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**Developing EFL Learners Autonomy through the
Implementation of the Flipped Classroom Model in
Grammar Classes:**
**The Case of second-year Students of English at Biskra
University.**

**A Dissertation submitted to the department of foreign languages in partial fulfillment for
the requirement of master degree in science of languages**

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DEDICATION

Each success needs strong efforts, patience, and support.

I dedicate my modest work to

The memory of my Father ,Abd Elkader, for his faith in me and for his unfailing support

My dearest mother, Kherfia, The strongest woman ever for her sacrifices and prayers

My lovely sister : Sihem

My precious brothers :Djemoui ,Faouzi ,Rabie and the memory of my brother Hicham

My beloved husband, Abd Elmalek, for his support and patience

My nieces and nephews: Amina, Malak, Hichem , Meryem, Mohamed, Marwan and Abd Elkader

To my mother and father in law

To all my sisters in law and brothers in law

To all my friends for making the years of university amazing and memorable

Thank you all

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Abstract

The idea of autonomy represents a beginning point for self-sufficiency and individual success. As a result, a lot of educationalists and language teachers are paying close attention to self-directed learning. This study is focused with learner autonomy in the setting of formal language learning. The present research investigates EFL learners' readiness for autonomous learning and the effect of using the flipped classroom model (FCM) in developing second year students Autonomy in grammar teaching. This case study took a place at Mohammed Khaider University of Biskra. thirty students (30) and Six (06) teachers participated in it. The purpose of the study is to discover whether or not students of English at Biskra University are ready to be autonomous in learning and whether the Flipped Classroom Model (FCM) can be applied in the University of Biskra and its effect on developing learner's autonomy. In order to validate the current hypothesis, the study opted for a mixed method and two questionnaires has been designed and administered to both teachers and second year license students at the department of English. The findings indicate that both teachers and students showed positive attitude toward Implementing flipped classroom model as a useful technique for developing autonomy in language learning.

key words: the flipped classroom model, EFL learners, learners' autonomy

List of Abbreviation

EFL: English as a Foreign Language

FCM : Flipped Classroom Model

CRAL : Centre de Recherche et d'Applications en Langues

RQ: Research Question

H: Hypothesis

VE: virtual environment

FLL: Foreign Language Learning

ELT: English Language Teaching

ELL: English Language Learning

ICT: Information and Communication Technology

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General Introduction

1. Study background

Developing learners autonomy is a major concern in 21 century in teaching and learning English as a foreign language .Learning English cannot be limited only in classrooms ;however, it is a lifelong process and student have to continue working beyond classrooms to improve their level , and by the implementing of the LMD system in Algeria since 2005 which based on students active roles outside classes .The traditional teaching methods are not enough anymore ;therefore ,they must to be supported by new teaching strategies.

Flipped classroom is a teaching strategy depends on giving learners pre class information that can help to understand the lessons without teacher's intervention and leave classrooms time for practical learning, consequently it raises the students level of responsibility toward their learning and gave them the opportunity to set their goal and objectives. Thus, flipped classrooms could play an effective role in fostering learner's autonomy and independence.

2. Statement of the problem

Learners autonomy is a lifelong learning skill which means the ability of learners to take the responsibility of their own education and be aware when setting their studies objective; however, a noticeable number of EFL learners at Mohamed Khaider University of Biskra has poor skills specifically when it comes to the level of self-control and autonomy that is why teachers have to update their teaching methods to foster autonomous learning.

In this regard, this research attempts to investigate the effectiveness of implementing flipped classroom model on developing students of second year autonomy at the English department in Biskra University.

3. Aim of the study

The main aim of the present study is to contribute in the development of second year student's autonomy through the integrating of FCM, in addition to;

1. Raising learner's autonomy through the application of flipped classroom model.
2. Suggesting a new teaching model for the teachers.
3. Checking the acceptability of the model at Mohamed Khaider Biskra University.

4. Significance of the study

This study will be beneficial to both English teachers and students at Biskra University. The purpose of this study is to propose a new style of teaching called the flipped classroom and to demonstrate how teachers may use it with EFL students. The present study is being done in order to provide for additional time in class for practical learning. Furthermore, the researcher hopes that the new approach would allow the teacher to provide feedback to his or her students. Furthermore, the current study aims to increase EFL learners' involvement in the classroom. As a result, this study is an attempt to investigate the impact of the flipped classroom on the autonomy of EFL learners.

5. Research questions

RQ1: To which extent are second year students of English in Mohamed Khaider Biskra university autonomous

RQ2: What are the main characteristics of the flipped classroom model (FCM)?

RQ3: Can this model be effective to develop second year student's autonomy?

6. Research hypothesis

The present research is based on the following hypothesis that shall be verified through this study:

H. It is hypothesized that, if the flipped classroom model is being implemented and integrated in English grammar classes, second year EFL student's autonomy will be developed.

7. Research methodology

The present study opted for the descriptive mixed method approach. To gather the necessary data, we intend to use two questionnaires one for teachers and one for students. This study used a case study to achieve the research goals since the findings will not be generalized for the purpose of describing teachers' and learners' attitudes and views on the function of the flipped classroom in increasing learners' engagement. The current study will rely on a semi-structured questionnaire for EFL teachers and a semi-structured questionnaire for EFL students.

7.1 Population and sampling

. The study concerns second year LMD students belonging to the English language branch. In fact, 30 second year students from 261 students of English in Mohamed Khaider University were chosen randomly. Besides, the study targeted grammar teachers of second year which their entire number is six.

7.2 Research tools

In order to examine the research hypotheses, and check whether it is confirmed or not, the following data collection tools will be adopted. First, a questionnaire will be administrated to the teachers of Grammar module to check whether they can apply the flipped classroom model

or not and to see whether or not it helps them. Second, a questionnaire will be administered to the students who are going to be exposed to the flipped model, to try to know if it helped them to improve their grammar or not.

8. Limitation of the study

The current study is to explore EFL learners' attitudes regarding the usage of the flipped classroom model in order to increase their engagement. Nonetheless, several roadblocks arise, preventing the researcher from obtaining more suitable data. The following limitations should be considered when evaluating the findings of this study:

- The researcher was unable to execute the flipped classroom in an actual class and examine students' attitudes regarding the selected method.
- The major problem that interferes with the complete adoption of the Flipped Classroom Model is the Covid-19 pandemic.
- The researcher could not do a classroom due to the short time and the difficult circumstances of the current year of study.

9. Structure of the dissertation

The present study contains three chapters. The theoretical part is devoted into two chapters, the first chapter will dedicate the theoretical background about autonomy and its level. Furthermore, it emphasizes the need of autonomy in the learning process. The second chapter aims to define the characteristics of the flipped classroom concept and its implementation. Specifically, by examining its history, definitions, and implementation. In addition, a quick comparison of the traditional and flipped classes is provided. Furthermore, it gives a comprehensive description of its whole procedure, its importance, and the shift in assessment

method. The third chapter begins by offering a comprehensive theoretical foundation on the research technique used, including the study strategy and research design. Then it discusses the data collecting method, which is based on two data collection tools (questionnaires for teachers and questionnaire for students). Furthermore, it is concerned with the analysis and interpretation of the acquired data, which will be descriptively analyzed in order to derive trustworthy conclusions and outcomes.

Chapter one: Learner' Autonomy

Introduction

This chapter provides a deep explanation for the first variable of the research which is learner autonomy. It begins with historical background and different definitions of the term autonomy according to number of scholars ,in addition the chapter deals and the approaches that help teachers to develop their learners autonomy and the benefits of promoting autonomy in the learning teaching process moreover, the chapter classifies autonomy into levels as well as the characteristics of both teachers and learners in EFL context.

1. The Concept of Learner Autonomy

1.1 Historical Background of Learner Autonomy

The concept of autonomy first appeared in the political realm. In ancient Greece, Aristotle and Socrates advocated for citizens' rights to self-government. People governed cities as a result of their rules. However, it was not until the 1970s that this concept was introduced into formal education.

According to Yule (1996) The autonomous individual (as is the case with an autonomous state) must be free of outside influence and authority, and he must be able to live his life without hindrance. Autonomy is mostly a philosophical term, but it also has political and cultural implications. The rise of industrialized western countries began at the end of the 1960s. The socio-political trend characterized social change as an improvement in life satisfaction based on individual esteem in society, rather than an increase in material well-being. Equal rights are becoming more widely recognized and valued. With the shift in thinking about the individual's

place in society from "man as a result of his society" change to "man as a creator of his society," this has become a well-known slogan (Holec, H. 1981).

According to Benson, P (2001), With the establishment of the "Centre de Recherche et d'Applications en Langues" (CRAL), which sought to improve self-education, the concept of autonomy first entered the area of language learning and teaching. Since then, autonomy has been a requirement in the language teaching and learning process.

1.2 Definition of Autonomy

The word autonomy comes from two Greek terms: "auto" which means "self" and "nomus" which means "law" or "laws." The combination means "self-governance" and "self-determination," in other terms, someone who acts under his or her own laws and has the right to act in accordance with his or her moral reasoning and values (HADI, K. 2018).

Holec, H (1981) the founding father, defines the idea of learner autonomy in 1981 defines as "The ability to take charge of one's own learning. This ability has a potential capacity to act in a given situation, in our case learning and not the actual behavior of an individual in that situation" (p.3).

On the other hand, Macaro (1997) states that:

"Autonomy is an ability to take charge of one's own language learning and charge of one's own language learning and an ability to recognize the value of taking responsibility for one's own objectives, content, progress, method and techniques of learning. It is also an ability to be responsible for the pace and rhythm of learning and the evaluation of the learning process". (p.168)

Little, D (1991) further added to Holec's definition "Autonomy is a capacity for detachment, critical reflection, decision making, and independent action. It entails that the learner will develop a particular kind of psychological relation to the process and content of his learning" (p.4). He further said that students should make psychological preparations for their learning process and content.

1.3 Levels of Autonomy

A number of scholars claimed in the late 1990s that autonomy consists of levels. Nunan, D (1997) categorized autonomy in five levels as follows:

- **Awareness:**

Learners begin to describe the key goals of each lesson at this stage. Recognizing the content of the instructional resources used in the classroom by the teacher.

- **Involvement:**

Students are more invested in their education. They have a lot chances to set their own goals and choose their own learning route to boost their level

- **Intervention:**

This stage applies to students' ability to choose and determine which tasks they will participate in the classroom. They will also be interested in deciding on the learning program's content.

- **Creation:**

Students should set their own learning objectives and They are the ones who take control of their academic success.

▪ **Transcendence:**

Students in the final stage can be considered as autonomous learners. They can study effectively outside of classrooms and improve their learning without guidance or assistance.

2. The learner in autonomous EFL context

2.1 Characteristics of autonomous learners:

According to Dickinson, L (1993), there are four characteristics that define an autonomous learner:

- An autonomous learner may formulate his or her own learning styles.
- the learner's ability to recognize what is being learned in the classroom.
- The learner has the ability to choose the best learning methods.
- A student can monitor the efficacy of various techniques.

According to Cotterall, S (1995), the ability to overcome challenges posed by their educational context, cultural expectations, or personal interactions is what distinguishes autonomous learners. She also states that the level of freedom that students have is a strong measure of their readiness for autonomy. Overall, experts concluded on the points mentioned above, which should be present in every autonomous learner.

2.2 The Role of the Learner

Learners carry a great deal of responsibility and must be aware of their position in an autonomous environment. Littlewood, W (1999) states that Learner autonomy has two major characteristics. To begin, students should assume responsibility for their own learning; that is, only learners can carry out their learning during formal education and after it has ended. Second, teachers should assume partial or absolute responsibility for many processes that were formerly part of their responsibilities as teachers, such as setting learning goals, selecting strategies and resources, and reviewing the learning/teaching process.

3. The teacher in autonomous EFL context

3.1 Characteristics of autonomous teacher:

The term "autonomy" relates to both students and teachers. Little, D (1995) argues Teachers have the ability to make choices and recommendations on their teaching; they participate in the creation of curricula in a manner that suits them and satisfies the needs of their students. As a result of critical interchangeable effects, teachers' autonomy and learners' autonomy are now intertwined concepts unable to be separated in a successful teaching/learning process.

Smith (as cited in Maaz ,2020 p.8) specifies the following six broad characteristics of teacher autonomy

- A. Self-directed professional action
- B. Capacity for self-directed professional action
- C. Freedom from control over professional action
- D. Self-directed professional development

E. Capacity for self-directed professional development

F. Freedom from control over professional development

3.2 Teachers Role in the Classroom:

Harmer, J (2001) integrated teachers' function into which autonomous learning occurs when teacher plays them in the right way among the following:

- **The teacher as Controller:**

represents a teacher who instructs pupils, teaches them what to do, and trains them on a daily basis. This style is not ideal for autonomous learning since the instructor acts as a guard rather than encouraging individual study.

- **The teacher as Organizer:**

represents an instructor who engages students in a series of tasks, provides guidelines, organizes small groups, and is concerned with their comprehension of the mission. Finally, he or she remarks and provides feedback. Since learners are active in the learning activity and learn independently, this function is beneficial in promoting autonomous learning.

- **The teacher as Assessor:**

is the value of a teacher who gives students feedback, tests them, and assigns grades to them. The instructor in this situation should be impartial and use fair benchmarks. The benefit of this position is that autonomy-oriented instruction can be achieved by allowing learners to identify their own vulnerabilities and then immediately remediate them.

- **The teacher as Prompter:**

represents a teacher who tries to assist students when they get into difficulties by including vocabulary or explaining what to say. Since it offers ready options, this position is ineffective in encouraging autonomous contribution.

- **The teacher as Monitor:**

As the name suggests, the job entails nothing more than watching, tracking, and advising students about how to complete their assignments. The focus here is on inferring information about students' learning from tracking data. If the function is performed correctly, achieving autonomy is extremely advantageous.

- **The teacher as Counselor:**

The instructor, who creates a learning environment, motivates students to complete the assignment and understand the material by orienting them and providing advice. It is beneficial for improving independent learning and students participate in the acquisition of skills.

- **The teacher as Guide:**

is the most beneficial and effective role for teachers to play in achieving autonomous learning. Teachers give learners hints and help them build skills without overburdening the teaching / learning process. As a result, students are given the ability to take charge of their education and make the best decisions possible.

- **The teacher as Resource:**

represents an instructor who assists students with details while they are struggling with lectures or work that requires the assistance of a teacher, so that the teacher can have the necessary expertise to complete the task. This is an undesirable position since students are

sedentary and inactive. However, if teachers use it moderately, it can be beneficial to the development of learners' autonomy.

It is vital to know that teachers must be mindful of the different levels of autonomy in their students' learning. There are some students that need more instruction than others, and there are some activities on which students are completely reliant on the teacher.

4. Fostering Learner Autonomy

4.1 Approaches to Promote Learner Autonomy:

Benson, P (2001) claims that autonomy is now “a legitimate and desirable goal of language education” (p.2). He divided these approaches into six categories, as seen in the Figure:

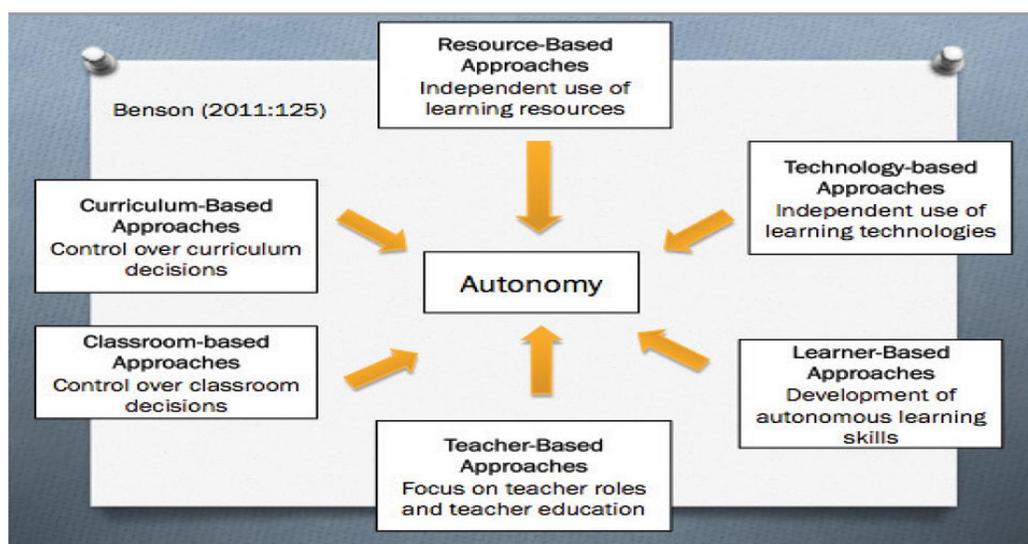


Figure 1. 1: Approaches to The Development of Autonomy (Source: Teaching and Researching: Autonomy in Language Learning, Benson, 2001, p.125)

4.1.1 Curriculum-Based Approach:

Benson (2001, p.111) points out that the curriculum-based approach “extend the idea of learner control over the planning and evaluation of learning to the curriculum as a whole”, in addition to the teachers' contributions and influence over the syllabus material and design, this strategy encourages learners to do so as well. To put it another way, they want to promote learners' autonomy by including them in program-level decision-making processes: curriculum negotiation

Smith (1993) clarifies negotiation meaning as “custom-building classes every day to fit the individuals who attend” (p.1), furthermore Boomer (1992), states that this method allows teachers to freely discuss how new knowledge should be taught as well as limitations such as necessary curriculum.

(Cotterall, S 2000, p.111-112) states the principles that the curriculum must follow:

The course reflects learners' goal in its language, tasks, and strategies.

- Course tasks are explicitly linked to simplified model of the language learning process.
- Course either replicates the real-world communicative tasks or provides rehearsal for such tasks.
- The course incorporates discussion and practice with strategies known to facilitate task performance.
- The course promotes reflection on learning (learners being aware of their own learning).

4.1.2 Technology-Based Approach

According to Benson, P (2001), the technology-based approach stresses self-directed interaction with educational technologies. Also, Schwienhorst, (2002) describes the role of virtual environment (VE) in improving learner autonomy “They provide tools for awareness-raising and critical reflection; they enhance conversation management and collaboration and encourage learners to actively participate in the creation and organization of their learning environment” (p.205) (as cited in Laabas, 2019 p.45)

Despite the fact that technology-based approaches are associated with promoting learner control, there are certain limitations to their use. Jones (2001) suggests some restrictions that can help students become more autonomous which are:

- a lack of technical support that prevents people from using computers.
- The lack of students’ information in communication technology skills will also lead to their lack of motivation, making them unable to participate in learning activities.
- A project's failure can also be caused by poor communication among learners.

4.1.3 The Learner-based Approach

According to Benson, P (2001), this approach promotes the growth of autonomous learning skills as well as strategies that encourage learners to take control of their own learning. It also aims to track the emergence of behavioral and psychological changes that will enable students to have more control over their learning. O’Malley and Chamot (1990) and Oxford (1990) divided those strategies into three categories as follow:

Cognitive Strategies: These techniques include memorization, guessing the meaning of sentences, and other thought patterns that students use to cope with assignments and resources.

Meta-cognitive Strategies: Learners try to control their learning by organizing, self-monitoring, assessing, and pondering how to make this process more successful.

The Socio-affective Strategies: assist students in interacting with native speakers of the target language, collaborating on projects, and seeking correction. These techniques are designed to boost self-esteem, optimism, and anxiety.

Other categories of learning strategies have existed, but it is important to remember that autonomous learning necessitates the introduction of strategies that can assist learners in planning, controlling, and monitoring their own learning.

4.1.4 The Teacher-based Approach

According to (Benson, P 2001, p.111) this approach “emphasizes the role of the teacher and teacher education in the practice of fostering autonomy among learners”. In the way he selects, processes, and produces content, the instructor will act as a counselor (Gremmo and Riley 1995).in addition, Cook, V (2001 p.232) points out that to reach this goal, “there is a need for a well-trained and confident teacher who can handle this constant process of negotiation”.

4.1.5 Resource-Based Approach:

Self-access, self-direction, and distance learning, which can help Self-study, are the heart of this strategy to promote autonomy. Although if learners have access to self-study and have autonomy of their learning, they will not have enough chances to engage in a cooperative process and learning atmosphere with their peers and teachers. It is focused on allowing learners the

opportunity to direct their own learning, beginning with sources and resources (Benson, P 2001), he added that “These approaches offer opportunities for learners to self-direct their learning and develop the skills and dispositions associated with autonomy through experimentation and discovery” (p.127).

4.1.6 Classroom-based Approaches

Cooperative learning in schools is a core idea in classroom-based approaches to learner autonomy, and it leads to promoting LA by developing learners' responsibility. Acting alongside peers and teachers encourages students to take control of their education. Various types of collective work in groups or pairs have often been regarded as conducive to the growth of autonomy, in part because they move the center of emphasis in the classroom from the teacher to the students themselves and give students more flexibility to plan (Ibid ,2001).

4.2 Benefits of Promoting Learners' Autonomy

According to Littlewood (1999) “the demands of a changing world will impose on learners of all cultures the need to learn without the help of teachers” (p.74).

Candy (1991, p.24) also has another idea which is “when learners are involved in making choices and decisions about the content and the mode of what they are studying, learning is more meaningful, and thus, effective”. the demands of the twenty-first century are increasing, and new methods and this challenge was met by focusing on the development of autonomous learners who are capable of controlling situations both within and outside the sheltered atmosphere of the classroom, especially in an EFL setting where exposure to the target language and assistance in all situations is lacking. materials are being developed. As a result, education in the area of FLL faces a challenge.

Rodrigues (2014) states some advantages of learner autonomy:

- Learners should be in control of their own education.
- Autonomous learners have complete control of their content, purposes, and requirements.
- Students will achieve more ego.
- In a classroom environment, students will become self-motivated.

To summarize, learner autonomy has opened up a new dimension for creative learning systems in English language teaching (ELT), allowing students to demonstrate their true abilities in a free setting.

4.3 Tips for fostering learner autonomy

Learners must acquire a range of skills that enable them to take care of their own learning in order to develop autonomy. Many learners, on the other hand, would need explicit instruction to improve this ability. Gardner, D and Miller, L (1999) states that “learning training” which encourages learners to come into touch with the concept of autonomy and acquire relevant skills in the learning process, is often used to promote learner autonomy.

(Dickinson as cited in Laabas ,2019, p.42) proposes six strategies for teachers to encourage greater learner autonomy:

- ❖ Legitimizing independence in learning by showing that we, as teachers, approve, and by encouraging the students to be more independent.
- ❖ Convincing learners that they are capable of greater independence in learning-give them successful experiences of independent learning.
- ❖ Giving learners opportunities to exercise their independence.

- ❖ Helping learners to develop learning strategies so that they can exercise their independence.
- ❖ Helping learners to become more aware of language as a system so that they can understand many of the learning techniques available and learn sufficient grammar to understand simple reference books.
- ❖ Sharing with learners something of what we know about language learning so that they have a greater awareness of what to expect from the language learning task.

Lewis, M and Reinders, H (2008) They settle on a few realistic tips for teachers who want to promote learner language autonomy in the classroom. To begin, they recognize that the instructor should encourage team learning through the engagement of pair and community projects in order to enhance their language skills and learning abilities. Second, teachers should have more ways for their students to behave individually and make choices about their learning experience while still being guided by the teachers. Third, supplying learners with self-assessment opportunities that encourage them to focus on their learning and become more involved in it.

Conclusion

By the end of this chapter the reader can determine that autonomy is complex skill that has its elements in which scholars provided levels and characteristics that explained this skill, in addition various approaches to promote autonomous learning has been presented. The chapter provided types of teachers and their role in the process of education and some tips they should follow in order to develop learners' autonomy.

Chapter Two:

The Flipped

Classroom Model

Introduction

In order to express the modernity of the twenty-first century, scholars develop teaching and learning methods as technology progresses. The flipped classroom is a new form of blended learning and one of the most common instructional techniques. As a result, the current chapter aims to provide an explanation of the flipped classroom. The present chapter deals with the key issues surrounding the flipped classroom model, including the historical background and definitions, as well as implementation, models and application, beside a brief comparison between the conventional and flipped classroom. Finally, the importance of the flipped model and the challenges that learners face will be addressed in order to resolve them.

1.The Concept of Flipped Classroom Model

1.2 Historical Background of Flipped Classroom Model

The process of learning was directly instructed, in which the student sat in on the lesson and took notes from his instructor in a passive way during class.

Around 2007, a new teaching approach called the Flipped Classroom began to appear, it was pioneered by two chemistry teachers called Aaron Sams and Jonathan Bergman, they start to record their lectures using PowerPoint presentation to help the students who missed the classes but they realized that their videos were used not only by the absent students but also the students who want to revise the lectures (Bergmann, J. and Sams, A 2012).

Around the same year, an analyst called Selman Khan start to create short tutorials videos in mathematics to help his cousin who posted them on YouTube, when Khan realized that his

videos was spread rapidly, he leaves his job as a teacher and establish the Khan Academy to create video tutorials in many disciplines. (Thompson, 2011).

Because of those initiative the idea of flipped classrooms began to spread even in higher education and teachers convinced that by delivering lectures via those short videos they can consume tutoring time and gain more time for practical learning.

1.2 Definitions of Flipped Classroom Model

The FCM is teaching technique in which the learning process is reversed, what was usually done in class done in home and what was done in home done in class.

Bergmann, J. and Sams, A (2012) defines the flipped classroom model as “what 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). Traditionally, the class time are for lecturing and assignments are usually given to be done at home; however, this teaching method completely changed, learners are supposed to watch the lectures online at home and classroom time will be for practice.

Bishop, J (2013) stated that flipped classroom is defined “as an educational technique that consists of two parts: interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom” (p. 05). It is stated that the classroom is not a place in which the lecture is explained and the students are forced fed, but rather a place where students can become involved learners in an engaging atmosphere, sharing and learning the various content that has been presented in online classes. Furthermore, even though it is part of Flipped Classroom, a video of a lecture is still a lecture, since the latter is about viewing the lecture through video outside the classroom. However, it focuses on getting

away from a reliance on the old ways of doing things and provides the instructor of suggestions for improving the learning process (Honeycutt and Garrett, 2013, as cited in Bart, 2014).

Walsh (2013) noted that the tutorial videos are not intended to take the place of the teacher's role; rather, they are used to make his job easier. which is being more "proactive" and "personalized" He further said that the online course videos are not a synonym for classroom, and classroom is not a synonym for online videos and online courses. The Flipped Classroom Model is simply a method of delivering lecture material to students.

According to Wolff, L. and Chan, j (2016) there is not only one definition for flipped classroom model, they have added a term that's similar to the most well-known definition of Flipped Classroom which is “Any teaching model which replaces in-class lecture modules with video or audio lectures with the goal to use the freed in-class time for interactivity” (p .13). their definition focus on that flipped classroom model give learners more time to practice what they have been learned.

As it is shown, scholars do not agree on one single definition for the flipped classroom model However, they all agree that the flipped classroom reverses the normal classroom by having the teacher teach the lesson outside of the classroom, normally by posting it to the internet.

1.3 The Four Pillars of F-l-i-p

The term "flip" is clarified by referring to the first letters, according to Flipped Learning Network (2014).

- **Flexible environment**

Teachers help students collaborate in groups or independently by creating a flexible atmosphere. Students will learn at their own pace in this flexible setting (ibid, 2014).

- **Learning Culture**

In a typical classroom, the instructor is the only source of learning. On the other hand, the flipped classroom shifts from a teacher-centered to a learner-centered environment, allowing the teacher to involve students in learning activities.

- **Intentional Content**

In the flipped model, the instructor's key goal is to optimize classroom time so that students can contribute in more active learning based on a student-centered approach. Teachers decide what they need to teach and how students can individually explore those content (ibid, 2014).

- **Professional Educators**

In the flipped classroom model, the educator's position is more challenging than in the traditional one. (Flipped Learning Network, 2014). Teacher responsibilities include reducing the amount of time spent in class lecturing and persuading students to interact with each other and engage in more active learning through analytical and innovative thinking (Baker, J.W. 2000).

1.4 Different Flipped Classrooms Models

By looking at the flipped classroom approach more closely, different and fascinating models will emerge from the overall simple approach. These choices can be applied depending on the course requirements, instructional style, learning motivation, and information tools

(Panopto, 2019). There are six models for flipped classrooms can be applied according to the classroom conditions.

1.4.1 Traditional Flipped Classroom Model

In this approach, students arrive for class after seeing the lecture video online, and the lesson begins with a brief discussion of the lecture's content. The remaining of the time is spent on other tasks, with the instructor guiding students who are having difficulty with them (Ozdamli, F. and Asiksoy, G. 2016). In this approach, the instructor is merely a guideline, and the student is at the center of the teaching-learning process (Panopto, 2019).

1.4.2 Debate- Oriented Flipped Classroom Model

The instructor assigns lecture videos or reading relevant to the day's topic, such as TED Talks, YouTube videos, or other materials, in this model, so that class time is dedicated to face-to-face interaction and discussion (ibid, 2019).

1.4.3 Demonstration- Based Flipped Classroom Model

This model is focused on explaining tests or procedures, and it is appropriate for topics that enable students to remember and replicate tasks, such as physics, chemistry, and math (ibid, 2019).

1.4.4 Group- Based Flipped Classroom Model

This model brings a new dimension to learning by allowing students to engage with each other. The class begins in the same way as the standard model does. The change happens as students work together in groups to handle the material, assisting each other. This model convinces students to collaborate as a team, engaging and supporting one another not only in

learning what the correct answers are but, also how to justify why such answers are right (ibid, 2019).

1.4.5 Virtual Flipped Classroom Model

It is more suitable for university students and certain classes. Some university lecturers use this approach by lecturing on video and receiving students' assignments in an online learning platform, while others simply require students to attend official sessions with one-on-one instruction based on their needs. (Ibid, 2019).

To conclude, the purpose for having multiple models for a particular concept is that the teacher works in a variety of classes, each with its own set of characteristics such as student participation and technological usability. Teachers should also know how to position the appropriate model in the appropriate classroom.

2. The Implementation of the Flipped Classroom model

2.1 Creating the Video

Instructors should consider whether the videos are efficient and simple tools for achieving its objective. It can be a barrier if they are not appropriate for students and they are unable to learn from them. As a result, neither the students' expectations can be met, nor the teacher's lecture can be completed (Bergmann, J., & Sams, A. 2012)

2.1.1 Planning the Lesson

According to Bergmann, J., & Sams, A. (2012), Setting the lecture's aims and determining whether the video is an effective and efficient teaching instrument that meets the educational goals are the first steps in planning a lecture. Also, it is necessary to set up the

lecture's key objectives in order to create a video that will aid in the learning process. the instructor would be aware of what to add and delete from his or her lessons so, that allow him or her to exclude any videos that are useless and inefficient. When teachers attempt to make a video, they will modify the resources to make them more usable.

2.1.2 Recording the Video

The tutor gathers the appropriate tools for video recording, such as a camera, microphone, monitor, or even a self-phone. Next, the teacher should keep in mind that he or she is delivering the lecture to an audience that is not present; in addition, the teacher should work on making the lesson more conversational rather than less formal, as well as the needs of the students (ibid, 2012).

2.1.3 Editing the Video

Once the video has been recorded, the next step is to edit it to delete the unwanted sections and correct any errors. Certain insertions, such as text callouts and animations, may be inserted when editing, as well as changing the scene in picture environment and zooming in and out of different parts of the screen (ibid, 2012).

2.1.4 Publishing the Video

The last stage in making a video is to publish it for students to watch. What's crucial in that move according to Bergmann, J., and Sams, A. (2012) is "Where do I put the video so all pupils can view them?" p.43. The answer varies from one person to another according to their school's policies and the videos can be uploaded to a website by the teachers, hosting network, or

also on school computers but teachers should take into consideration students' accessibility (ibid, 2012).

2.2 The Role of the Students in the Flipped Classroom

Students are changed from passive recipients of information to active participants in the flipped classroom technique. Students first watch videos using teaching materials before beginning the course. Then they interact with their teacher and peers as needed, participating in class discussions and teamwork. Finally, at the end of the course, students are asked to provide feedback (Ozdamli, F. and Asiksoy, G. 2016). Some educators are anxious about students' increased screen time; however, a group of students stated that viewing the video material is simply replacing screen time that they may have spent on less interesting tasks. So, in a flipped classroom, students are in charge of viewing films, answering the correct questions, and completing assignments (Bergmann, J., & Sams, A. 2012).

2.3 The Role of the Teacher in the Flipped Classroom

Teachers have a huge impact on students' lives. They are mentors, friends, and colleagues. Experts and neighbors (Bergmann, J., and Sams, A. 2012); Furthermore, through exchanging lectures, an instructor helps to individualize learning for each student by using sufficient technical equipment to upload videos to the internet (Ozdamli and Asiksoy, 2016). According to Goss (2014), the teacher's role is no longer source of information because learning is now student-driven. He assumes that the instructor serves as a reference for students in their quest for additional sources of information.

Several teacher positions in the flipped classroom from various scholars are collected by (Ozdamli, F. and Asiksoy, G. 2016 p 101)

- 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 equipment 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)

3. Learning Theory: Bloom's Taxonomy in the Flipped Classroom

The basis for matching the lecture-centered class to the flipped class is Bloom's Taxonomy. Learners in the flipped classroom must practice remembering, interpreting, and practicing what they've learned at home by watching videos, visiting other course-related websites, or reading about the subject. The instructor assists the students in analyzing, assessing, and generating the assigned information in the classroom. As a result, the instructor insists on students' participation in learning tasks that involve higher-level Bloom's Taxonomy skills (Bergmann, J., and Sams, A. 2014).

Language can be used to acquire higher-order reasoning abilities in English language classrooms; students learn a language to improve and use their cognitive skills in a variety of contexts (Burns and Richards, 2012)

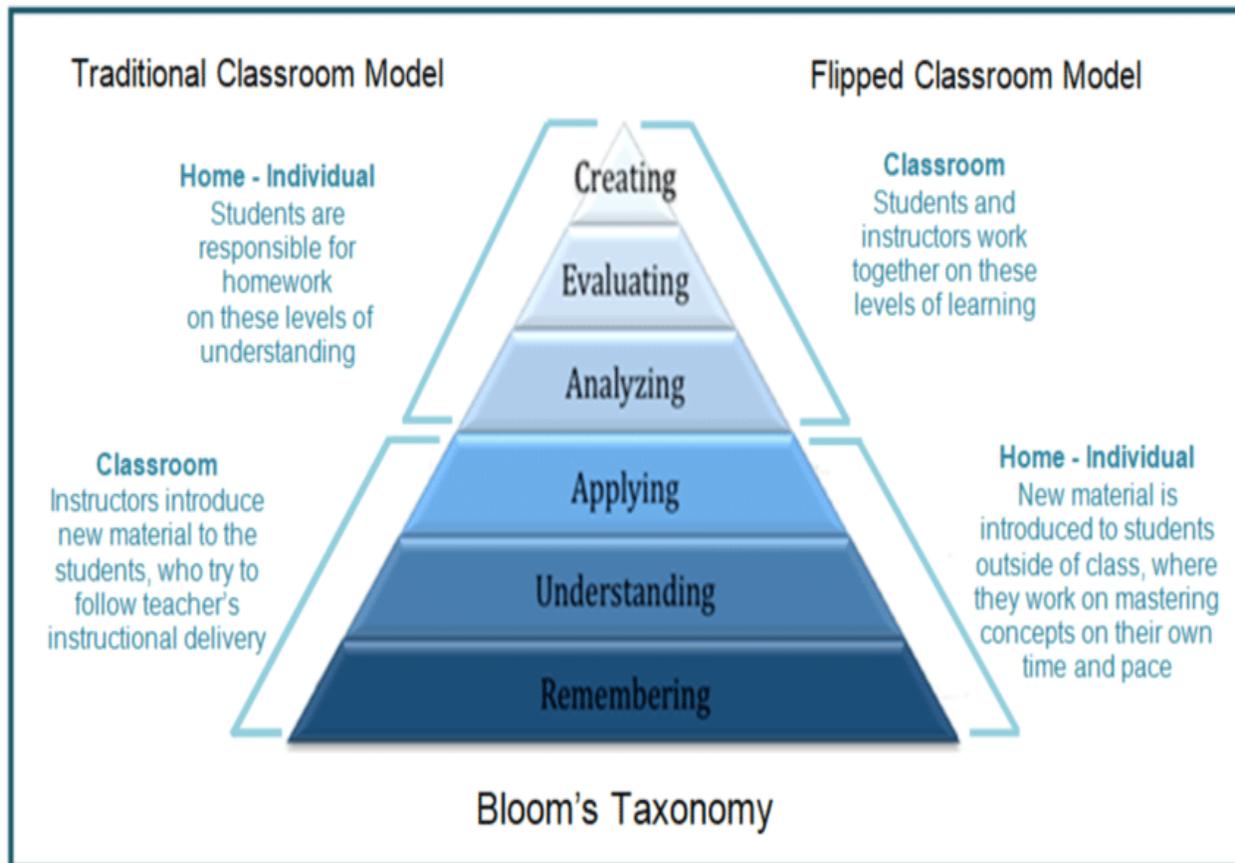


Figure 2. 1: Connection between Traditional and Flipped Classroom to Bloom's Taxonomy (Lopes & Soares, 2018)

Figure 1 explains the distinction between a flipped classroom and a standard one according to Bloom's Revised Taxonomy.

4. Flipped Classroom versus Traditional Classroom

In the traditional model the first 25 minutes of the class was spent doing a warm-up task and debating homework topics. After that, a half-hour is spent sharing new information. The first ten minutes of the flipped model are dedicated to answering students' questions and reducing any doubts they might have when watching the tutorial. The remainder of the lesson is dedicated to practice.

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

Figure 2. 2: Comparison of Class Time in Traditional Versus Flipped Classrooms from “Flip Your Classroom: Reach Every Student in Every Class Every Day” (p. 15), by J.Bergmann, A. Sams, (2012).

In a typical classroom, the instructor-centered approach is used, which suggests that students listen to the teacher in class and perform things at home. The first step is for the students to process data, which will then be addressed in class. While the Flipped Classroom is built on a student-centered approach in which students practice material that is knowledge implementation ahead of time in class (Demski, 2013).

4.1 Advantages of the Flipped Classroom

- **An Assistant for Absent Students**

For those students who skipped class in the traditional learning process, the teacher will often re-explain the material. However, when the flipped paradigm is used, learners are able to communicate with the content at any time and from any place. It allows them to be more agile in their learning. The Flipped Learning Network claims that “students today are busy busy busy. Many are over programmed, going from one event 30 to the next. Our students appreciate the flexibility of the flipped classroom because the main content is delivered via online videos”.

- **The Teacher-Student Interaction is Increased**

Bergmann, J., and Sams, A. (2012) stated that “teachers plays vital role in the lives of their students, they are mentors, friends, neighbors and experts. Having face-to-face interaction with teachers is an invaluable experience for students.” (p.52)

- **Allowing for Differentiation**

Through negotiating the key content goals with each student in the class, taking into account their unique skills, styles, and methods, the flipped classroom allows teachers to individualize and personalize students' learning. According to Bergmann, J., and Sams, A. (2012) In today's classrooms, one of the challenges is handling a wide variety of abilities in each curriculum. they added that they were to individualize learning to satisfy the individual needs of learners so we were willing to meet with each individual every day (Bergmann, J., and Sams, A. 2014).

Cockrum (2012) observed, “Prior to Flipping, I often had pupils who were very creative and talented writers or readers to whom I [could not] give the time to individualize their feedback. with those pupils ”(p.4),

- **Students’ Ownership of Their Learning**

Students can manipulate their teachers' lectures while the classroom is flipped. Students have the ability to pause, rewind, and play videos created by their teachers Bergmann, J., and Sams, A (2012). They also said that pausing helps students control their time by allowing them to break the lesson into small pieces and study on their own time (Bergmann, J., and Sams, A 2014).

- **Flipping the Classroom effect on Classroom Management**

Bergmann, J., and Sams, A (2012) “Creating instructional videos is a great way to prevent students from getting behind. Even if you don’t completely flip your classroom, you could create short videos for when you are gone and redeem the time you are out of your classroom “ (p.40).

Classroom management in the traditional method was complex and time consuming; however, the Flipped Classroom helps the teacher to quickly organize and handle the class since the teacher and students communicate one-on-one. As a result, rather than delivering a lesson, the instructor will monitor the students' uncomfortable behavior (Cockrum, 2014).

- **Developing Learners’ Autonomy**

Autonomy is “the ability to make your own decisions about what to do rather than being influenced by someone else or told what to do” (Benson and Voller, 2014, p. 4).

Santikarn and Wichadee (2018) offer a research project that looks at autonomy from two perspectives. First, using the flipped classroom is a good option since it allows lessons to be tailored to the demands of students who study at varying rates. Second, the flipped classroom paradigm encourages learners' individuality and allows them to learn English easily and independently, they place an emphasis on online language learning; this model consistently promotes students' learning of the target language by using authentic references or resources in instruction.

4.2 Challenges of the flipped classroom

Despite the importance of the flipped classroom model for both students and teachers, the flipped classroom model, like every other teaching model, has some drawbacks summarized by (Bergmann, Overmyer and Wilie 2013) as follow:

- Internet accessibility: the teacher can make sure that all students have internet access at home or on their phones; if not, he or she should give them a CD or post the video on their phones.
- The ability of learners to improve their learning experience on their own: converting learners from passive to active users necessitates taking charge of their own learning.
- Changing the way students are taught and preparing teachers to learn new skills: The use of technologies to assist with the development of online presentations in order to adopt new lectures for the flipped classroom. Furthermore, making a video presents a challenge for instructors, as they must determine the best way to deliver the lecture in no more than 5 to 6 minutes of video resources, while taking into account the option of scenarios, conversation time, and group and individual work.

4.3 The Flipped Classroom and Technology

Many educators and scholars are interested in the flipped classroom as an important part of blended learning. Blended learning is the concept of combining face-to-face learning and instructional opportunities with remote assignments and events (Graham, 2006). As a result, integrating Information and Communication Technology (ICT) into the educational framework is promoting the promotion of blended learning. Furthermore, integrating ICT empowers teachers and students, changing the teaching and learning process from intensely teacher-centered to learner-centered (Trucano, 2005). In short, the modern generation's future learning is dependent on the use of ICT, and their accessibility allows learners to study at any time and from any place.

4.5 Assessment in The Flipped Classroom

Assessment in a flipped classroom model could be mixed between traditional assessment and performance assessment. Bailey and Slater (2004) claim that the traditional testing does not assist teachers in reliably measuring English language learners' language proficiency.

(Pitoniak, Young, Martiniello, King, Buteux, and Ginsburgh, 2009) argue that:

ELLs should have not only multiple opportunities, but also multiple ways to show what they know, and that assessment specifications should include a variety of item and response types that may lead to assessments on which ELLs are more likely to be able to show their strengths. For example, items with visuals, performance tasks, or oral responses are sometimes suggested as ways to allow ELLs to better demonstrate proficiency. (p.11).

Continuing formative testing is supported by the flipped classroom, but in the standard classroom it is primarily focused on summative assessments. As a result, the evaluation must invert as well (Demiral, 2016). Recent study in English language learning (ELL) classrooms reveals that testing in flipped English classes allows different learners to demonstrate their skills and measure their proficiency level, they discover that the primary source of evaluation is to serve learning, and that assessment for learning proves to be the most successful for ELL and student achievement in a flipped teaching paradigm (Fahim, S., and Khalil, R. 2016).

Conclusion

The purpose of this chapter is to present students' autonomy as an important factor to foster students' educational level which teachers should pay attention to realize it in the classroom. A theoretical foundation for the Flipped Classroom Model was provided, following a brief historical history and definitions of the flipped classroom, its implementation, several models, and application will be discussed. In addition, a quick comparison of traditional versus flipped classrooms is provided, as well as the advantages and the challenges that learners confront and how to overcome them. Finally, the current chapter concludes by shedding light on the many methods of assessment that should be used in the flipped classroom.

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

Introduction

In this chapter the researcher investigates both second year English students' level of autonomy in a grammar session and their teachers' opinion about the role of implementing the flipped classroom model during grammar session developing the learners' autonomy in an attempt to test the hypothesis, relatively this chapter includes a description, administration and analysis of both the teachers and students' questionnaire.

3. The Students Questionnaire

3.1 Sampling

The present research targets second year students of the academic year 2020-2021, at Mohamed Khaider University of Biskra English division. Particularly, this level is selected for the reason that the flipped classroom model suits best grammar module because it needs more practice than other modules and second year students have bigger challenges and more effort to give comparing to first year students. Moreover, From about (n=261) students of second year English Language at the University of Biskra, the researcher dealt with thirty (n=30) volunteer students who were chosen randomly. Those should be able to accurately assess their educational development and articulate their thoughts and opinions. Certainly, the latter has an influence on their autonomy by allowing them to be more independent in their learning.

3.2 Description of the Questionnaire

The questionnaire was designed for Mohamed Khaider Biskra second-year students. A total of 30 students were given the questionnaire. The present questionnaire contains a brief introduction, and statements varied between yes/no questions and multiple-choice questions and

others need some justification and some extent questions. The current questionnaire is arranged in 3 parts:

Part one:

The aim of this part is to gather information about grammar learning and teaching. It contains questions including other sub questions, the questions attempt to find out the general information about students' attitude toward the grammar course.

Part two:

This part deals with the students' attitude toward implementing the flipped classroom model and to which extent this model could be applied at Biskra University for EFL learners, Students express their opinions on the model and online courses in this section. It is made up of 5 questions, each with a sub-question.

Part three:

It consists of 8 questions mixed between yes/no questions and open closed questions and aims to discovering learners' knowledge and perceptions towards autonomy and to which extent learners are autonomous.

3.4 Analysis of the Questionnaire

Part one: Grammar teaching and learning

1. Do you like to study grammar in classroom?

1.1. Why?

Options	Responses	Percentages
Yes	23	77%
No	7	23%
Total	30	100%

Table 3. 1: students' attitude toward studying grammar in classroom

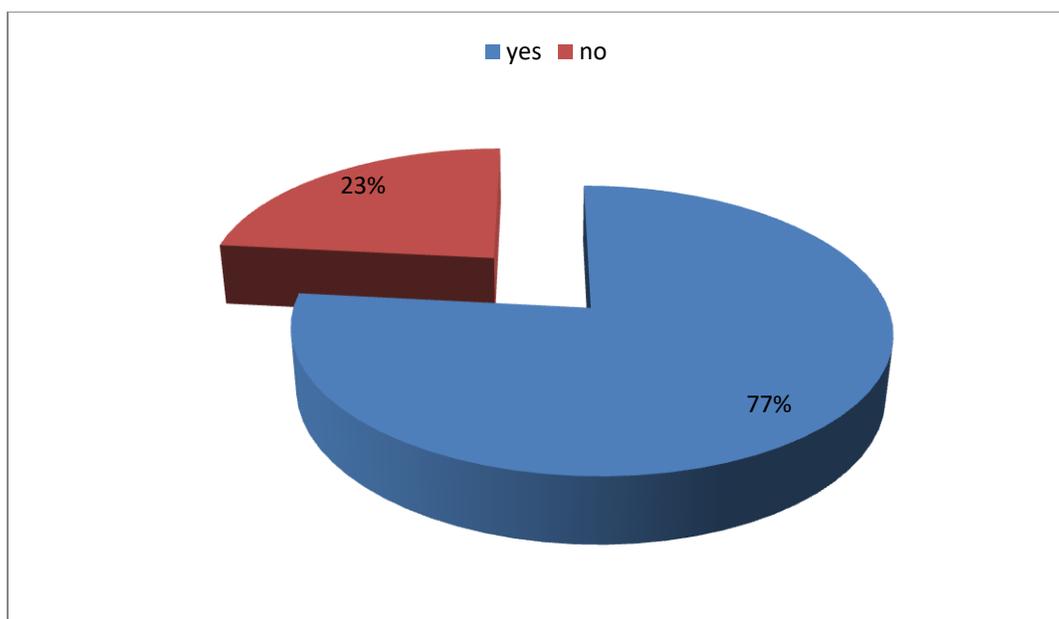


Figure 3. 1: Students' Attitude Toward Studying Grammar in Classroom

As the results show in the table, 77% of the students do like their grammar sessions while 23% do not like them. Students were asked to justify their answers and they asserted that their gratitude for their grammar sessions derives from their teachers' positive attitude toward them; they also agree that, in comparing to other modules, grammar is a more enjoyable module and that it is crucial in language learning; however, 23% students have stated that they dislike grammar because they find it difficult in particular tenses and phrasal verbs.

Q 02: Do you participate in your grammar session?

Options	Responses	Percentages
Yes	12	40%
No	18	60%
Total	30	100%

Table 3. 2: participation in grammar session

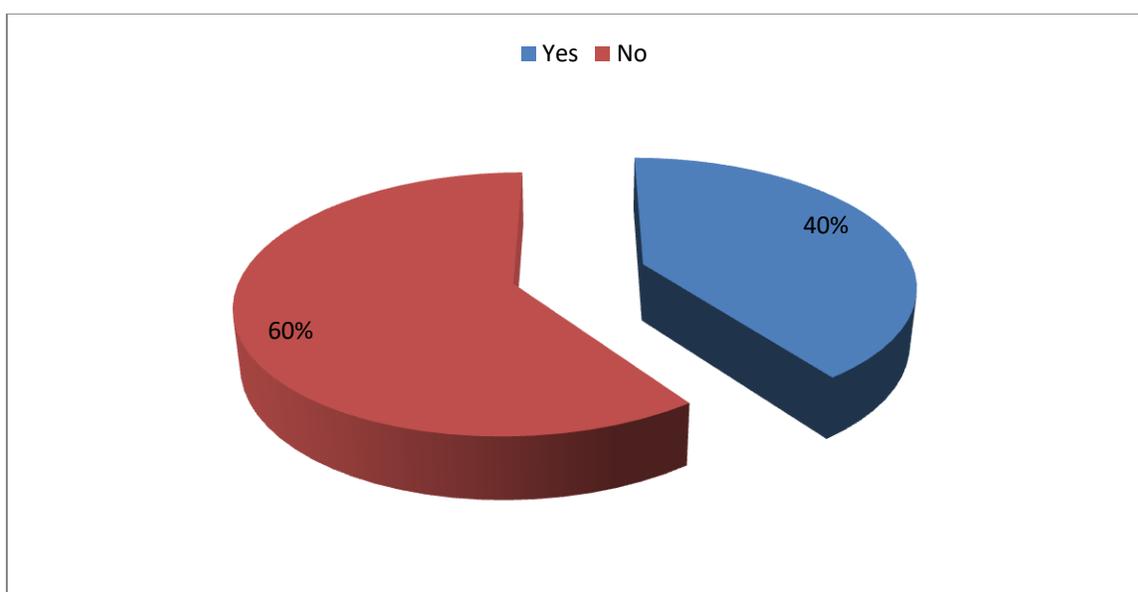


Figure 3. 2: Participation in Grammar Session

The table shows that 60% of students do not participate in grammar classes and only 40% do take part in their grammar classes so there are more than 50% of students are passive learners.

2.1. If yes, how often do you take part in your grammar session?

Options	Responses	Percentages
Usually	04	34%
Often	00	00%
Sometimes	07	58%
Rarely	01	8%
Total	12	100%

Table 3. 3: frequency of students' participation

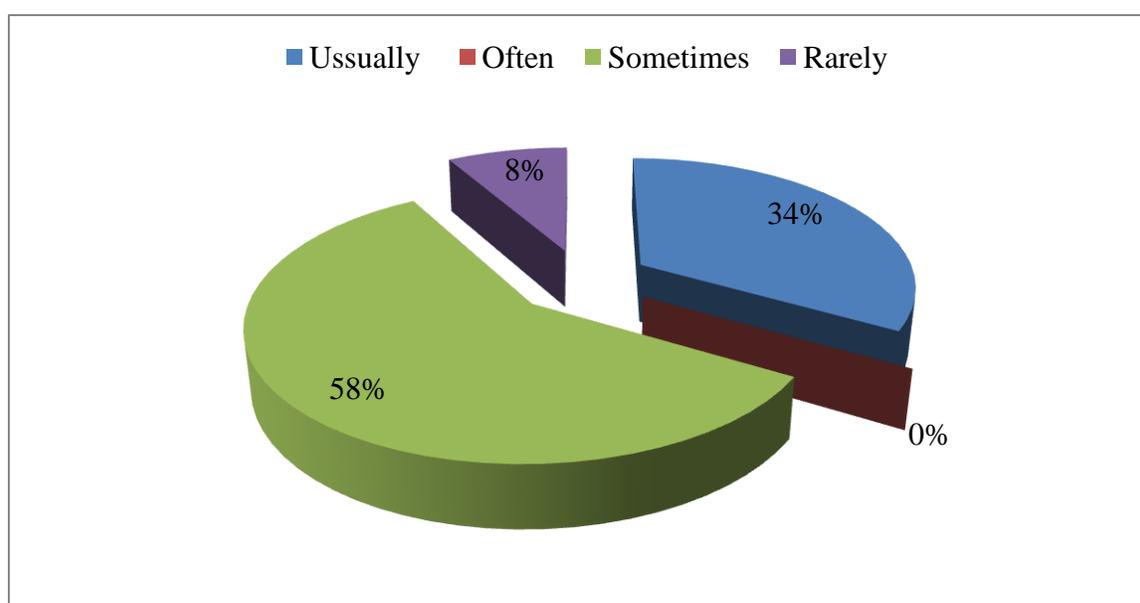


Figure 3. 3: Frequency of Students Participation

The table shows that the 12 students who reported that they do participate do not participate as much as they should; 58% of students sometimes participate in the grammar course, while 34% of them usually participate in grammar class; also, 08% of them claim to rarely participate in the grammar course.

2.2. If no, it is because of:

Options	Responses	Percentages
The nature of the tasks	12	78%
The way of teaching	01	9%
Lack of motivation	05	13%
Total	18	100%

Table 3. 4: Reasons for the students' reluctance to participate

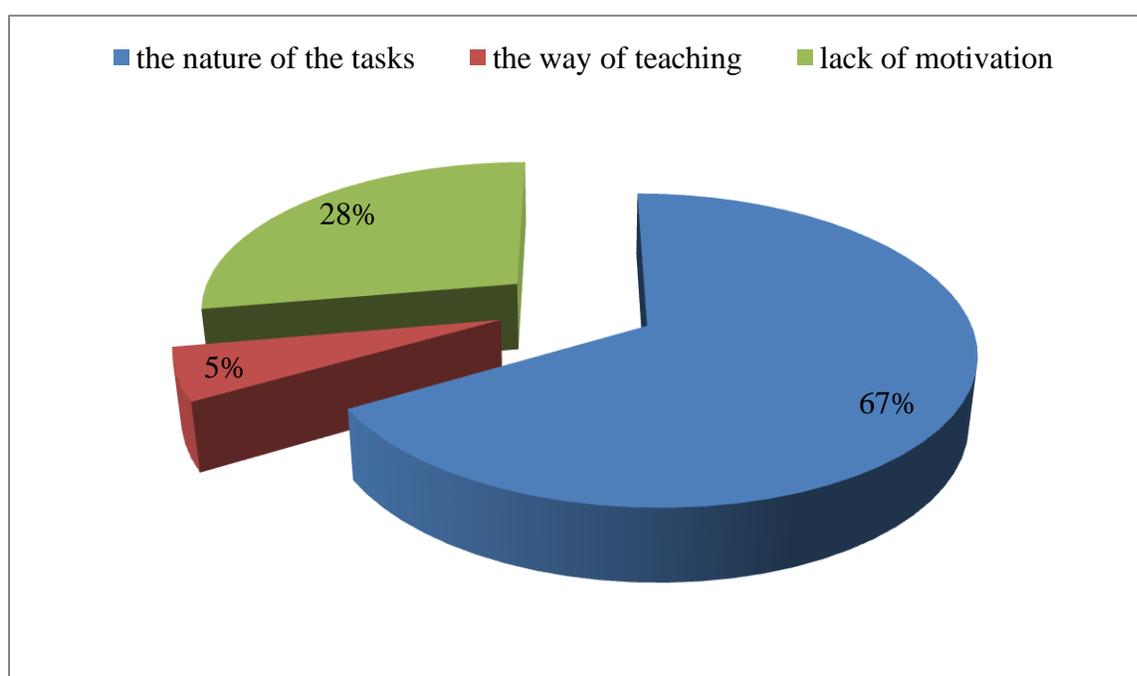


Figure 3. 4: Reasons for The Students' Reluctance to Participate

As shown in Figure 04, students were asked to explain why they were hesitant to participate in their grammar class by selecting from a list of options. the majority 67% of students' aversion to participating is related to the nature of the tasks given by the teachers and

28% states that they are not motivated while only one student of them who consider the way of teaching as a reason behind his hesitance to participate.

3. Do you get enough practice in the classroom

Options	Responses	Percentages
Yes	5	17%
No	25	83%
Total	30	100%

Table 3. 5: Students attitude toward the amount of practice in classroom

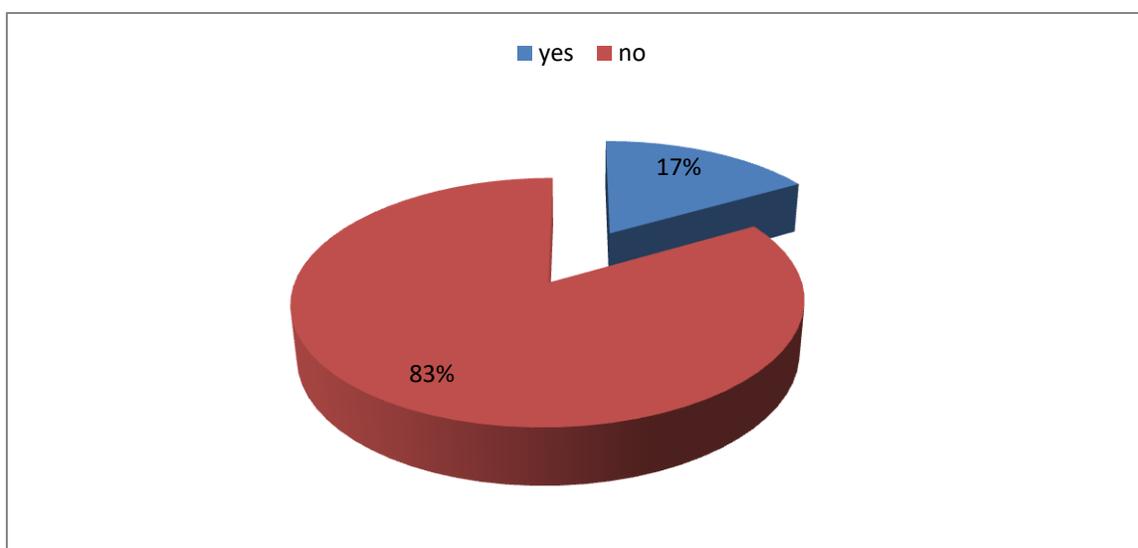


Figure 3. 5: Students Attitude Toward the Amount of Practice in Classroom

From figure 05 it is noticed that the majority of students are unsatisfied with the amount of practice they are given during the grammar session. This lack of practice may be attributed to time constraints, as the teacher spends the majority of his time providing classes. As a result, there isn't enough time remaining for practice.

4. Do you get homework from your grammar teacher?

Options	Responses	Percentages
Usually	00	00%
Often	03	05%
Sometimes	22	84%
Rarely	05	11%
Total	30	100%

Table 3. 6: Frequency of provided home work to students by grammar teachers

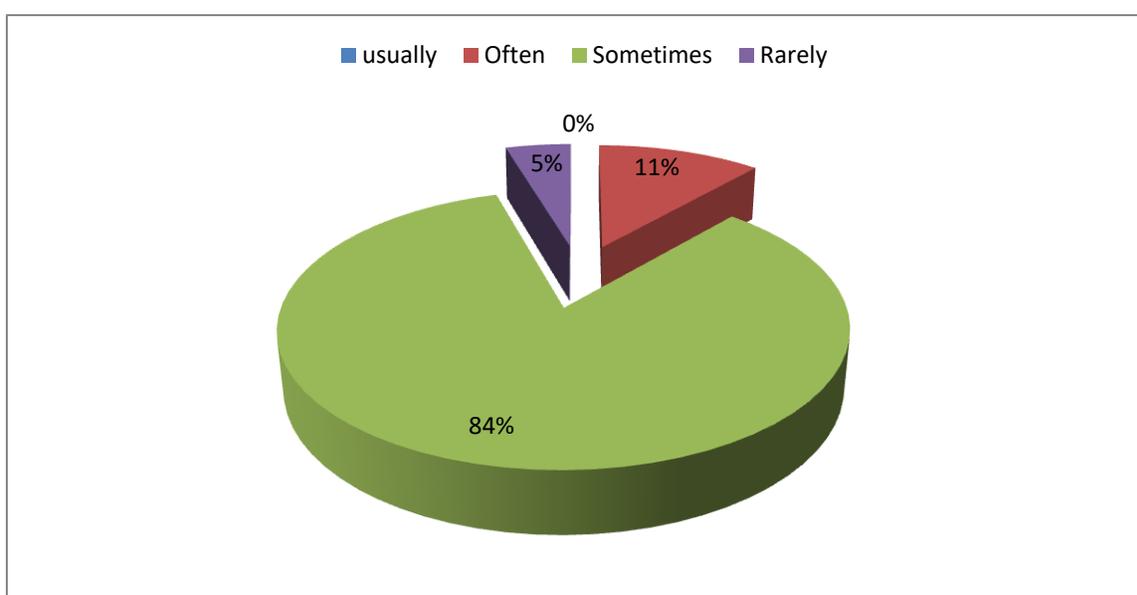


Figure 3. 6: Frequency of Provided Home Work to Students by Grammar Teachers

The table above shows 22 students, which represents 84% out of 30 stated that they sometimes had given home work to do at home for further practice. While 5 students who represent 11% of the students claimed that they rarely given assignments and only 3 students

said that their teacher often provides them with homework. This indicates that students believe that the proportion of tasks offered by teachers is insufficient for them.

5. Do you normally struggle with your homework?

5.1. Why?

Options	Responses	Percentages
Yes	27	90%
No	3	10%
Total	30	100%

Table 3. 7: Difficulties of home work accomplishments

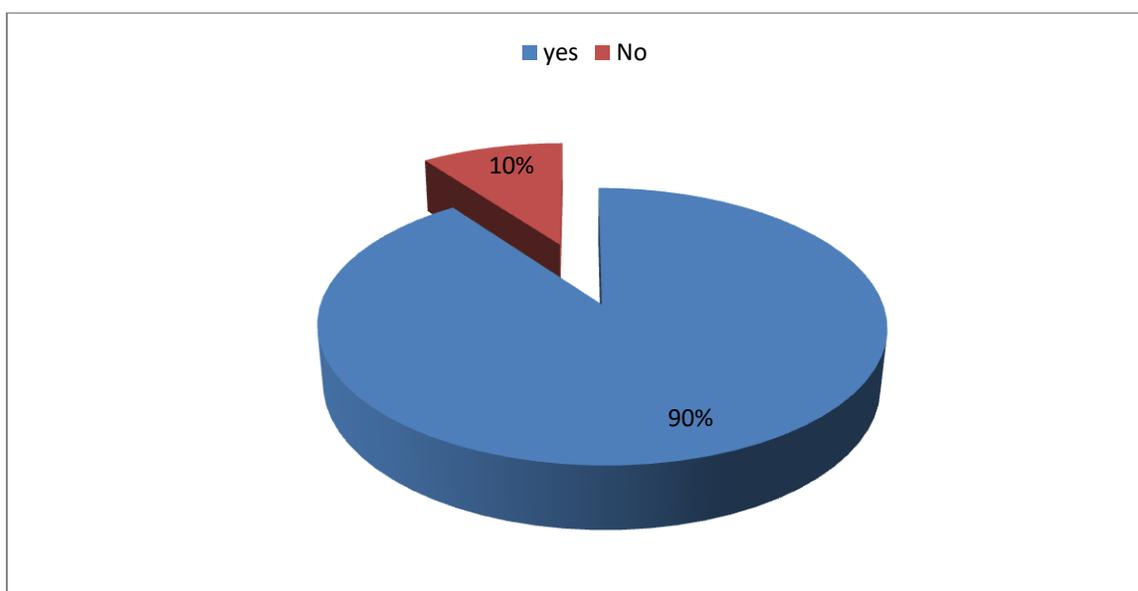


Figure 3. 7: Difficulties of Home Work Accomplishments

When students were asked if they encountered any difficulties while finishing their homework, as indicated in the figure, 90% of them, did. This is due to the fact that students have been exposed to easy and less difficult portions of the course through examples and practices. As

a result, students require the support of their teachers when doing their assignments. However, 3 students out of 30 stated that they do not encounter any difficulties when finishing their assignment. This might be because they have greater potential than the rest and hence do not require the assistance of their professors

6. Does the grammar teacher Provide you with the feedback about your homework?

Options	Responses	Percentages
Usually	02	7%
Often	00	00%
Sometimes	16	53%
Rarely	12	40%
Total	30	100%

Table 3. 8: Frequency of teachers giving feedbacks about homework

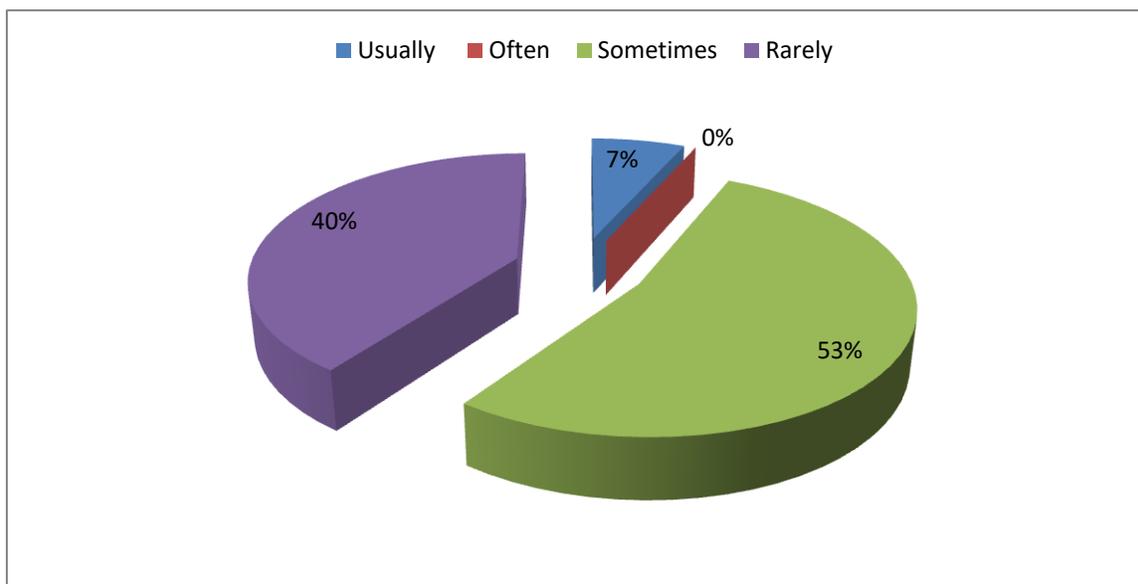


Figure 3. 8: Frequency of Teachers Giving Feedbacks about Homework

Based on the result stated in table 08 above,53% of students stated that their teachers sometimes provide them with feedback about their previous assignments, while 40% claimed that their teacher rarely do and only 7% said that they usually given feedback about their homework from their teachers

Part two: The flipped classroom model

1. Do you usually watch courses online?

2. 2.1. If no, why?

Options	Responses	Percentages
Yes	19	63%
No	11	37%
Total	30	100%

Table 3. 9: Watching online video

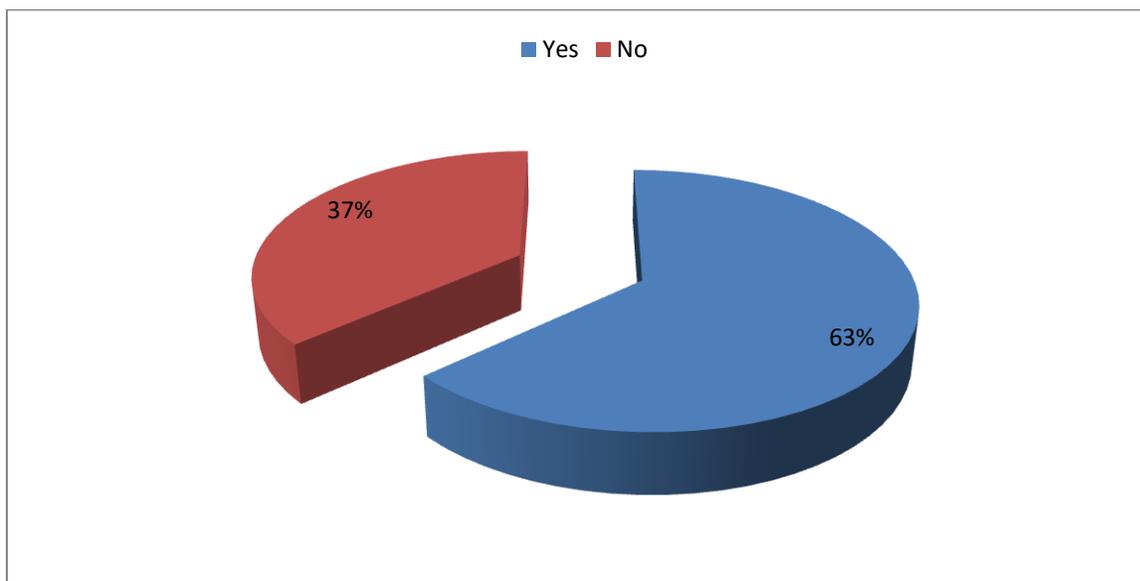


Figure 3. 9: Watching Online Courses

The majority of students 63% from their responses claimed that they do watch courses online while 37% asserted that they do not watch them. This might be because some students like to diversify their sources of information and consult other sources, but others prefer to stay with the lectures supplied by their lecturers since they are unfamiliar with and have not been educated to do so.

2.2. If yes, when watching the video have you:

Options	Responses	Percentages
Take notes	2	10%
Rewatch the video	3	16%
Stop it several times	3	16%
Others	00	00%
Take notes rewatch the video	7	37%
Take notes and stop it several times	4	21%
Total	19	100%

Table 3. 10: Techniques used by students to understand online videos

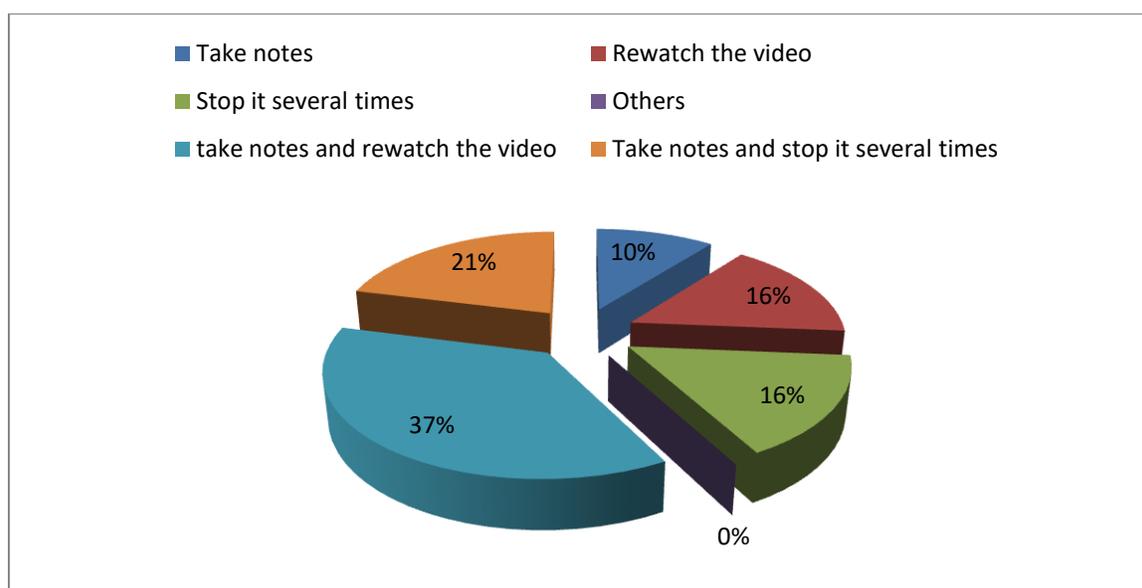


Figure 3. 10: Techniques Used by Students to Understand Online Videos

According to the results above, 37% students claimed that they take notes and rewatch the video, while 16% stated that rewatch the video to understand it .21% asserted that they take notes and rewatch the video, 16% said they have stop it several times and only 10% students do take notes when watching online videos.

3. Did you like it?

3.1. why?

Options	Responses	Percentages
Yes	19	100%
No	00	00%
Total	19	100%

Table 3. 11: Students attitude toward the videos

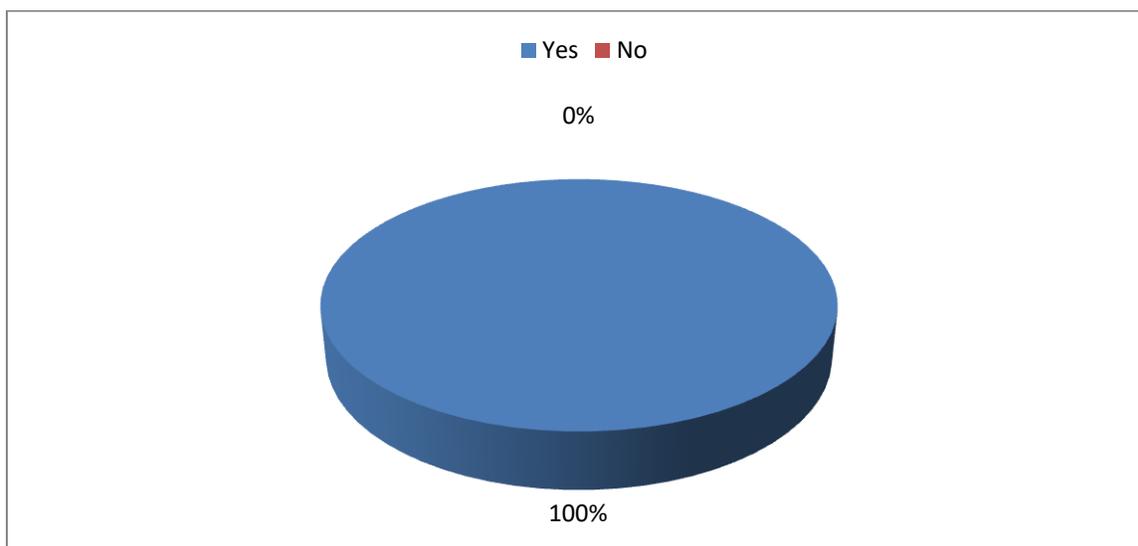


Figure 3. 11: Students Attitude toward the Videos

The data above shows that all of the students who had watched the videos have given positive answer, they all do like watching online courses. They agreed on that the online videos make them more understandable and gives them prior thoughts to the lecture; also, it saves time and allows the class to practice.

3.2 If yes, what did you like most about it?

Options	Responses	Percentages
The teacher	01	5
Pronunciation and Comprehensibility	4	21
The ability to control it	5	26
Others	00	
Pronunciation and comprehensibility and the ability to control it	9	48
Total	19	100

Table 3. 12: Students attitude toward the online watched videos

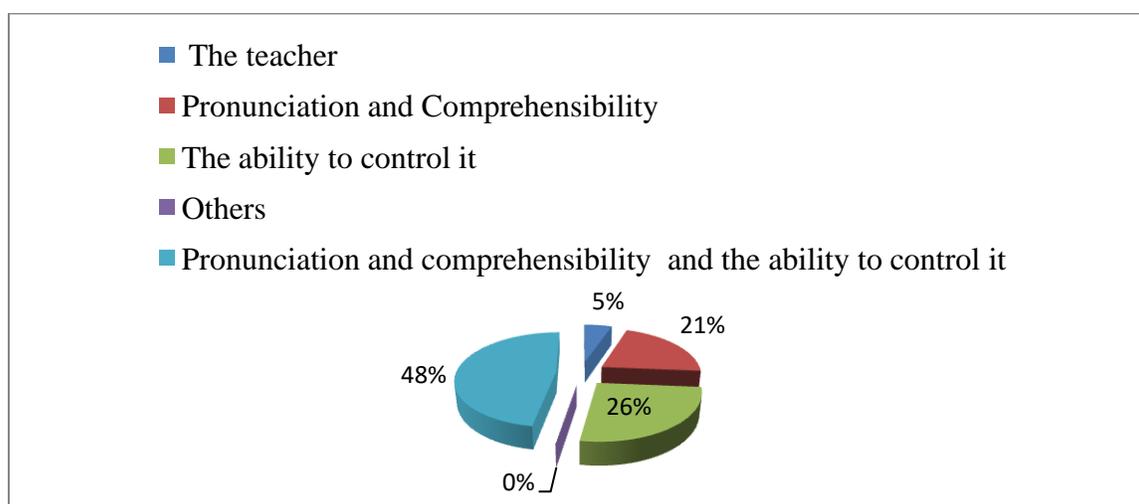


Figure 3. 12: Students Attitude toward the Online Watched Videos

Concerning the reason behind what student like about the online courses, the majority of them stated that they liked it because of the pronunciation, comprehensibility and the ability to control it, 26% said that only like the ability to control the videos while 21% claimed that they like the pronunciation and comprehensibility and only 5% said that they do like the teacher.

4. Did you find the flipped classroom model more useful and interesting than the traditional courses

4.1. Why

Options	Responses	Percentages
Yes	26	87%
No	4	13%
Total	30	100%

Table 3. 13: Students attitude toward the flipped classroom model

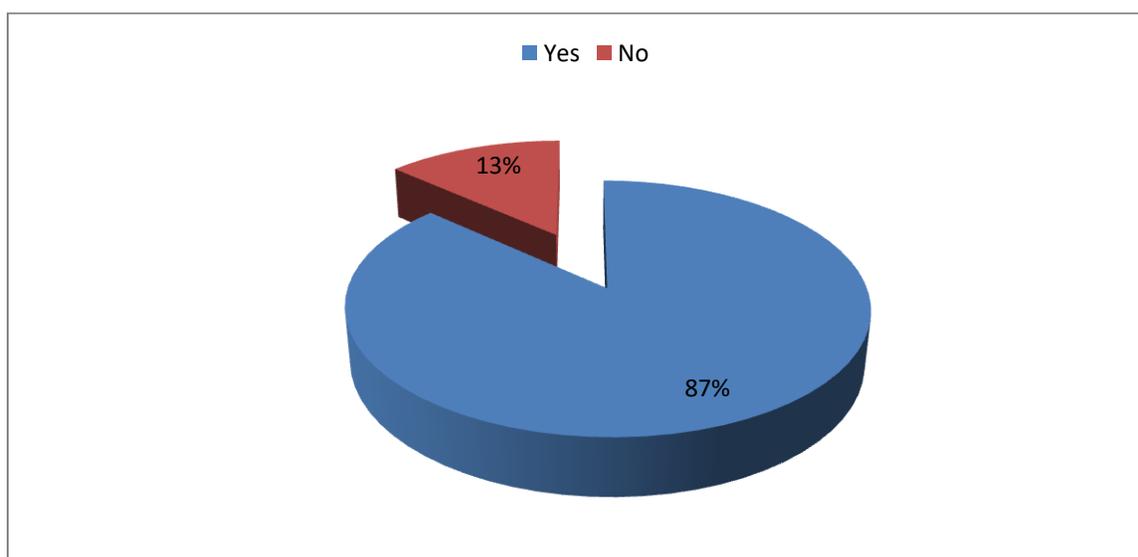


Figure 3. 13: Students Attitude toward the Flipped Classroom Model

According to the collected answers, 87% of students asserted that using the flipped classroom model in their learning positively affect the autonomous learning, they found the flipped classroom more useful and interesting than the traditional course; this means that students understand the critical value of the flipped classroom approach in allowing them to self-direct and self-regulate what they learn. Only 13% of students said they do not find the flipped classroom more useful than the traditional one, it may be because they have not experienced such learning environment before and they do not know its benefits and significant impact to promote their autonomy.

Part three: learner autonomy

1- How would you describe your level in English?

Options	Responses	Percentages
Good	07	23%
Average	21	70%
Bad	02	07%
Total	30	100%

Table 3. 14: Students' understanding of "Learning Autonomy"

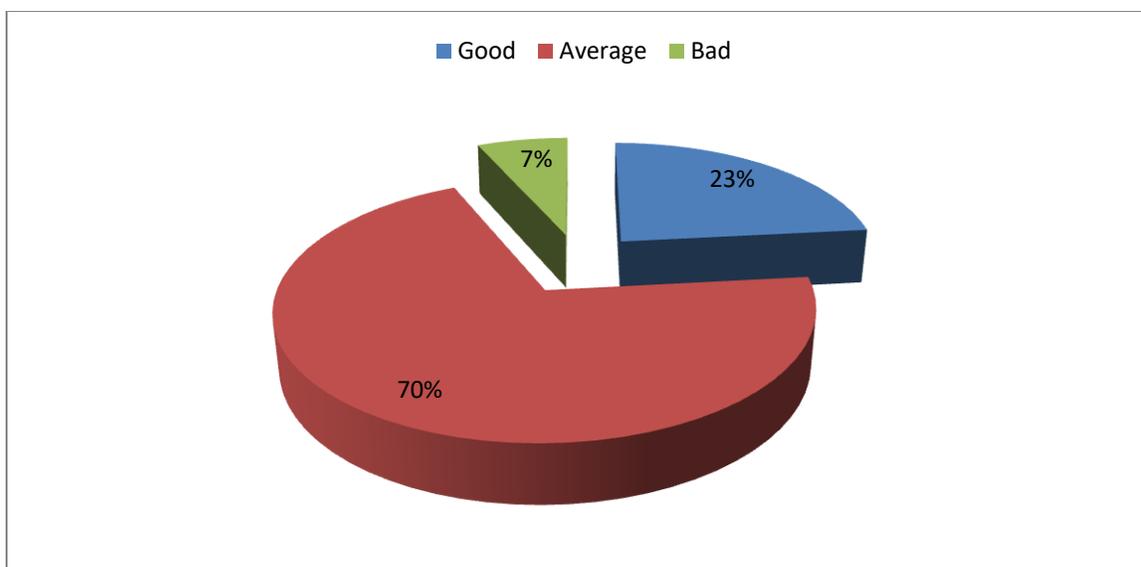


Figure 3. 14: The Level of Students in English

According to the table above, more than half of the students (70%) have an average command of the English language. Only 7 % of students said they had a "bad" English level, while 23% said they had a "good" level.

2. Have you heard of the term "learning autonomy" before?

3.1 If "yes", what can you say about it?

Options	Responses	Percentages
Yes	8	27%
No	22	73%
Total	30	100%

Table 3. 15: Students' understanding of "Learning Autonomy"

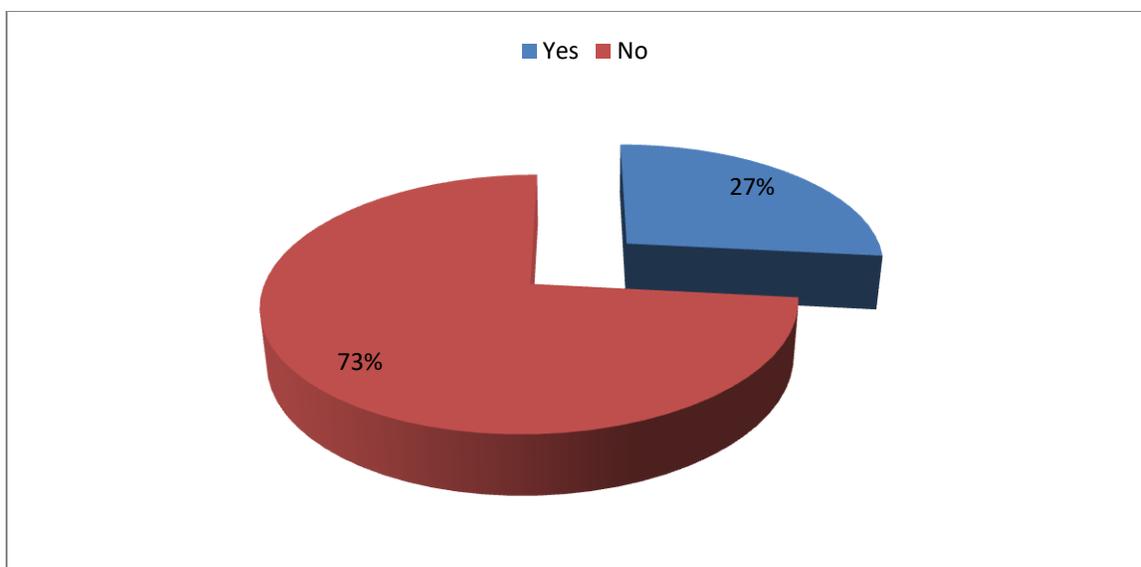


Figure 3. 15: Students' Understanding of "Learning Autonomy"

The graph above illustrates the percentage of students who have heard of "learning autonomy," which is a concept that is new to them (27 %). The majority of them agreed that the phrase should be defined as assuming responsibility and self-reliance during the learning process; yet, 73% of the students said they had never heard of the notion. As a result, the majority of university second-year License students must understand autonomy, its relevance, and its influence on their learning process.

3. Are you a self-directed learner (a learner who relies mostly on himself to learn)?

Options	Responses	Percentages
Yes	21	70%
No	9	30%
Total	30	100%

Table 3. 16: An Investigation into Student Autonomy

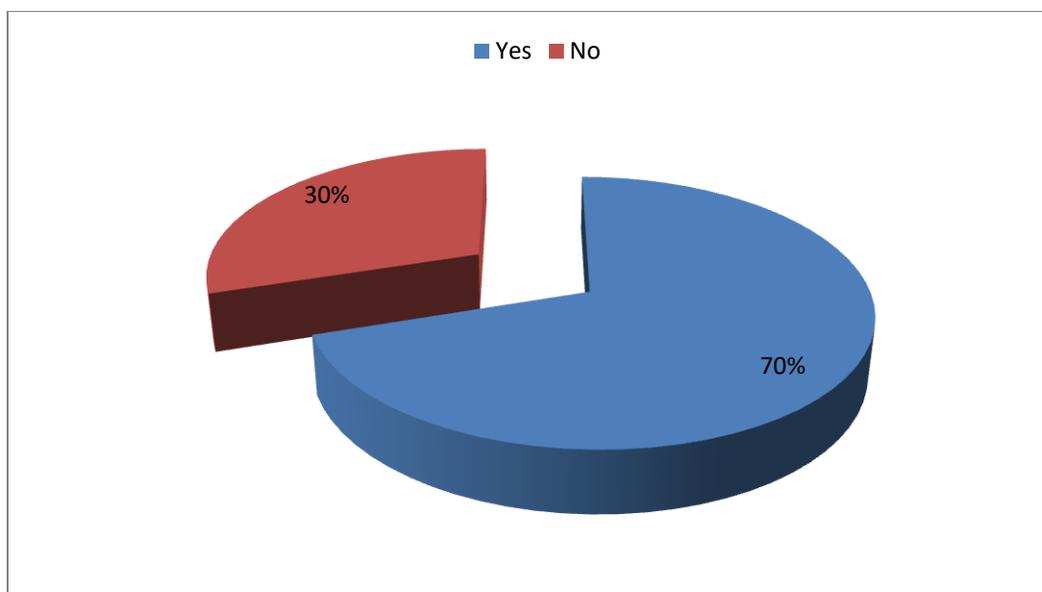


Figure 3. 16: An Investigation into Student Autonomy

According to the data acquired, the majority of students (70%) are self-directed learners in their approach to learning. The remaining students (30%) acknowledged that they are not self-directed learners; this simply means that they are completely reliant on their professors in the learning process.

4. Independent learning, according to you, is:

Options	Reponses	Percentages
A total reliance on yourself in the learning process	16	53%
The act of seeking for answers without asking the teacher	9	30%
The ability to decide what to learn	5	17%
Others	00	00%
Total	30	100%

Table 3. 17: Students' Definition of Independent Learning

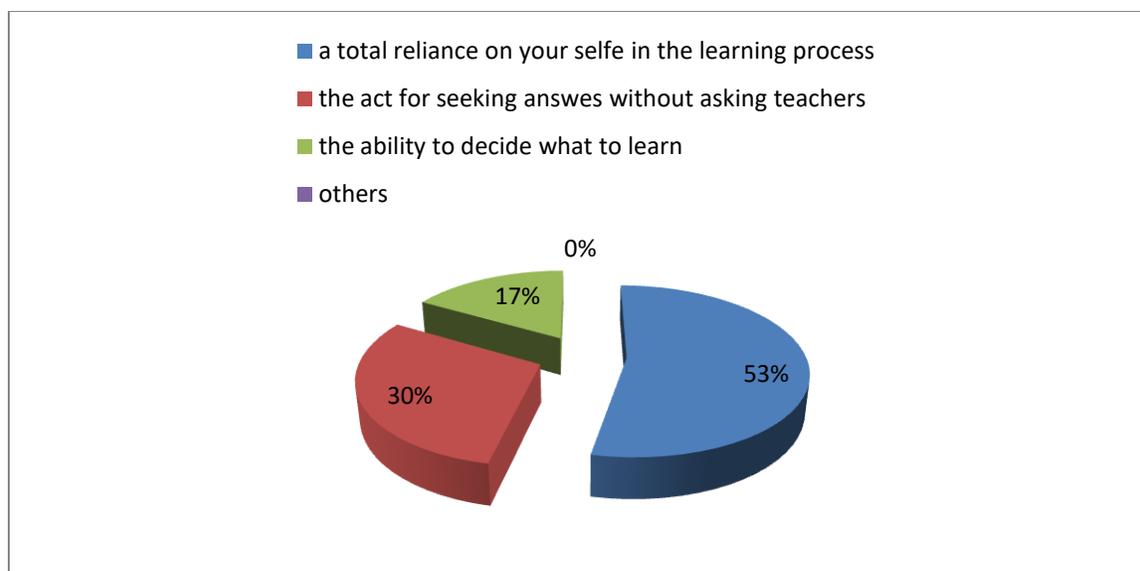
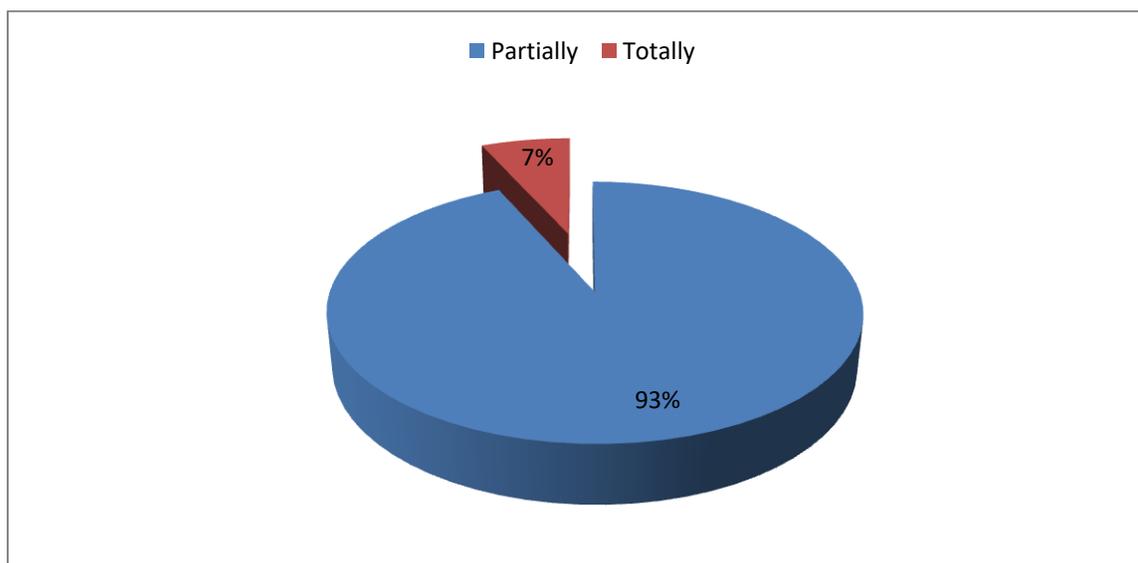


Figure 3. 17: Students' Definition of Independent Learning

The table above indicated that a significant percentage of students, 53%, see autonomous learning as a complete reliance on themselves. It eventually reflects the learners' self-responsibility to be completely engaged in learning. The second proposition, which represented the act of finding answers without asking the teacher, was picked by 30% of the students. This concept represents a level of autonomy in which students prefer to rely on themselves for solutions. Furthermore, about (17 %) of the remaining students identify independent learning as the ability to decide what to learn, emphasizing the importance of their decision in relation to autonomous learning.

5. How much do you rely on your teacher in you learning?

Options	Responses	Percentages
Partially	28	93%
Totally	02	07%
Total	30	100%

Table 3. 18: Students' Reliance on Teachers**Figure 3. 18: Students' Reliance on Teachers**

The results suggest that the majority of students (93%) rely on themselves or maybe their classmates rather than their teacher. It is beneficial for them to be able to rely on themselves in their learning process. However, 7% of students admitted to completely relying on the teacher, who is the one who gives knowledge, explains, assesses, and corrects.

6. During the sessions, which of the following roles do you play?

Options	Reponses	Percentages
A receiver of knowledge	17	57%
An active participant	09	30%
Collaborator	00	00%
I do not take any role	04	13%
Total	30	100%

Table 3. 19: Learners' Role in the Classroom

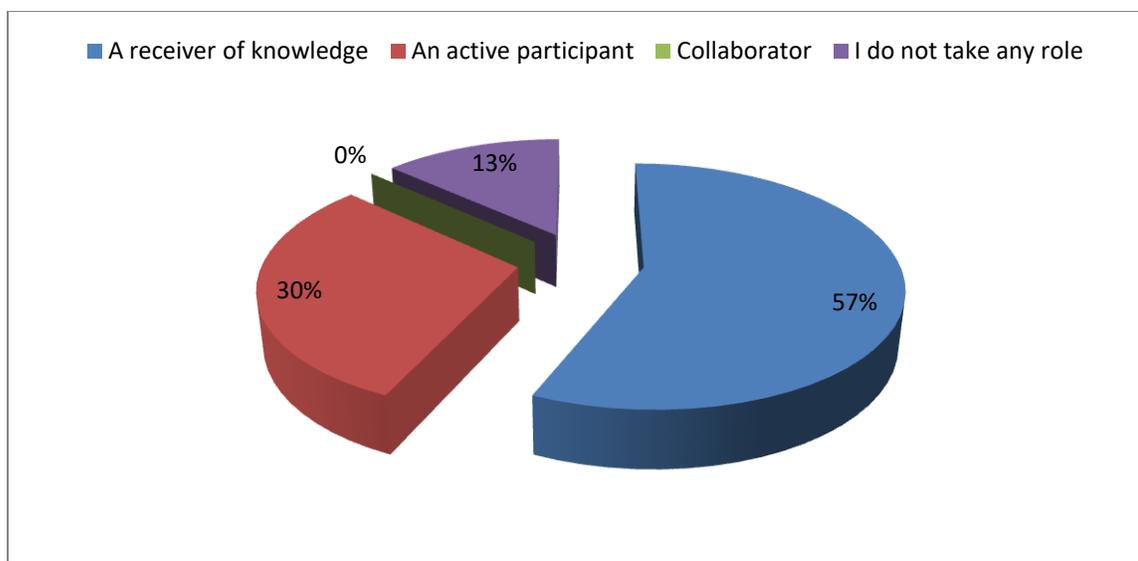


Figure 3. 19: Learners' Role in the Classroom

The table and figure above show information on the learners' role attribution based on their own perspectives. Learners saw themselves as "receivers of knowledge" (57%), and "did not play any role" (13%). Nonetheless, (25%) and (30%) said they were interested in learning English and saw themselves as active "participants".

8- In your learning process, do you rely only on the information which has been given inside the classroom

8.1 If "no", what are the other sources do you use?

Options	Responses	Percentages
Yes	10	33%
No	20	67%
Total	30	100%

Table 3. 20: Students' Reliance on Information Provided in Classroom

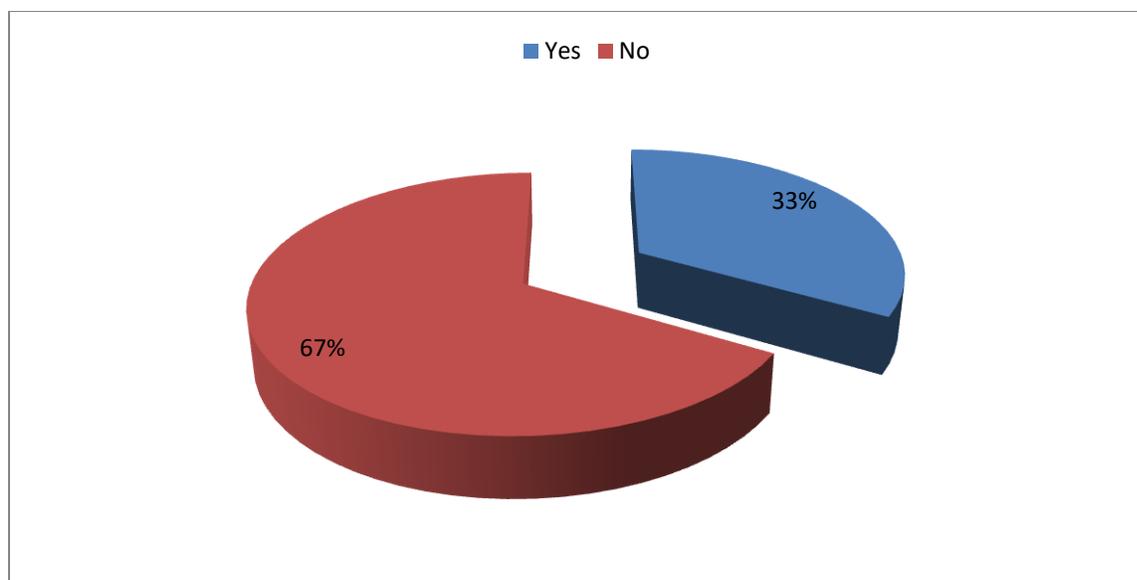


Figure 3. 20: Students' Reliance on Information Provided in Class

According to the data above, 67% of students stated that they do not rely only on the knowledge provided in the classroom, they corrected their response by stating that they rely on other professors, books, and the Internet for information. While 33% of them stated that they rely only on the knowledge provided to them in the classroom.

9- Do you think that learning progress is?

Options	Responses	Percentages
Teacher's responsibility	02	06%
Shared responsibility	23	77%
Total	30	100%

Table 3. 21: Students' Views on Who is Responsible for Learning

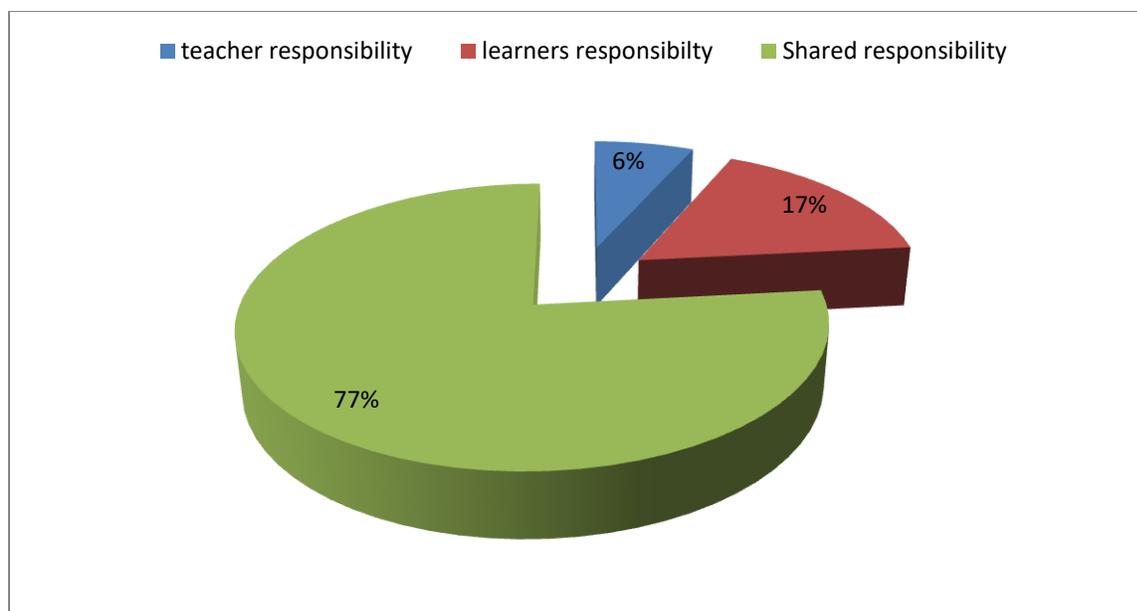


Figure 3. 21: Students' Views on Who is Responsible for Learning

According to the data above, 77% of our respondents believe that the learning process is a shared responsibility between teachers and students, and that both parties must work together to get good outcomes. Students, on the other hand, believe that they are in charge of overseeing and managing their own learning (17%). Whereas 6% believe it is the responsibility of the teacher to provide good results.

3.5 Interpretation of The Questionnaire

From this questionnaire, which was administered to second-year EFL students at the University of Biskra and explores the impact of implementing the flipped classroom model on developing students' autonomy in grammar learning as well as its applicability. It is concluded that, although second-year students enjoy their grammar lessons, they are hesitant to participate in them. This is due to a variety of reasons, the most important of which is the nature of the tasks as well as a lack of motivation. In fact, even those who claim to participate on occasion appear to

be unsatisfied with their performance. Furthermore, students have claimed that classroom practice does not meet their needs because they are not fully engaged in the activities provided by their teachers; in fact, even the amount of homework assigned to students is insufficient, especially when they do not receive adequate feedback while struggling to complete it.

In addition, when asked if they used to watch courses online via video, 63% said yes because it helps them to diversify and expand their information, and it also helps them in the revision to take good marks, especially in exams, while 37% said no because they believe it is a waste of time. On the other hand, the majority of the students stated that they appreciated the video for a variety of reasons, including the fact that they can watch it numerous times and stop and re-watch it. In fact, the majority of students agree on the flipped classroom model over the old method of teaching. They claimed that the Flipped Classroom is more fascinating and useful, that it interrupts the regularity of the classroom and its boredom, and that it provides an active and entertaining environment.

Based on the result obtained from the questionnaire it is concluded that the students show a positive attitude towards the flipped classroom Model as well as can be applied to develop the students 'autonomy.

In its most fundamental form, autonomy is described as taking full responsibility for one's own learning. However, it is not as simple as it appears. Students' replies to the questionnaire indicate that they are somewhat independent of the teacher, but they are not yet ready to accept complete responsibility for their learning. This verifies the first hypothesis proposed in the general introduction to this study. The majority of students (73%) are unfamiliar with the idea of "autonomy learning," although (70%) of them believe themselves to be self-

directed learners. Students who are self-directed in their learning, according to them, are completely reliant on themselves in the learning process. Nonetheless, the majority of students (93%) stated that they rely partially on their teachers for learning. The role that learners play during the session is crucial. It is one of the components that aids in determining how prepared learners are to handle the learning process. Despite teachers' efforts to foster autonomy by giving students certain duties in the classroom, the majority of students (57%) were passive recipients in the classroom, focusing more on receiving the information and product provided by the lecturers. The remainder were either active participants (30%) or did not participate (13%) at all during the sessions. Finally, a large proportion of students (77%) believe that the learning process is not only the responsibility of teachers or students, but rather a shared responsibility between the two.

4. The Teachers' Questionnaire

4.1 Sampling

The chosen sample for this study includes 6 grammar teachers at the department of English in Mohamed Khaider university of Biskra. The reason why the researcher chose grammar teachers is that the study related to implementing the flipped classroom model during grammar sessions. Grammar module needs more practice than any other course. It contains closed, mixed, and open questions.

4.2 Description of the Questionnaire

This questionnaire has a brief introduction as well as twelve statements. The first component is about the: Teachers' Perception of Autonomy, such as definition, importance, and students' level of autonomy. The second portion, comprises questions regarding promoting Learner Autonomy.

4.3 Analyzing the Questionnaire

1. In the process of learning English do you consider learner autonomy important?

Options	Responses	Percentages
Yes	06	100%
No	00	00%
Total	06	100%

Table 3. 22 The Importance of Autonomy

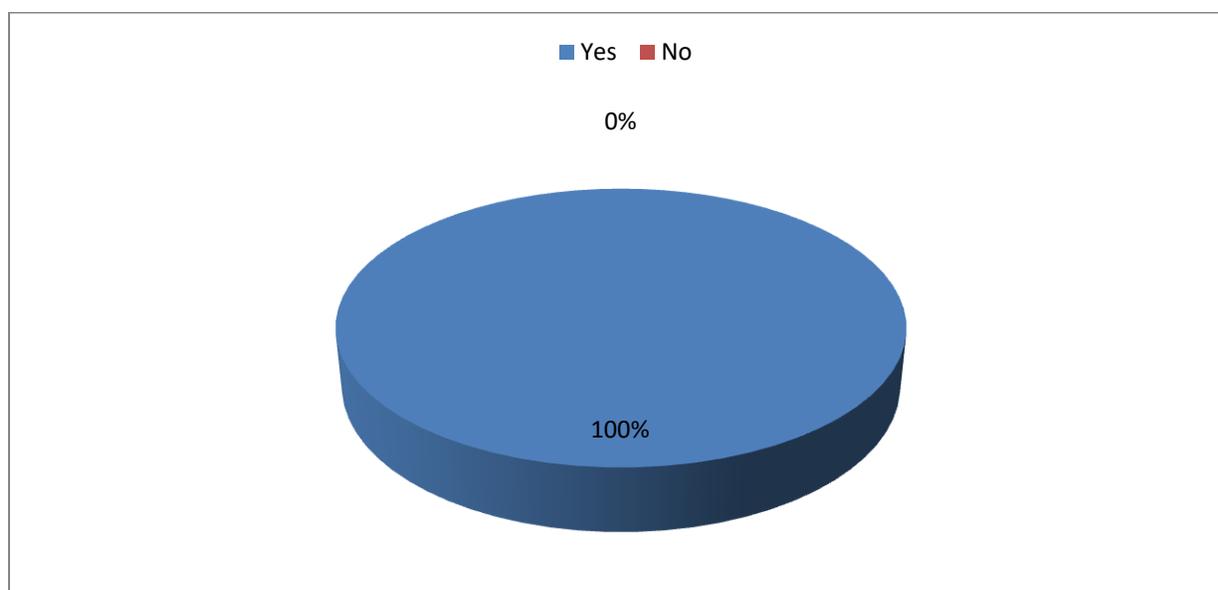


Figure 3. 22: The Importance of Autonomy

According to the data presented above, 100% of the teachers responded positively. They believe that autonomy is important. Teachers, on the whole, have a positive attitude toward autonomy.

2. According to your autonomy is:

Options	Responses	Percentages
The ability to take charge of one's own learning	03	50%
Learner's ability to decide about what to be learnt	00	00%
An essential characteristic of a good learner	01	17%
The ability to take charge of one's own learning/ An essential characteristic of a good learner	02	33%
Total	06	100%

Table 3. 23: Teachers' Definition of Autonomy

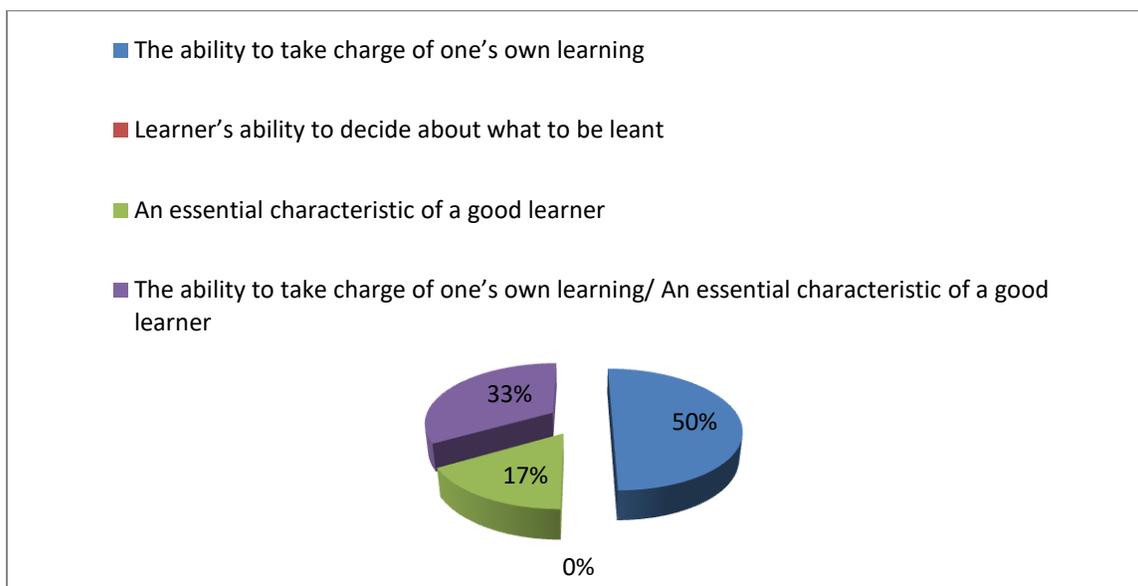


Figure 3. 23: Teachers' Definition of Autonomy

The acquired findings are shown in the table above. 03 teachers essentially validated Holec's definition of autonomy, which asserts that autonomy is "the ability to take charge of one's own learning.". While one of teachers considered autonomy to be an essential characteristic of a good learner; in other words, the successful student is the one who guides his or her own

learning. The other two teachers describe autonomy as the ability to take charge of one's own learning and an essential characteristic of a good learner

3. Do you consider second year students of English to be autonomous?

Options	Responses	Percentages
Yes	00	00%
No	06	100%
Total	06	100%

Table 3. 24: Autonomy within Second-Year License Learners of English

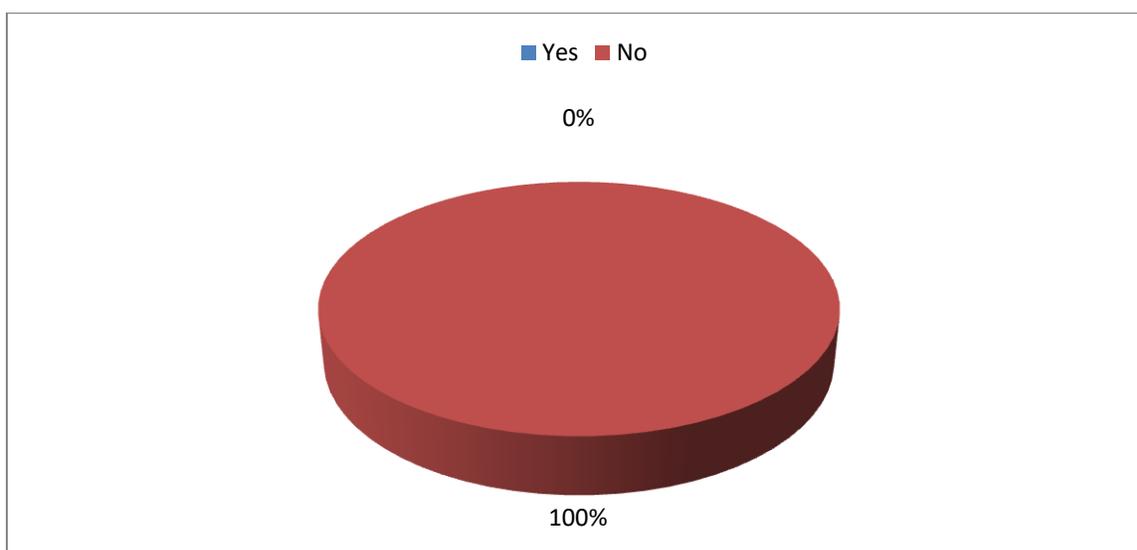


Figure 3. 24: Autonomy within Second-Year License Learners of English

When it comes to learner autonomy, the majority of respondents had a negative perspective, with 100% of instructors stating that students are not autonomous in their learning.

4. If you think they are not autonomous .is it because?

Options	Responses	Percentages
The system does not allow it ..Denies	00	00%
They come from along	05	83%

spoon feeding tradition		
They are not motivated	00	00%
Weak level in English	01	17%
Total	06	100%

Table 3. 25: Reasons which Deny learners Autonomy

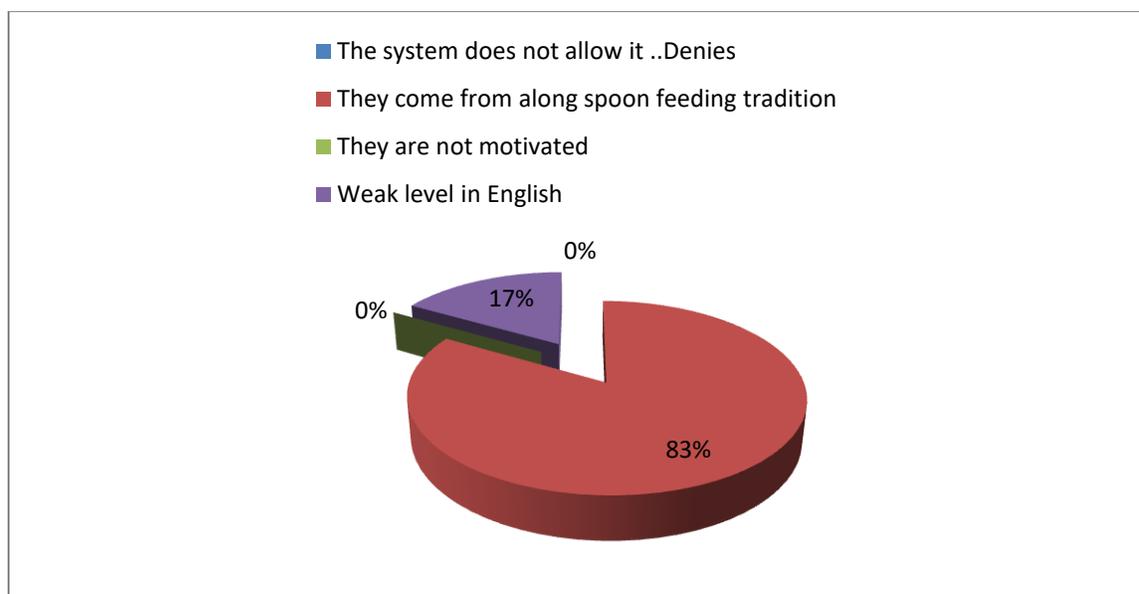


Figure 3. 25: Reasons which Deny Learners Autonomy

This question is connected to the one before it. Its goal is to investigate the causes behind the lack of autonomy in EFL sessions. 06 teachers stated that their students are not autonomous. 05 of them indicated that it was because they come from along spoon feeding tradition. They essentially criticized the previous educational system. Whereas one of them claimed that the students' lack of autonomy was due to their weak level of the English language.

4. Is there any difference between teacher's centered class and learner's centered class. And Which is more effective?

Because it is an open question, responses differed from one teacher to the next. The contrast between teacher-centered and learner-centered classrooms was agreed upon by all of the

teachers. The distinction is based on the responsibilities of both teachers and students. According to them, student-centered classes are more effective because they provide students more opportunity to participate in their learning and make them responsible for what and how they learn.

5. What are your main roles in the classroom?

Options	Responses	Percentages
Controller	00	00%
Assistant	00	00%
Facilator	01	16%
Collaborator	01	17%
Assistant/Facilator	04	67%
Total	06	100%

Table 3. 26: Teachers' Roles in the Classroom

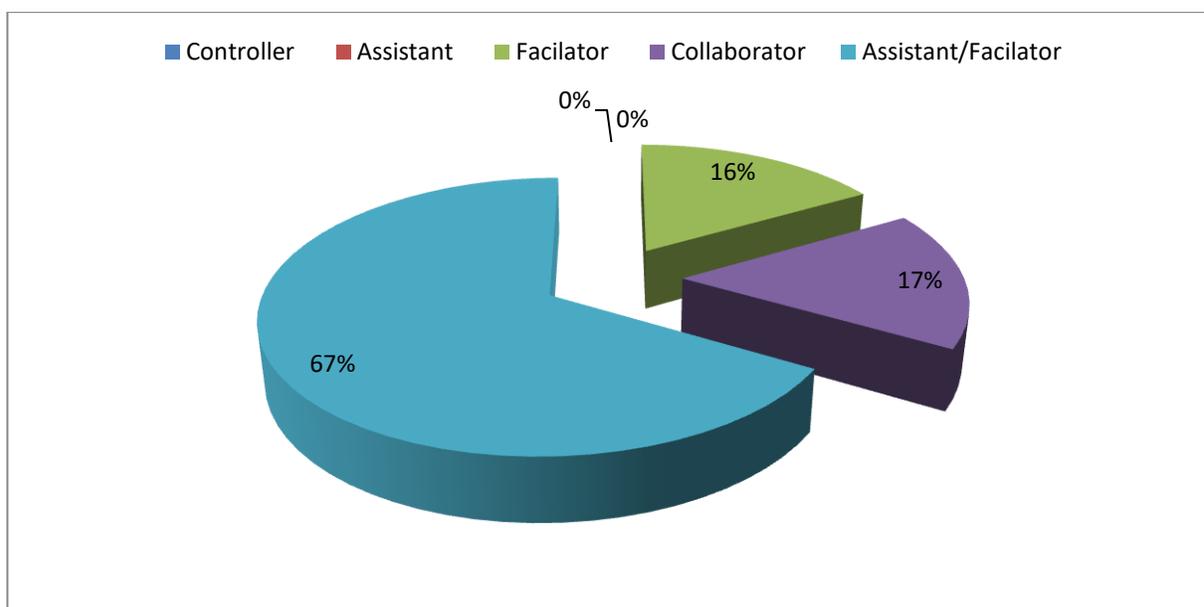


Figure 3. 26: Teachers' Roles in the Classroom

According to the responses gathered, (67%) of the teachers agreed that they cannot have only one position, but must perform as facilitators and assistants. Whereas (16%) perceive themselves as facilitators, (17%) as collaborators.

6. According to you promoting learner autonomy is based mostly on

Options	Responses	Percentages
Teacher's role in the classroom	03	50%
Learner's readiness for autonomous learning	03	50%
The availability of materials and study aids	00	00%
Total	06	100%

Table 3. 27: Promoting Learner Autonomy

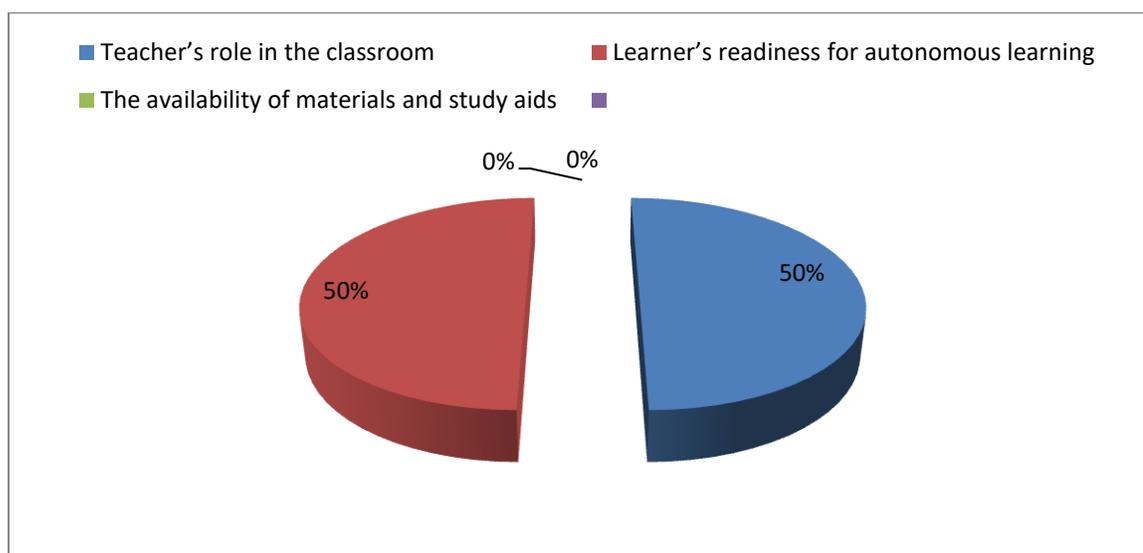


Figure 3. 27: Promoting Learner Autonomy

According to the results presented above, (50%) of teachers regarded learners' readiness for autonomous learning as the main measure, whereas (50%) believe that the teacher's role is critical in progressively allowing students to rely on themselves in their learning.

7. How do you encourage students to be autonomous learners?

Options	Responses	Percentages
By giving them individual assignments	00	00%
By teaching them new learning strategies	04	67%
By using feedback to aid their learning	02	33%
Total	06	100%

Table 3. 28: Encouraging Students to be Autonomous

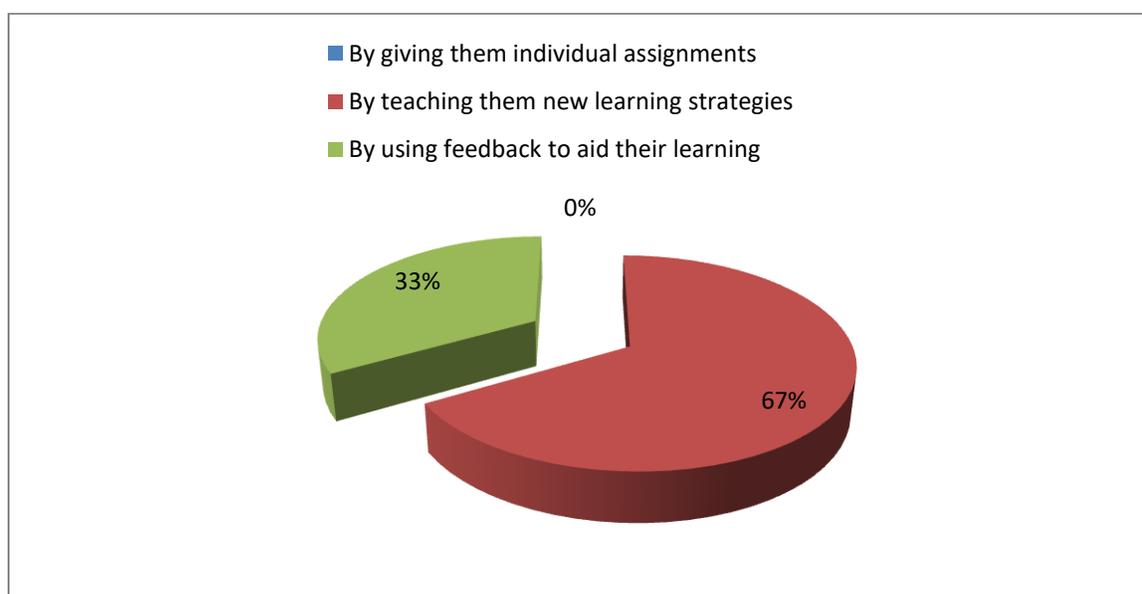


Figure 3. 28: Encouraging Students to be Autonomous

According to the findings, the majority of instructors (67%) believe that teaching students new learning strategies can enable them to be autonomous learners. While (33%) believe that providing feedback to promote learning might potentially promote learners to be autonomous.

8. Does the LMD system contribute in promoting Autonomy among university learners?

8.1 Please justify your answer.

Options	Responses	Percentages
Yes	01	17%
No	05	83%
Total	06	100%

Table 3. 29: LMD System Contribution in Promoting Autonomy

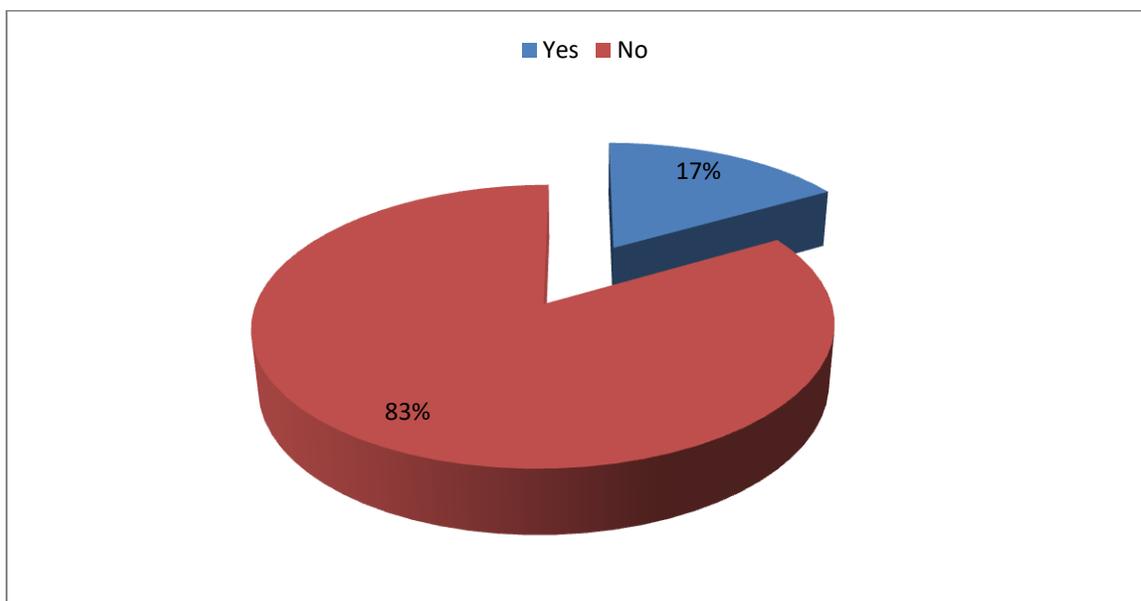


Figure 3. 29: LMD System Contribution in Promoting Autonomy

According to the findings, (17%) of teachers believe that the LMD system promotes autonomy. They see, however, that the students are not prepared to participate in autonomous learning. Whereas (83%) believe the LMD system has failed to promote autonomy among university students. They claim that there is no difference between the previous and present systems.

- 9. Bergman and Sams 2012 have defined the flipped classroom model as “ that which is traditionally done in class is now done at home and that which is traditionally done as**

home work is now completed in class (p13) ” .from this definition do you think that the implementation of FCM can be effective in teaching ?

Options	Responses	Percentages
Yes	06	100%
No	00	00%
Total	06	100%

Table 3. 30: The Teacher’ Attitude Toward the Implementation of FCM in Teaching

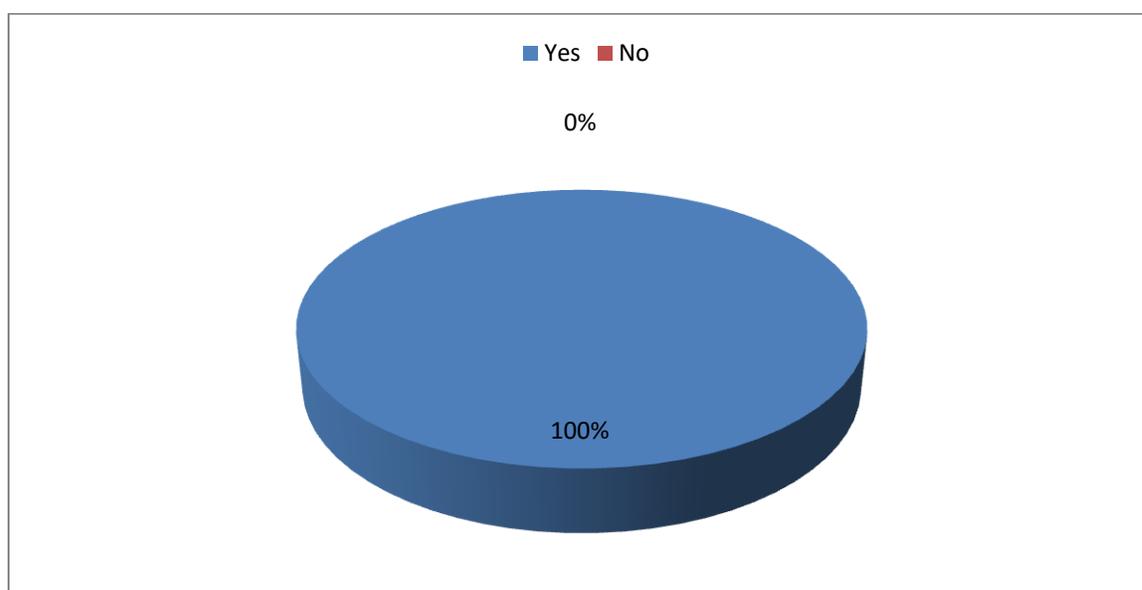


Figure 3. 30: Teacher Attitude toward the Flipped Strategy

According to the table above, we noted that two instructors (100%) are responding with ‘yes’ and believe that the flipped Classroom is beneficial in teaching; they defend their responses as that FCM helps them pay attention to all of the students and handle their needs, as well as assist the students gain prior thoughts and information on the objective issue. Also, they stated that FCM gives students the opportunity to prepare effectively for the

class and obtain more knowledge, which leads to them relying on themselves and strengthening their self-confidence.

10. do you think that the flipped classroom is more effective than the traditional method? And why?

Teacher (1) (2) (3) responds with a resounding 'yes,' believing that the Flipped Classroom Model is more effective than traditional methods since it helps students comprehend and alleviates their tension and anxiety in the classroom, as well as opening the door for dialogue with the teacher. On the other hand, teacher (4) claims that she does not agree that flipped classrooms are more effective than traditional methods because students should guide them because when they watch the video at home alone, they analyze it in their own way, giving them the opportunity to consolidate incorrect understanding. The last two teacher provided a neutral response, stating that both are successful and that each approach has pros and disadvantages. She also stated that if we use both, we would achieve the best outcomes.

11. do you think that FCM is good strategy to improve students grammar skill?

Options	Responses	Percentages
Yes	06	100%
No	00	00%
Total	06	100%

Table 3. 31: Teacher' Attitude Toward the Use of FCM on Students' Grammar Skills

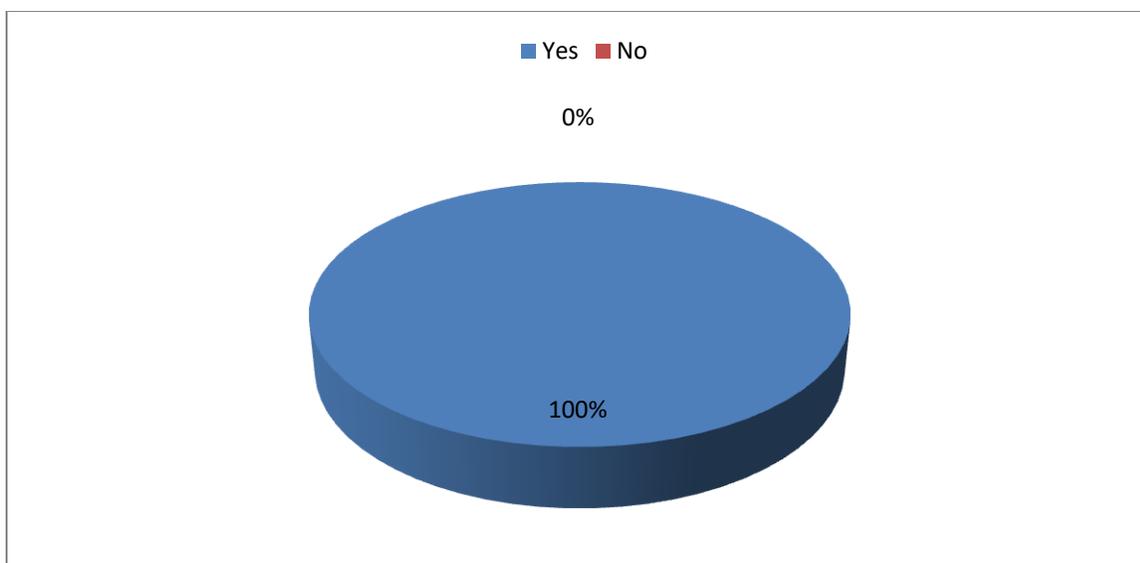


Figure 3. 31: Teacher ‘Attitude toward the Use of FCM on Students’ Grammar Skills

According to the table above, all of the teachers claim that Flipped Classroom improves students' grammar skills because it them aware of the English language and also assists them in doing tasks of comprehension.

12. What is your attitude towards the flipped classroom as a method to enhance grammar skill?

Options	Responses	Percentages
Positive	06	100%
Negative	00	00%
Total	06	100%

Table 3. 32: Teacher Attitude Toward the Flipped Classroom Method

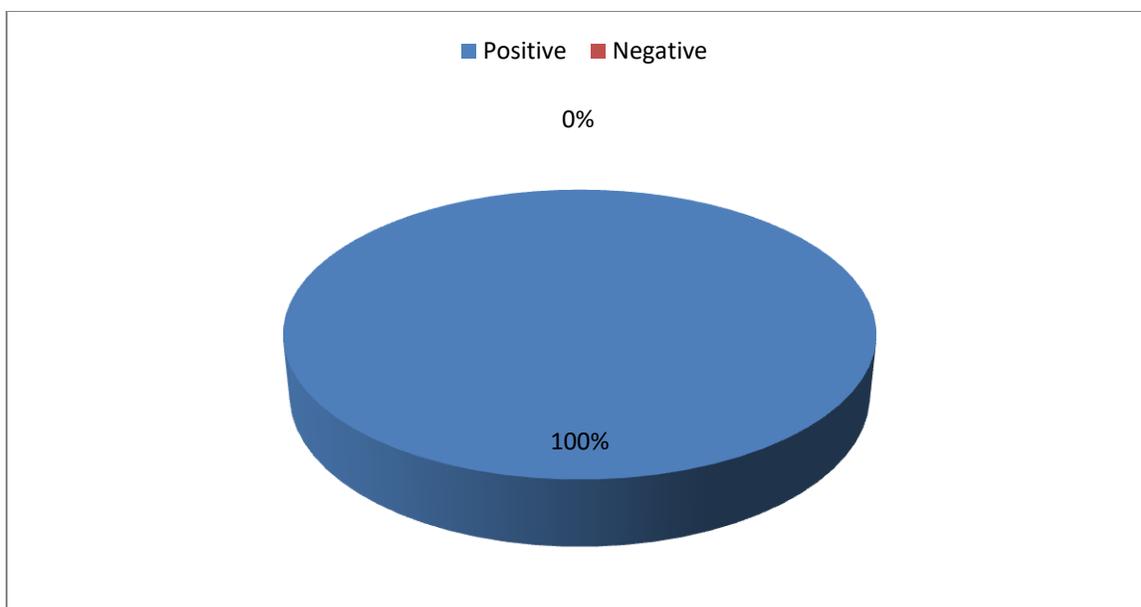


Figure 3. 32: Teacher Attitude toward the Flipped Classroom Method

Based on the figure results, we can conclude that 100% of teachers like the Flipped Model as an approach for developing grammar skills and autonomy. They prefer the new technique since it was more useful, simple, advantageous, and fascinating to them. Furthermore, it allows students to practice with their classmates and teachers during class time.

4.4 Interpretation of The Questionnaire

Algerian ELT teachers seemed to comprehend the importance of student autonomy and the relevance of implementing autonomy in learning. Many teachers have a misunderstanding of learner autonomy; they see it as a process that allows students to study on their own without formal instruction. Teachers, on the other hand, should be aware that it is their responsibility to foster independent conduct in their classrooms by guiding and promoting learners' independence.

According to the current study, second-year English teachers are aware of the relevance and use of autonomy at the university. They define autonomy as the learner's ability to direct his

own learning. According to the results of the teachers' questionnaire, there is a positive attitude toward autonomy. Teachers (100%) paid more attention to learner-centered classrooms. They did not see their function as just being the dominant feature of the education process; but they move from one role to other is necessary in order to promote autonomy. The teaching/learning process is viewed as a shared responsibility between the teachers and the students in an independent classroom. As a result, the teachers saw collaboration as an important aspect in the development of autonomous learning. Both the teacher's role and the learner's readiness for autonomous learning are discussed. It is essential to develop autonomy in the classroom.

Despite all of the efforts made by teachers to enhance learning autonomy by teaching new learning techniques and providing feedback, data analysis found that learners are not entirely autonomous; they still see the teacher as the one who is accountable for their learning. According to the teachers, the causes for this conduct are the weak level of English, and the learners' long spoon-feeding habit. In addition, they were asked about if the LMD system is given much importance to autonomy and the time allotted to practice is enough to improve the student's grammar skill and autonomy we conclude that teachers neglect to give adequate attention to this skill; Which affected negatively students 'level of autonomy and make teachers unsatisfactory. the majority of them claimed that FCM is more effective than the traditional method because it breaks the routine of the classroom. It is also more helpful, easy, beneficial, and interesting, giving students the opportunity to prepare well for the lesson and gather more information, which leads to them relying on themselves.

5. Summary of Results

To summarize, the purpose of this study was to investigate at EFL learners' perspectives on using the Flipped Classroom model in developing their autonomy in grammar classes. Furthermore, the flipped model's applicability in the setting of Biskra University. As a result, in order to create a legitimate piece of study, the researcher employed two study instruments to acquire the essential data: teachers' questionnaires, and students' questionnaires.

Simultaneously, the research tried to assist students in becoming autonomous and motivated. Similarly, it attempts to improve student interest and performance. Moreover, the researcher wanted for this study to provide a method for EFL teachers to assist them increase student autonomy in learning.

The results of the teachers' questionnaire revealed that teachers were dissatisfied with their students' disengagement and lack of autonomy. As a result, we insisted on changing the teaching techniques and using a student-centered approach rather than a teacher-centered one. As a result, the researcher proposed the flipped classroom technique as a teaching tool that may assist teachers in increasing student autonomy in the classroom, Teachers expressed appreciation for the implementation of the flipped classroom model in EFL classrooms, which may increase students' autonomy, encourage them, and foster a sense of independence; as a result, students' performance in learning English would improve.

Furthermore, as the second instrument in this study, the researcher used a questionnaire directed to EFL students. The results of the students' questionnaire revealed that students are suffering from a lack of practice and feedback. Students demanded that the classroom routine be

changed by diversifying instructional approaches. As a result, the researcher proposed the flipped classroom model as a learning technique, which they accepted and appreciated.

Finally, both teachers and students indicated an interest in implementing the flipped classroom approach into the EFL teaching-learning grammar. As a result, input from teachers and students was valuable, effective, and favorable, contributing to the validity of study hypotheses. Furthermore, the findings emphasize the necessity of engaging students in the classroom in order to be autonomous, as well as the function of the Flipped Classroom Strategy in the effective EFL teaching-learning process, and give a strong recommendation for its use in higher education.

Conclusion

By the end of chapter three, the reader can get the result that the use of Flipped classroom model can contribute positively in developing EFL learners' autonomy in grammar teaching. The results obtained from analyzing and interpreting two different questionnaires, students' questionnaire to thirty students of second year, and teachers' questionnaire distributed to six grammar teachers at the department of English in Mohamed Khaider University of Biskra.

General

Conclusion

The hunt for new teaching methods is a crucial process. Researchers are always leading searches to develop and implement new methods that assist teachers in improving their function. Teachers have a critical role in determining the most effective and efficient technique for their students' learning progress. In this work, we highlight one of the most recent models that teachers may use to revitalize and enhance the traditional method of teaching, thereby bringing about change in the learning process. We chose the Flipped Classroom as a supplement to boost students' autonomy in grammar classes.

The theoretical part of this work is devoted to two key theoretical chapters, students' autonomy and the flipped classroom model. The first chapter's main focus is to establish the outline of students' autonomy both within and outside of the classroom limits. The second chapter introduces the flipped classroom concept and its application in EFL classrooms, as well as a short comparison of the regular classroom and the flipped classroom, as well as the method of assessment in the latter. Both theoretical chapters contain historical information as well as past reviewed studies on the study's dependent and independent variables. Furthermore, essential principles, significance, benefits, and the connections between the two chapters are revealed.

To reach the required results, the current study used a mixed method approach. The third chapter is dedicated to the research framework. This chapter begins by discussing the practical methodological instruments utilized in studying the variables under investigation. Its next deals through the data collecting tools that are employed in acquiring and evaluating data. As a result, in order to acquire trustworthy data, the researcher used two data gathering methods. A, a semi-structured questionnaire sent to (30) students of the second-year students, and a semi-structured

questionnaire with (06) English grammar teachers at the University of Biskra. As a result, these data gathering tools attempt to answer research questions and validate study hypotheses.

Furthermore, the findings of the questionnaires administered to students and teachers show that the participants, students, have positive attitudes and are eager to participate in the flipped classroom. Students, for the most part, confirm the model's importance in increasing their autonomy. More practically, the emphasis is on the function of flipped classroom implementation in increasing motivation, developing performance, increasing active learning, and acquiring autonomy and self-directed learning. Similarly, teachers exhibit a great deal of admiration and enthusiasm for the given class model. Furthermore, they demonstrate strong agreement and desire to utilize the flipped classroom as a teaching technique that allows them to reach students asynchronously at a distance learning.

To summarize, the process of learning and teaching is becoming more flexible and easier with flipping classrooms; it is regarded an excellent method that helps and gives students the opportunity to overcome their obstacles; we also urge teachers to use it in the future.

Pedagogical Implications

The flipped classroom model appears to be centered on active learning, motivation, autonomy, and participation in EFL lessons. Furthermore, the flipped classroom concept indicates a student-centered approach, putting students at the center of their own learning experience. We strive to provide a number of pedagogical recommendations and implications that may aid in the implementation of the flipped classroom technique in higher education, which in turn may aid in the improvement of the teaching and learning process. We make the following recommendations, which are illustrated:

Recommendations for teachers

- Before applying the Flipped Classroom Model, teachers should attend ICT courses to strengthen their knowledge and be aware of how they regulate it. they should also adequately educate its students for the new process of transitioning from the regular classroom to the flipped classroom.
- Teachers are recommended to offer extensive information about this new method to students in order to remove any ambiguity.
- Teachers should encourage students to view the instructional video at home, giving them (days/week) to do so. It is advised that teachers offer students with all of the resources they need to learn at their own speed.
- Teachers should be knowledgeable with their students' intellectual level so that they can develop a brief and straightforward video that is appropriate for their intellectual level.

- Teachers are recommended to organize their classrooms depending on the activities, and to divide students into groups or pairs based on the nature of the work. Students will recognize that their teacher is witnessing their involvement and will be able to ask for clarifications or feedback as a result.
- To keep students engaged and interested, teachers are urged to alter the assignments by developing easy, collaborative, and humorous activities. As a result, their involvement and autonomy will increase.

Recommendations for students

- Students must understand the Flipped Classroom approach in order to enable the adoption of the flipped version in EFL classrooms.
- Students should be serious when watching the video courses at home, taking notes and writing any comments or confusing questions to ask their teachers during the next session.
- Students should notify their teachers if they do not have internet access so that they may be provided with options such as downloading the video to a hard drive, emailing it to their mobile phones, or requesting them to join ICT classes that do have online connection.

Recommendation for administration

- The administration should provide the necessary conditions as well as a suitable physical environment to assist both teachers and students in implementing this new model.

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Appendices

Appendix one

Students' questionnaire

Dear student,

This questionnaire is an attempt for gathering data needed for the accomplishment of a master thesis. In this research, we seek to shed light on the effect of using the Flipped Classroom Model on the student's autonomy case of second year EFL students at Biskra.

Part One: Grammar teaching and learning

1. Do you like to study grammar in classroom?

Yes

No

1.1. Why?

.....
.....

2. Do you participate in your grammar session?

Yes

No

2.1. If yes, how often do you take part in your grammar session?

Usually

Often

Sometimes

Rarely

2.2. If not is it because of :

The nature of the tasks

The way of teaching

Lack of motivation

3. Do you get enough practice in the classroom?

Yes

No

4. Do you get homework from your grammar teacher?

- Usually
- Often
- Sometimes
- Rarely

5. Do you normally struggle when doing your homework?

- Yes
- No

5.1. Why?

.....
.....

6. Does the grammar teacher Provide you with the feedback about your homework?

- Usually
- Often
- Sometimes
- Rarely
- Never

Part Two: The Flipped Classroom Model

1. Do you usually watch courses online?

Yes No

2.1. If no, why?

.....
.....

2.2. If yes, when watching the video have you:

Take notes

Rewatched it again

Stop the video several times

Others:.....

3. Did you like it?

Yes No

3.1. If no, why?

.....

3.2. If yes, what did you like most about it?

Pronunciation Comprehensibility

The teacher

The ability to rewatch it

4. Did you find the flipped classroom model more useful and interesting than the traditional courses?

Yes No

4.1 Why

Part three: autonomy

1. **How would you describe your level in English?**

Good	<input type="text"/>
Average	<input type="text"/>
Bad	<input type="text"/>

2. **Have you heard of the term "learning autonomy" before ?**

Yes	<input type="text"/>	No	<input type="text"/>
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If "yes", what can you say about it?

.....
.....

3. **Are you a self-directed learner (a learner who relies mostly on himself to learn)? .**

Yes	<input type="text"/>	No	<input type="text"/>
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4. **According to you, independent learning is:**

- a total reliance on yourself in the learning process
- the act of seeking for answers without asking the teacher
- the ability to decide about what to learn

5. **How much do you rely on your teacher in you learning ?**

Totally	<input type="text"/>	Partially	<input type="text"/>
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6. **Which of the following roles do you take during the sessions?**

- A receiver of knowledge
- An active participant
- Collaborator
- I don't take any role

7. **In your learning process, do you rely only on the information which has been given inside the classroom**

Yes	<input type="text"/>	No	<input type="text"/>
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7.1 If "no", what are the other sources do you use?

.....
.....

8. Do you think that learning progress is ?

- Teacher's responsibility
- Learner's responsibility
- Shared responsibility

Appendix Two

Teachers questionnaires

Dear Teachers,

We would be so thankful if you help me to answer this questionnaire which is an attempt for gathering data needed for the accomplishment of a master's dissertation. In this research we are looking for the effect of using the flipped classroom model in grammar classes on second year students' autonomy at Mohamed khider university. Your answer is crucial and it will be much help for the completion of this work.

"Thank you for your help and your collaboration"

1. In the process of learning English do you consider learner autonomy important?

Yes:

No:

2. According to you autonomy is :

- The ability to take charge of one's own learning.
- Learner's ability to decide about what to be learnt
- An essential characteristic of a good learner

3. Do you consider second year students of English to be autonomous?

Yes:

No:

4. If you think they are not autonomous .is it because?

- The system does not allow it Denies:
- They come from along spoon feeding tradition :
- They are not motivated :
- Weak level in English :

5. Is there any difference between teacher's centered class and learner's centered class. And Which is more effective?

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

11. do you think that the flipped classroom is more effective than the traditional method? And why?

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

12. do you think that FCM is good strategy to improve students grammar skill?

Yes: **No:**

13. what is your attitude towards the flipped classroom as a method to enhance grammar skill?

Negative **positive**

المخلص

تمثل فكرة الاستقلالية نقطة بداية للاكتفاء الذاتي والنجاح الفردي. نتيجة لذلك ، يولي الكثير من التربويين ومعلمي اللغة اهتمامًا وثيقًا للتعلم الموجه ذاتيًا. تركز هذه الدراسة على استقلالية المتعلم في إعداد تعلم اللغة الرسمي. يبحث البحث الحالي في مدى استعداد متعلمي اللغة الإنجليزية كلغة أجنبية للتعلم المستقل وتأثير استخدام نموذج الفصل المقلوب (FCM) في تنمية استقلالية طلاب السنة الثانية في تدريس القواعد. تمت دراسة هذه الحالة في جامعة محمد خيذر بسكرة. شارك فيها ثلاثون طالبًا (30) وستة (06) اساتذة. الغرض من الدراسة هو اكتشاف ما إذا كان طلاب اللغة الإنجليزية في جامعة بسكرة جاهزين للاستقلالية في التعلم وما إذا كان يمكن تطبيق نموذج الفصول المقلوبة (FCM) في جامعة بسكرة وتأثيره على تطوير استقلالية المتعلمين. من أجل التحقق من صحة الفرضية الحالية ، اختار الباحث طريقة مختلطة وتم تصميم استبيانين وتسليمهما لكل من المعلمين وطلاب السنة الثانية في قسم اللغة الإنجليزية. تشير النتائج إلى أن كلا من المعلمين والطلاب أظهروا موقفًا إيجابيًا تجاه تنفيذ نموذج الفصل المقلوب كأسلوب مفيد لتطوير الاستقلالية في تعلم اللغة .