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**The Effects of Flipped Classroom Model on EFL Learners’
Engagement and Performance in English Oral Courses**

A Case Study of First Level Intensive Programme Students at EL Amad private school.
Relizane

*Dissertation submitted in partial fulfilment for the requirement of the Master degree in
Language and Communication*

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Dedication

This work is dedicated to the first person who taught me the alphabet and educated me on the principles of life, my father ABDELAZIZE.

To my mum YAMINA, the adorable person in my life. Thank you so much

My dedication goes to my sisters Cherifa, Soumia and their Children, and husbands: AMINE AND NABIL In addition to my brothers: Obayd and Mohammed

The dedication extends to all my family without exception ZEGGAI and BAYOUD.

I would like to dedicate this work to my dearest brothers Dr BEN ADDA Abdelouahid and Dr TEGUIA Cherif.

To the dearest and sweetest person who stood with me at all sweet and bitter times to MALIKA

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MENAOUER

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Abstract

The aims of this study delve into the quality and efficiency of the flipped classroom model in enhancing private school learners' overall durability performance in EFL and in learning oral skills. Quantitative data was gathered through the EFL students of the first level intensive programme: a questionnaire was delivered to 25 EFL learners enrolled at El-Amad school, Relizane. On the other hand, qualitative data was collected through participant observation of four sessions. All the quantitative data were analysed using Statistical standard percentages for Social Sciences while qualitative data were analysed manually by employing observation analysis procedures. The results of the study revealed flipped classroom model as a significant method to increase the performance of EFL learners in English oral courses. The quantitative and qualitative results supported this impact of the flipped classroom model on EFL students' performance in all oral skill areas. The study has set flipping EFL classrooms as an efficient way in teaching all the other foreign languages in that school.

Key words: the flipped classroom, private school learner's, engagement, performance, oral expression

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General Introduction

General Introduction

- **Background of the study**

The development of any society depends on many factors, foremost among of them, is education which is considered to be very important due to its locus for both the community and individuals. Such a position helps to achieve the progress and welfare of nthe whole country. Thus, the contemporary school has been engaged into a multitude of reforms to be innovative and resourceful to produce individuals' scholastic competencies.

Algeria, like any other country of the world, has witnessed a wave of cultural and intellectual openness. The various educational systems, which have led to the emergence of private educational schools contributed to raising awareness of the importance of education outside the formal system. Many of these accredited private schools are rigorous and disciplined schools that often use the up-to-date teaching methods in addition to Where it most modern educational technologies, This is to help the students increase their ability to understand and provide all the necessary conditions for them in order to obtain a significant educational and knowledge achievement.

As mentioned previously, the development of technology in different areas has been reflected in the different teaching methods in these schools. Instructional techniques have evolved to change the way students learn a new language. The learning model known as the 'flipped classroom' is one of the developing thoughts in education. This method consists of video lectures that students watch before attending classes where they participate in activities or the teachers answer their questions. This is in a completely reversed side of the traditional teaching approach in which students are passively engaged in instruction during class times but have activities with interactions and collaboration outside of classes.

- **Statement of the problem**

The Algerian educational policy has always considered the development of the learners' competencies as decisive to produce effective education. Today's students have considered traditional teaching as boring and ineffective. Most of them enjoy online learning resources (both in-class and outside of school). Modern advances in technology had equipped them with various devices to engage in virtual learning, available for free through their browsers, smart phones, and tablets. This computer-generated environment offers exciting educational opportunities for accessing information. Most teachers, today, are not familiar

with those technologies while their students use these resources in many aspects of their personal lives. The flipped classroom involves the use of technology to deliver courses in classroom through electronic devices. The process engage both teachers and students in a common basis.

- **Aims of the study**

This research study, therefore, intends to:

- a) Investigate the effectiveness of using the flipped classroom method on preparing lessons, homework completion, and academic routine.
- b) Explore students' satisfaction with the flipped classroom.
- c) Examine the students' engagement and perceptions towards using the flipped classroom in English oral courses.

- **Significance of the study**

The present investigation attempts to shed light on the use of flipped classroom for teaching English in Algerian private school for several reasons. First, to estimate the influence of this method which has become a must and necessary step towards scholastic achievement Second, to raise the EFL teachers awareness to flip their classroom in their daily lessons.

- **Research questions**

The present research paper attempts to raise the following research questions,

1. Can the flipped classroom enhance the learners and be effective in learning English?
2. How can the use of this method contribute to achieving the desire of learners to improve their language skills?
3. Is it important for teachers to utilize method to improve EFL learners' oral skills?

- **Hypotheses of the study**

This study has formed the following hypotheses for further research:

H₁: Whenever the teachers enhance the use of the flipped classroom, the educational attainment of their learners gets higher.

H₂: The flipped classroom method has a great impact in raising the educational level of students.

H₃: The EFL teachers' use of the flipped classroom method is likely to play an important role in developing performance on EFL oral classes.

- **Research Tools and Method**

To achieve such aims, two types of data gathering tools are used: A Survey questionnaire and classroom-based observations. The students' questionnaire is intended to be used as a means to measure the effects of flipped model on EFL learners' engagement and performance in English oral courses in private school among a randomly selected sample of twenty-five learners selected from El Amad private school. They represent the first level intensive programme in an EFL classroom context. Concerning the classroom observations, the researcher will attend English session classes so as to observe and take notes of some prominent behaviour of both the teachers and the students while being involved in an EFL classroom situation. The observations intend to examine whether it is important for teachers to utilize method to improve EFL learners' oral skills.

- **The structure of the study**

This research paper is divided into three chapters, the first one provides two parts; the first consist a background with the overview of the topic; the flipped classroom will be presented and explained. The second contains the use of background the flipped model to teach English in private school. It is concerned with the description of teaching English levels in private schools and the use of flipped classroom as process method of teaching oral courses. The second chapter is allotted to the practical issues of the study. The third chapter is devoted to the investigation of the obtained results and gives recommendations, which is to say, that a questionnaire is analyzed to answer the inquiries and support the objectives of this research.

Chapter One

Introduction

The present chapter is devoted to supply the both the theoretical and literary framework of this investigation work. It is divided into two sections: the first one gives a brief overview about the flipped classroom model approach. It provides a general summary of the flipped classroom as a new teaching model which has become a heated topic and a growing concern for educators across the world. The second part mainly focuses on teaching English in private schools and the application of this method as a model of teaching oral courses in an Algerian context. The conclusion of the chapter is meant to pave the way for the second chapter of the research investigation.

1.1. Defining the Flipped Classroom

The term ‘flipped’ refers to the provision of tailored online resources and learning activities that facilitate student preparation for classroom study time which is then focused on application and consolidation. ‘Essentially, what was traditionally completed at home as homework has been flipped to become the focus of classroom learning’ (The Queensland Government 2012).

There are many definitions regarding flipped classroom in literature. According to Bishop and Verleger (2013), flipped classroom is a student-centered learning method consisting of two parts with interactive learning activities during lesson and individual teaching bases directly on computer out of lesson. Mull (2012) defined it as a model that provides students prepare themselves for the lesson by watching videos, listening podcasts and reading articles.

According to Milman (2012), it is an approach aiming at improving the efficiency of lessons by transferring knowledge to students via videos and vodcasts as well as by discussions, group works and applications during course. Toto and Nguyen (2009) expressed that flipped classroom is an approach that increases active learning activities and gives opportunity for student to use his knowledge in class with guidance of teacher.

Hamdan (2013) explained that flipped classroom is not a defined model, instead, it is a model that teachers use as compensating the demands of students by using different equipment. Since the educators in different countries use flipped classroom with various methods, this caused changing of flipped classroom concept to flipped classroom approach. It

is emphasized that this new approach can be used with different learning methods (Flipped Learning Network-FLN, 2014).

1.1.1 Flipped Classroom Approach

With its simplest definition, flipped classroom approach is expressed as “what is done at school done at home, homework done at home completed in class” (Sams & Bergmann, 2014). In this approach, the students watch theoretical parts of lessons via multiple equipment such as online videos, presentations, learning management systems and take notes, prepare questions about the parts that they do not understand before the course (Kim, Kim, Khera, & Getman, 2014). During course, they achieve supporting activities such as finding answers together to the questions they prepared before lesson, group working, problem solving, discussion and making an inference (Formica, et al, 2010). Flipped classroom is an approach that transfers learning responsibility from teacher to the student (Bergmann, Overmyer & Wilie 2011).

Flipped classroom approach has four different elements. It is expressed that in order that teachers achieve this approach; they have to take these four elements into consideration (FLN 2014). The properties of this approach which its English correspondence is “Flip” are explained like this by referring first letters:

- **‘F’** (Flexible Environment): It indicates provision of time and place flexibility of learning.
- **‘L’** (Learning Culture): In traditional teacher centered approach the source of knowledge is teacher. In flipped classroom approach there is transition from teacher centered approach to student centered approach.
- **‘I’** (Intentional Content): Flipped classroom educators both think about how education is used to provide fluency and how they can develop cognitive understanding of students.
- **‘P’** (Professional Educator): The responsibility of flipped classroom educators is more than the ones using traditional approach. Flipped classroom educators continuously observe students during the course, evaluate their studies and make feedbacks (Flipped Learning Network -FLN, 2014).

1.2. History of the Flipped Classroom

The flipped classroom is known by various names including the inverted classroom, and more simply, the flip. Origination stories differ, but most credit Jonathan Bergmann and Aaron Sams, high school chemistry teachers from Colorado, who began using recorded lectures in 2006. The flip evolved out of a history of experimentation with the concept of

hybrid, or blended learning and problem based learning, using active learning techniques and new technologies to engage students, Arnold-Garza (2014). However, the flipped classroom had existed for years. Bergmann and Sams (2012) even mentioned that many others before them flipped their classrooms. Lage et al. (2000) described the inverted classroom that was used in the fall of 1996 at Miami University that was similar in methodology to what was described by Bergmann and Sams (2012). Baker (2000) discussed the same flipped classroom approach and pointed out that this approach allowed more time to apply concepts. Moving the lecture outside of the classroom, which opens up in-class time to apply what has been learned, achieved this.

The advances in technology, over the past 40 years, have made flipping even easier. Advances with audio and video technology in recent years have allowed the utilization of the flipped classroom to increase (Baker, 2000; Davies et al., 2013; Fitzpatrick, 2012; Fulton,

1.3. Theories Underlying the Flipped Classroom

In flipped classroom, students are the main body of cognition, the centre of the whole class, and the active constructors of meaning construction which breaks through the limitations of traditional classroom. Before class, students preview the relevant knowledge through some online media to have their autonomous meaning construction. Such a teaching mode of flipped classroom is carried out by the constructivist learning theory which holds the opinion that students are active constructors of meaning, the leader and controller of the learning process while teachers only assist students in developing their autonomous learning.

1.3.1. Constructivist learning theory

The theory of constructivism is that knowledge is not waiting to be discovered but rather it is constructed by humans by interaction with the world and with each other. Learner collaboration, interaction, and engagement are foundational in the constructivist theory of learning; the constructivist learning theory states that through consultation in the community, learning can be the process of construction and cognition of knowledge. The introduction of system of language and text has solved the communicative and objective validity of knowledge and made it possible to achieve the teaching and learning of knowledge.

Currently, the constructivist learning theory is widely used in the area of education and the activities of teaching. Analysis of and enlightenment from this theory may be expounded as follows: From the perspective of knowledge construction, knowledge is the understanding

and hypothesis towards reality of an individual influenced by specific experience and culture. Different persons have different understandings towards the construction of knowledge. Thus, teachers pay attention to their students' individual characteristics and teach them according to their aptitude, so that each student can construct new knowledge according to their own cognitive level of knowledge.

1.3.2. The Role of Teachers and Students in a Constructivist flipped classroom

The role of teachers and students is transformed. Teachers change their role into the facilitator and helper of students' learning while students become the main controller during their own learning process.

- **The role of teachers**

The role of teachers is the faithful supporter of students' construction of knowledge. Teachers alter their role from traditional teaching into the facilitator and collaborator of students' learning. Teachers should devote themselves to provide students with some guidance, also should create a good learning environment for students to expand their learning through cooperative learning and realize that teaching is a process of gradually reducing external control but increasing internal self-control of students

- **The role of students**

In the teaching activities, students play the role of active participants and constructors of knowledge. Under the constructivist environment, students are confronted with a complex real-world situation and they are also required to complete a complex task in reality. Students adopt new learning styles and new cognitive processing strategy, forming a mental model in which he is both the builder and the reader of knowledge

1.4. The Advantages of Flipped Classroom Approach

- ***Flipping helps busy students***

Students today are busy. Many are over programmed, Going from one event to the next. Students appreciate the flexibility of the flipped classroom. Because the main content is delivered via online videos, students can choose to work ahead.

- ***Flipping helps struggling students***

When we taught in the traditional manner, the students who tended to get most of our attention were the best and brightest—students who would raise their hands first and ask great questions. In the meantime, the rest of the students would Passively listen to the conversation we had with the inquisitive students. But in the flipped model, the role has changed; we spend most of our class walking around helping the students who struggle most. We think this may be the single most important reason students thrive in the flipped model. This is not to say that we ignore our top students. But the majority of our attention no longer goes to them. Now it is directed to the students who need the most help.

- ***Flipping helps students of all abilities to excel***

The special education teachers love this model as well. Because all the direct instruction is recorded, students with special needs can watch the videos as many times as they need to learn the material. No more frantically trying to copy down notes with the hope that they'll understand them later. Instead, students can pause their teacher, rewind their teacher, and make sure they actually learn the important concepts.

- ***Flipping increases student–teacher interaction***

We know that flipping allows teachers to leverage technology to increase interaction with students. We must be clear, that flipping the classroom creates an ideal merger of online and face-to-face instruction that is becoming known as a “blended” classroom. We often conduct mini lectures with groups of students who are struggling with the same content. The beauty of these lectures is we are delivering just-in-time instruction when the students are ready for learning. Teachers play a 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.

- ***Flipping allows teachers to know their students better***

The role of the teachers is not only to teach content, but also to inspire, to encourage, to listen, and to provide a vision for students. This happens in the context of relationships, the good teacher who builds relationships with students. This is due to the increased teacher–student interaction. Flipping allows building better relationships between teachers and students.

1.5. The flipped Classroom Implementation

According to the Flipped Learning Network, the majority of teachers who have flipped their class noticed improvement in the grades as well as the attitudes of their students. Almost every teacher who tried this model wants to flip classes again. Let us summarize the key benefits that are behind this success:

- **Before class**

- Students learn at own pace
- watch video at any time of the day as many times as needed
- note down questions or key concepts
- no more frustration with homework
- if absent, can catch up fast

Teachers create content

- supported by technology
- good tool for motivating students
- can be re-used
- if absent, can still deliver the lesson

- ❖ **In the classroom:**

Students

- Apply new knowledge
- ask questions and get immediate answers
- better understanding
- increased interaction (student-teacher, student-student)
- have more control over their own learning process
- higher order skills are developed

1.6. Learning situation in Algerian private school

The education sector in Algeria witnessed, like any other sector, openness by including the private sector into the educational process as permitted by law. This is due to the Algerian state resorting to allowing the establishment of private schools, as this was the preserve of the public sector since independence, To begin a new era, its appearance was accompanied by a set of educational reforms implemented by the government. As it issued several decisions such as the law No. 76-35 of April 16, 1976 , Which stated that the

establishment of educational institutions is the prerogative of the public sector and its institutions only.

There are three types of private schools:

- a) **Foreign:** It belongs to the consulate of a country, and it has special conditions for construction that depend on an agreement between the two countries, and it is forbidden for its students to be Algerian.
- b) **Governmental private schools:** Since 2003, the Ministry of National Education has begun implementing this reform based on three major axes, namely improving the quality of framing, reforming pedagogy and reorganizing the educational system, as it has brought about a number of changes, including:
 - Allowing individuals to establish private schools for education.
 - Adopting the curriculum of competencies instead of approaching the goals in education
 - Conforming to the ministry's official programmes.
- c) **Public private schools:** the Law 03-09 of August 13, 2003 came to regulate these schools and to regularize their situation and to put them in a legal framework that allows them to practice educational activity, It does not comply with the conditions and does not depend on the Ministry's program, These schools are not concerned with official exams.

This kind of school is very important. It is considered as a project that contributes to the development of the country, through the education programmes that were found for it to prepare students for their exams.

1.6.1. El Amad private school

Al-Emd School was established in 2019, and it is registered under No 19.0864110, It is a school with an independent scientific body with a private legal personality with financial and administrative independence and it is located within the city of Relizane.

This school has four classrooms, each of which is equipped with the educational technologies that students need for various activities, such as computers and data- show... The number of teachers working in this school is estimated at 13 teachers, 03 of them are university degree holders, and the rest are from various educational stages.

As for the certificates granted by this school are:

- Education certificate in four foreign languages: English, French, German and Spanish
- Automated media technician
- Pharmaceutical seller
- Veterinary assistant
- Dental assistant
- Maintenance of mobile phones
- Installation of monitoring devices
- Kindergarten breeder

In addition to all of the above trainings, it provides support lessons for students in all the three educational phases.

1.7. Factors affecting EFL learning in private school

Although the English language has imposed itself as a worldwide means of communication, the Algerian people are not still open to it officially and popularly. It is still below what exists in various parts of the world. Considering that the learning of English includes many shortcomings, For example: through one hour per week in government schools is not enough to acquire this language.

Educators and parents consider that the English language favored private education over the government. This trend is reinforced by the increased demand for people to learn English for special purpose in the private school in recent years. One of the reasons for this increasing request to learn English in private schools were:

- The use of educational technology to improve the learning and teaching process in teaching English such as the incorporation of audio-visual aids in the educational field of the English language.
- These schools contain areas of activity that assist pupils to acquire Skills, dictionaries, and more....
- preparing the learner gradually to acquire language, that is, the ability to express correctly Away from the use of complex methods having in the government school
- There is special care for the student, compared to that in public schools.
- Parents' opinion and comments are taken into consideration.
- The approved curricula are the same as those offered by public schools. The difference appears in the teaching hours, the chosen subjects and methods

- The teachers are generally experienced and competent, that's ensuring a good education.
- Another aspect is learning English style in these schools witch there are two main patterns:

The academic style, which is suitable for students studying the language to Improve their level, which provides them with skills that are useful in practicing the language in the academic environment such as writing research papers or understanding lectures. The general pattern focuses on how to apply the language in everyday situations in the workplace, facilities, place of residence, or street.

1.8. English in the syllabus in EL Amad Private School

- **Level:** First
- **Subject:** English
- **Time devoted:** 03 months
- **Learners:** 06 hours per week
- **Domains:** Oral and written.
- **Global competences:**

At the end of the level, the learner will be able to interact, interpret and produce short oral and written messages texts of descriptive type, using written, visual or oral supports, in meaningful situations of communication related to his environment and interests.

The learner can:

- understand simple messages related to concrete situations, his/her immediate environment and needs;
- ask and answer simple questions about topics related to their age and interest provided that the other person speaks clearly And prepared to help;
- Use very basic phrases, short sentences to talk and write about personal experiences (family likes...)
- Understand messages consisting of formulaic phrases and simple sentences related to frequently used expressions related to familiar topics or situations (personal, shopping, local places)
- Communicate limited information in simple every day and routine situations by using memorized phrases and formulaic language.

- Use selected simple structures correctly
 - **Planning Learning**
 - **Learning Objectives**
 - Greet people
 - Introduce myself
 - Give information/ Respond to questions about me: my age, my class and my hometown .my country
 - Describing physical appearance, locating places, family relationships
 - Reading and interpreting a house plan
 - Expressing likes and dislikes
 - **Grammar**
 - Auxiliary to be and to have (present simple tense)
 - Personal pronouns
 - Preposition: in/ location (hometown)
 - Numbers
 - Preposition of location :in
 - The auxiliaries to be / to have
 - Tenses: simple present , simple past
 - The simple present tense for description
 - Adjective for description(colour, height, build, hairstyle, beauty and physical attraction)
 - **Lexis**
 - Lexis related to greeting :hi , hello
 - Question words: What? /where ?
 - Glad/nice
 - Lexis related to colours
 - (words and expressions) related to family, , clothes , food, jobs
 - (words and expressions/ formulaic language) : polite forms / greetings../ regulations
 - Lexis related / hobbies/passions
 - **Communicative Tasks**
 - Labelling
 - Role play

- Video recorder
- games

1.9. Using Flipped Classroom Approach to Teach Oral expression to EFL learners

On oral sessions, the flipped classroom also provides an opportunity for the implementation of work-oriented activities, which can provide students with the ability to develop their communicative skills and knowledge.

The teacher applying this model have the opportunity to develop students at all levels of study,work-ready graduates, Work-based learning carried out in partnership with businesses and non-profit organizations .

Planning Learning on oral session with the flipped classroom is deconstructed into three parts:

- Preparation
- Time on task
- Consolidate knowledge

1.9.1. The dynamic of designing the lesson

Firstly, the preparation aspect that was considered important not consists only film or video, the flip of oral session was essential to give the student the possible information for the work to be done at home. Of course the preparation part should lead to the tasks. For the student this part usually takes place after class, often at home without teachers and friends for discussions

Secondly, the students had a week to watch the videos concerning oral conversation. the teacher choose 03 or 04 student to work well on its more to other students ,during that week, each the student had, a disposal a forum of questions, where he could communicate with the teacher and the rest of his classmates.

Thirdly, the classroom has flipped from a monologue to elaborative central discussion on tasks and the ability to work along. on the first session of each week, the teacher ask the only students who asked to work on videos some questions to check that the contents had been assimilated correctly. In this part, students are affected in a positive manner, the teacher delivered in class, those student who had choose performed the practical part of the lesson in groups this process letting review themselves if they benefits or not, if not, the repetition

enhances the understanding of the lesson, this manner make students taking responsibility, and achieve a good results for increasing their communication skills.

Conclusion

This chapter has shed light on the flipped classroom model that has been highlighted, through giving an overview on the definition, historical background, benefits and its implementation on teaching, Moreover, the knowledge of how the flipped classroom approach is implemented in private educational institutions constituted the second part of this chapter that addressed learning English in an Algerian private school as an example that uses the flipped model in the process of meeting the educational demands.

Chapter Two

Introduction

As continuity to chapter one which presents a literature review on the flipped classroom model and the concept of its use in private school, this chapter is divided into two parts. The first part will give an overview about the research methodology adopted in this work and the second part will discuss the method, design that we will use for conduction our study.

2.1. The research method

The research is an original contribution to the existing stock of knowledge making for its development. The systematic approach concerning generalisations and formulation of a theory is also research. As such, the term ‘research’ refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the data, analysing the facts and reaching certain conclusions either in the form of solutions(s) towards the concerned problem or in certain generation for some theoretical formulation.(Kothari, 2004)

According to Greenfield (1996), research is an art aided by skills of inquiry, experimental design, data collection, measurement and analysis, by interpretation, and by presentation. A further skill, which can be acquired and developed, is creativity or invention, Also Noltingk (1965) believes that research is, in essence, an investigation into processes. Therefore, research is the finding of answers related to the questions. It is a systematic search for truth, finding new knowledge about our world through combination of ideas and facts.

2.2. The research Design

Kothari (2004) defines the research design as the conceptual structure within which the research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such, the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data. So the research design can be defined as a plan, structure and strategy of a research to find out alternative tools to solve the problems and to minimize the variances.

A mixed research method consisting of quantitative and qualitative approaches has been used in this research, which includes two types of data collection: students’ questionnaire and observation.

2.3. The research participants

The group of the first level contains 25 students , (09 males and 16 female), 15 of them are between (15 to 25) years old , 06 are between (26 to 35) years old, 04 students are between the age of (36 to 45) years old participate in the study .

2.4. Research procedure

We conducted an observation with the only group of EFL learners of the first level intensive Programme, at EL -Amad private school. Relizane. Four oral sessions were attended in order to participate in the activities of the group without knowing that they are observed. The procedure helped to record some notes about their interaction. The data was collected at the end of the level.

These courses were basically designed for beginners' level students with the objective of enabling learners to acquire the basic English conversation effectively. The teacher divided the students into groups, every oral session included a group of four students who were assigned to watch video records of the next lecture, and play conversation roles. They had a week time to watch the videos. During that week, they could communicate with the teacher and the rest of their class mates. These videos included basic English conversation and parts of speech; Approximately, the videos were between ten and fifteen minutes.

On the other hand, to determine the participants' perceptions towards using the flipped classroom method in EFL oral classes, a questionnaire was delivered at the end of the level.

2.5. Research Instruments

For quick and efficient way of obtaining large amounts of information to gather the data, the tools that have been used were mixed questionnaire and participant observation, these important materials were meant to provide worthy data.

2.5.1. The observation

The observation is one way to collect primary data. Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. There are many situations in which observation is the most appropriate method of data collection.

2.5.1.1. Types of observation

There are two types of observation: Participant observation; and Non-participant observation

- **Participant observation**

Participant observation is when you, as a researcher, participate in the activities of the group being observed in the same manner as its members, For example, you might want to examine the reactions of the general population towards people in wheelchairs. You can study their reactions by sitting in a wheelchair yourself. Or you might want to study the life of prisoners and pretend to be a prisoner in order to do this.

- **Non-participant observation**

Non-participant observation, when you, as a researcher, do not get involved in the activities of the group but remain a passive observer, watching and listening to its activities and drawing conclusions from this. For example, you might want to study the functions carried out by nurses in a hospital. As an observer, you could watch, follow and record the activities as they are performed. After making a number of observations, conclusions could be drawn about the functions nurses carry out in the hospital. Any occupational group in any setting can be observed in the same manner.

For the sake of our study, to make sure that teachers planned the course design, in turn, focus has been on the two first sessions on student engagement, interventions on teacher; also, on how was the technique that the teacher would help motivate students and improve their preparedness for the next lecture at home.

For the two other sessions, the facts of course design have been compared with the events noticed in the two first sessions that preceded them. It was noticed if and the students who take these courses have attended the lecture unprepared for class or they take more responsibility for their learning and come to class with a better understanding of basic content and how the teacher redesigned the course to a flipped classroom and help students develop a deeper understanding of course which will help them succeed in future courses.

2.5.2. The questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post (Saul McLeod, 2018). Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people.

2.5.2.1. Types of questionnaires

There are two types of questionnaires and the one to be used depends on what kind of information you want and purpose of that information

- *Exploratory questionnaire (qualitative)*

Also known as unstructured questionnaires; The research used to collect qualitative data which is information that can be observed and recorded but isn't numerical in nature. It's used to approximate and characterize.

- *Formal standardized questionnaire (quantitative)*

It is used to collect quantitative data which is information recorded as a count or numerical value. The data is quantifiable which means it can be used for mathematical calculations or statistical analysis. In essence, it answers the question of how much, how many, or how often. (Daniel ND, 2019)

2.5.2.2. Student Questionnaire

In order to evaluate the performance of the students, a questionnaire was designed to obtain objective and subjective responses. The questionnaire is divided into two sections. It consists of 13 item questions. The first section is dedicated to students' personal information. The second section deals with the most common means of moving instruction outside in the flipped classroom format that has been to require students to watch pre-recorded video lectures or screencasts prior to attending class, the questions numbered from 1 to 4 are concerned with the videos assigned to the participants to investigate their self-reported opinions to the accessibility of the content presented, the preferred duration, and if the videos are well understood, The suggested responses includes a direct yes, a direct no and a choice for the Yes : certainly , and a little options. To discover is if the model flip contribute to achieving the desire of learners to study and increase their level language skills , the questions numbered 4 to 7 were set to includes the responses as a direct yes, a direct no and a choice for the maybe.

Question 4 examines the effectiveness of follow up in-class activities in sharing, participating and advancing learning. Question 5 investigates the connection between the pre-class preparation and students' ability to be readily and engaged in the practical activities in the classes. Question 6 checks if there is an improvement in the learner in terms of his interaction with the environment in which he is studying to understand the lesson. Through the question 7, it is an open question investigation of the participants' opinions in order to know whether this method helps to ascertain the desires of learners about what they are accused and focused to learn. Question 8 helps to see if there is some kind of gaining self-confidence while chatting with colleagues and talking comfortably. The remaining questions refer to the experiment of the student towards learning oral expression when changing a standardised teaching model to a flipped classroom model. These questions seek to examine in general if there is a change in student's engagement and perceptions. Question 9 was a display of the expected results in order to know what skills the learner gets by exposure to the videos repeatedly. The answer to it was limited to four options related to communication skills. Question 10 intends to disclose whether the model flip had a major role for the learners in raising the efficiency of learning oral expression, and achieving a kind of development on their level. The purpose of question 11 is to reveal the benefits that the flip model offered during the lesson in addition to the traditional model. The last question aims at knowing the learners' opinions through their experience study in oral sessions with this model for all the level.

2.5.3. Classroom Observation

As mentioned earlier, two groups were set to the observation and this is for the sake of revealing if the flipped classroom achieves the benefits mentioned on the theoretical side and in order to examine whether this model has efficacy and impact on raising the competencies of learners in oral lessons. Of course, the choice was made on two groups containing 4 students who were asked to prepare for the discussion. The next session, the teacher proposes an online video in order to watch. The pre-class videos are on YouTube Master English Channel. These videos supply them with options: offline, uploading and, recorders which the learners can download from any devices in to their own. The lectures are redesigned into a flipped classroom format on two stages: Out-of-Class Lectures and In-Class Activities.

2.5.3.1. Out-of-Class Lectures

The observation was conducted in oral sessions. It took four week time on December 2020. The learners were asked to watch pre-recorded video or screencasts prior to attending class many times in order to examine whether these lectures have any impact. The topic of the first lesson was travelling on a plane, the second lesson was learning about conversations while shopping in the market. In order to achieve the desired results, both lessons began with the traditional style of lecturing were preceded by several activities in which the vocabulary was used in grammar, writing, and lexis. These activities should be done at home while students received information in class regarding the requirements in order to enrich them with necessary background. The teacher installs resources in a learning problem- solving situation related to the environment and interests of the learners and advances in various terms and words indirectly. In this stage, the teacher trains the learners on how to integrate and how to mobilize the previous knowledge and vocabulary which is acquired to use as background information to produce full-sentence related to the oral topic.

2.5.3.2. In-Class Activities

- **First session: travelling on a plane**

Students were asked to close their eyes and listen to the dialogue that takes place between the flight attendant and the passenger indirectly. then discuss it by presenting some oral questions, then they are asked to think about examples of dialogue and what they can do and then link it to the lesson through a set of questions. The course design, of this session, started by operating the Data Show device. While dispensing with the audio and the accompanying explanation, the purpose of this lesson is to urge the learner to verbal expression; because the use of sound will inhibit the share from achieving the desired purpose, it is necessary to respect its basic conditions.

After that the teacher starts a free discussion by accepting the suggestions made by the students. Then, he moves to the rest stage in which he requests the group who attended the lesson at home to play similar roles to invest what was done in the class in a dialogue consisting of a question and answer, and the goal is to consolidate their language tank, and encourage them to get rid of shyness, stand in front of their colleagues with confidence, and embody what is required of them, by giving pleasure in learning.

At the end, the teacher comes up with a quotation of everything that happened in the lesson where he writes a summary on the whiteboard and reminding the students of the words

and sentences that have been addressed, and asking them to write a small paragraph that contains most of them, to take the papers later to correct them and assess the level of students.

- **Second session: Going to the market**

The teacher stresses the students who have been asked to watch the video to attend to the whiteboard. Students have an opportunity to think that allows them to express the subject freely and the teacher does not intervene unless he wants to instruct a student who is unable to continue speaking with questions or in case he is unable to express. Their colleagues ask them questions, to describe their topic. When students perform their presentations, their colleagues evaluate them through blogging this statement:

- ✓ Right stand,
- ✓ Body Language
- ✓ Order of the ideas

The teacher listens to each student's comment to correct his/her mistakes and highlights the positive aspects. The teacher chooses the best one to write on the whiteboard. Then the teacher displays the specified video once or twice with the aim of developing the oral expression of students by focusing on the comparison on what they talked about previously, and then asks students to write an expressive subject in written form which includes a small similar story to their going on to the market.

Conclusion

This chapter presents the characteristic of the method that was followed. It discussed the research method, procedure, and participants who contributed to achieving this study. It explained the data collection tools, observation, description and explanation of the student questionnaire. Additionally, the practical aspects of the research will be discussed in the next chapter.

Chapter Three

Introduction:

This chapter is merely devoted to the empirical stage of this case study as it is the most important part in this work. At this level of research, investigation takes place, and the research hypotheses are submitted to test. The chapter will offer a broad description of the two main tools used in this study namely the survey questionnaires and class observations besides a comprehensive analysis of the results obtained from the different instruments and their interpretations. In fact, the investigation of the interrelated research questions gave birth to both quantitative and qualitative data and has led to partial conclusions drawn at the end of each investigating tool.

3.1 Data Analysis and Interpretation of Results

The following sections are the treatment of all data collected from the field-based observations and the survey questionnaire handed to the randomly selected sample of learners selected from El Amad private school. The analysis of the data is presented in two parts: The first part deals with the information obtained through classroom observations that were analysed qualitatively. The second part includes the analysis of the results of the students' questionnaire that to determine the effectiveness of the flipped classroom on their learning of oral expression. The data were quantitatively analyzed by means of tables and percentages for each question.

3.1.1. Interpretation of Classroom Observation

The classroom observation was conducted, in this case study, so as to observe the implementation of the flipped classroom to the extent to which EFL classroom climate can affect pupils' motivation and academic success in language learning as well as to cross check data obtained from the students' questionnaires.

a) Section one: Pre-class observation**• The first session**

The lesson was started with the traditional method. It lasted three hours. The first half was devoted to the grammar lesson where the teacher performed some exercises, focusing on reviewing the previous session such as colour, time...then he moved to the oral lesson, where he revised some oral expressions that students had previously studied, Then the instructor exposed the theme of the next lesson, where he asked the learners to download a video from 'YouTube platform master English channel'. The course was related to 'travelling on the plane'. He elicited the students to watch it again and again and take the most important notes.

After that, he chose a four-member group of students who were asked to play roles similar to those in the video.

- **The second session**

The class duration was three hours. The teacher began the lesson in a completely different way from the first one. A reading comprehension test was administered to the participants, where the learners were asked to read the text well and answer the questions. In order to add fun and enjoyment to the class, the teacher offered the students to play a game related to market vocabulary, where he asked each one to mention a word related to shopping, while the second one had to formulate it in a useful sentence. After that, he presented a comic video about vegetables and fruits. The clip was translated in Arabic at the lower part of the screen to facilitate the understanding of the learners,

The improvement that can be attributed to the learning effectiveness of flipped classroom was that students could view and review the videos at their own learning pace as well as the immediate and personalized feedback they received from tutor on their performance in class.

b) Section two: In class activities observation

- **The first session :**

This session was devoted to oral expression which lasted for three hours. The teacher presented the video dedicated via his computer using the projector. He displayed the video twice without a picture while keeping the sound. He, then, asked everyone to listen carefully. Next, he requested several learners to answer the questions, for example:

- What is the name of the captain of the plane?
- How long will the travel?
- How was the weather?
- What is the name of the flight attendant?
- What did the customer ask the hostess for?

After that, he took note to the answers of the learners. Later, he directed the group that was previously asked to prepare the lesson to perform a play on the same topic, and at the same time asked all attendees to write their comments about the way the play is presented, for example:

- How was the actors sound: anxious? Relaxed? Speak fluently...
- How were the language and grammar used?

Then, he asked each of the students to perform short story about a trip he made in three minutes time. The teacher required the students to watch the video for the next lesson quite carefully.

- **Student Interaction during class time**

Half of the students did not review the lesson at home, here we mention that the serious students were those who were employees and self-employed. They seemed very interested in the oral share, through their great interaction, either among them or with the tutor. This was evident through their interventions and comments during the lesson.

The active learning was strongly present throughout the activities of the lesson: Starting from the process of listening and answering questions to speaking through doing the oral expression, to summarizing the lesson. Excellence in terms of participation and performance was apparent through the group that was asked to prepare the lesson: Their interventions in all activities of the lesson, the highest evaluation from the performance side, and the language used.

A member of the group was asked about watching the video and preparing the different tasks. He joyfully answered:

"Of course, I watched the video again and again, which helped me to learn and understand many vocabulary and sentences, I watch videos every day about communicative expressions, and I spent my time watching YouTube to learn English most of the free time, especially before going to bed"

- **Second session:**

This time, the absences were almost nonexistent, everyone came to the class, and the tutor presented the video for today's class through the projector. It was about someone going to the market to buy vegetables and fruits. The group was asked to prepare the lesson, to go to the board and play similar roles. Their classmates were requested to take notes on how to perform the play. A game was presented: every two learners attend to the board where they had to close their eyes. The first one was given a vegetables or fruits then asked to describe it in any way without mentioning its name; the second person had to guess what it was.

At the end of the session, the attendees were asked to write a short paragraph about going to the market to buy what they prefer.

- **Student Interaction during class time**

What was observed in this session was characterized by a lot of fun and humour among the learners. The discussion and participation were mostly inclined to students who

were asked to prepare the lesson at home as they seemed to be in an identical level of readiness through the game that was presented. This is what supports the hypothesis set previously about the effectiveness of this model in raising the level of reception and active learning in its various aspects. When the instructor asked the students to summarize the content of the material, they had perfect preparation through which they can build knowledge. Most of them were able to complete their assignment in good manner

3.1.2 Interpretation of of the Students' Questionnaire

As explained in the questionnaire, It was aimed to cover students' experience and perception towards learning by mixing their learning among traditional and flipped models.

First of all, extra questions at the beginning of the questionnaire sought to distinguish the gender of the participants. The participants' gender is shown in the following table:

Gender	N	Percentage
Male	08	32%
Female	17	68%
Total	25	100 %

Table 1: Respondents' Gender

The following graph demonstrates the participants' answers on the Compatibility of the videos lecture

This figure is in answer of the question 1 (See appendix)

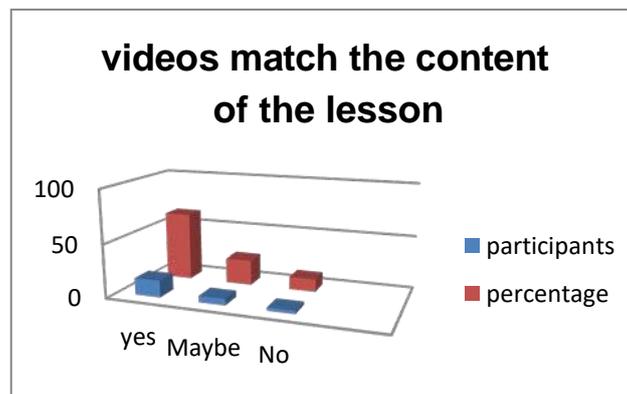


Figure 1: videos match the content of the lessons

The figure shows that 64 % of the respondents found it is easy to understand video lectures, 24% found that it fits with the desired content. Only 12% of them stated no.

The figure below is a numerical analysis of the second question that regards to duration of video clips that student can absorb (See appendix, question 2)

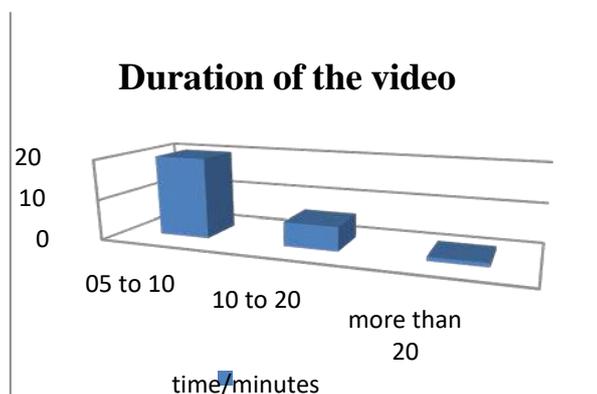


Figure 2: Duration of the video

As indicated by the results, most of the responses indicated that the time duration of the videos that can be understood simply ranges between 5-10 minutes was 80%, with the exception of a small number of learners; their percentage was 24 % who can assimilate videos lecture that their duration lasts between 10 to 20 minutes.

Figure 3 representing question 3, came to interpret the extent of their ability to understand these video lecture individually without the help of the teacher or classes activities, and the results came as follows

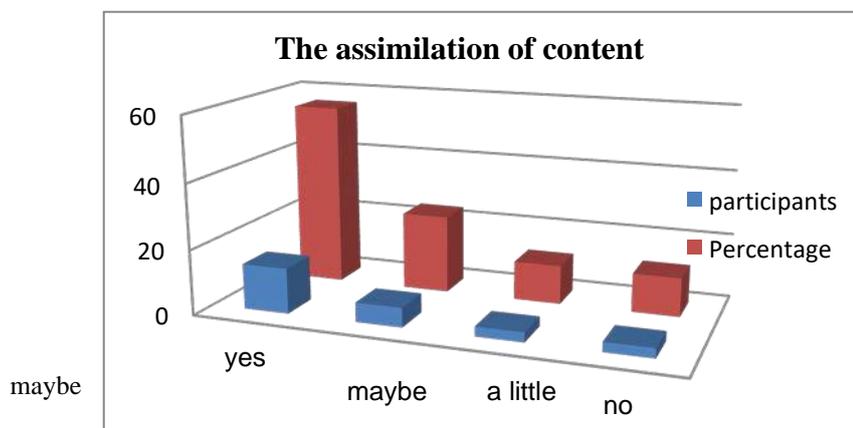


Figure 3: The assimilation of content

The results show that 70% of the learners captivate the videos normally, as a smaller percentage (16%) do not estimate its full accommodation to them because of their limited abilities, as for the rest who answered no; the reason is that they have limited ability to comprehend since they are all still studying in middle school.

The data in the table, below, is related to the question 4, 5, and 6 (see appendix). They suggest a rich performance of the respondents after using the flip method in oral course, the better performance of students can be explained by the influence of the pre-lesson prepared at home.

In Table 2, the means of the questionnaire's directional for the three questions 4, 5 and 6 ranged with a higher percentage which indicates that most of the EFL students had a positive attitude towards the flipped model. The last findings in relation to the second hypothesis concerns instruction and agreed that the flipped model would be helpful in improving their oral expression ability.(see appendix)

N	Questions	Scale Percentage %		
		Yes	May be	No
04	Was watching the video lesson at home useful for you to be involved and prepared you to participate and share in class?	72%	24%	4%
05	After watching videos at home do you think that in-class activities, you notice an improvement in your performance in oral skills?	68%	24%	2%
06	Does the class discussion with the teacher and your classmates help your understanding of the lesson?	80%	12%	8%

Table 2 . Descriptive statistics for the effectiveness of in-class activities in oral session

72% of the respondents answered yes, that watching the video at home helped to participate and share in class. Concerning the directional question (Improving their performance in oral skills), the majority answered yes with a percentage estimated to 68%, Moreover, the finding revealed that class discussion with teacher increases which showed that 80% of the students replied with yes.

The qualitative responses below illustrated the several answers for how can the flip models contribute to achieving the desire of the learners:

- *"I can learn and watch more video, it makes us learn very interesting."*
- *"I had some problems, sometimes videos was difficult, so I search for another on my smart phone and watch the easiest."*
- *"Before I was studying once or twice for my exams . I was getting tired a lot. With this method, I feel that I am studying for 15-20 minutes a day, I learnt everything about the content and I didn't need to study extra form y exam".*
- *"By assigning continuous and little homework, it does not bore the students and foster student participation in the lesson."*
- *"It helped me manage my time better and use it more productively"*
- *"I learned a lot in a shorter time. The whole day I spent out of home for learning"*

- *“This way made me learn better, I learned better by spending less time, I saw my mistakes and focused on them more.”*

Asking students to distinguish how watching videos before class can may be totally successful to achieve their desire in learning, was the object of question 7.

Some students are not often used to being responsible for knowledge acquisition. The other students had a reason to prepare by having engaging classroom activities that require knowledge to prepare for their exams. The rest want to reinforce themselves in English for using on their business, they are responsible for acquiring the information before class; It is advisable to summarize the main points of the readings or videos. The success of the flipped class relies on the activities in class being connected to the content and the desire of each one of them that they want to achieve it which has to be used in some way to enrich their learning so they feel improves.

Figure 4 shows the effect of this method on enhancing communication between learners among them, on the one hand, on the other hand, their teacher through the interaction process within the class.

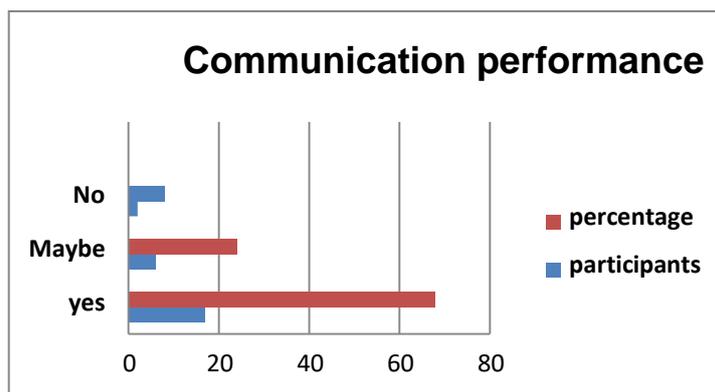


Figure 4: The Communication performance

As most of the answers were yes by 68 %, and maybe with 24 % and this was also confirmed by the observation that we made previously Students discussed and worked on the assigned tasks in a team, cooperating, and helping each other. Despite the mistakes committed, for example, pronunciation... But it has given more challenging to perform their speaking

For students who needed help, the tutor was around in class to help to clarify doubts. Content differentiation through the clever use of active learning activities has proven to be effective in helping all students to speak in class and facilitated learning.

Question 9 (See appendix) targets the skills gained among participants. As the figure displays, most of the participants chose to communicate or participate, often, Again, that proves that this method is extremely better to increase level amongst the recent learners.

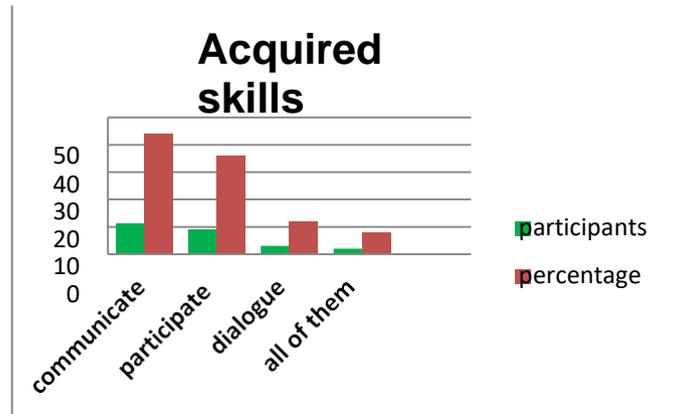


Figure 5: Acquired skills

Question 10 is an attempt to find out if there would be an effect of the use technologies in the classroom,(See appendix)

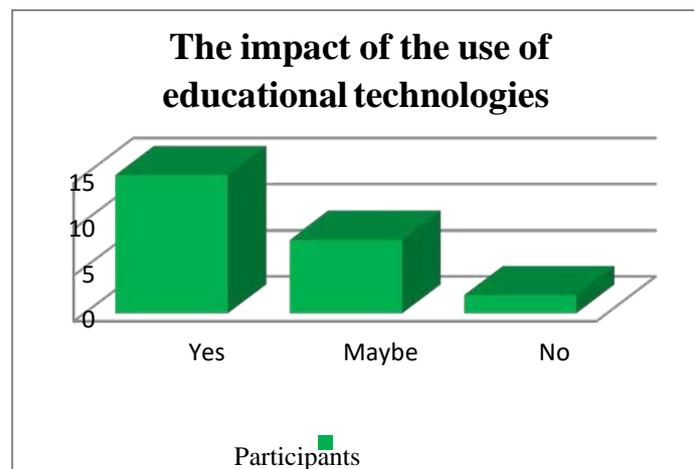


Figure 6: The impact of the use of educational technologies

As seen in the figure, the positive percentage surpassed the negative one in this question. A key point to remember is that the benefits of the educational technologies among the participants played a significant role to answer this question.

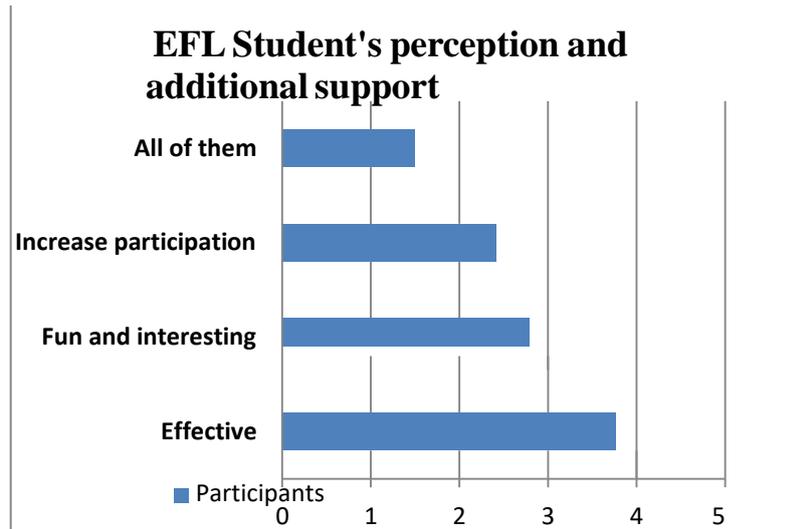


Figure 7: EFL Students' perception and additional support

As it is clear in the figure, the salient responses of question 11 (See appendix) to know the additional support that the flip model provides to the learners was acquaintance development with 36 %, make the lesson fun and interesting, 28 % increased participation within the section, 24 %, all the suggests, 12 %, and this is in line with the established belief that the flipped classroom encourages learners to be more engaged in class and increase their oral skills

Figure 8 shows the students' responses to question 12 which is related to their perceptions towards the flapped classroom after using it as a method for teaching an oral lesson.

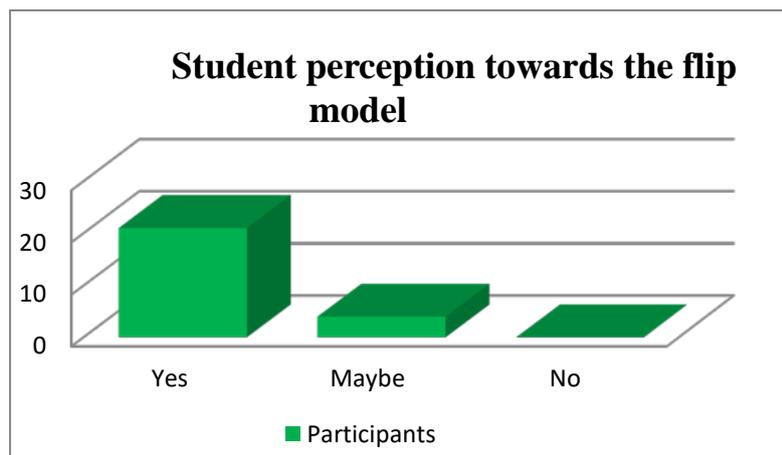


Figure 8: Student perception towards the flip model

It is clear that the teacher's use of teaching the oral class through the inverse section model has a great impact in improving the oral performance of students and this is what we felt by asking them at the end of the first session, if they prefer to continue learning this curriculum during the second cycle as it came. Most of them answered yes.

3.2 Discussion of the Results

This study was primarily devoted to shedding light on the impact of flipped classroom instruction based teaching on EFL learners' oral lecture achievement.

The results pointed out significant impact of flipped classroom Intervention on total EFL performance and all its sub-skills with a large effect size, within the observation of the two groups who were asked to prepare the play role. It was found that oral performance was moderately differed by flipped classroom instruction. Only with students' mentioned, a few of them their performance in all oral skills except for listening was significantly under the impact of the flipped classroom instruction model.

The practical side reveals that the use of this approach as a method in teaching oral expression has positive effects in terms of indoctrination of learners. Starting from the observation that we made in some classes, it was found that there is a significant tangible improvement for students, whether in terms of preparation and home review, or through participation in the activities of the department. The results obtained confirm that this approach is useful in achieving thinking, listening and communication skills, in addition to enhancing understanding of the content. The flipped classroom is not a vilification of the lecture or a dumbing down of content, nor is it a free-for-all discussion session. It is a carefully planned experience for students that allows for deeper learning of the content, practice in learning collaboratively, and formative feedback as concepts are being learned. Of course, not all learners possessed the same passion, erudition, and learning, but the firmness and rigor that was characterized by the professor, forced all of them to face lessons locally before the department. For those who found it difficult to receive lessons, it was not related to the method used in the study, because the intense listening is one of the most important reasons to help in speaking. Rather, it was a matter of limited cognitive abilities, as they still needed a great deal to learn the basic rules from the beginning in the English language.

The way to prepare oral lectures was a carefully planned experience for students that allows for deeper learning of the content, practice in learning collaboratively, and formative feedback as concepts are being learned.

3.3 Recommendations

- ✓ The present study offers important outcomes that guide the instructors to create and use a new pedagogical model to enhance the quality of EFL teaching and learning processes.
- ✓ The flip model is not available for all learners as a cure for all types of educational problems but a strong potential to promote learning individual with careful and effective planning.
- ✓ The present study enlightens an example practice about all aspects of planning and implementation procedures for flipping an EFL classroom.
- ✓ This study indicated that the flipped classroom indeed benefits absent and struggling students.
- ✓ The proposal for the flipped classroom as a viable pedagogical model that will both respond to learning and teaching needs in the 21st century of EFL achievement at education institutions.

Conclusion

The impacts of the use of the flipped classroom model on teaching are to find the best opportunities for students to achieve higher- thinking skills and to help make learning relevant. In this chapter, we tried to confirm what was discussed previously in the theoretical side. Through the applied study, we demonstrated the effectiveness of this model in raising self-education for learners and in a monitoring and periodical manner by the supervisor.

General Conclusion

General conclusion

The flipped classroom is a teaching method that delivers lecture content to students at home through electronic means and devoting class time to a variety of learning activities.

Evidently, the use of the flipped model for teaching EFL learners' in English oral session proved Its efficacy and the link between the two and their impact on language learning are considerably crucial in second language teaching and learning. The results of this study indicated that not only did the flipped model of instruction improve students' performance in oral expression but also it improved their overall attitudes and beliefs and boosted students' motivation and class engagement.

In this study, we had discussed the range of this approaches and focused on some activities frequently used in these settings. Amongst these, we had examined both out-of-class activities (e.g., video lectures) and in-class activities (e.g., games, student discussions).

We had proved that the value of these activities reflects the particular cognitive processes engaged by the activity regardless of whether the setting is the traditional (lecture-based) classroom or the flipped classroom. Future work should continue to examine the influence of individual activities on student learning and behaviors, particularly. Based on the findings of the present study, some implications are can be formulated. First and foremost, EFL teachers can develop new ways on teaching to improve the flipped model effectiveness in their teaching environments and based on their students' needs and interests. A flipped classroom may bring many benefits. For teachers It liberates them from the traditional ways of teaching. As a limitation to this study, it may be argued the success of the flip model are dependent on student Efforts, and one must trust students to watch the lectures at home. Unfortunately, there is no way to guarantee they will oblige or cooperate with the instructor, Several reasons may lead to the failure of the implementation of this model, may students do not complete the videos or study at home or may they come to class unprepared. In addition, inequities in students' home lives can also cause a barrier to the flipped model. Many students don't have access to the technology needed for viewing or interacting with lecture material. Moreover, this study was confined to a limited number of EFL students.

In conclusion, much work still to be done, First and foremost, this study can be replicated to find whether the same results would be obtained. If yes it certainly paves the way for more thorough studies in future to investigate the effect of the flipped model of instruction on other language skills such as writing, listening, and speaking. Furthermore,

some attempts are needed to modify this model for academic education It might be also very helpful to investigate how can teachers learn to implement a truly flipped classroom.

Finally, large-scale research of both a quantitative and qualitative nature comparing a broad spectrum of students To determine the success in flipped and non-flipped classrooms is needed.

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Appendices

Students' Questionnaire

The Effects of Flipped Model on EFL Learners' Engagement and performance in English Oral courses in private school

You are kindly requested to answer this questionnaire which aims to investigate the effects of the use of the flipped classroom Comprehension and Perception, Among EFL learners, mention (√) on your choice, Simple and honest answers will greatly contribute to the credibility and accuracy of the research. All responses will be kept confidential. Thank you for your help.

Section One: Personal Information

1-Gender :

Male

Female

2-Age :

15-25

26-35

36-45

Section two: the potential effects of the flipped model

1-Do you think the videos you were watching match the content of the lessons ?

- a) yes
- b) Yes, certainly
- c) a little
- d) no

2- How long were the videos you watch?

- 5-10 minute
- 10-20 minutes
- Longer

3- Could the presentation of the content be assimilated as well?

- a) yes
- b) Yes, certainly
- c) a little
- d) no

4-Was watching the videos lesson at home useful for you to be involved and prepared you to participate and share in class?

a-Yes

b- Maybe

c- No

11- What additional support that this method provides to you in the educational process?

- Effective in forming my acquaintance development
- Make the lesson fun and interesting
- Allows increased participation within the section
- All of the above

12- If given the choice, would you continue learning English with the flipped classroom model?

yes

Maybe

No