



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:

Besma Boudaouche

INVESTIGATING EFL STUDENTS' AND TEACHERS' PERCEPTIONS ON FLIPPING CLASSES TO ENHANCE ACTIVE LEARNING

Board of Examiners :

Ms.	Amina Mansouri	MAB	Biskra	President
Dr.	Samira Benidir	MCB	Biskra	Supervisor
Dr.	Mehiri Ramdhan	MCB	Biskra	Examiner

Academic Year: 2020 - 2021

Dedication

This work is dedicated to

My dear mother Souad Hadaga,

The best and most supportive mother in the world, and my role model of a strong hardworking woman. I would have never been who I am now without you.

My dear father Ammar Boudaouche,

Who always stands by me

My beloved sisters Marwa and Batoul,

My soul mates that are present in every memory I have. You are all I need to be happy.

My friend Iman ,

Who encouraged me to do my best.

My friend Soumia ,

Let's stay together and shine while making our dreams come true

My friend Asma,

Thank you for being my friend

Acknowledgements

First and foremost, my gratitude to The Almighty Allah for giving me the strength and will to complete this humble work.

I would like to express my gratitude to my supervisor **Dr. Samira Benidir** for her help, advice and guidance.

My sincere gratitude goes to the jury members **Miss Amina Mansouri** and **Dr. Mehiri Ramdhan** who accepted to read and evaluate my work

I would like to thank **Mrs. Messaibi Samira** for her encouragement. I wouldn't be a Master 2 student without your support.

Abstract

Seeing a classroom where all students are engaged and act like active participants is the ultimate goal of every teacher who wants to have an ideal classroom. However, students' engagement and activeness are challenging to achieve. To help teachers win the challenge and achieve their goal ICT was integrated in the teaching and learning processes making many methods and models appear and get developed. Therefore, this study is conducted to investigate the effect of the Flipped Classroom on active learning and to know the students' perceptions on this model. Within the scope of this study the researcher discusses Active Learning, ICT and the Flipped Classroom theoretically; while practically the field work of the study is discussed. In order to achieve the aims of the study the researcher opted for three types of data collection methods namely classroom observation, teachers' interviews and students' questionnaire. The case study was conducted with 30 students of third year LMD students of English at Biskra University. The findings indicate that the Flipped Classroom Model enhances active learning, strengthens students' engagement, fosters their motivation to learn and improves their level in English.

Key words: the flipped classroom, EFL learners, active learning, students' engagement, ICT

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ICT: Information and Communication Technology

IT: Information Technology

ELT: English Language Teachers

RQ: Research Question

RH: Research Hypothesis

COVID19: Corona Virus Disease 2019

E-Books: Electronic Books

E-Learning: Electronic Learning

List of Appendices

Appendix 01: Classroom Observation Checklist (Pilot stage).

Appendix 02: Classroom Observation Checklist.

Appendix 03: Teachers' interview (Pilot stage).

Appendix 04: Teachers' interview.

Appendix 05: Students' Questionnaire (Pilot stage).

Appendix 06: Students' Questionnaire.

List of Tables

Table 1: Participants' Gender.....	67
Table 2: The Participants' Choice of Studying English.....	68
Table 3: Participants' Opinions on Learning English.....	69
Table 4: Participants' Opportunities to Participate in the Class.....	70
Table 5: Participants' Frequency towards their Teachers' Instructions.....	71
Table 6: Participants' Technological Devices.....	73
Table 7: Participants' Use of ICT in Developing Their Educational Level.....	74
Table 8: The Applications that Participants Use to Study English.....	75
Table 9: Participants' Opinions on the Positive effect of ICT.....	76
Table 11: Difficulties in Using ICT in Learning.....	77
Table 12: Participants' Opinions on Receiving Lessons Differently.....	78
Table 14: Participants' Internet Access.....	80
Table 15: Participants Watching Online Courses.....	80
Table 16: Participants' Appreciating Online Courses.....	81
Table 18: Participants' Opinion on Flipping Classes.....	83
Table 19: Participants' Opinions on Flipping Classes to Enhance Active Learning.....	85

List of Figures

Figure 1: The Difference between Passive and Active learning.....	09
Figure 2: Blended Learning Models.....	19
Figures 3: The Activities in the Flipped and Non-Flipped Approaches.....	29
Figure 4: Blooms' Taxonomy in a Flipped Classroom.....	33
Figure 5: How the Flipped Classroom Promotes Engagement and Active Learning.....	38
Figure 6: Participants' Gender.....	67
Figure 7: The Participants' Choice of Studying English.....	68
Figure 8: Participants' Opinions on Learning English.....	69
Figure 9: Participants' Opportunities to Participate in the Class.....	71
Figure 10: Participants' Frequency towards their Teachers' Instructions.....	72
Figure 11: Participants' Technological Devices.....	73
Figure 12: Participants' Use of ICT in Developing Their Educational Level.....	74
Figure 13: The Applications that Participants Use to Study English.....	75
Figure 14: Participants' Opinions on the Positive effect of ICT.....	76
Figure 15: Difficulties in Using ICT in Learning.....	78
Figure 16: Participants' Opinions on Receiving Lessons Differently.....	79
Figure 17: Participants' Internet Access.....	80
Figure 18: Participants Watching Online Courses.....	81
Figure 19: Participants' Appreciating Online Courses.....	82
Figure 20: Participants' Opinion on Flipping Classes.....	84
Figure 21: Participants' Opinions on Flipping Classes to Enhance Active Learning.....	85

Contents

Dedication	
Acknowledgment	
Abstract	
List of Abbreviations	
List of Tables	
List of Figures	
Contents	
General Introduction	I
General Introduction	1
Statement of the Problem	1
Significance of the Study.....	2
Aims of the study	3
Research Questions	3
Research Hypotheses.....	3
Methodology	3
Structure of the study	4
Chapter One:Active Learning and ICT as an Educational Tool	5
Introduction	6
1.1.Active learning and students' engagement	6
1.1.1.Active learning Definition.....	6
1.1.2.Active learning versus passive learning.....	8
1.1.3.Active learning characteristics	9
1.1.4.Importance of active learning	10
1.1.5.Incorporating active learning in classrooms.....	10
1.1.6.Barriers of promoting active learning in the classrooms:	11
1.1.7.Active learning, students' engagement and motivation	12
1.1.7.1.Active learning and engagement.....	12
1.1.7.2.Active learning and motivation.....	12
1.1.7.3.Importance of student engagement.....	13
1.1.7.4.Dimensions of engagement	13
1.1.7.5.Promoting engagement through active learning:	14
1.2.ICT as an educational tool.....	15
1.2.1. The 21st century learning	15
1.2.3.The impact of ICT on education	16
1.2.3.ICT based learning:	17
1.2.3.1.Distance education.....	17
1.2.3.2.E-learning.....	17
1.2.3.3.Blended Learning:.....	18

1.2.3.3.1. Rotation model.....	19
1.2.3.3.2. Flex rotation model	20
1.2.3.3.4. Enriched- virtual model.....	20

Chapter two: The Flipped Classroom Model

Introduction	23
2.1. History of the Flipped Classroom	23
2.2. Definition of the Flipped Classroom:.....	24
2.3. The four pillars of F.L.I.P.....	25
2.4. Variations of Flipped Classroom Model:	26
2.5. Flipped Classroom implementation:.....	27
2.5.1. The Role of the Teacher:.....	29
2.5.2. The Role of the Student.....	30
2.5.3. How to Flip the Class:	31
2.6. Bloom’s Taxonomy in the Flipped Classroom:.....	33
2.7. Pros and Cons of the Flipped Classroom Model	34
2.7.1. Pros of the Flipped Classroom:	34
2.7.2. Cons of the Flipped Classroom:	35
2.8. The Flipped Classroom in Foreign Language Teaching:.....	36
2.9. Promoting Active Learning through the Flipped Classroom Model:.....	37
Conclusion.....	38

Chapter Three: Research Methodology and Field Work

Introduction	41
3.1. Research Methodology	41
3.1.1. Research Approach	41
3.1.1.1. Quantitative Approach	42
3.1.1.2. Qualitative Approach	42
3.1.1.3. Mixed Approach	43
3.1.1.4. The Research Approach for this Study	43
3.1.2. Research Designs	43
3.1.2.1. The Research Design of this study	44
3.1.3. Research Sampling	44
3.1.3.1. Population and sampling of this study.....	45
3.1.3.2. The sampling technique of this research	45
3.1.4. Data collection methods	45
3.1.5. Data Analysis	46
3.2. The Classroom Observation	47
3.3. The Interviews	47
3.4. The Questionnaires.....	47
3.5. The Classroom observation	48

3.5.1. Classroom Observation Analysis	50
3.5.2. Discussion and Interpretation of the Classroom Observation	54
3.6. The Teachers' Interview	55
3.6.1. Teachers' interview Analysis	57
3.6.2. Discussion and Interpretation of the Teachers' interview Results	63
3.7. Questionnaire.....	64
3.7.1. Analysis of the Students' questionnaire.....	66
3.7.2. Discussion of the Results of the Students' Questionnaire	86
3.8. Study Limitations	89
General Conclusion	93
References	96
Appendices	99
Résumé.....	113
الملخص	114

General Introduction

General Introduction

Active learning refers to the different strategies used by teachers to get learners engaged as active participants in their learning rather than just listening to their teacher lecturing or explaining. The question that every teacher and learner may be concerned with is how to learn actively. What can the teachers and learners do to achieve an active learning environment where the teacher plays the role of a facilitator while learners are in charge of thinking, talking and processing the course material. The present research explores the use of the flipped classroom model as one of the strategies that are used to enhance learners' engagement and gives them the opportunity to be more active in EFL classes. Traditional teaching raises the teachers talking time and sheds the light on them while actually learners are the ones who need to be the centre of the learning process and are given the chance to talk more and be more active. This study aims at investigating the learners' and teachers' perceptions and attitudes toward learning through the flipped classroom model and how it fosters learners' engagement.

Statement of the Problem

We have observed that many students are passive during the lectures. Some students are simply there just to listen to the teacher lecturing, take some notes and leave the classroom without participating even a single time. Furthermore, students are not given equal opportunities to express themselves since the time allotted for the sessions is not enough to let a class of more than 40 students get involved. This fact has led us to suggest the flipped classroom model as a solution to get rid of the passive learning and take a step toward active learning in which students are more engaged. This research is conducted to know how university students and teachers perceive flipping classes since they are already familiar with using different ICT platforms for learning as well as online classes that have been used because of the spread of the COVID 19. Through this research we will know what students

and teachers think about the flipped classroom model as strategy that enhances active learning.

Significance of the Study

We are living in the 21ST century, when almost all the people have smart phones and use different applications to learn languages through talking to native speakers, repeating after audios or watch videos to learn grammar. Thus, getting these kind of students engaged and involved in an EFL classroom using the traditional lecturing method is to some extent very hard simply because they find themselves more active and free when using internet. So, why not using that as a tool to achieve active EFL classes in which teachers let their students watch videos of the lessons at home and free the classroom time for discussions and give the students much time to share their ideas. Therefore, we need to know to what extent the students and teachers are interested in such a strategy.

Being active in classes is more significant than just practicing the language or talking. Actually, it develops the critical thinking skill that is needed in every step that the students may take in their lives. That is why, the flipped classroom can give them the opportunity to be active enough to think critically and get involved in the course to the extent to which they can form their own understandings and interpretations through exchanging different information. Without ignoring that the model gives much time for the teacher to play the role of a guide and a supervisor rather than being a resource or a controller.

Most of the courses that EFL students have at university follow the traditional method which doesn't allow them to practice learning. Hence, this study intends to get over the disengagement of EFL students and highlight using the ICTs as an educational tool. This work examines the effectiveness of flipping classes on students' engagement.

Aims of the study

- **General aim:**

The present study investigates the students' and teacher's attitudes toward using the flipped classroom model and its effect on enhancing active learning.

- **Specific aims:**

- a. To let students and teachers know about the power of ICT as an educational tool and how it enhances their engagement and gives them the chance to be active participants in the learning process.
- b. To encourage students to develop their critical thinking skill, be independent and take the responsibility of their learning.

Research Questions

This research seeks to answer the following questions.

RQ1: Does the ICTs have an effect on students' engagement in the learning process?

RQ2: How does the flipped classroom model contribute in the active learning?

Research Hypotheses

Based on the research questions mentioned earlier, we suppose the following hypotheses.

RH1: Using the ICT for learning purposes may strengthen the students' engagement in EFL courses.

RH2: The flipped classroom model could be a crucial factor for active learning and helps learners to improve their language acquisition.

Methodology

In order to answer the questions mentioned earlier and test the above hypotheses the researcher opted for a descriptive qualitative approach since the researcher attempts to explore

the effectiveness of the flipped classroom on students' engagement and their active learning.

The study will describe the teachers' and students' perceptions of flipping classes to enhance active learning; thus, the research will be based on interviews with teachers and questionnaires to students.

To analyse the data results, the researcher opted for descriptive analysis of data which is going to be used for interpreting the data gathered by the tools mentioned earlier. The data of this research will be displayed in tables and pie charts to see the teachers' and students' perceptions and attitudes toward the effectiveness of the flipped classroom model in enhancing students' engagement.

The population of this study will be third- year LMD students in Mohamed Khider University of Biskra. The sample will consist of two groups that will be chosen randomly.

Structure of the study

The present study tackles both theoretical and practical parts. The theoretical part consists of two chapters. Each chapter discusses one of the variables. So, the first chapter will be devoted for displaying the theoretical background of students' engagement and the ICT as an educational tool while the second chapter will discuss the use of the flipped classroom and its implementation. The practical part will be divided into two sections the first one discusses the methodology of the study whereas the second one will be devoted for the analysis of the gathered data.

Chapter One:

Active learning and ICT as an educational tool

Chapter One: Active learning and ICT as an educational tool

Introduction

Active learning and getting students engaged in the learning process have always been an objective that every EFL teacher seeks. Nowadays, teachers try using new methods and paradigms as well as integrating using the modern technologies to enhance the students' engagement in the classroom and give them the opportunity to be active learners rather than passive receptors of information. This chapter will be divided into two sections. The first section includes a conceptual framework about the active learning, definitions, other key terms related to active learning, characteristics of active learning and advantages and limitations of active learning. Then, active learning and students' engagement, components of engagement and promoting engagement through active learning. The second section is an overview of the technological paradigms that are used in education and their relation with active learning.

1.1.Active learning and students' engagement

1.1.1. Active learning Definition

People have taken the meaning of the term active learning for granted since it is used a lot in the educational domain. However, the definition of this term is a obscure and has a crucial role in promoting a leaning environment in which students are engaged and involved in the learning process. We start with the definition of learning which involves the activeness as one of its feature as John Dewey (1924) noted . He claimed that learning is “something an individual does when he studies. It is an active, personally conducted affair” (as cited in Bonwell and Eison, 1991). Moreover, Grabinger and Dunlap (1995) assume that “Learning is

cognitive, and involves the processing of information and the constant creation and evolution of knowledge structures. We must focus on and make visible thinking and reasoning processes” (p. 6). Hence according to the definitions mentioned earlier learning is essentially connected with activeness.

Moving to the definition of active learning, Chickering and Gamson 1987 suggest that in active learning students must do more than just listen; They must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation (as cited in Bonwell and Eison, 1991). In other words, it can be said that students are learning actively when they do things and think about what they are doing. Furthermore Felder and Brent (2009) state that “Active learning consists of short course-related individual or small-group activities that all students in a class are called upon to do, alternating with instructor-led intervals in which student responses are processed and new information is presented”(p. 2). Besides according to Zayapragassarazan and Kumar (2012) “Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject” (p. 3). In addition, Barkley and Major (2020) suggest that active learning involves making students dynamic participants in their own learning in ways that require them to integrate new information into their personal knowledge and experience (p. 39). From the above definitions, it is clear that active learning is more than just sitting in the class and listening. It is all about doing. Active learning means that students are doing things which refer to the fact that they are taking the responsibility of their learning by involving all the existing skills they have like listening, reading, writing, criticising, analysing, and evaluating.

1.1.2. Active learning versus passive learning

Making a better understanding of the active learning, distinction between active and passive learning is vital. Ryan and Martens 1989 claim:

Students learn both passively and actively. Passive learning takes place when students take on the role of "receptacles of knowledge"; that is, they do not directly participate in the learning process. . . . Active learning is more likely to take place when students are doing something besides listening (as cited in Bonwell and Eison, 1991 p. 1).

Thus, what the students do in the class and during the lesson is what actually defines whether they are learning actively or passively. In the same context Bonwell and Eison(1991) argue that passivity can include sitting down in the class, swinging between attentiveness and inattentiveness, loosing concentration and daydreaming, listening to the lecture and taking some literal notes while activity would include making effort to take no literal and paraphrased notes as well as self monitoring and evaluation of understanding, writing questions and asking questions at the right time and about the exact and appropriate points(1991).In order to pass from passive learning to active learning, students need to do more than just listening and receiving knowledge. That is the actual discrimination between active and passive learning. Therefore, Grabinger and Dunlap (1995) assume “learners are constructors of knowledge in a variety of forms. They take an active role in forming new understandings and are not just passive receptors”(p. 9). Furthermore Castro, Kalish, Nowak, Qian, Rogers and Zhu (2008) state Active learning is a paradigm in which the student selects instances for labeling in a sequential manner. In order to speed up the learning process, the selection procedure can use knowledge gathered from previously observed labelled patterns.

Passive learning, on the other hand, is a paradigm in which the learner has no control over the labelled instances that are shown to them.

To put in a nutshell distinguishing between active and passive learning is highly connected to carry out during the lesson. If the student does nothing besides listening in which he/ she plays the role of a receiver then it means that there is no active learning taking place. The bottom figure summarises the difference between them.

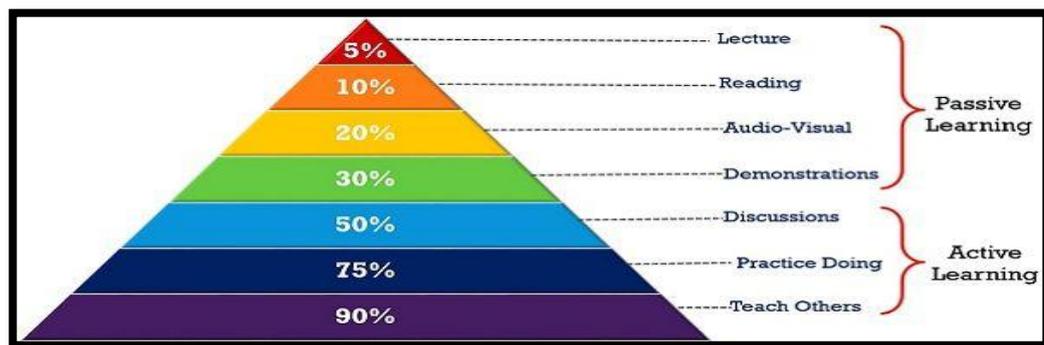


Figure1: The Difference between Passive and Active Learning

From ‘Deference between Active and Passive Learning’ by Surbhi S (2021) (<https://keydifferences.com/difference-between-active-and-passive-learning.html>)

The figure presents the tasks that learners should do to be active learners. It shows that passive learning requires you to wait for the instructor to provide you direction instruction, or knowledge simply by listening to the lecture, reading, etc. However, active learning requires you to seek out alternative ways to boost your involvement in the learning process by discussing, debating and even teaching other people. This means that with passive learning, you are given information and you must just follow the directions, whether written or verbal.

1.1.3. Active learning characteristics

According to Bonwell and Eison (1991) learning is involving students in doing things and thinking about what they are doing at the same time and they add that there are some characteristics that can define active learning in the classroom which can be summarised in the following bullet points:

- Students are involved in the learning process in more than just listening.
- There is no emphasis on transmitting the information while there is a high degree of focus is given to development of the students' skills.
- Students use their higher order skills by analysing, synthesising, evaluating...
- Students are engaged in the classroom activities by doing different things and involve various skills by reading, writing, discussing, debating...
- Students are given the chance to explore their own attitudes the thing which has a great concern.

1.1.4. Importance of active learning

Active learning helps students to develop one of the vital skills that are needed in every step in their life namely the critical thinking. As Rodriguez (2018) states that active learning promotes divergent thinking, which helps students think more in terms of the big picture rather than specific concepts. This kind of thinking improves a student's ability to make connections with the outside world, particularly with their own life. Analysis, evaluation, public speaking, and collaboration are all key abilities that grow through active learning. Although active learning may be hard and tiring on the side of the teachers but it is significantly beneficial for the students because it enables them to have significant roles in their environment.

1.1.5. Incorporating active learning in classrooms

In order to incorporate active learning in the classroom, passive learning should be changed. As long as traditional lecturing is the most popular passive style of teaching, it must be altered. Bonwell and Eison (1991) suggest some ways to replace the traditional method and argue that alternatives to the lecture structure can improve student participation even more: (1) the feedback lecture, which consists of two mini lectures separated by a small group study

session based on a study guide, and (2) the guided lecture, in which students listen to a 20 to 30 minute presentation without taking notes, then write down what they remember for five minutes. He adds that cooperative learning, discussions, drama, role playing and simulation, and peer teaching are all active learning pedagogies that instructors should adopt. To simply sum up there are several alternatives that can be used to update and change the traditional method.

1.1.6. Barriers of promoting active learning in the classrooms:

Although active learning is widely known for its advantages and positive sides and result, it cannot be denied that there are challenges that face both teachers and students while implementing active learning techniques. To begin with Bonwell and Eison (1991) in the book 'Active Learning: Creating Excitement in the Classroom' state that the use of active learning is related with a number of distinct challenges: The difficulty of covering all of the specified course information in the allotted class time; An increase in the amount of time spent preparing; The difficulties of implementing active learning in big groups of students; a scarcity of the necessary materials, equipment, or resources. All the challenges that have been mentioned so far are mainly concerned with the teachers. Students when implementing active learning may encounter other type of challenges and most of them are related to personality features. An example of students finding active learning as a hard thing to use is introverts. Jordan(2019) states that active learning in the form of group work and discussion can cause introverts to shut down and choose to teach themselves the information later, in calm solitude . This type of students may think of active learning as a problem and they may even suffer burden, stress and discomfort during the session. To conclude active learning presents some obstacles in front of the teachers and students but they can overcome them with thoughtful planning.

1.1.7. Active learning, students' engagement and motivation

Engagement happens when students are motivated and learning actively. Also, students cannot be called active learners without being engaged or motivated.

1.1.7.1. Active learning and engagement

According to Oxford online dictionary engagement means being involved with something in an attempt to understand it. Lee Shulman ,(2002) (as cited in Barkley and Major2020) considers engagement as foundation of his learning taxonomy by clearly stating that “Learning begins with student engagement..”(p. 2). On the other hand Barkley and Major (2020) define engagement in another way in which they connect it to feelings and thinking and they argue that “Student engagement is the mental state students are while learning, representing the intersection of feeling and thinking” (p. 6). In other words engagement can refer to the excitement, interest and the joy the students get when learning which leads them to being attentive and actively interact with the new knowledge. In short students should be engaged and involved in the classroom tasks so that active learning can be realised.

1.1.7.2. Active learning and motivation

As it was mentioned earlier engagement is highly connected to active learning and so that motivation. Getting the students motivated can be one of the hardest tasks to be done by an EFL teacher since students get demotivated easily. Ryan and Deci (2000) state that “to be motivated means to be moved to do something” and it has types they add that “intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable and extrinsic motivation, which refers to doing something because it leads to a separable outcome”

Thus, what have been mentioned so far about motivation actively demonstrates that

motivation is crucial to achieve engagement and active learning as result and that is exactly what Barkley and Major (2020) mentioned “...enhancing motivation can improve engagement...” (p. 15). To sum up motivation and engagement are key factors in active learning.

1.1.7.3. Importance of student engagement

One of the goals that teachers strive for is to engage pupils in classroom activities. It has been proven that engaging students in the learning process improves their attention and focus, inspires them to use their higher level critical thinking abilities, and encourages them to participate in meaningful learning experiences. Thus, Coates (2005 as cited in Trowler 2010, p. 22) claims that the constructivist assumption that learning is influenced by how an individual interacts in educationally intentional activities underpins the concept of student engagement; in essence, student engagement refers to the degree to which students participate in a variety of educational activities that have been established in studies to contribute to high-quality learning.

Moreover, Bensimon, (2009 as cited in Trowler, 2010) notes that students build attitudes about their peers, teachers, and institutions through active engagement, which provides a sense of connectedness, affiliation, and belonging while also providing abundant chances for learning and development.

In short, engagement has an impact on students' learning, which teachers can notice through participation and motivation. As a result, students' engagement has an impact on their productivity and ability to learn.

1.1.7.4. Dimensions of engagement

Strong positive engagement and improved language class results are the consequence of a mixture of elements; behavioural, emotional, and cognitive engagement; they are all

interconnected and contribute to one another. Bloom (as cited in Trowler,2010) identified three elements of student engagement, which are described more below:

- **Behavioural engagement:** Students who are behaviourally engaged would typically comply with behavioural norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behaviour.
- **Emotional engagement:** Students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging.
- **Cognitive engagement:** Cognitively engaged students would be invested in their learning, would seek to go beyond the requirements, and would relish challenge.

1.1.7.5. Promoting engagement through active learning:

Without students' engagement, a learning process can't be called active. Likely, engagement is deeply connected to active learning strategies. In other words, engagement and active learning overlap, complete and promote each other.

Jones (2008) specifies certain elements to focus on in order to enhance the students' engagement. He assumes that there are two essential elements preconditions and pedagogy. The preconditions involve factors that get established before the classroom instruction begins for example: learning relationships, creating the ideal learning environment, rewards and incentives, etc.

The second element which is pedagogy can be summarised in two factors personalised learning and active learning strategies. According to Jones (2008) active learning strategies encourage students to become highly engaged; for example, organizing students into structured discussion groups, analyzing problems, and seeking solutions are all motivating approaches to engage students rather than passively listening a lecture. To sum it all up, professors should engage students in more active ways in order to modify the traditional ways of teaching and keep their focus on the lecture.

1.2. ICT as an educational tool

1.2.1. The 21st century learning

We are living in digital and technological world where a six years old kid perfects using different technological devices. Nowadays, the first source of knowledge learners may think of is the internet. In this context Gardner (as cited in Bernhardt,2015) argues that life in the new millennium reflects a time of rapid, immeasurable change ushered in by constant advancements in science, technology, and globalization. As a result, schools are socially responsible of giving intellectually challenging experiences and chances for students to think critically, creatively, cooperatively and break the limits that have been drawn by the traditional ways of teaching for so long. They should give students the opportunities to learn in new ways that matches with the new world way of living. To put it all together, The term "21st century learning" is used to characterize the kind of skills required to succeed in today's complex and interconnected global environment some examples of these skills include digital literacy, critical thinking, cultural competence, inventiveness, emotional awareness, entrepreneurship, critical thinking and problem solving.

1.2.2. Information and Communication Technologies (ICT)

Education all around the world is changing from teacher oriented ways of teaching to the learner oriented ones which actively demonstrates the need of applying some educational settings that the students are familiar with and interested in. Since the world is moving rapidly into digital media and information, the role of ICT in education has become more important and it is actually developing to be an essential part of the 21st century learning. ICT stand for "Information and Communication Technologies"; it refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT) but focuses primarily on communication technologies. This includes the internet, wireless

networks, cell phones and other communication mediums (Thanuskodi, 2015, p. 1). In addition, Panel (2002) states that “IT refers to the electronic display, processing, and storage of information, but not necessarily the transmission of the information. The term carries strong historical associations with enterprise data processing and centralized computer services. However, Information and Communication Technology (ICT) represents the set of activities and technologies that fall into the union of IT and communication technologies” (p. 16).

ICT has been integrated as an important factor in education and represented the change in the traditional teaching. ICT, by their nature encourage and promote independent learning. In language teaching ICT has been used successfully to teach different aspects of languages. An example of that is the use of the computer lab to teach pronunciation and oral expression.

1.2.3. The impact of ICT on education

ICT influences education in many ways. It changes how students learn by supporting student centred learning rather than teacher directed learning models. It also modifies what students learn since it promotes the curricula that emphasise on competence and performance. Another aspect that ICT influences in a notable and clear way is the time place of learning. The use of technology has broadened the scope of the off campus learning; although it was previously just an option for students who were unable to attend campus, many more students can now do so through technology-facilitated learning settings. Learning has become an activity that is no longer constrained by timetables and slots thanks to Internet technologies. Learners have the freedom to participate in learning activities whenever they have time, and these freedoms have considerably increased the number of students who can participate in formal programs (Oliver, R, 2002).

1.2.3. ICT based learning:

There are many examples of the teaching and learning models and methods that have been introduced as new patterns that integrate the use of ICT as a vital factor of the teaching-learning process.

1.2.3.1. Distance education

Distance education has been introduced and used since a very long time. Holmberg, B. (2005) claims that “Teaching and learning by correspondence is the origin of what is today called distance education. Correspondence education has been known for several generations, mainly as a part of adult education” (p. 3). He also clarifies that distance education is practised to give study opportunities to students who cannot take a part in classroom teaching. In addition Keegan (1996) defines distance education as a teaching that is characterised by the separation of the teacher and the learner and of the learner from the learning group. Similarly Thanuskodi (2015) states that distance education is an education where the learner is physically separated from the teacher. To wrap it all up, the definitions meet in the point that the students and teachers are separated which vitally means that students are given more independence. Bates and Bates (2005) explains “Students can study in their own time, at the place of their choice (home, work or learning centre), and without face-to-face contact with a teacher. Technology is critical element of distance education” (p. 5).

1.2.3.2. E-learning

Terms like distance education and E-learning may be used interchangeably because they share almost the same aims and objectives; however, there are differences between them. E-Learning which is defined as “The delivery of a learning, training or an education program by electronic means. E-learning involves the use of a computer or an electronic means” Thanuskodi, 2015. Moreover, Usoro and Abiagam (2009) defined E-learning and stated that

“refers to the delivery of training, education and collaboration using various electronic media, but predominantly the Internet”. Thus, to wrap it up E-learning is necessarily related to the use of ICT and it cannot happen without it.

1.2.3.3. Blended Learning:

Blended learning has many definitions that carry the meaning of blending two or many things together. Driscoll (2002) mentions blended learning definition in the following bullet points:

- To combine or mix modes of web-based technology (e.g., live virtual classroom, self-paced instruction, collaborative learning, streaming video, audio, and text) to accomplish an educational goal.
- To combine various pedagogical approaches (e.g., constructivism, behaviourism, cognitivism) to produce an optimal learning outcome with or without instructional technology.
- To combine any form of instructional technology with face-to-face instruction.
- To mix or combine instructional technology with actual job tasks in order to create a harmonious effect of learning and working.

However, the most frequent definitions align with the definition of Bonk and Graham (2012) who assumes that “Blended learning systems combine face-to-face instruction with computer-mediated instruction” (p. 5). To make a long story short, Blended learning tries to mix traditional and modern classrooms through the use of different technology gadgets. Blended learning has various types which are summarised in the following figure.

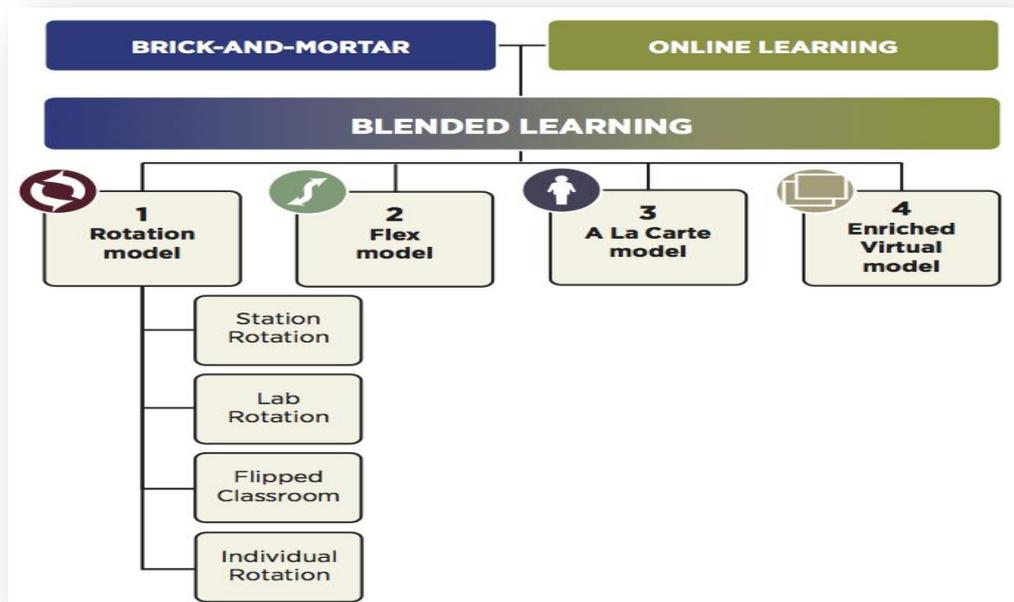


Figure 2: Blended Learning Models

From ‘*Blended: Using Disruptive Innovation to Improve Schools*’ by Michael and Heather(<https://www.christenseninstitute.org/blended-learning-definitions-and-models/>)

1.2.3.3.1. Rotation model

Students rotate between different learning methods. They rotate between online learning in offline traditional face-to-face classroom and online environments. Ayob et al (2020).

- **Station rotation model:** Students move between various learning modalities, including one station dedicated to online study. A few small groups or the entire class will participate in other stations. Group tasks, individual tutoring, and assignments are all part of the program. Ayob et al (2020).
- **Lab rotation model:** This model is almost the same as the one mentioned earlier. In order to join the lessons, students rotate from their classroom to the learning lab Ayob et al (2020).

- **Flipped classroom model:** Students rotate between offline traditional face-to-face learning at school and content delivery via Internet sources at home after school Ayob et al (2020).
- **Individual rotation model:** Students will rotate based on a fixed individual schedule. The teacher will set their student schedules. The students do not need to rotate for every station or method Ayob et al (2020). Thus, students in this model are more independent and responsible for their learning.

1.2.3.3.2. Flex rotation model

In this model the majority of the content is given through an internet platform. Students have the freedom to choose from a variety of delivery options. The teacher will always be on the students' side. If necessary, individual tutoring and small group sessions will be conducted Ayob et al (2020).

1.2.3.3.3. A La Carte model

Formerly called self-blend model is a model in which students learn one or more topics with the help of an online teacher on an online platform. It will aid offline traditional face-to-face learning. Students blend themselves by learning independently online and in class with a face-to-face instructor Ayob et al (2020).

1.2.3.3.4. Enriched- virtual model

This model is whole school experience. Students take offline traditional face-to-face learning and learn the content and instructions alone using online learning. They divide the time on their own Ayob et al (2020). The Enriched Virtual model differs from the Flipped Classroom because in Enriched Virtual programs, students seldom attend the brick-and-mortar campus every weekday. It differs from the A La Carte model because it is a whole-school experience, not a course-by-course model.

Conclusion

We tried in this chapter to present active learning as an important factor that should be enhanced in classrooms in order to achieve a better educational level with the students. The chapter consisted of two sections. The first one was about active learning and it included some definitions and identified the terms related to active learning as well as students' engagement its dimensions and its relation to active learning. The second section tackled twenty first century learning and ICT as an educational tool with some examples of modern technological paradigms that have been adopted in education.

Chapter Two: The Flipped Classroom

Chapter two: The Flipped Classroom Model

Introduction

The twenty first century affected every aspect in people's life and education is one of the aspects that have been affected. As a result, scholars integrated new teaching methods and paradigms that cope with the modernity of the twenty first century. The flipped classroom is one of the modern teaching methods that emerged as a type of blended learning which combines the learning process with different technologies. The flipped classroom inverted the traditional classroom and changed the teachers and students' roles. Also, it shifted the learning process from being teacher-centred to student-centred. This chapter presents historical background of the flipped classroom, its definition, its different models and its implementation. Finally, the chapter provides a brief comparison of Blooms Taxonomy in the traditional and flipped ways of teaching, the advantages and limitations of applying the model, the use of the model in EFL classes, and how it promotes active learning.

2.1. History of the Flipped Classroom

The story behind the flipped classroom started in 2007 when two teachers thought about finding ways to help their students who missed attending the sessions. Jonathan Bergmann and Aaron Sams, chemistry instructors at Woodland Park High School, had an idea. They used software that allowed them to record and annotate lessons and put them online because they couldn't find the time to re-teach classes for absent students. Students who were unable to attend appreciated the opportunity to observe what they had missed. Surprisingly, pupils who had not missed class did as well. They, too, took advantage of the internet resources, primarily to review and reinforce classroom lessons. Bergmann and Sams soon recognized they had the chance to completely rethink how they spent class time. Bergmann and Sams (2012) mention in their book that one day Sams had a simple observation "The time when students really need me physically present is when they get stuck and need my individual

help. They don't need me there in the room with them to yak at them and give them content; they can receive content on their own". That observation was the starting point of developing a flipped classroom model. Hence, the Flipped Classroom was born when they decided flipping what is traditionally done in the class and home by giving the students a video of the lecture as an assignment and leaving the class time for activities only.

2.2. Definition of the Flipped Classroom:

The history of the flipped classroom that has been mentioned earlier helps in some way to derive its definition. According to Bergmann and Sams (2012) "Basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (p. 13). According to Lage, Platt, and Treglia (as cited in Basal, 2015) "Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa" (p. 29). In the same path Network (2014) states that in the flipped learning teaching shifts from the classroom in which the learning occurs in groups to the home where students learn individually, as a result the classroom is converted into an active and interactive learning environment where the teachers play the role of the guide as students apply ideas and participate creatively in the subject matter.

To conclude all the definitions agree on what kind of activities take place in the classroom and at home. Unlike the traditional education in which students come to the classroom listen to the lecture and take notes then they are given an assignment to be done at home, Flipped Classroom gives the opportunity for the students to watch their lessons at home before coming to the class while the class time is devoted for practising, asking questions and doing different activities.

The fact that the students watch lessons at home means that they are drawing their own interpretations which demonstrate that they are learning critically. In addition, the second step

of flipping classes is namely devoting the class time for activities that create an interactive environment.

2.3. The four pillars of F.L.I.P

The Flipped Learning Network (FLN), which is made up of experienced flipped educators, has developed standards to help teachers participate in the process and administrators support instructors. The FLN (2014) claim that “Flipping a class can, but does not necessarily, lead to Flipped Learning. Many teachers may already flip their classes by having students read text outside of class, watch supplemental videos, or solve additional problems, but to engage in Flipped Learning, teachers must incorporate the four pillars into their practice”. In other words The Flipped Learning Network defined four elements to achieve the Flipped Classroom model.

- **F Flexible environment:** Teachers create flexible spaces in which students choose when and where to learn.
- **L Learning culture:** The traditional model is teacher-centred and makes the teacher the only source of information; however, The Flipped Classroom shifts to the learner - centred approach and gives learners the opportunity to be responsible for their learning and construct knowledge by themselves.
- **I Intentional content:** Educators concentrate on ways to improve conceptual understanding and procedural fluency in students. They seek to make use of all class time in order to promote learner-centeredness and active learning.
- **P Professional educator:** In the flipped classroom, this function is regarded as the essential ingredient to enable the Flipped Classroom to occur. Educators are self-reflective in their work, observing students, assessing their progress, and providing feedback.

2.4. Variations of Flipped Classroom Model:

According to EducationDive.com (2016), there are seven different types of Flipped models that can be utilized to teach students ranging from elementary school to PhD candidates. To determine which style is best for each class, many aspects should be considered: the kids' degree of motivation, access to technology, and teachers' familiarity with how to use technology (Cited in Mohammadi, Barati, & Youhanaee, 2019).

- **The Standard Inverted Classroom:** Students are given "homework" in the form of video lectures and reading materials related to the following day's lesson. Students practice what they've learned through regular coursework during class time, with their professors freed up for more one-on-one time.
- **The Discussion-Oriented Flipped Classroom:** Lecture videos, as well as any other video or reading relating to the day's subject (TED Talks, YouTube videos, and other resources), are assigned by teachers. The remainder of the class period is devoted to discussion and exploration of the topic. This is especially effective in topics where context is crucial, such as history, art, or English.
- **The Demonstration-Focused Flipped Classroom:** It is extremely beneficial to have a video demonstration to be able to rewind and re-watch for those subjects that require students to remember and repeat activities exactly such as chemistry, physics, and math. The teacher in this model uses screen recording software to show the task so that students can follow along at their own pace.
- **The Faux-Flipped Classroom:** It's ideal for younger pupils who may not yet be ready for serious homework. Instead, under this flipped classroom model style, students watch lecture videos in class, allowing them to examine subjects at their own pace and

allowing the teacher to walk from student to student to provide whatever specific support each young learner requires.

- **The Group-Based Flipped Classroom:** This model includes a novel feature that allows students to learn from one another. The class begins in the same way that others do, with lecture videos and other resources distributed prior to the start of class. When students arrive for class, they form groups to work on the day's assignment. This structure enables students to learn from one another, allowing them to not only learn what the correct answers are, but also how to explain why they are correct to a peer.
- **The Virtual Flipped Classroom:** The flipped classroom can eliminate the requirement for classroom time entirely for older students in some courses. Some college and university teachers now share lecture videos with students, assign and collect work through online learning management systems, and merely require students to attend office hours or other regularly planned time for brief one-on-one instruction based on that individual's needs.
- **Flipping the Teacher:** The teacher does not have to be at the beginning and ending of any video generated for a flipped classroom. Students can also use video to further display their abilities. Assign students to role-playing games to demonstrate competency, or invite them to film themselves presenting a new subject or skill as a way to "teach the teacher."

EducationDive.com (2016) (Cited in Mohammadi, Barati, & Youhanaee, 2019, p.104).

2.5. Flipped Classroom implementation:

Although any class in which pre-recorded videos are incorporated in teaching can be referred to as a flipped classroom, the value of a flipped classroom is about the significant act of combining videos with innovative uses and of class time (Basal, 2015). In other words

the effectiveness of the flipped classroom is not simply about inverting what is done in class and at home; the essence of a successful flip is in the perfect way that the two learning environment namely inside and outside the classroom are integrated. Tucker (2012) supports the same idea stating that “Flipped classroom teachers almost universally agree that it’s not the instructional videos on their own, but how they are integrated into an overall approach, that makes the difference”. In addition, Bergmann and Sams (2012) mentioned in their book how hard the teacher should work to achieve the mastery of the Flipped Classroom, and they assured that a teacher should train students on the right way of watching the videos as well as checking whether they have watched the videos or not; also the teacher is responsible for checking their notes and requiring each student to come to class with a question at least. In the Flipped Classroom the teacher’s role may be invisible but in fact it is vital and harder than the traditional way. Starting from planning, recording the video using different technologies to checking on every learner and choosing the appropriate activities.

All in all, even though technology is used and the class is flipped, the teaching process remains a difficult undertaking in which the teacher must anticipate all conceivable scenarios and prepare for each one in detail. Also, to establish a thriving learning atmosphere, creates a well-formed activity to suit various situations. The following Figure presents the difference between the traditional and flipped classroom

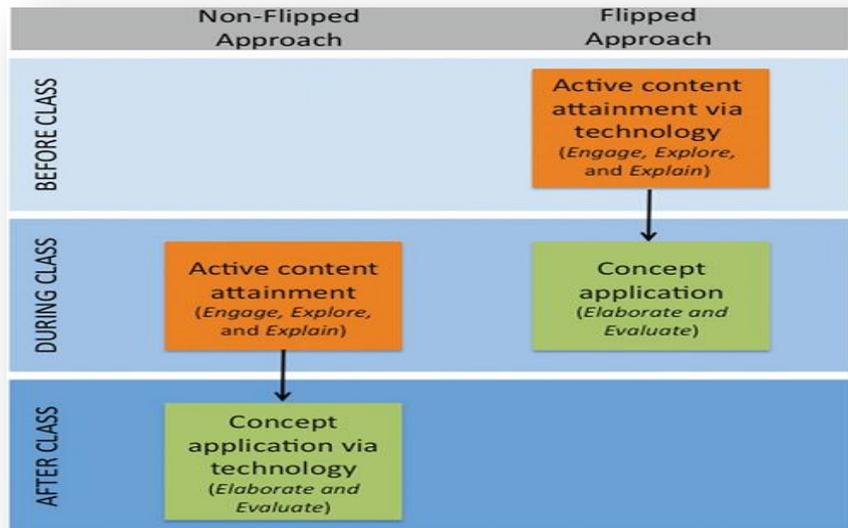


Figure3: The Activities in the Flipped and Non-Flipped Approaches

From ‘Improvements from a Flipped Classroom May Simply Be the Fruits of Active Learning’(p.3) by Jensen, Kummer and Godoy (2015)

2.5.1. The Role of the Teacher:

It has been mentioned earlier to what extent the role of the teacher is vital to achieve the correct flip. In the traditional model the teacher is the only source of knowledge for the students. Thus, the role of the teacher in this case is to act like a source and provide students with all the info they need. In contrast, the teacher in the Flipped model is not the only source since learners are given the chance to receive the lesson at home; they can have some further details from other sources. It may seem like the teacher is getting an easier role, but in fact the teacher in the flipped classroom has to combine between being an expert in the subject matter, an instructional designer, a good manager of digital devices and a video developer without ignoring his role as guide.

Ozdamli and Asiksoy (2016) cited different scholars definition of the teacher’s role in the flipped classroom.

- Creating learning condition based on questioning (Bergmann & Sams, 2012)

- Instead of transferring knowledge directly, being a guide to make learning easy (Johnson & Renner, 2012)
- Making one to one interaction with students (Cohen & Brugar, 2013)
- Correcting misunderstandings (Bergmann & Sams, 2012)
- Individualizing learning for each student (Schmidt & Ralph, 2014)
- Using technological equipments suitable for learning condition (Fulton, 2012)
- Creating interactive discussion conditions (Millard, 2012)
- Increasing participation of students (Millard, 2012)
- Sharing lecture videos as out of class activity (Bishop & Verleger, 2013)
- Providing feedback by using pedagogical strategies (Nolan & Washington, 2013)

To sum it all up, in the flipped classroom The teacher's responsibility expands beyond the classroom and becomes more demanding within it, as the teacher constantly monitors pupils, provides pertinent comments when needed, and assesses students' work.

2.5.2. The Role of the Student

Jensen, Kummer and Godoy (2015) explain that in a traditional teaching paradigm, the instructor aids subject acquisition in the classroom using a variety of methods. The obligation for applying the concepts is subsequently passed on to the students, usually in the form of homework assignments. The roles are reversed in a flipped model, with students responsible for obtaining content before going to class while during the session, the instructor will assist them with the application procedure. Similarly Ozdamli, F., & Asiksoy, G. (2016) state that “In flipped classroom approach student transforms from passive receiver of knowledge to active promoter of knowledge”. To clarify the previous statements, the students in the flipped classroom are responsible for watching the video of the lesson, analysing and interpreting it then thinking critically and asking questions about it. Obviously by giving the student the

chance to do all those steps by his own; the learner is responsible for his learning.

Ozdamli and Asiksoy (2016) cite the following roles of student in the flipped classroom.

- Taking their own learning responsibilities (Bergmann & Sams, 2012)
- Watching lecture videos before the course and preparing for the course by using learning materials (Milman, 2012)
- Learning at his own learning speed (2012)
- Making necessary interactions with his teacher and friends, taking and giving feedback (Tucker, 2012).
- Participating discussions within class (Overmyer, 2012).
- Participating team working (Formica, Easley, & Spraker, 2010)

Hence, the flipped classroom is student centred, where students are in charge of watching videos, asking the proper questions, and referring back on professors for more clarifications.

2.5.3. How to Flip the Class:

According to Basal (2015) there are four steps to follow in order to flip the class:

- ✓ The first stage for teachers is to carefully plan what will take place in each scenario.
- ✓ The second stage is to choose a variety of activities that will meet the demands of all students.
- ✓ The third stage is to figure out how to bring tasks and activities from both environments together.
- ✓ The fourth stage is to employ a learning management system to arrange all of the activities.

He adds that the videos should not be a simple captured lecture “these videos must include animations, quizzes, or other elements that engage students” Basal (2015).

In the same path Bergmann and Sams (2012) emphasise on the step of making the video and he defines stages in making it.

- **Planning the lesson:** The teacher establishes the lesson's objectives and determines whether the video is the best educational tool for achieving the desired outcomes. The teacher can also refer to her or his previous lesson plan, but she or he must be aware of what to include and eliminate.
- **Recording the video:** The instructor prepares the necessary equipment for video recording, such as a camera, microphone, computer, or even a cell-phone. Next, the teacher should focus on making the lesson more conversational rather than less formal by avoiding preparing an exact script.
- **Editing the video:** Bergman and Sams(2012) states “The editing process is time consuming, but it allows the teacher to remove mistakes instead of rerecording an entire video”. Editing the video requires time much more than recording, it may be very tiring too but its value is really crucial since it helps to insert different things in the lecture such as pictures, videos and slides as well as the fact that the teacher can correct the mistakes and highlights the important parts of the lesson. Although the editing is essential, teachers should not aim at making a perfect video rather than getting the video ready on time.
- **Publishing the video:** There are many ways to publish the videos whether on a site, a blog, a face book page or even a DVD. The most important thing is to meet the learners’ needs and make sure that all of them have access to the lesson. As previously stated, the steps outlined above should be followed in making the videos in order to fulfil the flipped classroom model in a well-structured manner.

The next important factor in flipping the class that has been mentioned by Bergman and Sams (2012) in their book is Class Time. Using the Flipped Classroom model will shock the teacher with extra time that he has in the class. The role of the teacher in this case is to choose

higher quality and engaging activities without forgetting that they should student centred and depend on the subject they teach.

2.6. Bloom's Taxonomy in the Flipped Classroom:

In the traditional classroom the students use the lower thinking skills (knowledge and comprehension) in the class, and when they go home they use the higher thinking skills while doing the homework or the assignment.

However, Students engage in the lower cognitive levels (knowledge and comprehension) in the comfort of their home; students come to class prepared to focus on application, analysis, synthesis, or evaluation (Brame as cited in Harris, et al, 2016). To be more specific the Flipped classroom gives the teacher the chance to emphasize on students' participation in learning activities that involve higher-level Bloom's Taxonomy skills. The most important time in which students need the assistance of the teacher is while they are applying the higher thinking skills.

To sum up the flipped classroom gives the students more opportunities to develop their higher order thinking skills and allows the teacher to assist them while they are doing that. The following figure compares between the application of Bloom's Taxonomy in the traditional class and Flipped class.

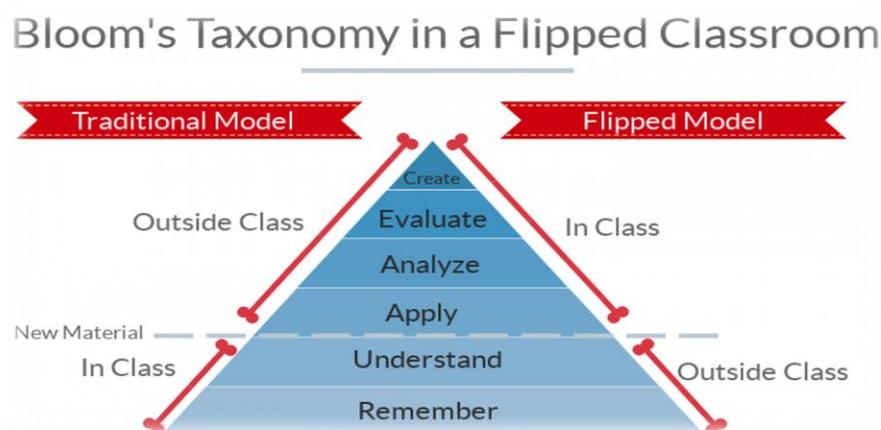


Figure 4: Bloom's Taxonomy in a Flipped Classroom

From 'Using Class Pace in the Flipped Classroom' by THYATT (2018)
(<https://www.odysseyware.com/blog/using-classpace-flipped-classroom>)

2.7. Pros and Cons of the Flipped Classroom Model

2.7.1. Pros of the Flipped Classroom:

There are several advantages about the use of the Flipped Classroom model. Chilingaryan and Zvereva (2017) listed thirteen advantages. Some of them are summarised in the following bullet points.

- Increasing the contact time between the teacher and the student.
- Increasing the responsibility and autonomy of the learner.
- The ability to catch up with the group if they had to miss the classes for this or that reason.
- An opportunity for each student to work at his pace.
- The ability to concentrate.
- The increase of creativity and critical thinking of students.
- The possibility for continual archiving of the material.
- Positive transformation of relations role of the teacher and the student.

In addition Bergman and Sams(2012) in their book gave reasons why teachers should flip classes. Among those reasons is that Flipping helps busy and struggling students; it also allows the students to pause and rewind their teacher in case that they lost attention or the thread of ideas for a moment, Flipping classes gives the teachers the chance to know their learners better, and it increases interaction between students during the class time; it reaches all the students with their different range of abilities.

Moreover, Goodwin and Miller (as cited in Ozdamli & Asiksoy, 2016) claim that parents

can follow the courses of students and provide them to help their children is another advantage of the flipped classroom.

2.7.2. Cons of the Flipped Classroom:

Despite all of these merits, there are some criticisms of the method in the literature. The challenges that can take place while the teacher is applying the model are summarised by Bergmann, Overmyer and Wilie (2013) as follows:

- **Internet accessibility:** The teacher should make sure that all the learners have access to the videos and since there are some students who don't have access to internet the teacher has to come up with a solution such as giving them DVDs or CDs.
- **The independence of learners on improving their learning process:** The flipped classroom gives the learners the chance to be active learners which means that they are going to be responsible for their learning and the teachers are not certain that the students will do their responsibilities outside of the class. For that exact purpose teachers should be always alerted and careful about that.
- **Changing the way of teaching and training teacher to acquire new skills:** In order to adopt the new model teachers need to be trained on the ways of mastering the different technological devices as well as the needed software.

The biggest disadvantage for teachers is not preparing or broadcasting lecture videos but preparing within class activities and integrating them to flipped classroom approach. In contrast to what is known, this method increases the duty of teachers instead of relieving (Lafee, 2013 as cited in Ozdamli & Asiksoy, 2016).

2.8. The Flipped Classroom in Foreign Language Teaching:

Technology has become integrated in educational environments. Educators are beginning to refine their traditional teaching methods and replacing them with current ones that are linked to the usage of technology; foreign language classes are also influenced.

According to Bergman and Sams (2012) “... teachers adopt the flipped model, they use the extra time in myriad ways depending on their subject matter, location, and style of teaching”(p. 48). That is to say, flipped classroom can be used in any kind of class; however, its effectiveness depends on the teachers’ efforts in choosing the correct activities to be done in the class time as well as being able to benefit from the extra time in the most fruitful and effective ways. Bergman and Sams (2012) in their book gave an example of a foreign language class implementing the flipped classroom model and stated that in foreign language classes, teachers are record grammar lessons and create time in class to use the language and give more students the opportunity of practising the language. This includes having more conversation, reading literature, and writing stories, all in the target language.

Applying the flipped classroom model allows the teachers to free up the class time for discussions, debates, classroom conversations, role-plays, and different activities that make the students practice the language and increase the interaction between students their peers, and their teacher.

Basal (2015) argues that in foreign language lessons, such an approach may benefit both teachers and students by allowing more participatory activities to be completed during class time. Language instructors may focus on efficiently covering all areas in the curriculum by expanding classroom hours in this way. Also, he adds that For ELT teachers, a flipped classroom can provide a number of advantages, including videos of real-life situations in which students may hear native speakers and teachers may take advantage of ready-to-use rich materials.

2.9. Promoting Active Learning through the Flipped Classroom Model:

Active learning is deeply related to engagement. That is to say we cannot know that students are learning actively only if they are fully engaged in what they are learning. Thus, the statement “the implementation of the flipped classroom will increase student engagement” (Reeve and Wilson as cited in Jamaludin & Osman ,2014) means in one way or another that the flipped classroom promotes active learning. The flipped classroom works on enhancing the four aspects of engagement namely: Behavioural engagement, Emotional engagement, Cognitive engagement and Agentic engagement. Starting the behavioural engagement which is related to the interaction of the students in the activities done in the class, it highly increased in the flipped classroom model. Secondly, the flipped classroom model allows student to use their critical thinking skills, discuss and ask questions which actively demonstrates that they are cognitively engaged. Thirdly, flipping classes frees up time for the teacher to give feedback to his students and have discussions about that with them and that is the heart core of the emotional engagement. Finally, agentic engagement is fostered since peer cooperation and collaborative learning is increased in the flipped classes. The following figure sums it up.

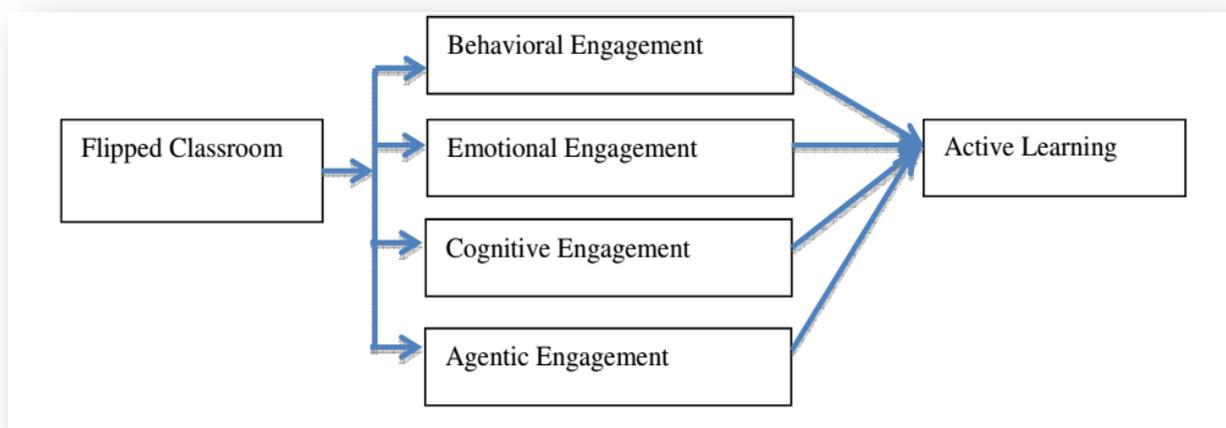


Figure 5: How the Flipped Classroom Promotes Engagement and Active Learning

From ‘The Use of a Flipped Classroom to Enhance Engagement and Promote Active Learning’ (p. 125) by Jamaludin and Osman 2014

To add to that, Roehl, eddy & Shannon (2013) state that “Assimilating active learning can be as simple as integrating in-class activities alongside traditional lecture” in other words getting rid of the lecturing method enhances active learning. According to Tucker (2012) in the flipped classroom, students utilize the time in class to work through problems, advance concepts, and engage in collaborative learning. All of the mentioned activities are student centred. Thus, they promote students engagement and active learning.

To put in a nutshell, in the flipped classroom model Students will actively engage with the material and perform complex, higher level thinking tasks both independently and in collaboration with peers. Peers and instructors can then provide immediate feedback, giving students more and faster access to additional assistance. Furthermore, having more personalized contact time increases motivation to engage in active learning which gives the opportunity for the active and even passive learners to learn actively.

Conclusion

The students nowadays perceive learning in a different way and prefer the easy access to information from various sources through using different technological devices and internet. The flipped classroom by inverting the traditional classroom made the learning process learner-centred and gave the student the chance to be independent in their learning by taking the responsibility of receiving the lessons at home then discuss and practise the lesson activities at classroom. This chapter gave an insight about the history of the flipped classroom, its definition, its pillars and models. Next, it provided the way of implementing the

flipped model and presented the difference between the flipped model and the traditional model using Blooms' Taxonomy. Finally, it tackled the advantages and limitations of implementing the flipped classroom model, its relation to active learning and how it can be used in EFL classroom

Chapter Three:
Methodology of the
Research
And The Field Work

Chapter Three: Research Methodology and Field Work

Introduction

This chapter presents some definitions and key concepts related to research methodology, research approaches, data collection tools, etc. It also tackles the research approach of the present study, its design, its data collection methods and the way the data is analysed. Finally, it contains the analysis of the collected data as well as discussing the results and the findings collected by the classroom observations, interviews, and questionnaire.

3.1. Research Methodology

Every research study in the social sciences necessitates the use of a specific research methodology. The term "research methodology" simply refers to the practical "how" of any given research study. More specifically, it is concerned with how a researcher designs a study in a systematic manner to ensure valid and reliable results that address the research aims and objectives.

3.1.1. Research Approach

According to Chetty (2016) “The research approach is a plan and procedure that consists of the steps of broad assumptions to detailed methods of data collection, analysis, and interpretation. It is, therefore, based on the nature of the research problem being addressed”. In other words, the research approach in its broadest sense is defined as a theoretical framework that extends from a broad assumption to the specific methods used in a research study. Research approaches can be divided into three types namely the quantitative approach, the qualitative approach, and a mixed method approach.

3.1.1.1. Quantitative Approach

Creswell(as cited in Sogunro, 2002) defined the quantitative research as “an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analysed with statistical procedures in order to predict generalisations of the theory hold true”. In the same path Chetty (2016) explains that quantitative research typically uses statistical analysis to draw the connection between what is known and what might be learnt by study. Consequently, interpreting data with quantitative methods needs an understanding of the connections among variables. Also, Derek Jansen and Kerryn Warren (2020) assume that quantitative methodology is used when the research aims at confirming something. For example, a quantitative methodology might be used to measure the relationship between two variables or to test a set of hypotheses. To wrap it up, the main characteristic of quantitative research is that its data consists of information that is, in some way or the other, quantifiable.

3.1.1.2. Qualitative Approach

“Briefly defined, the term qualitative research can be taken to refer to research that is based on descriptive data that does not make use of statistical procedures.” (Mackey & Susan, 2015, p. 215). In addition, Derek Jansen and Kerryn Warren (2020) state that the qualitative research is defined as a research that collects and analyzes words (written or spoken) and textual data and it is frequently used when the research aims and objectives are exploratory in nature, for example, it could be used to learn about people's attitudes to a recent event or a presidential candidate. To sum up the qualitative approach places a great emphasis on understanding a particular phenomenon.

3.1.1.3. Mixed Approach

As the name denotes, the approach is a mixture of the qualitative and quantitative approaches. The mixed method is used by researchers to avoid falling in the weaknesses of each approach. According to Jansen and Kerry Warren (2020) “the mixed-method methodology attempts to combine the best of both qualitative and quantitative methodologies to integrate perspectives and create a rich picture”.

3.1.1.4. The Research Approach for this Study

Within the scope of this research, the qualitative methodological approach is used to achieve the results since in social and human sciences researchers deal with people’s perceptions, attitudes, ideas and other abstract things that cannot be measured. This study aims at describing the role of the flipped classroom in promoting active learning and student engagement as well as describing the students’ and teachers’ attitudes toward it. Therefore, the researcher will describe the experience taken in the classroom of third year LMD students at Mohammed Khider University in Biskra. The data collection followed the qualitative approach by conducting a classroom observation, a semi-structured questionnaire for students and a semi-structured interview for the teachers. The qualitative approach was opted in this research because the researcher thinks that it serves the best in answering the research questions and confirming its hypotheses.

3.1.2. Research Designs

“Any scientific investigation, be it in the social or natural sciences, must begin with some structure or a plan. This structure defines the number and type of entities or variables to be studied and their relationship to one another. Such a structure is termed a design” Spector and Spector, 1981 (p.7). Maree (as cited in Tichapondwa,2013) defines research design as a plan or a strategy which moves from the underlying philosophical

assumptions to specifying the selection of respondents, data gathering techniques to be used and the data analysis to be done.

3.1.2.1. The Research Design of this study

The study in hand used the qualitative approach according to which qualitative designs and strategies are used. Thus, the researcher opted for a case study which used the qualitative approach to collect data in order to investigate the EFL students' and teachers' perception perceptions on flipping classes to enhance active learning. The case study design, according to methodologists, is useful when a researcher wants to provide a clear description of a phenomenon. Bhattacharjee (2012) claims that "Case research, also called case study, is a method of intensively studying a phenomenon over time within its natural setting in one or a few sites" (p. 93). As a result, based on the on the nature of the present study, the case study design is the most appropriate design for the research.

3.1.3. Research Sampling

Sampling is simply concerned with the decision of choosing from who the data will be collected. First of all the researcher has to choose the population of the study which refers to the entire group that the researcher wants to draw conclusion about. The sample is the specific group that the researcher will collect data from. Alvi (2016) states "In probability sampling every member of the population has a known (non zero) probability of being included in the sample"(p. 12). In other words, every member of the population has the same chance (possibility) of being chosen for the sample. By the way contrast, in non-probability sampling "Every unit of population does not get an equal chance of participation in the investigation" Alvi, 2016 (p. 13). According to Alvi(2016) probability sampling includes Simple Random Sampling, Systematic Random Sampling ,Stratified Random Sampling , Cluster Sampling , and Multistage Sampling while non –probability sampling includes Volunteer sampling ,

Convenient sampling ,Purposive sampling , Quota sampling , Snowball sampling , Matched Sampling , and Genealogy Based Sampling.

3.1.3.1. Population and sampling of this study

The population of this study was Third Year LMD students of English in Mohammed Khider University-Biskra. This population was chosen for different reasons. First of all, students of English in this year get familiar with the language after studying it for two years the thing which permits the researcher to focus on the active learning side. Second, the students in this year are expected to show more engagement in the learning process which helps the researcher in conducting the study. Finally, since it is their last year and they will graduate at the end of the year, they are considered as future practitioners of what they have studied so far. Thus, from 313 students the researcher worked with a sample of 30 students and collected their opinions and attitudes. While for teachers, the researcher chose three teachers randomly. In the present research a non-probable sampling was used.

3.1.3.2. The sampling technique of this research

The researcher opted for convenient sampling technique. The convenient sampling is a non-probable sampling technique in which “The researcher includes those participants who are easy or convenient to approach” Alvi(2016). This sampling technique was chosen because the researcher had to contact the available members of the target population due to the short time.

3.1.4. Data collection methods

“The knowledge of data collection methods is for researchers to obtain standardised information from all respondents in the sample of the study by administering the same instrument to all the respondents” Tichapondwa (2013). Shortly, data collection is the

systematic process of gathering and measuring data on variables of interest in order to answer research questions, test hypotheses, and evaluate outcomes. In order to gather data the research may use different and various methods and tools such as classroom observation, questionnaire, interviews, tests and so on.

In this study three different tools were used namely classroom observation, interviews (semi-structured) to gather data from teachers and questionnaires (semi-structured) to gather data from students.

3.1.5. Data Analysis

The researcher is going to analyse the data through descriptive analysis with classroom observation and teachers interviews while students' questionnaires will be analysed with counts, and percentages by using statistics with in order to see teachers and students' attitudes towards the use of the flipped classroom in enhancing EFL active learning and students' engagement.

3.1.6. Triangulation

Flick, et al (2004) argue that triangulation is used to refer to looking at the research issue from two or more different angles. In other words triangulation is using more than a method in collecting data or analysing it so that the results get more clarified and guaranteed. Triangulation in data collection is the practice of using multiple sources of data in order to improve the credibility of a research study. In this study three different tools were used classroom observation, interviews with the teachers and questionnaires for the students. Triangulation enables the researcher to answer the research questions and raises the extent of validity and reliability.

3.2. The Classroom Observation

The first tool that the researcher used to collect data was the classroom observation. The classroom observation helps in collecting data about the study under investigation and it gives the researcher the opportunity to have a direct contact with the setting, the teacher and the students. Tichapondwa (2013) states that observation techniques allows the researcher to observe the participants and take notes also it also gives the chance to see phenomenon about situations and record the events as they occur. Classroom observation is a method which the researcher uses to collect data by putting him or herself in a research setting and observes the setting, interactions between students and their teacher , actions, events, and so on. Observation is way in which the researcher observes the natural events in the class; hence it is direct evidence of what he or she saw and collected.

3.3. The Interviews

The second tool that was used in this research was the interviews. A research interview involves an interviewer (the researcher) and an interviewee. The interviewer coordinates the conversation and asks questions, while the interviewee responds to the questions. It helps the researcher to collect information about people's opinions, thoughts, experiences, and feelings. Patton (cited in Tichapondwa, 2013, p.127) argues that the purpose of interviewing is to find out what is in someone's mind and to depict the respondent's perceptions and experiences about a phenomenon under review. This tool helps the researcher to collect more data with a higher extent of details and clarity.

3.4. The Questionnaires

As a third tool, the researcher used the questionnaires to collect information about the students' perceptions and thoughts about the flipped classroom and its effect on active learning. Tichapondwa (2013) defines questionnaires as "a document containing questions

designed to obtain information from the sample respondents and is used a great deal in survey research” The questionnaire is, in essence, a set of standardized questions, commonly referred to as items that are used in order to collect individual data on one or more specific topics. It can include close-ended questions, open-ended questions the thing which depends on the researcher’s aim from the questionnaire and how it can serve the study.

3.5. The Classroom observation

- **Structure and content**

In order to prove the validity of the hypotheses and reach the objective of the study the researcher opted for classroom observation to determine whether the use of ICT strengthens the students’ engagement in EFL courses. The researcher observed three sessions with the third year LMD students as a non-participant observer depending on an observation checklist. The observation checklist consists of five sections and each section contains statements about the items that should be observed. The bottom part of the observation sheet consists of information about the sample such as the group number, the instructor’s name, the date and time and the module. The checklist consists of four columns; the first one contains the aspects that should be observed while the second one is agree

- **The aim**

The aim of using the classroom observation as the first data collection method is to observe the students’ activity, engagement and participation with and without the use of the ICT. The researcher intended to observe three different modules with two different groups in order to check the learners’ engagement and motivation in a traditional classroom with and without the use of ICT in different modules. The classroom observation method gave the researcher the chance to observe more than one aspect in the same time such as the teacher’s role, the students’ performance, their motivation, participation, and activity.

- **Piloting and Validation**

In this study, before conducting the classroom observation the researcher piloted the observation checklist (Appendix1) to validate the content in order to get the required data.

In the piloting phase the researchers attended a session of civilization course. It took place on May 25th, 2021, with group 07 at CEIL classroom. The researcher observed the session and noticed that some changes need to take place in the observation checklist. Also, based on the remarks given by the supervisor the researcher omitted some items that were not necessary and added others that serve the investigation in a better way. The items that were omitted were in the section of environment and they are related to the setting of the classroom, how students sit and whether it is comfortable or not. In the section of lesson, the item that observes the objective of the lesson and its clarity was deleted. Instead of this the researcher added an item that observes the students' preparation of the lesson and whether it is their first time to know about the information presented in the lesson or not. In addition, items related to the use of the technology were added and emphasised.

After tackling the piloting stage with one sample and taking the supervisor's remarks into consideration, the researcher made the final observation checklist (Appendix02) and made the necessary adjustments.

- **Administration**

The observation took place on May26th, 2021, the researcher attended three sessions of three different modules and with two different groups of third year students at the Department of English in Biskra University. All the sessions that the researcher attended were conducted to observe the engagement, participation and activity of the students in the traditional method of learning. It also focused on the use of ICT and its role in raising the students' engagement. Thus, the researcher observed two sessions which are Research Methodology session and Civilization with group 04 in which the teacher did not use any technological devices unlike

the session of Oral expression with group 09 took place in environment that uses the technological devices. All the observed sessions were in CEIL classrooms.

Every observation session took one hour. During that one hour the researcher sat in the back and observed the students' engagement, participation, motivation, roles and the classroom events without interfering or participation in the class activities and the learning process. Moreover, the researcher took notes and checked the items prepared in the observation sheet in a direct way while observing the class rather than recording videos or audios of the sessions.

3.5.1. Classroom Observation Analysis

- **Traditional Classroom without the use of ICT**

In this observation the researcher attended sessions where teachers did not use ICT

Section one: the instructors' teaching method and role

The teachers in both of the observed classes were using the traditional way of teaching playing the role of the lecturer while the students were listening. The teachers gave the students the opportunity to think and participate and provided their students with positive feedback (good, very good). In the first observed class the teacher gave the students a quiz after explaining and asked them to choose the correct answer. Next, the teacher corrected the answers immediately and provided them with an explanation of the answers. In the same way, the teacher in the second observed session asked the students about the previous lesson as warm up and gave them some time to think, but ended up repeating all the explanation. As a result in both of the observed classes the teacher talking time was away much more than the students talking time. The teacher of the first session ended the session with small test while the other teacher gave the student homework to be done and sent via e-mail.

Section two: the students' engagement and participation

The students in the first as well as the second sessions were working neither in groups nor in pairs. Each student was working alone. It was noticed that some of them were asking interesting questions that are related to the lesson questions and making predictions about what is being explained. The students used English only to participate and express themselves which demonstrates that they have the chance to practise using the language however it was not possible for all of them. In the second session although most of the class (about 25 students) seemed to have an idea about the subject matter, not all of them were engaged and only few were actively participating (7 students). Some students were not attentive at all and kept playing with their phones. In both sessions students did not use any type of technological device apart from their phones that some of them used to check dictionaries and resources related to the lessons and they were an example of active students compared to the rest. The teacher in the second session tried to enhance the students' engagement by calling names from the list and asking them questions. Although the teachers were showed an effort to keep the students in an engaging atmosphere, most of the learners were passive and taking notes without asking questions or participating.

Section three: the lesson preparation

In the second session the teacher asked the students to summarise some chapters of a book so that they can have information about the new lesson. Only two or three students prepared the summary and used it in their participation, others were checking the chapter during the session to answer the questions that the teacher asks. Other students did not seem to have the chapters in their mobiles by the first place.

Section four: the classroom environment

The classes were not crowded since both of the sessions were done with one group only. The students were sitting in rows one after another and each student was sitting alone. The classes did not have any kind of technological device available. Neither an overhead projector nor a computer was available; the only thing that the teacher can use was the white or black board. The lightening of the classrooms was good and not gloomy but the weather was hot and the air conditioners were not working well which made the weather uncomfortable for studies.

Section five: the materials and ICT used by the teacher

In both sessions the teachers did not use any ICT material to present their lectures. Both of them depended on handouts as an essential material. The teacher in the second session used the white board to explain the key terms and the important parts of the lesson whereas the first teacher depended on oral explanation only.

- **Traditional classroom with the use of ICT**

In this observation the researcher attended a session in which the teacher was using the ICT as the main material of teaching

Section one: the instructor's teaching method and role

In the third session the teacher followed the traditional method but with some of his personal adjustments such as devoting the whole session for the practical part without lecturing the students or providing them with theories or definitions. The teacher used his own computer as teaching material because the overhead projector was not available. He established a relaxing atmosphere playing the role of the guide and exchanged ideas with the students; he also played the role of a resource from time to time by explaining and clarifying some ambiguous parts of the lesson. The teacher tried to keep a joyful and fun atmosphere by cracking some jokes. The teacher did not start with a warm up, instead of that he passed the

floor directly to the students who presented the activity that they have prepared and started doing it with the whole class. He enhanced the students' engagement and led them to participate by encouraging them to try being a part of the activity. The teacher provided his learners with positive feedback (thank you, good) to motivate them. The teacher did not give the students homework at the end of the session.

Section two: the students' engagement and participation

The students worked in pairs. The teacher gave the student a computer and presented a power point slides, each pair of the students had to choose a slide and choose a statement to defend. The pairs run the debate defending their opinions while the other students had to choose the classmate that convinced them and justify their choice. All the students participated in the activity without an exception (there were 15 students only). They were all engaged and listening attentively to the teacher and their classmates. The students used English to express themselves and even when talking to each other. Some students struggled to talk in English and forgot some expressions, so their classmates helped them. The students seemed to be involved, motivated and enjoying the session. They did not use any technological device apart from the teacher's computer. Obviously the students talking time was more than the teacher talking time.

Section three: the lesson preparation

It was very clear that the students had the lesson before, so it was not their first time to know about the presented theme of the lesson. The teacher presented the theoretical part of the lesson beforehand and devoted the observed session for the practical part. Apparently the teacher asked two students to prepare the power point slides as well as the activity. Thus, they explained the activity that has been prepared and started the session.

Section four: the classroom environment

The class was not crowded because there were many absent students and only half of the class attended (15). The students sat each one alone in rows. There were not any technological materials available in the class. The only material was the white board. The lightning was good. The weather was hot and uncomfortable to some extent because of the air conditioners.

Section five: The materials and ICT used by the teacher

The teacher used his personal computer to let the students see the slides. There was not an overhead projector, so the teacher had to fix the computer and find a position that permits the learners to get a clear sight of the presentation. The teacher did not use any other material apart from the one mentioned earlier. He recommended watching some educational YouTube videos that were related to the lesson.

3.5.2. Discussion and Interpretation of the Classroom Observation

The obtained observation of the traditional classroom with and without the use of ICT aimed to investigate the effectiveness of using the ICT to strengthen students' engagement. First of all, the classroom environment has an impact on the learners' engagement and motivation and the number of students in the class plays a crucial role in their participation. Next, devoting a whole session for practice (which is used in the flipped classroom model) helps the students to understand the lesson in a better way and gives them the chance to express themselves and be independent in their studies. It also gave them the chance to debate, discuss, exchange ideas and ask more questions in other words the interaction between the students was enhanced. In addition the pair work and the debate created a competitive, motivating and engaging atmosphere that made all the students have the desire of being a part of the activity. Compared to the lecturing method, devoting the session for practice only gave the students more opportunities to practise and use the language. Even the passive and shy

students had the courage to participate and express their because of their classmates' enthusiasm and high level of activeness.

The use of ICT gave the students a more concrete image about the expression and the words used in the debate since there were pictures presented next to the statements. The fact that teachers allow students to use their mobiles to search for resources and use e-dictionaries gave the student the chance to be more self-independent and stop looking at their teachers as a source of knowledge. Teachers recommending educational videos expose students to correct English for a longer time which enriches their knowledge about the subject matters.

Students' involvement and enthusiasm to participate in their learning process can be boosted with the use of ICT technologies. Furthermore, ICT technologies increase students' autonomy, allowing them to become responsible for their own learning. To recapitulate, ICT technologies assist students in becoming more motivated, autonomous, and active learners.

To sum up, the classroom observation confirms the researcher's hypothesis which states that the use of ICT has a positive impact on the students' engagement.

3.6. The Teachers' Interview

- **The aim**

The researcher chose the interview as a second data collection method in order to collect information and data about the teachers' perceptions, thoughts and ideas about the role of the flipped classroom and ICT in enhancing active learning. In addition the researcher wanted to know how the teachers define active learning and how they relate it with students' engagement as well as getting their perspective of the reasons that make ICT promotes the learners' engagement. Moreover, the researcher wanted to get information about the barriers and problems that face the teachers while using the ICT and prevent them from integrating it.

- **Piloting and Validating**

Before interviewing the teachers, the researcher piloted the interview with one teacher and sent it to the supervisor. The aim of piloting the interview was to check the clarity of the questions, the length of the interview and the extent to which the data will help in the investigation. The first interview version (Appendix03) consisted of many close ended items which made seem like a questionnaire more than an interview. To add to this the interview took a long time because there were too many items. As a result and based on the remarks of the supervisor and the notes that that the researcher took from the pilot study, the researcher made some adjustments in the interview in terms of the its length and the type of questions. The researcher prepared the final version of the interview (Appendix04) by deleting all the close ended questions and leaving the open ended one as well as adding some questions that ask for clarification and explanations such as explain why? and say how?

- **Administration**

The researcher interviewed three teachers. An interview demand was sent to the teachers via e-mail then the teachers answered the interview. The researcher did not use any means of audio-video recording tools instead she used a real time transcription. The researcher made sure to let the teachers know that their answers will be anonymous.

- **Description of the interview**

The teachers' interview is a semi-structured interview that consists of three sections and all the questions are open-ended. The first section is about general information and contains two questions. The second section is about active learning, student engagement and the use of ICT. The latter section consists of eight items that investigate the teachers perception of the term active learning, causes of student lack of engagement and the ways to get over it, the extent to which they rely on ICT in their teaching, its relation to student engagement, the

obstacles that prevent the teachers from integrating ICT, and the methods that a teacher can incorporate the ICT through them. The third section tackles the flipped classroom and its implementation. It consists of four items that question whether the teacher ever thought of implementing the flipped model, how this model is related with students' engagement and active learning, and the possible problems that may encounter the teacher while applying the model.

3.6.1. Teachers' interview Analysis

In order to preserve the anonymity of the interviewees, we are going to refer to them with "A", "B" and "C", rather than mentioning their names, in the analysis and discussion of the interviews.

❖ Part one: General Information

This part aimed at specifying the teachers' experience in teaching and the modules that they usually teach.

The three teachers have more than five year teaching experience and there is a teacher who taught for twenty one years (counting his high school teaching experience). The teachers teach different modules such as Research Methodology, Applied linguistics, written expression, ESP.

❖ Part two: Active learning (students' engagement) and ICT use

○ Item 1: Do you know what Active Learning is?

This question is a introductory question that paves the way for the next questions. It aims to investigate the teachers' definitions and ideas about Active Learning.

Interviewee A: "Yes, I do".

Interviewee B: "Yes, it occurs when students get engaged in the lesson activities and participate"

Interviewee C: “Well, it means that learners are active and not passive”

As can be seen the teachers know about active learning and have similar definitions and thoughts of the term.

- **Item 2: What are the major causes of students’ lack of engagement?**

Interviewee A: “Lack of confidence, lack of knowledge, and lack of motivation”

Interviewee B: “Being not interested in the module and finding lectures boring”

Interviewee C: “It may be related with the learning environment (interesting and motivating atmosphere, etc) as it can be related to the students’ personal lives. Such as not getting enough sleep or having some family problems”

The interviewees are similar and meet in the point that students’ engagement depends on the student motivation and interest. However, the interviewee C sheds the light on personal issues that may hinder the students’ engagement.

- **Item 3: What are the main teaching methods that you rely on to engage the students in the learning process?**

This question investigates the methods that the teachers use in order to get their learners involved, interested and engaged in their learning. In other words, we wanted to know what the teachers opt for to get over the students’ lack of engagement.

Interviewee A: “A blended model. I prefer to adopt and adapt the method and techniques according to the nature of the course, the activity, etc”

Interviewee B: “I try to vary the activities, and involve students by asking to prepare some presentations. I mean to change the lecturing method from time to time”

Interviewee C: “It depends on the module that I am teaching. I sometimes ask them to summarise the chapters before class so that they can get familiar with new lesson and participate in the class”

The three interviewees did not mention a specific method that they use to engage their

learners. Instead, all of them stated that they change, blend and vary their teaching methods, techniques, and classroom activities in order to keep their students engaged.

- **Item 4: Have you ever relied on internet in your teaching?**

This question's aim is to know the extent to which teachers rely on internet and if they are used to using it or not.

Interviewee A: "Yes, I have often relied on it"

Interviewee B: "Yes, I often rely on internet in my teaching. For example I watch educational videos and recommend students watching them; I also read e-books related to my work, etc"

Interviewee C: "Yes, I usually use it to search for resources while preparing lessons"

All the interviewees stated that they use internet and rely on it in their teaching. In other word, teachers are accustomed to using internet as well as the fact that they master using it in different ways.

- **Item 5: How often do you use ICT?**

This questions attempts to investigate whether teachers rely on ICT in their teaching or not.

Interviewee A: "Often times. Each time I prepare a lecture or an activity"

Interviewee B: "Most of the times"

Interviewee C: "Almost always"

The three teachers affirmed that they use ICT frequently in their teaching. This means that teachers rely on technological tools in their EFL teaching.

- **Item 6: Do you see that ICT improves the students' engagement and why?**

This question explores the teachers' views and opinions about enhancing engagement through incorporating ICT as teaching tool.

Interviewee A: “Yes, I do. Using ICT facilitates for the students many tasks (looking for information, definitions, concepts, theories) and makes them gain time”

Interviewee B: “Yes, I believe that giving the student the chance to use ICT in the classroom and integrating it as a teaching tool makes learning easier and fun for the digital generation”

Interviewee C: “Sure, because they can search for information related to the lesson during the session and share what they found with their peers creating fruitful discussions that motivate other students to be a part of them”

All the interviewed teachers agreed with the statement of ICT improve students’ engagement. In addition they explained the reasons behind their agreement and clarified that ICT makes learning less time consuming, easier, motivating and fun. That is to say, it engages the students through different ways.

- **Item 7: What are the obstacles that hinder the use of ICT in EFL classes?**

The researcher intended to know the problems that face the teachers while using ICT. She also aimed to investigate the reasons that stop the teachers from incorporating ICT as an essential material in the teaching process.

Interviewee A: “Lack of material and poor connection”

Interviewee B: “There are no trainings to give teachers an insight on the modern technological teaching methods. No materials are provided or available”

Interviewee C: “The crowded classes, the cost of the new technology is high to be provided which makes it hard to keep up with the modern changes”

All the interviewees mentioned the lack of materials which signifies that it is a serious obstacle that hinders integrating ICT in education. The teachers stated other reasons like the teachers lack of knowledge about the modern ICT devices and the way they can be used as educational tools. Another problem is the poor connection in our country.

- **Item 8: What do you suggest as a teaching method to incorporate the use of ICT?**

This question investigates the teachers' thoughts about the ways and teaching methods that can be used to integrate ICT as an essential material.

Interviewee A: "I suggest including ICT as teaching unit in all the levels"

Interviewee B: "I suggest training the teachers to use new teaching methods that blend the traditional teaching with other teaching methods in which the ICT is a vital factor such as Blended Learning"

Interviewee C: "I am not thinking of a specific method but ICT could be integrated in various ways"

The interviewee B suggested Blended Learning whereas the other teachers did not give a specific name of method. The interviewee A suggested an idea of teaching ICT in all levels in order to improve the learners' technological competence.

❖ **Part three: The Flipped Classroom Model**

- **Item 1: Have you ever thought of implementing the Flipped model?**

This question has two objectives. First, confirming that teachers know about the Flipped Classroom model as a modern method that integrates ICT. Second, checking whether the teachers think of the possibility of adapting this model or not.

Interviewee A: "Yes, I have thought of it many times"

Interviewee B: "Due to the lack of material, I did not think of applying it"

Interviewee C: "Yes, I thought about it. But applying it seems hard somehow"

The interviewees A and C expressed their positive attitude toward implementing the Flipped Model. However, interviewee B did not think of Flipping Classes because of the lack of ICT material.

- **Item 2: Do you think that it enhances active learning and students' engagement?**

Explain how?

This question investigates the teachers' point of view to the relation between Flipping Classes and promoting active learning and students' engagement.

Interviewee A: "Yes, it does enhance"

Interviewee B: "This model devotes the session for practice, so it enhances the students' engagement and activeness. It also helps the students to use the language and talk more than they listen"

Interviewee C: "Yes, because it gives the chance for many students to participate. I mean compared to the traditional class"

All the interviewees agree on the fact that Flipping Classes enhances active learning. Whereas interviewee A did not offer an explanation, interviewees B and C gave a similar explanation by talking about how class time will be devoted for a variety of activities that involve the student.

- **Item 3: If you would apply this model what are the problems that you may face?**

Interviewee A: "The same obstacles that face us when using ICT"

Interviewee B: "The same problems I mentioned earlier"

Interviewee C: "Recording the videos before each lesson is hard and time consuming"

Since the Flipped Model depends on ICT to a high extent, interviewees A and B stated that the same problems that face them and prevent them from using ICT are going to face them when implementing the model. On the other hand, interviewee C mentioned another obstacle which is the process of recording the videos and editing them.

3.6.2. Discussion and Interpretation of the Teachers' interview Results

The researcher conducted interviews with three teachers who teach different modules. The first part was about general information that concerns the teachers teaching experience and the modules they teach. The second and the third parts of the interview contained the main questions that investigate the teachers' perceptions of ICT as an educational tool and Flipping Classes as a model that enhances active learning.

Firstly, the second part of the interview confirmed that the teachers rely on internet to prepare their lessons and look for different resources. They are also familiar with different technological devices and master using them as well as the fact that they fully ready to get trainings and learn about the modern technologies in the teaching field. Thus, teachers are ready to adopt methods of teaching that integrate ICT as a vital factor. In addition, teachers see that ICT can improve the learners' engagement because it facilitates learning, gives them the chance to share their ideas, and makes the learning environment enjoyable and fun. Teachers view ICT as an essential competence that students and teachers should master; thus, trainings for teachers and the inclusion of ICT as unit to be taught for learners of all levels. Next, the instructors believe that the lack of material availability, poor internet connection, crowded classes and lack of knowledge about the new technological devices and their usage in teaching.

Secondly, the third part of the interview investigated teachers' knowledge and opinions about the Flipped Classroom Model. The teachers know about the Flipped Classroom Model, and think about implementing and shift from the traditional lecturing method. In addition, they believe that it engages more students in the learning process. It promotes active learning because the whole session is devoted for the practice phase of the lesson, a large number of students get the chance to participate and interact with each other as well as their teacher. Although there are several positive sides and benefits of Flipping Classes, teachers never tried

implementing it and predict many problems to face when thinking about applying it as a teaching method.

To conclude, the interview confirms that the teachers perceive the use of ICT and the implementation of the Flipped classroom positively and confirm that promotes active learning in a meaningful way and helps students to use English in the class and improve it as well.

3.7. Questionnaire

- **The aim**

The researcher opted for a semi-structured questionnaire in order to investigate the students' perspectives toward the use of ICT and the role of the flipped classroom in enhancing the students' activity. In addition it gave the researcher the opportunity to get information about the students' thoughts about the use of ICT to help improve their level in English and how the flipped classroom can engage them in the learning process as active learners. It also aimed at knowing the opinions of the students about the extent to which the flipped classroom is beneficial.

- **Piloting and Validating**

After designing the first draft of the questionnaire (Appendix05), the researcher conducted a pilot study. The researcher made sure to pilot the questionnaire with five students before conducting it with the sample. The researcher piloted the questionnaire to get a wholesome idea about the clarity of the words, expressions and instruction, also to check degree of the difficulty, the redundant and irrelevant questions and the overall appearance. The questionnaire was not distributed to them hand to hand; instead the researcher used an online platform specified for questionnaires and surveys namely Google Forms.

The respondents sent an immediate remark about a technical problem in the platform, so

the researcher had to fix it in the same moment and sent it again to them. In the same day most of the respondents sent their feedback about the questionnaire saying that they didn't face any difficulty while answering. The researcher made sure to send the questionnaire to the supervisor to get extra remarks.

After collecting the feedback given by the students and the supervisor, the researcher designed the final version of the questionnaire (Appendix06).

- **Administration**

After designing the final draft, the researcher gave the questionnaire to the sample (third year students of English at Biskra University) on May 25th, 2021. The researcher shared a post that contains the link of the online platform of the questionnaire in the Face book page of the third year LMD students. The link was sent to a messenger group of third year students as well. After about ten days the researcher got the intended number of responses (30). Finally, the responses were automatically stored and recorded through Google Forms.

- **Description of the questionnaire**

The researcher designed a semi-structured questionnaire that consists of open-ended and close-ended questions. The questionnaire consists of three sections:

- **Section One: General Information:**

The first section consists of three items. The section aims at collecting some general background information on the participants. The first question was about the gender of the participants then they were asked to specify whether they chose to study English or it was imposed on them. The last question was about the level of difficulty of learning English at university.

- **Section two: Student' engagement and the use of ICT as an educational tool.**

The second section investigates students' engagement and the use of ICT in learning

and it consists of ten items. In order to avoid confusion the researcher provided the students with small definition of engagement. Then started with the first and the second questions that aimed at investigating the students' participation and the way they receive their lessons while the rest of the questions asked the respondents about the devices that they have and whether they use them to develop their level in English or not. Next, they were asked to answer whether using the ICT at class is positive or not and to explain how. Finally, they were asked to say whether they want to receive the English lessons in a different way or not. The last question is intended to present the next section.

➤ Section three: The Flipped Classroom Model.

The third section consists of six items and it investigates the students' opinions and perceptions on the flipped classroom model. In this section, the researcher provided the students with a definition of the flipped classroom for the same reason that has been mentioned earlier. The first three questions investigating to what extent they use online courses and whether they appreciate them or not. Actually, the researcher included those questions because online learning is an essential part of flipping classes. Then, the participants were asked to agree or disagree with a list of statements that tackle the flipped classroom advantages. At last, their views about the extent to which the flipped classroom is beneficial for enhancing the active learning and students' engagement.

3.7.1. Analysis of the Students' questionnaire

The questionnaire was designed for EFL students to investigate their views, attitudes and perceptions about the effect of Flipping Classes to enhance active learning. The participants were thirty students of third year LMD students at Biskra University. The questionnaire consists of three sections that deal with different angles. We are going to analyse and interpret the questionnaire items in both qualitative and quantitative analysis. The

researcher will consider each item respectively.

❖ **Section one: General Information(from item 1 to 3)**

This rubric aims at collecting some background information about our sample. The questions asked the participants to specify their gender (male or female) and to determine whether studying English is a personal choice or imposed. Also, we wanted to know how they find studying English at university.

○ **Item 1: Participants' Gender**

This item reveals the participants' gender

Table 1: Participants' Gender

Option	Frequency	Percentage
Female	20	66.7%
Male	10	33.3%
Total	30	100%

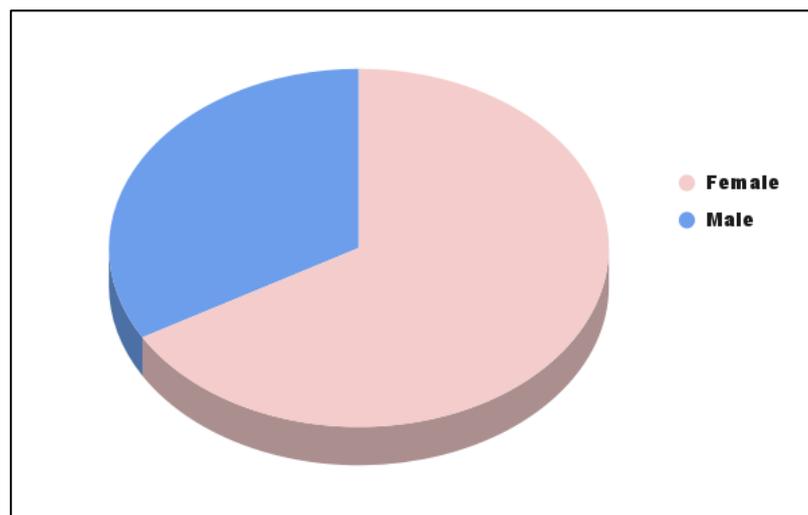


Figure 6: Participants' Gender

The present item specifies the gender of the participants. As it is presented in the table as well as the chart, the majority of the participants are females. Out of thirty (30) participants there are ten (10) males while the rest (20 participants) are females. This refers to the fact that females are likely to be more interested in studying English as a foreign language than males are.

- **Item 2: Participants' choice to study English**

This item investigates whether the participants chose studying English because they are interested in it or there are other reasons that imposed their choice.

Table 2: The Participants' Choice of Studying English

Option	Frequency	Percentage
Personal	29	96.6%
Imposed	1	3.3%
Total	30	100%

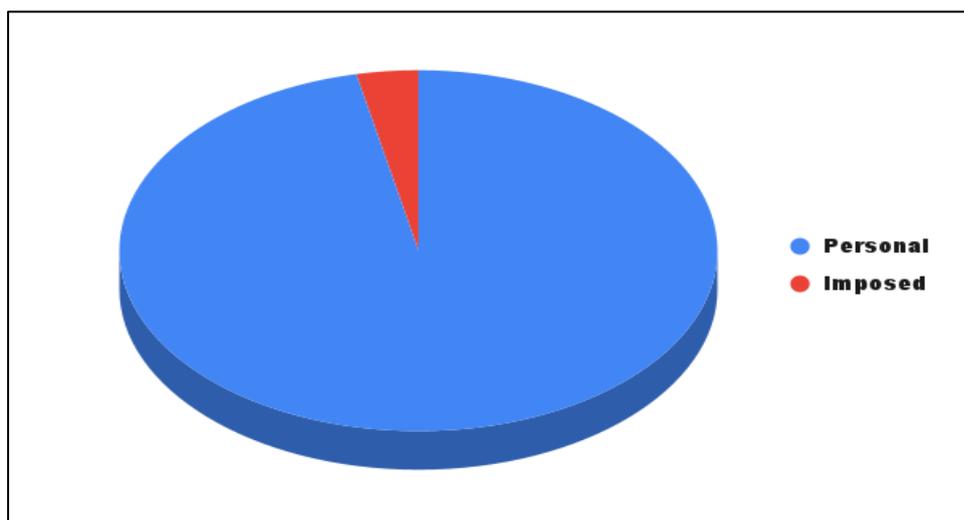


Figure 7: The Participants' Choice of Studying English

The results presented in the table and the chart show that the majority of the participants' choice of studying English is personal and only one participant ticked the imposed box. That is to say that most of the students chose studying English because they are interested in the language. Thus, they are expected to be motivated to learn new things about this language.

- **Item 3: Participants' Opinions on the Level of Difficulty of Learning English**

This item aims to investigate how students find learning English.

Table 3: Participants' Opinions on Learning English

Option	Frequency	Percentage
Easy	9	30%
Average	19	63.3%
Difficult	1	3.3%
Very difficult	1	3.3%
Total	30	100%

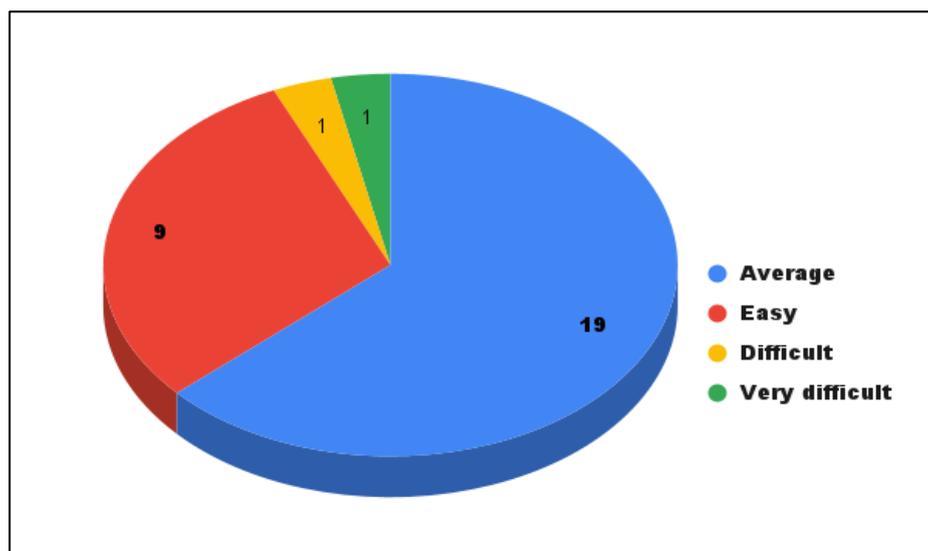


Figure 8: Participants' Opinions on learning English

According to results of that are presented in the table and the chart, the majority of the participants (63%) find learning English average while 30% of the respondents find it easy to be learned.

There is a one (1) participant who chose difficult and another one (1) choose the option very difficult. That is to say, only a minority of students find learning English very difficult.

❖ **Section two: Students’ Engagement and ICT as an Educational Tool (from item 4 to 13)**

• **Item 4: Participants’ Opportunities to Participate in the Class**

This item investigates the extent to which students are active in class, in other words they are engaged in their learning. Moreover, we aim to know the amount of opportunities they get to participate in the classroom activities, debates and discussions.

Table 4: Participants’ Opportunities to participate in the Class

Option	Frequency	Percentage
Yes	23	76.6%
No	7	23.4%
Total	30	100%

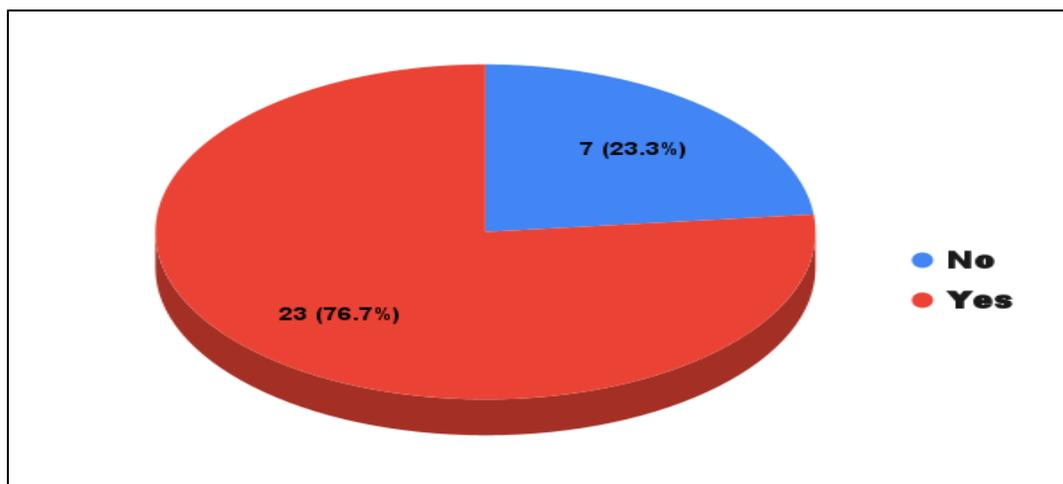


Figure 9: Participants' Opportunities to Participate in the Class

The above figure manifests that 76.7% of the participants get the chance to participate and be active in the classroom. However, 23.3% of them do not get to participate which refers to two possibilities; the students are passive and do not want to participate or they do not have the opportunity because of the crowded classes.

Item 5: Participants' Frequency toward their Teachers' Instructions

This item questions the frequency of the different instructions that teachers give to their students.

Table 5: Participants' Frequency toward their Teachers' Instructions

Statements	Always	Sometimes	Rarely	Never	Total
Do your teachers ask you to prepare the lessons?	1	10	18	1	30
Do your teachers ask you to do homework?	4	25	1	0	30
Do your teachers correct the homework in the next session?	5	20	3	2	30
Do your teachers use ICT in your learning?	0	7	21	2	30

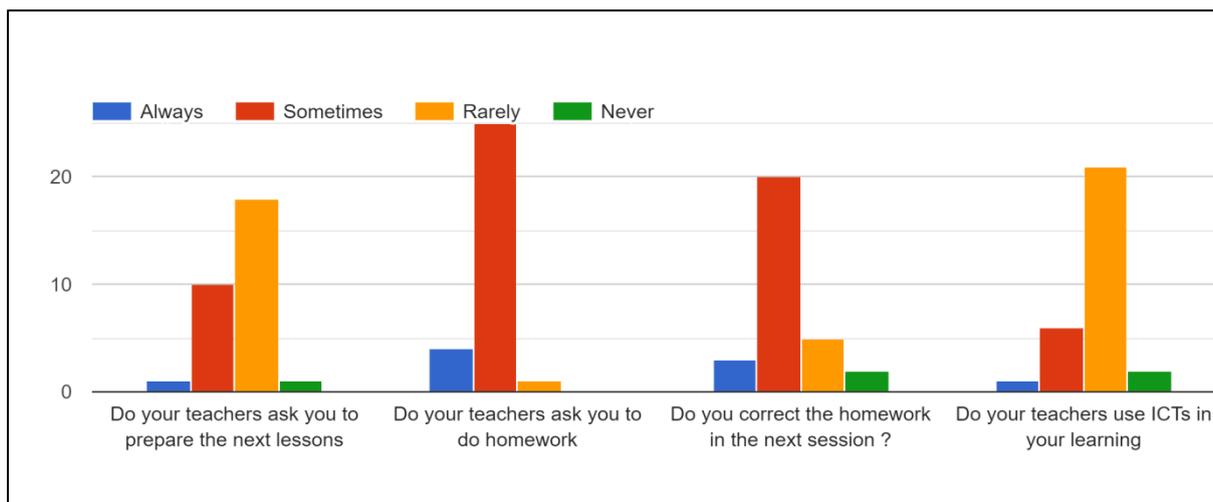


Figure 10: Participants' Frequency of their Teachers' Instruction

The above chart presents that in the first question “Do your teachers ask you to prepare the next lessons?” the majority (18) of the participants opted for “rarely” while the rest (10) answered with “sometimes”. On the other hand, one of the respondents chose “always” and another one claimed that his/ her teachers “never” ask them to prepare.

Next, the second question is “Do your teachers ask you to do homework?” in which almost all the participants with a number of twenty five (25) student chose “sometimes” and five (5) students answered with “always” whereas one student claimed that “rarely” teachers give homework.

As for the third question it tackled the frequency of the teachers’ correcting the homework after giving it in the next session. The majority of the respondents (20) opted for “sometimes” while five (5) students answered with “always” and three (3) participants chose “rarely” whereas two (2) students chose “never”.

Finally, the last question is about how frequent is the teachers’ use of ICT as a teaching material in the class. Twenty one (21) students chose “rarely” while no one chose “always”. Seven participants (7) answered with “sometimes” and two (2) students assigned for “never”.

- **Item six: The devices that students own**

This item’s aim is knowing the technological devices that the students own. That is to

investigate the devices that students are familiar with and master using them.

Table 6: Participants' Technological Devices

	Smartphone	Smartphone Tablet computer	Smartphone Tablet computer	Smartphone Tablet computer, Laptop computer	Total
Frequency	2	1	25	2	30
Percentage	6.6%	3.3%	83.3%	10%	100%

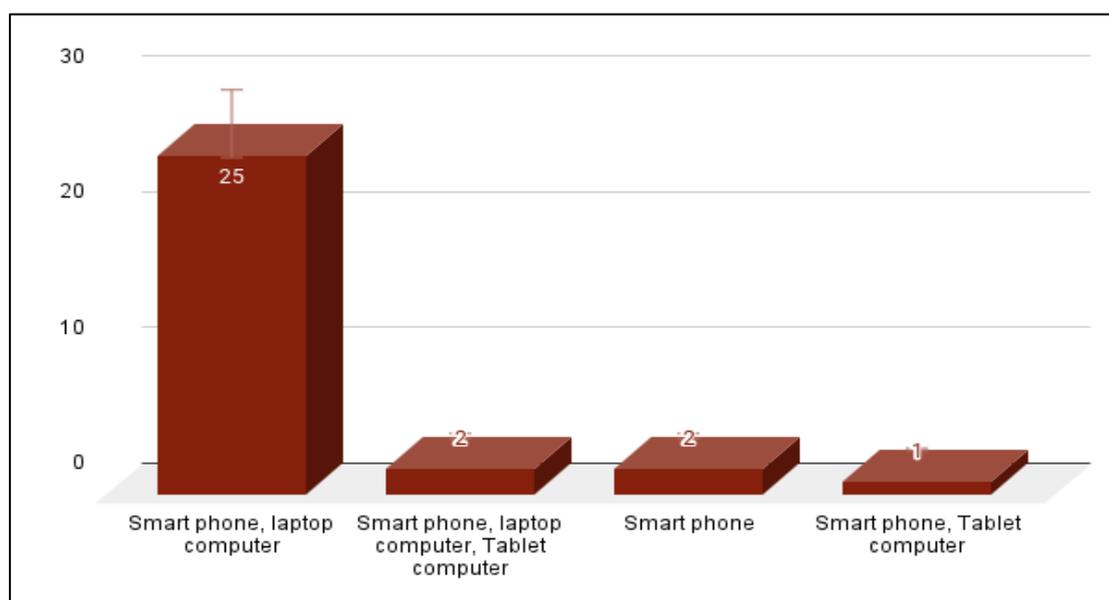


Figure 11: Participants' Technological Devices

The chart and the table presented above manifest that all the participants (30) without any exception own a Smartphone. The majority own a laptop beside their mobile phones with a percentage of 83.3%. There are only two students who have a Smartphone only without any other technological device. Two (2) participants have all the three mentioned devices namely Smartphone, tablet computer and laptop computer whereas one student has a Smartphone, and tablet computer.

- **Items 7: Participants’ Reliance on ICT to Develop their Level in English**

This question investigates whether the participants use their devices to improve their level in English.

Table 7: Participants’ Use of ICT in Improving their Educational Level

Option	Frequency	Percentage
Yes	28	93.3%
No	2	6.7%
Total	30	100%

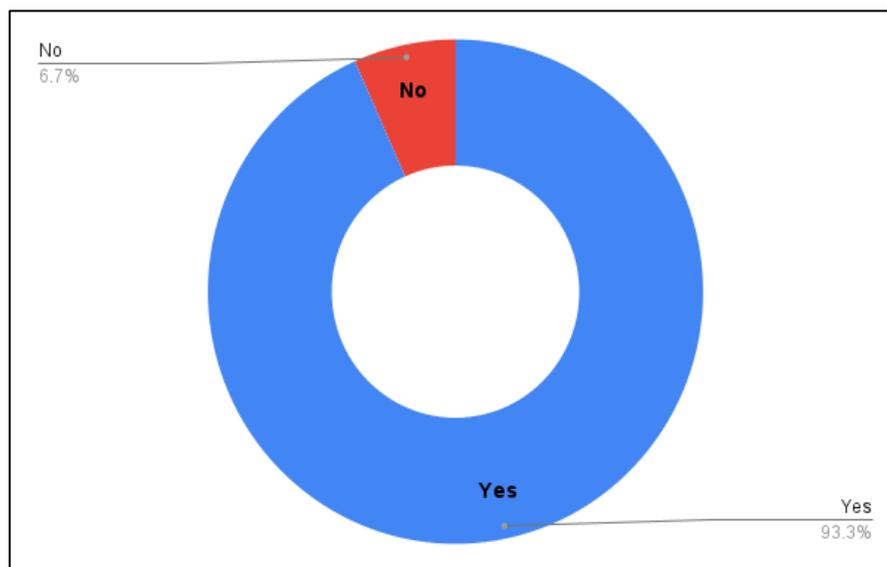


Figure 12: Participants’ Use of ICT in Improving their Educational Level

The majority of the participants with a percentage of 93.3% answered “yes” to using their devices in improving their educational level in English. While the rest participants who present a percentage of 6.7% chose “no” claiming that they do not use their devices to develop their English skills.

- **Item 8: The Applications that Participants Use to Learn English**

This question explores the different applications that students use to develop their English and learn more about the language. We will investigate the application that is mostly used by students.

Table 8: The Applications that Participants Use to Learn English

Applications	Frequency
Electronic Dictionaries	24
E-books	10
Social media	27
YouTube	27

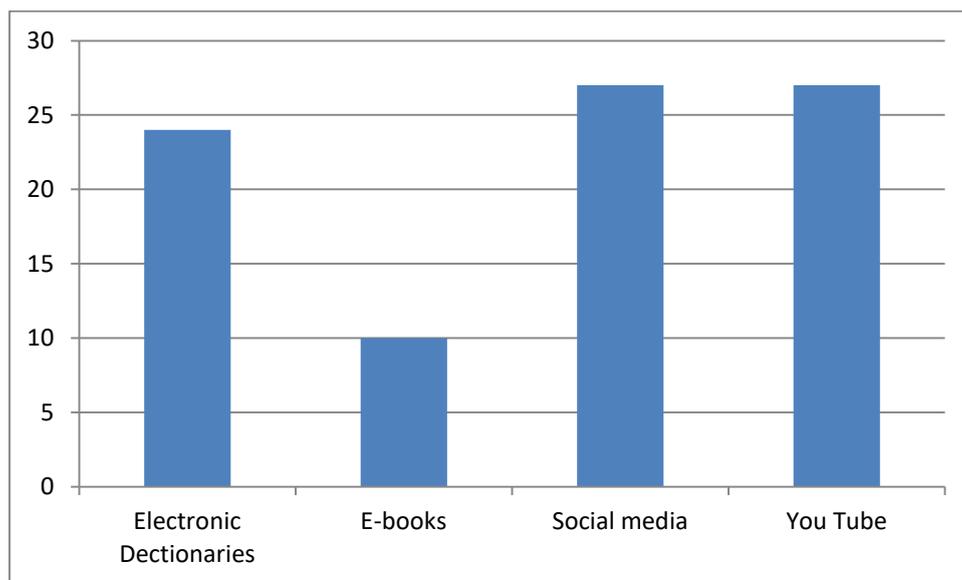


Figure 13: The Applications that Participants Use to Learn English

The results present that social media and You Tube are the most frequent answers to be chosen by students since 27 participants ticked the option of You Tube and social media. The following most application is the electronic dictionaries with a number of students reaching twenty four (24) respondents. The least used application is E-books; this option was chosen by ten (10) participants only.

- **Item 9: Participants’ Opinion on the Positive Effect of ICT**

The question is used to check if students see ICT as an effective tool that has a positive impact on their learning process or not.

Table 9: Participants’ Opinion on Positive Effect of ICT

Option	Frequency	Percentage
Yes	28	93.3%
No	2	6.7%
Total	30	100%

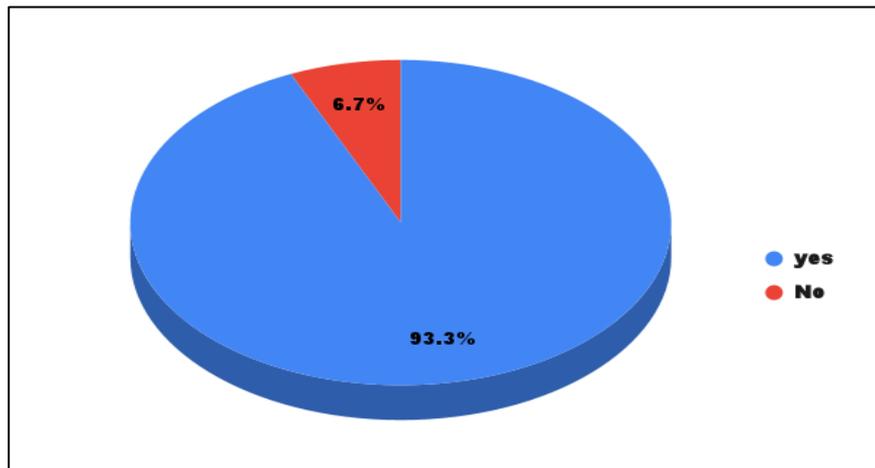


Figure 14: Participants’ Opinions on Positive Effect of ICT

According to the results that are written in the table and the chart, the majority of the students with a percentage of 93.3% choose “yes” option agreeing that ICT has a positive effect on the learning process. However, two students choose “no” claiming that ICT doesn’t have a positive on the learning process.

- **Item 10: Students’ Explanations of their Choices**

There are several students who left the space blank and did not provide any type of explanation. On the other hand there are some students who explained and justified their choice in an extremely organised and serious manner.

First, they claimed that ICT helps them to keep focused with the teacher and makes the learning process easier. They also stated that it provides more clarification and gave examples about the cases in which pictures and videos simplify the information and give more details about it which make easier to be understood. Next, some students emphasised on the role of ICT in gaining time and making the lesson process quicker, fun and exciting. That is to say, it makes students more motivated to learn. Finally, there are some respondents who mentioned that the ICT has many advantages that keep pace with the time we are living. In other words, living in a digital age and using traditional teaching methods seems to be unbalanced to some extent.

To conclude the majority support the use of ICT as a teaching and learning material and believe that it has positive effects on the learning process.

- **Item 11: Difficulties in Using ICT in Learning**

In this question the participants were invited to choose out of a list of difficulties just one difficulty which they think of as a serious obstacle.

Table 11: Difficulties in Using ICT in Learning

Difficulty	Frequency	Percentage
• Lack of technical support	23	76.7%
• Limited competence in the use of ICT	5	16.7%
• Lack of classroom management and time management in the session	2	6.7%
Total	30	100%

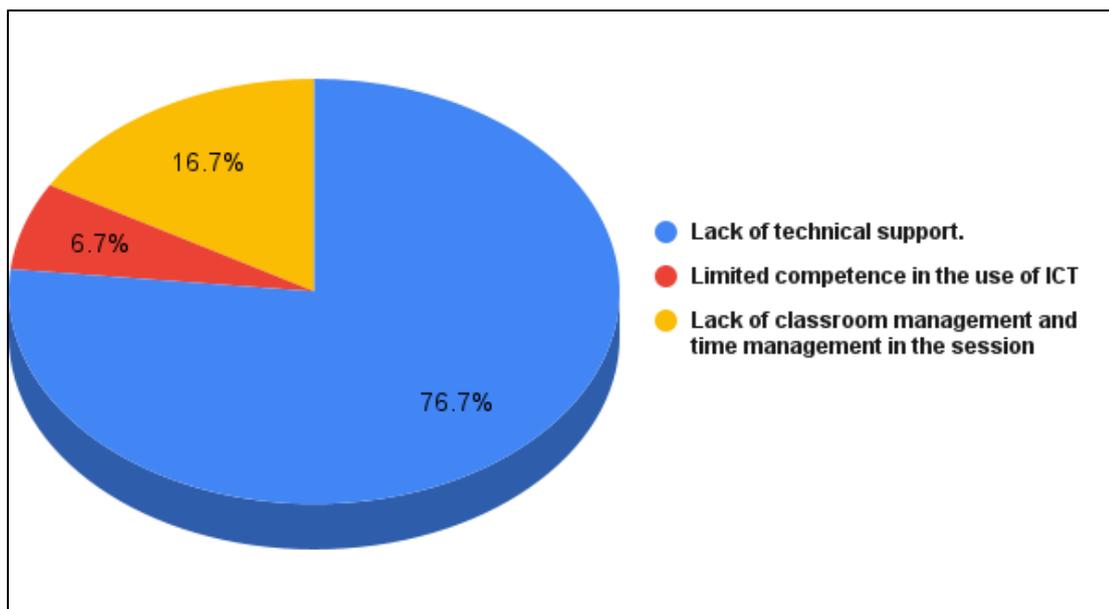


Figure 15: Difficulties in Using ICT in Learning

As it can be seen in the chart 76.7% of the participant chose the lack of technical support as a serious obstacle that prevents the integration of ICT in classrooms whereas 16.7% opted for the lack of classroom and time management in the session. Finally, a minority of 6.7% see that the limited technological competence and knowledge about the ways of using ICT is the problem that hinders its integration as teaching and learning material.

○ **Item 12: Participants' Opinions on Receiving English Lessons Differently**

The question number 12 investigates the students' desire of changing the method of learning. Also, it paves the way for the next question and the next section as well.

Table 12: Participants' Opinions on Receiving Lessons Differently

Options	Frequency	Percentage
Yes	26	86.3
No	4	13.3
Total	30	100%

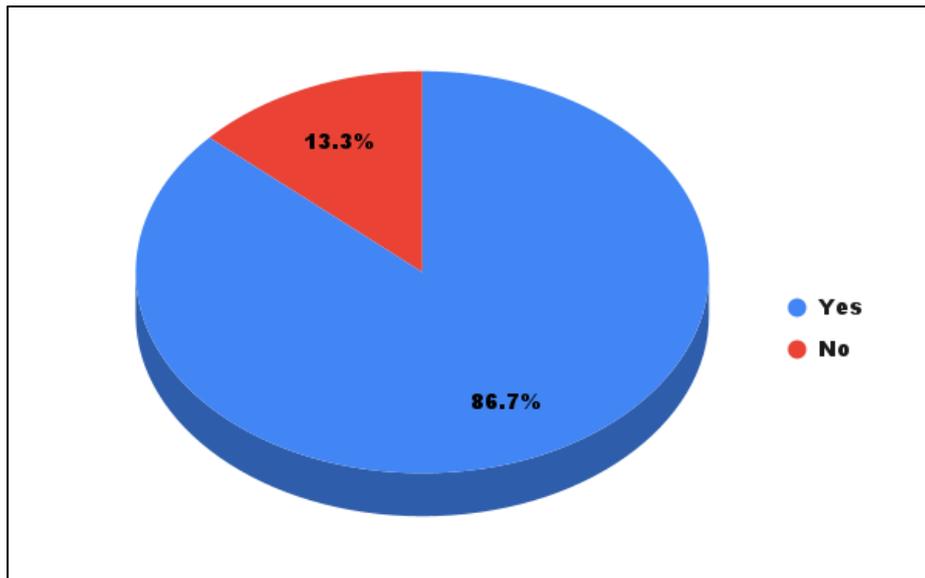


Figure 16: Participants’ Opinions on Receiving Lessons Differently

As can be seen in the chart and the table the majority of the respondents expressed their desire to learn English in a different way. Twenty six (26) participants chose “yes” while there are four (4) students who do not want to shift to another teaching method.

- **Item 13: Participants’ Suggestions**

As a way of clarifying why the respondents chose yes or no, the researcher added this question. First of all, the majority of the students stated that they want a new way of learning. They suggested methods that integrate the use of online courses and others suggested watching videos in the classroom and analysing their discourse. Many students suggested integrating ICT tools, audiovisual projects, and creating websites for more information and details about the lessons.

- ❖ **Section three: The Flipped Classroom Model (from item 14 to 20)**

This section begins with internet availability and online classes which are crucial in Flipping Classes moving to the way Flipped Model is seen by students.

- **Item 14: Participants’ Internet Access**

This question checks whether all students have access to internet or not.

Table 14: Participants' Internet Access

Options	Frequency	Percentage
Yes	29	96.7%
No	1	3.3%
Total	30	100%

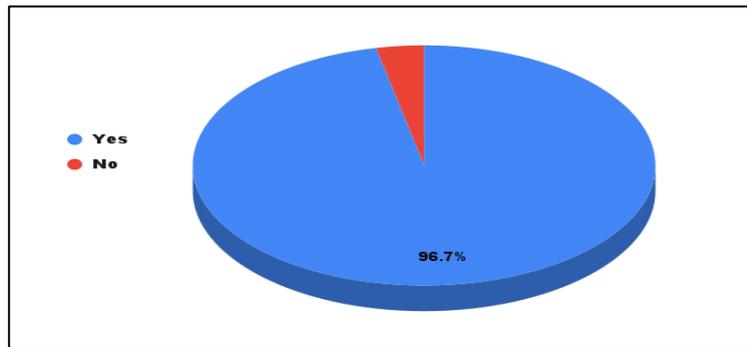


Figure 17: Participants' Internet Access

As the table presents, almost all the participants (29) claimed that they have internet access and only one respondent claimed with the opposite. Thus, 96.7% of the students have internet access and surely are connected to the digital world with their devices.

○ **Item 15: Participants' Watching Online Courses**

This question intends to figure out how many students watch online courses at home.

Table 15: Participants' Watching Online Courses

Options	Frequency	Percentage
Yes	27	90%
No	3	10%
Total	30	100%

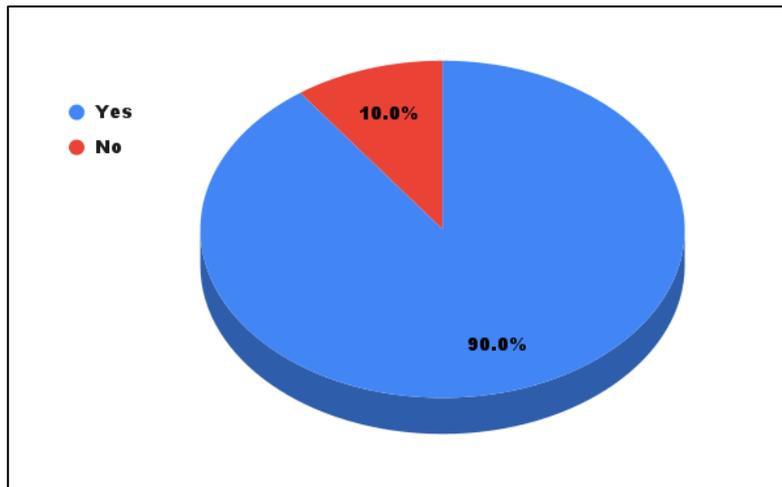


Figure 18: Participants' Watching Online Courses

As can be seen in the chart, twenty seven (27) participants with a percentage of 90%, which represents the majority of them, confirmed that they watch online courses by answering with “yes”. However, Three (3) who represent a percentage of 10% opted for “no” claiming that they do not watch online courses.

- **Item 16: Participants' Appreciating Watching Online Courses**

This question attempts to discover the extent to which students enjoy watching online courses at home by themselves.

Table 16: Participants' Appreciating Watching Online Courses

Options	Frequency	Percentage
Yes	26	86.7%
No	4	13.3%
Total	30	100%

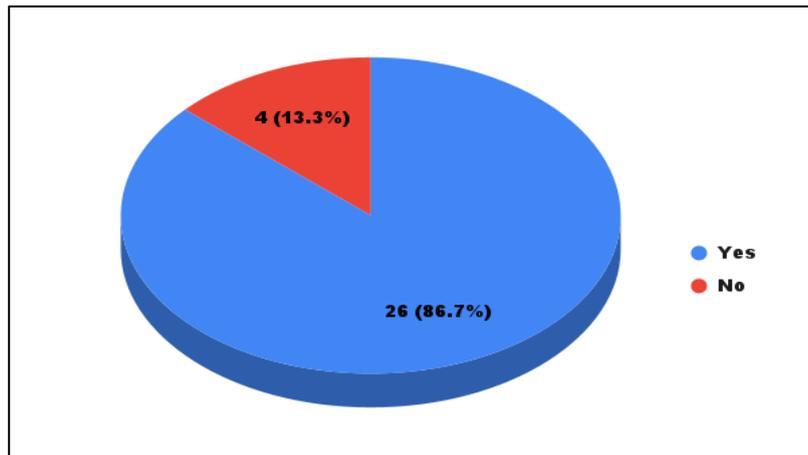


Figure 19: Participants’ Appreciating Watching Online Courses

As it is presented in the table and the chart above, Twenty six (26) students appreciate watching online courses and enjoy having online lessons at home. On the other hand, four (4) participants who represent a 13.3% of the respondents do not appreciate watching online courses.

○ **Item 17 : Participants’ Explanations**

We opted for this question to know the reasons behind students’ appreciation of online courses. Also, knowing why it is not appreciated by those who chose to answer with “no” in the previous question.

Participants, who appreciate watching online courses, explained that online courses give the chance to learn anywhere and anytime. In other words, they offer flexibility that gives the chance to students who cannot be present in university all the time to attend the sessions. Moreover, students who suffer from long distance between university and their homes find it more convenient to attend online sessions at home. Some participants claimed that online courses help them to focus on the details that are ambiguous by rewinding the videos, replaying and pausing them. That is to say, it permits them to put emphasis on the parts of the lesson that they need to understand.

In the same way, students who answered with “no” gave reasonable explanations. One

participant focused on her/ his learning style claiming that he/ she cannot learn through watching videos because they lack reality and added that every gesture and move the teachers make during the session helps to remember information. Some of them stated that they do not like watching online classes at home because of the bad quality of internet in our country Algeria.

○ **Item 18: Participants’ Opinions on Flipping Classes**

This question attempts to see whether students are ready to shift from traditional methods of learning or not. Thus, we presented statements related to the Flipped Classroom Model and checked the participants’ agreement on them.

Table 18: Participants’ Opinions on Flipping Classes

Statements	Strongly Agree	Agree	Disagree	Strongly disagree	Total
○ You prefer watching the lesson in a video in your own pace	7	23	0	0	30
○ You are motivated when you come to the session knowing the content of the lecture.	24	5	1	0	30
○ The flipped classroom gives you the opportunity to know about the lesson before the session ; thus, you will have more time to practice English in the session	25	4	1	0	30
○ The flipped classroom boosts your engagement in the session and makes more active.	9	21	0	0	30
○ The flipped classroom is more engaging than the traditional lecturing method because it gives you more time to discuss and express yourself.	9	21	0	0	30

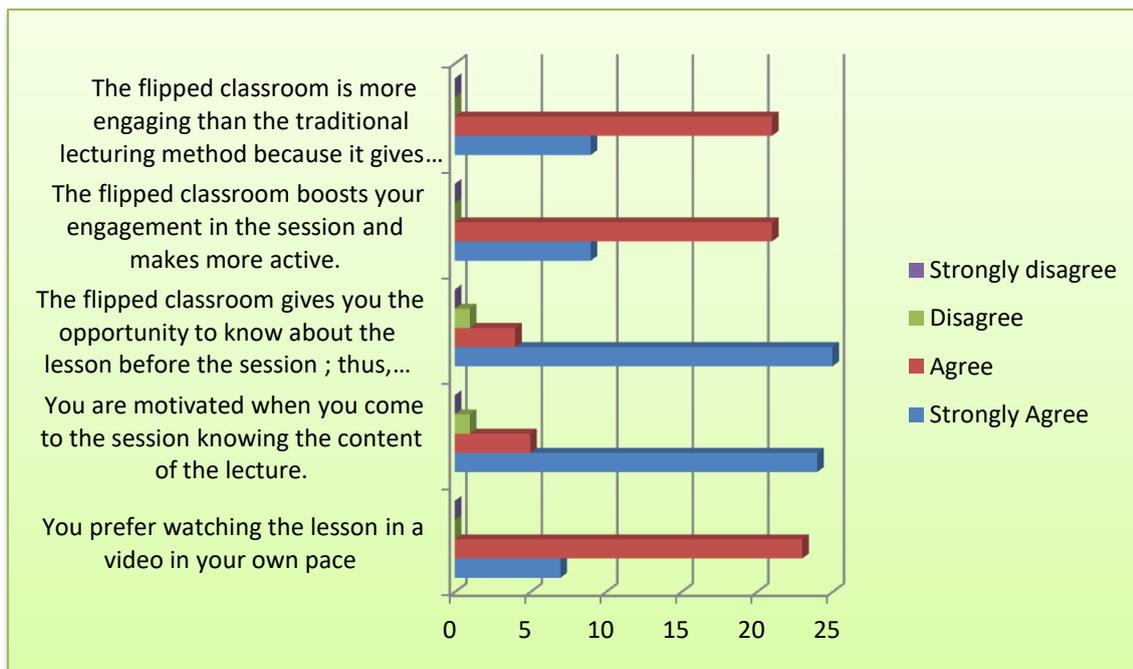


Figure 20: Participants' Opinions on Flipping Classes

According to the chart most of the students agree or strongly agree with the statements. The first statement “You prefer watching the lesson in a video in your own pace” was agreed on by twenty three (23) participants and the rest (7) chose “strongly agree”. Next, the majority numbered with twenty five (24) participants strongly agreed with the second statement which is “You are motivated when you come to the session knowing the content of the lecture” whereas five (5) students chose agree and one respondent disagreed with the statement. The following statement “The flipped classroom gives you the opportunity to know about the lesson before the session; thus, you will have more time to practice English in the session” was agreed on by the majority (25) while some students (4) opted for “strongly agree” and one student disagreed with it. Finally, the last two statements got the exact results; twenty one (21) participants strongly agreed and the rest nine (9) students opted for agree while no single participant disagreed or strongly disagreed.

- **Item 19: Participants’ Opinions on Flipping Classes to Enhance Active Learning**

This question aims to know the students’ perceptions and opinions about using the Flipped Classroom Model to enhance active learning.

Table 19: Participants’ Opinions on Flipping Classes to Enhance Active Learning

Options	Frequency	Percentage
Very beneficial	22	73.3%
Beneficial	7	23.3%
Somehow beneficial	1	3.3%
Not beneficial		
Total	30	100%

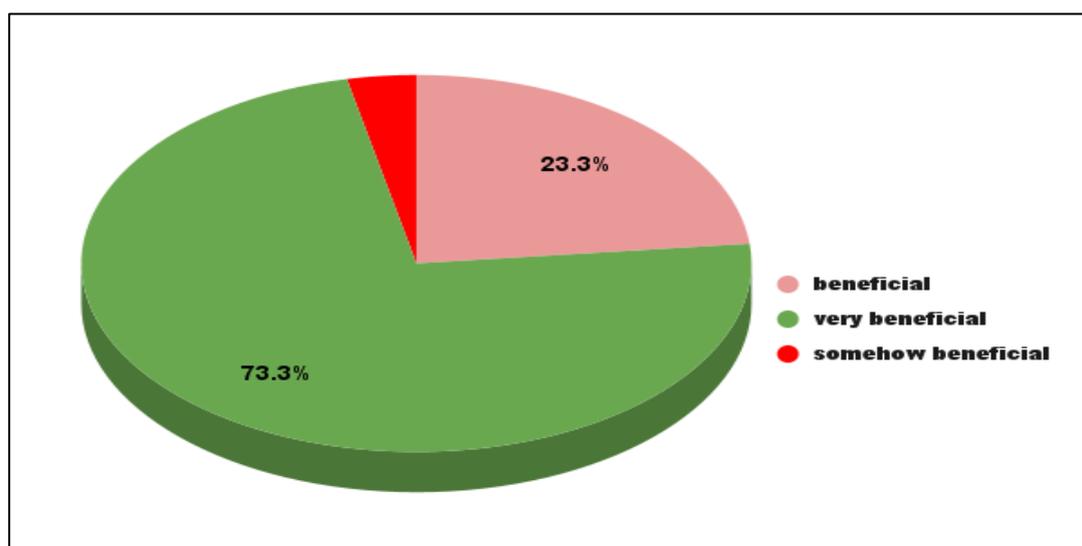


Figure 21: Participants’ Opinions on Flipping Classes to Enhance Active Learning

In this question, 73.3% of the participants numbered with twenty two (22) students chose “very beneficial” confirming that the Flipped Classroom is very beneficial in enhancing active learning. The following percentage is 23.3% that represents the participants who think that the Flipped Classroom is beneficial whereas the last percentage is 3.3% numbered with just one student who believes that the model is somehow beneficial.

Item 20: Students' explanations

Here students were asked to explain why Flipping Classes is a powerful method that is used to enhance active learning and students' engagement.

Almost all the respondents mentioned the advantage of knowing the content of the lecture beforehand. A student added that it boosts their confidence and makes stating "I am strongly with the flipped classroom technique. Firstly, I consider it as a great way to introduce students to the content of the lecture beforehand. In addition, it's a great confidence boost making students more active and engaged in the face to face classroom. Finally, it allows us students to gather more information about the content of the lesson thus making us more informative during the lecture in the classroom"

Some stated that it gives them the opportunity to discuss what they have seen at home which permits them to practice speaking and expressing themselves using English language. Another surprising and brilliant explanation is that the Flipped Classroom is beneficial and engaging because it gives the students equal and enough chances of participation; thus, it make them more active in the classroom.

3.7.2. Discussion of the Results of the Students' Questionnaire

The results of the questionnaire provide different information and findings related to our investigation, research questions and prove the research hypotheses.

The first section of the questionnaire revealed that females are more interested in studying English. Also, according to the findings most of the students chose studying English personally because they want to learn more about the language and get their English information enriched and broadened. Lastly, the findings reveal that the majority of the students do not think of English as a difficult language to learn as well as not finding its modules hard at the university level.

Moving to the second section in which students revealed their experiences with

participation in classroom and the extent to which they rely on ICT devices as well as revealing their thoughts and opinions about the use of ICT and its relation to engagement. The findings confirmed that teachers are doing their best to engage most of the learners since the majority of the students claimed that they have the opportunity to participate in the classroom and act as active participants; However, a minority of 23.3% of students claimed that they do not get enough opportunities to participate which refers to the fact that some changes should take place in the methods of teaching that are used by the teachers. In addition, students showed that they are able to use different technological devices and have a competence to adopt new and modern technologies. A huge percentage of students (93.3%) claimed that they use different technological devices and applications to improve their English and educational level which actively demonstrates that they are used to using technologies in their learning, so integrating ICT as an essential part in the teaching methods will not be a problem for them. Over 90% of the students who participated agreed that ICT has a positive effect on learning and expressed their desire in shifting to another learning method. Finally, students claimed that their teachers do not integrate ICT as a material in their teaching and 76.7% of them justify the difficulty of incorporating ICT with the lack of technical support and unavailability of the needed materials in the class.

Concerning the third section, students gave us their opinions about one of the most important parts in Flipping Classes which in the online class; they also revealed how they think about Flipping Classes as a teaching and learning model that enhances active learning. Most of the students (96.7%) have an access to internet and have the habit of watching online courses as well as the fact that a high percentage which reaches 86.7% of them find it enjoyable and amusing to watch lessons at home because it gives them a sense of independence in choosing when and where to learn. As a result, it is believed that their acceptance to integrate ICT in their learning is quite high. Next, the student strongly agreed

that knowing the content of the lesson before coming to the session makes them motivated to discuss and ask questions about the lesson. Since the Flipped classroom is basically about having the content of the lesson through online videos before coming to the class, students agreed that it will definitely raises their engagement and foster their participation the classroom. Finally, 73.3% of the students believe that Flipped Model is very beneficial and enhances active learning and 23.3% think that it is beneficial whereas 0% of students think that the Flipped Classroom is not beneficial.

To conclude the results and the findings of the questionnaire confirmed the data collected with the classroom observation and teachers' interviews. In addition, all the data gathered have a meeting point which proving that ICT can enhance students' engagement and Flipping Classes can be essential for active learning and helps learners to develop their English knowledge and competence.

Conclusion

In this chapter we introduced the main definitions and concepts related to research methodology. We also presented the research approach that was used by the researcher as well as the research design and the sampling technique. In addition, we defined the data collection methods use in the study. Finally, the researcher tackled the analysis of the data gathered by each tool and discussed the results and the findings.

3.8. Study Limitations

The research in hand attempts to investigate EFL teachers and students' perceptions on Flipping Classes to enhance active learning. Nevertheless, some obstacles faced the researcher while she was collecting data and prevented her from gathering more adequate data. The following are some limitations to be taken into account:

- The researcher could not implement the flipped classroom and observe the attitudes of the teachers and students toward the adopted model because of the limited number of sessions that students attend. As a result, she opted for observing the use of ICT and its effect on students' engagement.
- The number of the students who answered the questionnaire was limited to thirty participant although the researcher shared the questionnaire and waited for more than ten days.
- Many students left the explanation and suggestion questions blank and did not answer them that prevented the researcher from getting more adequate data from the questionnaire.
- The researcher wanted to conduct a recorded interview with teachers, however, some teachers refused to get their voices recorded. Thus, she decided to send the interview via e-mail.
- The researcher sent the interview to eight teachers and waited a whole week to receive their replies, but only three of them replied.

3.9. Study Recommendations

The Flipped Classroom Model is a student centred method that makes the students responsible for their learning. It motivates learners, enhances students' engagement, and focuses on active learning. Depending on the perceptions of the students and teachers toward

this model, we attempt to give some recommendations that may help in implementing this model.

Recommendations for teachers

- Teachers should cope with the developments of the digital age and integrate ICT to motivate their students, engage them in the learning process and make things easier on them.
- Teachers should vary the classroom activities as well as the teaching methods in order to achieve more engaged and active classes.
- Teachers are recommended to shift from the traditional teaching to the Flipped Classroom.
- When implementing the model teachers should make sure to search deeply about the details of the implementation and master it in order to achieve positive results.
- Teachers should put an emphasis on checking the students' notes after watching the instructional videos at home.
- Teachers while implementing the Flipped Model, should use the class time in a fruitful way by choosing different tasks and activities that enhances the students to use their critical thinking skills and engage them in discussions and debates.

Recommendations for students

- Students should master using ICT and use their own technological devices to improve their English and educational level.
- Students are recommended to make some researches about the Flipped Model in order to make it easier to be implemented.
- Students should be serious about watching the videos of lessons at home. They should take notes and write some questions about ambiguous parts while watching the videos.

- Students should cooperate with each other and help their classmates who do not have internet access by providing the videos in a CD.

Recommendations for administration

- Administration is recommended to provide different teaching materials and make ICT available in all classrooms in order to implement the Flipped Model.
- Administration should organise training sessions for teachers about the modern technologies and how it can be integrated in teaching.
- Administration should train students on using ICT in learning.

General Conclusion

General Conclusion

The fundamental reason for conducting this study is to investigate EFL students' perceptions on Flipping Classes to enhance active learning. Mainly, to explore the effectiveness of integrating ICT through implementing the Flipped Classroom Model that incorporates ICT as an essential part of the teaching process. This study presents the strategy for the teachers to shift from traditional teaching methods to more innovative models and strategies. Also, it encourages and motivates the third year students of English to integrate ICT in their learning in order to promote their independent learning and be more active in classes.

The theoretical part of this study consists of two major theoretical chapters namely active learning and the Flipped Classroom Model. The first chapter highlights active learning, students' engagement and ICT as a tool that promotes both of them. On the other hand, the second chapter's major concern is to present the Flipped Classroom Model and its implementation. In addition, both of the chapters provide background information about the two variables as well as presenting different definitions, concepts, characteristics, advantages and disadvantages, comparisons and relations between the variables.

The study in hand adopted a qualitative research approach to achieve its aims. The third chapter is devoted for introducing the research approach, design, sampling technique, data collection methods and data analysis method that are used in this research. The researcher opted for three different data collection tools in order to gather credible data. The tools are classroom observation with two different groups of third year LMD students, a semi-structured questionnaire addressed to the same population, and a semi-structured questionnaire conducted with three English teachers at Mohammed Khider University in Biskra. Eventually, the three data collection tools main aim is to answer the research

questions and verify the research hypotheses.

Based on the data gathered from the classroom observation with and without the integration of ICT, there are differences between them in various ways. The most important differences are related to teachers' role, students' engagement and participation. In particular, the researcher observed how the students were participating actively when ICT was integrated. As a result, it is confirmed that ICT boosts students' motivation and engagement in EFL courses.

Moreover, the results obtained from the teachers' interview display that the teachers have positive attitudes toward the integration of ICT and believe that shifting to the Flipped Classroom will help students to be active and improve their educational level in learning English they also expressed their desire to implement the model. In the same way students showed a high level of appreciation toward the implementation of the suggested model and confirmed that it fosters their engagement and enhances active learning.

To sum up, the Flipped Classroom Model is a modern strategy that is based on ICT as a vital learning material that contribute in developing independent learning and making students more autonomous. In a more precise manner, Flipping classes gives the students the opportunity to be responsible for their learning at home and be motivated to participate actively in the classroom.

References

References

- Alvi, M. (2016). A manual for selecting sampling techniques in research. Retrived from https://mpira.ub.uni-muenchen.de/70218/1/MPRA_paper_70218.pdf
- Ayob, N. F. S., Abd Halim, N. D., Zulkifli, N. N., Zaid, N. M., & Mokhtar, M. (2020). Overview of blended learning: The effect of station rotation model on students achievement. *Journal of Critical Reviews*, 7(6), 320-326. Retrived from <http://www.jcreview.com/fulltext/197-1587744358.pdf>
- Barkley, E. F., & Major, C. H. (2020). *Student engagement techniques: A handbook for college faculty*. John Wiley & Sons. Retrived from
- Basal, A. (2015). The implementation of a flipped classroom in foreign language teaching. *Turkish Online Journal of Distance Education*, 16(4), 28-37. <https://dergipark.org.tr/tr/download/article-file/156695>
- Bates, A. W., & Bates, T. (2005). *Technology, e-learning and distance education*. Psychology Press.
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International society for technology in education.
- Bergman, J., Overmyer, J., & Wilie, B. (2013). The flipped class: What it is and what it is not.
- Bernhardt, P. E. (2015). 21 st Century Learning: Professional Development in Practice. *Qualitative Report*, 20(1). Retrived from <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.951.6558&rep=rep1&type=pdf>
- Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. https://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1002&context=oa_textbooks
- Bonk, C. J., & Graham, C. R. (2012). *The handbook of blended learning: Global perspectives, local designs*. John Wiley & Sons.
- Bonwell, C. C., & Eison, J. A. (1991). *Active Learning: Creating Excitement in the Classroom*. 1991 ASHE-ERIC Higher Education Reports. ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183.
- Brittany Rodriguez (September 6,2018) Active learning Vs Passive Learning [Blog Post] Retrived From <https://www.classcraft.com/blog/active-learning-vs-passive-learning/>

- Castro, R. M., Kalish, C., Nowak, R., Qian, R., Rogers, T., & Zhu, X. (2008). Human active learning. In *Advances in neural information processing systems* (pp. 241-248).
- Chetty, Priya (2016, Oct 12). *Importance of research approach in a research*. Knowledge Tank; Project Guru. <https://www.projectguru.in/selecting-research-approach-business-studies/>
- Chilingaryan, K., & Zvereva, E. (2017). Methodology of flipped classroom as a learning technology in foreign language teaching. *Procedia-Social and Behavioral Sciences*, 237, 1500-1504.
- Derek Jansen and Kerren Warren (June,2020)What exactly is Research Methodology?[Blog post] Retrived from <https://gradcoach.com/what-is-research-methodology/>
- Driscoll, M. (2002). Blended learning: Let's get beyond the hype. *E-learning*, 1(4), 1-4.
- Esther Jordan(February7,2019) Active learning for introverts[Blog post] Retrived from <https://facultydevelopment.kennesaw.edu/scholarly-teaching/news-articles/active-learning-introverts.php>
- Felder, R. M., & Brent, R. (2009). Active learning: An introduction. *ASQ higher education brief*, 2(4), 1-5.
- Flick, U., von Kardoff, E., & Steinke, I. (Eds.). (2004). *A companion to qualitative research*. Sage.
- Grabinger, R. S., & Dunlap, J. C. (1995). Rich environments for active learning: A definition. *ALT-J*, 3(2), 5-34.
- Holmberg, B. (2005). *Theory and practice of distance education*. Routledge.
- Jamaludin, R., & Osman, S. Z. M. (2014). The use of a flipped classroom to enhance engagement and promote active learning. *Journal of education and practice*, 5(2), 124-131.
- Jensen, J. L., Kummer, T. A., & Godoy, P. D. D. M. (2015). Improvements from a flipped classroom may simply be the fruits of active learning. *CBE—Life Sciences Education*, 14(1), ar5.
- Jones, R. D. (2008). Strengthening student engagement. *international Center for Leadership in Education*, 1.
- Mackey, A., & Gass, S. M. (2015). *Second language research: Methodology and design*. Routledge.
- Mohammadi, J., Barati, H., & Youhanaee, M. (2019). The Effectiveness of Using Flipped Classroom Model on Iranian EFL Learners' English Achievements and Their Willingness to Communicate. *English Language Teaching*, 12(5), 101-115.

- Network, F. L. (2014). The Four Pillars of FLIP™.
- Oliver, R. (2002). The role of ICT in higher education for the 21st century: ICT as a change agent for education. *Retrieved April, 14, 2007.*
- Ozdamli, F., & Asiksoy, G. (2016). Flipped Classroom Approach. *World Journal on Educational Technology: Current Issues*, 8(2), 98-105.
- Panel, I. L. (2002). Digital transformation: A framework for ICT literacy. *Educational Testing Service*, 1-53.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68.
- Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The flipped classroom: An opportunity to engage millennial students through active learning strategies. *Journal of Family & Consumer Sciences*, 105(2), 44-49.
- Sogunro, O. A. (2002). Selecting a quantitative or qualitative research methodology: An experience. *Educational Research Quarterly*, 26(1), 3.
- Spector, P. E., & Spector, P. F. (1981). *Research designs* (Vol. 23). Sage.
- Thanuskodi, S. (Ed.). (2015). *Handbook of Research on Inventive Digital Tools for Collection Management and Development in Modern Libraries*. IGI Global.
- Tichapondwa, S. M. (Ed.). (2013). *Preparing your dissertation at a distance: A research guide*. Virtual University for small States of the Commonwealth.
- Trowler, V. (2010). Student engagement literature review. *The higher education academy*, 11(1), 1-15.
- Tucker, B. (2012). The flipped classroom. *Education next*, 12(1), 82-83.
- Usoro, A., & Abiagam, B. (2009). Providing operational definitions to quality constructs for e-learning in higher education. *E-Learning and Digital Media*, 6(2), 175-186.
- Zayapragassarazan, Z., & Kumar, S. (2012). Active learning methods. *Online Submission*, 19(1), 3-5.

Appendices

Appendix 1. Classroom Observation Checklist (Pilot Stage)

Classroom observation checklist:

1-the instructor :

agree

disagree

not observed

Uses the traditional lecturing way			
Uses technology as material in the lesson			
Gives the students opportunities to participate and to think			
Gives students homework at the end of the lesson			

2-the student:

agree

disagree

not observed

Asking questions			
Making predictions			
Working on groups			
Knowledgeable about the subject matter			
Uses technology			
Active participant in exchange ideas			
Practice using the English language during the session			
Has the chance to participate and express himself at least once.			
Involved and engaged in classroom activities			

3- lesson :

agree

disagree

not observed

Objectives are clearly set and understood			
Activates the students prior knowledge			
Variety of activities are used			

4- The environment:

agree

disagree

not observed

Classes are crowded			
Setting forms: Form U One after the other Group form are appropriate			
Comfortable learning environment			

5- materials:

agree

disagree

not observed

The use of : Textbook Audiovisual aids Real life examples			
--	--	--	--

ICT			
Is it appropriate to the lesson			
Does it feed the student need			

Other comments :

Appendix 2. Classroom Observation Checklist

Classroom observation checklist:

1-the instructor :

agree

disagree

not observed

	agree	disagree	not observed
Uses the traditional lecturing way			
Uses technology as material in the lesson			
Gives the students opportunities to participate and to think			
Gives students homework at the end of the lesson			

2-the student:

agree

disagree

not observed

	agree	disagree	not observed
Asking questions			
Making predictions			
Working on groups			
Knowledgeable about the subject matter			
Uses technology			
Active participant in exchange ideas			
Practice using the English language during the session			
Has the chance to participate and express himself at least once.			
Involved and engaged in classroom activities			

3- lesson :

agree

disagree

not observed

	agree	disagree	not observed
Student prepared the lesson beforehand It is their first time to know these information			

4- The environment:

agree

disagree

not observed

	agree	disagree	not observed
Classes are crowded			
Different technological devices and materials are provided			

5- materials:

agree

disagree

not observed

	agree	disagree	not observed
The use of : Textbook Audiovisual aids ICT			

Other comments :

Appendix3. Teacher' interview (Pilot Stage)

The Teachers' Interview

Exploring the effectiveness of the flipped classroom model on enhancing active learning.

Dear teachers,

This interview aims at exploring “The Effectiveness of the flipped classroom modal on enhancing active learning”

Your most appreciated contribution is expected to be honest and straightforward.

Please read all of the questions before answering. Be sure, your identification is kept anonymous. So, please put pen to paper without any delay or hesitation.

May I thank you in advance for your collaboration

Part One : General information

1. How long have you been teaching ?

.....

2. Which modules do you teach ?

.....

Part Two : Active learning(students' engagement) and ICT use

1. Do you know what active learning is ?

.....

2. Do you think that all the students are engaged in the learning process in the class ?

a) Yes

b) No

If no, what are the major cause(s) of students lack of engagement?

a) Lack of motivation

b) Lack of academic proficiency

c) Lack of prior knowledge about the lesson topics

d) Other causes

.....

3. What are the main teaching methods that you rely on to engage the students in the learning process ?

.....

4. Have you ever relied on internet in your teaching ?

a) Yes

b) No

5. How often do you use ICT

Statements	Always	Often	Sometimes	Rarely	Never
Use email to communicate with students					

Appendix4. Teacher' interview

The Teachers' Interview

Exploring the effectiveness of the flipped classroom model on enhancing active learning.

Prepared by: Bisma Boudaouche

Supervised by: Dr. Benidir Samira

Dear teachers,

This interview aims at exploring "The Effectiveness of the flipped classroom model on enhancing active learning"

Your most appreciated contribution is expected to be honest and straightforward.

Please read all of the questions before answering. Be sure, your identification is kept anonymous. So, please put pen to paper without any delay or hesitation.

May I thank you in advance for your collaboration

Part One : General information

3. How long have you been teaching?

.....

4. Which modules do you teach?

.....

Part Two : Active learning(students' engagement) and ICT use

9. Do you know what active learning is?

.....

10. What are the major cause(s) of students' lack of engagement?

.....

11. What are the main teaching methods that you rely on to engage the students in the learning process ?

.....

12. Have you ever relied on internet in your teaching ?

.....

13. How often do you use ICT?

.....

14. Do you see that using ICT improves the students' engagement and why ?

.....

15. What are the obstacles that hinder the use of ICT in your EFL classes ?

.....

16. What do you suggest as a teaching model to incorporate the use of ICT ?

.....
Part Three : The Flipped classroom model

5. Have you ever thought of implementing The Flipped classroom model ?

.....
6. Do you think that it enhances active learning and student engagement?

.....
7. Explain how ?

.....
8. If you would apply this model what are the problems that you may face when you use it ?

.....

Appendix5. Students' Questionnaire (Pilot Stage)

Students' Questionnaire

Exploring the effectiveness of the flipped classroom model on enhancing active learning.

Dear Students,

You are kindly invited to answer this questionnaire for the requirements of a Master Degree. Your answers will provide us with information for our research entitled “**investigating EFL students' and teachers' perceptions on flipping classes to enhance active learning**”

We are quite sure that your answers will provide us with insightful information necessary for our study. Therefore, we would be very grateful if you answer with full attention, honesty, and interest. Please tick (✓) the appropriate answer(s) and write full statement(s) whenever it is necessary. Be sure that your answers will be anonymous and will be used for research purposes only

Section One: General Information

Q1: Specify your gender please :

a) Female

b) Male

Q2 : Your choice to study English :

a) Personal

b) Imposed

Q3 : How do you find learning English in University ?

a) Easy

b) Average

c) Difficult

d) Ver difficult

Section Two: Students' engagement and the use of ICT as an educational tool.

Student Engagement: it occurs when the student makes a psychological investment in learning. Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning, which extends to the level of motivation they have to learn and progress in their education.

Q4 : Do you have enough opportunities to participate actively in the classroom ?

a) Yes

b) No

Q5 : Select the adequate frequency for each statement :

Statements	Always	Sometimes	Rarely	Never
Do your teachers ask you to prepare the next lessons				
Do your teachers ask you to do homework				

.....
Q15 : To what extent do you agree or disagree with the following statements.

Statements	Strongly agree	Agree	Strongly disagree	Disagree
You prefer watching the lesson in a video in your own pace				
You are motivated when you come to the session knowing the content of the lecture.				
The flipped classroom gives you the opportunity to know about the lesson before the session ; thus, you will have more time to practice English in the session				
The flipped classroom boosts your engagement in the session and makes more active.				
The flipped classroom is more engaging than the traditional lecturing method because it gives you more time to discuss and express yourself.				

Q16 : What do you think of the flipped classroom as learning technique to enhance active learning and students' engagement.

- a) Very beneficial
- b) Beneficial
- c) Somehow beneficial
- d) Not beneficial

Explain why.....

Appendix6. Students' Questionnaire

Students' Questionnaire

Exploring the effectiveness of the flipped classroom model on enhancing active learning.

Dear Students,

You are kindly invited to answer this questionnaire for the requirements of a Master Degree. Your answers will provide us with information for our research entitled “**investigating EFL students' and teachers' perceptions on flipping classes to enhance active learning**”

We are quite sure that your answers will provide us with insightful information necessary for our study. Therefore, we would be very grateful if you answer with full attention, honesty, and interest. Please tick (✓) the appropriate answer(s) and write full statement(s) whenever it is necessary. Be sure that your answers will be anonymous and will be used for research purposes only

Section One: General Information

Q1: Specify your gender please :

a) Female

b) Male

Q2 : Your choice to study English :

b) Personal

b) Imposed

Q3 : How do you find learning English in University ?

b) Easy

b) Average

c) Difficult

d) Ver difficult

Section Two: Students' engagement and the use of ICT as an educational tool.

Student Engagement: it occurs when the student makes a psychological investment in learning. Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning, which extends to the level of motivation they have to learn and progress in their education.

Q4 : Do you have enough opportunities to participate actively in the classroom ?

b) Yes

b) No

Q5 : Select the adequate frequency for each statement :

Statements	Always	Sometimes	Rarely	Never
Do your teachers ask you to prepare the next lessons				
Do your teachers ask you to do homework				

.....
Q15 : To what extent do you agree or disagree with the following statements.

Statements	Strongly agree	Agree	Strongly disagree	Disagree
You prefer watching the lesson in a video in your own pace				
You are motivated when you come to the session knowing the content of the lecture.				
The flipped classroom gives you the opportunity to know about the lesson before the session ; thus, you will have more time to practice English in the session				
The flipped classroom boosts your engagement in the session and makes more active.				
The flipped classroom is more engaging than the traditional lecturing method because it gives you more time to discuss and express yourself.				

Q16 : What do you think of the flipped classroom as learning technique to enhance active learning and students' engagement.

- e) Very beneficial
- f) Beneficial
- g) Somehow beneficial
- h) Not beneficial

Explain why.....

Résumé

Voir une salle de classe où tous les élèves sont engagés et agissent comme des participants actifs est l'objectif ultime de tout enseignant qui souhaite avoir une salle de classe idéale. Cependant, l'engagement et l'activité des élèves sont difficiles à atteindre. Pour aider les enseignants à relever le défi et à atteindre leur objectif, les TIC ont été intégrées dans les processus d'enseignement et d'apprentissage, faisant apparaître et développer de nombreuses méthodes et modèles. Par conséquent, cette étude est menée pour étudier l'effet de la classe inversée sur l'apprentissage actif et pour connaître les perceptions des étudiants sur ce modèle. Dans le cadre de cette étude, le chercheur discute théoriquement de l'apprentissage actif, des TIC et de la classe inversée ; tandis que pratiquement le travail de terrain de l'étude est discuté. Afin d'atteindre les objectifs de l'étude, le chercheur a opté pour trois types de méthodes de collecte de données, à savoir l'observation en classe, les entretiens avec les enseignants et le questionnaire des élèves. L'étude de cas a été menée auprès de 30 étudiants de troisième année LMD d'anglais à l'Université de Biskra. Les résultats indiquent que le modèle de classe inversée améliore l'apprentissage actif, renforce l'engagement des élèves, favorise leur motivation à apprendre et améliore leur niveau en anglais.

المخلص

إن رؤية فصل دراسي يشارك فيه جميع الطلاب ويتصرفون كمشاركين نشطين هو الهدف النهائي لكل معلم يرغب في الحصول على فصل دراسي مثالي. ومع ذلك ، فإن مشاركة الطلاب ونشاطهم يمثل تحديًا لتحقيقه. لمساعدة المعلمين على الفوز في التحدي وتحقيق هدفهم ، تم دمج تكنولوجيا المعلومات والاتصالات في عمليات التدريس والتعلم مما جعل العديد من الأساليب والنماذج تظهر وتتطور. لذلك ، أجريت هذه الدراسة للتحقيق في تأثير الفصول المقلوبة على التعلم النشط ومعرفة تصورات الطلاب حول هذا النموذج. في نطاق هذه الدراسة يناقش الباحث التعلم النشط وتكنولوجيا المعلومات والاتصالات والفصل المقلوب من الناحية النظرية. بينما تتم مناقشة العمل الميداني للدراسة عمليًا. من أجل تحقيق أهداف الدراسة اختار الباحث ثلاثة أنواع من طرق جمع البيانات وهي الملاحظة الصفية ومقابلات المعلمين واستبيان الطلاب. تم إجراء دراسة الحالة على 30 طالبًا من طلاب السنة الثالثة LMD في اللغة الإنجليزية في جامعة بسكرة. تشير النتائج إلى أن نموذج الفصل الدراسي المعكوس يعزز التعلم النشط ، ويقوي مشاركة الطلاب ، ويعزز دافعهم للتعلم ويحسن مستواهم في اللغة الإنجليزية.