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EFL Learners' Interaction in Flipped and Traditional Classrooms: insights and attitudes

The Case of Third Year Students License at the 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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Declaration

Wehereby declare that the dissertation entitled "Exploring the Effect of Flipped Learning on EFL Students' Academic Achievement "is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially of fully. In case any materials are not documented, we shall be responsible for the consequences.

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Dedication

In the name of Allah, most merciful, most compassionate, who gave us strength to complete this work

I dedicate this work:

To **my beloved mother "Nasiha" and father "Said"** without whom I will not be where I am today.

To my kindest person **"Aziza AMAMRA"** who helped me a lot and I will never forget her help.

To my sisters and brothers.

Manal

Dedication

In the name of Allah, most merciful, most compassionate, who gave us strength to complete this work

First, I dedicate this work to my pillar father, **Djamel Haif**, who has always stand up for me. Thank you for being my protector shield in life.

Second, to my mother, **Saliha Boutaghane**, for her unconditional love and support

Maissa

Abstract

The flipped classroom model is an innovative teaching strategy that reverses traditional classroom. It uses educational materials and new methods to conform the learner needs. The current study seeks to explore the EFL learner's interactions in flipped classroom and traditional classroom. Accordingly, observation in both flipped classrooms and traditional classrooms was conducted with third year English foreign language learners at The University of Mohammed Saddik BenYahia, Jijel, to examine the efficiency of the flipped classroom model compared to traditional classrooms in boosting the learning process. In a similar vein, semi-structured interviews were administrated randomly to five teachers and twenty students attending both classes to probe their perspectives towards the implementation of the flipped classroom model. The findings of the study revealed that the FCM has a significant impact on EFL learner's academic achievements rather than traditional classroom. EFL teachers and learners have positive attitudes towards the flipped classroom approach as a new effective teaching and learning approach that would remarkably promote the learning process. Consequently, they support its implementation in Algerian EFL classrooms.

Key terms: flipped classroom model, traditional classrooms, EFL learner's academic achievements.

List of Abbreviations

EFL: English as a Foreign Language

FCA: Flipped Classroom Approach

FC: Flipped Classroom

FCM: Flipped Classroom Model

ICTs: Information and communication technologies

N : Number

P: Page

PP: Pages

PBL: Project-based learning

SCL: Student-Centered Learning

SLA: Second Language Acquisition

SRL: Self-regulated learning

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General Introduction

1. Background of the Study

Recently, there is a paradigm shift in education along with the development of technology and the advent of new models of language learning and teaching. The flipped classroom model FCM is one of the most important and new models being used to shift from direct learning out the broad learning scope and moving it into the specific learning scope with the help of several technologies (Hamdan Mcknight.K, &Arfaston 2013, p.4). The F C M, unlike traditional classrooms, can provide an effective learning environment. It is associated with a learner-centered pedagogy and the use of internet technology to leverage the learning in a classroom and allow teachers to spend more time interacting with their students' instead of lecturing (Bergmann & Sams, 2012a, p.25).

Moreover, flipped classroom is an approach that gives the teacher the opportunity to apply one methodology or various ones. Thus, flipped learning plays a central role in teaching English as a foreign language since it may create an environment of quick knowledge growth.

The efficiency of the FCM is backed up by research, with studies revealing the effectiveness of using a flipped classroom approach in promoting student's retention, achievement and engagement in learning. (Herreid & Schiller, 2013). Ruddick (2012) has reported that students in the FCM recorded higher test scores and greater overall classroom success than comparable students in traditional classes. In a similar vein, recent research has explored how the FC Model affects learning outcomes, motivation, engagements, and student's performance. According to studies, the FC strategy improves students learning outcomes(Baepler, Walker, & Driessen, 2014; Davies et al., 2013; Janotha,2016; Sun & Wu, 2016; Talley & Scherer, 2013; Wiginton, 2013; Zengin, 2017; Zhonggen & Wang,2016), improves learning performance, and boosts student motivation. Also, Zengin wasc arried out a recent research study on the effects of FC learning environment on students' academic

achievements (2017). In this study, Khan Academy and free open source software applications were used with the FC Model to create the learning environment. The purpose of this research was to find out how the FC Model affected students' academic performance and what they thought of it (Zengin, 2017, as cited in Cabi, 2018, p.3).

In the Algerian context, there was a deficiency of research about the implementation, of the flipped classroom model in EFL classes compared to the traditional one. However, there have been an investigation into the effects of flipped classroom teaching model on EFL learners' vocabulary knowledge (soltani, 2020). This research aims to investigate the effect of FCM on enhancing the vocabulary knowledge of EFL learners. A quasi experimental research was adopted and the data was obtained from an experimental test. The participants are fourth year pupils composing two groups. These groups represented an experimental and a control group. While the latter received treatment with a traditional method, the former received FCM treatment. Pre-post-test design was conducted to compare the effect of both treatments. The analysis of the tests revealed that using FCM in teaching vocabulary to EFL learners enhances their vocabulary knowledge. Another study was conducted by Mr. Zeggai (2019) which aims to delve into the quality and efficiency of the flipped classroom model in enhancing private school learners' overall durability performance in EFL and in learning oral skills. Quantitative data was gathered through the EFL students of the first level intensive programme : a questionnaire was delivered to 25 EFL learners. On the other hand, qualitative data was collected through participant observation of four sessions. All the quantitative data were analysed using Statistical standard percentages for Social Sciences while qualitative data were analysed manually by employing observation analysis procedures. The results of the study revealed flipped classroom model as a significant method to increase the performance of EFL learners in English oral courses. The quantitative and qualitative results supported this impact of the flipped classroom model on EFL students' performance in all oral skill areas. The study

has set flipping EFL classrooms as an efficient way in teaching all the other foreign languages in that school;

2. Statement of the Problem

Learning English as a foreign language requires the use of new innovations in teaching and learning, since acquiring a language is almost a social act which involves students' activeness and participation. In the traditional classrooms, students are facing various challenges. They spent five years in the university studying, but that they lacked the necessary skills to speak or perform in front of an audience. Learners here are not often exposed to language, so this may result in severe consequences which lead eventually to weakness and poor achievement of English language. The flipped classroom enables students to be familiar with the English language outside the classroom by watching educational videos, PowerPoint presentations chosen and prepared by teachers, listening to audios, and reviewing papers related to the course being taught. Accordingly, to address and resolve our instructional issue of low student engagement and satisfaction in the classroom, we observed EFL learners' interaction in flipped and traditional classrooms: insights and attitudes and compare the results to confirm which approach is effective at the University of Mohammed Seddik BenYahia, Jijel.

3. Aims of the Study

Although the FCM has received little attention in the past decades, it has recently received a resurgence of attention in second language learning SLL research highlighting its efficiency in promoting the learning process and creating an effective learning environment. The present study aims to explore the effects of integrating the FCM on EFL learners' achievement. It attempts to discover whether the use of flipped classroom would considerably improve

learners' academic achievements. Moreover, the study seeks to probe students and teachers attitudes towards the integration of the FCM in EFL classrooms.

4. Significance of the Study

Recently, several studies have indicated the effectiveness of the flipped classroom strategy in improving students' achievement level. In a similar vein, researchers argued that such type of class can be used to reach effective learning, including efficient use of class time (Cole, 2009, as cited in Estes, Ingram, & Junhong, 2014, pp.1-11) and raising student's level of participation and gives both of students and teachers the opportunity of one-to-one interaction (Large, Plat, & Treglia, 2000, as cited in Estes, Ingram, & Junhong, 2014, pp.1-11). Alongside this line of thought, the novelty in this study is that it attempts to elaborately deal with the implementation of the FCM in EFL classrooms and the potential effects it may have on students' achievements.

This study might be valuable for Algerian EFL teachers to consider the implementation of the FCM in the Algerian universities. The results of the study will be of great importance for teachers to focus more on students' engagement in learning. Algerian EFL learners' performance in class would be more developed and learning would be more fruitful.

5. Research Questions

The current study is an attempt to answer the following research Questions:

Q1: How does the FCM differ from traditional classrooms?

Q2: How do teachers perceive the implementation of the FCM in EFL classrooms?

Q3: How do learners perceive the implementation of the FCM to improve their academic achievements?

6. Research Methodology

To reach the aim of the study and generate reliable results, qualitative instruments and procedures are used to collect and analyze data. Classroom observation is an effective tool that is applied in both flipped and traditional classrooms to gather valid and reliable data concerning the efficiency of the FCM to enhance EFL learners' achievements. Semi-structured interviews are conducted with 20 master one students at the University of Mohammed Seddik BenYahia, Jijel to identify their perceptions and attitudes towards the implementation of the FCM and the impacts it may have on their performance. Similarly, 5 teachers respond to semi-structured interviews to probe whether they support the integration of the FCM in EFL classrooms and gain valuable data from their point of view about the effects of the FCM to promote the learning process.

7. Structure of the Study

The current research work comprises two chapters; starting with a general introduction and ending with a general conclusion. The first chapter presents a theoretical overview about the research topic. It provides a general understanding of the FCM including the definition of this new approach of teaching and learning, its characteristics, and the four pillars it comprises. Then, it presents basic theories underlying this model and discusses its implementation in EFL classrooms. Moreover, it gives insights into the impact of the FCM on learners' achievements shedding lights on both its advantages and disadvantages. The second chapter, on the other hand, is devoted to the practical part. It presents and discusses the research instruments and procedures that are used to collect and analyze data. Moreover, this chapter presents and discusses the results obtained from both classroom observation and interviews. The chapter ends with a general conclusion that covers the pedagogical recommendations and suggestions for future research.

Chapter one: Theoretical Background of the Flipped Classroom Model

Introduction:

Flipped learning classrooms are gaining popularity among academics and teachers as an alternative to the traditional classroom setting. The development of technological tools such as interactive videos, interactive in-class activities, and video conference systems supports the widespread use of flipped classroom (Johnston, 2017, p.1).

This chapter focuses on exploring the effect of using FCM on EFL learners' academic achievement. Accordingly, it begins by defining the concept "Flipped classroom". Next, the four pillars of FLIP are discussed. This chapter also sheds light on the distinction between traditional learning and flipped classroom. Furthermore, it outlines some theories underlying FC including the Blended learning theory , Project-based learning theory , Cognitive taxonomy , Constructivism and the FCM , Student centered learning and Social independence theory. In addition, the implementation of FC in EFL classes. Finally, the input of FCM and EFL learner's achievements is covered.

1. **Flipped Classroom Model**

Flipped classroom model is an innovative pedagogical strategy, where the teacher uses a platform to teach students related content asynchronously while simultaneously sharing pre-selected digital materials with them outside of the classroom (Bergmann, Sams, 2012, p.50).Consolidation strategies are employed in the classroom together with active, interactive and group problem-solving exercises. . In other words, the pedagogy of the flipped classroom retains its notion of reversing what is meant to be done in the classroom, but is done instead as a homework assignment. (bergmann & Sams, 2012, p.13).As a result, many educational institutions have become interested in the flipped classroom, particularly real and virtual

communication as a basic composite of learning and classroom management.(Bergmann, 2012, p.97)

1.1 Definition of FC

Flipped learning is one of the educational patterns that It relies heavily on technology, which is capable of making fundamental changes in the educational context and educational institutions. (Johnson, 2014). The flipped classroom, which is utilized to create effective learning environment in schools, is even claimed to be the best example of how to involve technology in education (Uzunboylu & Karagozlu, 2015, p.146). Flipped classrooms, also known as inverted classrooms, significantly alter the passive learning and teaching methods used in regular classrooms.

The flipped classroom as defined by Harris et all. (2016) is " a learning environment that provides students with a variety of means to study basic knowledge content as part of the pre-class-meeting homework, so that teachers can use class time more effectively for hands-on activities to practice, apply and demonstrate mastery of the content learned from the pre-class requirements (p. 326). The flipped classroom, which is utilized to create effective learning environment in schools, is even claimed to be the best example of how to involve technology in education (Uzunboylu & Karagozlu, 2015, p.146).

Bishop and Verleger (2013) indicated that the flipped classroom entails group learning inside the classroom as well as individual video-based learning outside of it. With more one-on-one time, the standard definition substitute's instructional videos for direct instruction in class time with students. As homework is completed in class rather than at home, hence the term flipping or inverting the classroom is used. (Bergmann, Overmyer & Wilie, 2013).

According to Van Allen et al. (2019, p. 1_2), a flipped class takes place when students are given "pre-assigned learning materials that they typically use before class (for example, by

watching a lecture video) and applying the instructional material during class (for example, by working on problem-solving assignments).

The previous definitions point out that the concept of flipped classroom means flipping the process of teaching and learning in the classroom and home by activating the role of modern technological tools in preparing and presenting lessons. That is, the teacher prepares the material in which he/ she explains the new information by using modern audio and visual multimedia, and reactive evaluation in order to be available for the student before starting the lesson. The role of the teacher in this strategy is a mediator and a motivator of students to learn through the prepared materials before class time.

1.2 Characteristics of Flipped Classroom

There are numerous interpretations and points of view about the characteristics of the flipped classroom strategy. The FCM has the potential to manage the limitations of teaching EFL courses, as it can give students sufficient opportunity to learn English within in-class and out-of-class activities (Lee & Wallace, 2018). In the EFL environment, studies usually concentrated on opinions and perceptions or responses on multiple implementations of FCM (Adnan, 2017; Chen Hsieh et al., 2; Lee & Wallace, 2018). Numerous studies on FCM place a strong emphasis on comparing the general efficacy of the FCM with traditional lectures. Studies present ways to include students in the learning process by offering self-regulated, but only a few research have investigated the analyzed how FCM may be applied to strengthen students' SRL abilities.

As a result, there are presently few discussions about how to include these methods into the FCM learning process in EFL classes. Accordingly, through giving solutions to the issues raised in FCM studies, such as the failure of learners to assume responsibility for their learning, the size of the videos, and the absence of immediate comments, this study

determined the impact of providing methods of self-regulation on the academic achievement of students in the flipped EFL course.FCM instructs students to participate actively in the activities and transfers the responsibility of learning from the teachers to the students. It's typical for students to be in charge of their own learning, planning, monitoring, and evaluation processes in which Self-regulated learning (SRL) is examined (Lai & Hwang, 2016).

Due to their lack of SRL, FCM students may struggle to manage their time, resources, and studies (Rasheed et al., 2020). Sometimes, students find it difficult to schedule their time to watch the videos and prepare for the in-class activities (Zheng, Ward, & Stanulis, 2020). In the extracurricular activities, FCM calls for a certain amount of the provision of problem-solving advice (Rahman, Aris, Mohamed, & Zaid, 2014). In this regard, the contemporary design EFL teaching techniques advise using presentations, audio, video, and pictures. Certainly, all formats of materials investigated in FCM are files or idea maps which help in increasing student activity (Egbert et al., 2015).

In accordance with the proposed EFL teaching methods, collaborative group work, discussions, feedback, and problem-solving activities of FCM are also related to submitting responsibility for learning. (Turan Akdag-Cimen, 2020) examined the research conducted in the flipped EFL course and emphasized that FCM mostly helps people build their EFL skills in a favorable way (cited in M Öztürk, Ü Çakıroğlu 2012, pp.2_3).

1.3 The four pillars of flipped learning

To illustrate the concept behind the flipped learning approach, experienced educators in this field have outlined the four pillars of a flipped classroom that make flipped learning appropriate. These include Flexible Environment, Learning Culture, Intentional Content, and Professional Educator(Hamadan, McKnight, McKnight, & Arfstrom, 2013, p.5).

- **Flexible Learning Environment**

Teachers have a responsibility to provide adaptable spaces for their students. In this way, learners are allowed to choose how and when to learn the different contents. This kind of flexibility performs flexibility in the teachers' "expectations of student timelines for learning and how students are assessed"(Hamadan, et al., 2013, p.5). In other words, Instructors are adaptable when it comes to teaching and evaluating students.

- **Learning Culture**

Learning Culture demonstrate a shift from students being the subjects of teaching and learning towards being the center of learning. Students can actively promote knowledge development and in-depth exploration of a wide range of topics and playing a pivotal role in the teaching-learning process. Also, in the classroom, more opportunities are emerged for learning, and the students themselves assess their own learning. Instead, teachers may emphasize the value of using classroom interactions to ensure students understanding each academic subject.

- **Intentional Content**

In this pillar, what needs to be directly taught and what can be left up to the students' exploration is decided by the teachers and what tools they should employ to promote autonomous inquiry outside of the classroom. Depending on the subject matter and grade level of the students, teachers select specific content that gives students the chance to engage in a range of teaching methodologies, such as active learning, peer instruction, inquiry-based learning, project-based learning, or problem-based learning.

- **Professional Educators**

The last pillar, professional educators, can be enormously significant pillar because experienced, skilled, and professional teachers are needed to carefully choose the strategies and decide the content. Therefore, teachers control their students, feedback, and evaluate their work. They interact with one another and evaluate their practice to raise the quality of their instruction.
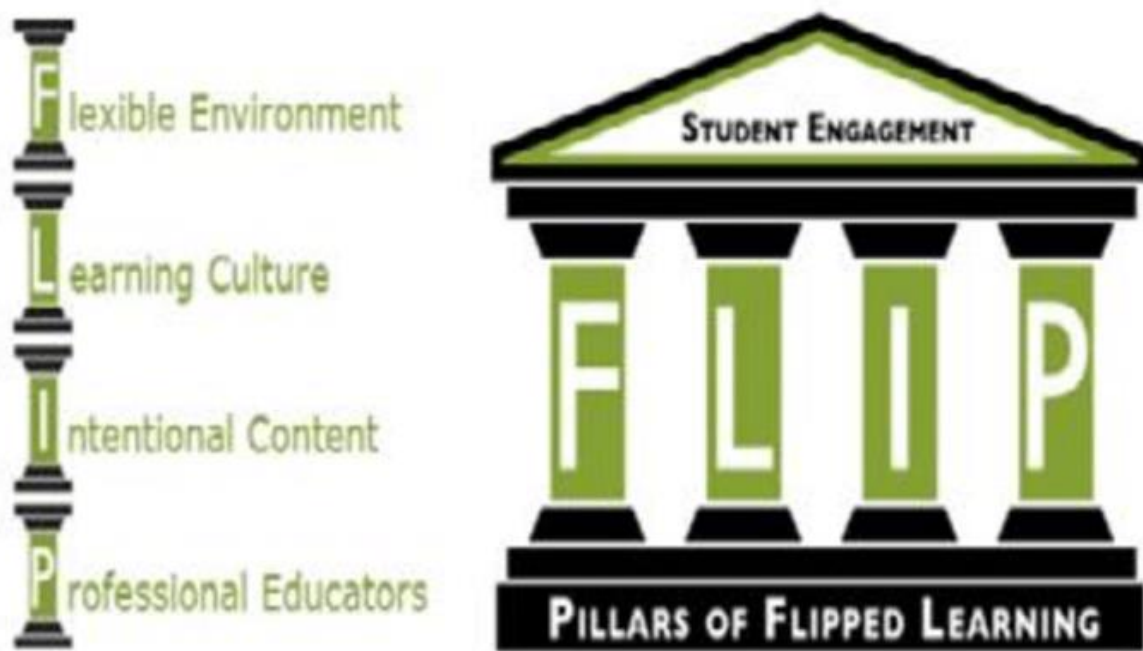
Figure 1. Four Pillars of flipped learning

2. Traditional learning vs. flipped learning

Instead of fulfilling their obligation to teach students the fundamentals, teachers increasingly focus on enhancing class time with specialized, advanced activities that assist students develop the skills necessary for the modern workplace (Torun & Dargut, 2015, as cited from Orhan, 2019, p. 369). They still have enough time to care for each of their students and ensure that each of them truly experiences learning. There are contrasts between

traditional education and flipped learning that can to be shown in the manner described below (Bergmann & Sams, 2012, p.15):

Traditional classroom		Flipped classroom	
Activity	Duration	Activity	Duration
Warm up activity	5 min	Warm up activity	5 min
Review homework	10 min	Q&A Activity	10 min
Present student with new content	20_25 min	Present student with new content	30 min
Guided and independent practice activities	5_10 min		

Table 1. Comparison between traditional learning and flipped learning method

In the traditional learning method, the first 15 minutes of the lesson spent on the warm-up activity along with evaluating the homework that the students were provided the previous lesson. After that, the instructor presents the new content to the class for 20 to 25 minutes. Consequently, there are still 10 to 15 minutes for reinforcing the new information that has been presented, and the homework has been assigned for the students to do the subject of the subsequent class. To put it another way, controlling the degree to which learning has taken

place, and any improper learning has been identified, corrected, addressed and rescheduled till the subsequent class's homework assessment (Bolat, 2016).

In the flipped learning method, the first 15 minutes of the flipped learning session are devoted to a warm-up and question and answer activities using digital resources including video, text, and voice recordings on the information that the students had previously studied. Then, the teacher take 10 min in asking and answering student's questions and start presenting the new content to the student during 30 min. The material is reinforced during the remaining period utilizing interactive learning strategies such as problem solving and cooperation under the guidance of the teacher and with retention in mind. So, the flipped learning model seeks to make up for the time lost while transferring new material to designate it for practice and activities requiring advanced abilities to students outside the classroom. Consequently, students gain significantly more from their teachers' assistance, and learning becomes more effective (Filiz & Kurt, 2015, as cited in Orhan, A,2019, p.396). Alhasani (2015, cited in Sandari 2019, p.242) asserts that traditional classrooms rely on textbooks and homework to teach the lesson's material, and he adds that teachers are administrators while students are only passive recipients of the information who concentrate solely on their teachers. Along with these research, Chen Hsieh et al. (2017, p.2) described traditional classrooms as an environment where students learn the essential information in the classroom and apply it outside of the classroom through homework.

On the other hand, FC is different from traditional class in a number of ways, including the resources they use, the activities they assign, and even the results they produce. According to Kenna (2014, p.7), flipped classrooms foster a learning climate that is conducive to student motivation, and classroom time is used to reinforce home-learning through worksheets, discussions, or interactive activities that help students develop their critical thinking abilities.
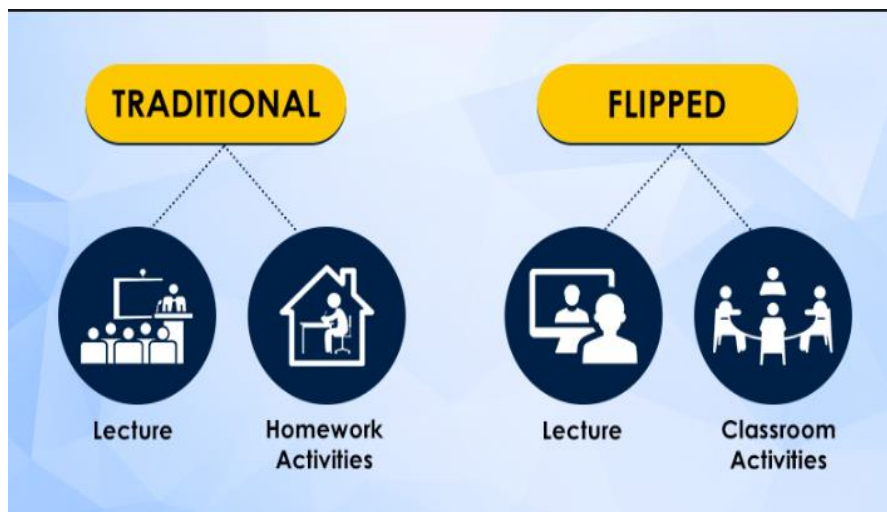
Figure 2: Comparison of Traditional classroom and the Flipped classroom

3. The EFL Flipped Classroom Teaching Model (EFL_FCTM)

Due to the dearth of flipped classroom teaching strategies for teaching English as a foreign language, there is a demand for designing an EFL flipped classroom teaching model in order to guide EFL teachers toward the doable actions that might be applied step by step in EFL lessons. The EFL flipped classroom teaching model of the current study is called the "EFL Flipped Classroom Teaching Model (EFL-FCTM).

3.1. Theories Underlying the EFL-FCTM

To suggest the (EFL-FCTM), a deeper comprehension of the theories underlying flipped classroom learning should be taken into consideration.

3.1.1. Blended Learning Theory (BLT)

The use of blended learning has become more widespread in the current learning environment since resources like YouTube are so easily accessible. The best elements of blended learning are applied in practice and the various situations lead to interdependence between the layers concerned. Additionally, instructors are able to both online and face to

face settings (Douglas, Lang &Colasante2014 as cited from Alqarni, 2018, p. 1). As a result, blended learning is a teaching method that combines traditional and e-learning techniques.

Blended learning was defined by Bliuc et al. (2007, p.4599) as the incorporation of technology-mediated learning into other learning situations. Other than face-to-face, Technology-mediated interactions between students, teachers, and learning resources are another aspect of blended learning. Additionally, Friesen (2012, p.7) underlined that blended learning calls for both the physical co-presence of teachers and students as well as the usage of digital resources for instruction. It takes place, for instance, when students participate in synchronous chats, video conferences, or discussion forums while class meetings are held digitally rather than in person (Bonk & Graham, 2006, p,6).

E-learning resources including software, computers, and the internet are combined with regular lectures. Face-to-face training is a conventional synchronous technique, whereas e-learning makes use of technological improvements to offer both synchronous and asynchronous directives (Kiviniemi, 2014, p.1). As a result, blended learning refers to a setting for learning where the curriculum incorporates inventions. It implies that the student is responsible for completing skills, writing, and grammar with instructors focusing on speaking exercises and a detailed explanation of the challenging materials.

The flipped and blended classroom offers a technique of distributing educational content to students at their houses, using electronic means. Videos of lectures are one common method of obtaining materials. The approach has received appreciation for the advantages it has in the field of education. Students who are physically unable to participate in class can benefit from blended synchronous learning, which can provide a more inclusive learning environment. This allows for the delivery of the course to a sizable group of students (White et al., 2010, p.2), as well as the real-time integration of online and campus students in the same classroom (Cunningham, 2014, p.2). Live meetings motivate students to participate actively in debates

and generate fruitful collaboration, and the synchronous atmosphere can enhance social interactions (Park & Bonk, 2007, p. 2).

Numerous research have been conducted to examine how well blended learning might help students learn in classrooms. Notably, the majority of studies discovered that blended teaching is successful in encouraging learners to pursue in-depth education (Güzer & Caner, 2014, p.4600). According to a comparison of student accomplishment in the old and blended modes of learning, the latter yields superior outcomes to the former (Güzer & Caner, 2014, p.4602).

3.1.2 Project-based learning

A project-based learning approach involves students' investigation of issues that lead to real-life products. The topics and wideness of projects that enhance learning opportunities in the classroom can be extremely various and presented to learners at different academic levels. However, they frequently share specific characteristics that distinguish them from one another. Projects develop from difficult questions that cannot be resolved through memorization. Projects give students a significant role as investigators, problem-solvers, or documentarian. Projects provide clear and important educational objectives; they are not side projects or the "real" curriculum's additions.

The main focus of PBL projects is on issues that "drive" students to come upon with the core ideas and assumptions of the field of study. This criterion is deceptively simple "Be crafted in order to make a connection between activities and the underlying conceptual knowledge that one might hope to foster"(Barron, et al, 1998, p. 274). The typical method for doing this is to use a "driving question" (Blumenfeld et al., 1991, p.381). Thematic units or the confluence of issues from two or more disciplines may serve as the foundation for PBL projects, however these elements alone do not adequately define a project. According to

Blumenfeld et al. (1991), students' inquiries, projects, performances, and other activities must all be "orchestrated in the service of an important intellectual purpose."(as cited in John W. Thomas, ph. D, 2000, p.3).

Project-based learning has become more common in the classroom because researchers have validated what instructors have long conceived: Students learn more effectively when given the chance to explore difficult challenges that frequently mirror real-world situations.. The students' capacity is increased to learn new ideas when they are "connected to meaningful problem-solving activities, and when students are helped to understand why, when, and how those facts and skills art " (Bransford, Brown, & Conking, 2000, p. 23). Additionally, teachers' use of PBL may be a reflection of their comfort level in striking a balance between the demands of the curriculum and assessments on the one hand, and their aspirations to use constructivist methods on the other. Further benefits for teachers include increased professionalism, increased teamwork, and chances to establish correlations with students (Thomas, 2000, p.26). In this context, Ertmer (2005, p.28) emphasizes the significance of identifying the ways in which instructors' beliefs influence their behavior. Whether these activities can be used for reinforcing, extending, starting a learning process, or navigating through each of them. Their implementation of PBL is employed efficiently and successfully in each of their classes.

According to Thomas (2000,p .3), in order to qualify a project as a project-based learning activity, it must be critical to the curriculum rather than being on the periphery, where students have to deal with the principles of a discipline and where they must construct and alter new knowledge and abilities.. This method is being used more and more in academic settings to engage students, lower absenteeism, boost academic achievement, and develop collaborative learning skills (George Lucas Educational Foundation, 2001). Beyond piqued student interest, project-based learning has many advantages. High-level thinking and active

inquiry are encouraged by well-designed projects (Thomas, 1998). Since PBL is student-centered, learning occurs in groups whether students are creating a project about a specific issue or a multimedia project. Students have the chance to creatively represent their learning when PBL is used (Moursund, 2003, p.12).

3.1.1 The Cognitive Taxonomy Theory

Bloom's taxonomy of educational objectives is a hierarchical approach that supports course designers in classifying educational learning objectives into different levels of complexity and particularity. Instructional design, evaluation of educational materials and curriculum development is parts of it reference (Hussey et al, p.18). Bloom's taxonomy's fundamental theoretical analysis requires a connection to the flipped classroom. The description establishing educational objectives in the area of cognition is crucial. a category of educational goals according to Bloom's taxonomy, which aims to provide standards for assessing the learning outcomes of students and to direct instruction. The description divides academic objectives into six levels: remember, understand, apply, analyze, evaluate, creation. Each level of the taxonomy depends on the student's performance at the level or levels before it, which is what makes it taxonomic.

1. Remembering: During this phase, students work to recognize and retain the knowledge they are given as well as to comprehend the fundamental ideas and principles behind the material they have acquired.

2. Understanding: Students endeavor to show that they have understood and interpreted the summarize the knowledge they have acquired.

3. Applying information into practice: Students put what they have studied into

actual circumstance

4. Analyzing: Students apply critical thinking to solve the problem, engage in constructive debate, assess their classmates' responses, and then compose a summary. After using critical thinking or engaging in a debate during group activities, the students come away with new information and concepts.

Students at this level of study also exhibit creative thinking.

5. Evaluation: examination, established peer review knowledge, relational judgment students are currently analyzing the overall learning concepts, and they could Speculate or pass judgment on the extent of their successful learning.

6. Creating: The learners may plan, build, and produce something original they have recently learned (Bloom, 1969).
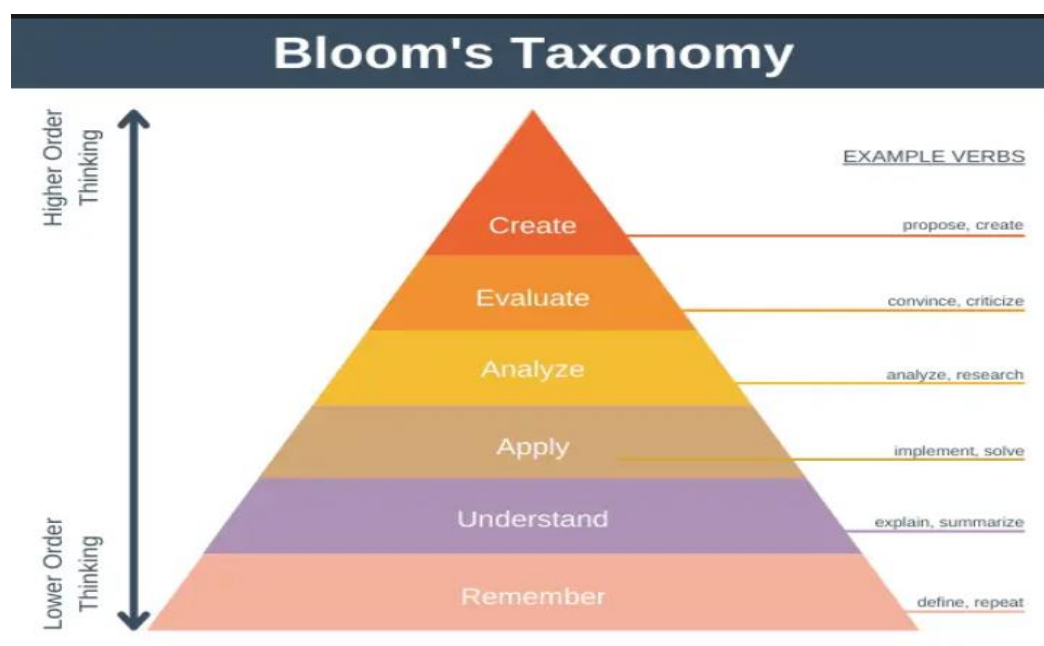
Figure 03: Bloom's Revised Taxonomy in the FCM

The use of the flipped technique with this revised Bloom's Taxonomy helps students to complete the two lower-level objectives of knowing and remembering. As the two lower levels of the taxonomy can be carried out outside of the classroom is the crated for the

remainder of the high-level learning objectives to be completed in the classroom. As a result, according to Bloom's Taxonomy, higher-level learning objectives are accomplished under the direction and teaching of the designated instructor (Bhagat et al., 2016).

3.1.4 The constructivist theory

According to Felder (2012), Gordon (2008), and Neo et al. (2009,), constructivism has become an influential paradigm for understanding how people acquire new information and how they learn about the world around them. According to constructivism, knowledge is created by people via interaction rather than waiting to be discovered with the outside world and one another. The core of effective in the constructivist learning theory is student collaboration, interaction, and engagement... According to the constructivist learning theory, learning can be the process of knowledge building and cognition through community consultation. The objective and communication problems have been resolved by the introduction of a language and text system. It enhanced the achievement of knowledge teaching and learning and improved the validity of knowledge. (Ren, 2008, as cited in Xu and Shi. 2018, p.883).

The methodology developed by Jonassen (1999, as cited from Neo, M and Neo, T.-K. 2009, p.256) for designing a constructivist learning environment is modified for this study, and a multimedia assignment is integrated into the context to serve as the study's central learning problem and allow students to take a substantial part in their educational experience. Procedures and develop abilities required to think critically, work as a team, collaborate effectively, comprehend their tasks more thoroughly, and enhance their learning. Thus, teachers' pay particular attention to the unique characteristics of each student, ensuring that each Students can create new information based on their own level of cognitive development.

The development of lifelong learners is the ultimate aim of constructivist teaching. Likewise, educators and learners are part of a larger social context. Consequently, parents, programmers, and assessors of the curriculum, pertinent administrative staff, and some of the other participants ought to actively modify their ideologies cope with the constructivist-driven revolution in learning and teaching (Wang, 2009, , as cited in Xu, Z., & Shi, Y. (2018, p.885). Depending on this learning theory, students are the primary source of cognition in the flipped classroom model of teaching English, and the creators of meaning who actively overcome the constraints of traditional classrooms.

To put it simple, flipped classroom considers this theory crucial to the process of learning. It also has a significant impact on how the flipped classroom is being created and promoted in the future, both domestically and internationally. Besides, by using constructive teaching techniques, students' learning English can totally raise motivation.

3.1.5 Student-centered learning

Gibbs defines student-centered courses as those that emphasize learner activity rather than passivity, students' experience on the course outside the institution and prior to the course, process and competence, rather than content, and where the student negotiates with the teacher on key learning decisions. Gibbs provides additional details on these key decisions, including: "What is to be learnt, how and when it is to be learnt, with what outcome, what criteria and standards are to be used, how the judgments are made and by whom these judgments are made" (Gibbs, 1995, p. 1). When subjects are significant to their needs, interests, and daily lives as well as when they are actively involved in generating, comprehending, and connecting to knowledge, learners regard the learning process to be more meaningful (McCombs & Whistler, 1997). In student-centered classrooms, the teacher's job is to motivate learners to engage in more discovery learning and to share their knowledge with

one another. To do this, the instructor creates engaging and applicable assignments (Weimer, 2002, p.76).

The emphasis on switching from traditional teaching to student-centered learning has grown in recent years. By recognizing the learner as a co-creator in the teaching and learning process, this paradigm shift has supported shifting power away from the teacher toward the student (Barr & Tagg, 1995). The student-centered classroom differs from the traditional, teacher-centered classroom, in terms of the roles and responsibilities of students and teachers, the delivery of instructional methodologies, and in learning itself. The learner needs individualization, engagement, and integration in a student-centered classroom in order to have the freedom to design their own tasks and choose their own reliable resources. Through collaborative learning and peer teaching, learners interact. They create new meaning during the learning process by using what they have learned with existing knowledge (Moffett & Wagner, 1992).

Bishop and Verleger (2013) stated that student-centered and active learning strategies improve the effectiveness of the flipped classroom approach by ensuring that student learning is centered on them. As a result, learners' outcomes such as performance or achievement have improved. Simon (1999) asserts that there is a risk of student-centered learning in the educational system, a strategy that, when implemented entirely, eliminates all other aspects in favor of the demands of the individual learner as well as the demands of the entire class. He pointed out that " 'if each child is unique, and each requires a specific pedagogical approach appropriate to him or her and to no other, the construction of an all-embracing pedagogy or general principles of teaching become an impossibility' (p. 42). While, Edwards emphasizes the quality of student-centered learning.: "Placing learners at the heart of the learning process and meeting their needs, is taken to a progressive step in which learner–centered approaches mean that persons are able to learn what is relevant for them in ways that are appropriate.

Waste in human and educational resources is reduced as it suggested learners no longer have to learn what they already know or can do, nor what they are uninterested in". (Edwards, 2001, p. 37).

The FC method is a student-centered learning theory that advocates interactive classroom activities which include practical activities based on active learning.

3.1.6 Social interdependence theory

The social interdependence theory proposed by Lewin and Deutsch, according to Johnson and Johnson (2009), is the basis of the collaborative teaching approach. Theory of social interdependence asserts that people are impacted by their own actions or by those actions of others (Johnson and Johnson, 1989). This idea was enhanced and by Johnson and Johnson (2009) designated the collaborative teaching approach. The social interdependence theory offers a case study of the possible benefits of psychology for effective practice in a variety of situations through fostering positive interactions theories, research, and practice. The creation of social interaction has been influenced by interdependence theory. (Cited in Ebril, 2020, p. 2)

According to the key principle of the social interdependence theory, individuals' interaction patterns are influenced by the way their goals are constructed affecting how events will turn out (Deutsch, 1949,1962, as cited in Johnson, D. W, 2003, p.936). This presumption holds that Cause and effect each way crude rule of social connections proposed by Deutsch (1985) claims that the defining actions and results were social interdependence of a particular kind also tends to inspire social interconnectedness of that kind. So, collaboration tends to be caused and caused by mutual aid, such as a shift in the necessary resources and trust.

The operationalization of positive action and results promote contact and dependency have led to the importance of five factors (individual, interdependent, accountability, social skills,

and group dynamics processing).Positive goal and reward interdependence tends to be cumulative, according to a series of studies on the relative efficacy of different types of positive interdependence: Whereas Positive goal dependency alone can provide higher productivity and success than are fostered individualistic efforts, the intersection of objective and alternative Ward interdependency frequently leads to greater success aim where interdependency alone does not (D. W. Johnson,Lew et al., 1986a; Johnson, Stanne, and Garibaldi, 1990;Mesch et al., 1986; Mesch et al., 1988; John Ortiz;Johnson & Son, 1996). Ideal dependency between goals no to encourage increased accomplishment and productivity compared to the interconnectedness of resources (D. W. Johnson, John-Son, Ortiz, and Stanne (1991). When individuals need the resources of other group members but do not share common goals, they try to obtain resources from others without sharing their own resources; D. W. Johnson et al., 1990; Ortiz et al., 1996. Both working to achieve a reward and working to prevent the loss of a reward produced higher achievement than did individualistic efforts. Last but not least, identity interdependence results in a stronger desire to use communal resources less and to contribute more increase one's efforts for the good of society (Brewer &De Cremer & Van Vjugt, 1999; Kramer & De Cremer, 1986; Kramer & Brewer, 1984, as cited in Johnson, D. W, 2003, p.939).

Social dependence is a construct that is used in supply chain management to denote relations of power (Terpend & Krause, 2015, p. 31). It focuses on dependent relationships and how best to take advantage of them. It is closely related to social independence theory and both together are sometimes named the dependent theory. Social Interdependence Theory used by (D.W. Johnson, 1970) pointed out "the essential role of peer interaction and relationships in socialization and learning according to" (David W. Johnson & Johnson, 2009, p. 365).

Finally, social interdependence theory can only lead to effective practice if it is expressed precisely enough to allow practitioners to derive useful procedures from it.

4. Application of Assistive Technology

The flipped classroom's base principle is that instructors employ assistive technology to increase the amount of time students "interact" with their instructors and peers (Berrett, 2012; Sams & Bergmann, 2013) in the classroom. The flipped classroom movement in education has been started by the usage of digital video technology, which has in fact significantly altered the educational methods of many teachers (Quillen, 2013). The flipped classroom model enables teachers to use digital video technology to cover fundamental concepts, vocabulary, and facts as part of students' outside-of-class preparation while utilizing class time to encourage deeper comprehension of new ideas and develop students' higher order thinking skills. That is, interactive, group projects enable students actively practice and apply what they have learned during the majority of class time. Teachers can film screencasts of their own lectures and narrate them on their computers, or they can use videos from websites like YouTube, Khan Academy, and Ted-Ed (Hamdan et al., 2013, p4). In addition to using lesson videos, they might also use podcasts .Podcasts are digitally transmitted video or audio files that can be downloaded from a website to desktop computers and mobile devices. Teachers can use podcasts to record lectures in a variety of formats, such as lecture capture, Keynote, or a Power Point presentation with narration.

One strategy for assisting professors in making their course more appropriate and interesting to millennial students is the use of instructional podcasts (Gannod, Burge, & Helmick, 2008). Before class, students are required to listen lectures on videos or podcasts. By doing this, they can spend class time working on pair or small group exercises and starting more in- depth discussions with their teacher and peers on the material. By doing so, students are better able to comprehend concepts, relate to the material being studied, and use what they

have learned to solve issues in the real world. A teacher in a flipped classroom acts as a guide who assists and offers individual guidance as necessary because the traditional teacher's role (i.e., transfer of new knowledge) is replaced with lecture videos or other online learning tools. The teacher also acts as a facilitator, giving immediate feedback and assisting students' learning through a variety of scaffolding techniques.

5. The implementation of flipped classroom model

A "flipped classroom" entails a lesson plan that adapts to the demands of various learning styles, in contrast to the traditional classroom, to give students a more specific educational experience (Roehl, Reddy & Shannon, 2013, p.47). Estes et al. (2014, pp.2_3) offer a three-stage flipping the classroom methodology, the pre-class (modeling, pre-assessment), in-class (detailing ideas, addressing issues), and post-class (evaluation, application, and transmission) steps.

5.1 Pre-Class Tasks

Prior to their upcoming lesson, participants had to watch the E-learning videos. They required to examine educational materials that improved their understanding of the content knowledge. Students were especially required to respond to questions raised by the videos and content. They might respond to the material, or leave feedback on the videos by making notes. Those notes were crucial because they supplemented what students had learnt from the readings and videos. Assignments for e-learning varied and were flexible based on several instructional themes. The key objective of the pre-class activities was to get students involved in the learning topic so they would ask questions and gather information to discuss it in class. Also, students' enthusiasm and interests are to be piqued by pre-class exercises, which also serve to draw attention to any misconceptions or problems that may arise during the actual lesson (Mazur, 2009). Whereas, the role of teachers' in-class is to direct students by

encouraging them to engage in the learning process to reconsider important ideas, interact with ideas at a higher level, establish a conversation, etc. (Deslauriers et al. 2011, p.862).

5.2 In-Class Tasks

This section includes teacher encouragement and student practice throughout class time. Upon class discussion, teachers requested students to complete peer-reviewed work on online learning assignments in order to get the most significant results for high-order thinking skills. They would have more chances to confide in colleagues about their difficult problems, then with the entire class, starting with their own partners. Teacher served as a coach, advising, and helping and listening to, students. Following a review of the lesson's fundamental ideas, students engaged in a variety of practical tasks, including situational reaction, role-playing, group discussion, original concepts, etc. They occasionally gave brief lectures about their resources completed each chapter of the course book and earning something new. Since the presentation is a crucial component of the overall project over the course of the semester, students discussed their preferred themes in multiple sessions while also examining their materials for references and asking their instructors for guidance. So students and teachers are supported to partake in a continuous process of acquiring and offering feedback through the in-class activities and conversations (Pierce and Fox 2012).

5.3 After-Class Tasks

After class, additional learning materials are given to students in order to help students have a deeper knowledge of the subject (Strayer 2012). Then, students finished their post-class assignments on the online learning platform to provide their own reflections on actual learning experiences. The researcher pointed learners to post their thoughts about the flipped English lessons, their favorite methods of learning, any changes they would want to see, what they should do to adapt to new techniques, if there were any challenges or unclear issues, and

how the teacher could boost the flipped model's effectiveness, how would be preferably and other comments on the discussion board. Then the instructor joined this board to respond, if there were questions or remarks, notes were then taken in a teaching journal. In some cases, teachers gave learners criticism individually while others explained some common issues to the classas a whole.
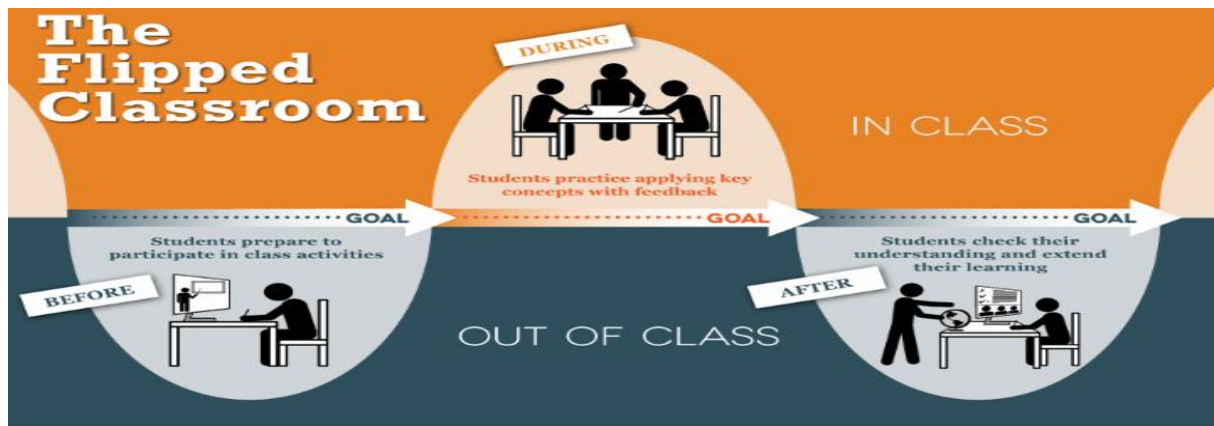
Figure 4. The implementation of the flipped classroom model

6. Advantages and disadvantages of Flipped Classroom Model

6.1 Advantages of FCM

Numerous studies that used the flipped classroom concluded that it offers a number of advantages. The main advantage is that it cultivates self-learning, helps students become more motivated to learn, and equips them with social networks skills through the use of cooperative learning in the classroom solving tasks and playing games. Fulton (2013) asserts that the flipped classroom has proven to be adaptable in situations where teachers or students are unable to join class. This is owing to the fact that classes are always cancelled if a teacher or student is ill or unable to attend for any other reason. According to Acedo (2013) flipped classroom is implied to help parents. Considering that they are more engaged in their children's education since they can observe it first-hand and if they help students with their homework, they must be knowledgeable and ready.

Guiders might interact with a particular learner or groups of learners with the view to assure that the topic has been accomplished. Teachers have more time to help difficult students when practical application of content is prioritized in the classroom, which is especially beneficial because it allows teachers to correct faults students make as they are creating them ; as a result, teachers have a deeper understanding of the cognitive processes .When a student has an in-depth understanding of the content, they can go to more challenging assignments and work on projects that cultivate the learning (Herreid & Schiller, 2014, p.64).

Other advantages mentioned by Roehl, Reddy, and Shannon (2013) include that the students have the freedom to interact with the material in accordance with their individual learning preferences. So, more interaction occurs in class than would often be feasible in a lecture-based setting between the teacher and students as well as among the students themselves. In addition, the teacher is able to figure out student understanding of the topic more quickly than in a lecture class, which relies on summative evaluation through quizzes.

6.2 Disadvantages of FCM

Several studies mention the negative effects of FCM for both teachers and students. The biggest disadvantage of FCM is that it is difficult for teachers to determine whether students have seen the video and whether they have studied these subjects or not (Bergman and Sams, 2012; Jenkins, 2017). As seen in Fig. 4. Everyone acquires knowledge and skills at various rates, which is one feature of the flipped classroom. However, this form of operation strongly depends on students' motivation for themselves. Several students are not as motivated as other students, and this teaching strategy might enable those less driven learners to accomplish less.
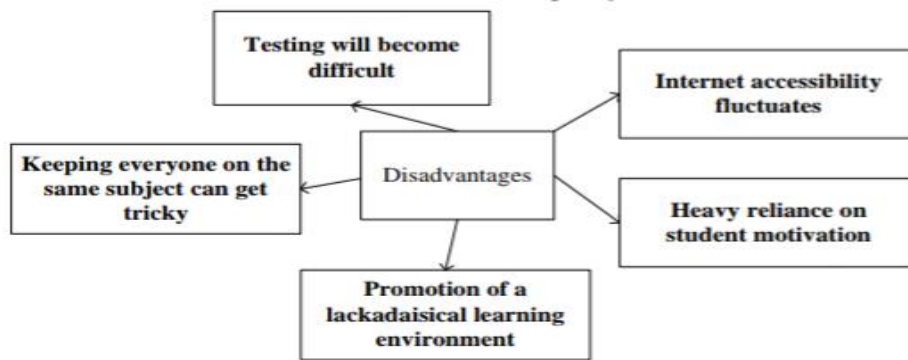
Figure .5: Disadvantages of the flipped classroom

Every student typically receives tests concurrently in order to assess their cumulative learning. The flipped classroom model involves having students participate at assessments at various times. This could also cause students to put out learning if they are anxious about the upcoming test. Having access to computers and the Internet may not be possible for students in underprivileged communities. Students without personal computers or a network will be required to go to a library or internet cafe's network or public computers. If so, there are a few restrictions and this presents a challenge. One such drawback is that learners devote their entire "homework time" in sitting in front of the computer.

Additionally, Nielsen (2012) contends that FCM that use films to offer education face some of the same difficulties as traditional classrooms. It's possible that watching instructional films at home and attending lectures are not the greatest ways for students to learn. It's also possible that some students will not feel comfortable with the transition to a tech-based approach (Herreid & Schiller, 2013), thus it's important to remember that every student learns differently and might prefer in-person lectures to online videos or other digital content. There is evidence that many students still rely on lecturers going through concepts with them in class, even if many appear to benefit from video lectures (Engin & Donanci, 2015). According to Gençer and colleagues (2014), if learners do not interact with their

instructors or classmates, they are likely to face some struggle in the individual learning process when working outside the classroom learningactivities.

7. The impact of Flipped Classroom on EFL learners

Studies on the effects of flipped learning have been undertaken in a variety of subject areas, including statistics (Strayer, 2007), TV arts (Enfield, 2013), and nursing (Ling, Hwang, and Hsu, 2019). Even though there is a growing amount of research on flipped learning, there are not many studies conducted in EFL contexts. There are only 43 articles about flipped learning are included in the Web of Science's index; just five of those studies were undertaken in Turkey (Turan & Cimen, 2019). Some of the first research on the effectiveness of flipped learning on academic performance was performed at the University of Taiwan. They prioritized pre-service ELT teachers' academic achievements in a material design course (Adnan, 2017), the level of competence of learners at the intermediate level (Hung, 2015), and the influence of Web Quests and the use of the Line phone application on learning English idioms.

The experimental group in Hung's (2015) study with 75 EFL students received teaching in terms of Web Quests, which led to more accomplishment than the control group. The videos and pre-class material in Web Quest that help students get ready for in-class assignments were cited as a result of that difference. According to Chen Hsieh et al. (2017), the success of flipped education depends on how much preparation the students complete. According to Chen Hsieh et al. (2017), whether or not students complete the required preparation work outside of class is significant for the success of flipped classroom instruction. The teacher cannot engage learners at an advanced level in class if they do not" (p. 17). Along with the conclusions of this investigation, the outcomes of the other studies are equal. In addition to the researches discussed previously, some other research has been done in a university-level EFL context to improve students' higher-order thinking skills (Alsowat, 2016), writing

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(Ekmekçi, 2017), learner readiness (Choe & Seong, 2016), motivation (Boyraz & Ocak, 2017), speaking skills (Çetin Köroğlu & Çakır, 2017), and peer interactions (Zainuddin & Perera, 2019). The results of these studies have proven that flipped learning helps students to be more active, engaged, and successful both within and outside of the classroom.

Last but not least, it was discovered that FL had significantly improved the students' participation, engagement, and performance. The outcomes shed light on FL's application in the EFL setting. The effectiveness of multimedia elements, such as animations or video lectures, in the usage of flipped education may be the subject of future research. Numerous scholars have argued that FCM can be utilized to teach a foreign language and can advance learning in various foreign language skills and sub-skills (Dinçer, N. & Polat, M.2022, p.91).

Chapter two:
Field work

Chapter Two: Methodology and Discussion of results

Section one: Methodology

1. Introduction

    This chapter is concerned with the fieldwork of the study. It represents the sample of the study as well as the instruments and procedures used for data collection and analysis. Moreover, this chapter represents detailed interpretation and discussion of the findings followed by a general conclusion that covers both pedagogical implications and recommendations for future research. The current study is exploratory research that aims to evaluate the strengthened integration of the flipped classroom and motivate and help EFL students using ICT resources as a psychologically alternative strategy. Exploratory research is described by Robson (2002) as "a means to discover what is happening and to seek a new insight" (cited in Damaskinidis, 2017). Additionally, the present study provides insight into becoming aware of implementing the FC model from the perspectives of both teachers and students. As a result, for the aim of answering the research questions and to come out with valuable findings, observation is conducted in both traditional and flipped classes in the English department in addition to other semi-structured interviews addressed to English students and teachers from the University of Mohammed Seddik BenYahia, Jijel to shed lights on their perspectives towards the implementation of the FCM in Algerian EFL classes.

2. Population and Sampling

    The participants provided information that helped the researcher find answers to the research questions (Kumar, 2011). In order to accomplish the goals and objectives of the research, a careful selection of the participants is necessary. In other words, the population of the present research project is made up of English language teachers and students who were present when the educational system switched from traditional teaching to the flipped classroom model. Accordingly, third-year EFL learners from the University of Mohammed

Seddik BenYahia, Jijel were randomly selected as the sample for the present study. The participants of the study are all specialized in Didactics. Both males and females took part of the study. Their age ranges from twenty to twenty-three.

3. Data Collection Instruments and Procedures

For the purpose of generating reliable results, two different qualitative instruments were used to collect data for this research. Classroom observation in both traditional and flipped classrooms was used during the second semester of the academic year 2022/2023 at the University of Mohammed Seddik BenYahia, Jijel. In addition, semi-structured interviews were conducted with teachers and students to highlight their perspectives towards the implementation of the FCM in Algerian EFL classes and its effectiveness in promoting the learning process compared to the traditional classrooms.   .

3.1 Observation

To identify the effects of the FCM on students' performance and academic achievements compared to traditional classroom, observation is regarded as the most appropriate method that would increase the validity of the findings of the study. Observation is an intentional, methodical, and selective method of watching and listening to a phenomenon or interaction as it occurs. It is one method of gathering first-hand facts. The observer adopted a non-participant-as-observer role. Non-participant observation is a qualitative research that is used to collect first data about a topic without interacting with the person directly. Non-participant observers may occasionally be present in the environment physically. This is the most popular observational method for the studies since it has the least influence on the subjects and ansur the validity of the study.

Two groups were assigned to the observation throughout the second semester in order to see if the flipped classroom achieves the benefits described on the theoretical side and to

determine whether this model is effective and has an impact on the academic success of EFL students. Two groups of thirty students were selected randomly; one employing the flipped learning approach and the other the traditional approach. Both groups took a month of observation covering four sessions for each group during the second semester of the academic year 2022/2023 at the same time starting from the mid of April to the middle of May. The researchers attended both classrooms observation and took the necessary data for this work. The field notes taken from observations described what was happening in the classroom in terms of the students' achievements in relation to the new teaching strategy, and for the traditional one as well.

It was also observed how the teacher flipped the classroom and helped students gain a deeper understanding of the course, which will help them succeed in the subsequent courses. Along this line of thought, the teacher gave the researchers insights on the materials and the activities he assigned to his students to prepare themselves at home for the upcoming lecture, and the means of technology he uses to communicate with them. The teacher of the Flipped Classroom observation tend to send the learning materials of each session to her students via Email right before the classroom which were at the form of PDFs in order to prepare themselves at home and come to the class for discussion.

3.2 Semi-Structured Interviews

Interview was the second tool that was used to collect data from the participants. This data includes their attitudes towards the implementation of the FCM in EFL classes to find out whether they support its integration in Algerian EFL classrooms, or they prefer traditional classes due to the difficulties they encounter with the FCM. For this purpose, semi-structured interviews with both EFL learners and teachers from the University of Mohammed Seddik BenYahia, Jijel were used for data collection. A semi-structured interview guide approach includes outlining questions or issues to be examined. Patton (2002) asserts that each issue is

investigated along the same basic lines. As a simple checklist during the interview, the guide presents topics that the interviewer is free to investigate and ask questions about. Additionally, it maximizes the time permitted for the interview.

3.2.1 Administration and Description of the Students Interviews

The interview was conducted with third year EFL learners who were chosen randomly from the English department of the University of Mohammed seddik Ben Yahia, Jijel. Semi structured interviews were conducted with twenty third year EFL learners for 10 minutes per each. The students' interview comprised thirteen open-ended questions that were divided into two sections; each section has a specific objective and seek to attain a particular set of information.

The first section (Q1) aimed to collect background information about the participants including their experience in learning English and whether the English language was their first choice at university (Q2).

The second section comprises 10 questions and devoted to obtain insights about students' perspectives of the implementation of the FCM in Algerian EFL classes. Q1 was designed to identify the participants understanding of the FCM. They were asked whether they are familiar with the FCM, and then asked to provide a comprehensible definition of it. Q2 and Q3, however, were designed to determine students' familiarity with this new approach of learning and teaching, and how it is implemented in EFL classrooms. They were asked if they have ever attended a Flipped Classroom before and whether their teachers have implemented the FCM in their classes.

In a similar vein, students were asked, in Q4, about the efficiency of the FCM in providing an effective learning environment, enhancing learners' academic achievements, and boosting the learning process. Students were even asked to justify their choices in order to get clear

insights about their experience with the FCM. Moreover, Q6 was designed to examine the influence of the FCM on the participants learning outcomes. Q7, on the other hand, seeks to identify which method of learning students appreciate the most; Flipped Classroom or Traditional classrooms, justifying their choices. Similarly, both Q8 and Q9 aim to highlight the potential difficulties third year students may encounter in their experience with the FCM in addition to their recommendations to overcome those difficulties. Q10, however, was designed to probe whether the participants support the integration of the FCM in Algerian EFL classes and justify their support.

3.2.2 Administration and Description of the teachers' interviews

The interview was conducted with 5 teachers who were chosen randomly from the English department at the University of Mohammed Seddik Ben Yahia, Jijel. The teacher's interview comprises of 14 questions and consists of a set of open-ended questions in predetermined order created by the researchers. It is divided into two main parts; each part has an objective to be achieved.

The first section is concerned with some personal information which consists of two single choice questions. The first question was designed to know which degree they hold. The second question was about the period they spent teaching English. These two last questions seek to know the teacher's level and their experience of teaching English.

The second part is devoted to teachers' perceptions, experience, and difficulties in integrating Flipped Classroom into EFL teaching and learning classes. It consists of 11 questions. At first, in the first two questions teachers were asked about their familiarity and understanding of the FCM. The third question aims to check whether teachers have applied the FCM in their classes before. The fifth question is designed to ask teachers about their perspectives of the FCM and its significance in enhancing EFL students' performance and

academic achievements. Q6 and Q7 attempt to explore the advantages and the disadvantages of implementing the FCM in addition to the teachers' recommendation to overcome those shortcomings in the Algerian EFL classes. Moreover, Q8 is opted to investigate the effectiveness of the FCM in contrast to traditional classes. The participants were even asked to justify their choices. In Q9, the teachers were asked whether the implementation of the FCM has received enough attention and consideration in the Algerian EFL context. The last two questions, Q10 and Q11, were designed to probe the familiarization of teachers and students with the FCM and the recommendations they provide for an efficient implementation of the FCM in Algerian EFL classes.

Section two: data analysis and recommendation

4. Data Analysis and Discussion

This section represents the data analysis and discussion of the results obtained from both classroom observations, of traditional classes and Flipped Classroom, and teachers and students' interviews in order to answer the research questions and confirm or disconfirm the research hypotheses.

4.1 Analysis and Interpretation of the Classroom Observation Results

Two groups were assigned to the observation throughout the second semester. Each group has 30 students who were selected randomly, one employing the flipped learning approach and the other the traditional approach.

4.1.1 Analysis and Interpretation of Traditional Classroom Observation Results

Classroom observation was carried out during the second term semester with written expression module to observe the effect of traditional classes on the EFL students' achievements and academic performance through their learning process. The classroom

observation took four sessions for 90 minutes per each. The first two sessions were devoted for getting to know each other and having a revision of the things dealt with in the 1st semester because of the change happened in the teachers in the second semester.

In the third session, however, a new lesson was presented following the traditional method of teaching. It lasted 90 minutes (1hours and a half). The class began with checking the homework from last session and correcting it (the correction took 15 min). Then, the teacher started his lesson by a brief revision of what is mentioned last time. The revision covered dependent and independent phrases, fan boys, conjunction… (It took 20 min). After being done with revision, the teacher did a warm up to prepare his students to the new lesson (10min). Then, the teacher started to explain the new lesson which is entitled as Types of Sentences. He presented the students with the new context mentioning the different types of sentences with examples and how to know each one of them (it lasted 35min). At the end, the instructor gave practice activities to do at home (in10min).

Similarly, the lecture of the fourth session which lasts for one hour and a half was about Paragraph Writing. The lesson plan in the fourth session was the same as the third one. The class started with the correction of the homework, an overview of what is done last time, a warm up for the lesson, the explanation of the lesson, then the homework activity.

During traditional classroom observation, it has been noted that the teaching process is teacher-centered. Most talk was by the teacher who was guiding and explaining the lesson for his students. When the teacher noticed that his students could not get a certain point, he tried to provide further clarifications or represent the information in a simpler way using a simplified form of language and some examples from real life situations to promote their understanding. Even when the instructor tried to make the students active, motivated and engaged in discussion by asking them to give their views concerning a certain element of the lecture or asking them some questions about the topic for some extra points, most students

were passive showing no interest in the teacher's explanation of the lesson giving random answers to the teacher's questions without thinking. The majority of them did not seem to be motivated for the learning process. Some students did not do even their homework; they were not participating or showing their understanding of the lesson.

It seems that students attend the lecture just for the sake of having their points of attendance and not missing any quiz which may justify their bad performance in exams. However, some students might feel uncomfortable to participate without pre-preparation of the lecture. Some might be embarrassed to give wrong answers. Consequently, they prefer to keep silent and not engage themselves in discussions. All of these individual factors may also influence students' performance in traditional classes. Traditional classroom, therefore, showed that most students do not appreciate such approach of teaching and learning.

4.1.2 Analysis and Interpretation of Flipped Classrooms Observation Results

As mentioned earlier, a Flipped Classroom observation was conducted during the second semester in the English department with the course of linguistics to observe the effects of the Flipped Classroom Model on the EFL student's achievements and academic performance during the learning process. The classroom observation lasts four sessions for 90 minutes per each.

The first session in the Flipped Classroom began with a warm up before entering the discussion of the new lecture (lasted 15 min). Then, the teacher started introducing the new lecture giving a brief overview of the topic. Then, she started asking questions about the learning materials which she already sent to her students via Email under the title of Language Acquisition. Both teacher and students engaged in an effective discussion of the topic for 40 minutes. The teacher introduces different concepts and most students raise their hands to define and explain those concepts based on their understanding from the materials they

received. Some students even aim to differentiate themselves from the others. They went beyond the materials they received, looked for extra information from other sources, and share them in class to show their potentials and their efforts to understand the lecture hoping to get some extra points. Then the teacher re-explain the concepts giving students extra information with illustrative examples from real life situations to boost their understanding of the topic. After that, 35 minutes were devoted for collaborative and individual activities to measure the learners' knowledge and understanding of the lesson.

The last three sessions were conducted the same way. The second lecture entitled Acquisition vs. Learning; whereas, the third one discusses first language acquisition FLA vs. second language acquisition SLA in addition to stages of FLA. The last lecture of the fourth session dealt with theories of language acquisition. It sheds lights on the different views of scholars and schools of thought concerning the process and mechanisms involved in language acquisition. All the sessions witnessed a remarkable engagement of students in discussion.

During Flipped Classroom observation, the students were taking control over the discussion and the engagement of the lesson (answering and asking questions). The teacher's talk was way less than the student's talk. The teacher was the guide during the class, asking questions in order to measure his students understanding and preparation of the lesson. The students' engagement in discussion would clearly distinguish those who had read and prepared the lecture at home from those who had not.

During the flipped classroom observation, the students seem to be different from those in the traditional one. Most of students were active, motivated to learn, and showing keen interest in the lecture. They were participating, raising their hands to answer the teacher's questions or to add something related to the topic of the lecture. Moreover, they were asking questions themselves and demanding extra clarifications from the teacher. The students showed a remarkable development during the two last sessions where they get used on the

new teaching and learning method. Their performance in the activities at the end of the lecture confirmed that the student's level is improving. The use of the Flipped Classroom, therefore, seem to change the classroom atmosphere by adding excitement and motivation to the learning process.

4.1.3 Discussion of the Differences and Similarities between Traditional and Flipped Learning Classrooms

Traditional and Flipped learning classrooms differ from each other in terms of materials, activities, and even their implementations. In traditional classes, the teacher has control over the classroom. He presents and explains the lecture without reliance on students' engagement. Learners are passive receivers of the information. They just attend taking notes of the lecture to rely on in their revision of exams. They tend to exclude themselves from discussion for different reasons. However, it is estimated that learners in traditional classrooms lack the pre-preparation of the lecture. Many cannot grasp the information presented in class. They need more time to revise what has been discussed in order to manage answering questions and involve themselves in discussion. Homework is assigned to be done at home without the help of teacher. He just gives them direct instructions on what to do at home. The homework would be corrected in the upcoming lecture.

In flipped classroom, however, teaching is learner-centered. The students are responsible for their own learning where they rely on the learning materials sent by the teacher to prepare themselves for the upcoming lecture. They get background knowledge of the topic and even search for other information, clarifications, and examples from other resources. The class time is only devoted to discussions, activities, and feedback. The implementation of the flipped classroom model in EFL classes urges students to be active and motivated to participate and engage themselves in discussing the lecture in the classroom.

Although the differences between traditional and flipped classrooms; both of them are sharing the same goals and objectives for developing the student's achievement and academic performance.

4.2 Analysis and Interpretation of Interviews

4.2.1 Analysis and Interpretation of Students Interviews

Section One: Background Information

Question 1: How old are you?

- Student's age.

The results presented in Figure 6 reveal that third year EFL learners in the English department at the University of Mohammed Seddik Ben Yahia, Jijel, are between the age of 19- and 22-year-old. According the figure above 40% of the interviewed students are 20 years old, while 30 % of them are 21 years old. In addition, 20% of students are 22 years and only 10% are 19 years old.

Question 02: For how long have you been studying English?

The findings collected from students' interview indicated that all of the participants (100%) studied English more than five years.

Questions 03: Was English your first choice at university?

The findings demonstrated that a large proportion of students (70%) chose studying English as a first choice at university. However, 30 % of the participants assert that English was not their first choice.

Section two: The Implementation of the Flipped Classroom Model in Algerian EFL classes

Question 1: Are you familiar with Flipped Classroom Model?

If yes, what is your understanding of the Flipped Classroom Model?

If no **(See Appendix A)**

Question one was designed to get insights into students understanding of the FCM. A large proportion of the participants (80%) are familiar with the concept flipped classroom model. However, 20% of the participants reveal their ignorance with this notion. These findings indicate that many third year EFL learners at the University of Mohammed Seddik BenYahia, Jijel, were introduced with the concept of the FCM or even attended a flipped classroom before. However, still there are some students who have either experienced only traditional classrooms and never been familiarized with or experienced this new approach of learning and teaching, or have experienced the FCM but not aware of the concept itself.

The participants were asked to provide definitions of the FCM and know to what extent they understand this concept. Only those who were familiar with the FCM manage to provide comprehensible definitions of the concept. The others could not give a definition of the term. Therefore, a definition of the FCM was presented to them (see appendix A). The following statements represent some definitions provided by students:

"Flipped Classroom is a model which is interesting for all the students and the teacher use this approach to make the session motivated and the students understand the lesson clearly before coming to the classroom; it is a good model to follow".

"The teacher sends us the materials about a specific topic that we are going to discuss it in the classroom, so we prepare ourselves and do more research in which we can participate".

Question 2: Have you attended a flipped classroom before?

All participant (100%) answered by "yes" after having explained the meaning of the term learning but not aware of the concept itself.

Question 3: Do your teachers support the implementation of the Flipped Classroom Approach in their classes?

All students asserted that their teachers do support the implementation of the FCM in their classes. They all attended a flipped classroom before. For instance, one student maintained that "Most of our teachers in university use this method especially teachers of TD sessions. They give us the materials that we are going to work on, so when we come to the classroom we are just participating and discussing the topic. Also, we ask our teachers if we have any other questions".

Question 4: Based on your experience, do you find the flipped classroom efficient in providing an affective learning environment?

All students agreed that the FCM is efficient in providing an effective learning environment based on their own experiences. They added that using this method plays a significant role in boosting the learning process. Relying on the materials provided by the teacher and other resources, the flipped classroom enables students to benefit from each other in the course of discussion by sharing knowledge about the topic.

Question 5: From your experience, do you think the flipped classroom model could enhance learners' achievements and boost the learning process?

The answers show that 95% of the students believed that the FCM could enhance their academic achievements and boost the learning process; whereas, only 5% of them did not acknowledge the significance of the FCM in promoting their achievements. One student

answered as follow: "as a learner I do not like to be restricted and being limited with a number of videos or other materials".

Question 6: How does the flipped classroom model impact your learning outcomes?

Third year students appreciated the positive impact of the Flipped Classroom Model on their learning outcomes. They asserted that the FCM changed their view of the teaching and learning process. It urged them to be active students during and after the class time and engage in effective discussions with their teacher and classmates that promotes their understanding of the lecture. Accordingly, they do not waste much time revising for exams because they have already grasped all information through the deep discussions in the classroom.

Question 07: Do you prefer the flipped classrooms over the traditional classrooms or vice versa? Could you please justify your choice**?**

As expected, only 5% of the participants preferred traditional classroom over the Flipped Classroom Model. They maintained that they preferred the old way of learning and did not appreciate new learning and teaching methods. The majority of students (95%) choose the FCM highlighting its efficiency in providing the chance to prepare the lecture at home by building a background knowledge of the topic. It also allowed them to search for extra information to boost their understanding and shared them in classroom. They also asserted that the FCM enabled them to exploit the class time to ask teacher for clarifications for the points they had not understood along with examples to better grasp the lecture.

Question 08: What difficulties have you encountered in the flipped classroom model?

All students (100%) responded that the Flipped Classroom facilitated the learning process but they faced some difficulties during the use of this method as network problems, and sometimes the learning materials were a little bit hard to understand on their own.

Question 09: What do you recommend to overcome such difficulties?

The students recommended some solutions for the difficulties they had encountered while using the Flipped Classroom Model in order to facilitate the learning process. They suggested to send the learning material at least 10 days before the class time, and checked whether all students have received the learning material sent by the teacher. In addition, they emphasized the importance of sending materials that are accessible to learners in a way that are not difficult for them to understand.

Question 10: Do you support the integration of the flipped classroom model in Algerian EFL classrooms? If No, why?

Students highlighted the significance of the FCM in promoting their learning process and academic achievements. Therefore, it is obvious from the results presented that all of them (100%) would support the integration of the FCM in the Algerian EFL classrooms

4.2.2 Analysis and Interpretation of the teachers' interviews findings

The following section is for the analysis and interpretation of the teachers' interview results which consists of two parts as well.

Section One: personal information

Question 01: Which degree do you hold?

a) License   b) Master   c) PHD

60% of teachers hold a PHD, and 40% hold a master2 degree. This may show that the majority of teachers in the English department teach with a PHD and this help us to get

validated results according to their higher degree and experience in teaching and of course they know which approach in more better for the students to get a higher score.

Question 02: For how many years have you been teaching English?

   a) More than five years   b) Less than five years

60% of teachers have more than five years of experience teaching in the English department. However, 40% of teachers have less than five years of experience. This question was asked to know how much experience the teachers had in teaching English as a foreign language which help us in getting extra information that are needed for the research.

Section Two:

Question 01: Are you familiar with the flipped classroom approach?

This question is designed to probe whether Algerian EFL teachers at the University of Mohammed Seddik BenYahia are familiar with the concept of flipped learning. The results show that 60% of teachers are familiar with the FCM approach and 40% are not. Even though, the majority of teachers are familiar with the FCM, still 40% represents a large proportion that unfortunately have not been introduced with this concept before despite its effectiveness and widespread use in EFL classes around the world as a new method of teaching and learning. Such findings would urge curriculum designers to consider introducing the FCM to Algerian teachers and support its integration in EFL classes.

Question 02: What is your understanding of the flipped classroom model?

Two teachers have little ideas about the Flipped Classroom Model. So, the researchers had to explained it more to them and provided extra information about this model. Three teachers, on the other hand, were familiar with the concept of FCM and managed to provide

comprehensible definitions of the concept. The followings are examples of the teachers' answers:

"It is a new teaching and learning approach that is based on the idea that direct teaching is no longer effective. It is a learner centered approach i.e., the teacher is not the one who is responsible of representing the lecture to his students but instead the learners are engaged in the teaching learning process. They have to prepare the upcoming lecture at home which is already sent by the teacher for example via email, then in class both teacher and learners engage in discussing the topic or the lecture".

"When we are in Flipped Classroom context, we give the responsibility to students to teach something, search and learn about the topic. Taking place of the teacher is one aspect of the Flipped Classroom procedures that is taken into account. However, at some level which is the power relation in the classroom. The teacher gives the power to students only at the level of content being thought, how to teach it, and being the guide and the manager of the classroom "**Question 03:** Do you support the integration of the FCM model in the Algerian EFL classes?

All teachers (100%) support the integration of the FCM model in Algerian EFL classes. Even though 40 % of teachers have shown that they were not familiar with the FCM, once it has been introduced and explained, they acknowledged it as an effective method that would remarkably improve their students' performance in class in particular and their academic achievements in general.

Question 04: Have you applied the FCM in your classes?

Relying on the answers of the participants, it is noticed that only 40% of teachers have applied the FCM in their classes while 60% have not; even though they recognize the efficiency of this new approach of teaching and learning and support its integration in Algerian EFL classes. This may indicate that teachers could have encountered difficulties in

implementing the FCM in their classes. They may also consider preparing their students first and familiarize them with this concept to get rid of any potential difficulties while implementing the FCM.

Question 05: Based on your experience with the FCM, do you think that the FCM would enhance EFL learner's performance and academic achievement? And how?

In this question, all participants (100%) shared the same perspective towards the FCM, recognizing that the Flipped Classroom Model is an efficient approach to be applied in EFL classes to enhance EFL learners' performance and academic achievements. They maintained that the FCM made the students active, motivated, got a better understanding, and responsibility throughout the learning process. These are some examples of the teacher's answers during the interview:

"Yes, indeed. I found that their performance in class has been remarkably improved because each time I sent materials for the upcoming lecture; the students are motivated to learn more than before. They started to ask questions about the points they did not understand from the materials I have already sent to them which will help other learners to better understand the lecture. Even though passive students who used to relay on the teacher to explain everything for them, when they find their classmates engaging and discussing the topic, that will help them get a clear idea and a better understanding of the topic".

"Of course, yes, The FCM would get the students to be active because most of learners have a lack of motivation and interests. They will get more responsibility in the process of learning while using the ICTs".

Question 06: Based on your experience, what are the advantages and disadvantages of implementing the FCM in the Algerian EFL classes?

Table 3: The Advantages and Disadvantages of the FCM

The advantages of the FCM	The disadvantages of the FCM
• Active students	• Reduce the role of the teacher
• Sense of responsibility	• The possibility that students would not prepare anything at home
• Interested students	• Lack of materials
• Increase confidence	• Do not have access to the network
• Increase motivation	
• Save time and effort	
• Engage in discussion	
• Develop their learning skills	
• Participation	
• Better understanding of the lesson	

This table presents the different advantages and disadvantages of The FCM as elicited from teachers' interviews. Teachers gave different ideas and perspectives on the implementation of the FCM in the Algerian EFL classes and the advantages and the disadvantages that could face the new approach's users. All of teachers mentioned that the FCM is an efficient approach for teaching English. According to them, it has several advantages and positive impacts on students' performance and academic achievements. However, some limitations and disadvantages can be noted in the implementation of the FCM.

The FCM is beneficial for both teachers and students. It helps the teacher in consuming the time in presenting the lecture but, instead, he will be engaged in effective discussions with his students about the lecture and ask them relevant questions. The students will be more active and confident to be part of the learning process. The pre-preparation at home and being acknowledgeable about the topic would motivate them to not be intimidated or embarrassed to share their ideas during class and remove all negative feelings. Moreover, the FCM would save time and the class will go smoothly because the learners already have an idea about what

they are supposed to do. Even presenters would be encouraged to do their best to have a good presentation of the topic that would increase their motivation to learn and develop their learning and communicative skills.

As far as the disadvantages, it is estimated that The FCM would reduce the role of the teacher. He could be no longer able to manage the class; since many students may attempt to share their views of the topic starting discussing together which may create some disturbance in class. In addition, not all of students have the chance to access to the network all the time and the required ICTs to learn. In addition, some students may only read the first two pages and exclude the others and the teacher cannot really assure that all of them have read and prepare for the lecture. Of course, some students may give excuses like they did not receive the material or they did not have the connection network that will give the students the chance to make excuses for not preparing, especially that the teachers are using technology to send materials to the students.

Question 07: What do you recommend to overcome the FCM shortcomings?

This question was designed to allow teachers give solutions and recommendations from their own perspective to overcome the potential disadvantages of the FCM that are mentioned earlier in the previous question. The following statements are examples of teachers' suggestions:

"Since the material is already sent to the students by the teacher before the lecture. So, in the class time the teacher may notice and identify passive students who did not prepare the lecture because they are assumed to engage in discussions since they have already prepared the lecture at home but once the teacher find that some students are not participating at all. He will assume that they did not prepare anything then he starts asking questions and give them extra assignments to do at home".

"The right solution is to send the learning material to the students via what they think is the best way for them whether by Facebook, email, websites or even watching a video on YouTube and to give both teachers and students the appropriate training in media and communication sciences and how using ICTs".

"The interference of the teacher should be there all the time, not giving the students the learning material to prepare at home and just let them with no necessary guidance. Instead of them guiding and observe them to regulate their behavior in the class".

Question 08: Do you believe that the FCM is more effective than traditional classes in promoting the learning process? And why?

The responds demonstrate that many teachers (40%) do not acknowledge the FCM to be more effective than the traditional one. They prefer to continue teaching English as they always do justify that the best way of learning is the way that makes good results, and they are satisfied with the traditional method and no need to replace it. They also assert that mixing both methods can be beneficial but not relying on one and excluding the other. If both are used together, they will be more effective; because in some settings traditional classes are required to prevail some situations. They add that the learning outcomes depend exclusively on the learners. So, method can help but cannot be judged that it is better than the old used one.

60% of the participants, however, support the implementation of the method in EFL classes and consider it to be more efficient than traditional classroom in enhancing EFL learners' performance. They maintain that The FCM has more advantages than traditional classes. For example, in traditional classes the teacher may waste one or two sessions

explaining one lecture. So, traditional classes are not the best use of class time. The teacher may present the lecture and the students are passive, they do not engage in discussions and participation and do not understand the lectures most of the time.

Question 09: Do you think that enough importance is given to the integration of the FCM in Algerian EFL classes?

It is clearly demonstrated that (100%) of the participants believe that insufficient attention is given to the integration of the Flipped Classroom Model. Both teachers and curriculum designers ignore the significance of the FCM and its implementation in Algerian EFL classes. Consequently, much attention should be given to integration of this method in Algerian EFL context.

Question 10: In your point of view, are teachers and learners are familiarized with the FCM?

The results obtained show that 100% of teachers recognize that both teachers and students are not familiarized with the Flipped Classroom Model. These findings would justify the insufficient attention assigned to the FCM and the students and positive impacts on the learning process.

Question 11: What do you recommend for an efficient implementation of the FCM in Algerian EFL classes?

In this question, the teachers tried to give some instructions and recommendations for the best implementation of the FCM in the Algerian EFL classes. According to them, the first thing to do is to familiarize both students and teachers with Flipped classroom model. Then they should be introduced with the different methods used in order to apply this approach in EFL classes. Accordingly, the FCM would be implemented, to a large extent, in the Algerian EFL context. The teachers should be encouraged to work with this method and students as well. They need to be aware of the advantages and the disadvantages of it because if raised

their awareness about the importance of the FCM and the magnificent and remarkable results that have been achieved in different contexts. Also, the teacher needs to make sure that students have access to the internet and social networks. So, they can receive the materials. In addition, the syllabus and curriculum designers should focus more on the integration of the flipped classroom and encourage teachers to apply the Flipped Classroom model in their classes; because it is very important to exclude traditional classes as they are proved by many studies that they are not effective for providing an appropriate learning and teaching environment, and try to apply something new for developing students' academic achievements.

4. Overall Analysis and Discussion

The major goal in this research was to explore the perspectives of applying flipped classroom on EFL students' academic achievement at Jijel University. Throughout this section, we attempt to analyze and discuss the major findings obtained from the teacher's and student's interviews as well as the results gathered from classroom observation in both flipped and traditional classrooms in order to achieve the research objectives of this exploratory research.

Students' interview, which was given to third year EFL learners in the English department at the University of Mohammed Seddik BenYahia, Jijel, aimed to identify their perception and perspectives towards the implementation of the flipped classroom model compared to the traditional classroom. The results obtained from the students' interview show that students generally have positive attitudes towards the implementation of the FCM in their classes and acknowledge its efficiency in promoting the learning process.

Based on the data collected from the students' interviews, it was clearly noticed that not all participants are familiar with the FCM concept even those who have been studying English

over 10 years from middle school until university (As mention in question 1 from section one in the student's interview). Such ignorance of the FCM urges for the necessity of introducing Algerian EFL students with the FCM as a new method of teaching and learning that has remarkable impacts on EFL learners' academic achievements.

Many students have not been introduced with the concept of the FCM. However, this does not mean that they have never experienced the flipped learning in EFL classes. This was clearly demonstrated in their answers, when they have been asked whether they have attended a FCM before. Students reveal that they have experienced the FCM in their EFL classes. It has been implemented by many teachers especially by teachers in TD sessions like linguistics and applied linguistic among others.

Based on students' experience, the FCM has been acknowledged as an efficient method that provides an affective learning environment and remarkably enhances and boost the learning process. Comparing traditional method with Flipped Classroom Method, students clearly demonstrate their preference of the FCM over the traditional one. They maintain that the FCM gives them the opportunity to develop their learning and communicative skills. They witnessed distinctive improvement in their performance in class in particular and academic achievements in general. Moreover, this method makes use of technology which improves their skills in using different ICTs. Consequently, the Algerian EFL students support the integration of the FCM in Algerian EFL classes.

Based on the teachers' interviews, it is found out that even teachers are not all familiar with the concept of the FCM. Only 60% have applied this method in their EFL classes. However, all of them support the integration of the FCM in the Algerian EFL classes; and consider that its implementation would significantly enhance EFL learners' performance and academic achievements. This contradiction could be due to the fact that many teachers may have considered implementing the FCM in their classes, but encountered some obstacles that

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prevent them from doing so. They may find it hard to familiarize students with this new approach and how it should be applied in class. Some teachers could have tried to implement the FCM in class but found no respond. Therefore, ignoring the FCM and relying mainly on the traditional method of teaching.

When asking teachers about the advantages and disadvantages of the FCM, they maintained that it has many positive effects. According to them, it helps saving time and devoting it for effective discussion with students instead of just presenting the lecture by the teacher. It has remarkably improved students' performance in class; they are more active, motivated, and engaged in discussion. However, this does not mean that it is flawless. It has some disadvantages such as network problems that could be used as a justification to get rid of preparing the lecture. The teacher could not control whether students have received the materials he sent or not, and therefore, could not judge students. Teachers tried to give solutions and recommendations to overcome the potential disadvantages of using the FCM. They suggest sending the materials via Facebook or any other social media that it is more accessible to students instead of email. This way, they could check whether students have received the materials and therefore differentiate active students from passive ones.

Most teachers claimed that the flipped classroom is better than traditional learning in achieving better learning outcomes; while, some teachers argued that the efficiency of traditional classroom could not be ignored. However, the results obtained from the observation of both flipped and traditional classrooms strengthen the effectiveness of the FCM over traditional approach in promoting the learning process.

Conclusion

This chapter is devoted to analyze and discuss the data obtained from both interviews with students and teachers and classroom observations. The results obtained and presented in the

chapter would either validate or refute the research hypotheses. The findings of the current study led to the conclusion that third year EFL students at the University of Mohammed Seddik BenYahia, Jijel, recognize the paramount importance of the FCM in promoting the learning process.

Pedagogical recommendations

The findings of this study emphasize the efficiency of the FCM in enhancing EFL learners' achievements rather than the traditional classroom. According to Hao's research (2015). Nevertheless, the experience was generally positive, and the teacher's opinion of the flipped classroom was extremely good, even though certain shortcomings were noted and some aspects should be adjusted and improved. Consequently, it is noteworthy to provide some pedagogical recommendations.

□Curriculum and syllabus designers should support the implementation of the

FCM in Algerian EFL classes.

□ Teachers should be familiarized with the FCM and the methods used to effectively implement it in class.

□ Students need to be familiarized with the FCM and the significant impacts it has on their academic achievements. They should be aware of their responsibility as it is a learner-centered approach taking the materials sent by teacher seriously.

□ According to Trucano (2005), information and communication technologies reinforce both teachers and students, putting the emphasis on the students rather than the professors in the classroom. The teacher sends the materials for the upcoming lecture to students, so they can view them at home and be prepared to be engaged in discussion in class. However, not all students may regularly get access to the network. Therefore, teachers should use more

accessible means of communication such as Facebook or WhatsApp instead of emails. This way, teachers can make sure that all students have received the materials, so they cannot use network problems to be an excuse for their failure.

☐ The foundational components of flipped learning are considered to be instructional videos or video lectures (Educause, 2012). Hence, few things have to be taken into account. Even though the video's tasks were described in class, an email should be sent out explaining all the elements of the lecture that students should focus on; because, many students are successful in self-directed learning.

General Conclusion

The present study sheds lights on the implementation of the flipped learning and traditional classrooms in Algerian EFL classes at the University of Jijel. It seeks to explore EFL learners' interaction in flipped and traditional classrooms: insights and attitudes. The flipped classroom argued to be more effective than traditional classroom in boosting the learning process. Therefore, the study intended to compare the learning outcomes of both classrooms to emphasize the efficiency of the FCM and support its integration in Algerian EFL classes. Moreover, the current study attempts to probe EFL learners and teachers attitudes towards the FCM highlighting the potential difficulties they may encounter in its implementation.

This study comprises two main chapters. The first chapter represents the theoretical part providing a general overview of the topic under discussion. This includes the definition of this new approach of teaching and learning, its characteristics, and the four pillars it comprises. Tt also introduces the main theories underlying this approach and highlights its implementation in EFL classrooms. Moreover, it sheds lights on the impact of the FCM on learners' achievements providing insight on both its advantages and disadvantages. The second chapter, however, is devoted to the practical part. It represents the methods of data collection and

analysis in addition to a detailed discussion of the results obtained. The study is exploratory research. Both interviews and classroom observation were adopted for gathering data. The collected data have been analyzed, interpreted, and presented in graphs and tables. The chapter ends with a general conclusion that entails pedagogical implications and educational recommendations for future research.

The findings of the study showed that flipped classroom has significant effects on EFL learners' achievements which go in line with the findings of previous studies. Strohyr (2016), affirmed that implementing the flipped classroom strategy allows teachers to effectively establish a good learning environment. It develops student's creative thinking, self-learning, life experiences, and communication abilities. Additionally, learners and instructors are satisfied with the outcomes they saw from this approach and want to keep utilizing it to boost the learning process. Consequently, the flipped learning should be integrated in the teaching and learning process.

Based on the results obtained, the research questions were answered proving that the FCM affect Algerian EFL learners' performance and promote the learning process. The FCM differs from traditional one in many areas such as the way of presenting the lecture, the time division for each activity, and the role of both learners and teachers. Teachers recognize the paramount importance of implementing the FCM in EFL classrooms. Similarly, learners support the implementation of the FCM to improve their academic achievements and urge their teachers to adopt it more. However, the study revealed that teachers and learners may encounter some obstacles when implementing the FCM. Teachers and students complained about the lack of materials. Students may not get access to the materials provided by teacher due to network problems and therefore attending the lecture without pre-preparation. Teachers, on the other hand, may not be able to check whether all students have prepared the whole lecture.

Unlike traditional classrooms, the FCM can provide an effective learning environment. However, this does not exclude or underestimate the significance of traditional classrooms. Many teachers claimed that both traditional and flipped classrooms can provide an affective learning environment. They maintain that traditional classroom is more efficient than flipped classroom in many different settings. Therefore, they argue that both of them should be applied instead of adopting one and excluding the other.

To conclude, the FCM is an effective learning and teaching approach that would remarkably enhance Algerian EFL learners' performance and academic achievements. Both teachers and learners have positive attitudes toward the FCM and support its integration in EFL classrooms despite the difficulties they may encounter.

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Appendices

Appendix B: Students' Interview

Section One: Personal Information

1- For how long have you been studying English?

Less than five years   more than five years

2-Was English your first choice at University?

Section Two: Background about flipped classroom and traditional classroom

1-   Are you familiar with the FCM? (the flipped classroom model)

If yes, what is your understanding of the FCM?

If No, the FCM is a new teaching and learning approach that is recently implemented in EFL
classrooms. It is a learner-centered approach that is associated also with the use of
technology. For example, the teacher can send the course material to his students
via email and so.... The students prepare themselves to engage in the discussion in
classes. The teacher is not giving the lecture where students are just listening but
instead both teacher and students present the lecture going more time for
interaction.

2-   Have you attended a flipped classroom before?

3-   Do your teachers support the implementation of the FCM in their classes?

4-   From your experience, do you find the FCM efficient in providing an affective
learning environment?

5-   From your experience, do you think the FCM could enhance learners'
achievements and boost the learning process?

If yes, How?

If No, Why?

6-   How the FCM influenced your learning outcome?

7-   Do you prefer the FCM over the traditional classrooms or vice versa?

     Could you please justify your choice?

8-   What difficulties have you encountered in the FCM?

9-   What do you recommend to overcome such difficulties?

10-   Do you support the integration of the FCM in Algerian EFL classrooms? If No,

            Why?

Appendix B: Teachers 'Interview

Dear teachers,

This interview is a part of a master's degree in Didactics of foreign languages   that will take place at the University of Mohammed Saddik BenYahia's English department which was chosen in order to gather information needed to fulfill our research about the effectiveness of using flipped classroom on EFL students 'academic achievement. I would be grateful if you accept answering few questions concerning this research.

All the data you provide will be kept totally confidential and used solely for academic reasons.

Background Knowledge:

Flipped classroom (FC): an instructional strategy that was adopted in which the pedagogical activities were reversed, what was traditionally done in class (lecture) is now done at home, and what was done at home (homework) is now done in class.

Academic achievements: Academic achievement is the extent to which a student or institution has achieved either short or long term educational goals. Achievement may be evaluated by students' grade point average, but for institutions, achievement may be measured through graduation rates.

Section One: personal information

 1- Which degree do you hold?

        a) License ☐

        b) Master ☐

        c) PHD ☐

2- For how many years have you been teaching English?

 Less than five years ☐

More than five years ☐

Section Two:

 The flipped classroom model FCM is a new teaching and learning approach that is recently implemented in EFL classes.

1- Are you familiar with the FCM approach?

2- What is your understanding of the FCM?

3_Do you support the integration of the FCM model in the Algerian EFL classes?

4- Have you applied the FCM in your classes?

5- Based in your experience with the FCM, do you think that the FCM would enhance EFL learners' performance and academic achievement? And how?

6- Based on your experience, what are the advantages and disadvantages of implementing the FCM in Algerian EFL classes?

7- What do you recommend to overcome the FCM shortcomings?

8- Do you believe that the FCM is more effective than traditional classes in promoting the learning process? And why?

9- Do you think that enough importance is attached to the integration of the FCM in Algerian EFL classes?

10- In your point of view, are teachers and learners are familiarized with the FCM?

11- What do you recommend for an efficient implementation of the FCM in Algerian EFL classes?

Résumé

Le modèle de classe inversée est une stratégie pédagogique innovante qui inverse l'enseignement traditionnel. Il utilise du matériel pédagogique et de nouvelles méthodes pour se conformer aux besoins de l'apprenant. La présente étude vise à explorer l'interaction des apprenants d'anglais langue étrangère pendant la classe inversée et la classe traditionnelle .En conséquence, une observation dans les classes inversées et les classes traditionnelles a été menée avec des apprenants EFL de troisième année à l'Université Mohammed Seddik BenYahia, Jijel, pour examiner l'efficacité du FCM par rapport aux salles de classe traditionnelles pour stimuler le processus d'apprentissage. Dans le même ordre d'idées, des entretiens semi-structurés ont été administrés au hasard à cinq enseignants et à vingt élèves fréquentant les deux classes afin de sonder leurs points de vue sur la mise en œuvre du FCM. Les résultats de l'étude ont révélé que le FCM a des impacts significatifs sur les résultats scolaires des apprenants EFL. Les enseignants et les apprenants d'EFL ont des attitudes positives envers le FCM en tant que nouvelle approche d'enseignement et d'apprentissage affectif qui favoriserait remarquablement le processus d'apprentissage. Par conséquent, ils soutiennent sa mise en œuvre dans les salles de classe EFL algériennes.

Termes clés : modèle de classe inversée, classe traditionnelles, réalisations des apprenants EFL.

ملخص

نموذج الفصل المقلوب هو استراتيجية تدريس مبتكرة تعكس التدريس التقليدي. تستخدم مواد تعليمية وأساليب جديدة لتلائم احتياجات المتعلم. تسعى الدراسة الحالية إلى استكشاف مدى تفاعل متعلمي اللغة الإنجليزية كلغة أجنبية خلال الفصل المقلوب والفصل التقليدي. وفقًا لذلك، تم إجراء الملاحظة في كل من الفصول الدراسية المقلوبة والفصول الدراسية التقليدية مع طلاب السنة الثالثة من اللغة الإنجليزية كلغة أجنبية في جامعة محمد الصديق بن يحيى، جيجل، لفحص كفاءة نموذج الفصل الدراسي المقلوب مقارنة بالفصول الدراسية التقليدية في تعزيز عملية التعلم. في سياق مماثل، تم إجراء المقابلات شبه المنظمة بشكل عشوائي لخمسة معلمين وعشرين طالبًا يحضرون كلا الصفين لاستكشاف وجهات نظرهم تجاه تنفيذ نموذج الفصل الدراسي المقلوب. كشفت نتائج الدراسة أن نموذج الفصل المقلوب له تأثير كبير على الإنجازات الأكاديمية لمتعلمي اللغة الإنجليزية كلغة أجنبية. لدى معلمي ومتعلمي اللغة الإنجليزية كلغة أجنبية مواقف إيجابية تجاه نموذج الفصول الدراسية المعكوسة كنهج تعليم وتعلم فعال جديد من شأنه تعزيز عملية التعلم بشكل ملحوظ. وبالتالي، فهم يدعمون تطبيقه في الفصول الدراسية الجزائرية لتعليم اللغة الإنجليزية كلغة أجنبية.

المصطلحات الأساسية: نموذج الفصل المقلوب، الفصول الدراسية التقليدية، الإنجازات الاكاديمية لمتعلمي اللغة الإنجليزية كلغة أجنبية