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**The Effect of Using the Flipped Classroom Model on the Pupils’
Writing Skill Case study of 3rd year pupils of Zaatcha, Lichana-Biskra
secondary school**

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Dedication

I dedicate this work to:

- ❖ My lovely and precious parents: ZINEB and ABDELATIF. I thank them about everything they are giving me; prayers, love, encouragement, support, help. They were and still the secret of my happiness. May Allah bless them.
- ❖ To my lovely sisters: Karima and her husband Salah, Warda and Badra.
- ❖ The cutest little sisters: Houda, Serine
- ❖ My dearest Grandmother: Saadia
- ❖ My dearest uncles: Mourad, Ahmed and his wife Mouna, Chellali and his wife Karima.
- ❖ My beloved aunt: Houda, Fatima, Souad and Nadia
- ❖ My little niece: Maya
- ❖ My strongest, powerful and best Friends: “Hiba, Noura, Houda, Aicha, Basma and Maria.
- ❖ My sweet heart Friends: Jinen, Massouda, Mounia, Latifa, Samiha, Leila, Salwa, Ahlem and Rabia.
- ❖ My best classmate Amina.
- ❖ My fiancé Mahyiddine
- ❖ To all my family members.

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Abstract

Writing is one of the most important skills; this importance led to the emergence of several problems that the majority of pupils suffer from. So, We thought of a new strategy to help them overcome these problems. Hence, this research aimed to investigate the effect of flipped classroom model on pupils' writing skill and their attitudes towards this Model. Moreover, we are seeking to identify whether the Flipped Classroom Model (FCM) can be applied in Zaacha secondary school, Lichana. Also, to check out our research hypothesis that said the application of FCM will improve third year secondary school pupils' writing. To verify this hypothesis we opted for a mixed method and three data gathering tools in order to investigate the effect of the FCM on pupils' writing performance and to determine their attitude towards this model. These tools include classroom observation within the traditional class and within the FCM. Also, a questionnaire administered to pupils and another one to the teachers. Basically, after analyzing and the results obtained, the findings demonstrate that third year of pupils' writing skill has been positively improved due to this new model in comparison to the traditional class. Additionally, the pupils have shown their appreciation towards this strategy and they have suggested adopting it. Thus, the hypothesis mentioned before was confirmed and validated.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

Et al: and other

FCM: Flipped Classroom Model

FLI: Foreign Language Interference

H: hypothesis

ICT: Information communication technology

Q; question

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المخلص

General Introduction

Introduction

The process of teaching is rapidly changing and it becomes more easily advanced to cope with the various changes that face both the teacher and learner. Thus, foreign language teaching and learning have seen noticeable changes and betterment, to find out an appropriate method and technique for both to reach a successful manner in teaching and learning.

Pupils nowadays are required to master the four language skills, which are listening, speaking, reading and writing .This latter is considered as the hardest skill that pupils face maybe because of several reasons such as the lack of practice writing in the classroom or the short time devoted to this skill. In order to satisfy this pupils' need, teachers have to consider adjusting their pedagogical approach to solve these deficiencies, and to create a better learning environment. For that purpose many methodologists provide teachers with various strategies that facilitate this acquisition and help pupils to improve their writing skill. They suggest integrating the technology in the process of teaching and learning consideration to change the traditional way of teaching.

Pupils used to learn inside the classroom where they discover the content of their lecture. But, there is another way of involving the learners in the lecture by providing them with beforehand information about its content where the teacher uses some technological means. S/he uploads his/her lesson from social media and the learners are asked to scrutinize it outside the classroom and after that the teacher allows them to use it during the class time for practical learning; this strategy is called the Flipped Modal Classroom.

1. Statement of the Problem

After a long discussion with the teachers of English working in Zaatcha secondary school of Lichana, Biskra, it has been noticed that third year pupils are facing obstacles when they write a piece of writing. This phenomenon appears in their performance because of the lack of coherence and cohesion among the sentences, the non-use of conjunctions, the misuse of punctuation and capitalization, the use of limited vocabulary and repetition. Therefore, they need an alternative solution to improve this skill. Consequently the flipped classroom model (FCM) is seen as the effective technique to overcome this problem and to

improve pupils' writing ability; also it is suggested by many researchers. Thus, this study is an attempt to investigate that the FCM is a new teaching method that helps pupils to enhance and develop their writing skill.

2. Significance of the Study

The key factor behind this study is to give an alternative teaching method, and to encourage teachers to use this model, to enhance pupils' motivation and to develop their need (writing skill) in a limited period of time.

3. Aims of the Study

The present study aims to improve the writing skill of third year secondary school pupils, through the integration of FCM as a new teaching model. Also, it aims to explore the positive effects of this model on the pupils' abilities.

More precisely this work aims to:

- Introducing the FCM as a new teaching method.
- The effectiveness of the FCM on pupils' writing skill.
- Determining the learners' attitudes towards this model

4. Research Questions

The present study tries to investigate the following main questions in order to answer most of them:

Q1-What are the main characteristics of the flipped classroom model (FCM)?

Q2-Can this model be effective to develop third year middle school pupils' writing performance?

Q3-To what extent does this model motivate pupils to work?

5. Research Hypotheses

The present research is based on the following hypothesis:

H. We hypothesize that the implementation of the flipped classroom model will improve third year secondary school pupils' writing ability and help them overcome some of the writing difficulties.

6. Research Methodology

6.1. Method

The present research seeks to investigate how pupils' deal with such new model as an alternative teaching method, in enhancing their writing abilities. Thus, the nature of our problem necessitates the quasi-experimental method but because of time constraints, we opted for the mixed method approach. To gather the necessary data, we intend to use classroom observation and questionnaires for teachers and pupils.

6.2. Population and Sampling

In order to conduct our research, we have selected third year secondary school pupils since they are facing difficulties when writing a piece of academic composition. Moreover, we intend to work with pupils of literature and philosophy branch during their English sessions (2018-2019). During this work, we will rely too much on the teacher's cooperation.

6.3. Research Tools

In order to examine our research hypotheses, and check it whether it is accepted or refused, the following data collection tools have been adopted. First, a classroom observation is going to be used with third year secondary school pupils of Zaatcha High School of Lichana (Biskra) during their sessions of English through the check list, to write down the several factors that are observed, before and after the application of the flipped model. Second, a questionnaire will be administered to the pupils who are going to be exposed to the flipped model, and we try to know if they are improving or not. Also,

another questionnaire will be administrated to the three teachers of English in that school to check whether they can apply the flipped classroom model or not and to see whether or not it helps them to teach in a healthy learning atmosphere.

7. Structure of the Dissertation

The present study contains three chapters. The first and second were dedicated for the theoretical background about the writing and Flipped Classroom Model. The first chapter was devoted to influential definitions to writing .which includes important definitions of writing skill, importance of writing, writing and the other skills, assessing of writing, writing difficulties and factors facilitating writing. However, the second chapter was devoted to the flipped classroom mode and its definition, its implementation, the flipped classroom in comparison to traditional class, also the flipped classroom and its advantages and challenges of the model.

The third chapter was devoted to practical part of this study. We were opted for this study three data gathering tools; we have conducted a classroom observational with pupils' third year of Zaacha secondary school at Lichana-Biskra. Also we have administered questionnaire which dedicated to teacher and another one to pupils after being experienced the flipped classroom. This chapter also was devoted for analyzing tools the finding obtained from data gathering tools.

Chapter One:

The Writing Skill

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Introduction

Writing skill is an important part of communication, it considered as an essential skill for academic career; especially in teaching and learning process. However; pupils find writing in English as foreign language difficult and complex task to master; because it needs more practice and effort. According to Nunan (1999, p. 271), mastering the writing skill is challenging even for native speakers because it requires the production of a long coherent and fluent piece of writing. Also writing is most needed skill in examine pupils because they are evaluating through what they write.

In this chapter we will devote a big part of it to the influential definitions of writing. Which include important definitions of writing skill, importance of writing, writing and the other skills, assessing of writing, writing difficulties and factors that facilitate writing.

1.1 General Overview of Writing

Writing is considered as a difficult skill among the other skills, and it has many views and various definitions in the part of language learning and teaching process. According to Audiotopeia(2014) "writing is a medium of communication that represents language through the inscription of signs and symbols". In the same context, Kharma and Hajjaj state that writing is also defined as the use of graphic marks to represent specific linguistic utterances (1989).Moreover, Tribble (1996, p.12)points out that "learning to write is not just a question of developing a set of mechanical 'orthographic' skill, but it also involves learning a new set of cognitive and social relation".

Additionally, Harris (1993, p.78) states that writing is not an innate natural ability but it is a cognitive ability". It means in which the author uses a set of empirical processes such as the interpretation and analysis and so on ,this is gained from his academic life and do not found it by nature. In the other hand, Langosch (1999) defined writing as an imaginary conversation between the writer and his reader; this conversation is to benefit the reader. Moreover, Richard and Renandya (2002, p.303) point out that "there is no doubt that writing is the most difficult skill for L2 learners to master". In the same sense, Tribble (1996, p.11) thinks that we cannot acquire the writing skill by exposure. However,

writing differs from speaking because it needs some instructions; also the writer has only one way which is the use of words to express ideas, feeling and thought.

1.2 The Importance of The Writing Skill

Writing is a very important tool for today's society because it is an essential means of communication. Learners can express themselves, discuss and share their ideas through it. Writing is like a frame of our communication in addition to the other receptive skills which are reading and listening. Although, Harmer (2004) claimed that writing was given little attention regardless of its long history, which shows that this skill was the stone corner in the academic field. He added that gradually, the importance of writing emerged aside with literacy and numeracy. He emphasized that the writing proficiency and the language ability are equal.

In addition, Kane (2000) defined writing as a rational activity that is related to the mind, which demands mastery of techniques and provides a channel of communication through words. He also said, "writing is not just a tool to use language; rather, it is a way of growth that makes us more complex and by consequence more interesting in addition to the practical advantages in educational field and job career of writing". Raims (1983, p.3) noted that "writers struggle with what to put down next or how to put it down on paper; they often discover something new to write or new way of expressing their idea". In line with this, Bacha (2002) claims that the language learning process depends on cognitive skills that are developed by the writing process, these skills are significant in acquiring learning strategies such as analyzing, synthesizing and inferring.

Writing is a very important skill also it considered as means of expression ideas and feeling clearly as well as it gives a visible image for the future generations, that is supported by Crroll(1990,p.01). He claims that:

Without doubt, the most important invention in human history is writing, it provides a relatively permanent record of information, opinion, beliefs, feeling, argument, explanation theories. Writing allows us to share our communication not only with contemporaries, but also with future generation. It permits peoples from the near for distant past to speak to us.

1.3 Writing and the Other Skills

There a big relationship between reading and the other skills. So, sometimes it influences them and sometimes it is influenced by them.

1.3.1 Writing and Speaking

Writing and speaking are different skills; each one has its own characteristic although both of them are productive skills. Writing is considered as the most difficult skill. So, we will spot the light on it in order to clarify many important things. O'Grady et al. (1996, p.591) argue that:

Speaking and writing are different in both origin and practice spoken language is acquired without specific formal instruction, whereas writing must be taught and learnt through deliberate effort . . . there are many people who are unable to write while spoken language comes naturally to human beings, writing does not.

Raimes (1994, p.14) agreed with the same view point and argues that our first language is a language that should be learnt and it does not require any instruction. However, because of the complexity of writing, we find most of people are taught how to write in their L1. In contrast, Robins (2000, p.95) considers speech and writing as two sides of the same coin which is linguistic communication. While Rings (1992, p.21) states that spoken discourse not only utilize different phonology, syntax, lexicon and speech among other elements, but also a different textual interactional structure from that found in formal written discourse. As teaching writing is a hard task and it entails different use of language, so we should understand the difference between writing and speech to be completed in full.

According to Hammond 1990(as cited in Careemah Choong) written language is usually more complex as it has higher elements, such as high content words as nouns, adjective, verbs and adverbs which are used to explain information, and its complexity is related at the sentence level whereas the spoken language carries less lexical item. Also, Halliday (1985, as cited in Numan, 1989, p.25) claims that “only to some extent that speech is also structured and complex, but its complexity lies in the way clauses are put together”. In addition to that, writing is an elaborated skill and includes the hard grammar structure, connector ...and so on while spoken language is very simple and less elaborated

(Brown and Yule, 1983, p. 28). Although, as Raimes (1994) states, “writing is planned and requires time when producing it with more thinking and organized ideas, coherence and cohesion, but speaking is spontaneous and unplanned and usually involves thinking on the spot. It means that speaking is temporary does not take time to produced.

Writing and speaking differ in the level of ‘formality’, “writing is formal and compact, while speaking is more informal, repetitive and uses phrases such as “you see”, “what I mean”, and so on(Raimes, 1994, p.35). In addition to speech featuring with the uncomplicated of connectors such as “and”, “but” which tend to be more used; while in writing sentences it can be accurate and complex in using connectors and subordinators. The hardest thing is becoming on using punctuation and capitalization in the students’ written texts.

There is another view of Harmer concerning the differences between speech and writing, especially in term of their forms and procedure followed to produce language. These ways are concerned with: first, time and space, “spoken communication operates in the here- and- now world of immediate interaction; writing transcends time and space” (Harmer, 2007, p.7).Second, it is concerned with the participant we pick out carefully our words according to the qualities of participants. Third, he claims that “one of the most obvious differences between writing and speaking has to do with the processes that writers an speakers go through” that means, he carries on to add the notion of process.

Fourth, another difference that Harmer states is organization and language between the two modes. He says that “the most noticeable dissimilarities between speech and writing are the level of connectedness and the issue of well-formed. In addition, the fifth way is concerned with signs and symbols where Harmer (2007) points out that writing has fewer signs and symbols then speech despite the simple difference between them but without them does not make communication more effective. Finally, the sixth way is concerned with the product where Harmer (2007, p.11)claims that “if we consider a face-to-face conversation to be a work in progress, writing usually turns up as a finished product”. Finegan (1994, p. 120) summarized all what has been said above and argued that writing and speaking are differing in four main points:

- Speaking can be delivered by using various gestures, intonation, voice and pitch whereas; writing has only words and syntax.
- Planning in writing takes time than speaking.

- Speakers and addressees have a direct communication to get closer to them but writers and reader are not.
- Speaking tends to rely on the context of the interaction more than writing.

1.3.2 Writing and reading

It is said that a good reader tends to be a good writer, to be a good writer should have a considerable knowledge; in that reading provides students and helps them with varied, ideas and information to reach their writing language. It is supported by Hyland (2003, p53) that “writing together with reading is a central aspect of literacy”. This means to be able to read and write to become a literate person. Thomas (1976) claims that: a significant relationship exists between writing achievements and the amount and variety of reading experiences. In addition, writing and reading are two complementary and similar processes; they include the same cognitive process.

Furthermore, reading and writing complete each other. They are necessary to comprehend both forms and function of language. Also, they have some similar components that are helpful in making sense; both writing and reading involve generating ideas, planning, drafting and revising and so on their compose reading model. Tiemy and Pearson (1998, p.15) explained that: “reading and writing involve similar, shared linguistic and cognitive elements as readers read and writers compose. They also plan, draft, align, and monitor as they read and write”. Revising as an example has a great important role as a cognitive process in both skills: writing and reading. In one hand revising may help the readers understand what the author’s text by pausing, thinking and reflecting. In the other hand, in what she is reading for the writer revising may help finding mistakes, and getting meaning.

According to Eisterhold (1991as cited in Sadik, 2007, p. 202),

Reading in the writing classroom is understood as the appreciate input for acquisition of the writing skill, because it is generally assumed that reading progression will somehow function as primary model , from which writing skill can be learned or at least be inferred.

In other words to improve writing you need to read a lot.

Many pupils have shown that there is a strong relationship between writing and reading (Eisterhold 1999 as cited in Saddik, 2007:233) concludes that:

- 1-There are correlations between reading achievement and writing abilities, i.e. better writers tend to be better readers.
2. There are correlations between writing quality and reading experience as reported through questionnaires, i.e., better writers read more than poorer writers.
3. There are correlations between reading ability and measures of syntactic complexity of writing, i.e. the one who reads a lot can write more than poorer one because he has syntax.

The same opinion was aforesaid before by Statsky (1983) (as cited in Krol, 1997:81-88) “better writers tend to be better reader ...and better writers tend to read more than poorer writes ...and better readers tend to produce more syntactically natural writing than poorer readers”. When we match this view with our investigation with third year pupils of secondary school, we find that the resource of the problem is the lack of reading among the schools that cause poor production. Harris (1993 as cited in Sid) suggested five interesting relationship which seems more significant to teach:

- Reading and writing are personal and social activities that are used in order to communicate. Writers need a response to what they write; readers need to respond to what they read and get responses to their analysis of the text.
- Reading and writing are reciprocal. Writers can learn much about writing by reading; readers can learn much about reading by writing.
- Reading and writing are interdependent. Readers cannot read if writers do not write. Likewise, writers cannot write if readers do not read.
- Reading and writing is parallel .Both having purpose, depend on the background knowledge, and focus on the construction of meaning.
- Reading and writing help discover the world around us. As writers write, they need to read. And as readers read, they often need to write. (Harris 1993: 94).

Finally, Manzo (1995, p. 113 as cited in Sid, 201) describes the relationships between readings and writing as an interrelated treatment; they call this connection the "Two- way relationship between reading and writing" as it is illustrated in the following table:

Reading to Write	Writing to Read
1-Reading increases the knowledge individuals have to write about. 2-Reading instills knowledge of linguistic pattern and form. 3-Reading builds vocabulary and familiarity with writer craft	1-Understanding of subjects, making subsequent reading easier. 2-Writing helps one to read like a writer, hence, sparking insights into writer mechanism and enhancing comprehension. 3-Revision in writing or making changes at various point in the process, involves many of the same high-order thinking strategies involved in critical reading.

Table 1: Difference between reading to write and writing to read (Manzo 1995, p. 113 as cited in Sid, 2016)

As a result, pupils need different models and tools to enhance their reading and writing skills in many topics that can overextend resources to use in writing. Also, teachers play a great role in encouraging their students better to write and read.

1.4 Writing Assessment

The lifestyles that we witness today demand us to communicate through our technological devices cell phones computers and so on communication has taken another face, which allows interlocutors to exchange messages in writing. It is viewed that is the reason behind the declining of the level of writing.

1.4.1. Definitions and importance of assessment

According to Saihi (2014, p.37)“Assessment is an overall process to give feedback and feed forward to refine the teaching and learning processes”. Assessment is an important process in both the learning and the teaching processes. Because it allows teachers to track the progress of their learners and help them to diagnose their weaknesses, so they can find remedies to improve their instructional methods adopted in teaching writing.

In other hand, it is also about how we can recognize the level, progress, abilities, and identifies them to provide them by effective solutions and advices to their writing problems; Brown (2003, p.218) clarifies the basics of writing assessment as follows:

The assessment of writing is no simple task. As [we] consider students' writing ability as usual [we] need to be clear about [our] objectives and criterion. What is it [we] want to test: handwriting ability? Correct spelling? Writing sentences that are grammatically correct? Paragraph construction? Logical development a main idea? All of these and more are possible objectives and each objective can be assessed through a variety of tasks.

Moreover, Narayanan (2013) states that "assessment is the systematic collection, review and the use of information about educational programs undertaken for the purpose of improving student's learning and development", that mean, it helps pupils to improve and ameliorate their capacities of writing and allow them to obtain a basic base of background and knowledge depending on the type of assessment.

1.4.2 Type of assessment

As it said before assessment is important procedure in the teaching and learning process. This importance led to have diversity in types, this latter depending on the purpose or function it is done for. Thus, we will address two of these types that can be used in classroom context and to get effective writing performance. These are summative and formative assessment, they are the most different but they complete each other. According to Coffin, et al, (2003 p. 104 as it cited in Seddik, 2017), "summative assessment is designed formally to evaluate a pupils' performance while formative assessment is designed to support a pupils' learning". In the same line, (Harvey, 1998, p. 7)asserted that "When the cook tastes the soup it is formative evaluation; when the dinner guest tastes the soup, it summative evaluation". It means that, they cannot be separated, and they complete each other's work.

1.4.2.1 Summative assessment

It used to evaluate student's learning at the end of an instructional after the course completion. That means the instructors were provided by various information about the

writing abilities of pupils that have been instructed during a long time as it Orlich, Harder, Callahan, Trevisan and Brown (2010, p. 331) defined summative assessment as "a process of 'summing up' achievement in some way or conducting a status check on accomplishment at a given point of time". In the same vein, (Baume, 1998, p. 8 as cited in Marilyn Higgins, Fiona Grant, Pauline Thompson, Alicia Montarzino 2010)

Summative assessment sums up a pupils' achievement at the end of a course, unit or semester. Moreover the instructor, based on those data gathered, builds judgment on the pupil's performance in writing for which, he gives measurement which is defined as "the process that assigns numbers to assessment results (...). It is a quantitative description and it makes no statement about the quality of pupils' performance (Orlich et al., 2010, p. 321).

1.4.2.2 Formative assessment

There are many definitions for formative assessment has been proposed by many researchers. (Black, 1999, p. 118) "Formative assessment is the short term collection and use of evidence to guide learning. It takes place during a module and is designed primarily to give feedback to inform further development". Moreover, Black and William (1998a) defined formative assessment as including all those activities Performed by teachers, and/or by their pupils, which provide information to be used as a feedback to modify the teaching and learning activities in which they are engaged (as cited in William, 2011). In the same line, Tuttle (2009, p. 3) states that "in formative assessment, pupils do not receive a grade, but they do receive feedback that helps them to improve". It means that formative assessment seeks to develop pupils 'intellectual skills in order to improve their grade.

1.5 Difficulties in Writing Skill

1.5.1. Grammar difficulties

Learner should have good and enough knowledge about parts of speech, the structures of language and its linguistic devices, in order to their writing be accuracy and comprehensively. Brooks and Penn (1970, p. 20) claims that "(...) for one thing in writing, we must understand the structure of the language, what the parts of speech do, how the words related to one another, what the individual words mean, the rules of grammar and

punctuation”. Additionally, learners find the task of grammar too difficult; it is not an easy task in writing because of the way they have taken in school or the method of teachers to introduce it. Seely(1998, p.159-160) states that problems in grammar may affect the pupils’ writing as follow:

a) The sentence

It is one of essential part in written performance. Selly (1998, p.161) provides the main component of sentence that makes it corrects, they are the main difficult in sentence that make prevent learner to improve their writing, he mentioned as follow in this table:

The verb	-A word used to describe an action, state of being -It become a problem if the sentence does not certain a limit verb or the verb does not have a subject.
The object	-Itis a noun or noun phrase governed by an active transitive verb or by a preposition. -The problem is changing of some pronoun according to whether the word is a subject of the object of the sentence.
Adverbials	-The problem that faces students is the placement of the adverbials.
Coordinating conjunction	-Conjunction is usually difficult to students, they have problem with two clauses or two phrases this difficult can be a problem.
Word order	-The arrangement of words in sentence and how they ordered it is a challenging task for student and it may change the meaning of the sentence

Table2.The main difficult component of sentence

1.5.2 Vocabulary

Pupils find obstacles in using the appropriate terms and how they classified in the writing skill. Seely(1998,p. 185-186)lists major element in vocabulary problems.

-Active vocabulary: is the words that the learner in their writing.

-Vocabulary that never dealt with.

-Vocabulary that seem to be passive.

-Vocabulary words, we have seen before but their meaning is not clear.

1.5.3 Spelling

Spelling is a complex task and it is considered as one of the major problems that pupils face when they write; because there are multiple ways to spell a sound or move than one way to produce a letter. Words which spell in the same way but differ in the sound and mean led to the emergence of the problem. For example, to lie (untruth) to lie (lie down).

-He lies on sofa.

-She lies about her age.

Homographs are another source of confusion, they are words that have different spellings and different meanings such as two, too, to. Examples:

-She has two cats.

-I thank you too much.

-I went to Algiers.

1.5.4 Punctuation

It plays a substantial role in reading as well as in writing according to Seely (1998). The use of punctuation marks in itself is a big challenge for the learner because they are constantly changing over time and its use differs between pupils.

-Commas: is used to separate the items in a list or to show the slight pause in a sentence, Seely (1998, p.229) states that “the person who has learned how to use commas has learned how to write”

-Apostrophe: it is used for two purposes:

-Showing possession.

-Indicate the omission of letters or numbers, this happens with contractions.

1.5.5 First language interference

The interference of the mother tongue language or native language is one of the most difficulties that happen with pupil and impedes their writing. It happens because of the lack of foreign language culture or information.

Weigle (2002, p.37) states that: “in order to write good English, I know that I had to be myself actually meant not my Chinese self .I meant that ha to create a self and be that self”. In addition, learner may use what they acquire from their first language like linguistic element, phonological, grammatical, lexical and orthographical, so this problem in itself.

1.5.7 Organization

Producing an organized academic piece of writing is an ambition for every EFL learners but the majority of them still have difficulties to do that ;hence , organization is considered as an important element that the writer should takes into consideration. Organization guides the reader and facilitate the task of reading .Starkey (2004, p02) claims that “you will guides your reader from your first to last sentence. S/he will be able to see how they support your thesis”. He also argues that EFL writers are free of writing whatever they come on their mind and this is a great challenge for them. “It is important to recognize that in order to do it well you must commit yourself to process” (2004, p.01).

Moreover, writing is an important skill in which learner may find difficulties trying to improve it, all that does not happen in one setting this can achieve according to the process that learners should follow also writing needs cognitive efforts before starting to write .Johan (2005) argues that the majority of learners cannot use words in an organized and logical order because of their poor knowledge or poor teaching.

1.5.8 Clarity problems

According to starkey (2014) “writers goal will not realize if the readers do not understand the intend meaning. Even if they finish reading they fail grasp the message” the second difficulty here is that learners make unclear written assignments using words that are not precise and in a way the reader cannot get the message.

Carroll added (1990) that “lack of clarity is one of the most common flaw that learners face when they write. He explained “insufficient clarity may be due to vagueness, ambiguity or obscurity” (1990, p.11). In other words, He stated “that is why imperative that you mean as clearly and in many cases, as concisely you can” (1990, p.12).

Learners face those difficulties by eliminating vagueness, ambiguity or obscurity by deleting words that have a lot of meaning. They may change words by others keeping the same message. Also, they have to eliminate what is not necessary and being more precise and clear.

1.6 Approaches and strategy That Facilitate Writing Skill

Writing is one of the most challenging skills in learning a foreign language. To be able to write in a second or foreign language is a challenge nowadays. Accordingly, Richards (2002, p. 303) said "which theoretical trend are we going to adopt? Are we to use the process approach or the genre based approach? Or an eclectic approach what will the focus of our course be? What activities are likely to help pupils develop their writing skill? How do treat learner errors?"

These approach came into existence and they have been the concern of researcher; we find that the product approach as (Hyland, 2003, p.3) state is “a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage” .In the same line (Gabrielatos, 2002, p. 5) it is concerned with the final result of the writing process and mainly based on activities which require from the learner to be engaged in imitating and transforming model texts. It means that it focuses on the text, the final output of the writing process, and on the superficial elements of language: grammar and mechanics. In contrast, the process approach as Silva and Matsuda (2001, p. p. 67) describe:

[...] an approach that emphasizes teaching writing not as a product but as a process, helping students discover their own voice, allowing students to choose own topic providing teacher and peer feedback, encouraging revision and using student writing as the primary text of the course.

It means that the process approach concentrates on the process itself, that is, how a writer can explore and generate ideas, so that content and discourses in a piece of writing are the major concerns. Finally, "(Hyland, 2003, p.18) claims that genre approach is "attempts to communicate with readers" it means that, the writer's purpose behind writing a text and the reader's expectations about the written text also as sees writing development as the learning of the genres, values, and practices of the target community.

Moreover, we have recently seen that technology has a great role in improving the teaching and learning process. We find Flipped Classroom Model as a strategy to help pupils in their learning. Since the writing need more practice, this model focus more to give much opportunities to pupils to practice in their classroom which means they can improve their writing skill though it; as Bergmann and Sams (2012) have defined it "That which is traditionally done in class is now done at home, and that which traditionally done as home work is now completed in class".

Conclusion

To sum up, this chapter tackled various issues related to the writing skill. The different parts of this chapter show the importance role of writing in pupils' education or even professional life afterwards, also in this chapter the most common problems faced the pupils while writing; in addition, it provided several solutions to overcome this difficulties. Moreover, we propose some factors to enhance pupils' writing skill proficiency.

Chapter Two: The Flipped Classroom Model

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Introduction

Teachers are always trying to find out an effective tool or way to improve and facilitate pupils learning process. Also, researchers are trying to provide teachers with technique that help in both leaning teaching process. So it will be more easy and helpful. One of the technique is seems more useful is Flipped Classroom strategy where the focus of learning is shared by both teacher and pupils, i.e., instead of listening to teachers and leaving the lesson to them from explaining and interacting in the department, teamwork and research are encouraged and pupils learn to collaborate and communicate with each other. This chapter will treat many issues of Flipped Classroom strategy such as its definition and historical background, also the implementation of Model in secondary school and its deference between the traditional strategies. Moreover, we will talk about the Flipped Model and technology then with foreign language class .We conclude with its advantages and to shed light on its challenges and its disadvantages so as not to fall on it and to avoid it in future.

2.1 Flipped Classroom Model Definition

The Flipped Classroom strategy isa teaching method which is consider as a reverse process in which assignments are change. This strategy demand two main steps: delivering the content at home through web sites in a shape of video and practicing the assignments that means the home work in class.

Bergman and Smas (2012:p13) explain the 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”. It is known that pupils were receiving lessons in class and they did their homework at home. However, flipped classroom are changing that way of lecturing, which the pupils recognizes the lesson at home and prepared with theoretical part in format of videos, while the practical part will be discussed in class with teacher.

Moreover, Walsh (2013 as cited in Abdelbaki, 2017) noted that the flipped classroom is not replacing the role of teacher with videos but it is just done to facilitate his work on which become more ‘proactive’ and ‘personalized’. He added that the Flipped Classroom is not a synonym for online videos and online courses since online course video in Flipped Classroom Model are just means of transmitting the content of the lecture and

freeing up face-to-face class time by inverting what is being done at home and what is being done at class. Moreover, Kang (2015) stated that pupils' preparation of the lecture at home is no more a new idea, but the new and different is that teachers' role becomes more individualized and dynamic and pupils become engaged since class time is allotted for practicing rather than lecturing (As cited in Al-Harbi and Alshumaimir, 2016).

Furthermore, Bishop (2013) claims that the notion of 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" (as cited in Abdelbaki, 2017, p. 05) it is meant that the classroom is not an area for explained the lecture and spoon fed the pupils but it is about making an active learner in an interactive environment, sharing and practicing the varied content that has been received from outside via online courses. In addition Dickenson (n.d) mentioned that whenever the lecture as delivering outside the classroom through online videos and the assignments discussion, and activities are done in class time this process is called "flipped". She added that the flipped classroom is a place for peer work, problem solving, and project based learning rather than an environment of lecturing.

In fact, although the technology has provided facilities in life and the different area, for example social media it is part of it; people used to chatting, texting to each other and express their personal purposes, but it missed the interaction of face-to-face and do not use their time to meet personally. In the situation of the "Flipped Classroom", technology is separating pupils outside the classroom, each pupils watches videos individually, and that is normal, but inside the classroom, there is a close and active interaction between teacher and pupil and among pupils (Houston & Lin, 2012).

Additionally, a video of lecture is still a lecture even if it is a part of Flipped Classroom and that latter is about watching the lecture through video outside the classroom. However, it focus on moving beyond the reliance on traditional way of the lecture that consider as the first and only source of information, and it provides the instructor with ways to enhance the learning process by presenting active learning strategy which aim at putting the learners in the center of learning experience (Honeycutt and Garrett, 2013, as cited in Bart, 2014). Furthermore, Brame (2013) mentions that:

By providing an opportunity for students to use their factual knowledge while they have access to immediate feedback from peers and the instructor, the flipped classroom helps students learn to correct misconceptions and organize their new knowledge such that it is more accessible for future use. Furthermore, the immediate feedback that occurs in the flipped classroom also helps pupils recognize and think about their own growing understanding (as cited in Schwartz, n.d., p.1).

The Flipped Model aids developing the previous knowledge of pupils and facilitates understanding. Also, it helps in clarifying unusual concepts and avoids ambiguity. In addition, it gives the chance to the teacher paying attention to all pupils. Wolf and Chan (2016, p.13) points out that the Flipped Classroom Model has no single definition; they have introduced a definition which is in the same line with the most know conceptual of Flipped Classroom. According to them, wolf and Chan (2016), the flipped classroom 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). It means to create in an interactive environment; the flipped strategy is taking lecture to another setting out of classroom via video or audio.

To sum up, all researchers see that flipped classroom model is traditional classroom deal with lecture outside classroom.

2.2 Historical Background

As it know previously, the learning process was direct instruction, it means that the learner attend the lecture in classroom and take note from his teacher during the class time, but due to the advent of technological tool for today’s learners, the “Digital Natives”, as Prensky (2001) calls them. This development let them see the content of the lecture before the class time, thus, this alternative is seen positively which helps and motivate the learner. In fact according to (Mireille, 2014) “the FCM can be traced back to 1995 when an instructor at Cedarville University noted that learners should have the PowerPoint he was using in class available to them to view before class”.

Additionally, Jonathan Bergmann and Aaron Sams are the famous figures who are talking about the FCM; they are chemistry teachers in Woodland Park, high school Colorado, they face problems of how to address needs of their pupils of secondary school in their science classes who are most of time absent. Hence, they create videos about their class content and deliver them in shape of videos and uploading those on website to their pupils who are not attend the lecture. This technique also, have got appreciation from pupils how are not absent because they support and review their information (Bragmann, Sams 2012). In other hand Bragmann and Sams adopted the idea of receiving content at home and making class time jut for activity and discussion.

2.3 Implementing the Flipped Classroom

Instructors should put into account if the videos are useful and easy tools to reach the target goal. It can be obstacle if they are not suitable for pupils and they cannot benefit from. So that, neither the pupils can improve their needs nor the teacher can carry on covering his lecture (Bergmann and Sams, 2012). Some teachers may find difficulties in making videos that can lead to time limitation or teachers' awareness and unfamiliarity with technology certainly, teaching in front of computer is more difficult than teaching in front of pupils. As a result, teacher should take other effective ways.

The Flipped Classroom gives them opportunity to use other videos that help realize the objectives. Other teachers find it easy and convenient to create their records and they have no problem dealing with technology (Bergmann and Sams, 2012). In other words, teachers take into consideration the videos that serve in reaching desired goals.

2.3.1. Steps to Create Videos

There are four stages to create a video that should be followed which are: Recording the lesson, editing the lesson, publishing the lesson (Bergmann and Sam's, 2012): the four stages are as follows:

2.3.1.1 Planning the Lesson

According to Bergmann and Sams (2012), the first step in designing a lecture is setting the lecture's objectives and check if the video is the suitable and appropriate instructional instruments that fulfill the educational goals. So, it is needed to set up the main aims of the lecture to design a suitable video that help in educational process. Bergmann and Sams (2012) state that through practice , the teacher will be aware about what to include and exclude in his/her curriculum so that S/he removes some videos that are useless, indeed and ineffective. When teachers try to create video, they can change materials to be more useful.

2.3.1.2 Recording the Video:

To record a video, important materials are needed which are followed: a computer or interactive white board, document camera, webcam, microphone and writing device. According to Bergmann and Sams (2012) it is permitted for teachers to use a script or an outline while recording the video, nevertheless, the use of the script may constrain dynamic, spontaneity, and creativity. In order to make pupils watch videos, teachers must upload it on websites. They have the chance to stop recording where mistakes are found to correct.

2.3.1.3 Editing the video

After recording the video, the next step is to edit to omit the unnecessary parts and to remove the mistakes instead of the recording the whole video. While editing certain insertions can be added such as text callouts and videos; as well to change picture in picture setting and zoom in and out to various areas of the screen (Bergmann & Sams, 2012)

2.3.1.4 Publishing the Video

The last step in creating a video is that publishing, as a way pupils can watch. What is important in that step is " Where do I put the video so all pupils can view them?" (Bergmann & Sams, 2012, p.43). So, the awareness of that question are different from one teacher to another, In addition the instructor should take into account the accessibility and

the availability of both technology and internet besides to the online hosting sites (Bergmann and Sams, 2012). Teachers create videos that are produced in an organized way that help in presenting a comprehensive lesson. As a result, pupils' desire will be both increased and progressed when videos are well prepared.

2.3.2 Tips to make energy videos

When teachers decide to create their own videos, they need to make their pupils interested and motivated. Bergmann and Sams (2012) point out that the videos are not going to be ideal from first time, but they need time, practice, pilot and error. So that teachers will come with perfect videos. The later aid in making pupils motivated, interested and engaged. Bergmann and Sams (2012) and Cockrum (2014) provided some tips to make videos that attract pupils' attention:

a) High Energy

Cockrum (2014) assert that teachers should ramp up their energy and produce enchanting videos. He also mentioned that this could be realized after trying several times to reach the needed videos .In other words, The teacher plays the important role in making pupils feel good when watching videos with activeness and engaging.

b) Keep The Videos Short

The videos have to be shorter as much as the teacher can minimize format of the videos will be attractive that they should stand on one aim per lecture. Its length is between 10 and 15 minute.

c) Create Video with Another Teacher

Bergmann and Sams (2012) note that the video is more engaging when two teachers deliver a lecture and it get appreciation from their pupils than one teacher presents the input. In the same sense, Cockrum (2014) points out that collaboration in making the video yields dynamic and activeness. The later can diminish new flipper stress and make the video more interesting for pupils.

d) Wasting pupils Time

The videos that are used by instructors should contain items related to lectures. In addition; it is inappropriate to deviate from the objective of that video because it would waste pupils' time since they are watching the recording to serve their need (Bergmann and Sams, 2012).

e) Tell Stories and add Humor

One of the effective ways to keep pupils interested in is narrating stories and Humor. Cockrum (2014) explained that "narrating personnel stories related to the subject matter while recording the videos help the instructor to grab the attention of this pupils". In addition to Bergmann and Sams (2012) "The use of humor at the beginning of the video; for instance, telling jokes, can keep the pupils interested".

f) Make it Multimodal

Teachers must use different ways and techniques in presenting lecture and do not use the same things. For instance: using pictures, clips, videos this variation in introducing the content makes the video interesting, motivating and engaging (Cockrum, 2014).

g) Add Callout

According to Bergmann and Sams (2012) a callout is "as a text box, a shape, or some other object that will appear for a while in the video and then disappear." Callout is as a tool that helps in attracting pupils' attention on the important things that are in videos. Teachers use them to focus more on the common points in the video.

h) Personalizing:

Cockrum (2014) focused on the importance of individualizing the videos. He stated that is better when teacher makes his own videos. To say, when the teacher and the pupils met and interact one another, pupils will benefit from those videos since interaction is face to face.

i) Zoom in and Out

Zoom in and out is used by teachers to focus on the important parts in lecture. It is a way to make the main points more clearly and stated “this process facilitate the comprehension for learners and helps them to focus on the essential parts rather than the whole screen or specific items”(Bergmann and Sams, 2012).

2.2 Dealing with Pupils without Access

Unavailability of internet is not an obstacle to flip the classroom; teacher may find learner without access internet at home Cockrum (2013) suggested an alternatives to deal with this exceptional case successfully, the teacher can use the alternatives like: using DVDs record the vedio and watching it at ckass. Moreover, using flash drivers also they can use smart phones or iPods. Providing pupils who cannot get access to the internet with those alternatives allow them to catch up what they have missed and also give them the opprtunity to practice, interact and engaged with eachother. Hence, they will not be demotevated and ignored.

2.3 Flipped and Technology

Technology holds an essential part in many aspects of life. It is viewed as one of the important constituent of Flipped Classroom Model. It helps in teaching learning process for instance: facilities, creativity and innovation. Also, technology provides instructors with techniques as screen casting, Camtasia and podcasting so that the lecture outside the classroom. These techniques permit pupils verify what is learnt when it is needed. Moreover, Bergmann (2013) considers technology as “The second hurdle”. He explained that “One teacher has flipped their thinking about class time, the second hurdle they need to overcome is the issue of technology” (Bergmann, 2012, para.3) instructors should select the technologies that are suitable for learning objectives.

2.3 Flipped Classroom versus Traditional Classroom

Bergman and Sams (2012) show the difference of time division in classroom. They are completely different, in traditional classroom, 25 minute for warm up activities,

explaining and avoiding ambiguity of the homework. The following table compares between time division in the flipped and traditional class:

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

Table1. Comparison of Class Time in Traditional versus Flipped Classrooms (Bergmann and Sams, 2012, p.15 as it cited in Boudiaf2018)

In one hand, the 25 minute is for activities and homework in traditional class, there is delivered for 30 to 45 minute and what is left from time for practice and tasks. In the other hand , in Flipped Classroom ,5 minute is spent doing warming up activity and just 10 minutes to answer questions about content posted through videos .The first step used by the teacher is for clarifying and explaining concepts that pupils do not misuse them; the remaining is for practicing, discussing and problem solving According to Demski (2013), Teacher-centered approach is used in traditional classroom using this approach ,means the pupils listen to the teacher in class and do activities at home. The first step the pupils do the process data and it will be discussed in classroom. While Flipped Classroom is based on pupils- centered approach where pupils prepare the content that is application of information before time class .While, Douglas (n.d) demonstrates:

Teaching under a traditional model is draining. I feel I have to “perform”, which requires energy, enthusiasm and " you are on stage" effort at all times (...) When I switched over I left free .I was able to go in and watch my pupils work (...) I stayed busy interacting one-on-one; working with kids who were struggling: addressing questions that pupils had that I never had time for before (...).I (cannot) force someone to learn they have to accept that responsibility for themselves. This method allows them to clearly see that and gives them a structured environment that ensures success (as reported in Bergmann and Sams, 2012, p.17).

2.5 Flipped Classroom And Foreign Language Classes

Technology spreads widely in a ways that teaching methods are changed. In foreign language classes using the Flipped Classroom Model becomes needful because it helps both teachers and pupils. It helps learners practicing what is learnt as instructions in videos outside the classroom using the foreign language inside the classroom. Wash (2013) stated that learners should use and practice the language in order to learn it (as noted in Abdelbaki, 2017). In addition, the Flipped Classroom helps in consuming time to interact, debate, a way teacher can manage all pupils.

Recent studies show both effect and importance of Flipped Classroom in English as foreign language classes. We find that Sangs (2015) dealt with a flipped English content based class where the sample consists of 12 participants. The participants were asked before class to preview videos, reading and online activities on LMS flat form. The content was about discussions and sharing opinions about readings. Positive results have observed of Flipped Classroom learning with some difficulties. Moreove, they show that flipped teaching can urge to alter in current English language teaching (as reported in Ahmed, 2016).

Another study by Butt (2014) showed that pupils have changed their opinions about the Flipped Classroom at the end of semester because they found that they learn more from performing tasks rather than receiving lectures and they prefer personalized study than collaborative study (as cited in Ahmed, 2016).

Wang and Zhang (2013) have used triangulation relying on interviews, observation and questionnaires to gather data from four participants in English for Educational Technology class. The findings shows a significant progress in participants ' speaking which was observed in their active collaborative discussion and the use of different terms in addition to their participation in English. Furthermore, The results demonstrate an envolement on their' writing translation and listening (as noted in Ahmed, 2016).

2.6 The Adventages and Challenges of the Flipped Classroom

It is for sure that any teaching method has its advantage and challenges. We find that Bergmann and Sams (2012) have mentioned several advantages of flipped version of the class and they claimed that teachers should consider these benefits to change their teaching method form. Cockrum (2014) elucidated a considerable number of advantages of the flipped classroom. Bergmann and Sams (2012) and Cockrum (2014) demonstrated the following benefits:

- **Flipping helps struggling pupils**

Before pupils were studied the lecture during class time and they did their homework at home but pupils often have some difficulties while doing because of lack of assistance. As a result, they try to solve the problem or they give up. Bergmann and Sams (2014) asserted that before teachers 'attention was only on those who raise their hands and participate while they neglect those who were listening passively without any interaction. However, in flipped classes, teachers have opportunity to help their pupils and provide them with feedback since the assignments are done in class and they can encompass all pupils because they have the chance to talk with each pupil in isolation (Bergman and Sams, 2014).

The same view by Cockrum (2014) points out that the instructor could deal with struggling pupils and could aid them to fulfill their needs. Cockrum (2012) observed, "Prior to Flipping, I often had pupils who were very creative and talented writers or readers to whom I [couldnot] give the time to individualize their feedback. with those pupils "(p.4), Certainly pupils who face those difficulties are not the ones benefit from the flipped classroom but also the intelligent pupils benefit from it since it gives complete time to

teachers to evaluate all pupils and give their feedback. Then teachers off take pupils deeper and explore more tasks.

Cockrum (2014) added that specifying time for each pupil could not be realized only in the flipped classes and this is not his observation only. Green (2012) also mentions because of success Clinton-dale High School in Michigan was experiencing from flipping its math program, in 2012, it made the decision to flip all its ninth grade class, including language arts, by the end of the first semester, it saw a 33% drop in failure rates in ELA classes. Even more impressive, By the end of the second year Flipping, pupils scored 28% higher in and 34% high in reading on the Michigan Merit Exam (as reported in Cockrum, 2014, p.4).

- **Flipping provides a better Interaction between every Pupil and The Teacher**

Flipped classroom gives complete time for interaction in which Bergmann and Sams (2012) say that the instructor can "reach every pupil in every class everyday" (as reported in Cockrum, 2014, p.6). Since pupils need teacher's attention that they can give it for all. This solidifies the relationship between them. With flipped classroom, Teachers are acquainted with their pupils' needs and lacks besides it gives teachers the chance to know their pupils as people (Cockrum, 2014). Bergmann and Sams (2012) states, "Having face-to-face interaction with teachers in an invaluable experience for pupils" (p.25)

During the lecture, the communication between the teacher and the pupil provides pupils with plenty of explanations, clarification, strengthening the relationship with teachers. Consequently, teachers can evaluate their pupils. Cockrum (2014) notes that he is not the only one who got benefit from the flipped classroom. Also, Driscoll (2012) explains that in a survey of instructors and pupils who dealt with Flipped Classroom around 90% instructors and 80% pupils claimed that the flipped version of the class offers ideal and positive interaction between the teacher and pupils inside the classroom (as noted in Cockrum, 2014). It is obvious that the interaction between the teacher and pupils will increase because Flipped Classroom that gives a full time for practicing, discussing and debating.

- **Flipping helps pupils to become more responsible For their own Learning**

Flipped class is different according to traditional class; before, the classroom was Teacher-centered that means the lecture depends on the teacher who makes the lesson and gives questions to answer at the end of lesson, but, flipped classroom gives pupils the chance studying by their owns.". The flipped classroom shifted the class from Teacher-centered to learner-centered since with opportunity to learn at their own pace (Cockrum, 2014). As a result, pupil will pay attention to their learning. Bergmann and Sams (2014) claim that with flipping the classroom , teachers are not obliged to repeat previous points to eachpupil, they point out that " pupilscan pause the teacher who is speaking faster than they can process. Pupils can rewind and go over a difficult topic as many times as necessary instead of asking the teacher to go back to the previous Power Point slide "(p.25). Moreover, flipped classroom is more helpful. Pupils benefit as much as they want. Flipped Classroom is as encouraged tool being in charge with what, how and when to learn.

- **Flipping reduces negative behaviours that affect Classroom Management**

According to Cockrum (2014) classroom management under the traditional method was difficult and it is needed huge amount of time, the Flipped Classroom allows the teacher to control the class and easily manage it since teacher and pupil have one-to-one interaction. So, teacher can control the awkward behaviour of pupils rather than giving the lecture.

Green (2012) states that within two years of Flipping the Classroom, Clinton-dale High school observed a 74% diminish in discipline problems (as reported in Cockrum, 2014). Cockrum (2014) mentions:

I [will] be honest -- not all behaviour issues magically disappear. However, when a problem arises I can now deal with that problem individually rather than having to figure out how to manage the classroom while at the same time addressing the unwelcome behaviour (p.6-7).

As a result, The difficult classroom problems have been solved, by flipping , the teacher can control the class effectively and at ease.

- **Flipping increases Pupil To Pupil Introduction**

The instructor ' s role is not as giving a lecture to his/her pupil but to consult and guide them that permit for interaction. As an example pupils work in group they can discuss in different parts and share their ideas, thoughts, opinions. So, each one can exchange information to understand ambiguous and difficult things. In other words, pupils do not depend on teachers ' lecture but from each other. Furthermore, the Flipped Classroom helps the absent pupils collaborative work provides a chance for pupils who were absent to recognize what they have missed and when they are involved with their classmates, they will get more explanation and understanding (Bergman and Sams, 2012).

In addition , The busy pupils too can benefit in which Cockrum (2014) points out that Flipped classroom provides busy pupils with freedom and permits them to accomplish their assignments during class time with the help of their classmates. Bergmann and Sams (2012) report that with Flipping, the classroom is more comfortable and flexible that help pupils giving them ideas how manage time even if they are busy.

2.7 Flipped Classroom and Engagement

Among research's made, it seems that Flipped classroom has effects on pupil' engagement. Abdelbaki (2017) found that 95% of pupils favoured the flipped version of the class rather than the traditional class, and she added that pupil found it more engaging and motivating. Also, he mentioned that 90% of the pupils want to apply the Flipped Classroom as an engaging model by their teachers; in addition; pupils seem to be active with the flipped version of the class.

James, Chin and Williams (2014) point out that classroom provided reluctant pupils an opportunity to engage and to learn from their classmates and it fosters pupils ' critical thinking and teamwork. Also, Bormann (2014) stated that the Flipped Classroom affects pupils ' positively. He declared that engagement and achievement improved since it devoted the class time only for practices and discussions that, in turn, activates higher order thinking to be more engaging (p.27).

In Flipped classroom pupils can feel that teachers care about them and their learning because of time spent in interaction between them or teachers or between classmates. As a result, pupils can gain time for more details, question, explanation and clarification because of practicing. Also, teacher can know what pupils need and lack through communication.

Conclusion

Flipped Classroom is motivating and innovative in teaching learning process. It permits pupils being motivated and have self-contrôle to face difficulties they suffer from. Using flipping the classroom make the pupils leader with the help of teacher in their classroom. The flipped Classroom is not a method that can replace the teacher with online videos, but it is a method to involve and motivate pupils.

Chapter Three: Fieldwork and Data Analysis

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Pupils' Attitude towards the Use of the Flipped Classroom Model

Introduction

The present chapter is considered as the practical part of this research, it is planned to analyze the findings through investigating the effect of the Flipped Classroom Model (FCM) in enhancing pupils' writing performance and their attitude toward this strategy. The aim of this study is to obtain answers to the research questions to check the research hypothesis that suggests that the application of FCM will improve third year secondary school pupils' writing ability and help them overcome some of the writing difficulties. Thus, in order to gather the necessary data, we opted for three tools: a classroom observation, a questionnaire for the teachers, and another questionnaire for third year pupils.

3.1. Description and Analysis of Classroom Observation

First of all, we selected Zaacha secondary school at Lichana, Biskra to do our classroom observation because of the facilities we received from the administration and the teachers. As our case study is concerned with third year pupils, we chose one class out of the two existing classes and exactly the branch of literature and philosophy during the academic year 2018/2019. The sample contains 25 pupils who participated in this work because their attendance was obligatory.

We chose the classroom observation as a method to accomplish this research and to determine whether the FCM can be applied in secondary schools and whether or not it is considered as an effective strategy to enhance third year pupils' writing performance. In order to get valid data we used a checklist within the traditional classroom and after the use of FCM to check whether it affects positively on their writing performance or not.

To accomplish this work we have organized some sessions to do our classroom observation. Two sessions have been done in the traditional classes which started in February 5th, 2019 from 11:00 to 12:00, and another one in February 8th, 2019 from 10:00 to 12:00. The teacher used her regular way of teaching where she used the textbook while lecturing. She started the session with checking pupils' attendance then reminding them

about what they did in the previous session as a warming up followed by some activities concerning the target lesson.

During the first session, the teacher started the lecture by reading a short passage from the textbook and from time to time she takes notes and writes them on the board. The lesson was about “Child Labor” from unit two “Ethics and Business”, and the pupils were asking her for some clarifications from time to time. After that, the teacher asked the pupils to write a short paragraph about the topic using their own opinions about the topic mentioned before. As the time allotted for the practice was not enough for the pupils to finish their paragraphs, they were asked to finish them at home (as a homework) and bring them the next session. The second session was dedicated to the correction of the homework and also for doing some activities related to grammar about forming nouns using “suffixes” and the “passive and active form”.

On March 18th, 2019 another observation session took place and it was from 10:00 to 12:00. According to the teacher’s remarks, she started the lecture by mounting the data show to present the lesson. She used the two videos during the class time; those videos were about the second unit in the textbook entitled “Education in the World”, one of them, was about education in Great Britain and the other was about education in Algeria. Normally, the videos are supposed to be posted in the Internet beforehand, but because of the lack of the Internet for some pupils and the circumstances of the teacher, she decided to do it in class time. Also, she chose the videos according to the sequence of lessons imposed in their curriculum.

So, the pupils started watching the videos carefully and took notes in order to use them in the written expression phase later on. From time to time and to explain some difficult words, the teacher was interrupting the videos. As the videos were very short, both of them took about twenty minutes after watching the two videos, the pupils started immediately writing their paragraph which was about “what is the difference between education in Britain and in Algeria”. By the way, “comparison” was a lesson which was taken by the pupils before in their syllabus. During the practice phase, the teacher was walking around and checking the pupils’ performance. When the session was about to finish, the teacher asked the pupils to give her their first draft to correct it and then to return it later on.

3.3.2. Analysis of Classroom Observation

Section one: The Traditional Classroom

Item one: The Classroom Atmosphere

During the traditional class, the physical setting was classical; where in the classroom we found that there are three rows which were verticals and opposite the blackboard. As the room is very large, there was a big space between the rows which allowed the teacher to move easily. Also, all pupils were working in pairs and the teacher was standing in front of them during the session and was ready to help any pupils who ask for it. As all pupils had their textbooks, they were following their teacher when she was explaining the lesson. What we have noticed is that, the classroom was not equipped with any technological means (computer, data show, headphones and so on) to facilitate to pupils' understanding of English as a foreign language.

Item two: Teachers' Role

Throughout the traditional classroom, the teacher was the master and controller of the class. She tried to provide a calm atmosphere to let her pupils concentrate more. Also she tried to act in a friendly way with her pupils to make them love the language. In addition, the teacher kept motivating and encouraging her pupils to get rid of their fears about their exams.

Item three: Pupils' Engagement

Based on what we observed in traditional class, the majority of the pupils were passive learners. Even though the teacher was doing her best to get them excited about the topic, the majority of the pupils were not interested in the topic they are dealing with and also the teacher' explanation. So, most of them were talking and even laughing, this behavior has disturbed the teacher and the other classmates to a good extent. For that reason, the teacher was standing the whole time and trying to make them more concerned about the lesson. On other hand, four (4) or five (5) pupils who seemed to be more engaged and concentrated where they asked the teacher for more clarification about the topic and about the meaning of the difficult words. After that the teacher gave them an activity to do it in class which was to write a short paragraph about their opinion about "Child Labor". Next, she gave them time to try; some pupils took the work seriously and the others were

careless. By the end of the session, the teacher asked them to bring it the next session to correct it.

In the second session of observation, it was dedicated to the correction of the previous homework which was given to them by the end of the last session, and some revision of grammar. After that, the teacher asked her pupils to show their homework; the majority did it except two of them who were absent. She asked each pupil to read his/her draft and she wrote the model paragraph on the board later on. Then, she moved to the revision of grammar and asked them to split in groups of four pupils then she distributed some activities related to grammar lesson which was about “passive and active form”, “affixes”, and “if clause” to understand more. The pupils faced difficulties while answering; they, from time to time, were asking their teacher’ for help and each time, she responded. This relationship between them may tell us that the pupils got used to this way of getting the key answers from their teacher without self-reliance either individually or collaboratively.

Item four: Pupils’ Participation

According to what has been noticed in both observational sessions in the traditional class, pupils’ participation was considered as an important item which has been taken into consideration. Thus, pupils seemed to be passive learners, it was remarked that among twenty six pupils (26) only four (4) or five (5) were participating and showing their interest to the work. The teacher tried to engage the others by providing some questions or to read their draft, but in vain. Despite the attempts of the teacher, only a few of the pupils were reacting actively and the others still passive. Maybe, it was due to their pupils’ personality and abilities.

Item five: Time Management

It is agreed that every teacher has his own plan to present his lecture, also s/he specified a time for each step in the lesson. Throughout the two observational sessions in the traditional class, the teacher started the lecture with a warming up where the pupils were prepared for the target lesson. Then, she moved to the explanation of the lesson while she was talking, most of the pupils were listening. After that, she gave them an activity related to the topic in the same time she was answering the pupils’ questions. The

following table clarifies more the main steps followed by the teacher and their specific allocated time.

Steps of the lesson	Time allotted
Warming up (preparing the pupils for the target lesson)	10minutes
Presentation (explain the lesson and give examples)	20minutes
Practicing (give them a short questionnaire confirm whether they were understanding or not)	20minutes
Home work (give them an activity and to be corrected latter on)	10mn

Table2. The traditional classroom time management of the session phases

Item five: Types of Activities

We have remarked in the observational sessions that the teacher did the activities according to the textbook. She provided the pupils with activities and asked them to open the book in a specific page and answered individually or in pairs, after her explanation. Then, she gave them home work to bring it later on. So, we conclude that there was an absence of variety in the activities which suggested in the textbook. This may be due to the syllabus imposed.

Section two: The Flipped Classroom

Item one: Classroom Atmosphere

According to the teacher' remarks, during the observational session in the FCM, she said that she told her pupils in advance about using the videos in class time; so, they organized the classroom and they arranged their rows to be helpful to the work. Then, she brought the data show and the computer to present the videos. The lesson was about

writing a comparative paragraph about the difference between education in Britain and in Algeria. She added that the atmosphere of the classroom in the flipped strategy had a great importance since it was helpful to achieve the session' objectives and support the pupils' effort and work individually and collaboratively.

Item two: Teachers' Role

Throughout the flipped session, the teacher was the leader of the classroom; she kept an eye on all the pupils and was advising them most of the time. Also, she tried to provide them with a relaxing atmosphere. She was always encouraging and motivating them with providing a positive feedback about her and others' experiences. In addition, the teacher applied the technology within the flipped classroom, during the lecture. Moreover, the combination between something audiovisual and the explanation of the teacher had a positive effect on the pupils' interaction, motivation and performance. In addition to that, the teacher could manage effectively the classroom and gave each step of the lesson the necessary time.

Item three: Pupils' Engagement

During the flipping classroom, the teacher observed that her pupils were integrated with videos and they were watching them carefully and were taking notes while watching in order to use them in writing later on. Also, they were listening attentively to the teacher' explanation and instructions.

Item four: pupils' participation

Throughout flipping, pupils were showing their highly interesting, they were competing to read their draft firstly, each pupil had a chance to correct his mistakes also they were participating, sharing their ideas, it means that their activeness and interaction have improved. Moreover, it was noticed that pupils were talking more than teacher 'talk also they did not take more time to writing their essays in compared to traditional classes. All this remarks are according to the teacher observations.

Item five: Time management

It has been observed that classroom time was differ from traditional class, it was completely devoted to the practicing the content which was about writing an essay ad correct it. Five minutes dedicated to warming up where the teacher took her pupils' attendance and prepared the classroom with technological tools and they had an idea about the target lesson before. Then 20mn was devoted to the explanation of the teacher and answering the pupils' questions the remaining 1h35mn was dedicated to the activity and its correction where they were asked to write an essay. The following table indicates the different phases of the session, which are illustrated as follows:

Phases of the session	Time
Warming up (checking pupils' attendance and getting the pupils involved in the classroom community	5mn
Explanation of teacher and answering pupils' questions	20mn
Practice (activity about writing an essay and correct their draft)	1h35mn

Table2.Flipped classroom time division of the session phases

Item five: type of activities

With flipping the classroom there were no variation in learning activity have been noticed during the session the same as traditional class because the teacher was linked to the textbook and its topics and activities proposed on it. It was about how to write a comparative essay where the teacher reminded them about grammar rules like coordinating conjunction, prepositions comparative and superlative adjectives and so on. Then she distributed handout about the list of regular verbs to help them in writing their essays. Moreover, this strategy helped the pupils writing their essay and the teacher was appreciated when she was correcting their first draft, she remarked that they did less grammatical, structural mistakes and organized ideas. It means that there was a remarkable

improvement in pupils' writing performance compared to the traditional one where pupils still face difficulties to write.

3.3.3. Discussion of the Classroom Observation Results

The results obtained from the classroom observation show that the traditional classroom and Flipped classroom are different and the latter has a positive effect on the pupils' learning process. First of all, the classroom atmosphere can help or hinder the performance of pupils where we found in traditional class the teacher faces difficulties to manage and control her classroom as well as it blocks the pupils' work and achievement.

The flipped classroom allows the teacher to guide and manage freely the physical environment, with making the setting more flexible and comfortable to suit the nature of the lesson and the needs of the pupils. Moreover, in the traditional class, the session is devoted for the teacher's explanation as well as the time allocated to practice is insufficient. So, the chance for the pupils practice is few. In comparison the flipped classroom it provides pupils with an opportunity to recognize and revise the content at home. During class time, pupils show a desire to work individually or collaboratively and participate, interact with their teacher and their classmates.

In fact, in the traditional and the flipped classes, the teacher starts with the warming up which takes from 05 to 10 minutes, also we have noticed that in the traditional class it takes 20 minutes which is devoted only to the explanation of the teacher. In the flipped classroom it is supposed for the teacher to upload the video before but because of the circumstances of the teacher and the lack of access of internet she brought it to the classroom; so that, this procedure does not exceed 25 minutes as an explanation to the target lesson than 1hour and a half devoted for the practice and correction of the activity. Such activity gave the pupils the opportunity to experience different strategies and techniques; such as debating, analyzing and so on.

It is remarkable that in the flipped classroom pupils' engagement are high and they becoming an active learner in which they did their activity given alone relying on themselves without waiting their teacher wearers in ordinary classroom, the teacher was the guide and the pupils relying on her feedback and explanation and they wait for her key words of the activity.

Furthermore, the flipped classroom deals with videos as an educational tool for delivering the lesson; pupils were appreciate about this innovative strategy because it help them check grammar rules spelling, the use of appropriate vocabulary and overcome some writing difficulties that means it is a beneficial strategy.

As a result throughout the classroom observation we conclude that adopting the flipped classroom has positive effects on the pupils' writing performance.

2. The Questionnaire

2.1.1 Description and analyses of Teachers' Questionnaire

The questionnaire has been designed for teachers of secondary school of Zaacha, Lichana, Biskra, precisely the third year. We administered a questionnaire to three teachers for the same school to obtain the different views and attitudes toward the Flipped Classroom Model and if they find difficulties to teach writing. They show their collaboration through their answers, comments.

This questionnaire contains a different type either closed questions for which teachers are supposed to give 'yes' or 'no' answers or to choose the appropriate answer from different options; or the questions are closed-ended questions which are mostly used in this questionnaire; moreover the close-ended questions used to ask the respondents to choose from predetermined answers ; in addition to this type of questions, we have the follow up questions which take the form of 'justify your answer' or 'explain please' The teachers' questionnaire consists of (19) questions divided into three sections ; each one of which is either directly or indirectly related to the research.

2.1.2 Analysis of the Teachers' Questionnaire

Section One: General Information

Q1- Would you specify your degree?

Option	Number	Percentage
License	03	100%
Master	00	00.00%
Magister	00	00.00%
Doctorate	00	00.00%

Table 2.1: Teachers' Educational Qualification

According to the table above, 100 % of the teachers (3 teachers) have their master degree. A few years ago, we used to have teachers working in .

Q2- How long have you been teaching English in middle school?

Options	Number	Percentage
1___5 Years	03	100%
5___10 Years	00	00.00%
More than 10 Years	00	00.00%

Table 2.2: Teachers' Experience

As it shown in the table the majority of teachers are novice and they experienced teaching (1_5year) where they got the full percentage (100%).

Section two: General ideas about the writing skill

Q3: How do you assess writing skill?

Options	Number	Percentage
Important	03	100%
Not important	00	00.00%

Table2.3 Teachers' Attitude towards Writing Skill

In this question teachers were asked about the importance of the writing skill and the majority of them which take (100%) agreed and affirm about its important, then the teachers were asked to justify their answers and this latter were varied; some of them believe that the writing reflect the pupils' personality through their thought and ideas also it help them. In addition to that writing make pupils involved in the practical life because it will examined through what they write.

Q4.Do you consider the writing skill as difficult skill? And if 'yes' justify please.

Options	Number	Percentage
Yes	03	100%
No	00	00.00%

Table2.4. Teacher consideration about writing skill

The table above shows that all the teachers answered by 'yes' and they consider writing as a difficult skill in the rate of 100%. Then the teachers justify their answers as follows: For some teacher the difficulty is due to the fact that the nature of writing is complex which includes a long sentence and many subordinate causes also the written text should follow a layout with a formal and academic language. Others find difficulty in choosing the appropriate vocabularies and grammatical structure and how they use linked words punctuations, and how they move from idea to another.

Q5. What is the problems do you face in teaching writing skill?

As clearly said, teachers are facing deferent problem in teaching writing skill. Teachers' answers are stated differently as follows:

One of them stated that, she faced difficulties on the pupils' influence by their mother' tongue and their Arabic way of thinking also, they translate words and ideas from L1 and that make them unknown enough about the English language. Moreover, other one finds difficulty on making pupils aware about the importance of writing process so that it will make the pupils demotivated and bored about this skill. Furthermore, the overcrowded class and short time leads to the inability of the teacher to pay attention to all the pupils to correct their paper as well as their mistakes and error. The last teacher stated that the difficulty resides in the repetition of the same instruction and the strategies of writing because the pupils neglect following them, so that the time of practice is wasted to new things. In addition writing a cohesion and coherence essay and moving from ideas to another is also considered as problem.

Q6. How often do you encourage your pupils to write?

Option	Number	Percentage
Always	03	100%
Sometimes	00	00.00%
Rarely	00	00.00%
Never	00	00.00%

Table2.6 Frequency that teachers' help their pupils

100% of the teachers are always help their pupils and encourage them as the table above shown it means that the teachers are keen on the pupils to improve their writing skill.

Q7. Do you think that writing is given much importance in the syllabus?

Option	Number	Percentage
Yes	01	33.33%
No	02	66.66%

Table2.7. Writing skill and the syllabus

As the table indicates two teachers are thinking that the syllabus is given less importance to the writing skill so that it will reflect negatively to level. In the other hand, one of them consider that the syllabus give much importance to this skill.

Q8.Do you think that time allotted to the writing skill is enough to improve your pupils writing competence? If ‘No’ please justify.

Option	Number	Percentage
Yes	00	00.00%
No	03	100%

Table2.8.Time allotted to the skill

According to the result illustrated in the table above, 100% of the teaches are agreed that the time devoted to the writing skill is insufficient, two of them stated that the time devoted for English language is four courses per week each course and its duration is one hour. Thus we cannot recognize all the aspects of writing skill since it consider as a complex and detailed task and it overleaps several aspect (grammar, spelling punctuation and so on). The other teacher added that, choosing the appropriate ideas and vocabularies that suit the topic given and develop them it takes much time. And the time given is not enough to do all this possess

Q9.How do you assess your pupils’ level in the writing skill?

Options	Number	Percentage
Good	00	00.00
Medium	00	00.00
Weak	03	100%

Table2.9.Assessing pupils’ writing

In this table we noticed that the entire teacher assessed their pupils writing skill as a weak level (100%) this result confirm that teachers are aware the difficulties that their pupils face, and also it is a proof that writing is not well covered by the syllabus (Q07) and the time devoted to the practice this skill is not enough (Q08).

Q10.Are you satisfied with your pupils 'level in writing? If 'No' please explain why?

Options	Number	Percentage
Yes	00	00.00%
No	03	100%

Table 2.10 Teachers' Satisfaction with pupils' Writing level

The table clarifies that the all the teachers are not satisfied from their pupils' level in the rate of 100% they justified their answers with:

Teacher (1) claimed that, she did not satisfy; because the pupils did not do their personnel effort and they do not try to be creative and innovative they just rely on the teacher' feedback and experience. Teacher (2) added that they fail in writing good and correct sentences and they neglect the grammar rule despite they studied it before. Teacher (3) stated that when pupils produce a piece of writing they neglect the layout should be followed like (introduction, body, and conclusion) they write the text as one block ignoring also the coherence and cohesion which consider as a condition of good and academic production.

Q11.Do your pupils suffer from writing difficulties?

Options	Number	Percentage
Yes	03	100%
No	00	00.00%

Table 2.11 The pupils writing difficulties

All the teachers answer by ' yes' as the table clarifies which mean that their pupils have problems and suffer from them this may an argument to the previous question because this difficulties lead to the make them having low level.

If 'yes' do they face difficulties in:

Option	Number	Percentage
Spelling	00	00.00%
Grammar	00	00.00%
Misuse of vocabulary	00	00.00%
Content and organization	00	00.00
All of them	03	100%

Table2.11.The different difficulties that pupil face

The result of 100% indicate that their pupils have difficulties of Grammar, spelling, misuse of vocabulary, content and organization, Thus, these results support the view that the low level of writing skills that pupils have is because of the writing difficulties that they encounter.

Q12.Do you help your pupils when they write? If ‘yes’ what kind of help do you provide them?

Options	Number	Percentage
Yes	03	100%
No	00	00.00%

Table2.12.The teacher ‘help to the pupils

We noticed that all teachers (100%) aid their pupils with different help. First of all they give them vocabulary related to the target topic also they give them introduction to the topic and asked them to continue. In addition to that they suggest bringing dictionary to translate or explain the difficult words. Finally, they support them psychologically if they are unable to write or make mistakes especially in their exams.

Section three: Flipped Classroom Model (FCM)

Q13.What is the role of information communication technology (ICT) in EFL learning and teaching?

According to the teachers’ answers the role of (ICT) in EFL learning and teaching is demonstrated in, first it opens up many areas for pupils to obtain information from

multiple sources. Second (ICT) consider as a new technique that why it attract the pupils ‘intention as well as it breaks the boredom of the pupils and make them more motivated. Moreover it makes them more understandable and enjoyable with the lesson.

Q14.What is the importance of ICT in language skills?

In this question teachers think that there is a big importance of ICT on the language skill. Because it accelerate understanding, help to improve the four skill specially the pupil who has not enough money to pay the private courses, also it provides the learner with a varied sources also it make them aware about any new.

Q15.From your experience as teacher, do you think that there is a relationship writing and technology? If ‘yes’ please which kind of technological tool that you use most? And when do you use it?

Options	Number	Percentage
Yes	03	100%
No	00	00.00

Table2.15.Teatchers’ attitude toward the relationship between writing and ICT

As the table shows, almost of the teacher (03) answer with ‘yes’ and they are thinking that there is a relationship between the writing and technology and the most technological tools they used are: videos with data show. We ask them when they used they claim that they prefer used during the class time because most of the pupils lack the access of internet also they attract their pupil’ attention and make them more interacted individually and collectively.

Q16. Begmann & 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 homework is now completed in class” (p13). From this definition do you think that the implementation of FCM can be effective in teaching?

Option	Number	Percentage
Yes	02	66.66%
No	01	33.3%

Table2.16. The teacher ‘attitude toward the implementation of FCM in teaching

According to the table above, we noticed that two teachers (66.66%) are answering with ‘yes’ and they think that the flipped Classroom is effective in teaching, they justify their answers as follows: first of all, teacher (1) claims that FCM help them to pay attention to all the pupils and treat their needs, also it helps the pupils get previous ideas and information about the target topic. Second, teacher (2) added that FCM give the pupils the chance to prepare well for the lesson and gathering more information and this lead to make them rely on themselves so that it strengthen the self-confidence to pupils. In the other hand, teacher (3) does not agree with this new strategy because she thinks lack the atmosphere of motivation as well as seriousness.

Q17.Do you think that the Flipped Classroom is more effective than the traditional method?

On this question teachers give their opinions and the answers were varied and different, it is as follows:

Teacher (1) answers with ‘yes’ and she thinks that the Flipped Classroom Model is more effective than traditional method because it facilitates to pupils understand and eliminates the pupils ‘stresses and anxiety within the classroom also it opens the way for discussion with the teacher. In other hand, teacher (2) claims that: she does not agree with effective of flipped classroom than traditional method because the pupils should guide them because when they watch the video at home alone they analyze it in their own way and this give them the opportunity to consolidate the wrong understanding. The last teacher, she was neutral in her answer and she said that both of them are effective and each method has its advantages and disadvantage also she added if we apply both of them we will get best results.

Q18.Do you think that FCM is good strategy to improve pupils ‘writing skill?

Option	Number	Percentage
Yes	03	100%
No	00	00.00%

Table 2.18. Teacher 'attitude toward the use of FCM on pupil' writing skill

According to the table above we noticed that all the teacher claim that Flipped Classroom improves pupils 'writing skill because it provides them with detail varied vocabularies and make them aware about the English language also it helps them in translation from the mother tongue since they find difficulty to obtain exact word in foreign language as well it help them minimize their mistakes.

Q19. what is your attitude towards the Flipped Classroom as a method to enhance writing skill?

Options	Number	Percentage
Negative	03	100%
Positive	00	00.00%

Table 9.19. Teacher attitude toward the flipped strategy

Based on the result obtained from the table we notice that 100% of teaches have a positive attitude toward the Flipped Model as a strategy to improve writing skill. They were appreciating the new strategy because they find it more helpful, easy, beneficial and interesting. Moreover, it gives the pupils opportunity to practice engage with their classmate and teacher during the class time.

2.1.3 Discussion the findings of Teachers Questionnaire

Based on the results obtained from the questionnaire, which was administered to teachers of Zaacha secondary school, we deduce that teachers are consciously aware about the important of writing skill. Thus, the majority of them believe that writing is difficult and complex task; this difficulty makes them face problems while teaching; such as, pupils' influence by their mother' tongue and their Arabic way of thinking also, they translate words and ideas from L1 and that make them unknown enough about the English language and so on. Even though despite the problems are facing, they always encourage their pupils and help them to overcome their writing' difficulties.

In addition, they were asked about if the syllabus is given much importance to writing skill and the time allotted to writing is enough to improve the pupils 'writing skill we conclude that both of them neglect to give adequate attention to this skill; Which affected negatively on pupils 'level and make teachers unsatisfactory.

Furthermore, we asked teachers to tell us whether they uses ICT tools or no. their answer was yes and they stated that they use video with data show mostly during the class time. And appreciate that because it helps a lot their pupils and attract their attention. After experiencing the flipped classroom, we find teacher do appreciate, as well they give a positive attitude toward this new strategy. They and most of them asserted that it is effective than the traditional method because it breaks the routine of class room also it is more helpful, easy, beneficial and interesting and give the pupils the chance to prepare well for the lesson and gathering more information and this lead to make them rely on themselves.

To sum up, this questionnaire was a useful tool of gathering data from teachers. The findings obtained were valuable in answering important research questions. Furthermore, the questionnaire gave us the opportunity to know teachers attitudes toward the Flipped Classroom Model. Additionally, through the analysis of teachers' answers we conclude that the lack of practicing and time allotted to writing skill is a result of pupils 'writing difficulties. Also the using of flipped Classroom helps the pupils to minimize those difficulties.

2.2 Description and Analysis of pupils' Questionnaire

2.2.1 Description of the pupils' Questionnaire

The questionnaire has been designed to the third year at Zaacha secondary school in Lichana Biskra. We delivered the questionnaire to (25) pupils after being experienced the Flipped Classroom. The aim of this questionnaire is to show pupils 'attitudes towards the flipped classroom as strategy to improve their writing skill. The designed questionnaire contains different type either closed questions for which pupils are supposed to give 'yes' or 'no' answers ,or to choose the appropriate answer from different options ; or the questions are closed-ended questions which are mostly used in this questionnaire;

moreover the close-ended questions used to ask the respondents to choose from predetermined answers ; in addition to this type of questions, we have the follow up questions which take the form of or ‘explain please’ or ‘justify” The pupils’ questionnaire consists of(14) questions divided into two sections; each one of which is either directly or indirectly related to the research.

2.2.3Analyses of Pupils’ Questionnaire

Section one: General information about writing skill

Q1.How do you consider your level in English?

Option	Number	Percentage
Very good	01	4%
Good	08	32%
Average	12	48%
Poor	04	16%

Table3.1 Pupils’ level consideration in English language

We noticed in the table above 48% of pupils considered their level in English language average. Eight pupils with percentage of 32% declare that their level is good. In other hand, we find one pupil with the percentage 4% consider his/her level as very good whereas four pupils with rate of 16% asserted that their level in English language as poor level. It means that they may face some difficulties in English as a foreign language.

Q2.Do you practice enough the four skills in classroom?

Option	Number	Percentage
Yes	09	36%
No	16	64%

Table 3.2 The practicing of four skills

From the table above, we notice that the majority of pupils (64%) are not practice enough the four skills. This is may be due to lack of practice in classroom also there is no

much time in comparison to the vast amount of teachers' explanation. In other hand, 09pupils (36%) declare that they practice enough the four skills. So that, if we see the percentage between those who practice enough the four skills and those who have good level in English language (Q1)we may conclude that there is relationship between practice and improvement of the level.

Q3. How do you found writing skill?

Option	Number	Percentage
Difficult	18	72%
Easy	07	28%

Table3.3 Pupils' attitude toward writing skill

The table above indicates that the majority of pupils 72% consider writing as a difficult skill. It is may be due to lack of practice during the class time also the time allotted to writing skill is not enough. In addition to that, may be the pupils suffer from some problem in writing skills. In other hand, we find 7 pupils consider the writing as an easy skill.

Q4. How you consider your level in writing?

Option	Number	Percentage
Excellent	00	00.00%
Good	13	52%
Average	06	24%
Poor	06	24%

Table 3.4 The level of pupils in writing

A percentage of 52% of pupils asserted that their level in writing skill is good. In other side, we find that the result matched between the average level and poor level in the rate of 24% which represent 6 pupils in each level. However, no pupil stated that his/her level is excellent. And these results supported the view that the writing is a difficult skill.

Q5. Which kind of difficulties do you face in writing?

Option	Number	Percentage
Spelling	04	16%
Grammar	03	12%
Misuse of vocabulary	04	16%
Content organization	06	24%
All of them	08	32%

Table 3.5 The different difficulties that pupils face

In this question we asked the pupils identify the kind of difficulties they face their answers is as follows:

32% of the pupils claims that they have deferent difficulties in writing skill which are Spelling, Grammar, Misuse of vocabulary and content and organization. While, 03 pupils who represent 16% asserted that they find difficulty in ‘Grammar’, while, two pupils (08%) find problems in Grammar. Whilst, the same number of pupils (04) have the same problem in spelling and misuse of vocabulary which represent 16%. This data show that the majority of pupils find the writing skill is a hard task to master it.

Q6. Do you practice enough writing skill in class?

Option	Number	Percentage
Yes	08	32%
No	17	68%

Table 3.6 Practicing writing skill in class

As we notice 68% of pupils are not practicing writing enough during their class. This lack of practice may be due to method that the teacher following during the class or she uses all the time in the explanation also the pupils take much time in thinking about suitable ideas and words about the topic given; as a result all that need enough time.

Q7.Do you think that time allotted is enough for practicing writing in classroom?

Option	Number	Percentage
Yes	06	24%
No	19	76%

Table 3.7 Time allotted for practicing writing in classroom

Based on the result stated in the table above, 19 pupils with 76% percentage are not satisfied about the time allotted to practicing writing, whereas 06 pupils who represent 24% claims that the time is enough and sufficient. Hence, pupils may need enough time for practice to overcome all the difficulties mentioned before (Q5).

Q8.How often does your teacher provide you with homework about writing?

Option	Number	Percentage
Usually	00	00.00%
Often	10	40%
Sometimes	12	48%
Rarely	02	08%
Never	00	04%

Table3.8. Frequency of providing homework by teacher to their pupils

According to table above we notice that answers are fairly close between often (40%) and sometimes (48%) thus, they claim that their teacher provide them with homework to practice more at home whereas we find to 02 pupils asserted that their teacher rarely provide them with homework; may because they were absent.

Q9.Do you think that homework may help you in improving your writing?

Options	Number	Percentage
Yes	24	96%
No	01	04%

Table3.9. Pupils' attitude toward the home work

The majority of pupils (96%) answer with ‘yes’ and they think that the homework help them improving their writing skill also help them to minimize the mistakes that they used to do. while we find one out 25 pupils believes that there is no benefit from homework.

Section two: Flipped Classroom Model

Q10.Do you usually watch course posted online via video?

Options	Number	Percentage
Yes	14	56%
No	11	44%

Table 3.10. Watching online courses via videos

As the tables above illustrated 56% of the pupils are watching the online course via videos because it helps us to diversify and expand our information also it helps us in the revision to take good marks especially in exams. Whereas 44% of pupils are not watching it because they are thinking it is waste of time and they have their text book to read from

Q11.Do you appreciate watching the lesson through videos at home?

Option	Number	Percentage
Yes	21	84%
No	03	12%
No answer	01	04%

Table 3.11 Pupil’s appreciation towards the videos

As the table show, 84% of pupils answer with ‘yes’, and they appreciate watching the lesson through video at home. 4 pupils which represent 12% they does not care about watching. One out 25 does not answer.

If ‘yes’ it is because:

Options	Number	Percentage
It gives you previous idea	10	40%
You can watch it several time	01	04%
You can stop it and re-watch	03	12%
All of them	08	32%

Table 3.11 Reason that make pupils appreciate videos

The pupils justified their answers about why they appreciate watching lesson via videos the justification is as follows:

40% claimed that it gives them previous ideas about the lesson. While 32% stated they appreciated because they can watch it several time and they can stop it and re-watch also it provides them with previous ideas. Wearers we find one of them represent 4% he/she appreciate video because he/she can watch it several time.

Q12. To what extent do you agree with the following statement?

Flipped Classroom Model is defined by Bragman and Sams (2012) that “which is traditionally done as in class is now done at home. And that which is traditionally done as homework is now completed in class” (p13).

Options	Number	Percentage
Agree	17	68%
Disagree	06	24%
No answer	02	08%

Table 3.12 Pupils ‘attitude toward the Flipped Classroom Model

As the table above shows 68% (17) of pupils are agree with the statement. Whereas, 06 pupils represent 24%, show their disagreement about the statement. While, two pupils do not answer. Then they were asked to justify their answers we find:

Those whose answer ‘agree’ they claims that to mention some: it makes us more comprehensible and give them previous ideas to the lesson, moreover it save time in the time and let the class for practice. In other hand, we find those whose answer is ‘disagree’ they justify with: they cannot understand alone and the Lack of Internet.

Q13. Do you find the Flipped Classroom Model more interesting than traditional course?

Option	Number	Percentage
Yes	17	68%
No	07	28%
No answer	01	04%

Table 3.13 Pupils’ attitude toward flipped classroom and traditional courses

As we can notice in the table above 68% of pupils they find the Flipped Classroom Model is more interesting because it encourage them to participate in classroom also it in engaged the pupils throughout the lesson also it creates an active learner. Wearers, 28% of pupils they disagree about the flipped classroom are more effective than the traditional one because they think that if they use both of them it will be better. In other side, one of them they did not answer.

Q14. Do you want your teacher to adopt the Flipped Model in learning and teaching?

Option	Number	Percentage
Yes	19	76%
No	04	16%
No answer	02	08%

Table 3.14 Pupils ‘attitude toward the adoption of the Flipped Classroom Model

Relying on the table above 56% of pupils declared that they give interest in adoption of the Flipped Classroom Model and they want to teachers to adopt it. The majority of them asserted that (FCM) is a facilitator and it will break the routine of the classroom and it will be more enjoyable. In other hand, 36% stated that they do not like to adopt because they like the explanation of the teacher directly and if they do not understand a thing they will stop her/him to more clarification. Whereas, 08% of pupils do not give any comments.

2.2.4 Discussion of the pupils' Questionnaire

Relaying on the results from pupils' questionnaire, which was directed to third year of Zaacha' secondary school branch of literature and philosophy at Lichana-Biskra, which was about the investigating the effect of using Flipped Classroom Model on pupils 'writing performance, we conclude that pupils, show their interaction and appreciate toward the new strategy as a tool to improve their writing skill.

Based on the data gathering we remark that the majority of pupils have an average level in English language. Moreover, we find 64% of pupils asserted that they do not practice enough the four skills during the class time. In addition to that, the pupils were asked about their attitude toward the writing skill and how they found; most of them were disappointed and they considered writing as a difficult task. This due to lack of practice during the classroom, and this what most of them (68%) confirmed. Also 19 pupils are asserted that the time allotted to writing skill is not enough and insufficient. Furthermore, we notice that the majority of pupils (52 %) are considered their level in writing skill as poor, and this support the view of hardness of writing. Besides, pupils claim that they face difficulties in writing; mostly in spelling, grammar, and misuse of vocabulary, content and organization although, teachers are sometimes provided pupils with homework assignments that what most of them (48%) were confirmed. They added that, they are benefiting from the home work given because it helps them minimize the mistakes and overcome the difficulties of writing.

Additionally, pupils were asked if they have used to watching courses online via video, 56% said yes because it helps them to diversify and expand their information also it helps them in the revision to take good marks especially in exams., while 46% stated no because they are thinking it is waste of time. In another hand, most of the pupils claimed that they did appreciate the video because of several reasons which are they gives you previous idea about the lesson as well as they can watch it several times and they can stop it and re-watch whereas, 03 pupils did not appreciate because they are not care of watching.

In fact, after having been experienced to the Flipped Classroom, most of the pupils show their agreement toward this new strategy in comparison to the traditional way of teaching. They stated that Flipped Classroom is more interesting and helpful also it breaks

the routine of classroom and its Boredom as well as it creates an active and enjoyable atmosphere.

Furthermore, we notice that the majority of pupils (76%) suggested their teacher to adopt it due to their feature. However a minority (16%) they disagree with adoption of flipped model where they like the usual way of teaching because they like the explanation of the teacher directly and if they do not understand a thing they will stop her/him to more clarification. Based on the result obtained from the questionnaire we conclude that the pupils show a positive attitude towards the flipped classroom Model as well as can be applied to improve the pupil 'writing skill.

Conclusion

To sum up, the present chapter tackled the practical side of this study, we opted for three data gathering tools that were a classroom observation and questionnaire administered to pupils and to teacher. This chapter identifies the strategy adopted to carry out this research; besides it described and provided the various details included in the three data gathering tools.

Furthermore, the chapter demonstrates the results obtained in this work and indicated the different answers offered by the participant. Also, the discussion of the findings took a part in the present chapter. Finally, the chapter is a, attempt to validate our hypothesis that "the application of flipped classroom model will improve third year secondary school pupils' writing ability and help them overcome some of the writing difficulties. This means that the flipped classroom can be adopted as a strategy to improve pupil' writing skill.

General Conclusion

The search for new teaching technique is a vivid process. Researchers are always leading searches to discover and adopt new method that helps teachers enhance their work. Teachers have a major role which is selecting the most effective efficient strategy to success their pupils' learning process. In the present work we identify o of the newest model that can be applied by teacher to energize and boost the traditional way of teaching help bringing change into the learning process. We opted for this research the Flipped Classroom as a supporting means to improve pupils' writing skill.

The present study contains three chapters. The first and second were dedicated for the theoretical background about the writing and Flipped Classroom Model. The first chapter was devoted to influential definitions to writing .which includes important definitions of writing skill, importance of writing, writing and the other skills, assessing of writing, writing difficulties and factors facilitating writing. However, the second chapter was devoted to the flipped classroom mode and its definition, its implementation, the flipped classroom in comparison to traditional class, also the flipped classroom and its advantages and challenges of the model. The third chapter was devoted to practical part of this study. We were opted for this study three data gathering tools; we have conducted a classroom observational with pupils' third year of Zaacha secondary school at Lichana-Biskra. Also we have administered questionnaire which dedicated to teacher and another one to pupils after being experienced the flipped classroom. This chapter also was devoted for analyzing tools the finding obtained from data gathering tools.

Relying on the results obtained about our hypothesis which states that the implementation of the flipped classroom model will improve third year secondary school pupils' writing ability and help them overcome some of the writing difficulties was validated. Based on the observational session we noticed that both teacher and pupil are appreciation and have a noticeable improve in their pupils writing. Also we find that teacher and pupils also are appreciated and have a positive attitude toward this new

strategy. Also according to the teacher 'claims, the motivation, engagement and interaction was well evolved for the pupils.

To conclude, with flipping classroom the process of learning and teaching is becoming more flexible and easy; it considered as an effective strategy that help and give the opportunity to pupils overcome their difficulties, also we invite teachers to adopt it in future.

Recommendations

Concerning the Flipped Classroom and its effect on pupils' writing skill we conclude that this model effect positively on the pupils writing skill, that what classroom observation, pupils and teacher 'questionnaire confirmed. We attempt to propose several pedagogical recommendations and implications that might be helpful in implementing the flipped version of the class successfully, as well as , could help in improving teaching and learning process. We suggest a number of recommendations that are illustrated as follows:

For Teachers

- Before implementing the Flipped Classroom Model teachers are advised to take courses on ICT to improve their knowledge and to be aware about how S/he control it. As well as it should prepare their pupils very well for this new process of changing the way of teaching from the traditional classroom to the flipped one.
- Teachers are advised to provide detailed information about this new strategy to remove any ambiguity to pupils in order to achieve the success.
- Teachers should produce understandable videos to facilitate to pupils understand the content. Also, teacher should urge their pupils to watch the videos uploaded online.
- Teachers should produce the videos according to the needs of their pupils to help them get rid of them.

For Pupils

- The pupils should be serious about watching the video even if those who has not access of internet they may ask their teacher to provide them with an other alternative such as recorded video via other technology devices such as DVD mp3 player CD and smart phones.
- Pupils should follow the instructions provided by the teacher to help them do their activity easily

For administration

The administration should provide the necessary condition and offer a comfortable physical setting to help both teachers and pupils implementing this new strategy

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Appendices

Appendix 1: Teachers' Questionnaire

Teacher's Questionnaire

Dear Teachers,

We would be so thankful if you help me to answer this questionnaire which is an attempt to for gathering data need for the accomplishment of a master's dissertation. In this research we are looking for the effect of adapting the flipped classroom model on pupil's writing performance of the third year of secondary school at Zaatcha –Lichana – Biskra. Your answer is crucial and itwill be much help for the completion of this work.

“Thank you for your help and your collaboration”

Section one: General Information

Q1: would you specify your degree?

- a- License
- b- Master
- c- Magister
- d- Doctorate

Q2: How long have you been teaching English in secondary schools?

- a- 1---- 5 years
- b- 5---- 10 years
- c- More than 10 year

Section Two: General view about the writing skill

Q3: How do you assess writing skill?

a- Important

b- Not important

In both cases, justify your answer please

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

Q4: Do you consider the writing skill as difficult skill?

a- Yes

b- No

If “yes” please explain why?

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

Q5: What are the problems do you face in teaching writing skill?

.....
.....

Q6: How often do you encourage your pupils to write?

a- Always

b- Sometimes

c- Rarely

d- Never

Q7: Do you think that writing is given much importance in the syllabus?

a- Yes

b- No

Q8: Do you think that time allotted to the writing skill is enough to improve your pupils writing competence?

a- Yes

b- No

If "No", please explain why?

.....

.....

Q9: How do you assess your pupils' level in the writing skill?

a- Good

b- Medium

c- Weak

Q9: Are you satisfied with your pupil's level in writing?

a- Yes

b- No

If "No", please explain why?

.....

.....

.....

Q11: Do your pupils suffer from some writing difficulties?

a- Yes

b- No

If "yes" do they face difficulties in:

- Spelling
- Grammar
- Miscue of vocabulary
- Content and organization
- all of them

Other difficulties

.....
.....

Q12: Do you help your pupils when they write?

a- Yes
b- No

If “yes” what kind of help do you provide them with?

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

Section three: Flipped classroom Model (FCM)

Q13: What is the role of information communication technology (ICT) in EFL learning and teaching?

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

Q14: What is the importance of ICT in language skill?

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

Q15: From your experience as teacher, do you think that there is a relationship between writing and technology? If ‘yes’ please which kind of technological tool that you use most? And when do you use it?

a- Yes b-No

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

Q15: 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?”

a- Yes

b- No

Justify your answer please:

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

Q16: Do you think that the flipped classroom is more effective than the traditional method?

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

Q17: Do you think that FCM is good strategy to improve pupils writing skill?

a- Yes

b-No

Q18: What is your attitude towards the flipped classroom as a method to enhance writing skill?

a- Negative

b-Positive

Appendix 2: Pupils' Questionnaire

Dear pupils

In This research we are looking for the effect of adopting the Flipped Classroom Model on pupils' writing performance. I want you kindly to help me in answer this question to accomplish a master thesis. Case of 3rd year of secondary school at Zaatcha_ Lichana_ Biskra.

Thank you in advance for your cooperation.

أعزائي التلاميذ

هذا المشروع عبارة عن رسالة تخرج ماستر، ونحن نسعى من خلاله إلى اثبات اعتماد تأثير الأسلوب المقلوب أو المعكوس علمهارة الكتابة لدى التلميذ. وبذلك نطلب منكم المساعدة في الإجابة على الأسئلة المطروحة أدناه.

العينة: الثالثة ثانوي من ثانوية زعاطشة- ليشانة-بسكرة

شكرا على حسن تعاونكم معنا. ولكم منا فائق الاحترام و التقدير.

Section One: The Writing Skill

Q1: How do you consider your level in English?

Very good

good

average

س1: كيف ترى مستواك في اللغة الانجليزية ؟

جيد جدا حسن متوسط ضعيف

Q2: Do you practice enough the four skills in classroom(reading, writing , speaking , listening)

Yes No

س2 : هل تمارس المهارات الاربعة بصفة كافية؟ (القراءة الكتابة التكلم و الاستماع)

نعم لا

Q3: How do you found writing skill?

Difficult easy

س3 : كيف وجدت مهارة الكتابة ؟

صعبة سهلة

Q4: Which kind of difficulties do you face in writing?

- Spelling
- Grammar
- Misuse of vocabulary
- Content and organization

س4 : ما نوع الصعوبات التي تواجهها في الكتابة ؟

- الإملائية
- القواعد
- سوء استخدام المفردات
- المحتوى والتنظيم

Q5: Do you think time allotted is enough for practicing writing?

Yes No

س5 : هل تعتقد ان الوقت كافي لممارسة الكتابة ؟

نعم لا

Q6: Your level in writing skill

Excellent Good Average

س6 : ماهو مستواك في مهارة الكتابة

ممتاز حسن وسط ف

Q7: Do you practice enough writing in class?

Yes No

س7 : هل تمارس الكتابة بشكل كافي في القسم ؟

نعم لا

Q8: How often does your teacher provide you with homework about writing?

- Usually
- Often
- Sometimes
- Rarely
- Never

س8 : كم مرة يقوم معلمك بتزويدك بالواجب المنزلي عن الكتاب

دائما -

- غالبا
- احيانا
- نادرا
- أبدا

Q9: Do you think that homework may help you in improving your writing?

Yes No

س9: هل تعتقد ان الواجب المنزلي قد يساعدك في تحسين كتابتك؟

نعم لا

Section Two: Flipped Classroom Modal

Q10: Do you usually watch courses posted online via videos?

Yes No

If "yes", please state why:

.....

.....

.....

س10: هل تشاهد عادة الدروس المنشورة على الانترنت عبر الفيديو

نعم لا

في كلتا الاختياري من فضلك اذكر لماذا؟

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Q11: Do you appreciate watching the lesson through videos at home?

Yes No

If "yes" is it because:

a- It give you a previous idea about a lecture

- b- You can watch it several times
- c- You can stop and rewind
- d- All of them

س12 : هل تقدر مشاهدة الدروس عبر الفيديو في المنزل؟

إذا نعم لأنها:

- تعطيك فكرة سابقة على الدروس
- يمكنك التوقف ومراجعتها
- يمكنك مشاهدته عدة مرات
- كلهم

Q12: To what extent do you agree with following statement.

Flipped Classroom Model is defined by Bergman and sans (2012) “that which is traditionally done as in class is now done at home. And that which is traditionally done as homework is now completed in class” (P,13)

agree disagree

Whatever you answer justify

.....

.....

.....

س 13: إلى أي مدى توافقون على هذه العبارة.

التعليم المقلوب او المعكوس عرف من طرف "بارغمان" و "سانس" (ص, 120) على أنه: الذي يتم تقليديا كما هو الحال في الفصل يتم الآن في المنزل، والذي يتم تقليديا كواجب منزلي هو تماما في الصف"

موافق غير موافق

مهما كانت إجابتك برر....

.....

.....

.....

Q13: Do you find the Flipped Classroom Model more interesting than traditional courses?

a- Yes b-No

Why

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.....
.....

س14: هل تجد نموذج الفصل الدراسي المقلوب مهما أكثر من الدراسة التقليدية.

نعم لا

لماذا؟

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.....
.....

Q14: Do you want your teachers to adopt the flipped Model in learning and teaching?

Yes No

If 'Yes' why?

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

س15: هل تريد من المعلمين تبني النموذج المقلوب في التدريس والتعليم؟

نعم لا

إذا "نعم" لماذا؟

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.....
.....

المخلص

تعتبر مهارة الكتابة واحدة من اهم المهارات , و هذه الاهمية ادت الى ظهور عدة مشاكل والتي اثرت سلبا على أداء التلاميذ . وبذلك تهدف الدراسة الى التأكد من فعالية الفصل المقلوب في تطوير مهارة الكتابة للغة الانجليزية لدى طلبة الثالثة ثانوي لثانوية الزعاطشة - ليشانة- بسكرة كي كعينة للقيام بهذا البحث. و يعتبر الفصل المقلوب استراتيجية تعليمية تتيح للطالب لتتعرف و ادراك الدرس في منزله عن طريق الفيديو او مقاطع صوتية تلقونها على مستوى الادوات التكنولوجية مثل الحاسوب و الهواتف النقالة عر شبكة الأنترنت لغرض تخصيص لوقت المعتاد للمناقشة وحل مختلف التمارين. لغرض اثبات مدى صحة الفرضية المقترحة لهذه الدراسة و التي تنص على تأثير استعماله الفصل المقلوب على الكتابة لدى التلاميذ وموقفهم اتجاه هذا المنهج. وقد تم استعمال المنهج المزدوج لإنجاز هذا العمل, و الادوات المستعملة كالتالي الملاحظة داخل القسم و استبيان مخصص للتلاميذ و الاساتذة الذين عايشوا التجربة لاستنباط آرائهم و مواقفهم اتجاه الفصل المقلوب. وبعد تحليل المعطيات ووفقا للنتائج المتحصل عليها استنتجنا ان الفصل الدراسي القلوب له اثر ايجابي على الكتابة لدى التلاميذ مقارنة مع الروس التقليدية. وقد لفت اعجاب التلاميذ واقترحوا على الاساتذة تطبيقه وبذلك الفرضية المطروحة سابقا تم التحقق منها وتأكيدھا.