inversion is the change of the learning environment. In the traditional classroom, the environment of the teacher to present the content of the lesson is the classroom space where the students are exposed to understand the learning concepts. Therefore, homework is designed for content revision out of the classroom in the form of exercises.



**Figure 2:** Activity sequence of the place in the traditional teaching.  
(Andrade.M&Coutinho.C, 2016, p. 1117)

In the Flipped Classroom, on the other hand, the learning environment is reversed. Exercises designed as homework are done in the classroom space. At home, however, students are introduced to the content of the course in the form of instructional materials prepared by teachers, such as videos, slides, presentations and so on.



**Figure 3:** Activity sequence of the place in the Flipped Classroom  
(Andrade.M&Coutinho. C, 2016, p. 1118)

Comparing Figure 2 to Figure 3, the inversion that occurs in the environments of learning is more evident. Moreover, Valente (2014) declared that “care should be taken concerning number and length of videos, since the idea is not to replace the actual classes

with videos because, if the lecture is “boring” and the same class is available in a video format will become even more boring”(p.90). This entails that video makers should be creative and include certain characteristics to provide students with new and motivated learning environment.

## 2.2. Inversion of Time

Another inversion in FC occurs in time distribution in the classroom. Bergman and Sams (2012) compare time diversion in the flipped and traditional classes as shown in the following table:

Traditional classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up activity	5min	Warm-up activity	5min
Go over the previous night's homework	20min	Q&A time on videos	10min
Lecture new content	30-45min	Guided and independent practice and/or lab activity	75min
Guided and independent practice and/or lab activity	20-35min		

**Table 1:** Comparison of Class Time in Traditional Versus Flipped Classroom (Bergman and Sams, 2012, p.15)

In the traditional classroom, students come to class with a previous preparation of questions in their minds about the difficulties they encounter when doing their homework. After 5 minutes of a warm-up, 20minutes are specified to deal with the homework-related questions. About 45minutes are spent presenting the new content, and from 20 to 35minutes are left for guided and independent practice and/or lab activity. Whereas in the

Flipped Classroom ,after the warm-up section, the teacher answers the questions of the students who have watched the videolecture at home for about 10minutes. The rest of the time is allocated for guided and independent practice (Bergman and Sams, 2012, p. 15-16).

Comparing the time distributed in traditional classrooms, Flipped Classroom s provide more time for classroom activities, exercises, projects, and student-centered learning, and so on.

### **3. Flipped Classroom in EFL Context**

The Flipped Classroom can be applied in the EFL context as a tool for enhancing communicative activities inside the class by preparing the students before the class (H-Haghighi, et al, 2018, p.5). For this reason, many studies have been conducted and revealed that flipped learning makes students more active, engaged, and motivated to achieve learning outcomes, according to Chen Hsieh et al (2016), “the key to the success of the flipped instruction is whether the students do the preparation work outside the class. If they do not, the teacher cannot engage them at an advanced level inside the class” (p.17). Students are obliged to do their homework in order to be actively engaged in the class discussion and successfully achieve the learning objectives.

#### **3.1. The Roles of Teacher/Learner**

##### **3.1.1. The Role of Teacher**

The most important factor in Flipped Classroom Approach is the role of teacher. In this approach, the teacher is required to prepareand provide lecture videos for students to be seen out of class time. These videos should be shared with the learners on the internet before coming to a class lecture, in the words of Bishop and Verleger (2013) “online lectures are as successful as in-person lectures for the dissemination of basic knowledge” (p. 4) which means that videos are a successful tool that teachers may use in order to target

knowledge to students. Inside the classroom, the instructor should create an active learning space for students by making group discussions, encouraging participation and students' engagement to raise responsibility towards their learning. Furthermore, it is important to assign activities to ensure that students understand the lecture presented outside the classroom besides correcting misunderstandings and providing feedback as Bergman & Sams (2012) said "The teacher is simply there to provide expert feedback"(p. 16).

The teacher's role in a Flipped Classroom is changed from traditional course presenters to students' supporters for the construction of knowledge. This support is shown in guiding learners to facilitate the learning process instead of transferring knowledge directly. Teachers devote themselves to create a good learning environment for students based on questioning, making interactions. In the implementation of Flipped Classroom Approach(FCA), teachers must use technological materials that suit the learning conditions to share the lecture video out of class(Fulton, 2012; as cited in Ozdamli, F. &Asiksoy, G. 2016, p. 101).

### **3.1.2. The Role of Learner**

The core of Flipped Classroom Approach is making students work as active participants in their learning and giving them the responsibility to construct knowledge and understand the content of the lecture at home. Students are required to watch the lecture videos presented by the instructor beforehand and prepare questions for the course focussing on misunderstood points to promote their self-directed learning. In the FC approach, students must engage in interaction in a group discussion with classmates (Overmyer, 2012; as cited in Ozdamli, F. &Asiksoy, G. 2016, p. 101),practise the language, and help in clarifying and explaining the lecture points effectively during class time.

The student's role is transformed from passive receivers of knowledge to active constructors of it. Therefore, Hartyányi et al. (2018; as cited in Timechbache. 2020, p. 38) state that they have to be engaged actively in learning activities, collaborative activities, and cognitive learning activities taking into account the teacher's feedback and corrections of misunderstandings.

### **3.2. Flipped Classroom Models**

To apply Flipped Classroom Approach, there are different models. If the condition of the class is taken into consideration in choosing these models, the results will be more effective (Bajunury, 2014; as cited in Ozdamli, F. &Asiksoy, G. 2016, p 101). There are different models used to apply Flipped Classroom Approach according to the conditions of class.

#### **3.2.1. Traditional Flipped Classroom**

In a traditional Flipped Classroom, students come to class with previous knowledge of the lesson by watching lecturing videos at home. The lesson starts with simple questions and answers. When there is a misunderstood point, the teacher explains it comprehensively(Ozdamli, F. &Asiksoy, G.2016, p. 102). In this model, the lessons are given in the form of lecture videos out of classroom time and the lesson is never taught directly because it is a student-centred approach and the teacher is just a guide for learning.

#### **3.2.2. Partial Flipped Classroom**

The partial Flipped Classroom model is less stricter than the traditional one (Bajunury, 2014; as cited in Ozdamli, F &Asiksoy,G, 2016, p.102). It was first applied by Gwyneth Jones in Murray Hill Secondary school. He encouraged his students to watch the lecture videos without punishing the ones that they could not watch because of the lack of tools and materials (Springen, 2013; as cited in Ozdamli, F &Asiksoy,G, 2016, p.102). It differs from the traditional one in the fact that, in this model, it is not necessary for



students to watch videos lectures before coming to class when they have special conditions.

### **3.2.3. Holistic Flipped Classroom**

Besides the four elements of the Flipped Learning (Flexible Environments, Learning Culture, Intentional Content, and Professional Educators), Chen et al (2014) added three other elements namely: progressive activities, engaging experiences, and diversified platforms to suggest another model of FC known as the Holistic Flipped Classroom Model. Progressive activities refer to online networks used to emphasize individual learning. However, engaging experiences is the teachers' attempt to control the students' active learning using specific skills and strategies. The last element is diversified platforms which are the different platforms used by teacher 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 treated as classrooms since they are monitored.

## **4. The Implementation of Flipped Classroom**

Flipped Classroom application requires and insurance of perfect integration of the two learning environments of this model. These two environments are outside the classroom where students are introduced to the lectures through specific tools, and inside the classroom where students do learning activities. The first step for teachers to implement a Flipped Classroom is planning and preparing what will happen in each environment. Next, teachers select the appropriate activities to achieve the learners' needs. The third step is the integration of the selected tasks in both environments. (Bergman and Sams, 2012, p. 36).

#### **4.1. Tools to Implement Flipped Classroom**

Technology is viewed as one of the important parts of FC to create an active learning environment for students. It helps to improve the teaching and learning processes since it provides teachers with techniques and tools to replace face-to-face lecturing by lecturing outside the classroom in FC. These tools help students to access and verify what has to be learned at any time and place and create a student-centred Flipped Classroom.

There are several tools used by the teacher to facilitate the implementation of the FC approach in EFL classes. To start with, a PowerPoint presentation is used to share information through series of slides that contain pictures or written explanations about a given topic. The FC teacher may rely on it by preparing slides about his lesson in a form of a presentation and post them online to be accessed by students. Another tool is Electronic Links which are a group of words used to make an electronic connection between references and documents or files. They can be used by the FC teacher to provide his students 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; Shephard, 2003, as cited in Basal, 2015, p. 29). Thus, videos are the commonly used tool in the implementation of Flipped Classroom Approach.

##### **4.1.1 Video as an Effective Tool**

The most effective tool for successful Flipped Classroom implementation is the use of online lecturing videos prepared by the instructor and shared with the learners before the class time who are expected to watch them before face-to-face classes. Learners can be encouraged to do so, by assigning them tasks such as summarizing the video and answering on other online platforms. After watching the video, the lesson starts with questions and answers to assess the students’ understanding 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 ideas of the content. During class time, the students engage in learning activities that involve peer instruction, collaboration, and interaction between students and teachers (Mehring, 2016, p. 6).

#### **4.1.1.1 Steps Followed to Make Videos**

In a Flipped Classroom, teachers prepare videos before the lessons. They should take into consideration the usefulness of these videos to specific objectives. There are four main steps to follow to make a video which are: planning the lesson, recording the lesson, editing the video, and publishing the video.

The first step that teachers should start with to make a lecture video is planning the lesson. This is by determining the objectives and the goals to be achieved by the end of the lecture, so that, they can decide whether the videos are the ideal instructional tool or not. The objectives help in selecting what to record and what shouldn't be recorded.(Bergman and Sams, 2012 , p. 41-42).

The second step is recording the video using suitable materials such as a computer, interactive whiteboard, document camera, webcam, microphone, and writing device, to facilitate the work of teachers in teaching their students. According to Bergman and Sams (2012), this strategy is no more effective for two important reasons

First our slide show serves as enough of an outline that we, as veteran teachers, can simply improvise adequate conversation to teach the material, and the second script would simply header our spontaneity and creativity. We prefer our lessons to be more conversational and less formal. (p.42)

The next step after recording the videos is editing them by removing the unnecessary elements and correcting the mistakes where needed rather than recording the

entire videos. In addition to adding certain insertions such as texts callout, presenting visual cues that help students' understanding. (Bergman and Sams , 2012, p. 42)

The last step is publishing the videos for the students to watch. What is important in this step according to Bergman and Sams (2012) is asking this question “where do I put the videos so all pupils can view them?”(p. 43). So, the answer to that question is different from one teacher to another. A video can be published on a known platform like websites, Facebookgroups for particular students. It should be published at a specific hour in the morning, to give students enough time to watch it and get ready for the classroom interaction to discuss its content and doing tasks. Videos that are well organized by teachers help in presenting a comprehensive lesson(Bergman and Sams, 2012, p. 43).

#### **4.1.1.2 Characteristics of Good and Enjoyable Videos**

To create a successful video, some characteristics should be included by teachers to make their students interested and motivated.

Videos have to be shorter so as students will not feel bored and teachers should stand one aim per lecture by having videos between 10 and 15min. Otherwise, lecturing time is lengthy to reach a lot of objectives.

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

Another characteristic that teachers should take into account is adding humours. using humour in the first moments of the video can help students to get ready to watch the video and raise their attention towards the learning objectives.

Another point is adding callout 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” (p. 46). Thus, it enhances students’ attention to the key concepts of the topic in their hands and the important elements they should focus on in the videos.

Teachers are asked to follow all copyright laws and rules because videos are published online. Bergman and Sams (2012, p. 47) say that teachers should follow all appropriate copyright laws and consult experts in this area to ensure that they do not infringe on the copyright of others.

## **5 Advantages and Limitations of Flipped Classroom**

Flipped Classroom Approach has many advantages and limitations for both teachers and learners. The advantage that Fulton (2012) expressed is that students can access lecture videos whenever and wherever they want and it allows them to learn at their speed. On the other hand, Kellinger (2012) argued that students educated 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 individualized education” (p.18). It can also keep students engaged and focused for a long time during their classes because they have the opportunity to get deep learning at home by reflecting on new concepts and information before coming to class to apply their learning. In addition to that, using lecture videos, teachers devoted class time for interaction between them and students or between students themselves, rather than for teaching and instructing. Accordingly, the teacher can allocate more time to fulfil the learning (Goodwin & Miller, 2013, as cited in Ozdamli, F.

&Asiksoy, G. 2016, p. 103). The support of teamwork within the class through interaction and participation is the most important advantage in the use of the FC approach.

Despite these advantages of Flipped Classroom Approach, there are some other limitations. When students do not watch the videos given by teachers before coming to the class, many difficulties may face the process of flipped learning. According to Kordyban and Kinash(2013), teachers may have difficulty in understanding whether the students do their responsibilities out of class or not (as cited inAyçiçek, B.&YanparYelken, T., 2018, p. 386). The limited number of teaching design models that are going to be applied in this approach is another problem that hinders flipped learning (Springen, 2013;as cited inAyçiçek, B.&YanparYelken, T., 2018, p. 387). For teachers, the biggest limitation is not preparing or broadcasting lecture videos, but preparing appropriate activities to be done inside the classroom and integrating them to Flipped Classroom Approach(Lafee, 2013; as cited in Ozdamli, F. &Asiksoy,G., 2016, p. 104).

## **Conclusion**

To sum up, the Flipped Classroom is an innovative approach to teaching and learning that can be used in EFL contexts. It allows students to be motivated and responsible for their learning with the help of their teachers. It is not an approach that replaces the role of teacher with online lecture videos, but it is a method to involve students actively in their learning.

## **Chapter Two: Fieldwork**

### **Introduction**

#### **1. Population and Sampling**

#### **2. Data Collection Tools**

#### **3. Description and Administration of the Research Tools**

##### **3.1. Description and Administration of the Teachers' Questionnaire**

##### **3.2. Description and Administration of the Students' Questionnaire**

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##### **4.1. Analysis and Interpretation of the Results of the Teachers' Questionnaire**

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#### **5. Overall Analysis and discussion**

### **General Conclusion**

## **Chapter Two: Fieldwork**

### **Introduction**

The present chapter deals with the field work of the study. It aims at investigating teachers' and learners' perspectives towards the implementation of Flipped Classroom Approach. Moreover, the chapter presents a detailed analysis and interpretation of the gathered data, besides discussing and synthesising the findings. In addition, it presents the obtained findings to check the validity of the suggested hypothesis. Therefore, two data gathering tools are used; two questionnaires designed for both teachers and students of Master One of English at Mohammed Seddik Ben Yahia University to have authentic and adequate data, and to determine their attitudes towards the proposed approach.

#### **1. Population and Sampling**

The sample used is composed of 45 Master one students studying at the Department of English at the University of Mohammed Seddik Ben Yahia -Jijel for the academic year 2020/2021. It is quite difficult to study the whole population, a sample of forty-five students ( $N=45$ ) was randomly chosen representing about one-fifth of the whole population. Moreover, the students were asked to express their attitudes towards the implementation of Flipped Classroom Approach. The study is thought to serve this new approach (Flipped Classroom) in the EFL classes. It may help them in developing their level of participation, motivation and raises responsibility towards their learning. Furthermore, Master-one students are selected and not freshmen students because they are assumed to be mature enough and have enough knowledge and experience in the use of technology, and they have been exposed to it inside or outside the classroom, depending on the goals needed to be achieved in the courses. A second questionnaire was distributed online to the teachers of the Department of English who, as believed by the researchers, that makes their answers and responses are thought beneficial for the aim of the research. The



sample consists of 9 teachers, representing 25% of the whole population; they are selected randomly to share their perceptions and viewpoints as well as their experiences of teaching.

## **2. Data Collection Tools**

For the sake of collecting data, two questionnaires were selected as the useful tools of investigation. They were submitted to the selected sample to help in doing the research paper and to obtain unobservable data such as teacher' and students' opinions about the use of technology in teaching and learning, and their perspectives towards the implementation of Flipped Classroom Approach.

## **3. Description and Administration of the Research Tools**

### **3.1. Description and Administration of the Teachers' Questionnaire**

Teachers' questionnaire is comprised of 18 items (see Appendix 01). It contains four sections. Each section has an objective to be attained and it is designed to provide a particular set of information. Section one is devoted to the background information, the second section is entitled "The Use of Technology in Teaching"; Flipped Classroom Approach implementation is dealt with in the third section. Whereas the last section is designed for any further suggestions or comments teachers would like to add concerning the topic of research.

Teachers' background information includes their degree (Q1), and the period they spent in teaching English (Q2), in addition to the teaching problems they generally face within the courses they teach (Q3). These questions paved the way for researchers to know teachers' general information, their experience in teaching English and their opinions' about teaching English.

The second section includes five questions that focus on the use of technology in teaching. At the beginning, teachers were asked about their opinions about using internet

as a tool for teaching (Q4), and in (Q5) they were requested to identify their frequency of using technology in the teaching process, these two questions aim at knowing teachers' familiarity with technology use. Teachers were asked whether they have ever provided their students with videos, links, and online documents to use at home (Q6). The seventh question (Q7) was designed to know if they usually post online courses via videos for their students, in addition to two sub-questions in case the answer is "Yes" or "No" for more explanation. Questions 6 and 7 aim at seeing whether master one teachers generally depend on using technology in their teaching. (Q8) aims at selecting the characteristics, teachers think, they should take into consideration to provide their students with useful and interesting videos for learning like keeping them short and animating the voice and so on.

Section Three seeks to know the teachers' attitudes towards Flipped Classroom Approach implementation. The first three questions (Qs 9, 10, 11) were designed to know the teachers' opinions about relying on online videos for presenting the course instead of face-to-face instruction. Q12 directly asks teachers whether they have ever used the whole period of the classroom for solving activities, discussions, and project presentations, this question is designed to see if the activities and discussions may take the whole period of classroom. Questions 13 and 14 attempt to examine the implementation of Flipped Classroom approach in English course, whether the teachers have ever used it or not, how they find it if they used it, their preferences between traditional classroom and Flipped Classroom through providing more explanation, and citing the teaching problems that Flipped Classroom approach can solve. Next, questions were posed to see the positive results of implementing the approach in terms of students' participation rate and the effectiveness in teaching English; teachers were requested to select the advantages and disadvantages they see in the implementation of the new approach (Q16). The last item, in this section, was to ask teachers whether Flipped Classroom is suitable in the Algerian

universities or not, with a justification of their answer (Q17) to see if it can be integrated or not.

The last section aims at exploring teachers' further suggestions and comments to be added to the implementation of Flipped Classroom Approach in teaching English.

### **3.2. Description and Administration of the Students' Questionnaire**

The students' questionnaire has a totality of 17 questions which were designed based on the literature review (see Appendix 02). It contains different types of questions either closed-ended ones for which students are supposed to give 'yes' or 'no' answers, or to choose the appropriate answer from different options; or the open-ended questions which are mostly used in this questionnaire. Moreover, close-ended questions are used to ask the respondents to choose from predetermined answers. In addition to this type of question, it is necessary to follow up questions which take the form of 'justify your answers' or 'explain why'. The questions are organized in four sections. Each section has an objective to be attained and it is designed to provide a particular set of information.

The first section of the questionnaire is entitled Background Information. It contains 3 questions aimed to collect information about the participants working with. The first question is dedicated to identify students' gender (male/female), this is to know the most interested in learning English. The second question is included to check the view they hold about English courses, and the third question is asked to check the frequency of their participation in the classroom. This question aims at knowing the level of participants and their opinions about learning English. The section paved the way for the researchers to know about students' general information and their opinions' about learning English.

The second section includes five questions that focus on the Use of Technology in Learning. In the beginning, students are asked about the use of the internet in learning (Q4), and in (Q5) they are asked about their mastery of technology use, and how often they

use it in language learning (Q6). These questions aim at knowing the learners' familiarity with internet and technology use. Furthermore, it is intended to gather information about the different websites and applications they use regularly (Q7) in order to see the useful applications and websites for learning English. Additionally, to see if they usually watch courses posted online via videos (Q8) is used as an introductory question to the next section.

The third section of the questionnaire talks about the Flipped Classroom Implementation. It consists of 9 questions that are varied between closed-ended questions like yes/no, scale, and Wh questions in addition to open-ended ones like 'please justify your answer' and 'explain why'. It focuses on the use of the Flipped Classroom integrated into EFL classes. In this section, Q9 and Q10 determine students' impression about relying on lecture videos instead of direct lecturing with justifying their answers. Besides, in Q11 students are requested to select the characteristics they think are needed for good videos since they are required as an effective tool in Flipped Classroom implementation, the aim of this question is to see which type of videos students prefer to watch. Moreover, Q12 demonstrates the students' appreciation of use the Flipped Classroom approach in comparison with the traditional classroom, in addition to explaining the reasons behind their answers. Questions 13, 14 and 15 aim at exploring the students' perceptions towards the effectiveness of FC for their language learning by presenting a list of advantages and disadvantages (Q15). At the end of the section, students' are asked about their desire to apply this approach by justifying their answers (Q16), the reason behind this question is to know the students' readiness to apply the approach.

The last section is added as a space for further comments and suggestions students would like to add concerning the topic under research.

#### 4. Analysis and Interpretation of the Obtained Results

##### 4.1. Analysis and Interpretation of the Results of the Teachers' Questionnaire

###### Section One: Background Information

**Q1:** waht degree (s) do you hold?

a) Master

b) Magister

c) Doctorate

Table 2: Teachers' Degree

Options	N	%
A	4	45
B	2	22
C	3	33
Total	9	100

As presented in the above table, almost half of the teachers (45%) hold a Master degree, whereas 22% of them hold a Magister degree and 33% hold a doctorate degree. This may reveal that the majority of master one teachers in the English department teach with a master degree.

**Q2:** How long have you been teaching English?

a) From 1 to 5

b) From 5 to 10

c) More than 10 years

Table 3: Teachers' Experience

Options	N	%
A	4	45
B	1	10
C	4	45
Total	9	100

As to the teachers' teaching experience, almost half of the participants (45%) have been teaching English from 1 to 5 years, and 45% have an experience of teaching English from 5 to 10 years. Only 10% of them have been teaching English more than 10 years. Teachers, then, seem to have more or less experience regarding teaching English.

**Q3:** What teaching problems do you generally face within the courses you teach?

- a) Lack of teaching materials.
- b) Lack of teamwork and support between students.
- c) Teachers working too many roles at the same time.
- d) Not enough time to teach and practice.
- e) Difficulty in checking for gaps in understanding.
- f) Applying a prescribed curriculum to all types of students.
- g) Others, please specify .....

Table 4: Teaching Problems

Options	N	%
A	6	67
B	2	22
C	3	33
D	7	78
E	1	11
F	4	45

In this question, teachers were asked about the teaching problems they generally face within the courses they teach. As it is shown in the above table, the majority of them representing (78%) faced the problem of time insufficiency to teach and practice in addition to the lack of teaching materials with the percentage of 67%. These two problems

are solved through the implementation of Flipped Classroom; it provides more time for teaching and practising. Almost half of the teachers (45%) face the problem of applying the prescribed curriculum to all types of students. There are many other problems that teachers face in their courses.

## Section Two: The Use of Technology in Teaching

**Q4:** To what extent you agree with this statement “The Internet can be a useful tool for teaching” ?

a) Strongly agree b) Agree c) Neutral d) Disagree e) Strongly disagree

Table 5: The Usefulness of the Internet for Teaching

Options	N	%
A	7	78
B	1	11
C	1	11
D	0	0
E	0	0
Total	9	100

The findings presented in the above table show that the majority of teachers (78%) chose the option “Strongly agree”, whereas only two of the participants chose the options “agree” (11%) and “neutral” (11%). These results show the participants’ beliefs and convictions of the usefulness and effectiveness of the Internet in the teaching process.

**Q5:** How often do you use technology in your teaching?

a) Always b) Very often c) Sometimes d) Rarely e) Never

Table 6: Frequency of Using Technology in Teaching

Options	N	%
A	1	11
B	1	11
C	6	67
D	0	0
E	1	11
Total	9	100

Based on the results indicated in table6, 6 teachers with a percentage of 67% stated that they sometimes use technology in their teaching; whereas only one teacher (11%) indicated that he always uses it. This is maybe due to the unavailability of technological materials in the university, as it is mentioned in Q3.

**Q6:** Have you ever provided your students with videos, links, and online documents to use at home?

Table 7: Teachers' Provision of Videos, Links, and Online Documents for Home Use

Options	N	%
Yes	8	89
No	1	11
Total	9	100

Based on the data stated above, 8 participants with a percentage of 89% provide their students with videos, links, and online documents to use at home. However, the left 1 respondent (11%) answered with "No". This data elucidates that the majority of teachers rely on videos, links, and online documents as supporting tools to be used by students for better understanding.

**Q7:** Do you usually post online courses via videos for your students?

Table 8: Teachers' Posting of Online Courses via Videos



Options	N	%
Yes	3	33
No	6	67
Total	9	100

Relying on the data in table 8, it is noticed that most of teachers (67%) do not post online courses via videos for their students. This can be attributed to their lack of knowledge of preparing online videos, the difficulty of doing so, or because of the lack of the necessary instruments. Thus, they rely on face to face instruction. Only three teachers (33%) claim their use of online videos in teaching.

- If yes, how often?

a) Always    b)Very often    c)Sometimes    d)Rarely    e) Never

Table 9:The Frequency of Online Courses Posting via Videos

Options	N	%
A	0	0
B	0	0
C	3	100
D	0	0
E	0	0
Total	3	100

Based on the data stated above, all participants (100%) who answered with “Yes” in the previous question claimed that they sometimes post online course videos for their students. This shows that the reason behind the non-frequency of providing course videos is the time limitations of explaining lessons in classroom, in addition to the lack of materials. However, participants who answered with “No” justified their views as follows:

- they need equipment and time to do videos

- We are used to present the lectures in class. We need a first step forward this shift.
- Lack of adequate material for preparing this type of support.
- I felt no need because of the nature of the module(oral expression).
- Posting videos of lessons requires a lot of time. Because we have to teach in classrooms; this entails doing the same task twice.

**Q8:** What are the characteristics, you think, you should take into consideration to provide your students with useful and interesting videos for learning?

- a) Keep them short
- b) Animate the voice
- c) Add humours
- d) Add callout (add an explanation box)
- e) Keep the copyright
- f) All of them
- g) Others, please specify .....

Table 10:Video Characteristics Teachers Take into Consideration

Options	N	%
A	6	67
B	2	22
C	2	22
D	6	67
E	1	11
F	4	45

In this question, Teachers are requested in this question to identify the characteristics they think should be taken into account to provide students with useful videos for learning. The results indicated that 6teachers, with the percentage of 67%,

identified that they should keep short videos and add callout to the videos, whereas teachers that represent 22% claimed that they should animate the voice, add humors, and keep the copyright. While 4 teachers that represent 37.5% choose all of them. Only 2 teachers suggested other characteristics. They mention that teachers should write headings of content discussed, and give students tasks to do while watching the videos or make interactive online videos.

### Section Three: Flipped Classroom Approach Implementation

Q9: Do you think that online videos and classroom activities can work together?

Table 11: Teachers' Views on the Consistency of Online Videos and Classroom Activities

Options	N	%
Yes	9	100
No	0	0
Total	9	100

As it is presented in the above table, all the participants (100%) think that online videos and classroom activities can work together. They provide the following justifications:

- Videos can be used as a reference.
- We can vary our lessons. Things that are theoretical and that can be explained via videos to students are to be transferred online, and in the case students need to practice, i.e., activities to be done, here they have to attend the course in class.
- Theory could be presented via online videos and any practice that is related to it could take place inside the confines of the classroom.
- Videos provide motivating prompts on the basis and which students can implement successfully the other activities.

- You can watch something at home and discuss it later in open class.
- We can use them to illustrate and explain more.
- Students get to have clearer understanding when supported with videos. Also, by using such a strategy much time could be saved and students get to practice more, and practice surely makes perfect!

**Q10:** If students have watched videos at home about the concepts to be presented in class, do you think that they can lead their own classroom?

Table 12: Students' Management of their Classes after Watching Videos at Home

Options	N	%
Yes	8	89
No	1	11
Total	9	100

Table 12 shows that almost all the teachers answered 'yes', they agreed on the point that watching videos at home about the concepts to be presented in class helps students in leading their own classroom in the rate of 89% but only one teacher thinks the opposite. This may be due to the previous preparation of lessons at home with the help of videos before coming to classroom.

**Q11:** To what extent do you agree with using videos at home instead of lectures inside classroom?

- a) Strongly agree   b) Agree   c) Neutral   d) Disagree   e) Strongly disagree

Table 13: Teachers Perspectives on the Use of Videos at Home

Options	N	%
A	0	0
B	1	11

C	5	56
D	0	0
E	3	33
Total	9	100

In this question, teachers' attitudes towards the use of videos at home instead of lecturing inside classroom are investigated. Reviewing the results in Table 13, it is seen that one teacher (11%) agrees on that using, whereas (56%) of teachers are neutral. However, two teachers (33%) are strongly disagreeing with that use. This can be because they prefer face to face teaching inside classroom, and their familiarity with the traditional classes.

**Q12:** Have you ever used the whole period of the classroom for solving activities, discussions, and project presentations.

Table 14: Teachers' Classroom Time For Solving Activities, Discussions, and Project Presentations

Options	N	%
Yes	6	67
No	3	33
Total	9	100

As the above table indicates, three teachers (33%) said they never used the whole period of the classroom for solving activities, discussions, and project presentations. On the other hand, more than half of the sample (6 teachers, 67%) claims that they did. Thus, as it mentioned in Q3, there is a problem in time constraint. Teachers try to use the whole period of classroom to either lecturing or solving activities, discussions, and project presentations. So, they need to apply Flipped Classroom Approach to overcome the previous problem.

**Q13:** Bergman and Sams (2012) have defined the Flipped Classroom as “that which is traditionally done in class is now done at home, and that which is traditionally

done as homework is now completed in class” (p. 13). From this definition, have you ever used it in your classes?

Table 15: Teachers’ Use of Flipped Classroom Approach

Options	N	%
Yes	4	44
No	5	56
Total	9	100

- If yes, how did you find it?

a) Interesting b) Boring c) No difference d) Difficult

Table 16: Teachers’ Opinions on the Implementation of the Flipped Classroom Approach

Options	N	%
A	3	75
B	0	0
C	0	0
D	1	25
Total	4	100

- If no, do you think that Traditional Classroom is more interesting and easy than Flipped Classroom?

Table 17: Teachers’ Attitudes towards Traditional Classroom versus Flipped Classroom

Options	N	%
Yes	2	40
No	3	60
Total	5	100

Table 15 clarifies that four teachers (44%) apply Flipped Classroom Approach in their classes; whereas the other five teachers (56%) do not. The next table (16) represents

the ones who answer with “yes”. They show their opinion on using Flipped Classroom, 75% of them find it interesting while 25% find it difficult. As it is shown in Table17, 40% of teachers who have never used this approach think that traditional classroom is more interesting and easy than Flipped Classroom, but 60% of them claim the opposite. The following explanations are provided for this question whatever teachers’ answers are:

- Flipped Classroom is way too interesting to students nowadays than traditional one because they are internet savvies and very independent individuals who have access to the lessons and the same lectures in so many different ways. Therefore, giving the opportunity to use technology for a great cause and benefit from classroom time for assignments and open discussions about the matters covered at home will assist the leaning process better.
- The answer is yes. Yet my case is that I have already explained theory in the lecture, and when it comes time to the TD session, students practice.
- I think that a blended mode of learning where the two forms of instruction are provided will yield positive results
- We should acknowledge the advance of technology and introduce its benefits to the educational realm.
- because of technological problems
- Students understand better when the lecture is delivered by the teacher in class
- Because of the environmental factors I think students cannot accept it.
- The Flipped Classroom is quite interesting when used properly and most importantly when accepted by students. It is so difficult, though, to apply. Personally, I sent students articles to be read, analyzed and summarized, but

to my surprise, very few students had done that. I believe that students should be responsible and autonomous enough for this strategy to be successful. That's why I couldn't choose which is better. I think it's more about using both properly, and I highly encourage changing techniques from time to time for it is variety that makes learning motivating.

**Q14:** Which of the teachers' teaching problem(s) can Flipped Classroom approach solve?

Teachers mention some teaching problems that Flipped Classroom can solve.

They are as follows:

- It can certainly help with time management, diagnosing students' weaknesses and strength through intensive classroom practice and discussions.
- Reviewing the content without explaining it again.
- Students will be obliged to prepare lectures at home before coming to class.
- This approach is acceptable to lead to more students' engagement and motivation to learn.
- Shift from teachers centered classes to learners centered classes hence the teachers' work becomes less demanding.
- Time constraint.
- It helps determine which parts of a lesson prove difficult to the majority of students.
- Students' boredom.

**Q15:** Do you think that students' participation rate in class discussion with teacher and classmates will raise in Flipped Classroom in comparison with Traditional Classroom?

Table 18: Teachers' Attitudes towards Students' Participation Rate in Flipped Classroom

Options	N	%
Yes	8	89



No	1	11
Total	9	100

As the table shows, most of the teachers (8) answer with ‘yes’ and they are thinking that students’ participation rate in class discussion with teacher and classmates will raise in Flipped Classroom in comparison with Traditional Classroom. They justify their choice by the following:

- Having sufficient time to go through the lesson and practices at home will for sure lower students' anxiety and skepticism about initiating answers in class.
- Possible, especially if they prepare themselves, but unfortunately it is not case of all students.
- Because students come to class well-prepared
- Because they were given an opportunity to know about the matter would be discussed in the class so they would gain more ideas to share with the teacher and the classmates.
- Students identify and sympathize with each other and will be more ready to help each other ask questions and provide answers and together they can turn to the teacher for matters that seem controversial or difficult for them.
- In Flipped Classroom , students have enough time home to understand content , so when in class, they reinforce that understanding and thus be confident enough to share their thoughts to the whole classroom

While one teacher answers with ‘No’. He/ she claim that students don't like to depend on themselves so they will not study at home by their own. For this reason their participation rate will not be raised.

**Q16:** Do you think that the implementation of Flipped Classroom Approach can be effective in teaching?

Table 19: The Effectiveness of the Implementation of Flipped Classroom Approach

Options	N	%
Yes	9	100
No	0	0
Total	9	100

It is clear from the above table that all of teachers (100%) agree with the effectiveness of the implementation of FCA in teaching.

- If yes, how?
  - a) It offers better ability to monitor students' involvement.
  - b) Activities in class give teachers insight into students' difficulties and learning styles.
  - c) Classroom time can be used more effectively and creatively.
  - d) It provides a better interaction between students and teachers
  - e) The online videos can be reused by teacher for several times.

Table 20: The Advantages of the Implementation of Flipped Classroom Approach

Options	Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %	Total %
A	22	45	22	0	11	100
B	11	45	33	0	11	100
C	0	67	0	0	33	100
D	45	33	11	11	0	100
E	0	45	22	0	33	100

The above table represents the teachers' perceptions on the advantages of implementing FCA in teaching. 45% of the participants agree with the statement which declares that it offers better ability to monitor students' involvement, while 11% strongly disagree. The next statement "activities in class give teachers insight into students'

difficulties and learning styles” is agreed by 45% of teachers where only one teacher strongly disagrees. 67% of teachers see that in FC the classroom time can be used more effectively and creatively but 33% are strongly disagreeing with this statement. Almost half of the respondents strongly agree on the point that it provides a better interaction between students and teachers. The last advantage is agreed by 45% of the teachers and strongly disagreed by 33% others.

- If no, how?

This question presents the disadvantages of implementing FC in teaching; it receives no answer because all of the participants answered with ‘yes’ in the previous question. They see that this implementation results with advantages.

**Q17:** Do you think that Flipped Classroom Approach is suitable in the Algerian universities?

Table 21: Teachers’ Views on the Appropriateness of the Flipped Classroom Approach in the Algerian Universities

Options	N	%
Yes	4	44
No	5	56
Total	9	100

Relying on the data in table 21, it is noticed that 44% of the teachers think that FCA is suitable in the Algerian universities; they justify their answer by the following arguments:

- It is educators’ duty to adapt to the new technologies that better fit Generation Z and make excellent teaching pedagogies.
- Algerian learners have all the requirements to live up to the challenges posed by this innovative approach.

- The developments in the world and the requirements of the modern jobs make Flipped Classroom s a necessity.

The other participants 56%think the opposite. They justify their answer by the following arguments:

- we have big problems with technology and internet
- The big numbers of students, in addition to having so many students who are not interested in learning at all.
- Algerian students in general like spoon feeding and don't like to be self reliant and study alone at home.
- It is still a problematic issue to welcome technology in our context due to many reasons: unskillful teachers to rule technology based classes; lack of materials and poor accessibly of internet, students' traditional tendency about the role of the teacher, this belief discourages adopting a learner centered approach which is the core principle towards implementing FCA.

#### **Section Four: Further Suggestions**

**Q18:** If you have any further suggestions or comments concerning Flipped Classroom, please mention them.

This section is a teachers' space to express their further suggestions, comments, or additions to the topic. They suggest the following:

- Devoting more time to develop this teaching approach and more preparation.
- It can be effective if it is well conducted, and of course if the number of students is limited.
- This strategy requires skillful teachers and active students to be effectively implemented.

- The introduction of Flipped Classrooms should be started in the first year of training in License in one subject. Later on, more subjects should rely on this technique especially in guided work sessions (TDs).

Based on the data gathered from the questionnaire that has been presented and analysed in these sections, some facts were revealed concerning the implementation of FC. The teachers' responses to the questions of the first section entitled Background Information clearly shows that the majority of Master One teachers hold master degree; they have a long experience in teaching English. The participants faced some teaching problems within their courses such as the lack of teaching materials and time to teach and practice. Concerning 'The Use of Technology in Teaching', it is clearly mentioned that teachers generally rely on using technology in their teaching; they use it in providing their students with sources to be used at home like course videos. Moreover, the finding of the third section show that most of the teachers support the use of lecture videos instead of direct instruction because it raises the students' participation rate and motivates them to learn. Most of them agree with the implementation of Flipped Classroom; they acknowledge that it is more interesting than the Traditional one and may be it is suitable in the Algerian universities.

## 4.2. Analysis and Interpretation of the Results of Students' Questionnaire

### Section One: Background Information

**Q1:** What is your gender?

Table 22: Students' Gender

Options	N	%
Male	6	13

Female	39	87
Total	45	100

The table 22 demonstrates the distribution of gender in our sample. They provided the number of males and females, as well as the percentage. As it is shown, 6 students (13%) were males, whereas 39 students (87%) were females. This clarifies that females are the prevailing category in the sample of master one students in English departments at the university of Mohammed Seddik Ben Yahia-Jijel. This means that may be females are more interested in studying English as a foreign language than males.

**Q2:** How do you find English courses you are following at the university?

Table 23: Students' Opinions about the University English Courses

Options	N	%
Interesting	21	47
Boring	14	31
No difference	6	13
Difficult	4	9
Total	45	100

As it is indicated in table 23 students, with the percentage of 47%, found the English courses followed at the university interesting. while 14 students, with the percentage 31%, found them boring. 6 students (13%) saw that the courses presented at the university were not different. However, 4 students (9%) which represents a small group, found the English courses difficult. Based on the data offered above, the majority of students has an interest towards studying English at the university and enjoys the courses presented at the university.

**Q3:** How often do you participate in classroom?

a- Always      b-Very often      c- Sometimes      d-Rarely      e-Never

Table 24: Students' Frequency of Class Participation

Options	N	%
A	10	22
b	11	25
c	17	38
d	3	7
e	2	4
No answer	2	4
Total	45	100

Based on the results indicated in table 24, 10 students with the percentage of 22% stated that they always participated in classroom and 11 students (15%) very often did. This may reveal that about 20% of students are active in their learning of English, where 17 students that represent 38% indicated that they sometimes participated during their classes. Whereas only 3 students, with the percentage of 7%, chose the option "rarely" and 2 students (4%) mentioned that they never participated. 2 students (4%) gave no answers. This may relate to the fact that they don't have enough self-confidence to participate and feel shy to answer this question. The results indicate that more than 10% students are passive learners in their classes. This is may be due to the strategy followed to teach English at the university.

## Section Two: The Use of Technology in Learning

**Q4:** The Internet can be a useful tool for learning.

a- Strongly agree   b-Agree      c-Neutral      d-Disagree      e- Strongly agree

Table 25: The Usefulness of the Internet as a Tool for Learning

Options	N	%
a	25	56
b	17	38
c	2	4
d	00	00
e	00	00
No answer	1	2
Total	45	100

The table above demonstrates that more than half the students (56%) strongly agreed with the usefulness of the internet in learning, 17 students with the percentage of 38% agreed with the presented idea, however, 2 students (4%) choose the option neutral maybe because they can dispense with it in their learning. The last two options namely disagree and strongly disagree were left empty with no answer. These results revealed that the internet became an essential tool that most students use for their learning.

**Q5:** How do you consider your mastery of technology use?

Table 26: Students' Mastery of Technology Use

Options	N	%
Beginner	2	4
Average	25	56
Advanced	18	40
Total	45	100

The findings presented in the above table illustrate that a high percentage of the students 56% master the use of technology with an average level, and 18 students with the



percentage of (40%) were advanced. Only 2 students (4%) considered themselves as beginners; this can be due to the lack of technological tools. These numbers show that almost all the students are aware of the use of technology.

**Q6:** How often do you use technology in your learning?

A-Always      b-Very often      c-Sometimes      d-Rarely      e-Never

Table 27: Students' Frequency of the Use of Technology in Their Learning

Options	N	%
a	21	47
b	14	31
c	10	22
d	00	00
e	00	00
Total	45	100

Relying on the data in table 27, we notice that 47% of the students always use technology in their learning. 14 students with a percentage of 31% very often rely on technology to reach their learning goals. However, 22% of them choose the option sometimes; however rarely and never are left empty. Therefore, this revealed that all students often use technology in their learning.

**Q7:** Do you have particular websites or applications that you use regularly to learn English?

Table 28: Students' Opinions about Particular Websites or Applications they Use Regularly to Learn English

Options	N	%
Yes	25	56
No	20	44
Total	45	100

In this table, 56% of the students use particular websites regularly to learn English. The rest of 20 students (44%) do not rely on using websites in their learning. Only some students (25 students) who admitted that they feel in need to use particular websites or applications to motivate themselves in English learning which is: Wikipedia, YouTube, Data.com, Duolingo, Slide share, Britannica, Cambridge, Sports Notes, Google, Quora, Cake, and Hello English.

**Q8:** Do you usually watch courses posted online via videos?

Table 29: Students' Use of Courses Posted Online Via Videos

Options	N	%
Yes	35	78
No	9	20
No answer	1	2
Total	45	100

- How often?
  - a- Always
  - b- Very often
  - c- Sometimes
  - d- Rarely
  - e- Never

Table 30: Students' Frequency of Watching Courses Posted Online Via Videos

Options	N	%
a	8	23
b	11	31
c	13	37
d	3	9
e	00	00
Total	45	100

As illustrated in Table 29 and, most of the students 35 rely on courses posted online via videos as a source of information outside the classroom (78%). However, students' frequency of watching courses posted online via videos presented in Table 30, more than half of students who answered with yes always and very often watch the online course videos. Besides, 13 students said that they watch them sometimes; only 3 students rarely use the online video, whereas only (20%) of students do not watch posted videos, maybe because they are unaware of the technology use.

### **Section Three: Flipped Classroom Approach Implementation**

**Q9:** Do you think that online videos and classroom activities can work together?

Table 31: Students' Opinions about the Compatibility of Online Videos and Classroom Activities

Options	N	%
Yes	39	87
No	6	13
Total	45	100

As the table indicates 39(87%) students are thinking that online videos and classroom activities can work together; they justified their answers by the following:

- They are beneficial in performance in class.
- They help in participation.
- They clarify ambiguous aspects of the course.
- They replace the role of teacher.
- They provide a large scope of information.
- They facilitate understanding.
- They facilitate learning and make it interesting.
- They add extra information.
- They raise students' motivation and improve pronunciation skills.
- They help in saving time.

On the other hand, 6(13%) of them consider that they cannot work together because they think they are difficult to grasp information and contain more difficult details.

**Q10:** Do you think the videos you watch match the content of the class lessons?

Table 32: Students' Opinions about the Matching of Videos with the Content of the Lessons in Class

Options	N	%
Yes	34	76
No	10	22
No answer	1	2
Total	45	100

The question was handed to students to see whether the videos they watch match the content of the class lessons. 76% of students see that they are related and support their answers by saying that videos give important details and provide the same content as

classroom activities, in addition, the teacher selects the appropriate videos relevant to the course and related to the lessons in class. While only 10(22%) students think that there is no relation between them because sometimes they provide unnecessary details. These results indicate that there is a positive relationship between the videos and the content of the lessons.

**Q11:** What are the characteristics, you think, your teacher should take into consideration to provide you with useful and interesting videos for learning?

- a- Keep them short
- b- Animate the voice
- c- Add humours
- d- Add callout (add an explanation box)
- e- Keep the copyright
- f- All of them

Table 33: Students Views about the Videos Characteristics to be Taken by Teachers

Options	N	%
A	32	71
B	12	27
C	10	22
D	12	27
E	8	18
F	5	11

This question sought to demonstrate the teachers' characteristics that should be taken into consideration in order to provide students with useful and interesting videos. As it is shown in Table 33, more than half students prefer short videos and 12 students enjoy

watching voice animated videos. While 22 students like them with callout (add an explanation box) and humours. Only 8 students want their teachers to keep the copyright of the videos. Finally, all of those characteristics are selected by 5 students to be presents by their teachers in the course videos. This indicates that students feel motivated when watching videos with special characteristics that teachers should consider.

**Q12:** Does your teacher use Flipped Classroom Approach?

Table 34: Teachers' Use of Flipped Classroom Approach

Options	N	%
Yes	13	29
No	31	69
No answer	1	2
Total	45	100

- How did you find it?

a- Interesting

b- Neutral

c- Boring

Table 35: Students' Opinions on the Implementation of Flipped Classroom Approach

Options	N	%
A	10	77
B	2	15
C	00	00
No answer	1	8
Total	13	100

According to the result illustrated in the table above, 29% of the students have experienced Flipped Classroom Approach with their teachers, 10 of them find it interesting and 2 of them find it neutral. Most of the students with a percentage of 69% have not experienced the approach maybe because their teachers are unaware of this new approach of teaching. These results revealed that almost one-third of teachers did not use FCA.

**Q13:** Do you think that Flipped Classroom is more interesting than Traditional Classroom?

Table 36: Students' Opinions about Flipped Classroom in Comparison to Traditional Classroom

Options	N	%
Yes	31	68
No	7	16
No answer	7	16
Total	45	100

It is clear from the above table that the majority of students (68%) think that Flipped Classroom approach is more interesting than the Traditional Classroom because of the following reasons:

- It is a new method to keep students motivated.
- Traditional way of teaching is boring.
- In Flipped Classroom students are obliged to prepare the course before the class time.
- It provides comfortable setting for learning.
- It makes the learner active.

However, 16% of students argue that Traditional Classroom is more effective than the FC. From the obtained results, it is assembled that students like the use FCA rather than Traditional Classroom Approach.

**Q14:** Do you think that your participation rate in-class discussion with teachers and classmates will raise in FC in comparison with TC?

Table 37: Students' Opinions about Participation Rate

Options	N	%
Yes	37	82
No	8	18
Total	45	100

Based on the result stated in the table above, 37 students with 82% are satisfied with the participation rate in-class discussion with teacher and classmates, whereas 8 students who represent 18% claims that the participation rate will not raise in FC in comparison with TC. Hence, students' rate of participation may raise in Flipped Classroom more than it in Traditional Classroom.

**Q15:** Do you think that flipped learning can be effective for your language learning?

Table 38: Students' Opinions about the Effectiveness of Flipped Learning

Options	N	%
Yes	35	78
No	8	18
No answer	2	4
Total	45	100



In the question asked earlier (Q15), almost all students reported that Flipped learning could be an effective approach for language learning. Meanwhile, 18% did not think so. The percentages were very different; however, it is clearly stated that the majority of students found that Flipped learning is the best way of learning a new language.

- If yes, why?
  - a- Provides students to learn at their own speed.
  - b- Students educated with this approach are encouraged to think within / out of class.
  - c- It offers students an individualized education.
  - d- It keeps students engaged and focused for a long time during their classes.
  - e- The support of the team works the class.

Table 39: The Reasons Why Flipped Learning is Effective for Students' Language Learning

	Strongly agree %	Agree %	Neutral%	Disagree%	Strongly disagree%
A	24	49	16	4	00
B	20	56	16	2	00
C	29	49	13	2	00
D	31	40	16	4	00
E	24	44	24	00	00

Following the previous table (Table 39), this table shows that almost half the students agree that FC provides students to learn at their speed but only 4 students disagreed about this point. Whereas, most of the students were agree with the following statement "Students educated with this approach are encouraged to think within/out of

class”. Besides, 49% of participants agree that FC offers students an individualized education. Additionally, one-third of students strongly agree with the role of FC in keeping students engaged and focused for a long time during their classes. Finally, with the support of teamwork within the class, most students strongly agree and agree with the previously mentioned statement. This summarised the advantages resulted from the use of Flipped classrooms in EFL learning.

- If no, why?
  - a- Lack of assistance and guidance from teachers.
  - b- The unawareness of technology makes the learner won't get the desired results.
  - c- Lack of technological tools prevents the usage of FC strategy.
  - d- Students may come to class without previous watch of the course video.

Table 40: The Reasons Why Flipped Learning is not Effective for Students' Language Learning

Options	Strongly agree%	Agree%	Neutral%	Disagree%	Strongly disagree%
A	7	20	18	7	00
B	7	24	16	4	00
C	4	27	16	4	00
D	9	22	13	7	00

This table illustrates that from 20-27 percentages of students agree with the disadvantages of the use of Flipped Classroom as an approach to learn provided in the above table. These disadvantages are the lack of assistance and guidance from teachers, the unawareness of technology makes the learner won't get the desired results, lack of

technological tools prevents the usage of FC approach, and students may come to class without the previous watch of the course video.

**Q16:** Do you want your teacher to adopt the Flipped Classroom Approach?

Table 41: Students' Opinions about Adopting the Flipped Classroom Approach

Options	N	%
Yes	36	80
No	9	20
Total	45	100

The above table indicates that more than one-half of the students (80%) want their teachers to adopt the Flipped Classroom Approach, while the rest of the students showed their rejection of the use of the approach. The results approve that the majority of students support the adoption of the Flipped Classroom Approach by their teachers to help language learning.

#### **Section Four: Further Suggestions**

**Q17:** If you have any further suggestions or comments concerning Flipped Classroom, please mention them.

To conclude, we requested the participants to state additional comments or suggestions if they have. They mentioned the following:

- It is better for teachers to provide their own videos to ensure that it matches the course lecture.
- The students make videos about their understanding of lessons presented in lecture videos.
- It should be applied in nowadays classes.

Based on the analysis of the students' questionnaire, it is deduced that students do appreciate the implementation of FC as an approach to enhance their language learning. From the findings provided in the first section of the questionnaire, it is noticed that most of the participants show their interest in the English courses they are following at the university, they sometimes participate in the classroom maybe because they find it difficult. As it is shown in the next section, technology plays an important role in students' language learning. The majority of them use it in watching online lecture videos. FC implementation is dealt with in the third section; its results reveal that Master one students feel more motivated in the use of FC since it raises their level of participation in comparison with the Traditional Classroom. The last point in the questionnaire reported that the majority of students want their teachers to adopt the FC.

## **5. Overall Analysis**

Based on the results from teachers' and students' questionnaires, which were directed to Master one teachers and students of the English department at the University of Mohammed Seddik Ben Yahia-Jijel to investigate their perspectives towards the implementation of FCA, it is concluded that both teachers and learners hold positive attitudes towards the new approach. However, they encounter some difficulties when applying it.

The findings obtained revealed that both teachers and students generally use technology to reach their teaching or learning objectives. The majority of teachers usually provide their students with videos to be watched at home, but they didn't post them. Moreover, the results showed that teachers and students agree on the point that the implementation of FC in EFL classes can be effective in language learning since it raises the students' participation rate in-class discussion in comparison with the traditional classroom. However, most of the teachers have never used this approach in their courses

despite the students' willingness to adopt it. There are some difficulties and obstacles teachers may encounter when applying FCA in the universities such as the lack of necessary tools and the nature of the Algerian students who get used to being passively engaged in their learning.

Accordingly, the results obtained from the questionnaires confirm the research hypothesis which stated that if both teachers and learners are familiar with technology use, they will hold positive attitudes regarding the integration the Flipped Classroom Approach in EFL classes despite the difficulties they may encounter. These difficulties are summarised in the lack of tools and materials and the passive nature of Algerian learners who generally depend on the teacher in explaining the lessons.

Moreover, the data obtained answered the research questions. Concerning the teachers' and learners' attitudes towards the FCA and its impact on students' learning, it is clearly mentioned that they hold a positive attitude towards the new approach because it helps in raising students' responsibility towards their learning where they become more actively engaged. Next, teachers and learners are not ready to implement FC because it needs more skilful teachers and self-regulated students. They may encounter some difficulties when applying the new approach such as the lack of teaching materials that are necessary in the implementation of FC, the large number of students in the classroom, and students' traditional tendency about the role of the teacher.

## **General Conclusion**

The search for a new teaching approach led scholars to the identification of an innovative model that can be applied by teachers to bring changes to the traditional way of teaching using technology. This approach is known as the Flipped Classroom Approach. It reverses homework activities and classroom lectures by providing students with recorded course videos to watch at home before class time, whereas the class time is devoted to discuss activities. The main focus of this study is to investigate the teachers' and students' perspectives towards the implementation of Flipped Classroom Approach.

The overall research work consists of two major sides. One is concerned with the theoretical review and the other is devoted to the practical side. As far as the first chapter is concerned, it takes a closer look at Flipped Classroom Approach by providing some definitions and theories in which it is underlined that are the Constructivist Learning Theory and Bloom's taxonomy. It highlights the Flipped Classroom in comparison to the Traditional Classroom in terms of place and time, in addition to its implementation in EFL contexts, with a special reference to teachers' and students' roles and the different models. This chapter sheds light on the different tools to implement FC including videos as an effective tool and how to make videos that students enjoy. It concludes with stating the fundamental advantages and limitations of applying this approach. The second chapter, which represents the practical part of the study, outlines the methods and procedures followed in order to gather the data. Indeed, the procedure adopted to explore the problem under the study is a questionnaire handed for students and another one distributed online to teachers. Besides, the chapter provided a detailed analysis and interpretation of the data collected.

In conclusion, the study findings provided answers to all the research questions and achieved all the study aims. First, both teachers and learners hold a positive attitude

towards the implementation of FC. Second, both Master One teachers and learners at the English department are not ready to apply this new approach because it needs more skillful teachers and more self-regulated learners. Third, they mention some obstacles and problems that they may encounter when applying FCA such as the lack of teaching materials and the big number of students in the EFL classrooms. It has been confirmed that if both teachers and learners are familiar with technology use, they will hold positive attitudes regarding the integration of the Flipped Classroom approach in EFL classes.

### **Limitations of the Study**

It is important to acknowledge some limitations of the current study as this may guide future research in this area. One main limitation is that the concept of FC is a new concept in the field of language learning and teaching; which means extra research is needed to identify its precise origins. Moreover, exploring teachers' attitudes through an online questionnaire might not represent reality and actual practices; it was not possible to be done using other research tools such as; interviews to get more details, classroom observation, or even an experiment to diagnose its effectiveness. Another limitation is that the sample of the study is small, due to the current situation (Covid19). Thus, a bigger sample would make the results more valid.

### **1. Pedagogical Recommendations**

Based on teachers' and students' answers to the questionnaire, it is noteworthy to suggest some recommendations. The administration needs to provide students and teachers with the necessary equipment such as providing internet on the campus under which the FCmodel can be successfully applied. Also, it is necessary to delimit the number of students in each classroom and introduce FCin first-year License in one subject, and then more subjects should rely on this approach, especially in guided work sessions. Master one teachers in the English department know the FCA but they don't apply it, may be because

they are not skillful enough. Therefore, it is suggested that they should be prepared well before applying it and need special training in order to use online teaching along with face-to-face lecturing. As for students, they are recommended to be active and serious in terms of watching the videos provided by their teacher to enhance their learning abilities. Students need to devote time to learn outside the classroom using technology in order to achieve more fruitful learning outcomes.



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## **Appendices**

**Appendix (A): Teachers' Questionnaire**

**Appendix (B): Students' Questionnaire**

## Appendix (A)

### Teachers' Questionnaire

Dear teachers,

Your willingness to fill in this questionnaire will provide us with the necessary data to bring out a master's dissertation to its end. This questionnaire aims at investigating teachers' perspectives towards the implementation of Flipped Classroom Approach in the English department at the university of Mohamed Seddik Ben Yahia- Jijel.

Your cooperation and your time devoted to answer the questionnaire are really appreciated; your answers will be treated with utmost confidentiality. 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 5years ☐ -From 5 to 10 years ☐ More than 10 years ☐

3. What teaching problems do you generally face within the courses you teach?

- |  |                          |
|--|--------------------------|
| a) Lack of teaching materials.                               | <input type="checkbox"/> |
| b) Lack of teamwork and support between students.            | <input type="checkbox"/> |
| c) Teachers working too many roles at the same time.         | <input type="checkbox"/> |
| d) Not enough time to teach and practice.                    | <input type="checkbox"/> |
| e) Difficulty in checking for gaps in understanding.         | <input type="checkbox"/> |
| f) Applying a prescribed curriculum to all types of students | <input type="checkbox"/> |

## Section Two: The Use of Technology in Teaching.

4. To what extent you agree with this statement “Internet can be a useful tool for teaching”.

- a) Strongly agree ☐
- b) Agree ☐
- c) Neutral ☐
- d) Disagree ☐
- e) Strongly disagree ☐

5. How often do you use technology in your teaching?

Always ☐ Very often ☐ Sometimes ☐ Rarely ☐ Never ☐

6. Have you ever provided your students with videos, links, and online documents to use at home?

- a) Yes ☐
- b) No ☐

7. Do you usually post online courses via videos for your students?

- a) Yes ☐
- b) No ☐

- If yes, how often?

-Always ☐ -Very often ☐ -Sometimes ☐ -Rarely ☐ -Never ☐

-If No,why .....

8. What are the characteristics, you think, you should take into consideration to provide your students with useful and interesting videos for learning?

- a) Keep them short ☐
- b) Animate the voice ☐
- c) Add humours ☐

- d) Add callout (add an explanation box) ☐
- e) Keep the copyright ☐
- f) All of them ☐
- g) Others.....

### Section Three: Flipped Classroom Approach Implementation

9. Do you think that online videos and classroom activities can work together?

- a) Yes ☐
- b) No ☐

- Please justify your answer.....

10. If students have watched videos at home about the concepts to be presented in class, do you think that they can lead their own classroom?

- a) Yes ☐
- b) No ☐

11. To what extent do you agree with using videos at home instead of lectures inside classroom?

- a) Strongly agree ☐
- b) Agree ☐
- c) Neutral ☐
- d) Disagree ☐
- e) Strongly disagree ☐

12. Have you ever used the whole period of the classroom for solving activities, discussions, and project presentations?

- a) Yes ☐
- b) No ☐

13. Bergman and Sams (2012) have defined the Flipped Classroom as “that which is traditionally done in class is now done at home, and that which is traditionally done



as homework is now completed in class” (p13). Considering this definition, have you ever used FC in your classes?

a) Yes ☐

b) No ☐

- If yes, how did you find it?

a) Interesting ☐

b) Boring ☐

c) No difference ☐

d) Difficult ☐

- If no, do you think that Traditional Classroom is more interesting and easy than Flipped Classroom?

a) Yes ☐

b) No ☐

- Whatever your answer is, please explain Why?

.....  
.....

14. Which of the teachers' teaching problem(s) can Flipped Classroom Approach solve?

.....  
.....  
.....

15. Do you think that students' participation rate in class discussion with teacher and classmates will raise in Flipped Classroom in comparison with Traditional Classroom?

a) Yes ☐

b) No ☐

- Please, justify your answer

.....

.....

16. Do you think that the implementation of Flipped Classroom Approach can be effective in teaching?

a) Yes ☐

b) No ☐

- If yes, how?

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
-It offers better ability to monitor students' involvement.					
-Activities in class give teachers insight into students' difficulties and learning styles.					
-Classroom time can be used more effectively and creatively.					
-It provides a better interaction between students and teachers.					
-The online videos can be reused by teacher for several times.					

- If no, how?

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
-The difficulty in understanding whether the students do their responsibility out of class.					
-It is hard to prepare good quality videos.					
-Teachers have to prepare suitable in-class activities for students.					

-It increases the duty of teachers instead of relieving.

17. Do you think that Flipped Classroom Approach is suitable in the Algerian universities?

a) Yes

☐

b) No

☐

- Whatever your answer is, Please justify

.....

.....

#### **Section Four: Further Suggestions**

18. If you have any further suggestions or comments concerning Flipped Classroom, please mention them.

.....

.....

.....

**Thanks a lot for your cooperation**

## Appendix (B)

### Students' Questionnaire

Dear student,

Your willingness to fill in this questionnaire will provide us with the necessary data to bring out a master's dissertation to its end. This questionnaire aims at investigating learners' perspectives towards the implementation of Flipped Classroom Approach.

Your cooperation and your time devoted to answer the questionnaire are really appreciated, your identity will remain anonymous and your answers will be treated utmost confidentiality. Please choose the appropriate answer and write full statement where necessary.

#### Key Definitions:

**Flipped Classroom:** It is a pedagogical approach in which the teachers' and the learners' roles are reversed. Short video lectures are introduced to students at home before class session, while in-class time is devoted to exercises, projects, or discussions.

**Traditional classroom:** It is the most common way of teaching and learning which focuses primarily on classroom where the teacher presents face-to-face instruction, and the learners are totally passive by receiving knowledge.

#### Section One: Background Information

1. What is your gender?

a) Male ☐

b) Female ☐

2. How do you find the English course you are following at the university?

a) Interesting ☐

b) Boring ☐

c) No difference ☐

d) Difficult ☐

3. How often do you participate in classroom?

Always ☐ Very often ☐ Sometimes ☐ Rarely ☐ Never ☐

## Section Two: The Use of Technology in Learning

4. Internet can be a useful tool for learning.

a) Strongly agree ☐

b) Agree ☐

c) Neutral ☐

d) Disagree ☐

e) Strongly disagree ☐

5. How do you consider your mastery of technology use?

a) Beginner ☐

b) Average ☐

c) Advanced ☐

6. How often do you use technology in your learning?

Always ☐ Very often ☐ Sometimes ☐ Rarely ☐ Never ☐

7. Do you have particular websites or applications that you use regularly to learn English?

a) Yes ☐

b) No ☐

- If yes, please mention some of them .....

.....

8. Do you usually watch courses posted online via videos?

a) Yes ☐

b) No ☐

- If yes, how often?

Always ☐ Very often ☐ Sometimes ☐ Rarely ☐ Never ☐

### Section Three: Flipped Classroom Approach Implementation

9. Do you think that online videos and classroom activities can work together?

c) Yes ☐

d) No ☐

- Please justify your answer.....

.....

10. Do you think the videos you watch match the content of the lessons in class?

a) Yes ☐

b) No ☐

- Please justify your answer.....

11. What are the characteristics, you think, your teacher should take into consideration to provide you with useful and interesting videos for learning?

a) Keep them short ☐

b) Animate the voice ☐

c) Add humours ☐

d) Add callout (add an explanation box) ☐

e) Keep the copyright ☐

f) All of them ☐

12. Do your teachers use Flipped Classroom Approach?

a) Yes ☐

b) No ☐

- If yes, how did you find it?

a) Interesting ☐

b) Neutral ☐

c) Boring ☐

13. Do you think that Flipped Classroom more interesting than Traditional Classroom?

a) Yes

☐

b) No

☐

- Whatever your answer is, please explain Why?

.....

14. Do you think that your participation rate in class discussion with teacher and classmates will raise in Flipped Classroom in comparison with Traditional Classroom?

a) Yes

☐

b) No

☐

15. Do you think that Flipped Learning can be effective for your language learning?

a) Yes

☐

b) No

☐

- If yes, why?

Strongly  
agree

agree

Neutral

Disagree

Strongly  
disagree

---

- Provides students to learn at their own speed.

---

-Students educated with this approach are encouraged to think within / out of class.

---

-It offers students an individualized education.

---

-It keeps students engaged and focused for a long time during their classes.

---

-The support of the team work within the class.

- If No, why?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
-Lack of assistance and guidance from teachers.					
-The unawareness of technology makes the learner won't get the desired results.					
-Lack of technological tools prevents the usage of FC strategy.					
-Students may come to class without previous watch of the course video.					

16. Do you want your teachers to adopt the Flipped Classroom Approach?

a) Yes ☐

b) No ☐

Please justify your answer.....

.....

### Section Three: Further Suggestions

17. If you have any further suggestions or comments concerning Flipped Classroom, please mention them.

.....

.....

.....

**Thanks a lot for your cooperation**



**Résumé** Le développement technologique dans tous les domaines a conduit à l'émergence de nouvelles approches d'enseignement qui répondent aux besoins des étudiants d'apprendre une langue étrangère. Généralement appelé apprentissage mixte, il s'agit d'une nouvelle approche pédagogique qui combine à la fois l'apprentissage en ligne et en présentiel. La classe inversée, en tant que forme d'apprentissage mixte, est une approche pédagogique dans laquelle les cours et les devoirs de maison sont inversés. La présente étude vise à explorer les attitudes et les points de vue des enseignants et des étudiants vis-à-vis de la mise en œuvre de l'approche de la classe inversée et de connaître les difficultés qui peuvent être rencontrées lors de l'application de cette approche. On suppose que si les enseignants et les apprenants sont familiarisés avec l'utilisation de la technologie, ils auront une attitude positive concernant l'intégration de l'approche de la classe inversée dans les classes EFL. Dans le but de vérifier l'hypothèse, deux questionnaires ont été adoptés et soumis à 9 enseignants et 45 étudiants de première année de master au Département d'anglais de l'Université de Mohammad Siddik Ben Yahia - Jijel. Les résultats ont montré que les enseignants et les élèves voient cette approche de manière positive, mais qu'ils rencontrent certaines difficultés pour la mettre en œuvre, telles que le manque d'outils pédagogiques nécessaires dans cette approche, le grand nombre d'élèves dans la classe, en plus de la nature des apprenants qui sont habitués à recevoir sans stimulation. Enfin, il est suggéré que les établissements d'enseignement fournissent aux enseignants des moyens et des outils appropriés et réduisent le nombre d'élèves dans chaque classe. Quant aux enseignants, ils ont besoin de compétences et d'une

bonne préparation pour adopter cette approche. Les étudiants doivent participer pour développer leurs propres compétences d'apprentissage.

التطور التكنولوجي في جميع الميادين أدى إلى ظهور مناهج تدريس جديدة تلبي احتياجات الطلاب لتعلم لغة أجنبية. تعرف عموماً بالتعلم المدمج و هو نهج تعليمي جديد يجمع بين كل من التعلم عبر الانترنت و التعلم وجها لوجه. الفصل المقلوب كأحد أشكال التعلم المدمج, هو نهج تربوي يتم فيه عكس المحاضرات و الواجبات المنزلية. تهدف الدراسة الحالية إلى استكشاف مواقف المعلمين و المتعلمين و وجهات نظرهم تجاه تنفيذ نهج الفصل المقلوب و معرفة الصعوبات التي يمكن مواجهتها عند تطبيق هذا النهج. يفترض انه إذا كان كل من المعلمين و المتعلمين على دراية باستخدام التكنولوجيا, فسيكون لهم مواقف ايجابية فيما يتعلق بدمج نهج الفصل المقلوب في أقسام اللغة الانجليزية كلغة أجنبية. لغرض التأكد من الفرضية, تم اعتماد استبيانين و تقديمها إلى 9 معلمين و 45 طالب سنة أولى ماستر بقسم اللغة الانجليزية بجامعة محمد الصديق بن يحيى- جيجل. أظهرت النتائج أن المعلمين و الطلاب ينظرون إلى هذا النهج بشكل ايجابي لكنهم يواجهون بعض الصعوبات في تنفيذه. كنقص الوسائل التعليمية اللازمة في هذا النهج, العدد الكبير من الطلاب في الفصل, إضافة إلى طبيعة المتعلمين المتعودين على التلقي دون التحفيز. في الأخير, يقترح على المؤسسات التعليمية تزويد المعلمين بالوسائل و الأدوات المناسبة و تقليل عدد الطلاب في كل فصل. أما بالنسبة للمعلمين, فهم في حاجة إلى المهارة و التحضير الجيد لتبني هذا النهج. يجب على المتعلمين المشاركة لتطوير مهارات التعلم الخاصة بهم.