

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Khidher University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Section of English



**INVESTIGATING THE EFFECT OF GROUP- BASED
FLIPPED CLSSROOM MODEL ON STUDENTS'
WRITTEN PERFORMANCE**

**A Case Study of Third Year Foreign Languages Class at the
New Secondary School of Menaâ, Province of Batna.**

**A Dissertation Submitted to the Department of Foreign Languages as partial
fulfillment for the Master's Degree in Sciences of Languages.**

Submitted by:

Mrs. Kalla Hassina

Supervised by:

Dr. Benidir Samira

Board of Examiners:

Dr. Mehiri Ramdane

Mrs. Mansouri Amina

Academic Year: 2019/ 2020.

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Dedication

To Allah Almighty Who paved the way for me to accomplish this humble work.

To the memory of my grandmother Fatima and my grandfather Mohammed

To all my family members

especially my adorable nephew Mohammed Ziad.

Acknowledgements

First and foremost, my heartfelt gratitude and praises go to **Allah Almighty**.

This work couldn't have been accomplished without the assistance of many people whom I would never thank enough for their huge contributions.

I would like to extend my sincere thanks and appreciation to my honorable supervisor **Dr. Samira Benidir**. She treated me patiently all through the different stages of the research.

My sincere appreciation needs to be addressed to the honorable **board of examiners: Dr. Mehiri Ramdane and Mrs. Mansouri Amina**.

I would like to thank my two colleagues: **Miss. Selma Madjoudj** and **Miss. Imane Nacer** for their support and the materials they shared with me.

My last gratitude goes to my dear **students** foreign language class third year at Mena New Secondary School whom I owe the success of this humble work.

Abstract

Writing in English for third year secondary school students of foreign languages at the New Secondary School of Mena is a challenging task. The majority of students have difficulties in achieving satisfactory results in the BAC exam specifically the Written Expression section. The present study aims at investigating the effect of group-based flipped classroom model on pupils' written performance taking the case of third year foreign languages' students of the New Secondary School of Mena. The study targets the sole class of third year foreign languages students of the academic year of 2019/ 2020. This class forms the sample of the present study including 21 students. The researcher used a mixed method in order to investigate and find the causal relationship between the variables implementing the triangulated method for data collection tools namely: a questionnaire for students, a quasi-experiment, and a focus group discussion. The research findings revealed that the use of group-based flipped classroom model in writing helped them perform better in written expression, have enough time to interact with their peers and the teacher, and use internet positively. However, they expressed displeasure with the technical quality of the videos posted by the researcher. Therefore, group-based flipped classroom is recommended to overcome the deficiencies of the traditional method using varied platforms like Facebook, YouTube, Telegram and others in different lessons especially for productive skills namely: writing and speaking. This method is recommended for teachers to save time, provide much guidance to students, and give more opportunities to students to exchange ideas with their peers. This research could be a basic stone for researchers to investigate the impact of using other flipped classroom models on other skills especially speaking using different platforms.

Key words: written performance , group-based flipped classroom , interaction

List of Abbreviations

% : Percentage.

APA : American Psychological Association.

BAC : Baccalaureate examination.

CBA : Competency Based Approach.

COVID- 19: Coronavirus Disease 2019

EFL : English as a Foreign Language.

FGD : Focus Group Discussion.

FL: Foreign Languages.

ICT : Information and Communication Technologies.

Q: Question.

QI : Question Item.

SPSS :Statistical Package for Social Sciences.

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General Introduction

General Introduction

The writing skill is essential for success in varied disciplines. It is a challenging task for students. The present research studies the relationship between teaching and learning writing in English and the use of the group- based flipped classroom model depending on Information Communication Technology (ICT) for third year foreign languages (FL) class at a secondary school in Algeria. The traditional teaching method and the limited class time affected the students negatively and led to unsatisfactory scores in the BAC exams mainly in written expression. This study aims at investigating and demonstrating the effects of the group- based flipped classroom instruction on students' achievements in writing. Besides, it aims at overcoming the writing difficulties on the part of students through learning the course at home and practising the homework in the classroom. This research aspires to take advantage of the available technological devices and give more opportunities to learners to practise inside the classroom. If the group- based flipped classroom method is used for the BAC classes, students' writing skill in English will be probably improved.

Statement of the Problem

The researcher with a ten years teaching experience both at middle and high schools has observed the weakness of the majority of students in EFL writing. Besides, the experience of correcting the BAC exam the two last years confirmed the worries. Moreover, the time allotted to writing lessons is too little. This led the researcher to initiate this study in which a new method was used, namely the group- based flipped classroom approach with a class of foreign languages at an Algerian secondary school in order to try to overcome some difficulties of writing and provide more time for the writing process. Besides, the researcher aims at encouraging learners to interact in groups and with the teacher as well while writing their first draft.

Significance of the Study

The need for a new method to teach writing so as learners will work at their own pace and have much time to share their ideas both on the virtual world and in the classroom has made this study inevitable. This work is a way to find some solutions to the above mentioned problem through using a new method namely group- based flipped classroom in which the lesson is flipped and done at home and the homework at class. Therefore, learners worked in groups to solve problems and were guided by the teacher whenever possible.

Writing is an important skill for the pupils to confront the challenges of future careers. To develop this skill, teachers and learners should collaborate and benefit from the available devices such as internet. For this reason, group- based flipped classroom could give an opportunity to learners to communicate their ideas freely on a closed- facebook group about the targeted topic. They could write comments and replies to their peers discussing the topic after watching a video shared by their teacher in which the lesson was presented. In the class, learners would go through the first draft after exchanging their ideas with each other and with the aid of their teacher. Much time was available for guidance and supervision. The final version was written after going through brainstorming, drafting and editing. The best works were published on the facebook group in order to allow learners to comment again on the final version and have their opinions valued through replies. Thus, this new method can help learners to write at their pace and benefit from the guidance of the teacher and the virtual world.

High school pupils in Algeria need a new and motivating method to persuade them to use English to express their thoughts in a written way. As writing integrates different abilities and mobilizes them in a written text taking into consideration many aspects such as: punctuation, capitalization, coherence, cohesion...etc. Learners need much time and guidance to write their final draft. The new flipped classroom model could help high school learners in

general and BAC learners in particular to benefit from the virtual world, the ideas of their peers and the help of their teacher in order to write different types of essays like expository, argumentative, narrative...and so on.

Although the present study has attained its objectives, it still undergoes some limitations and shortcomings. To start with, the weak flow of internet posed a big issue in accomplishing the pre- writing phase which is done at home online. Besides, creating videos to flip the classroom requires a professional educator not only in teaching but in using ICT. This resulted in a low quality of the videos created as the students complained in the FGD about the slow voice that bored them a little. Nevertheless, the unexpected pandemic named COVID 19 restricted the movement of the researcher and affected negatively the way the data has been treated. The researcher couldn't use ATLAS.tr to treat FGD data.

Aims of the Study

General Aims

- 1- To investigate the impact of implementing group- based flipped classroom model at high school on fostering pupils' writing skill.
- 2- To improve pupils' writing skill by giving them more time for practice
- 3- To encourage pupils to use ICT to interact with their peers and teacher and discuss the lessons' content.
- 4- To help the absentees to follow the course of studies.

Specific Aims

- 1- Enables pupils to write short essays in the class under the supervision of their teacher.
- 2- Encourage pupils to work in pairs and groups online and inside the classroom to generate ideas about the given topics.

- 3- Pupils will finish their final draft on time
- 4- Motivate pupils to use internet to comment and interact in English.

Research Questions

This research seeks to answer the following research questions:

RQ1:

Does group- based flipped classroom model improve learners' writing skill?

RQ2:

How does the group- based flipped classroom model affect learners' skill of writing at high school in Algeria?

Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

RH1:

The use of flipped classroom model at high school in Algeria may improve high school pupils' writing skill and provide time for practice.

RH2:

Implementing flipped classroom model at high school in Algeria would demonstrate significant results in writing and would lead learners to achieve a good command of writing.

Methodology and Data Analysis

This study is an explanatory research in which the researcher observed the relationship between group- based flipped classroom and writing and also clarified why and

how there is such a relationship between them. This research was conducted using the case study of a FL class consisting of 21 students at an Algerian secondary school.

The researcher used the mixed method to collect data. As each method has its strengths and weaknesses, the best way to understand the problem is to use a range of methods. In this research, three main instruments were used:

First: a questionnaire was administered to obtain quantitative and qualitative data about students' impressions about using ICT to learn how to write and their attitudes towards interacting in groups on the virtual world before class. Numerical data were gathered using likert scales, rank order items and rating scales. Data were analyzed using charts and graphs.

Second: a quasi- experiment was conducted in a form of pretest and posttest to the same group of students to obtain quantitative data. These tests were administered to measure the students' proficiency in writing before and after the treatment and study the differences between both tests. The first trimester was devoted to the traditional way of teaching writing. Whereas the second trimester was devoted to the group- based flipped model of class, after creating a closed facebook group named " Flipped Classroom", where some videos were shared before the class and students generated ideas in comments and replied interacting with each other and the teacher as well. Data were analyzed using SPSS and paired- samples t- tests.

Third: a focus group of six students was organised to discuss students' impressions and attitudes towards the use of group- based flipped classroom experience so as some qualitative data could be gathered. The researcher analyzed students' answers and compared them with the results of the experiment tests. Data were analyzed after familiarization, transcription, organization and coding. The processed data then was written in a report.

Structure of the Dissertation

The dissertation consists of a general introduction, a general conclusion, three chapters covering the theoretical part and the last chapter for the practical part. Firstly, the general introduction gave an overall view of the dissertation stating the statement of the problem, the significance of the study, the aims, the questions, the hypotheses and eventually the methodology and data analysis. Secondly, chapter one provided background information about the dependent variable "writing" and the main phases the student goes through when writing. Secondly, chapter two provided background information of the independent variable "group- based flipped classroom model" and its implication in the field of education. Thirdly, chapter three stated the research method used, the sample and the collecting data instruments. Fourthly, chapter four studied the data thoroughly and the results were discussed to reach the overall conclusion. Finally, the general conclusion summarized the whole dissertation moving from detailed to general information. It stated again the statement of the problem, the aims and the objectives, the questions and the hypotheses and most importantly the findings. It gave some recommendations for other researchers for further studies.

Chapter One:

Writing at High School

Chapter One: Writing at High School

Introduction

Developing the writing skill is a significant commitment on the part of both the teacher and the students. This chapter addresses the major issues related to writing starting from its meaning to get a clear image about the nature of this productive skill. Then, it traces back the different approaches implemented to improve the writing skill. After that, some light is shed on the learner as the center of the whole writing process emphasizing on the different learning styles and learners' differences. Besides, collaboration among students is discussed thoroughly from different aspects. Finally, this chapter focuses on the role of the Algerian teacher in the process of writing especially in generating ideas.

What is Writing?

Background

Writing developed gradually and radically through time from clay tablets to computer chips (Coulmas, n.d). Writing can be interpreted differently according to varied scientific fields such as : education, psychology, history, linguistics, computer programming and so on. Each discipline sees writing from a distinct angle: how it works, its function and the methods used for investigation (Coulmas, n.d). It is worth to take into consideration some definitions of recognizable writers in the past.

According to Aristotle. Aristotle devotes much importance not to the parts of speech like nouns and verbs but to how these entities are related to the real world. He explains:

Words spoken are symbols of affections or impressions of the soul; written words are symbols of words spoken. And just as letters are not the same for all men, sounds are not the same either, although the affections directly expressed

by these indications are the same for everyone, as are the things of which these impressions are images. (as cited in Coulmas, p. 2)

Aristotle's main concern was the impact of the relationship between ideas and words on thinking. As indicated above, spoken language was seen as prior to written one.

According to Plato. Plato focuses on the communicative aspect of writing which is considered as a memory aid and secondary to speech. Unlike speech, written words are silent and dead. They lack immediacy (as cited in Coulmas).

According to ancient Egypt. It is assumed that Egyptian hieroglyphs used written signs that resembled things they assigned. Accordingly, signs precede things, they are models rather than images. As a result, externalized writing is viewed as a discovery rather than an invention (Coulmas, n.d). Writing used to be such an important skill that few people could be scribes (Wikipedia, 2020). Rosetta Stone was the first Ancient Egyptian bilingual text recovered in modern times. It holds the key to understanding Egyptian hieroglyphs.



Figure 1. The Rosetta Stone

from "Writing," by Wikipedia, (2020) (<https://en.wikipedia.org/wiki/Writing>)

Contemporary views. Scholars in the language sciences believe in the influence of the invention or the discovery of writing (Coulmas, n.d). De Saussure advocates the Aristotle notion of writing which became a cornerstone of modern linguistics:

Language and writing are two distinct systems of signs; the second exists for the sole purpose of representing the first. The linguistic object is not both the written and the spoken forms of words; the spoken forms alone constitute the object (as cited in Coulmas, p. 10)

The Western world agreed on the supremacy of speech over writing and ignored the latter on the basis that all human languages are thought to be equal.

It is only in the last two hundred years that writing has been appreciated as a desirable skill. This skill, which was restricted to the elite of the societies, became after industrialization a must to all citizens. Though it became a fundamental right for everyone, there are still people who are deprived of this right (Harmer, 2004). In the context of education, most exams and tests rely on the student's writing proficiency. Thus, teachers should train students to write efficiently to confront the varied needs of the society.

Writing Skill

Writing is one of the four language skills: listening, speaking, reading and writing. It involves producing language that's why it is considered as one of the two productive skills: writing and speaking. When writing, learners should have some sub-skills such as accuracy and the ability to communicate a message (Spratt, Pulverness, & Williams, 2003).

Digital technologies helped to increase the importance of writing as it becomes part of an individual daily life. Systems such as e- mail and social media persuade people to improve their writing skill to connect with the world (Wikipedia, 2020)

Approaches to Writing Skill

Teaching writing skill differs among scholars according to the approach they follow:

Product- Based Approach

The product approach is a traditional approach to teaching writing that is based on the reproduction of models (Nunan as cited in The University of Birmingham, 2011). This approach focuses on the imitation of a text provided by a teacher to highlight form and syntax (Silva as cited in Barseghyan, n.d). This approach has been called by varied names such as: the controlled-to-free approach, the text- based approach, and the guided composition (Raimes&Silivia as cited in Tangpermpoon, 2008). Thus, writing according to this approach is the ability to produce "acontextually" correct forms of language following prescribed patterns at either sentence or discourse level (Hyland as cited in Yi, 2009).

Process- Based Approach

Writing approaches namely the product approach consider the criterion of content as central in the process of writing yet, with the introduction of the process approach in the 1970's and the 1980's, a recognizable shift ,from a content centered to a form centered approach to writing, has occurred. The process approach was defined by many researchers. Each one used a varied view and terminology. Hairston (as cited in Yi, 2009) indicates the importance of looking at writing as a process:

We cannot teach students to write by looking only at what they have written. We must also understand how that product came into being, and why it assumed the form it did. We have to try to understand what goes on during the act of writing ...if we want to affect its outcome. We have to do the hard thing, examine the intangible process, rather than the easy thing, evaluate the tangible product.(p. 59)

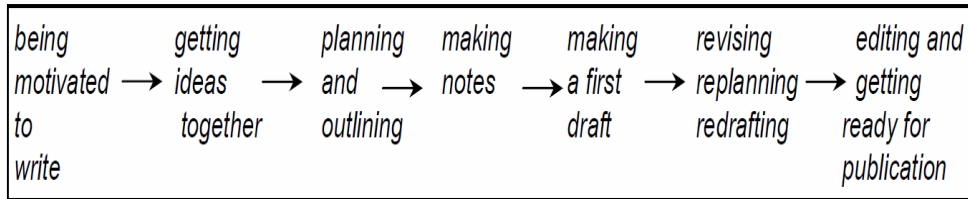


Figure 2. The Process of Writing

From “Process Writing” (p. 4), by The University of Birmingham, (2011).

Smith (as cited in The University of Birmingham, 2011) states that writing is a recursive process and text is often moved around, modified, cut and expanded. It is considered as a learner- centered approach unlike the product-based approach which is considered a teacher- centered approach. Writing accordingly is initiating ideas and then use certain techniques like revising and editing to get a well- written draft (Yi, 2009). Learners in this approach are encouraged to view writing not as grammar tasks but as a discovery of meaning and ideas (Tangpermpoon, 2008).

Genre- Based Approach

Both Product and Process- based approaches failed to link the activity of writing to the context. They denied the core motivational aspect of writing at the first place which genre- based approach tackled. It is all about contextualizing writing for a specific purpose. Genre- based approach has advantages and disadvantages towards writing.

The term genre is an umbrella term which is to some extent explicitly difficult to define. Swales (1990, as cited in Dirgeyasa1, 2016) simply defines genre as a communication event in which the participants have a set of communication goal. Martin (2000, as cited in Dirgeyasa1, 2016) states that genre is a communication activity having and orienting goal. Hence, both definitions agreed on the importance of communication as an ultimate goal. So, the focus of genre- based approach is to train learners to write different genres, addressing

varied readers and for specific purposes. It is a way to achieve communicative success. Learners should be aware of the audience, the purpose of writing and the context of writing. In this approach, the teacher is merely a facilitator until the learner becomes autonomous. Hyland (2003, as cited in Dirgeyasa1, 2016) claims that

Genre implies that students to write not just to write but to write something to achieve some purposes such as it is a way of getting something done, to get things done, to tell story, to request an overdraft, to describe a technical process, to report past event, and so on, we follow certain social convention for organizing messages because we want our readers to recognize our purpose. (p. 46)

The teacher should then be aware of how to guide the learners and train them to write the varied genres for a specific goal. For example how to retell, how to report, how to describe, how something is done or how something is carried out, etc. In this approach, the teacher's feedback is mainly based on meaning- oriented explanation.

Genre- based approach proved to be so efficient for beginners that it helps them to write for different purposes. Yet, they limited writing to a social situation. Paltridge (2001, as cited in Barseghyan) mentions that the genre approach combines both the knowledge of the text and a number of social and cultural peculiarities. This approach depends highly on modeling and neglects to some extent the creativity of learners in expressing their own ideas.

Process- Genre Based Approach

The above mentioned approaches should complement rather than oppose one another. The usefulness of writing as a process cannot be replaced by genre- approach. There must be a synthesis to the two approaches to meet the needs of learners (Barseghyan, n.d).

Being an effective writer requires from a learner to be aware of the type of genre and used to drafting and revising (Harmer, 2004). In the past, the process and genre approaches

were considered mutually exclusive. However, part of the planning stage can be exemplified when a learner analyses a certain written genre to be capable to write within that genre (Harmer, 2004).

Concerning teaching writing in English at high schools in Algeria which implement the Competency Based Approach CBA, teachers adopt process- genre approach in the lessons of writing since three key stages in “process + genre” writing lessons are the generation of ideas, the study of individual genres, and the planning of texts (Harmer, 2004). All the three mentioned stages should be present in the situation of integration.

Generating Ideas

When preparing to write an essay, the first step to do is to search for information and ideas related to the topic given. It is an early phase in the writing process despite being recursive (Bailey, 2011). At this stage, a learner neglects the organization and correctness of the written work. Grenville states that (2001):

Ideas come from different places, but the one place they never, ever come from is a sheet of blank paper. Blank paper will never lead to anything better than more blank paper. That why if I had any rules for writing (which I don't), my first and last rule would be: *Any thing is better than a blank page* (p. 11).

Generating ideas may be accomplished through several ways namely:

- Free-writing: learners write continuously for about 5 to 10 minutes without taking into consideration grammar, spelling or style.
- Brainstorming: learners think of everything possible about the topic (Spratt, Pulverness, & Williams, 2003)

- Journalists questions: learners use: what, who, when, where, why and how to discover relevant information needed in writing.
- Listing: learners select ideas and organize them in an informal outline to narrow their writing and be concise and precise.
- Clustering/ Mapping: students start with a topic at the centre and then generate a web of ideas from that (Harmer, 2004). This is an example of how to draw a mind map:

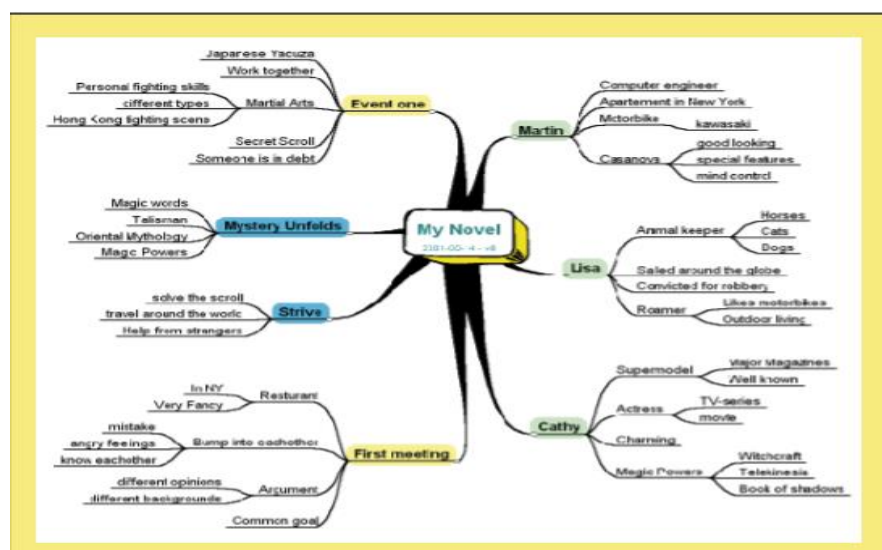


Figure 3. An Example of Mind Mapping

From 'The Power of Mind Mapping' (p. 13), by Fortune Well.

Harmer (2004) highlights the importance of collaboration and discussion in generating ideas. Some of the examples Harmer gives are: the buzz group, pyramid planning and whole group discussion. Firstly, the buzz group where students generate ideas quickly and informally. This kind of group collaboration allows students to successfully generate ideas which fosters the ability to later planning. Secondly, working individually then in pairs and eventually in groups is called by Tricia Hedge pyramid planning (Harmer, 2004). As the names indicate, students think individually about the topic then work in pairs for more information and finally collaborate in groups of members coming from different pairs. As a

result, ideas are shared among multiple numbers of students. Finally, whole group discussion improves students stock of vocabulary through discussing issues, eliciting and sharing useful words and engaging in communicative tasks.

Learners' Differences

Successful learners know their preferences, their strengths and their weaknesses and balance between them effectively (Brown, 2007). Some learners are better at memorizing while others are better at analyzing. This implies that learners respond differently to the same stimuli because the human brain works differently (Sárosdy, Farczádi Bencze, Poór, & Vadnay, 2006). Neuro-Linguistic Programming is one of the two theories that are used by teachers for the benefit of learners. Accordingly, a number of “primary representational systems” are used to describe the world by learners (Sárosdy, Farczádi Bencze, Poór, & Vadnay, 2006). They are labelled in the acronym VAKOG:

- Visual: learners look and see.
- Auditory: learners hear and listen.
- Kinaesthetic: learners feel externally, internally or through movement.
- Olfactory: learners smell things.
- Gustatory: learners taste things.

Another theory presented by Howard Gardner named Multiple Intelligences Theory introduced seven intelligences (Sárosdy, Farczádi Bencze, Poór, & Vadnay, 2006):

- Musical/ Rhythmic: learners can learn a language by music.
- Verbal/ Linguistic: learners learn best by saying, hearing and seeing words.
- Visual/ Spatial: learners like working with colours and pictures.

- Bodily/ Kinaesthetic: learners like interacting with the environment through movements.
- Logical/ Mathematical: learners use their cognitive processes to learn like: reasoning, classifying and problem solving.
- Intra personal: learners are introvert preferring working individually.
- Interpersonal: learners are extrovert preferring working in groups. They are socialisers preferring tasks based on communication, cooperation and interviewing.

These differences affect the way learners respond to the varied teaching styles and approaches in the classroom to successfully acquire a new language (Spratt, Pulverness, & Williams, 2003). Besides the learner's differences mentioned above, the differences also include the learner' motivation, personality, language level, learning strategies, age, past language learning experience and learning style (Spratt, Pulverness, & Williams, 2003).

Learning Styles

A learner naturally has a preferable way to learn effectively which is called a learning style (Spratt, Pulverness, & Williams, 2003). Experts have suggested several ways of classifying learning styles which can be categorized into three classes (Spratt, Pulverness, & Williams, 2003):

- Physical sense: visual, auditory and kinaesthetic.
- Way of interacting with other people: group or individual.
- Style of thinking: reflective (a learner considers choices) or impulsive (a learner responds immediately).

One of these experts is Keith Willing who worked with adult students in Australia and eventually came with the following learning styles (Sárosdy, Farczádi Bencze, Poór, & Vadnay, 2006):

- Convergers: pragmatic and independent students who prefers individual work.
- Conformists: students depend on the instructor and prefer non- communicative classroom. Learning about a language is more important than learning to use a language.
- Concrete learners: though they are like conformists, learners enjoy group work and prefer learning a language to communicate.
- Communicative learners: learners prefer to take risks in social interaction. They prefer to work independently.

So, styles vary across individuals and dominate a learners' thinking or feeling in the way that some are more visually oriented, more analytical , or more reflective than someone else (Brown, 2007).

The Tasks of a Teacher in Writing

Managing different activities and learners during a lesson requires a teacher to behave differently at each stage of the lesson. These varied kinds of behavior are called teacher's role (Spratt, Pulverness, & Williams, 2003). Concerning writing lessons, a teacher has to perform a multiple of crucial tasks before, during and after writing (Harmer, 2004). Harmer (2004) introduced some of these significant roles when students are doing writing- for- writing activities:

- **Demonstrating:** a teacher ought to bring students attention to different genres. Learners should be aware of the layout of the text and appropriate language to perform certain functions.
- **Motivating and provoking:** teachers should prepare some ideas in order to motivate students when words fail them to express their thoughts or even at the stage when they are unable to think clearly to write creatively.
- **Supporting:** the teacher should always be there supporting learners with both ideas and means to write continuously and help learners to overcome their difficulties.
- **Responding:** one of the two ways to react to learners' written work is through responding to the content and format of a piece of writing supportively. The teacher responds to the written work at its early stages manifesting how well it is going so far. It is part of the process of writing not of the evaluating procedure.
- **Evaluating:** as mentioned above, evaluating is the second way to react to learners' written work judgmentally. The teacher should give grades as well as highlight the strengths and weaknesses of learners as a learning opportunity on the part of students. This way, they will be encouraged to correct their errors.

Teaching writing has proved to be such a challenging task that students encounter several issues mastering effective writing. However, once the teacher recognizes the specific role that should be played in the process, writing will become an easier task to accomplish. Creating a healthy environment for learners is an effective factor to enhance their writing skill especially that of feedback (Urquhart & McIever, 2005).

Collaborative Writing

The ability to teamwork is such a demanded skill that learners should strengthen their experience in working in groups. Besides, It is assumed that cooperation is more fruitful than working alone (Bailey, 2011). By working in groups or pairs, learners can develop their writing from their peers' and teachers' comments and also improve their critical thinking skills (Tangpermpoon, 2008). Harmer (2004) insists on peer review as a valuable element in the process of writing. Learners are persuaded to work collaboratively revising and editing one another's work in a way to reduce self- reliance. Working together in a less authoritarian environment helps to create a healthy environment to write where both the teachers and peers are seen as collaborators rather than evaluators. However, there must be at the beginning some guidance from the teacher to set the task.

Advantages of writing in groups

Harmer (2004) concludes: "Collaborative writing has the power to foster the writing habit in a unique way" (p. 73). Writing in groups permits students to learn from each other. Besides, learners are highly motivated since they share goals (Harmer, 2004). Nevertheless, cooperation promotes students' autonomy and provides varied opinions and several contributions than working individually (Sárosdy, Farczádi Bencze, Poór, & Vadnay, 2006). Grouping students depends on the interaction patterns and learners' differences and styles. The first is dominated by the purpose and the nature of the activity, whereas the second considers learner's personality, needs and relationship with others in the class (Spratt, Pulverness, & Williams, 2003). Despite the disadvantages that a group- work may have like being noisy and losing control over students (Sárosdy, Farczádi Bencze, Poór, & Vadnay, 2006), students learn to respect the values and attitudes of others while negotiating which makes the essence of education as a whole (Bailey, 2011).

Writing at Secondary Schools in Algeria

Third Year Course book “New Prospects”

New Prospects is the last of a series of three course books designed for teaching English at secondary schools in Algeria. This book focuses on fostering students communicative skills and engages them in real and meaningful situations to develop both fluency and accuracy (Arab, Bensemmane, & Riche). New Prospects has given careful consideration to three main features. The major one is the written mode reality of the Baccalauréat exam (Arab, Bensemmane, & Riche, New Prospects, 2016). The overall approach implemented at Algerian high schools is eclectic of competency based approach, project geared and most importantly learner- centered.

Foreign languages classes are concerned of topics related to language and humanities. Thus, among the six units included in the book, four mandatory units must be conducted thoroughly namely:

- Ancient Civilizations.
- Ethics in Business.
- Education in the World: comparing educational systems.
- Feelings and Emotions.

In each unit, there are four distinct sequences: Listen and Consider, Read and Consider, Listening and Speaking and finally Reading and Writing. At the end of each sequence, students are asked to write a composition of different genres (Arab, Bensemmane, & Riche). These are the writing lessons in each sequence:

- Listen and Consider: Think, Pair, Share.
- Read and Consider: Think, Pair, Share.

- Listening and Speaking: Saying it in Writing.
- Reading and Writing: Writing Development.

This is a short description of writing lessons' nature and purposes (Arab, Bensemmane, & Riche):

The writing activities that we have suggested reflect real-life tasks, such as writing simple reports, brief articles, formal and informal letters, etc... students will have opportunity to express opinions, give reasons, present arguments: they will have now sufficient vocabulary and grammatical command as well as the required skills and strategies to do the writing tasks. Here, the students will demonstrate their sense of organisation, cohesion and coherence, and will draw on appropriate registers to communicate their main message (p. 18).

Written Expression in the BAC Exam

According to the Examiner's Guide (Ministry of Education, 2017) the BAC exam consists of two parts. The first is related to the reading passage and the last is concerned with written expression. Six points out of twenty are devoted for the last part which can play a significant role in the success of a student. In written expression, the student has two options: a guided written production and a free one. The guided topic should be related to the reading passage and includes some notes to help students invest them in writing, whereas, the free topic should be related to one of the other themes in the curriculum. Both topics should be stated in terms of a situation of communication in which the students reinvest the resources.

Aspects of the Statement of the Communication Situation

The Examiner's Guide focuses on the necessity of including the following aspects when writing the statement of the communication situation (Ministry of Education, 2017):

- A statement of the problem situation.

- The target audience.
- The objective.
- The task.
- The length of the composition.

This is an example provided by the Ministry of Education (2017) to teachers:

In your city, statistics show that most consumers are unaware of the negative effects of the fake goods they buy. As a member of a consumers' association write a newspaper article of about 80 to 120 words in which you sensitise your fellow citizens about the dangers of fake goods on their health, security, welfare and environment.

| | |
|----------------------------------|---|
| The situation problem | In your city, statistics show that most consumers are unaware of the negative effects of the fake goods they buy |
| The target audience | fellow citizens |
| The objective | sensitise fellow citizens / consumers about the dangers of fake goods on their health, security, welfare and environment. |
| The task | write a newspaper article |
| The length of the article | about 80 to 100 words |

Figure 4. The Aspects of the Statement of the Communication Situation

from 'The Examiner's Guide in English for BAC Exam' (p. 8), Ministry of Education (2017).

Assessment Grid

There are several assessment grids for writing. All have certain criteria that determine how well students are in writing. The two main aspects needed when writing are accuracy and communicating a message (Spratt, Pulverness, & Williams, 2003).

| |
|---|
| <p>6 = Essay demonstrates excellent composition skills including a clear and thought-provoking thesis, appropriate and effective organization, lively and convincing supporting materials, effective diction and sentence skills, and perfect or near perfect mechanics including spelling and punctuation. The writing perfectly accomplishes the objectives of the assignment.</p> <p>5 = Essay contains strong composition skills including a clear and thought-provoking thesis, although development, diction, and sentence style may suffer minor flaws. Shows careful and acceptable use of mechanics. The writing effectively accomplishes the goals of the assignment.</p> <p>4 = Essay contains above average composition skills, including a clear, insightful thesis, although development may be insufficient in one area and diction and style may not be consistently clear and effective. Shows competence in the use of mechanics. Accomplishes the goals of the assignment with an overall effective approach.</p> <p>3 = Essay demonstrates competent composition skills including adequate development and organization, although the development of ideas may be trite, assumptions may be unsupported in more than one area, the thesis may not be original, and the diction and syntax may not be clear and effective. Minimally accomplishes the goals of the assignment.</p> <p>2 = Composition skills may be flawed in either the clarity of the thesis, the development, or organization. Diction, syntax, and mechanics may seriously affect clarity. Minimally accomplishes the majority of the goals of the assignment.</p> <p>1 = Composition skills may be flawed in two or more areas. Diction, syntax, and mechanics are excessively flawed. Fails to accomplish the goals of the assignment.</p> |
|---|

Figure 5. Writing Rubric

from "Writing Rubric" (p. 2), by Johnson Community College, (2003).

Teachers in Algeria must follow the assessment grid provided by the Ministry of Education (2017) which consists of four criteria as shown in Figure 6:

| Criteria | relevance | Semantic coherence | Correct use of English | Excellence (vocabulary and creativity) | Final score |
|----------|-----------|--------------------|------------------------|---|-------------|
| LE | 1.5 | 1 | 2 | 1.5 | 6 pts |

Figure 6. Scores in the Assessment Grid

from ‘The Examiner's Guide in English for BAC Exam’ (p. 7), Ministry of Education,(2017).

Each criterion covers a certain aspect of writing as shown in Figure 7:

- Relevance: consists of format, objective, target audience and target language.
- Coherence: has to do with the logical organization of ideas, use of meaningful sentences and use of appropriate connectors.
- Use of linguistic resources: which means the correct use of grammar and mechanics. Besides, the use of varied types of sentences: simple, compound and complex.
- Excellence: creativity and vocabulary wealth.

| CRITERIA | INDICATORS |
|---|---|
| 1. RELEVANCE | <p>Testee's production aligns with the situation requirements :</p> <ul style="list-style-type: none"> • format: letter / e-mail / invitation / instructions / newspaper article • objective: to inform/ to describe/to complain / to sensitise / to advise / to warn ... • target audience: fellow citizens / consumers • target language: functional language and vocabulary related to the topic |
| 2. COHERENCE | <ul style="list-style-type: none"> - Use of meaningful sentences. - Use of appropriate connectors, time indicators etc. - Logical organisation and development of ideas. |
| 3. USE OF LINGUISTIC RESOURCES | <ul style="list-style-type: none"> - Correct use of grammar: tenses , word-order, subject-verb agreement etc . - Use of simple, compound and complex sentences. - Correct use of mechanics: spelling, capitalization and punctuation. |
| 4.EXCELLENCE (creativity + vocabulary wealth) | <ul style="list-style-type: none"> - Originality and creativity: New ideas, varied vocabulary items, absence of redundancy. |

Figure 7. The Assessment Grid for BAC Written Expression

from ‘The Examiner's Guide in English for BAC Exam’ (p. 8), Ministry of Education,(2017).

Conclusion

Improving students' writing skill is highly recommended to pursue higher education. Teachers can use different approaches to achieve this ultimate goal. The same class can be taught with a set of approaches without restricting to a single approach. Yet, as mentioned above, process- genre based approach can be considered as an eclectic approach. Generating ideas is an important phase in writing. At this stage, both a teacher and students should devote much care and diligence to be able to move smoothly to the forthcoming steps. Moreover, productive skills need interaction and collaboration. Working in groups proves to motivate students more than working individually. Thus, the majority of writing lessons specified to Algerian high school students are based on pairing and sharing. Writing cooperatively encourages students to produce a well- written texts in terms of coherence, relevance and excellence.

Chapter Two:
Flipped Classroom and Group- work

Chapter Two: Flipped Classroom and Group- Work

Introduction

Flipping any classroom has rules to follow for effective results. This chapter addresses the major issues related to flipped classroom. As an umbrella term, blended learning is included. Then, the background and the meaning of flipped classroom is provided. Besides, the chapter states the four pillars of flipping any classroom. In addition, there is also a short discussion about Bloom's revised taxonomy which plays a significant role in the whole process. Nevertheless, it provides some reasons why a teacher should flip the classroom and the roles of both the teacher and the students in the flipped classroom. And most importantly, this chapter numerates a multiple of the popular models of flipping classroom and the characteristics of each model. Moreover, it manifests the procedure any teacher can follow for more effective flipping. Eventually, some light is shed on the role of Facebook groups in teaching and learning as well.

Blended Learning

Teaching and learning have been changed by two converging trends. The first is a change in educational philosophy caused by the emergence of cognitive science. The new approaches to education view a learner as an active discoverer in a social setting. The second trend is the fast shift to digital instruction (Baker, 2000). Sloan Consortium (teachthought, 2020) , in a report on the merits and potentials of blended learning, defined hybrid courses as those that: "Integrate online with traditional face- to- face class activities in a planned, pedagogically valuable manner." Thus, education uses technology to improve learning. That is to say, successful blended learning occurs when technology and teaching complete each other to address learners of varying styles (teachthought, 2020).

Flipped Classroom

The Story and History of Flipped Classroom

Flipped classroom is a type of blended learning. It is simply a school work at home and homework at school (Flipped Learning Network, 2014). King (1993) in her book *From Sage on the Stage to Guide on the Side* insists that the 21st century requires individuals who can solve problems and produce knowledge not reproduce it as represented in the transmittal model. She advocates the constructivist model that puts students at the center of the process as a whole. This is how the notion of the flipped classroom started. Then, Eric Mazur, a Harvard teacher developed notions that had considerable impact on flipping teaching (Wikipedia, 2019). After he (1997) had inaugurated an interactive teaching style called Peer Instruction involving students in the process, he admitted in his book *Peer Instruction*, "To my students who taught me how to teach." Lage, Platt and Treglia (2000) conclude that the inverted classroom appeals to students of varied learning styles. However, the first one to coin the term "classroom flip" was J. Wesley Baker at an educational conference in 2000 (Wikipedia, 2019). He (2000) was determined to move from sage to guide and eventually concluded that the flipped classroom model increases interactivity and collaboration both in the virtual and real worlds. Besides, the story of a man who has tutored his cousin using online videos and later built Khan Academy is the story of the success of the flipped classroom model to create a world-class team (Khan Academy, 2019). Moreover, Bergmann and Sams (2012) believe that:

The flipped classroom can address the needs of students such as Enrique, Janice, and Ashley by allowing their teachers to personalize the students' education. You can do the same—whether you teach math, science, social studies, language arts, physical education, ELL, a foreign language, or humanities. (p. 2)

So, all the mentioned scholars and practitioners agree on the effectiveness of the learner- centeredness of the flipped classroom and its positive impacts on motivating learners to interact and cooperate as it fits diverse learning styles.

What is Flipped Classroom?

Bergmann and Sam (2012) in their book *Flip Your Classroom* and Lage, Platt and Treglia(2000) all agree that flipping a class is flipping what it is traditionally done in class is now done at home and what is done as homework is accomplished in the class. Students watch videos, take notes and prepare some questions. The teacher's role is inverted from a presenter of information to a tutorial role. In the traditional model, the first 25 minutes of the lesson are spent in doing a warm up activity and discussing homework issues. Then, half an hour is spent in presenting new knowledge. In the flipped model, the first ten minutes are devoted to answering students' questions and clearing the misconceptions that students may encounter while watching the video. The rest of the lesson is devoted for practice. Figure 1 manifests and sums up the main differences between the two models in terms of class time :

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

Figure 8. Comparison of Class Time in Traditional Versus Flipped Classrooms

from “*Flip Your Classroom: Reach Every Student in Every Class Every Day*” (p. 15), by J. Bergmann, A. Sams, (2012).

The Four Pillars of F-l-i-p

Flexible environment

Teachers create a flexible environment to help students work in groups or individually. This flexible environment allows students to learn at their own pace (Flipped Learning Network, 2014). Teachers remove the lecture material out of the classroom through online delivery (Baker, 2000) and benefit of the face- to -face use of the class time and transform the classrooms into centers of learning and engagement (Bergmann & Sams, 2014).

Learning Culture

The traditional model considers the teacher the source of knowledge (Flipped Learning Network, 2014) and the central figure or as King (1993) coins it “the Sage on the Stage”. By contrast, the flipped model shifts the role of the teacher from “ the Sage on the Stage to the Guide on the Side” (King, 1993) where the teacher is just a monitor and the student is the center of teaching and learning (Flipped Learning Network, 2014).

Intentional Content

The main intention of the instructor in the flipped model is to maximize classroom time in order to adopt a more active learning based on student- centered approach. Teachers determine what they need to teach and how students should explore certain materials on their own (Flipped Learning Network, 2014). Consequently, the teacher’s ultimate goal is to promote active learning through getting students involved in the information presented: analyzing, synthesizing and evaluating (King, 1993).

Professional Educators

The role of the educator in the flipped model is more demanding than in the traditional one (Flipped Learning Network, 2014).The teacher facilitates students’ interaction with the material and with each other (King, 1993). Besides, among the roles a teacher

attempts to accomplish is to reduce the amount of time spent in class on lecturing and persuading students for more active learning through critical and creative thinking (Baker, 2000).

Bloom's Revised Taxonomy

The teacher should encourage active learning which results in the generation of something new like cause effect relationship between two ideas, an inference, or an elaboration which all requires deep understanding.



Figure 9. Applying Bloom's Taxonomy to the Classroom

from "Applying Bloom's Taxonomy to the Classroom," by W. Fastiggi,(
<https://technologyforlearners.com/applying-blooms-taxonomy-to-the-classroom/>)

As Figure 2 manifests, Bloom's Taxonomy sequences the students' cognitive skills from those which occur first till those which occur last: knowledge, apply, analysis, evaluation and creation. Benjamin Bloom (cited in Fastiggi, n.d.) provided in 1956 a hierarchical ordering of cognitive skills after Second World War to improve formal education and help specialists write exams and curricula.

However, Bloom's Taxonomy was first revised in 2001 by his partner and his student respectively Lorin Anderson and David Krathwohl(Fastiggi, n.d.). Recently, Bergmann explained that the teacher spends much time down in triangle in giving knowledge and how

to apply it. Students then are sent home to do the remaining skills namely: analysis, evaluation and creation. Students struggle with these skills. Bergmann showed how flipped classroom inverts the diagram upside down in terms of time and teacher's availability. So, the first two skills: knowledge and understanding can be performed at home without the aid of the teacher and the last three skills are performed in the class where the teacher is present and ready to assist the students. The diagram becomes a diamond shape and the class time is devoted to the middle skills namely: applying and analyzing (Bergmann J. , 2016) as shown in the picture below



Figure 10. Bloom's Taxonomy Diamond Shape.

from "A Story of Flipped Learning (Part 3): Robert Marzano and Benjamin Bloom," by IWBNet, (2017) (<http://iwbnetau.blogspot.com/2017/08/>)

As the Figure 3 manifests, the teacher's time should be devoted to the application and analysis of knowledge rather than spending much time in presenting information. The diamond shape highlights the period of the lesson where the student needs the teacher most. Technology can help achieve this goal and this is the essence of flipping the classroom (IWBNet's Blog, 2017).

Reasons to Flip the Classroom

A teacher may flip the classroom for many reasons. Bergmann and Sams(2012) in their book *Flip Your Classroom* give some reasons why a teacher should flip the classroom. Firstly, flipping speaks the language of today's students for most of them grow up with Internet access, YouTube, Facebook and a host of other digital resources. Secondly, flipping helps busy students who are over-programmed or going from one event to another especially those who attend conferences or participate in varied competitions. These busy students have an opportunity to follow all the missed lessons. Besides, unlike the traditional classroom where the teacher mostly works with top and motivated students, flipping helps struggling students since most of the time inside the classroom is devoted to those who need help. Nevertheless, flipping helps students of all abilities to pause and rewind their teacher to learn at their own pace. Moreover, flipping increases student- teacher and student- student interaction and allows teachers to know their students better since the role of the teacher has changed from a presenter to a partner answering questions, working with small groups and guiding some struggling students individually. Furthermore, flipping the classroom helps the teacher to reach students of range abilities: excellent, average and slower ones. In addition, flipping changes classroom management. Students who are a source of distraction in the traditional model lose their audience for the majority of students are busy accomplishing tasks or working in small groups. Finally, flipping educates parents and informs them of what and how their children learn. So, Bergmann and Sams(2012) attempt to encourage teachers to urgently flip the classrooms stating the above reasons.

The Role of the Teacher in the Flipped Classroom

Teachers play a significant role in the lives of students. They are mentors, friends, neighbours and experts (Bergmann & Sams, 2012). Among the roles a teacher can perform when flipping the classroom, being a guide instead of transferring knowledge directly is a

core role to make learning an easy task (Johnson & Renner as cited in Ozdamei & Asiksoy, 2016). Besides, a teacher assists to individualize learning for each student by sharing lecture videos online using appropriate technological equipment (Ozdamli & Asiksoy, 2016). Nevertheless, the teacher who used to be a presenter and an actor shifts to a more engaging role as a tutor and a partner. However, the privilege of flipping the classroom requires commitment, time and effort on the part of the teacher. That is to say, teachers should spend a considerable time in planning, filming and editing quality video presentation. However, teachers who find difficulties in preparing their own videos or even feel uncomfortable to speak in front of a computer screen are invited to use other teachers' videos (Bergmann & Sams, 2012). Besides, teacher ought to reconceptualize how classroom time will be utilized to accommodate more active learning (Drake, Kayser, & Jacobowitz, 2016). Teachers should also teach students during the first days of school how to watch the videos with more engagement and how to take notes through rewinding the videos (Drake, Kayser, & Jacobowitz, 2016). Teachers using flipped classroom explained that instructional videos alone will add little to learning. The core element in flipped classroom is how to integrate these videos into an overall approach. Bergmann explained that teachers should check the notes taken by students and persuade each student to come to class with a question. Bergmann concluded that when flipping the classroom, teachers can easily query individual students and help to clarify incorrect notions (Tucker, 2012). Furthermore, the role of the teacher as mentioned earlier extends outside the classroom and becomes more demanding inside the classroom in the way the teacher continually observes the students, giving relevant feedback in the moment of need and assess the work of students. Though the role of the teacher in the flipped classroom is less visible, it remains an essential task for a successful flipped classroom (Flipped Learning Network, 2014).

The Role of the Students in the Flipped Classroom

In the flipped classroom approach, students are transformed from passive receivers of the knowledge to active promoters of knowledge (Ozdamli & Asiksoy, 2016). Students are responsible of their own learning (Bergmann & Sams, 2012). At the first place, students watch videos before the course using learning materials. Then, they make necessary interaction with both their teacher and their peers participating in discussions with class and in team working. Finally, students take and give feedback at the end of the course (Ozdamli & Asiksoy, 2016). Some teachers and parents worry about increasing students' screen time. However, Bergmann and Sams questioned a group of students and most of them assured that watching the video content is actually replacing screen time that they would have used doing less meaningful other activities (2014). So, flipped classroom is centered around the student who are responsible of watching videos, asking the right questions and benefiting from teachers to clarify ambiguous notions (Bergmann & Sams, 2012).

Flipped Classroom Models

The innovative solution in the 21st century embodied in the use of the flipped classroom overcomes the weaknesses of the traditional approach in teaching and learning. Teachers create videos to give an opportunity to all students to digest the content at their own pace and use classroom time to attack difficult issues through face -to- face collaboration. This approach focuses on students and transforms them from passive receivers to active participants (Sagenmüller, n.d.). However, when looking closer at the flipped classroom approach, different and interesting models can spring from the overall basic approach. These varieties can be used according to the needs of the coursework, the teaching style, the student interaction and information resources (Panopto, 2019). These are six models which can be chosen according to the class condition for more effective results:

Traditional Flipped Classroom Model

Bergmann and Sams(2012) explained traditional flipped classroom model as: “What is done at school done at home, homework done at home completed in class.” Students in this approach come to class after watching the lecture video online and the lesson starts with a short discussion about the content of the lecture. The rest of time is devoted to varied activities where the teacher assists students who struggle with the activities(Ozdamli & Asiksoy, 2016). After class students review what have been learnt and expand their knowledge (Sagenmüller, n.d.). The teacher in this approach is merely a guide and the student is the focus of the teaching learning process (Panopto, 2019).

Debate- Oriented Flipped Classroom Model

Debate or discussion- oriented flipping suits perfectly subjects that require analyzing and argumentation skills like political science (Sagenmüller, n.d.)or subjects where context is the basis of the lesson like history, art or language classes (Panopto, 2019). In this model, the teacher assigns lecture videos or reading related to the day’s subject like TED Talks, YouTube videos or other resources so as the class time is devoted to face -to- face debate and idea exchange (Panopto, 2019).

Demonstration- Based Flipped Classroom Model

This model is based on demonstrating experiments or procedure which fits certain subjects that require remembering and repeating activities such as: physics, chemistry and math classes (Panopto, 2019). Teachers record videos of themselves executing activities step by step. Students study the content thoroughly and replicate the procedure in class in one condition getting the same results (Sagenmüller, n.d.). This model is later reinforced with tutorial videos students use to review certain steps.

Group- Based Flipped Classroom Model

This model adds a new value to learning which is students interaction. The class starts the same as the traditional model. The shift occurs when students cooperate to treat the material working in teams helping one another. This model persuades students to work as one team interacting and assisting one another not only to learn what the right answers are but also how to explain to a peer why those answers are right (Panopto, 2019). Students learn from one another and soft skills and specific knowledge are reinforced as students require to have a whole grasp of the subject in order to explain to their peers (Sagenmüller, n.d.). As a consequence of the highly interactive class with this model, the teacher's talking time is reduced compared to the students' talking time which is the core of flipping any classroom.

Virtual Flipped Classroom Model

This model is recommended to tertiary level students. The whole idea is about eliminating the need of class time at all (Panopto, 2019). Some university professors share lecture videos with the students and receive and grade students' assignments through online learning management platforms (Sagenmüller, n.d.). The only face- to- face interaction happens when students attend office hours or other regularly scheduled time for brief one- on- one instruction based on the needs of one individual student (Panopto, 2019). Thus, this model reduces the tasks accomplished by the teacher and increases the tasks performed by students.

Double- Flipped Classroom Model

This last model aims to flip the teacher simply putting the student in the role of the teacher (Sagenmüller, n.d.). Students can create videos to demonstrate proficiency. Teacher assigns students to record themselves playing roles to show competency or film the presentation of a specific subject or skill as a way to play the role of a teacher (Panopto, 2019). The act of teaching how something is done reinforces learning.

To conclude, These six models are a clear example of the aim teachers want to achieve when flipping the classroom. The overall aim of any model is to make the student the focus of teaching learning process as it starts with traditional based on freeing some time for teacher- student interaction to happen and ending with flipping the teacher and getting the student to present the new idea independently for the sake of teaching the teacher. Unlike the traditional approach, which focuses on memorization, the flipped approach focuses on mastery.

How to Flip the classroom

Flipping the classroom requires the teacher to be competent in using technological devices and have an idea about how to flip the class and which model to be used. These are the steps provided by Bergmann and Sams(2012) in their book Flip Your Classroom about how to flip the classroom using the traditional model:

Homework: The Videos

The first step in flipping any classroom is making a video. However, the teacher should ask first peers, mentors or even the students before planning a video. Using videos for some lessons may be an inappropriate choice (Bergmann & Sams, 2012) because the tool the teacher will implement is determined by the type of the lesson that will be presented. For this reason, any teacher should decide first if the video is the best tool to use. Bergmann and Sams(2012) admit that making videos is a crucial phase for some kinds of teachers who either feel uncomfortable in front of the computer screen or are beginners and have little experience in dealing with technology. Thus, the alternative solution for those teachers is using other teachers' videos. Making a video goes through certain steps that a teacher should follow.

Making a video. There are a plenty of practical ways to make videos for use in the flipped classroom. Bergmann and Sams(2012) give an example of the screen-program they used namely Camstasia Studio that captures anything on the screen: the voices, a small webcam of the faces and any digital pen annotations which may be included. So, all the equipment that is needed: a screen-casting software, a computer, a pen- tablet input device, a microphone and a webcam. When preparing all the tools needed, the second step in making a video is going through certain stages as mentioned and explained in Bergmann and Sams' book Flip Your Classroom (2012):

Planning the lesson. The first step to make a video is the planning phase. At this stage, the teacher sets the objectives of the lesson. After that, the teacher can benefit from the previously existing documents like a PowerPoint slides or recorded lessons. These documents can be modified by adding some video clips or other features. Using previously existing documents is a significant step a novice teacher can embrace. Experienced teachers plan thoroughly to make a video of their own.

Recording the video. This step is simply using all the equipment prepared previously to teach absent audience. Bergmann and Sams(2012) advise the teachers to avoid writing scripts for two reasons. First, slide show serves as enough an outline to be followed. Second, script would hinder teachers' spontaneity and creativity. The lessons should be more conversational and less formal.

Editing the video. Editing is a significant postproduction stage to make effective videos. At first, Bergman and Sams(2012) published their videos without this option. However, they discovered the value of this phase which helped in removing mistakes and making qualified videos. When editing, a teacher can insert videos, change the settings of some pictures or zoom in and out to highlight some ideas. Although the editing option is a

time consuming phase, teachers are advised to benefit from it to produce effective and mistakes free videos.

Publishing the video. The last stage in flipping any classroom after planning the lesson, recording the video and going through the postproduction stage is publishing the video. The daunting question any teacher asks at this stage as Bergman and Sams(2012)state is: “Where do I put the videos so all students can view them?” The answer differs from one teacher to another according to their school policy. Teachers can post the videos on an online hosting site or even on the computers inside the classrooms. Bergmann and Sams(2012) thought about the possibility of those students who without internet access and suggested burning the videos on a DVD as an ultimate.

Characteristics of the videos. As the teacher goes through the four stages to make a video, a multiple of Cardinal Videos Rules, as Bergmann and Sams(2012) name them in their book *Flip Your Classroom*, should be taken into consideration. First, the videos should be short under 15 minutes and each video is supposed to treat one topic (Bergmann & Sams, 2012). Second, because the audience is invisible, the teacher may feel demotivated when making videos. Hence, animating the voice is advisable to keep the videos interesting and encourage students to watch them till the end. This can be done by changing the tone of the voice. Besides, a teacher at the first minute of the video may add humour like a joke to keep the students interested. Another piece of advice given by Bergmann and Sams(2012) is to avoid talking about personal life which wastes the students’ time. Third, as stated previously that students prefer conversational videos than formal ones, teachers are recommended to create videos with other colleagues in order to engage students more with the content of the lectures. Finally, to make the videos more attractive, teachers are advised to add callouts, which are a textbox, a shape or some other object that will appear in the video for a while and then disappear, and zoom in and out (Bergmann & Sams, 2012).

Class Time

After setting up the flipped class and making the video, there comes the way the teacher elaborates the class time. Bergmann and Sams(2012) explain that the greatest benefit of flipping any classroom is not creating the videos rather this extra time. Teachers can use the class time in varied ways according to the subject matter, location and teaching. They give multiple examples of how the class time is utilized by the teacher in different subjects. In foreign language classes, teachers use class time more practically inviting students to do more engaging activities and having more interaction with the teacher and one another.

Using Facebook Groups in Teaching

It is assumed that facebook is one of the widely- used virtual platforms by both teachers and students.

Facebook Historical Facts

Facebook was initially called Facemash, then Thefacebook. Facebook was launched on February 4, 2004, by Mark Zuckerberg and his Harvard College roommates (Smith, 2019). At first, Facebook was only open to Harvard students. Then, it was available for United States and Canada universities. On September 26, 2006, Facebook was opened to everyone. Today, there are 1,49 billion daily active users (Smith, 2019).

Social Media Statistics in Algeria

There were 22, 71 million internet users in Algeria in January 2020 (Kemp, 2020). The number of social media users increased by 2,4 million users between April 2019 and January 2020. In January 2020, there were 22 million social media users and 49,48 mobile connections (Kemp, 2020). Statcounter has made some statistics about social media users in Algeria:

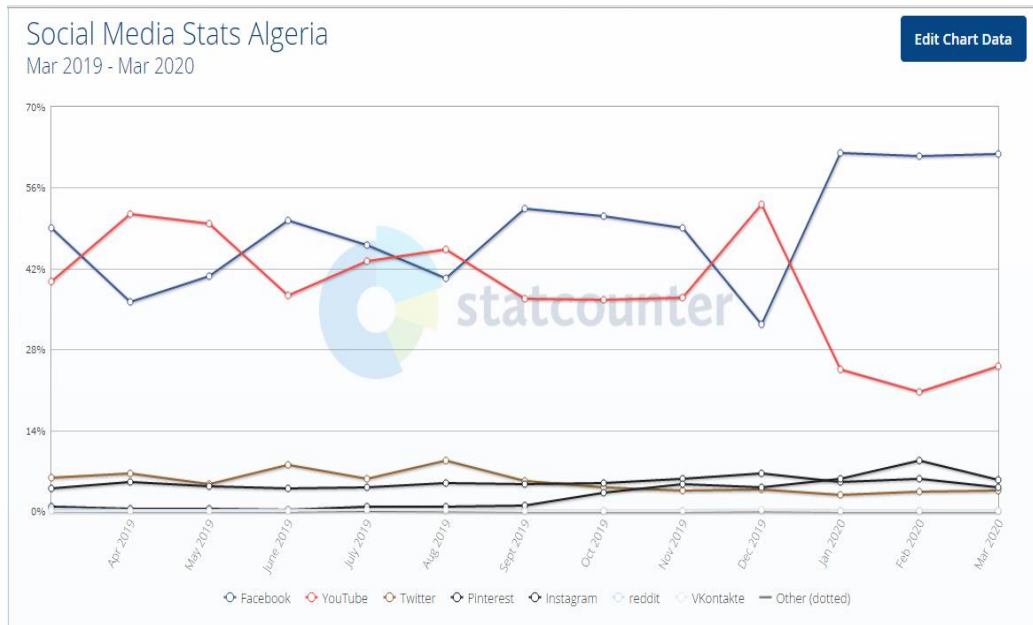


Figure 11. Social Media Statistics about Algeria

from “Social Media Stats in Algeria- March 2020,” by Statcounter, (2020)

(<https://gs.statcounter.com/social-media-stats/all/algeria>)

Figure 4 shows that Facebook and YouTube are both the most used social media by Algerian internet users. However, recently in 2020 Facebook is at the top of all social media with more than 60 % users. Consequently, among the varied social media, Facebook is the most favourite one by Algerian internet users.

Informal Learning and Facebook

Language learning has grown beyond the boundaries of the four walls of the classroom. Using ICT as an alternative environment becomes the choice of many students and a controversial debate among educators (Yunus & Salehi, 2012). Selwyn (as cited in Yunus & Salehi, 2012) validates informal learning :

Computers and other aspects of Information and Communication Technologies (ICTs) allow children and young people a wide variety of

activities and experiences that can support learning, yet many of these transactions do not take place in traditional educational settings. In fact, many of these may not be considered “ educational” according to our conventional understanding of that term (p. 88)

Selwyn is in favour of using ICT as an educational tool that provides a cooperative environment for students. Unlike the traditional classrooms, informal learning like Facebook allows students to collaborate to solve problems or discuss varied topics.

The researchers believe that the highly- interactive chat feature of Facebook groups provides instant feedback in a form of comments and responses for students about what they have posted at a fast pace (Yunus & Salehi, 2012). Stern (as cited in Yunus & Salehi, 2012) studied the attitude of adolescents online and found that they appreciate the reactions on the content of their posts, self- validation and the formation of relationships. And most importantly, the effect of the feedback received from their peers. As a result, the researchers assume the importance of Facebook groups in creating a positive environment for learning (Yunus & Salehi, 2012).

Conclusion

Teaching and learning in the 21st century differ from the traditional norms of education. Technology has changed the way students perceive things. They can search for information at their own pace. Thus, blended learning has occurred as an outcome of all these innovative technological devices. Flipped classroom is considered one of the blended learning models which shifts the roles of students as well as the teachers. What is used to be done inside classroom is accomplished at home and what is supposed to be homework is practiced in the classroom under the guidance of the educator. Flipped classroom has varied models each of which reflects the philosophy of the educator and the nature of the lesson. The majority of these models depend mostly on creating videos about lessons for students.

Thus, the teacher who used to be a lecturer becomes a guide and a tutor and students who used to be passive and dependent become more active and work independently. Among the platforms on the net a teacher can utilize are Facebook groups which prove to be effective and practical.

Chapter Three:
Research Methodology

Chapter Three: Research Methodology

Introduction

This chapter states some terminology related to the research method. It presents the basic research aims, population and the instruments. Besides, it explains the methodological procedure used in this research through a description of the design and administration of the three research instruments implemented namely: a questionnaire, a one group pretest posttest and focus group discussions.

Types of Research

Quantitative Research

Quantitative research attempts to quantify variables of interest where questions must be measurable (Fischler, n.d). It asks questions such as “how long”, “how many”, or “the degree to which” (MacDonald & Headlam). It involves collecting numerical data which is generally referred to as hard data that can be subjected to statistical analysis. Methodologies used to collect data are varied such as: performance test, closed-ended questionnaires, personality measures and content analysis (Fischler, n.d).

Qualitative Research

Qualitative research is concerned with the quality of information (MacDonald & Headlam) and relies mainly on the views of participants through asking broad and general questions (Fischler, n.d). Data consists largely of words from participants who interpret their experiences and the world around them (MacDonald & Headlam). It describes and analyzes these words for themes, and conducts the inquiry in a subjective, biased way. It is more exploratory in nature. It involves collecting data using varied methods like: interviews, open-

ended questionnaire, observation, content analysis and focus group (Fischler, n.d).
(MacDonald & Headlam)

Quantitative Vs Qualitative

Creswell (2014) highlights the need to identify the varied philosophical ideas that mostly remain hidden but influence the practice of research. Instead of the term philosophical ideas, Creswell (2014) prefers using the term ‘worldview’ which defines as a basic set of beliefs that guide action. These are four worldviews which are widely discussed in literature:

| | |
|---|---|
| Postpositivism | Constructivism |
| <ul style="list-style-type: none"> • Determination • Reductionism • Empirical observation and measurement • Theory verification | <ul style="list-style-type: none"> • Understanding • Multiple participant meanings • Social and historical construction • Theory generation |
| Transformative | Pragmatism |
| <ul style="list-style-type: none"> • Political • Power and justice oriented • Collaborative • Change-oriented | <ul style="list-style-type: none"> • Consequences of actions • Problem-centered • Pluralistic • Real-world practice oriented |

Figure 12. The Four Worldviews

From “Research design: qualitative, quantitative, and mixed methods approaches,” by J. Creswell, (2014)

Creswell highlights four worldviews namely: post-positivism, constructivism, transformative and pragmatism. These worldviews arise based on discipline orientations, students’ advisors inclinations, and past research experience. These beliefs lead the researchers to embrace a quantitative, a qualitative or mixed methods approach in their research (Creswell, 2014)

On the one hand, postpositivist worldview has represented the traditional form of research and hold true more for quantitative research than qualitative one. This worldview is sometimes called the 'scientific method', or doing 'science research'. It is a deterministic philosophy in which causes determine effects such as an experiment. In reading Philips and Buebules (as cited in Creswell, 2014), some key assumptions of this position is clarified:

- Research seeks to develop relevant, true statements that can explain the situation of concern or describe the causal relationships of interest. In quantitative studies, researchers pose this in terms of questions or hypotheses.
- Data, evidence, and rational considerations shape knowledge.
- Research is the process of making claims and then refining or abandoning some of them for other stronger claims. Most quantitative research starts with the test of a theory.
- Absolute truth can never be found. It is for this reason that researchers state that they do not prove a hypothesis; instead, they indicate the failure to reject the hypothesis.
- Being objective is an essential aspect of competent inquiry. For example, standard of validity and reliability are important in quantitative research.

On the other hand, constructivist worldview is seen as an approach to qualitative research. In discussing constructivism, Crotty(as cited in Creswell, 2014) identifies several assumptions:

- The basic generation of meaning is always social. The process of qualitative research is largely inductive; the inquirer generates meaning from the data collected in the field.
- Humans engage with their world and make sense of it based on their historical and social perspectives. Thus, qualitative researchers seek to understand the context of participants through visiting this context and gathering information personally.

- Human beings construct meanings as they engage with the world they are interpreting. Qualitative researchers tend to use open-ended questions so that the participants can share their views.

Research Questions

This study seeks to answer the following research questions:

- Does group- based flipped classroom model improve learners' writing skill?
- How does the group- based flipped classroom model affect learners' skill of writing at high school in Algeria?

This means that one single research method is insufficient to answer both questions. Hence, this research embraces a more eclectic method namely the mixed method research. "Mixed method means that you collect both quantitative and qualitative data and analyze both together to answer your question" (University of Northampton UON, n. d)

Mixed Research

Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical views (Creswell, 2014). Creswell (2007) defines mixed method as follows:

Mixed methods research is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry. The purpose of this form of research is that both qualitative and quantitative research, in combination, provide a better understanding of a research problem or issue than either research approach alone.

To utilize this design effectively, a researcher must understand both quantitative and qualitative research (Fischler, n.d):

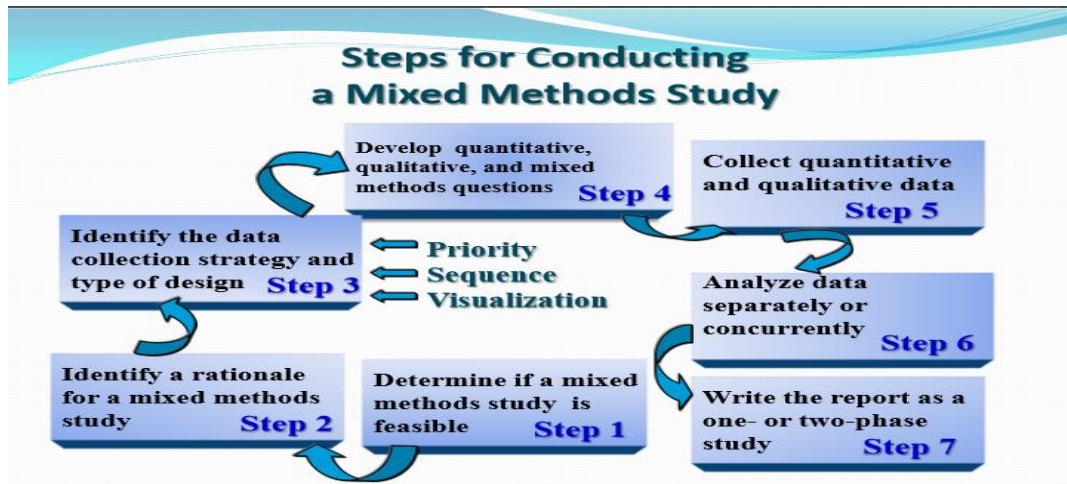


Figure 13. Steps for Conducting a Mixed Methods Study

From “Mixed Methods,” by A. Fischler (n.d)

The figure above manifests the varied steps to conduct a mixed methods study starting by determining the feasibility of using mixed method and ending by writing the report.

The researcher embraces the mixed method approach when one type of research is insufficient in addressing the research problem or answering the research questions and both quantitative and qualitative data, together provide a better understanding of the research problem (Fischler, n.d).

Pragmatism applies to mixed methods research. Instead of focusing on methods, researchers emphasize the research problem and use all approaches available to understand the problem (Creswell, 2014). Creswell (2014) states Cherryholmes, Morgan , and some of his views about pragmatism as a philosophical basis for research:

- Pragmatism is not committed to any one system of philosophy and reality. This applies to mixed methods research in that inquirers draw liberally from both quantitative and qualitative assumptions.
- Individual researchers have a freedom of choice in terms of methods, techniques, and procedures of research that best meet their needs and purposes.

- Pragmatists do not see the world as an absolute unity. In a similar way, mixed methods researchers look to many approaches for collecting and analyzing data.
- Truth is what works at the time. Thus, in mixed methods research, investigators use both quantitative and qualitative data because they work to provide the best understanding of a research problem.
- The pragmatist researchers look to the ‘what’ and ‘how’ to research based on the intended consequences.
- Pragmatists agree that research always occurs in social, historical, political, and other contexts.

Thus, mixed methods research opens the door to multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis.

Case Study

Case study is a type of research design and analysis which is the most widely used approach to qualitative research in education (Duff, 2007). Creswell defines case study as:

A case study is an exploration of a “bounded system” or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context (as cited in Duff, 2007, p. 33).

Case study tend to be holistic and can study things in details. The real value of a case study is that it offers the opportunity to explain why certain outcomes might happen (Denscombe, 2007). These are some characteristics of case study:

| Case study research characteristically emphasizes | | |
|--|-------------|---------------------------|
| Depth of study | rather than | Breadth of study |
| The particular | rather than | The general |
| Relationships/processes | rather than | Outcomes and end-products |
| Holistic view | rather than | Isolated factors |
| Natural settings | rather than | Artificial situations |
| Multiple sources | rather than | One research method |

Figure 14. Characteristics of Case Study Research

From “The good research guide for small- scale social research projects,” by M. Denscome, (2007)

The figure above manifests that case study research is concerned with details to find relationships of particular situation in a natural setting using multiple sources.

Case studies are used in relation to the discovery of information. Although, in practice, the use of the case study approach has been aligned with qualitative research far more than it has with quantitative research, the use of more than one research method sits comfortably with the case study approach (Denscombe, 2007).

The need to study in depth and in details the cause and effect of group- based flipped classroom on a particular group of students who constitute the sample of the present work.

Population and Sampling

The sample of the recent study contains 21 third year students studying foreign languages at New Secondary School of Mena, Batna, school year 2019/ 2020. The researcher has chosen 21 foreign languages third year students from the whole population of 199 third year students of varied streams. It is worth mentioning that this class is the only class that study foreign languages and in each school there is generally one class of this

stream where the coefficient of English language as a subject matter is five which is the highest. It is an important characteristic that affects students' motivation which is needed in the present work.

It is a non-probability sample chosen without randomization. The researcher has used convenience sampling which involves choosing the available and nearest individual to serve as respondents. Cohen et al. (2007) define the nature of convenience sampling as follow:

It does not represent any group apart from itself, it does not seek to generalize about the wider population; for a convenience sample that is an irrelevance. The researcher, of course, must take pains to report this point – that the parameters of generalizability in this type of sample are negligible. A convenience sample may be the sampling strategy selected for a case study (p. 114).

As explained above, there will be no generalization since it represents only the case under study.

Research Aims and Data Collection Tools

The present study was conducted to discover the relationship between group-based flipped classroom and written performance and also clarifies why and how there is such a relationship between them and encourage pupils to use ICT to interact with their peers and teacher and discuss the lessons' content. Good research cannot be constructed on poorly gathered data (Gillham as cited in Dornyei, 2003). The researcher used hierarchically three data collection tools:

Questionnaire

Questionnaires are also called ‘ opinionnaires’, ‘ checklists’, ‘surveys’, ‘tests’ and other names. Questionnaire data are particularly suited for quantitative, statistical analysis. However, questionnaire with open-ended questions can provide qualitative data.

Dornei(2003) believes that some partially open-ended questions can play an important role in questionnaires. Questionnaires are widely used because they are easy to construct, versatile and able to gather large amount of data fast in a form that is readily processable(Dornyei, 2003). The strength of questionnaire for some researchers seems to be the weakness for others. Not any researcher can build a good questionnaire. Brown (as cited in Dornyei, 2003) defines questionnaires as follows :

Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (p.6)

Questionnaires can yield three types of data about the respondent: factual, behavioural and attitudinal. Firstly, factual data can cover demographic characteristics, residential location, marital and socioeconomic status, level of education, religion, occupation, as well as any other background information. Secondly, behavioural data can cover people's actions in the past, life-styles, habits, and personal history. And finally, attitudinal data can cover attitudes, opinions, beliefs, interests, and values (Dornyei, 2003)

Questionnaire data are claimed to be unreliable or invalid for many reasons. The simplicity of questions can yield superficial answers. Besides, most respondents are unmotivated since nothing gained at the end of the process. Moreover, there is little opportunity to correct respondents' mistakes because of varied effects like fatigue. All these and others are considered to be the disadvantages of questionnaire (Dornyei, 2003) .

The present work used a questionnaire as the initial data collection tool. In order for a researcher to significantly enrich the questionnaire data, other data collection procedures should be combined with the questionnaire survey (Dornyei, 2003).

Quasi- experiment

Cohen et al. (2007) emphasize that in educational research it is often a challenge for investigators to undertake true experiments. Instead quasi- experimentation is preferred to approach the truth. The methodology the researcher employed in this work is quasi- experimental design since the random assignment of school and classroom is quite impracticable. Cohen et al. (2007) state three forms of quasi- experimental designs:

- Pre-experimental designs: the one group pretest-post-test design; the one group posttests only design; the post-tests only nonequivalent design.
- Pretest-post-test non-equivalent group design.
- One-group timeseries.

Concerning this work, the design employed is the one group pretest- posttest design. These dual tests are used to gather quantitative data before and after the treatment. Participants are tested first under the control condition then under the treatment condition. If the average posttest score is better than the average pretest score, then a researcher can conclude that the treatment might be responsible for the improvement. Unfortunately, there may be other explanations for why the posttest scores are better. One category of alternative explanation goes under the name of ‘history’ (Chiang, Jhangiani, & Price).

Focus Group

A Focus Group Discussion (FGD) is a qualitative research method and data collection technique in a social sciences which a selected group of people discusses a given topic or issue in-depth (Eeuwijk & Angehrn, 2017). FGDs are predetermined semi- structured interview led by a skilled moderator (Prasad, 2017). This method serves to solicit participants’ attitudes and perceptions, knowledge and experiences, and practices, shared in the course of interaction with different people (Eeuwijk & Angehrn, 2017). This technique is used as the last tool in the present study so as the researcher can understand the issue at

deeper level than can be accessed with a survey. These discussions are helpful to get at the “why” and “how” of a topic and verify the population stated preferences (Prasad, 2017).

These are some of its characteristics:

| Focus Group Discussion (FGD) | |
|-------------------------------------|---|
| Participants | Multiple participants who share one (some) common characteristic(s) that is (are) meaningful from the research perspective. |
| Mode of Conduct | Semi-structured; carefully planned and cautiously executed. |
| Scope of Insights | Often a large spectrum of opinions, notions and/or experiences; added focus on social interaction between participants. |
| Level of Focus | High level of focus on the given topic(s). |
| Degree of Participation | When accurately and adequately moderated, all participants contribute equally to the discussion. |

Figure 15. Characteristics of Focus Group Discussion Technique

From “How to Conduct a Focus Group Discussion (FGD),” by P. Eeuwijk and Z. Angehrn (2017)

There should be three types of questions in a FGD: probe questions as introductory questions, follow-up questions that delve into subtle details about the topic to elicit participants’ opinions, and the last type is the exit question (Prasad, 2017). FGDs are often part of a bigger research project that also includes other data collection techniques (quantitative, other qualitative, or mixed methods approaches). FGD is combined with the questionnaire and pretest/posttest tools to serve as a method to:

- generate sets of pre-specified, valid and comprehensive responses to survey questions.
- validate survey questionnaire.
- validate the results obtained from the pretest and the posttest technique.

Triangulation

Cohen, Manion and Morrison (2007) define triangulation as: “the use of two or more methods of data collection in the study of some aspect of human behavior.” In this study, three tools have been utilized to collect data for more validity and reliability. These three tools are respectively as mentioned above: questionnaire, pretest and posttest, and eventually focus group. The three tools have advantages and disadvantages. Cohen et al. (2007) explain that triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one side by benefiting of both quantitative and qualitative data (Cohen et al. , 2007). Thus, triangulation is the best choice to answer the research questions and tackle the issue from three distinct angles that the strength of one tool covers the weakness of the other tool.

Piloting

Pilot studies are a crucial element of a good study design (Teijlingen & Hundley, 2001). Field testing or Piloting is an integral part in constructing questionnaires. This preliminary study assist the researcher to collect feedback about the feasibility of the instrument (Dornyei, 2003). Sudman & Bradburn (as cited in Dornyei, 2003, p.73) make it clear about the significance of piloting study: “if you do not have the resources to pilot-test your questionnaire, don't do the study”. The researcher has conducted questionnaire piloting study after validation so as to check the its feasibility. Besides, the pilot study helped the researcher to modify the wording of some questions (Teijlingen & Hundley, 2001).

Research Design

Based on what has been mentioned earlier in this chapter, it is essential to highlight what fits this study as far as the data collection instruments are concerned.

The Questionnaire

The Aim of the Questionnaire.As a first tool of data collection, the questionnaire generally aims at the first place to generate some students' experiences and opinions about using facebook groups to foster their written production. On the one hand, the researcher needs to know how much students prefer the writing session and how much difficult they consider writing skill. In addition, the researcher wants to have an overall view of students' experience about the sufficiency of two hours time allotted for writing sessions for third year students. On the other hand, the researcher aims at discovering students' opinions about using facebook groups as an educational tool to promote their writing skill especially interaction through comments.

Administration. The questionnaire was administered to the sample of 21 third year secondary school students of foreign languages of New School of Mena at the beginning of the first trimester in November. It took 30 mn for students to accomplish the task in their classroom and the papers were handed back to the researcher.

Description of the Pilot Study and Questionnaire.The researcher started the work-field with a questionnaire. This questionnaire is designed for third year class of foreign languages of New Secondary School of Mena, Batna in the academic year 2019/ 2020.

The questionnaire (Appendix 3) was composed of three sections including 16 question items. It was piloted before the final study with six students which includes 17 question items (Appendix 2). Based on supervisor remarks and students' questions and answers, the questionnaire was modified in terms of the number of question items and the wording in order to reach the desired results.Those modifications concern the following questions respectively: Q3 in section one in the pilot study is omitted as it caused the source of confusion to students to determine their exact level and Q 5 in section two in the pilot

study was modified to be more precise since the answers didn't reflect students' real opinions. Table 1 sums up the questionnaire parts of the final version in details.

Table 1

Description of the Student's Questionnaire

| Sections' Number | Sections' Title | Number of Questions | Questions' Nature |
|------------------|--|---------------------|---|
| I | General Information | 3 | 1 MCQ 1 Yes/No Q 1 Rank Order Q |
| II | Students' perception of written production. | 6 | 1 Rank Order Q 2 Rating Scales Qs 2 MCQs 1 Yes/ No Q |
| III | Students' perception of using a facebook group in writing. | 7 | 2 Rating Scales Qs 1 Yes/ No Q 1 MCQ 3 open- endedQs |

Data Analysis program. ExcelMicrosoft Excel is a popular program with diverse features that are useful to analyze data. It consists of columns and rows which their intersections are referred to as cells. There is also the formula bar above the column letters which is used to create and execute computations (Leahy, 2004). This program is used to analyze data yielded from the questionnaire in a form of tables and graphs.

Quasi- experiment: One Group Pretest Posttest

Aims of the Pretest Posttest. Besides the questionnaire, the researcher relied on the one group pretest posttest as a second data gathering tool. The main aim of using this quantitative type of data gathering tool is to measure the extent of group- based flipped classroom model impact on students' written performance. Thus, the scores of both pretest and posttest of the same sample were measured and their means were compared.

Administration. The pretest and the posttest were administered to the 21 students' sample. Pretest was administered at the end of the first trimester in December after using the traditional method during the whole trimester in all the writing sessions. Whereas, posttest was administered at the end of the second trimester in March after using the group- based flipped classroom model during the whole trimester in all writing sessions as the treatment of the present study. Written production represents the dependent variable and group- based flipped classroom model represents the independent variable.

Description of the Quasi- experiment. To ascertain the impact of group- based flipped classroom model on students' written performance, the researcher covered three units of the school book ' New Prospects' of third year secondary level namely: Ancient Civilizations, Ethics in Business and Education in the World. Pretest covered the first trimester which is the longest one in third year program. For this reason, two units were studied following the traditional method which relies mainly on two hours writing session inside the classroom. Posttest covered one unit in the second trimester. Both tests followed the Examiner's Guide (Ministry of Education, 2017) to write the statement of the communication situation which is mentioned and discussed thoroughly in chapter one illustrated in figure 4. Besides, the teacher in assessing students' written productions followed the assessment grid for BAC written expression which is illustrated in figure 5, chapter one. In the traditional method, the teacher's role in all the phases of the lesson is important. The writing lesson is composed of three phases namely respectively:

- Pre- writing: where the teacher introduces the topic and generates some ideas from students.
- During writing: this phase is for students to make use the generated ideas and write their first version then the last one after editing their written work.
- Post- writing: students exchange their written works and have peer- feedback.

Besides, the best written works were published usually on the white- board or sticking them on the wall of the classroom so as all students have the opportunity to read them.

In all these two hours three phases, the teacher plays varied roles to assist students to get the overall results. Since there is only one hour in a single session, students may find themselves working on their own to accomplish the work at home.

In the group- based flipped classroom model, the role of the teacher is significant and discussed in details in chapter two. The writing lesson in this method starts with a discussion

about the posted video then moves to guided and independent writing. The comparison between the traditional method in writing and the new method is illustrated in chapter two figure 8.

The researcher asked students about the type of the statement of the communication situation they prefer. The majority preferred the guided situation. For this reason, the researcher modified the statement of the communication situation in both pretest and posttest to a guided one adding some hints to help students employ them while writing (Appendix 4).

Pretest relied mainly on the use of coursebook and other visual and audio- visual educational aids like: pictures and videos. Whereas, pretest which represents the treatment phase relied mainly on the use of facebook closed group where students watch videos and write comments before the writing lessons following group- based flipped classroom model as it is discussed thoroughly in chapter two.

Concerning the facebook closed group, it was created after using the questionnaire and making sure that all students have access to the videos and help the single student who struggled in watching videos by assigning two classmates to help him watch the video in his freetime inside the school. The facebook group was named after the new method used 'Flipped Classroom' (Appendix 5). It followed the facebook code of ethics and stated few rules for the students' members to protect the privacy and safety of all members in the group.

The teacher created three videos using PowerPoint to edit the slides, audio-recording to explain the main points in the slides and Apowersoft Media Player (Appendix 6) to integrate both the slides and the audio to get the educational videos which were posted later in the facebook group. Students watch them and comment on the post to generate their ideas. They interact with their classmates in their comments discussing the theme of the written production.

Pretest was about writing a maximum 20 lines public statement about how to fight corruption if you were elected the president of Algeria

Posttest was about a maximum 20 lines letter to a friend describing your school.

Statistical Test : T-test.One of the two questions asked in the present research is finding the causal relationship between the variables which represent the quantitative aspect of the mixed method used. The question is:

- Does group-based flipped classroom model improve learners' writing skill?

As far as inferential statistics is concerned, there are numerous significance tests available for a researcher. The most famous are the t-test, chi-square, the MannWhitney test, the Wilcoxon matched-pairs test, and the Analysis of variance (Howitt & Cramer, 2000). The researcher in this study has used t-test to determine if the means of two sets of data are significantly different from each other. Paired samples t-test is used since the sample consists of matched pairs of similar units that is to say one group of units which has been tested twice. It is also called 'dependent samples t-tests'. Research findings are said to be statistically significant if the data convincingly support the hypothesis. Statistical significance is expressed as a probability. Thus, the 5 per cent level of significance merely means that there are 5 chances in 100 of getting your data if your null hypothesis is in reality correct. (Howitt & Cramer, 2000).

Data Analysis Program: SPSS.Statistical Package for Social Sciences (SPSS) is used for different options depending on the analysis the researcher wants to do (HECHT). Statistics included in the base software are varied such as: descriptive and bivariate statistics. Bivariate statistics can be represented in: t-test, ANOVA, correlation and others. Since the researcher used paired sample t- test in the present educational study, the best program choice was SPSS.

Focus Group

Aims of FGD.As the last data collection tool, the researcher aims at tackling the efficiency of using group- based flipped classroom model written production in depth. Some related questions were addressed to the group chosen to generate students' experiences and perceptions of the new method.

Administration of FGD.Six volunteer students were selected to conduct the FGD. They are of excellent and average levels. Due to Coronavirus disease 2019 (COVID-19) pandemics circumstances that Algeria and other countries went through, the researcher has decided to conduct FGD via Messenger group as an alternative solution. The group was created during the month of April, spring holidays. Students discussed the main questions in an interactive and cooperative way.

Description of FGD.The researcher created a messenger group (Appendix 7) for a volunteering six students sample of the 21 students main sample. It was conducted after implementing the two first tools. After the researcher has selected the participants, prepared the setting and obtained the consent, the interview questions were designed as mentioned earlier into three types: probe, follow- up and exit questions (Appendix 8). Each type was organized as one section. Thus, the FGDs were designed as follows:

- Section One: Probe Questions: These introduce participants to the discussion topic and make them feel comfortable to share their opinions.

- Section Two: Follow- up Questions: To delve further into the discussion topic and the participants' opinions.
- Section Three: Exit Questions: The researcher check to ensure that nothing is missed.

Since the focus group is on a group of messenger, the length of the FGDs is not specified since students write whenever possible. However, the researcher specified one week as a dead line and 7 p.m as the rush hour.

The researcher played the role of a moderator ensuring that all students were comfortable. The moderator should remain neutral to create a healthy atmosphere for all the participants. Besides, the researcher elicited information from shy participants. And also, the moderator should summarize long and unclear comments. Thus, FGD is an economical way to gather a large amount of qualitative data (Dornyei, 2007).

Conclusion

The current chapter attempts to explore and explain the research methodology that has been developed through this study. It provides a background for adopting the different procedures in order to reach the ultimate goal which is finding and investigating the positive relationship between the two variables: group- based flipped classroom and students' written performance.

Chapter Four:

Field Work

Chapter Four: Field Work

Introduction

This chapter is devoted to the interpretation and analysis of the findings from three data collection tools: a teacher/ student questionnaire, one group pretest posttest and FGDs. The sample under investigation consists of 21 third year students of foreign language stream of New Secondary School of Mena, Batna. The study aims at investigating the impact of implementing group- based flipped classroom model at high school on fostering students' writing skill. Besides, it aspires to improve pupils' writing skill by giving them more time for practice. Moreover, it looks for encouraging students to use ICT to interact with their peers and teachers about lessons' contents. Since the present work embraces mixed method approach, the results obtained from both quantitative and qualitative data are contrasted and compared to answer the research questions.

The Questionnaire

Findings and Analysis of the Students' Questionnaire

As already mentioned in chapter III, this questionnaire is composed of 3 sections with a total number of 16 question-items of different natures. The analysis and interpretation of the collected data deal with each section separately. The questionnaire seeks the students' experiences towards written production and their overall attitudes towards using facebook groups to improve writing skill. Besides, it attempts to ensure the availability of access to facebook to all the respondents for quasi- experiment. After the validation (the piloting stage) as discussed in chapter III, the questionnaire was administered to the sample in paper and took half an hour to fill it.

It starts with a section in which the researcher aims at gathering general information about the 21 respondents including three question-items. From this section, we move to the

second section which goes to target the students' experiences towards written production comprising six question-items. Then, the third and last section investigates the core of this research which is students' overall attitudes towards using facebook groups to improve their writing skill including seven question-items.

Section One: General Information. Item 1. What is your age?

Table 2

Students' Age

| Option | Respondents | Percentage |
|-----------------|-------------|-------------|
| a. Less than 18 | 8 | 38% |
| b. 18 | 9 | 43% |
| c. More than 18 | 4 | 19% |
| Total | 21 | 100% |

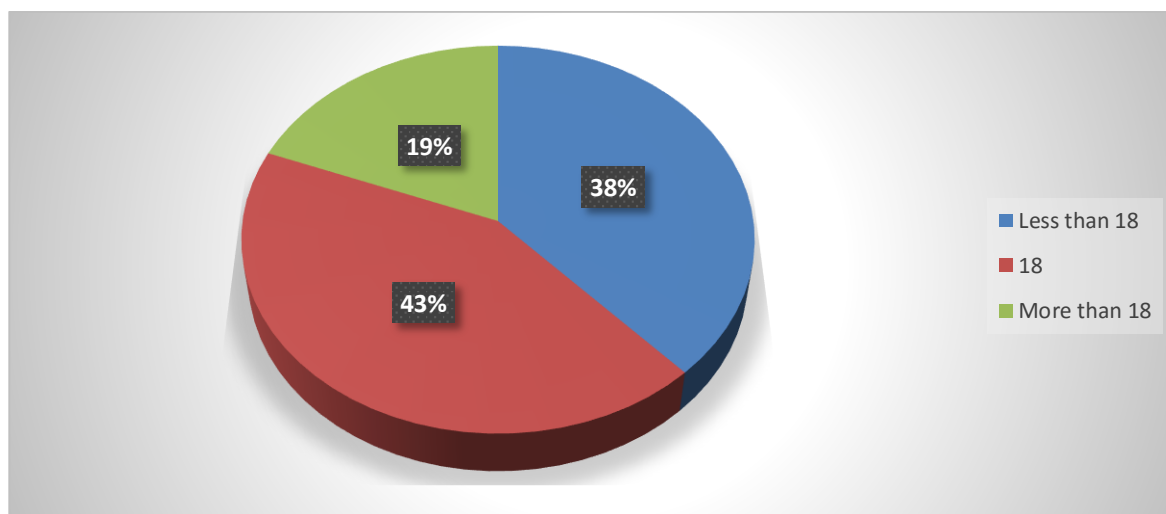


Figure 16. Students' Age

This question aims at identifying if the sample is homogenous in terms of age. However, Figure 1 shows that less than a half (43 %) of students have started school at age 6 which represents the appropriate age for a third year student. 38 % of informants have started school at age 5 as some Algerian families prefer to do. These two percentages are close and can be considered as one majority portion. The 19 % of the informants who are older than the

rest of students which constitutes one fifth $1/5$ of the sample are those who failed one or two years. This indicates that the class is homogenous and the informants have similar learning experience.

Item2. Have you repeated a school year before?

Table 3

Students' Repetition Rates

| Option | Respondents | Percentage |
|--------------|-------------|------------|
| a. Yes | 7 | 33% |
| b. No | 14 | 67% |
| Total | 21 | 100% |

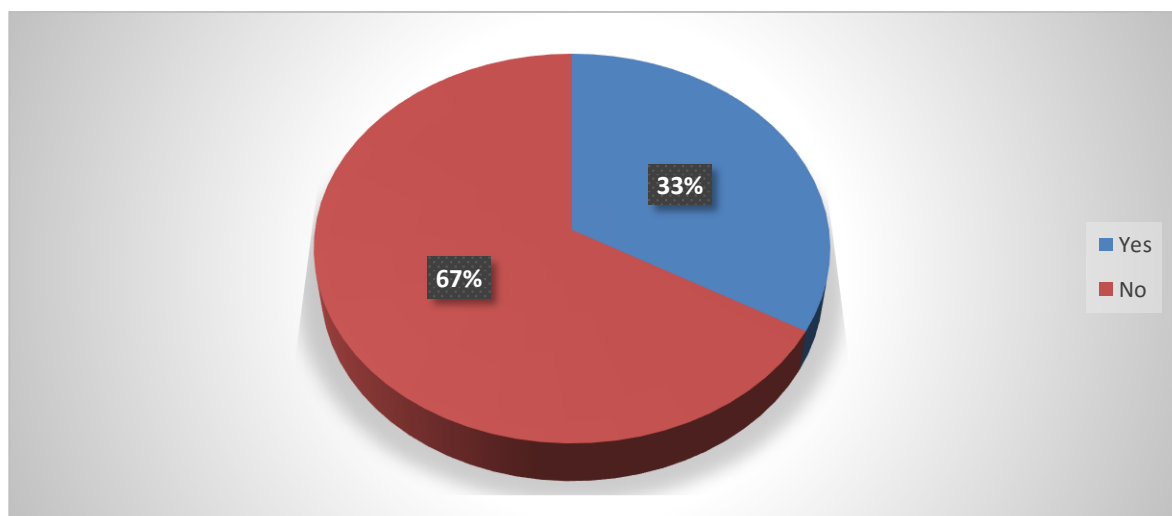


Figure 17. Students' Repetition Rates

The aim of the present question item is to identify a sensitive category of students; that is those who failed a year or more. Figure 2 manifests that 67% of the students represent those who have reached third year level with success. 33% is the category of the repeaters need assistance and motivation.

Item3. Reorder the following lessons' titles from the most favourable to the least favourable one:

Listening grammar vocabulary pronunciation reading speaking writing

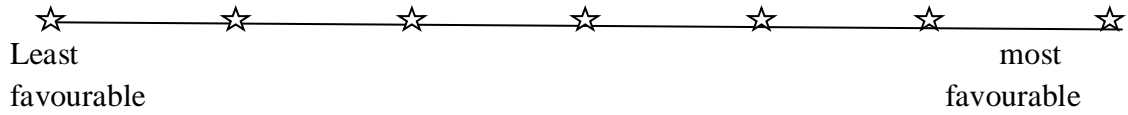


Table 4

Lessons' Favourability

| | The least favourable | less fav | Little less fav | favourable | more fav | much more fav | The most fav | Total | |
|--------------------|----------------------|----------|-----------------|------------|----------|---------------|--------------|-------|---------------|
| Respondents | 4 | 2 | 3 | 5 | 2 | 3 | 2 | 21 | Listening |
| percentage | 19% | 9% | 14% | 24% | 10% | 14% | 10% | 100% | |
| respondents | 5 | 3 | 3 | 3 | 0 | 4 | 3 | 21 | Grammar |
| percentage | 24% | 15% | 14% | 14% | 0% | 19% | 14% | 100% | |
| respondents | 1 | 6 | 1 | 3 | 6 | 2 | 2 | 21 | Vocabulary |
| percentage | 5% | 29% | 5% | 14% | 29% | 9% | 9% | 100% | |
| respondents | 2 | 1 | 7 | 3 | 3 | 2 | 3 | 21 | Pronunciation |
| percentage | 10% | 5% | 33% | 14% | 14% | 10% | 14% | 100% | |
| respondents | 0 | 1 | 3 | 6 | 3 | 5 | 3 | 21 | Reading |
| percentage | 0% | 5% | 14% | 29% | 14% | 24% | 14% | 100% | |
| respondents | 2 | 5 | 2 | 1 | 5 | 3 | 3 | 21 | Speaking |
| percentage | 9% | 24% | 10% | 5% | 24% | 14% | 14% | 100% | |
| respondents | 8 | 2 | 2 | 0 | 2 | 2 | 5 | 21 | Writing |
| percentage | 38% | 9% | 9% | 0% | 10% | 10% | 24% | 100% | |

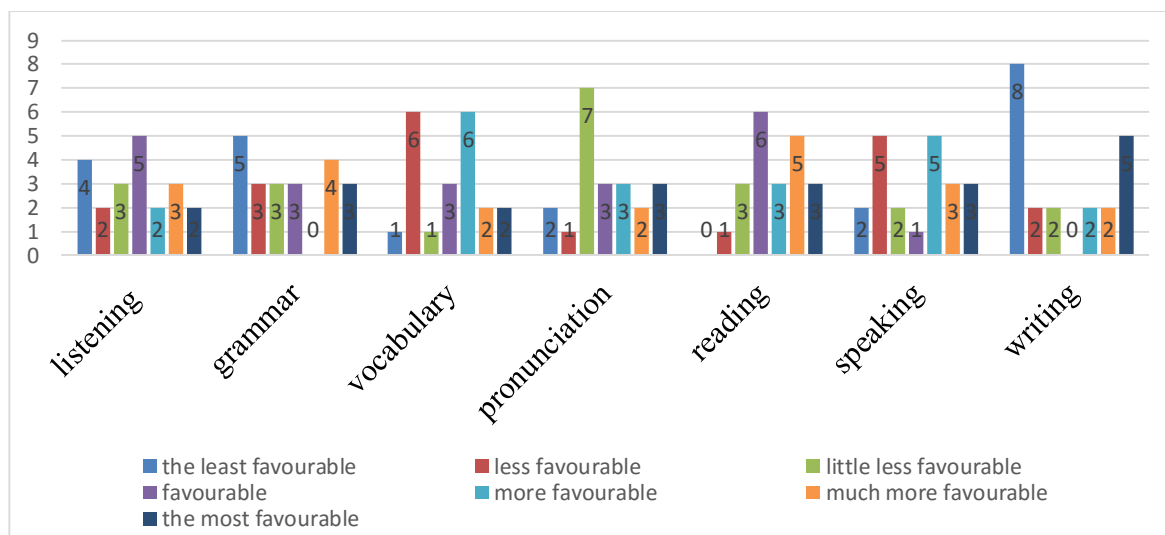


Figure 18. Lessons' Favourability

This question aims at determining the favourability degree of writing in comparison to other lessons. Unsurprisingly, compared to vocabulary, speaking and pronunciation are less favourable, writing is at the top of the least favourable subjects with 38% which is the highest percentage in the whole bar-graph. reading and listening are two favourable subjects with 29%, 24% respectively. Despite vocabulary and speaking which are unfavourably voted, both are considered for other informants two of the more favourable subjects with 29% and 24% respectively. Surprisingly, writing hit the top of the most favourable subjects with 24% which means that the sample class is heterogeneous in terms of the favouring of the writing session.

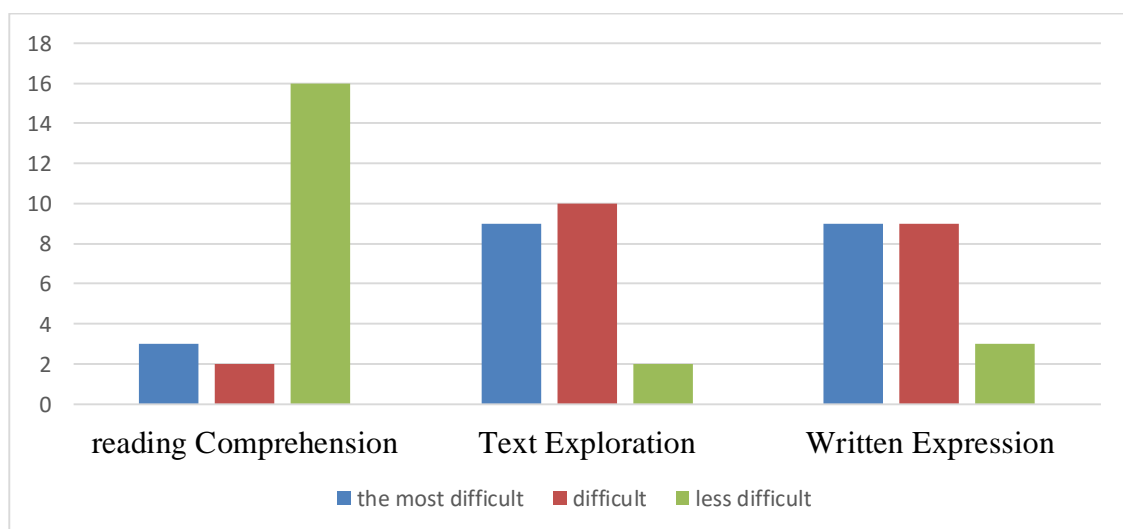
Section Two: Students' perception of written production.

Item 4. Rank from 1 to 3 the following BAC sections according to their difficulty from your point of view:

| Bac Sections | Rank |
|--------------------------|------|
| a- Reading Comprehension | |
| b- Text Exploration | |
| c- Written Expression | |

Table 5*Students' Most Challenging BAC Section*

| Reading Comprehension | Respondents | Percentage |
|-------------------------------|--------------------|-------------------|
| a. The most difficult | 3 | 14% |
| b. Difficult | 2 | 10% |
| c. The least difficult | 16 | 76% |
| Total | 21 | 100% |
| Text Exploration | Respondents | Percentage |
| a. The most difficult | 9 | 43% |
| b. Difficult | 10 | 48% |
| c. The least difficult | 2 | 9% |
| Total | 21 | 100% |
| Written Expression | Respondents | Percentage |
| a. The most difficult | 9 | 43% |
| b. Difficult | 9 | 43% |
| c. The least difficult | 3 | 14% |
| Total | 21 | 100% |

*Figure 19. Students' Most Challenging Bac Section*

This QI (Question Item) aims at spotting the most challenging BAC section that affects students' overall average in English language. Unsurprisingly, Written Expression and Text Exploration are the two most difficult and challenging sections with the same percentage (43%). However, Written Expression is judged to be less difficult than Text Exploration with 43% in comparison to 48%. Reading Comprehension with the highest percentage in the bar-graph (76%) is considered less difficult than the two sections.

Item 5. Two hours are enough for the writing session without finishing the work at home.

Table 6

Time Alotted for Writing

| Option | Respondents | Percentage |
|--------------------|-------------|-------------|
| a. Highly agree | 2 | 9% |
| b. Agree | 2 | 10% |
| c. Disagree | 5 | 24% |
| d. Highly disagree | 12 | 57% |
| Total | 21 | 100% |

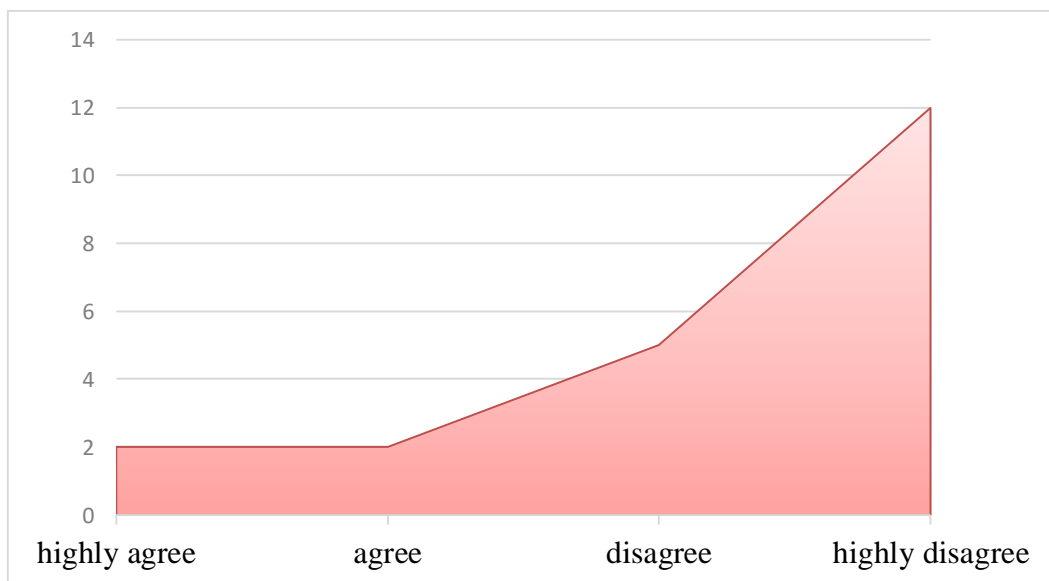


Figure 20. Time Alotted for Writing

The present QI is one of the most important questions, for it aims at proving the insufficiency of the two hours time allotted for writing sessions at third level in secondary school. As expected, the participants who both disagreed and highly disagreed to the statement of the QI are (24% + 57 %=81%). This means that two hours are insufficient to finish writing in the class for the majority of the students.

Item 6. What type of class work do you prefer in writing?

Table 7

Preferred Classwork in Writing

| Option | Respondents | Percentage |
|--------------------|-------------|------------|
| a. Individual work | 7 | 33% |
| b. Pair- work | 6 | 29% |
| c. Group- work | 8 | 38% |
| Total | 21 | 100% |

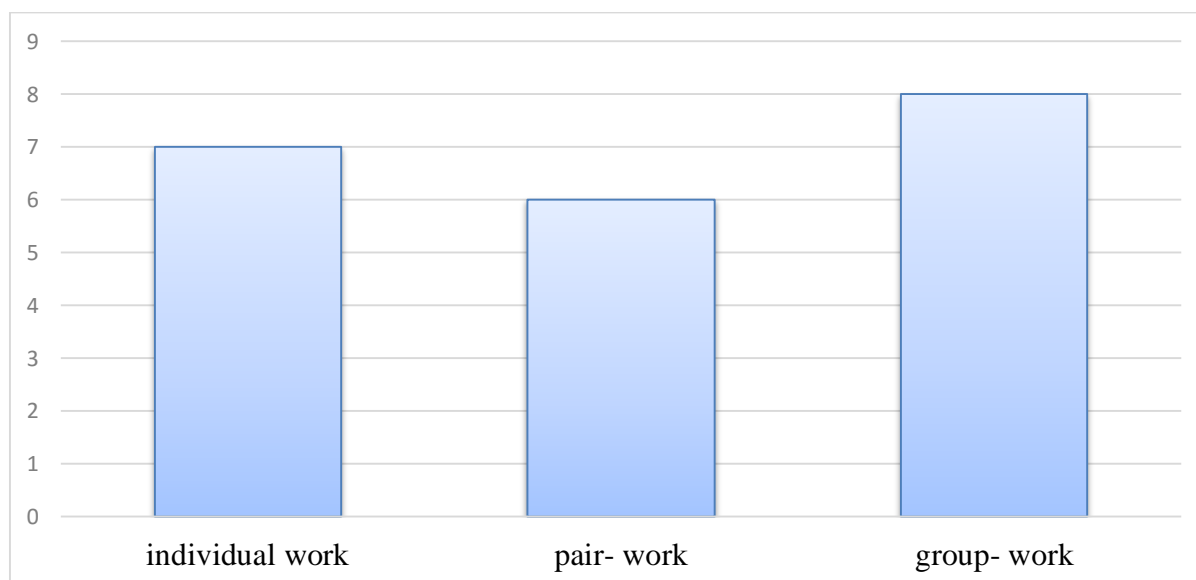


Figure 21. Preferred Classwork in Writing

The aim of this present QI is to find out the type of work students prefer when writing. 38% is the highest percentage and it is in favour of group-work. Then comes 33% which is in favour to individual work. And eventually, 24% which is in favour to pair-work.

This bar-graph illustrates the diverse students' differences and styles in the class sample in terms of extrovert students and introvert ones.

Item 7. Group- work is helpful.

Table 8

Group- work Usefulness

| Option | Respondents | Percentage |
|--------------------|-------------|-------------|
| a. Highly agree | 6 | 28% |
| b. Agree | 6 | 29% |
| c. Disagree | 4 | 19% |
| d. Highly disagree | 5 | 24% |
| Total | 21 | 100% |

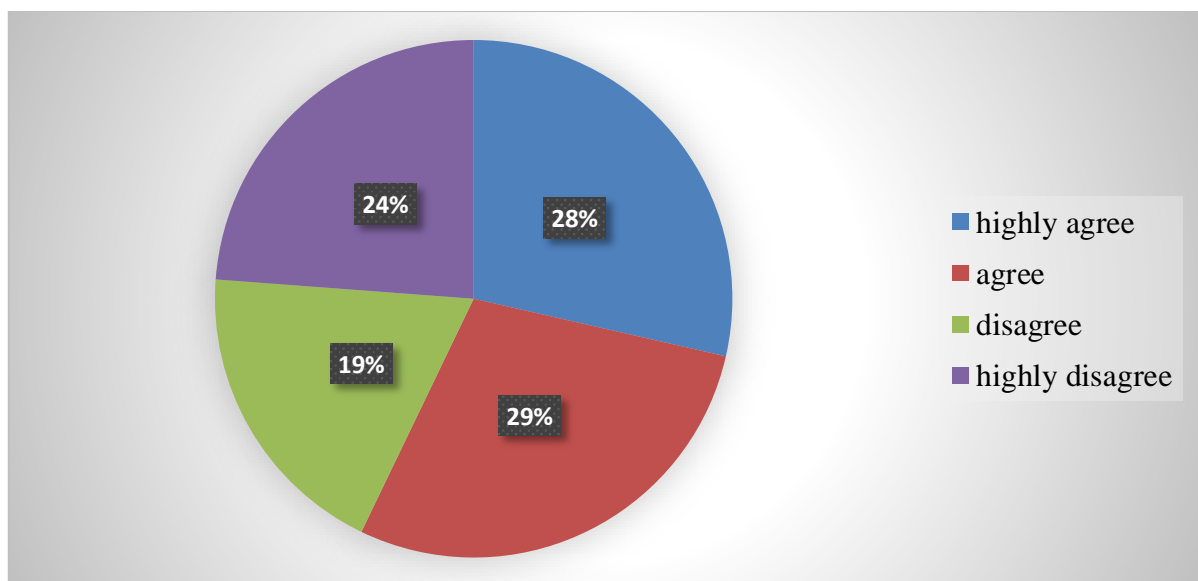


Figure 22. Group- work Usefulness

This QI aims at determining the percentage of students who enjoy working in groups compared to the whole class. Brody and Davidson (1998) account for group- work in western education stating that:

There has not been a time in western education when interest in cooperative group work has been greater, certainly not since the progressive era, when the philosopher John Dewey encouraged educators to build learning communities based on democratic principles and productive work, grounded in respect for others and the value of cooperation (p.6)

On the one hand, the two highest percentages 29% and 28% are for agreeing and highly agreeing to work in groups which forms the majority of students ($29\%+28\%=57\%$). On the other hand, the minority of the students who disagreed and highly disagreed to work in groups are represented respectively: $19\%+24\%=43\%$. So, more than half of the class enjoys cooperative tasks.

Item 8. How often do these tasks happen in your class?

Table 9

The Way Written Production is Accomplished

| I finish my written work at home. | Respondents | Percentage |
|--|--------------------|-------------------|
| a. Always | 1 | 5% |
| b. Often | 6 | 28% |
| c. Sometimes | 6 | 29% |
| d. Rarely | 3 | 14% |
| e. Never | 5 | 24% |
| Total | 21 | 100% |
| The teacher guides me to finish my writing. | Respondents | Percentage |
| a. Always | 7 | 34% |
| b. Often | 3 | 14% |
| c. Sometimes | 7 | 33% |
| d. Rarely | 1 | 5% |
| e. Never | 3 | 14% |
| Total | 21 | 100% |

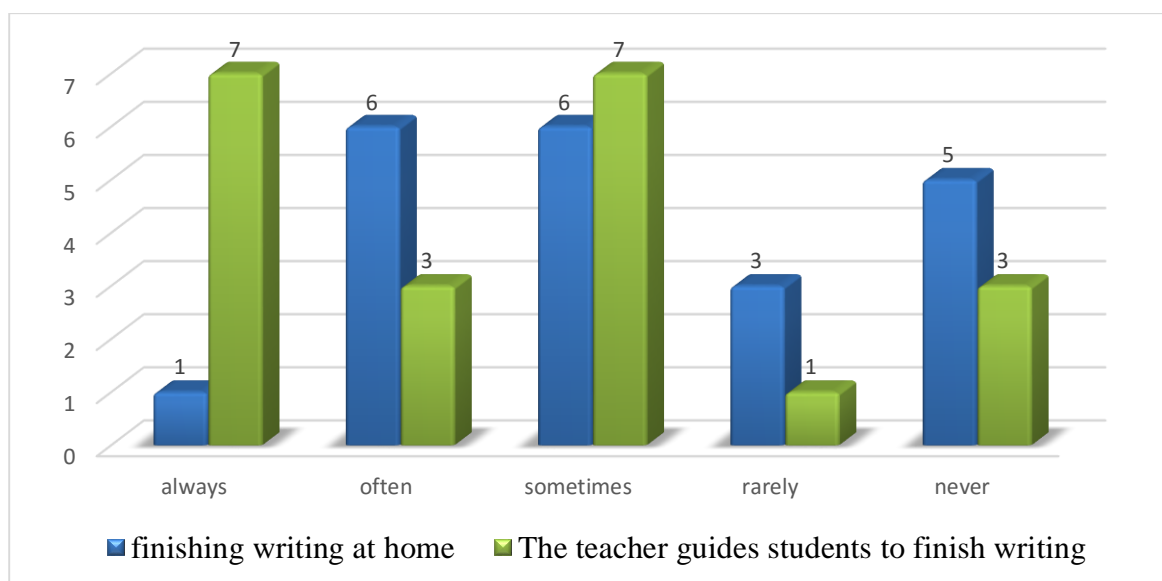


Figure 23. The Way Written Production is Accomplished

This QI is one of the most important questions because it aims at discovering if students deal with written production as homework. Though the highest percentage in the histogram (34%) is advocating teacher's guidance all the time or sometimes, there is another category of students with 29% who often or sometimes advocate doing most or partial of the writing at home. The last category is both for the least motivated students (14%) who never considered teachers' guidance and the most dependent students (24%) who cannot work on their own and prefer teacher's guidance. In both cases, this category needs assistance.

Item 9. Pre- writing takes a long time.

Table 10

Pre-writing a time-consuming phase

| Option | Respondents | Percentage |
|--------------|-------------|------------|
| a. Yes | 14 | 67% |
| b. No | 7 | 33% |
| Total | 21 | 100% |

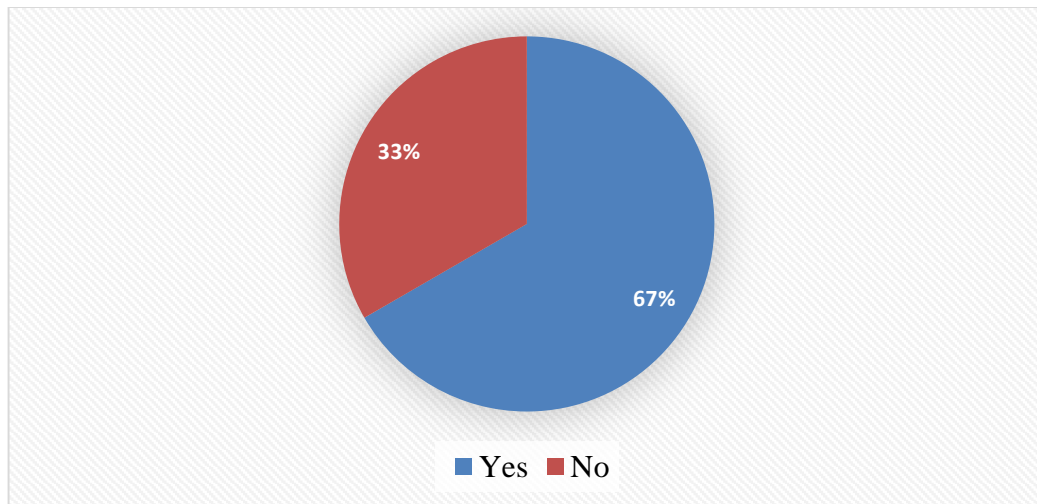


Figure 24. Pre-writing a time-consuming phase

This last question in section II aims at determining pre-writing stage among the overall two hours of writing session. The pie- chart shows that the majority of informants (67%) consider pre-writing as a time-consuming phase. Whereas, 33% consider its allotted time as appropriate.

Section Three: Students' perception of using a facebook group in writing.

Item 10. Internet can be a useful tool for learning.

Table 11

Internet as a Useful Tool for Learning

| Option | Respondents | Percentage |
|--------------------|-------------|-------------|
| a. Highly agree | 9 | 43% |
| b. Agree | 8 | 38% |
| c. Disagree | 3 | 14% |
| d. Highly disagree | 1 | 5% |
| Total | 21 | 100% |

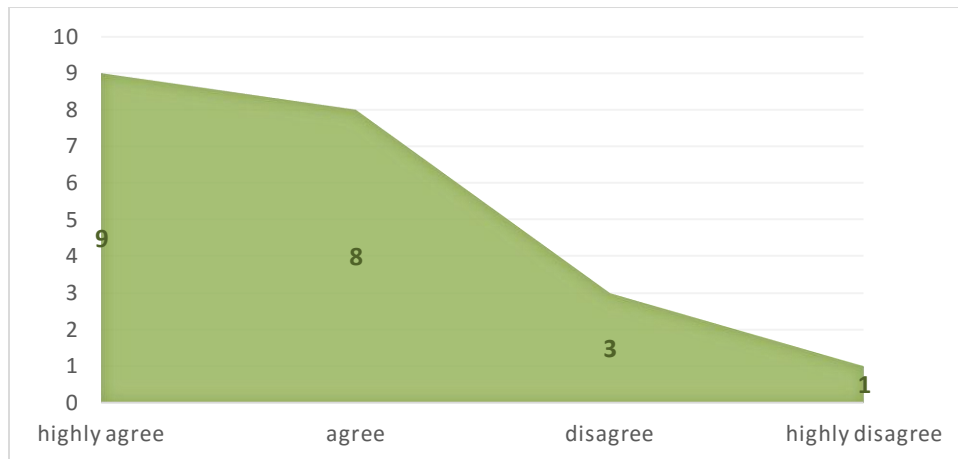


Figure 25. Internet as a Useful Tool for Learning

This first QI of the last section aims at discovering students' opinion towards the use of internet. With no surprise, the majority of informants think that internet is a useful tool. This majority students are 43% who highly agree and 38% who agree. The total percentage is 81%. However, 14% disagree and consider internet a useless tool. 5% are totally against using internet either because its useless or because they cannot use it at all.

Item 11. A. Do you have a facebook account?

Table 12

Students Having Facebook Account

| Option | Respondents | Percentage |
|---------------|-------------|------------|
| a. Yes | 18 | 86% |
| b. No | 3 | 14% |
| Total | 21 | 100% |

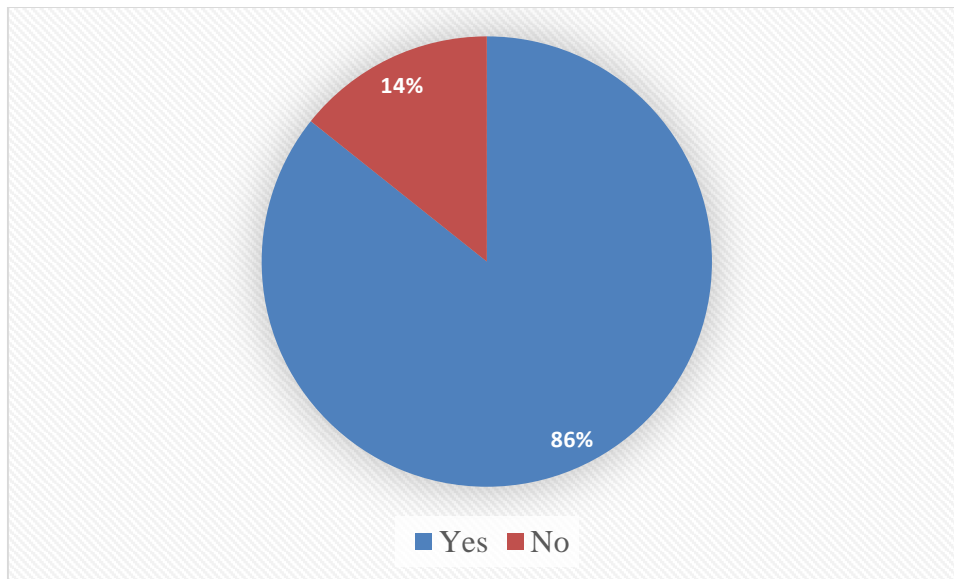


Figure 26. Students Having Facebook Account

This QI is designed to assist the forthcoming step with is the quasi-experiment. It aims at finding out if all the participants have facebook accounts. The pie- chart shows that 86% of the informants have facebook accounts. Though they are the majority, the researcher aspires for the 100%. 14% who do not have any facebook account would pose an issue for the forthcoming step. That is why this QI is divided into two parts A and B.

B. If no: does any one of your family have one?

Table 13

Students' Family Having Facebook Account

| Option | Respondents | Percentage |
|--------------|-------------|------------|
| a. Yes | 2 | 67% |
| b. No | 1 | 33% |
| Total | 3 | 100% |

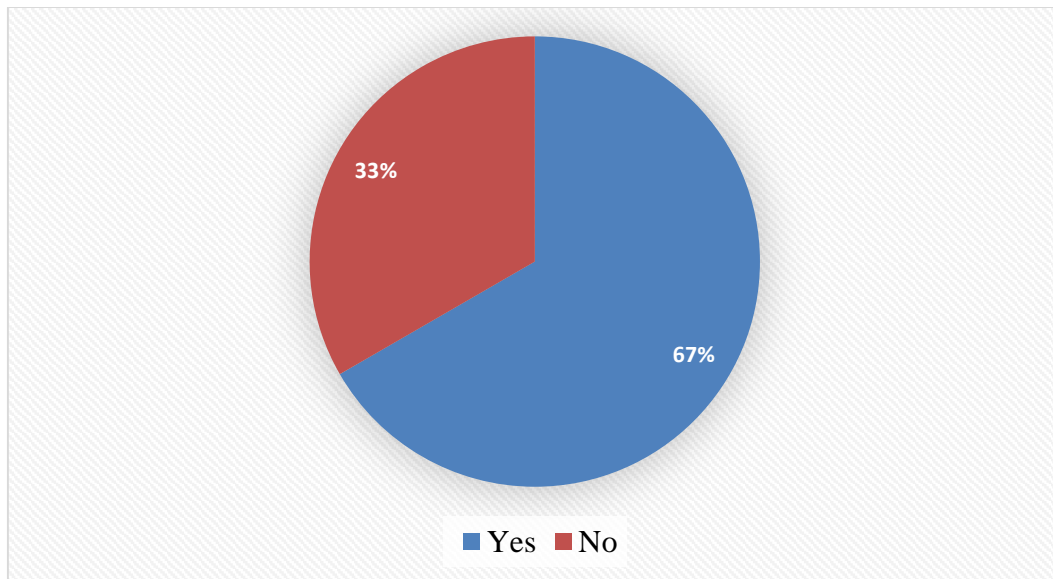


Figure 27. Students' Family Having Facebook Account

This subsequent QI aims at finding a solution to those who do not have any facebook account. Fortunately, 67% which reflects two students would benefit from this solution. Yet, one student (33%) remains with no access to internet or facebook. The case of this student has been thoroughly treated by the researcher.

Item 12. Writing comments in English is a good practice.

Table 14

Writing Comments as a Good Practice

| Option | Respondents | Percentage |
|--------------------|-------------|------------|
| a. Highly agree | 8 | 38% |
| b. Agree | 9 | 43% |
| c. Disagree | 2 | 9% |
| d. highly disagree | 2 | 10% |
| Total | 21 | 100% |

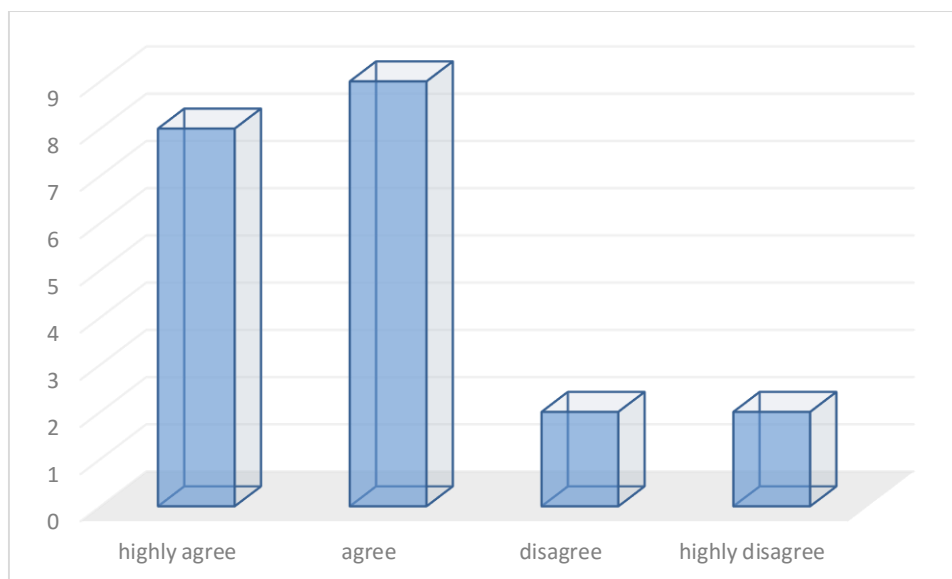


Figure 28. Writing Comments as a Good Practice

The aim of this question is to figure out if students consider writing comments a good practice. The bar- graph illustrates the supremacy of those who deem interaction through writing comments as a good practice. 38% of informants highly agreed and 43% of them agreed. The other remaining students (19%) either disagree or highly disagree to the statement.

Item 13. Interaction in English on a facebook group provides me with:

Table 15

The Usefulness of Interaction in English on a Facebook Group

| Option | Respondents | Percentage |
|-------------------|-------------|------------|
| a. new ideas | 4 | 19% |
| b. new vocabulary | 4 | 19% |
| c. both | 13 | 62% |
| Total | 21 | 100% |

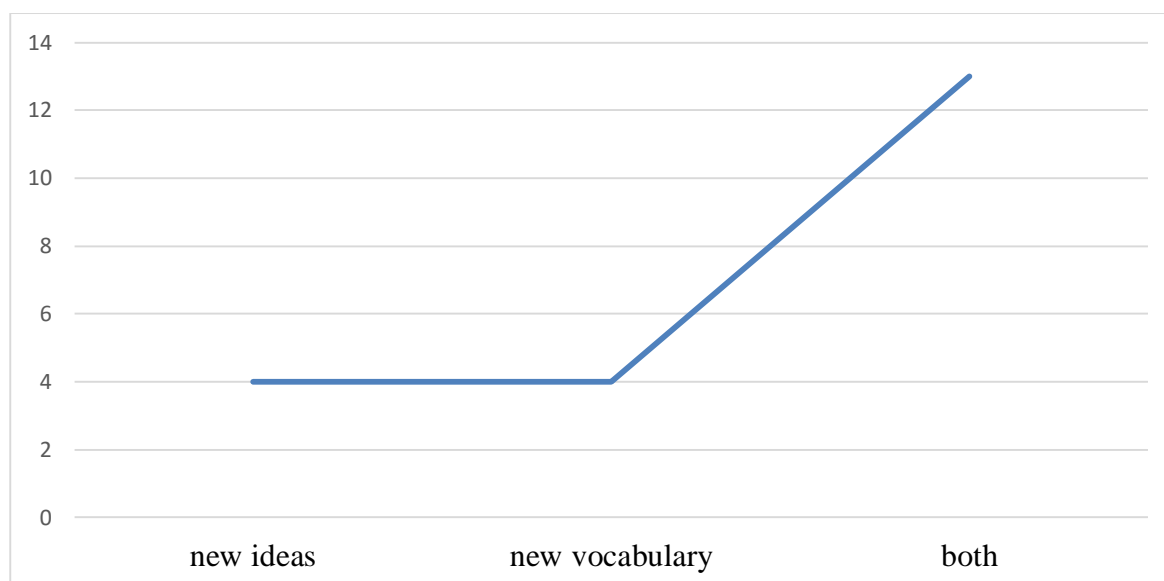


Figure 29. The Usefulness of Interaction in English on a Facebook Group

The present QI aims at discovering the potential usefulness of interaction in English on a facebook group. Informants' perception of this question differs from those (19%) who gain new ideas through online interaction and those (19%) who acquire new vocabulary. But, what is more attractive is the major agreement of 62% of informants that online interaction is a source of new ideas and new vocabulary for them. In all cases, interaction through writing comments in English on a facebook group deem useful.

Item 14. How do you find watching videos at home before the lesson?

Students use different aids to learn effectively especially while doing homework. The researcher believes that one of those aids which is widely used is internet especially watching videos. For this reason this IQ is included to generate students' opinion about supporting their prerequisites by watching educational videos before indulging themselves in the assigned lessons. All students answered the question and the majority of the answers resemble one another stating that:

- Videos prepare the student for the lesson.
- They are useful because they provide new vocabulary and new ideas.
- They give students prerequisite.

- Students gain diverse ideas.
- Facilitates the writing phase.

However, 5% of the answers believe that watching videos can be a waste of time for students.

Item 15. How can a teacher encourage learners to be more active in the class?

It is assumed that lack of motivation imposes a big issue for a considerable number of students especially in less favourable subjects like written production as the previous finds showed. For this reason, the researcher included this QI to check students' suggestions for the quasi- experiment phase. The question is general and covers even the teacher- students' relationship. Half of students' answers focused on the psychological aspect and came as follow:

- The teacher should treat students well.
- The teacher should provide a positive atmosphere.
- The teacher should encourage students through praising.
- The teacher should foster students' confidence on themselves.
- The teacher ought to give students some pieces of advice from time to time.
- Motivation and interaction with students can help a lot.

The other half reacted to the question differently and stated that:

- Translating difficult vocabulary can help students to be more active.
- Competitions are a great source to keep the students active all the time.

Item 16. What do you suggest to improve your writing?

This last QI aims at persuading students to make some suggestions to promote their written productions. On the one hand, 45% of informants perceived the QI in terms of promoting teacher's techniques in favour of their writing stating that:

- The teacher can add dictation to writing lessons to help students write correctly.
- The teacher ought to encourage students to learn using their own style.
- The teacher should use varied tools like: diagrams, pictures and modern technology.

- The teacher should give hints to students to use them while writing.
- The teacher should explain difficult terms in either English or Arabic.
- The teacher should give extra homework to help students judge their progress.

On the other hand, 40% of informants perceived the QI in terms of tasks students do to improve their written production stating that:

- Students should learn a lot of vocabulary to be able to write effectively.
- Students should use facebook to interact with their peers.
- Students can improve their writing through interaction with the teacher and students.

The 5% answers were out of the topic and humourous stating that giving good marks can be the only solution.

Discussion of the Results of the Students Questionnaire

The results from the questionnaire revealed many interesting findings in relation to the students' attitudes towards the written production and their perceptions towards the use of Facebook group in writing.

To begin with the first section, the findings revealed that the class is homogenous as far as students' age is concerned ranging between 17 and 18 years old with 81% in total. This indicates that the students probably have similar learning experiences. Besides, what is more noticeable is the big number of the repeaters which is estimated to equal one third of the sample. This category is characterized in general with the lack of motivation. As a consequence, this imposes a huge burden on the teacher's shoulders to design much more involving and motivating lessons. Last but not least, the findings revealed that there are fair contradictions among students in terms of lessons' favourability. As far as writing is concerned, it is considered for 38% the least favourable subject among others like: vocabulary, speaking and pronunciation and for 24% the most favourable subject. Thus, the class is heterogeneous in their favourability of writing lesson. This proves the previous

assumption of the less motivated category of students. Changing students' attitudes towards written production requires innovative techniques.

Concerning the second section, students revealed a great deal of their experiences and attitudes towards writing. BAC exam consists of three sections respectively: Reading Comprehension, Text Exploration and Written Expression. As far as the research problem is concerned, students' answers to the first question proved the existence of this issue which is the difficulty Written Expression imposes on third year students (Appendix 1). It was at the top of the most difficult sections in BAC examination along with Text Exploration. Thus, writing needs to be taken into consideration by teachers for more promising BAC results. The researcher as a third year students' teacher has predicted that two hours allotted for written production are insufficient to finish writing in the class for the majority of the students which may be the significant reason behind the unexperienced students as young writers. Unsurprisingly, 81% of students proved that and voted for the researcher's prediction. Hence, students need much more time to finish writing if it is to be done only in class. Students' differences and styles were revealed through the third question of this section. 38% and 29% of students prefer working in groups or pairs respectively. This type of students are extrovert and concrete ones as it was discussed in chapter I. The remaining 33% of students prefer to work independently which characterizes introvert and converger students. Thus, tasks that starts as a group- work and ends as an individual work may satisfy these differences and styles. The next response to QI 7 confirmed that the majority of students (57%) advocates the usefulness of group- work. This means that a great deal of the students enjoy working cooperatively. The insufficient writing time lead 29% of students to generally finish their written production at home as the fifth question answers indicate. These are independent students. 34% of students often need teacher's guidance to finish the writing task. These are average students who depend partially on the teacher. 24% of students are totally dependent

and stated that they cannot work independently without teacher's guidance. 5% of students never considered teacher's assistance due to their demotivation or shyness. The last question in this section elicited that pre-writing phase is time consuming with 67% of the total answers. However, the 33% of students find it suitable. The researcher aspires to customize this phase as part of the treatment and attempted to confirm the assumption of this lengthy and time-consuming phase. Despite students' similar age, the previous mentioned questions revealed the mosaic nature of class in terms of differences, learning styles, preferences, motivation and personality. Group-work and customizing pre-writing phase can play a significant role in overcoming written production difficulty.

The final section revealed a great deal of students' perceptions of using facebook groups in writing through close-ended and open-ended questions. First, 81% of students voted for internet as a useful tool to learn. 19% voted against it. The second question showed that the percentages of those who have facebook accounts and those who didn't have resemble to some extent the first one. 86% have facebook accounts and 14% don't have any. This explains why some students are against internet as an educational tool because of its unavailability. The researcher added the second part to question two attempting to find a way or another to be in contact with the 14% students. Two of them confirmed that their families have a facebook account whereas a single student revealed that his family has no facebook account. The forthcoming step obliged the researcher to determine the name of this student and handle his situation since the researcher is the student's teacher at the same time. Then, the majority of students consider writing comments in English as a good practice (81%). This assumes that interaction can benefit students and improve their written production. Next, 62% of students confirmed the usefulness of interaction both for acquiring new ideas and new vocabulary. After that, students were asked about their opinions about watching videos before lessons. Since this question is open to a variety of answers, the majority of students agreed on

the usefulness of watching videos as a source of prerequisites, in terms of new vocabulary and ideas, for students to facilitate the writing phase. The 5% considered it a waste of time. Before finishing the questionnaire, students were asked how the teacher can engage students to be more active in the class. Half of students considered the psychological aspect such as: good treatment, giving advice to students, praising them to make them more confident and creating a positive atmosphere in the class embodied by motivation and interaction. The other half considered other factors as translating difficult terms and learning in a competitive way. Finally, students made some suggestions about how to improve their written production. Again the answers were categorized into two groups. The first (45%) is concerned with the teacher's techniques like: using varied tools especially technological ones, dictation, translation, assigning extra homework and taking into consideration students' different styles of learning. The second (40%) is concerned with students' tasks such as: learning new vocabulary and interaction with their teacher and their peers via facebook.

To conclude, the varied information generated from the questionnaire has assisted the researcher to design the quasi- experiment taking into consideration all what is discussed above.

The Quasi- Experiment

Findings of the One Group Pretest and Posttest

After administering the questionnaire, the researcher devoted the first trimester for the traditional method based on face- to- face interaction. All the steps of writing were done in the class in two hours sessions. At the end of the trimester, the researcher designed a pretest for 20 participants. After that, the second trimester was devoted for the focus- group flipped classroom model. The researcher created a facebook closed group named Flipped Classroom and posted three videos regularly at the end of each sequence (see Appendix 9). Students

watched the videos before coming to the class and wrote comments about the topic in an interactive way with their class-mates and the teacher as well. In the class, the students worked in groups at first then finished their written work individually. At the end of the second trimester, the researcher designed a posttest for the students. This informal experimental design which is based on before and after the treatment without a control group is defined by Kothari(2004) as follows:

In such a design a single test group or area is selected and the dependent variable is measured before the introduction of the treatment. The treatment is then introduced and the dependent variable is measured again after the treatment has been introduced. The effect of the treatment would be equal to the level of the phenomenon after the treatment minus the level of the phenomenon before the treatment. (p. 41)

This study manifests the scores of both pretest and posttest and their means. The comparison between the two means is done to shape the final conclusion about the hypothesis. The researcher used t-test. Inferential statistical analysis can be used when a researcher tries to understand the relationship between the variables. Through a range of statistical tests, a researcher can quantify the confidence she has in her inferences or conclusions (MacDonald & Headlam, n.d).

Pretest and Posttest Scores. After administering the pretest and the posttest to the sample class except one student for some health conditions couldn't attend the second trimester (20 students), the researcher obtained the following score values. For ethical reasons, the students' names are substituted by alphabet letters from A to T.

Table 16

Students' Scores in Pretest and Posttest

| N | Students' Names | Pretest | Posttest | The Mean |
|--|------------------------|----------------|-----------------|-----------------|
| 1 | A | 3 | 3,5 | 3,25 |
| 2 | B | 3,5 | 4,5 | 4 |
| 3 | C | 3 | 4,5 | 3,75 |
| 4 | D | 2,5 | 3 | 2,75 |
| 5 | E | 2,5 | 2,5 | 2,5 |
| 6 | F | 4 | 5 | 4,5 |
| 7 | G | 3,5 | 3,5 | 3,5 |
| 8 | H | 2,5 | 2,5 | 2,5 |
| 9 | I | 2,5 | 3 | 2,75 |
| 10 | J | 3 | 3,5 | 3,25 |
| 11 | K | 2 | 3,5 | 2,75 |
| 12 | L | 2,5 | 3 | 2,75 |
| 13 | M | 2,5 | 3 | 2,75 |
| 14 | N | 3,5 | 4 | 3,75 |
| 15 | O | 2,5 | 3 | 2,75 |
| 16 | P | 3 | 4,5 | 3,75 |
| 17 | Q | 2,5 | 2,5 | 2,5 |
| 18 | R | 2,5 | 3,5 | 3 |
| 19 | S | 4 | 4 | 4 |
| 20 | T | 3 | 3,5 | 3,25 |
| Sum of scores ($\sum x$) | | 58 | 70 | 64 |
| Mean of scores (\bar{X}) | | 2.90 | 3.50 | 3.20 |

To present graphically the scores, the histogram is used:

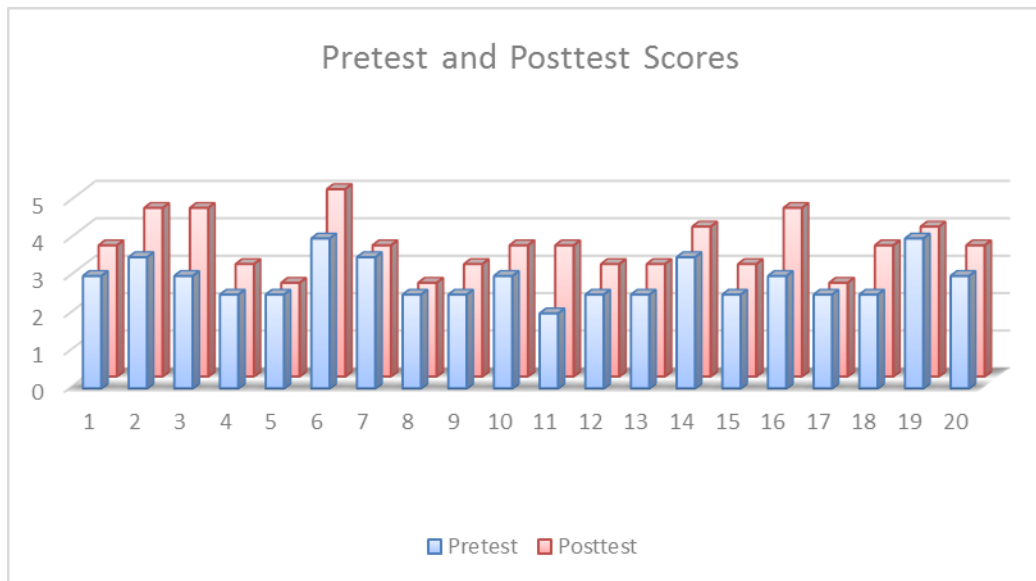


Figure 30. The Histogram Representing the Scores of Pretest and Posttest

Table 16 indicates the considerable supremacy of the posttest scores over the pretest, which is expressed in terms of the sum of scores (58 vs. 70). Statistical results of how the participants have achieved in both tests through the comparison of their means will help clarify the overall view.

Table 17

Means of Scores in Pretest and Posttest

| Tests | pretest mean | posttest mean | difference in the mean |
|-------|--------------|---------------|------------------------|
| Means | 2.90 | 3.50 | 0.6 |

These statistics is represented in the following bar-graph:

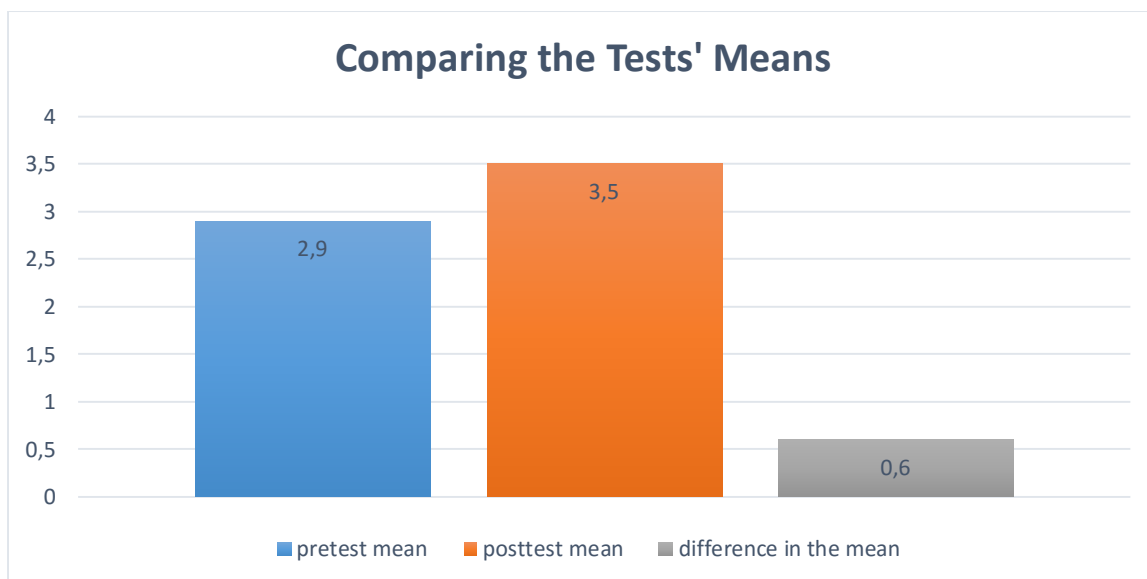


Figure 31. Pretest and Posttest's Means Compared

According to the results displayed in Table 16 and Figure 16, we notice that the students scored in posttest better than in pretest with a difference in the means of 0.6. Thus, the first interpretation we can make is that the difference is due to the positive impact of the implementation of group- based flipped classroom model in the second trimester. Students watched videos before the lesson and interacted with their classmates and the teacher through comments. This helped them save much time for practice inside the classroom. All these features of the new method implemented affected the results of posttest's scores positively. The advantages of the treatment with the use of internet specifically facebook closed group increased students' motivation and cooperation and provided them with additional guidance on the part of the teacher.

The participants' progress in the posttest reinforces the hypothesis set for the present study which claims that the implementation of group- based flipped classroom model improves students' written production.

The Quasi-Experiment Results: Analysis and Interpretation

After the researcher had both the scores of the pretest and the posttest, there should be descriptive statistics. This descriptive statistics can be applied in the pretest- posttest study to

calculate the frequency distribution of scores in both tests, the variance, the standard deviation, and finally checking the validity of all the statistical results using the t-test.

Frequency distribution of the pretest and the posttest (the arrangement of score values from high to low and the frequency of each score value) is displayed in the following table:

Table 18.

Frequency Distribution of Score Values in Pretest and Posttest

| Pretest scores | frequency | | Posttest scores | frequency |
|-----------------------|------------------|--|------------------------|------------------|
| 2 | 1 | | 2 | 0 |
| 2,5 | 9 | | 2,5 | 3 |
| 3 | 5 | | 3 | 5 |
| 3,5 | 3 | | 3,5 | 6 |
| 4 | 2 | | 4 | 2 |
| 4,5 | 0 | | 4,5 | 3 |
| 5 | 0 | | 5 | 1 |
| 5,5 | 0 | | 5,5 | 0 |
| 6 | 0 | | 6 | 0 |
| Sum of F | 20 | | Sum of F | 20 |

The frequency of score values are represented in the following bar-graph:

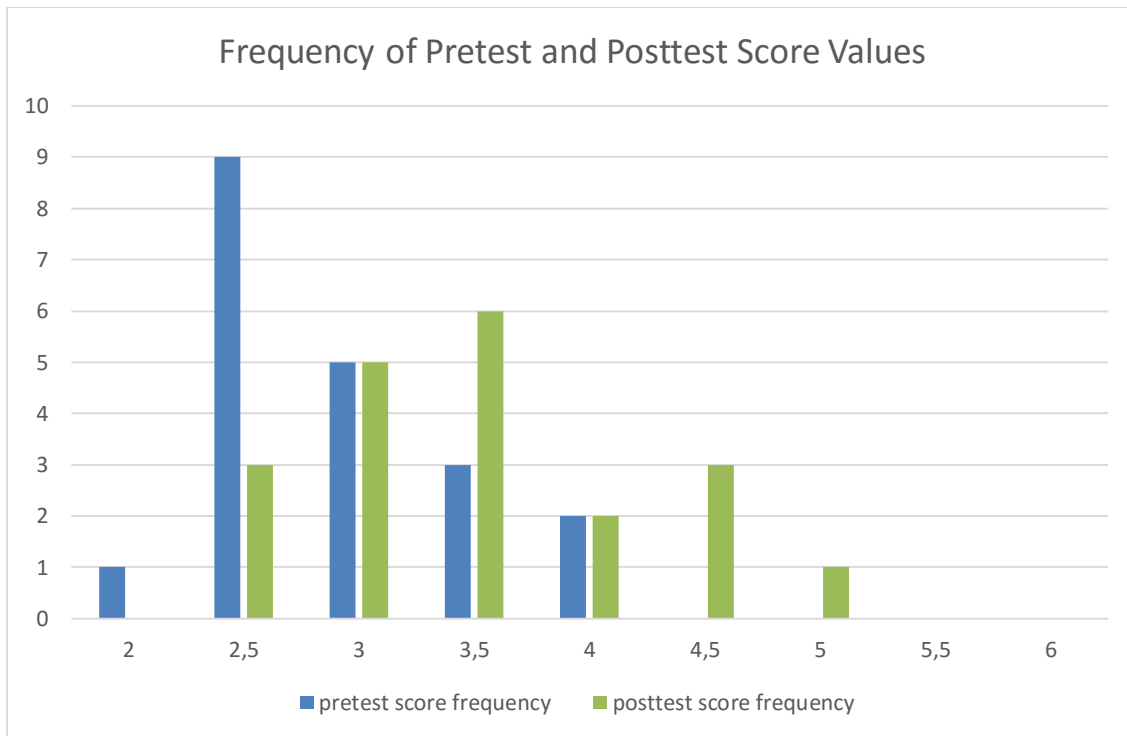


Figure 32. Frequency Bar- graph of Pretest and Posttest Score Values

Table 17 and Figure 17 reveal some statistical inferences about the score values in both tests in terms of the range of scores, the scores above and below the average, and the highest and the lowest score values. To start by the pretest, we observe the following:

- The score values in pretest range from 2 to 4 with the supremacy of the score 2.5.
- 10 scores less than the average 3 and 10 scores more than the average 3.
- The scores 2.5, 3 and 3.5 are the highest scores frequency respectively while scores 4 and 2 have the lowest scores frequency with 2 and 1 respectively.

As far as the posttest is concerned:

- The score values in posttest range from 2,5 to 5 with the supremacy of the score 3,5.
- 3 scores below the average 3 and 17 scores above the average 3.
- The scores 3.5, 3, 2, and 4.5 are the highest scores frequency respectively while 4 and 5 have the lowest scores frequency with 2 and 1 respectively.

To conclude, the score values in posttest range from 2.5 to 5 whereas the score values in pretest range from 2 to 4. This shows that there is a considerable improvement in students'

written production after the treatment. Unlike the score values of the pretest, most of the score values in the posttest are above average. Besides, the most frequent score value in posttest is 3.5 which is above average while in pretest is 2.5 which is below average. Thus, the posttest shows a considerable improvement in students' written production in terms of quantity and quality.

Statistical Consideration. To discover if there is a significant difference between the means of two groups, an inferential statistic type named t-test is used (Kenton, 2020). It is a hypothesis testing tool assuming a null hypothesis that the two means are equal. Certain values are calculated and compared to accept or reject the null hypothesis (Kenton, 2020). These certain values are the mean and the standard deviation. The mean is more commonly called an average (MacDonald & Headlam, Research Methods Handbook, n.d). Whereas, the standard deviation measures the spread of the data about mean value. It is useful in comparing sets of data which may have the same mean but a different range (MacDonald & Headlam, Research Methods Handbook, n.d). Therefore, the researcher used a t- test and SPSS to treat the data. After treating the data using SPSS, this is the final card the researcher got which includes both pretest's and posttest' s means and standard deviations:

```
T-TEST PAIRS=posttest WITH pretest (PAIRED)
/CRITERIA=CI(.9500)
/MISSING=ANALYSIS.
```

Test-t

[Ensemble_de_données0] C:\Users\extra\Documents\paired t test.sav

Paired Samples Statistics

| | Mean | N | Std. Deviation | Std. Error Mean |
|-----------------|-------|----|----------------|-----------------|
| Pair 1 posttest | 3,500 | 20 | ,7255 | ,1622 |
| pretest | 2,900 | 20 | ,5525 | ,1235 |

Paired Samples Correlations

| | N | Correlation | Sig. |
|---------------------------|----|-------------|------|
| Pair 1 posttest & pretest | 20 | ,722 | ,000 |

| | | Paired Differences | | | | t | df | Sig. (1- tailed) | |
|--------|--------------------|--------------------|----------------|-----------------|--|-------|-------|------------------|--------|
| | | Mean | Std. Deviation | Std. Error Mean | 95 % Confidence Interval of the Difference | | | | |
| | | | | | Lower | | | | Upper |
| Pair 1 | posttest - pretest | ,6000 | ,5026 | ,1124 | ,3648 | ,8352 | 5,339 | 19 | ,00004 |

Figure 33. T- Test Card of the Pretest and Posttest Statistics

To represent graphically the statistics in Figure 18, a bar- graph is used to show the difference in the mean and the standard deviation of both tests.

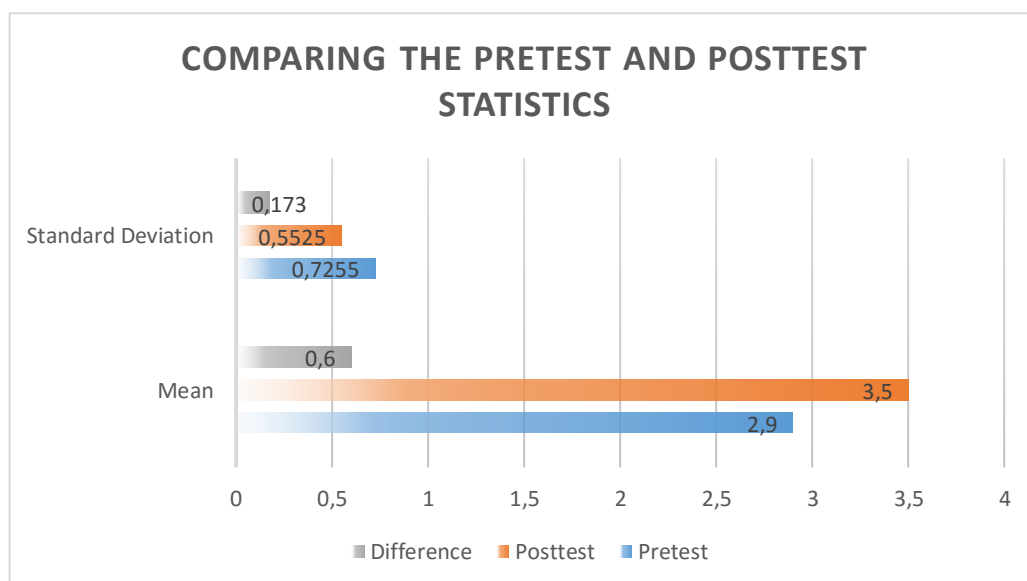


Figure 34. Comparing the Pretest and Posttest Statistics

Figure 34 shows that group- based flipped classroom model has slightly increased the participants scores in the posttest. To confirm statistically this slight progress in students' written performance, calculating t-test is required. The researcher should follow certain procedure. First, the hypothesis should be stated. Then, the type of the test should be determined whether it is a one- tailed test or two- tailed test. Next, the researcher determines a significance level appropriate for the study. Generally, significance values are at $\alpha=.05$ or $\alpha=.01$ depending on how accurate the researcher wants her results to be. After that, the researcher calculate the sample data determining the t- statistic, degree of freedom, and significance level into the t- test function on a graphing calculator to determine the P- value. Finally, the researcher interprets the results. Figure 33 summarizes most of the procedure steps:

The null hypothesis (H_0) is:

The use of group- based flipped classroom model at high school in Algeria may not improve high school pupils' written performance and provide time for practice.

The alternative hypothesis (H_1) is:

The use of group- based flipped classroom model at high school in Algeria may improve high school pupils' written performance and provide time for practice.

Since it is a one- tailed test, the form of H_0 and H_1 will be as follow:

$$H_0: \bar{x}_{\text{post}} = \bar{x}_{\text{pre}}$$

$$H_1 : \bar{x}_{\text{post}} > \bar{x}_{\text{pre}}$$

The null hypothesis H_0 means that there is no statistically significant difference between the means of the group in the pretest and posttest. The alternative hypothesis H_1 suggests that

there is statistically significant difference between the means of the group in the pretest and posttest.

The α significance level stated earlier and chosen by the researcher is 0.05. To interpret the results, the researcher compares the P value to the α significance level. If it is less than α , the null hypothesis will be rejected. If it is greater than α , null hypothesis will be failed to be rejected. If the researcher rejects the null hypothesis, this implies that the alternative hypothesis is correct, and that the data is significant. If the researcher fails to reject the null hypothesis, this implies that there is no significant difference between the sample data and the given data (Tiner, 2017). Figure 18 shows that the P value is 0.00004 which is less than α (0.05). In statistics, a result is called statistically significant if it is unlikely to have occurred by chance. Most social science researchers use the 95% confidence level, which means you can be 95% certain. Results with a 95% confidence level are accepted as significant (MacDonald & Headlam, Research Methods Handbook, n.d).

Figure 18 shows that the test statistic is $t = 5.339$ and the degree of freedom $df = 19$. The corresponding critical value for t , in Fisher and Yates' table of critical values, is 1.729 taking into consideration that alpha is set at $\alpha < 0.05$ for a one-tailed decision. Therefore, we get $t_{obs} > t_{crit}$ ($5.339 > 1.729$).

To conclude, since the observed statistics is greater than the critical value ($5.339 > 1.729$), the null hypothesis is not supported at $P < 0.05$. Having rejected the null hypothesis H_0 , then the alternative hypothesis H_1 is automatically accepted. This means that there is only 05% probability that the observed mean difference : $\bar{x}_{post} > \bar{x}_{pre}$ ($3.5 > 2.9$) occurred by chance. The null hypothesis is rejected which means that we are 95% sure that the relationship between the dependent variable (students' written performance represented by scores) and the independent variable (group- based flipped classroom model treatment)

didn't occur by chance. Therefore, we can support the causal alternative hypothesis H_1 which suggests that students' written performance is positively affected by the implementing of group-based flipped classroom model.

Discussion of the Results of the Quasi-experimental Study

The researcher designed a quasi-experiment study. This study had two phases: before and after the treatment. The sample consisted of 20 third year secondary school students of foreign languages stream. They study in the New School of Mena of 2019/ 2020 school year. Both the two phases took two trimesters the first and the second one. At the end of each trimester, students sat for a test. The first is called the pretest which was done at the end of trimester one without treatment. The second is called the posttest which was done at the end of trimester two after the treatment. The two variables in this study are the dependent variable which is written performance and the independent variable or the treatment which is the group-based flipped classroom model. For the treatment, the researcher created a closed facebook group named Flipped Classroom for the sample. On the group, the researcher posted at the end of each sequence a video for the writing lessons. Students watched the video, wrote comments and replied to their peer's comments. In the class the teacher discussed the video content with students then they worked in groups for extra discussion. The last step was writing where students wrote their essays individually taking advantage of all the previous discussions. The researcher gathered data of students' written performance. The data was treated by Excel and SPSS to compare the two tests and discover if there was any difference between them. The researcher used t-test to accomplish the work.

Firstly, the researcher compared the score values of the pretest and the posttest. It indicated the supremacy of the posttest scores over the pretest ones which was expressed in terms of the sum of scores (58 Vs. 70). Secondly, the researcher calculated the difference in the means of both tests which was 0.6 (3.5 – 2.9). This result supported the hypothesis that

implementing group- based flipped classroom model has a positive impact on students' written performance. Thirdly, a descriptive statistics was accomplished in terms of frequency distribution of score values in both tests. Score values in posttest ranged from 2,5 to 5 whereas the pretest ranged from 2 to 4. This implies a considerable improvement in the quality of students' written performance after the treatment. This is reinforced more when the descriptive statistics revealed that most of score values in posttest are above average unlike the pretest. Besides, the most frequent score value in posttest was 3.5 which was above average. However, the most frequent score value in pretest was 2.5 which was below average. The descriptive statistics revealed a considerable improvement in students' written performance in terms of quality and quantity. Finally, an inferential statistic type named t- test was used. It is a hypothesis testing tool. Certain values are calculated and compared to accept or reject the null hypothesis. The researcher used t- test and SPSS to accomplish the job. The test was a directional one- tailed test since the researcher has a considerable experience in teaching to assume that implementing group- based flipped classroom model may have a positive impact on students' written performance. As for social sciences, the significant level determined and found appropriate by the researcher was $\alpha = 0.05$. After that the researcher calculated the sample data determining test statistic t, degree of freedom df and significance level to determine P value. The researcher used them to interpret the results and shaped the final conclusion. Test statistics was 5.339 and the degree of freedom was 19. Since P is less than α ($0.00004 < 0.05$) and the test in one- tailed test, the critical value corresponding for the t statistic was 1.729. This indicated that the observed test statistic is greater than the critical value ($5.339 > 1.729$). Consequently, the null hypothesis H_0 is rejected and the alternative hypothesis H_1 is accepted.

To conclude, the quasi- experimental study succeeded to confirm the researcher hypothesis that states the positive impact of group- based flipped classroom model in students' written performance.

Focus Group

Findings and Analysis of Focus Group Discussions

The present section deals with the analysis and interpretation of the Focus Group Discussion (FGD) with six volunteer students of the whole sample of 21 students. These six students are of varied levels: weak, average and excellent. The excellent student played a significant role in helping her classmates to simplify the questions and encourage them to answer quickly (see Appendix 7). The researcher created a messenger group in the first week of April. The FGD includes eight questions (see Appendix 8) divided into 3 sub- sections, dealing with:

1. Probe Questions: general and short questions about the facebook group and the new method
2. Follow- Up Questions: detailed questions about the group- based flipped classroom method.
3. Exit Questions: a concluding and free question for any additional information.

As far as the first section is concerned, the interviewees were firstly asked about the frequency of their logging in the facebook group which the researcher created for them (see Appendix 5). Most of the students' answers revealed that they log in the facebook group every day which reflects their attachment to internet. Some expressions from their answers are displayed below in participants' words:

St1:*every day to see if there is any news or new information. I like watching news about my country.*

St 2:*Nearly every day. I like chatting.*

St 4:*I log in our group all the time. It helps me in my studies.*

Those students use internet regularly especially facebook for varied purposes among them studying on the group. Some other students log in the facebook group from time to time as those students stated:

St 3:*sometimes. I check our group and other two groups.*

St 6:*sometimes to revise grammar.*

Those students use facebook in a very limited way and for varied purposes too. They explained that they encounter some connection issues.

Concerning the second question, it was short and direct one asking students about the method they prefer most: traditional or flipped one (see Appendix 8/ Q 2) after encountering both in first and second semester respectively. As expected, 75 % of the students prefer the flipped classroom method over the traditional one because of diverse reasons as they explained in their own words:

St 1:*I prefer the flipped one because I can see the opinion of others and talk about it. When I come to the class, I have an idea for the lesson.*

St 2:*I prefer the new method because we have an idea about the topic we will write about.*

St 3:*I prefer the flipped method because it is beneficial.*

St 4:*I prefer the new one.*

The majority of students explained the reason of their choice. Most of them agreed that the new method provided them with an idea about the topic they were going to write about. Besides, group- based flipped classroom model gave them access to their class-mates opinions and views before the lesson. Surprisingly, 25 % of the students admitted that the traditional method has supremacy over flipped method despite its benefits as they stated:

St 5:*I prefer the traditional one because it is easier for students to use since some of the students have no internet.*

St 6:*I prefer the traditional method because it is easy to understand. I like face-to-face explanation. I admit that the second method is good to develop intellectual skills.*

Those students preferred traditional method because they like face- to- face interaction and they encounter some connection issues. They didn't deny the benefits of the flipped method in developing students' writing skill.

As far as the second section is concerned, the interviewees were asked 5 detailed questions (see Appendix 8) to assist the researcher either to confirm the previous results of the first and second tools or to clarify those results. The participants were firstly asked about the most and the least favourable aspects of the traditional method. Students agreed on the importance of face- to- face interaction in the traditional method stating:

St1:*traditional method provides face-to- face interaction with the teacher. When we don't understand an idea we tell the teacher directly. We can interact with one another and the teacher as well.*

St 2:*the positive thing in the traditional method is that we can see, hear and understand the teacher.*

St 3:*the traditional method is good because students don't depend on technology.*

St 5:*traditional method helps us to interact directly with the teacher.*

However, they didn't deny its drawbacks as they explained:

St 1:*The least favourable aspect is wasting much time because students are of different levels.*

St 2:*Time is a big problem. It is insufficient.*

St 3:*Students don't cooperate together.*

St 4:*In the traditional method, time is insufficient to finish writing.*

As the answers manifest, students agreed mostly on the insufficiency of time mainly because of the diverse levels of students in the one class. This imposes a big issue both on the teacher and the students as well. Besides, they mentioned lack of working cooperatively.

The same question was asked about the flipped method (see Appendix 8). Most of the students' answers were positive about the new method advocating the idea that the new method saves time as they stated:

St 1:*The second method saves time. Instead of coming to the class ignorant, we come knowing in advance what the topic is about which helps us to interact with the teacher easily and this saves her time in explanation.*

St 3:*I am against technology but flipped method is good because it helps us to have an idea about the lesson. This saves time.*

St 4:*the videos help us to understand our lessons more by explaining difficult words and having an idea about the lesson.*

However, the availability of internet and the positive use of varied platforms were among students' arguments about the disadvantages of flipped method. They admitted that:

St 1:*The only negative thing concerning the flipped method is the problem of the availability of internet for all the students.*

St2:*the negative thing about the new method is lacking access for internet for some students.*

St 5:*Using internet is not always for study and this is a challenge in the new method.*

After shading some light on both advantages and disadvantages of the two methods: traditional and flipped one, the researcher devoted the third question to the element of motivation (see Appendix 8). Students were asked which method motivated them most.

These are students' answers:

St 1:*the flipped one because it helps us to exchange ideas and correct for each other.*

St 2:*The second one because I can think more and find more arguments to write. I have my time to do that. I can even share my thoughts with my colleagues in order to write better.*

St 3:*the flipped one because it is more helpful. We can see our classmates' opinions and benefit from them.*

St 4:*the second method motivates me more for we can exchange ideas.*

St 5:*both motivate us but the new method is easier, faster and clearer. It helps students to discuss the assigned topics with the teacher through internet because class time is not enough.*

The majority of students (5 out of 6) admitted that the flipped method motivates them more for varied reasons. The main reason is having the opportunity to exchange ideas before the lesson. Yet, one student who stated previously that she is against technology preferred the traditional method on the part of motivation explaining:

St 6: *the traditional one motivates me more because I gain more ideas.*

The fourth question focuses on the element of group- work as the model the researcher implemented is group- based flipped classroom. Students were asked whether they read their classmates comments on the facebook group and the reasons behind doing that.

These are students' answers in their own words:

St 1: *yes*

St 2: *It is the first thing I do when I log in the group to have an overall view about the topic and see my colleagues' views. After that, I watch the video and write my own comment.*

St 6: *yes because it helps me to collect ideas and have my last opinion.*

Half of the students admitted that they read their classmates comments because they help them have an overall view about the topic and also have their final opinion in comparison with the other's. The rest of students agreed with their colleagues putting some emojis that manifests that.

The last question in section two is a concluding one. To explain, it asks students to evaluate the new method used in writing in terms of: readiness for writing, the availability of the teacher, time sufficiency (see Appendix 8, Q7). These are students' answers:

St 1: *I agree with B. Students help one another and the teacher does her role perfectly.*

St 2: *flipping the classroom is a wonderful idea as we have enough time to think and find arguments after watching the videos. We can discuss the topic with the teacher through comments. This is much better than just doing everything in the class for the teacher is not available all the time.*

St 4: *flipped classroom helps us to gain more time and I benefit from the comments of my friends. The teacher is available both in the class and on the group.*

St 5: *The new method is appropriate for us and helps the teacher to be more close to us and know students' abilities and ideas so as she can assess us well and know our level. We can discuss different topics through comments in a very healthy atmosphere.*

St 6: *we have all our time to write and the teacher always helps us. We must have more ideas to write about the topic.*

All the students agreed on the positive effect of reading comments in gaining more ideas to write. In addition, they highlighted the positive role of the teacher in the new method. They admitted that the facebook group made their relationship closer and helped the teacher to realize students' real level. They added that the flipped method made time more flexible to write.

Concerning the last section, it consists of one exiting question (see Appendix 8).

Students were given an opportunity to add anything they found positive or even negative about implementing group- based flipped classroom model in writing. Students answered as follow:

St 1: *I like everything about this new method only the videos are a bit slow.*

St 2: *I like everything about the new method especially the videos. However, the videos are very slow.*

St 4: *This way encouraged us to use online dictionary to explain difficult terms. The videos are slow.*

St 5: *This method help us to be closer to our teacher.*

Students expressed their enjoyment of the flipped method. They acknowledged its positive effects on the teacher- students' relationship. Besides, it encouraged them to use online dictionaries to explain ambiguous and difficult terms. However, the majority of them revealed the bad quality of the videos published on the facebook group in terms of speed. They found those videos very slow as they mentioned above.

Discussion of the Results of the FGD

FGD was the last data- gathering tool. This tool focuses on group interaction and allows for data to be generated collectively (Eeuwijk & Angehrn, 2017). It assisted the researcher to elicit students' attitudes and experiences towards implementing group- based flipped classroom model in writing. FGD consisted of eight questions distributed into 3 varied sections.

Concerning the first section, the students were asked two short and direct questions as a warming up to the next section. The first question was about their frequency of logging in the facebook group Flipped Classroom created by the researcher for this research (see appendix 5). Unsurprisingly, the majority of students admitted that they log in facebook regularly for varied purposes mainly to study on the group. Few of them revealed that they use internet in a very limited way for some connection issues. This is what has been concluded after the questionnaire (see Appendix 3/Q 11) and when the researcher created the facebook group. All students joined the group except one student. Students' answers confirmed the supremacy of internet as an educational tool over the traditional devices like TV, books,...etc This is one of the reasons that persuaded the researcher to predict the success of using flipped classroom model in writing. The second question was about students' preference as far as the two methods concerned. The answers for this question matched perfectly the answers for the first one. The same percentage that uses internet regularly found the new method beneficial. Students stated some reasons which would be stated thoroughly in the forthcoming questions. Few preferred the traditional method because of the lack of connectivity and the preference of face- to- face interaction. To conclude, internet has supremacy over other educational tools according to students' frequency use of facebook.

Concerning the second section, the researcher attempted to elicit students' attitudes and experiences during the two trimesters both with the traditional method and the flipped one. Then, students were asked to compare between the two methods. Finally, they would evaluate the flipped classroom model from three distinct perspectives: motivation, availability of the teacher, and time sufficiency. Firstly, students were asked to state positive and negative aspects of each method. As far as the traditional method is concerned, students agreed on the positive impact of face-to-face interaction with the teacher. Few of them considered the nonuse of technology in this method a positive aspect. They also agreed on the insufficiency of time in the traditional method for students are of different levels as they stated. Students' answers confirmed the problem tackled in this research as mentioned in the first place. The researcher considered time and students' differences two main constraints caused low marks in English in BAC exam. Surprisingly, the answers for the same question asked about the flipped method came positive even those few students who admitted previously that they were against technology. All students highlighted the positive aspect of saving time. They explained that the teacher had much time to help them in this method. However, they couldn't deny the issue of connection and internet availability for some students. This problem was taken into consideration by the researcher when she included a question about internet availability in the questionnaire (see Appendix 3/ Q11). After these two questions about the two methods, students were asked which method motivated them most. The majority of students stated that the flipped method motivated them more. They all share one reason which is interaction between their peers and exchanging ideas. They explained that this helped them a great deal to have an overall opinion about the topic they would write about. Yet, one student admitted that she was more motivated with the traditional methods since she had already mentioned that she preferred face-to-face interaction. As expected, group-based flipped classroom model helps student to interact with their

classmates and saves time for teacher's guidance. The next question was about group-work. Students were asked whether they read their classmates' comments and why. Half of the participants said yes and explained that comments were beneficial since they helped them understand the topic more and gave them wide horizons to shape their own opinions. The other participants expressed their agreement with some emojis. This highlights the importance of using videos as an educational tool to save time and adding the opportunity to interact through comments and this is the core of flipping the classroom. The researcher proved that choosing group-based flipped classroom model was successful. Finally, the researcher in this section asked students to evaluate the new method in terms of: motivation, teacher's availability and time sufficiency. All the answers came positive and students agreed on the usefulness of writing comments. They admitted that comments assisted them to get ready to write through exchanging views and opinions. Besides, they all applauded the presence of the teacher and realized that in the new method the teacher was more available as they stated both on the group and in the class. The most important aspect students shed light on was that of time. They confessed that time was much more flexible to write and receive guidance because presentation of the topic was manifested via videos on the group. They found enough time to interact with their peers and the teacher and make use of class-time to produce varied essays. To conclude, the researcher's aims were confirmed through students' answers to the FGD questions namely: motivation, teacher's availability and time sufficiency.

The last section was an exit one consisting of one question (see Appendix 8). Students were given an opportunity to add anything they find positive or even negative about implementing group-based flipped classroom model in writing. The majority of the students found the videos slow. One student expressed that this method helped them to be closer to the teacher. As expected, using the flipped classroom model requires a talented teacher who knows how to make videos perfectly. The researcher explained this point in chapter two.

In conclusion, FGD proved to be a perfect choice on the part of the researcher. The students' answers confirmed the research problem and explained how the aims were achieved successfully. Time sufficiency, teacher's availability and motivation are all aspects highlighted by the researcher and confirmed by the students.

Triangulation

The researcher used three data-gathering tool in this study so as she can benefit from both qualitative and quantitative data for more validity and reliability. Since the questions of this study attempt to investigate and confirm a positive relationship between group- based flipped classroom model and students' written performance, the researcher has chosen to tackle the issue from three distinct angles. This way, a clear and comprehensive answer can be reached. These three tools as discussed above are respectively: the questionnaire, the quasi- experimental study, and focus group discussion. Firstly, the questionnaire helped the researcher to know more about the participants' age, experiences and attitudes. It indicated that the sample is homogenous in terms of age and mosaic nature in terms of differences and styles. It proved that students suffered from time insufficiency in writing sessions that affected their final written production negatively. Besides, students considered Written Expression at the top of the most difficult sections in the BAC exams. Thus, nearly one third of the sample found writing as the least favourable subjects. Lack of motivation and innovative techniques could be the reason. Though the majority of students advocated the usefulness of working cooperatively, they had varied styles in learning. Pre- writing was time consuming according to the majority of the participants. Moreover, the majority of students had facebook accounts and supported the idea of writing comments in English as a way to practice the language. Furthermore, the videos on the nest played as an important source of prerequisites on the part of students. The researcher used the data to confirm the problem and

to design the quasi- experimental study taking into consideration the students' answers. Secondly, the researcher created a closed facebook group where students could watch the videos before the lessons, write comments, and work cooperatively. The researcher tried to satisfy all students' preferences, differences and styles. They could work individually, in pairs and groups. Besides, the issues of time allotted for writing and the lengthy pre- writing phase were solved through the new method used which is group- based flipped classroom model. Most of the pre-writing phase was done at home. Thus, students saved much time for writing and receiving guidance. The quasi- experiment study rejected the null hypothesis and proved the improvement of students' written performance to be due to the implementing of the group- based flipped classroom model and not by chance. After the researcher proved the alternative hypothesis, she attempted to clarify some ambiguities and strengthen the results of the pretest posttest through designing a focus group discussion on a messenger group created by the researcher for six volunteers. Finally, the FGD was an opportunity for the participants to express their experience with the new method. Unsurprisingly, the majority of the participants deem group- based flipped classroom model a beneficial experience. They found that this new method prepared them perfectly for the writing lessons through watching videos and writing comments. They enjoyed working cooperatively via facebook group. Time constraint was no longer a big issue since much of the pre-writing phase was done at home. The teacher's support and guidance were much more available and the students mentioned how the group helped them to be closer to each other and the teacher as well. However, the majority wished for highly made videos since those prepared by the researcher seemed to have a voice bad quality. To conclude, the three gathering tools completed each other perfectly to answer the research questions rigorously and descriptively.

Conclusion

In this chapter, we have described and discussed live data gathered using three distinct gathering tools respectively: the questionnaire, the quasi- experimental study, and the focus group discussion. The researcher started with the questionnaire to be acquainted with the participants. After that, a quasi- experiment was designed accordingly. The positive relationship between the two variables: group- based flipped classroom model and students' written performance was proved. This positive relationship was described thoroughly through FGD. Flipping the classroom through using group- based model to foster students' written performance proved to be effective in motivating students to work cooperatively.

Ethical Issues and Recommendations

Ethical Issues

Throughout all the stages of this study, the researcher attempted to respect the ethical aspects in conducting the research. Ethical issues may stem from the types of problems investigated by social scientists and the methods they use to obtain valid and reliable data (Cohen, Manion, & Morrison, 2007). These are the ethical consideration the researcher addressed while planning the research:

- ✓ The researcher followed the APA style 6th edition when citing sources to avoid plagiarism and give credit to the original source.
- ✓ The researcher respected respondents' privacy, anonymity, and confidentiality. The students' names were anonymous on the facebook group which gave them confidence to participate freely. Besides, the group was closed so as students feel comfort and express their thoughts.
- ✓ The researcher gained access and acceptance to the research setting by the headmaster of Mena New Secondary School. Besides, all the respondents were volunteers and willing to participate in the research. Nevertheless, the parents could join the group and check what their children were doing.
- ✓ The facebook group had a code of ethics that all the respondents should follow. Consequently, the students were protected of any kind of harassment or bullying. Besides, the facebook group respected facebook code of ethics (see Appendix 5).

To conclude, the research conformed to a large extent to the general guidelines of ethics.

Recommendations

This present study could prove the positive effect of group- based flipped classroom model on students' written performance. Besides, most students in the FGD praised the new

method and admitted that it gave them access to more practice and interaction with their peers. Thus, teachers are recommended to use ICT in their lessons to save time and motivate students to work cooperatively. Flipping the classroom using group- based model could meet the needs of 21st century students and manage writing lessons intelligently through economizing time devoted to lecturing and extends time devoted to practice. It is worth mentioning that teachers should also be trained practically to create educational videos that will help them to accomplish the task. Inspectors should take into consideration the benefits behind these sorts of training sessions. On the other hand, parents are recommended to provide internet for their children and supervise them to get acquainted with the virtual world in a cautious way. This work could be a basis for other studies on the benefits of flipping classrooms using other models like virtual flipped classroom model and on other skills like speaking and depending on other programs like Blackboard collaborate.

General Conclusion

Writing has proved to be one of the challenging productive skills students attempt to acquire at high school due to the lack of interaction and the limited allotted time for writing sessions. Thus, the present study investigates the impact of group- based flipped classroom model on students' written production. The case study was third year students of foreign languages at New Secondary school of Menaâ. The study attempted to answer the following questions:

- ✓ Does group- based flipped classroom model improve learners' writing skill?
- ✓ How does the group- based flipped classroom model affect learners' skill of writing at high school in Algeria?

In accordance with the two questions, the researcher formulated the following hypotheses as the bases for the study:

- ✓ The use of flipped classroom model at high school in Algeria may improve high school pupils' writing skill and provide time for practice.
- ✓ Implementing flipped classroom model at high school in Algeria would demonstrate significant results in writing and would lead learners to achieve a good command of writing.

A triangulated research method including a questionnaire, a quasi- experimental study ,and a focus group was used to collect the data in order to reach the following objectives of the study:

- ✓ To investigate the impact of implementing group- based flipped classroom model at high school on fostering pupils' writing skill.
- ✓ To improve pupils' writing skill by giving them more time for practice
- ✓ To encourage pupils to use ICT to interact with their peers and teacher and discuss the lessons' content.
- ✓ To help the absentees to follow the course of studies.

This study is divided into four chapters without in addition to a general introduction and conclusion. The first chapter tackled the dependent variable which is the writing skill. It delved into subtle details of how this skill is taught using varied approaches. Besides, it focused on the first phase of the writing process namely generating ideas and how it could be accomplished using diverse strategies. Moreover, this chapter covered the two components that contributed to the success of writing lessons which were learners' differences and learning styles. Furthermore, an important element was discussed thoroughly which was collaborative writing. That is to say how students work cooperatively to produce a written text. Finally, this chapter highlighted how the writing process takes place in secondary school classes in Algeria.

The second chapter tackled the independent variable which was flipped classroom specifically group-based model. It stated the four pillars of flipping any classroom which were: flexible environment, learning culture, intentional content, and most importantly professional educators. Then, it illustrated Bloom's Revised Taxonomy which matches perfectly the implementation of this new method. Besides, it presented some of the reasons that persuade any educator to flip his classroom and the role of both the teacher and students in the flipped classroom. Nevertheless, six models of flipped classroom were stated and among them the group-based model chosen by the researcher as the independent variable of the present research. Furthermore, it explained thoroughly how to flip a classroom based on creating videos and economizing class time. Finally, this chapter shed some light on the benefits of using social media as learning and teaching platforms especially facebook groups.

The third chapter was a background of the methodological choices made by the researcher. It compared the qualitative and quantitative methods and how the mixed method was the best choice for the study to answer the research questions. Besides, it stated the three data collection tools namely: the questionnaire, the quasi-experimental study, and the focus group. Lastly, It explained the reason behind using triangulation method.

The findings of the present study were summarized in the fourth and the last chapter. It was devoted to the findings, analyses and discussions of the three data collection tools. The first tool was the questionnaire which played a significant role to design the quasi-experimental study through students' responses. It gave a clear view of the mosaic nature of the class in terms of differences, learning styles, preferences, motivation and personality. Besides, the researcher gathered students' views about interaction and group-work which were positive by the majority of the respondents. Then, the researcher attempted to count all those who had a facebook accounts in order to find some solutions to those who didn't. It proved that only one student didn't own a facebook account. The second tool was the quasi-

experiment. The researcher designed lessons to satisfy all students' preferences and meet all the varied differences among students. The pretest and posttest revealed the efficacy of group-based flipped classroom model in improving writing. The null hypothesis was rejected and the alternative hypothesis was proved when the two means of pretest and posttest were compared. The third tool was the FGD. It aimed at generating students' experiences and attitudes towards the new method. Unsurprisingly, most of the students' reaction towards group-based flipped classroom model was positive. They confirmed the two hypotheses stated at the beginning of this study. They explained how this method gave them space and time for more practice. Besides, they praised the efficiency of group-work and the interaction between them and the teacher in improving their writing. Time was no longer an obstacle as they said. Focus group explained the results of the quasi-experimental study in details from students' angle.

However, there were some limitations that restricted the smoothness of the present study. Firstly, flipping the classroom requires all the students and the teacher to be connected to internet and have facebookaccounts which was the platform of the flipped classroom. Yet, one student in the questionnaire admitted to have no internet at home. Other students stated that they have weak connection to internet. This posed a big problem for the new method to be implemented efficiently. The sole student who had no internet dropped out of school before conducting the experiment. The teacher tried to post the videos earlier to give all students equal opportunities to watch them. Secondly, creating a video requires a professional educator as it is mentioned in chapter one. The videos that were created were not perfect for students complained about the quality of the voice in FGD. Finally, the unexpected circumstance of COVID 19 that restricted the way the researcher treated the data. It was supposed to use ATLAS.ti to treat the data collected through FGD. However, the researcher didn't manage to download the program for it requires strong connection and an expert.

The investigation revealed that flipping the classroom using technology to save time for interaction improves students' written production at high school. In the present study, the researcher implemented group-based flipped classroom model. On the basis of what was found, it is recommended to high school teachers as well as inspectors to amend the way writing lessons should be conducted especially the pre-writing phase that takes a long time. Teachers in collaboration with parents and the government can create safe and accessible learning platforms for students to log in and benefit from technology. Flipping the classroom can save time, provide much guidance to students by their teachers, and have more opportunities to exchange ideas with their peers. Flipping the classroom proved to improve students' written production that probably may improve the BAC results. This research could be a basic stone for researchers to investigate the impact of using other flipped classroom models on other skills especially speaking using different platforms like Blackboard collaborate.

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Appendices

Appendix 1: BAC Scores and Examples

وزارة التربية الوطنية
 الديوان الوطني للاختبارات والمسابقات
 ورقائق التقييد لامتحان شهادة البكالوريا دورة 2019

لغة عربية - مادة 5077
 اللغة العربية - لغة اجنبية لغوية : شعبة ، لغات اجنبية
 عدد المسجلين : 196 عدد الفائزين : 17 عدد العائدين : 179

مرسية قاتل
 ثا. الـ سوين عبوتن ، عبدة

| العلامة | النقاط الجزئية المعصلة | | | | رقم الاغفال | العلامة | النقاط الجزئية المعصلة | | | | رقم الاغفال |
|---------|------------------------|------|------|------|-------------|---------|------------------------|------|------|---------|-------------|
| | غائب | غائب | غائب | غائب | | | غائب | غائب | غائب | غائب | |
| غائب | غائب | غائب | غائب | غائب | 5077061 | 05,00 | 0 | 3,0 | 3,0 | 5077041 | |
| 10,00 | | 2 | 3,0 | 4,0 | 5077062 | 12,00 | 1,0 | 4,0 | 0 | 5077042 | |
| 14,00 | | 1,0 | 6 | 7 | 5077063 | غائب | غائب | غائب | غائب | 5077043 | |
| 14,00 | | 3 | 6,0 | 4,0 | 5077064 | 09,00 | 1,0 | 4,0 | 2,0 | 5077044 | |
| غائب | غائب | غائب | غائب | غائب | 5077065 | 11,00 | 0,0 | 4,0 | 4,0 | 5077045 | |
| 05,00 | | 0,0 | 2,0 | 2,0 | 5077066 | 05,00 | 0 | 2,0 | 2,0 | 5077046 | |
| 04,00 | | 0,0 | 1 | 2,0 | 5077067 | 10,00 | 0,0 | 4 | 4,0 | 5077047 | |
| 08,00 | | 0,0 | 4,0 | 2,0 | 5077068 | 13,00 | 3,0 | 4,0 | 4,0 | 5077048 | |
| 14,00 | | 3 | 4,0 | 7 | 5077069 | 14,00 | 3 | 6 | 4,0 | 5077049 | |
| 14,00 | | 3 | 6,0 | 0 | 5077070 | 07,00 | 0 | 4 | 3 | 5077050 | |
| غائب | غائب | غائب | غائب | غائب | 5077071 | 06,00 | 0,0 | 2,0 | 3,0 | 5077051 | |
| غائب | غائب | غائب | غائب | غائب | 5077072 | 06,00 | 0 | 4,0 | 1,0 | 5077052 | |
| 16,00 | | 4 | 4,0 | 6 | 5077073 | غائب | غائب | غائب | غائب | 5077053 | |
| 08,00 | | 0 | 4,0 | 3 | 5077074 | 13,00 | 2,0 | 6,0 | 4,0 | 5077054 | |
| 08,00 | | 1,0 | 4,0 | 2,0 | 5077075 | 13,00 | 2 | 6 | 4,0 | 5077055 | |
| 19,00 | | 2 | 3,0 | 4,0 | 5077076 | 01,00 | 0,0 | 2 | 2,0 | 5077056 | |
| 09,00 | | 0,0 | 4,0 | 2,0 | 5077077 | 06,00 | 0,0 | 2,0 | 3,0 | 5077057 | |
| 16,00 | | 3 | 6,0 | 6,5 | 5077078 | 08,00 | 0,0 | 4,0 | 3,0 | 5077058 | |
| 12,00 | | 2,0 | 3,0 | 6,0 | 5077079 | 10,00 | 0,0 | 4,0 | 4,0 | 5077059 | |
| 08,00 | | 1 | 4,0 | 3,0 | 5077080 | 16,00 | 3,0 | 4,0 | 7 | 5077060 | |

وريقة رقم 3

وريقة رقم 4

اسم وامضاء رئيس لجنة التصحيح

عدد التسطيبات

مضاء المصحح

Part Two

the emigration is dangerous for the people because 90% of him is dead in the Mediterranean sea and his going in the rather paye to recharge the job because his paye is zero or have not the job

2/

that corruption is a widespread problem and such all parts of society must fight it



Scanned with
CamScanner

Part two

Topic two

sometimes the social media it's not good because the networks give us something wrong than the truth, when we use it in something bad and anyone can be the victim about it, we should know how using the social media

if you wanna use the social networks in the good things, you should do different abuses like listening to qur'aan or read books on the net and many things

The social media sometimes it is good and sometimes no, just be your self in the net



Scanned with
CamScanner

Appendix 2: Questionnaire Pilot Study

An Investigation into the Effect of Group- Based Flipped Classroom Model on the Written Production

Dear, student.

You are kindly requested to fill in this questionnaire, which is about the effect of group- based flipped classroom model on written production. This questionnaire is conducted by Mrs. KallaHassina of the University of Mohamed KheiderBiskra.

The questionnaire you are going to answer is going to be used for research purpose only. Your answers will be kept confidential. Thank you very much for your help.

i. Section One: General Information.

1- *What is your age?*

Less than 18

18 years old

More than 18

2- *Have you repeated a school year before?*

No

Yes

3- *How is your level in English?*

Advanced

intermediate

beginner

4- *Reorder the following lessons' titles from the most favourable to the least favourable one:*

Listening grammar vocabulary pronunciation reading speaking writing

☆—————☆—————☆—————☆—————☆—————☆—————☆

Least

most

favourablefavourable

ii. Section Two: Students' perception of written production.

5- Rank from 1 to 3 the following BAC sections according to their difficulty from your point of view:

| Bac Sections | Rank |
|--------------------------|------|
| d- Reading Comprehension | |
| e- Text Exploration | |
| f- Written Expression | |

6- Two hours are enough for the writing session.

Highly agree

Agree

Disagree

Highly disagree

7- What type of class work do you prefer in writing?

Individual work

Pair- work

Group- work

8- Group- work is helpful.

Highly agree

agree

disagree

highly disagree

9- How often do these tasks happen in your class?

| Tasks | always | often | sometimes | rarely | never |
|---|--------|-------|-----------|--------|-------|
| 1-I finish my written work at home. | | | | | |
| 2-The teacher guides me to finish my writing. | | | | | |

10- Pre- writing takes a long time.

Yes

No

iii. Section Three: Students' perception of using a facebook group in writing.

11- Internet can be a useful tool for learning.

Highly agree

agree

disagree

highly disagree

12- Do you have a facebook account?

Yes

No

If no: does any one of your family have one?

Yes

No

13- Writing comments in English is a good practice.

Highly agree

agree

disagree

highly disagree

14- Interaction in English on a facebook group provides me with:

new ideas

new vocabulary

both

15- How do you find watching videos at home before the lesson?

.....
.....

16- How can a teacher encourage learners to be more active in the class?

.....
.....

17- What do you suggest to improve your writing?

.....
.....

Thank you for your cooperation

Appendix 3: Final Version of the Questionnaire

An Investigation into the Effect of Group- Based Flipped Classroom Model on the Written Production

Dear, student.

You are kindly requested to fill in this questionnaire, which is about the effect of group- based flipped classroom model on written production. This questionnaire is conducted by Mrs. KallaHassina of the University of Mohamed KheiderBiskra.

The questionnaire you are going to answer is going to be used for research purpose only. Your answers will be kept confidential. Thank you very much for your help.

iv. Section One: General Information.

18- *What is your age?*

Less than 18

18 years old

More than 18

19- *Have you repeated a school year before?*

No

Yes

20- *Reorder the following lessons' titles from the most favourable to the least favourable one:*

Listening grammar vocabulary pronunciation reading speaking writing

☆————☆————☆————☆————☆————☆————☆

Least

most

favourablefavourable

v. Section Two: Students' perception of written production.

21- Rank from 1 to 3 the following BAC sections according to their difficulty from your point of view:

| Bac Sections | Rank |
|--------------------------|------|
| g- Reading Comprehension | |
| h- Text Exploration | |
| i- Written Expression | |

22- Two hours are enough for the writing session without finishing the work at home.

Highly agree

Agree

Disagree

Highly disagree

23- What type of class work do you prefer in writing?

Individual work

Pair- work

Group- work

24- Group- work is helpful.

Highly agree

agree

disagree

highly disagree

25- How often do these tasks happen in your class?

| Tasks | always | often | sometimes | rarely | never |
|---|--------|-------|-----------|--------|-------|
| 1-I finish my written work at home. | | | | | |
| 2-The teacher guides me to finish my writing. | | | | | |

26- Pre- writing takes a long time.

Yes

No

vi. Section Three: Students' perception of using a facebook group in writing.

27- Internet can be a useful tool for learning.

Highly agree

agree

disagree

highly disagree

28- Do you have a facebook account?

Yes

No

If no: does any one of your family have one?

Yes

No

29- Writing comments in English is a good practice.

Highly agree

agree

disagree

highly disagree

30- Interaction in English on a facebook group provides me with:

new ideas

new vocabulary

both

31- How do you find watching videos at home before the lesson?

.....
.....

32- How can a teacher encourage learners to be more active in the class?

.....
.....

33- What do you suggest to improve your writing?

.....
.....

Thank you for your cooperation

Appendix 4: Pretest and Posttest

Pretest:

Ethics is essential for the development of any nation. Write a short public statement of about 80 to 120 words stating how you would fight corruption if you were elected the president of Algeria.

These notes may help you:

- ✓ Edict stringent regulations.
- ✓ Appoint honest servants.
- ✓ Punish tax- evaders.
- ✓ Rehabilitate the value of work.

Posttest:

Your friend is interested to know more about education in Algeria. Write him/ her a short letter of about 10 to 20 lines in which you describe your school.

These hints may help you:

- School time and subjects.
- School as a building: library, classes, laboratories...
- School activities and occasions.

Appendix 5: Facebook Closed Group Flipped Classroom

The screenshot shows the top section of a Facebook group page. The header includes navigation icons, the name 'Nour', a search bar, and the group name 'Flipped Classroom'. The main image features the text 'Dream it. Wish it. Do it.' on the left and a decorative pattern of Arabic calligraphy on the right. Below the image are interaction buttons for 'المزيد', 'مشاركة', 'الإشعارات', and 'تم الإضمام'. On the right, a sidebar menu lists group features like 'حول', 'مناقشة', 'الأعضاء', etc. Below the image, there are search filters for '...s in Business (4)' and '... Civilizations (25)', and a text input field with a green profile picture icon.

The screenshot shows a Facebook post by Nour Elyakine, dated 19 يناير, الساعة 9:06 م. The post text reads: 'Hello, dear students This is our lesson for tomorrow Watch the video and try to give your ideas Waiting for your comments ... عرض المزيد'. Below the text is a diagram titled 'Follow this diagram' centered on 'Ethical Investment'. The diagram branches into five categories: 'Against pollution' (with sub-nodes 'examples' and 'reasons'), 'Against child labour' (with sub-nodes 'effects' and 'reasons'), 'Against dangerous sectors like tobacco' (with sub-nodes 'Tobacco, arm manufacturing' and 'results'), 'With companies that respect socail responsibilities' (with sub-nodes 'effects' and 'examples'), and 'Choosing transparency' (with sub-nodes 'benefits' and 'reasons'). At the bottom, there are 31 comments, 13 likes, and a 'تعليقي' button.

...

Nour Elyakine



Ethics in Business - ٣ يناير

This is our next lesson ' Think, Pair, Share'. Watch the video and give examples, reasons, results about the four ideas mentioned in the video.

Waiting for your comments.

Smiles!



٣٤ تعليقًا تمت المشاهدة بواسطة ٣٠

١٢

تعليق

أعجبتني

٣٤ تعليقًا تمت المشاهدة بواسطة ٣٠

١٢

تعليق

أعجبتني

عرض ٥ تعليقات إضافية

Âl Māsrārā



...

Some people believe that imitation is a natural and beautiful thing, as they have something intuitive As they are selling spoiled things and this is to make money, but this may lead to serious diseases

This is just an attempt, I hope you like it 🤔🤔🤔🤔

١

أحبيته - رد - عرض الترجمة - ٥ أسابيع

تم الرد بواسطة Âl Māsrārā - ردان

Nōūr Bēn Sālēm



Counterfeiting is a bad act wich means imitating something with the intent to sreal for use in illegal transactions or deceive individuals bat some people argue that couterfeiting benefits consumers by giving them access to lower_price goods, for me couterfeiting is a crime that we have to fight even for people who live low budget i think that they had better buy used genuine products than buying fake ones ❤️

١

أحبيته - رد - عرض الترجمة - ٥ أسابيع

تم الرد بواسطة Nōūr Bēn Sālēm - ردان



اكتب تعليقًا...



...

Nour Elyakine



٢ فبراير، الساعة ٤:٢٦ م

The best written works about counterfeiting are those written by:
Meriem
Hind

Against Counterfeit
Counterfeit is an illegal activity. It is the bad phenomenon in the world for the following causes such as piracy, fake medicines and counterfeit. **Firstly**, counterfeit are of low quality. As a result, it causes sensitivity and causes infectious diseases such as...

fake medicines, it is composed of two substances therefore, does not lead to death. **Secondly**, counterfeit is the reason why countries have been inferior in the creativity of other countries because they suffer from a lack of jobs and this piracy kills creativity.

Counterfeit counterfeit is a copy of the original product. It is a bad phenomenon in the world for the following causes such as piracy, fake medicines and counterfeit. **Firstly**, counterfeit are of low quality. As a result, it causes sensitivity and causes infectious diseases such as...

Counterfeit counterfeit is a copy of the original product. It is a bad phenomenon in the world for the following causes such as piracy, fake medicines and counterfeit. **Firstly**, counterfeit are of low quality. As a result, it causes sensitivity and causes infectious diseases such as...

Counterfeit counterfeit is a copy of the original product. It is a bad phenomenon in the world for the following causes such as piracy, fake medicines and counterfeit. **Firstly**, counterfeit are of low quality. As a result, it causes sensitivity and causes infectious diseases such as...

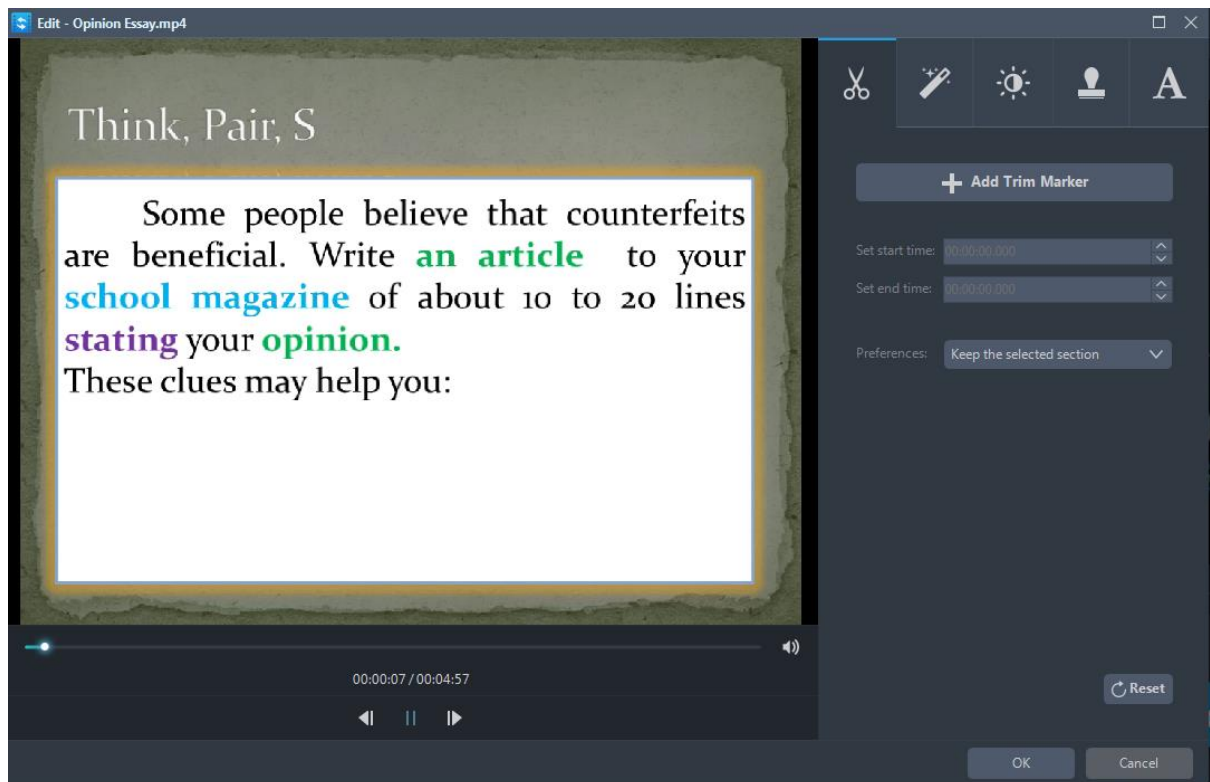
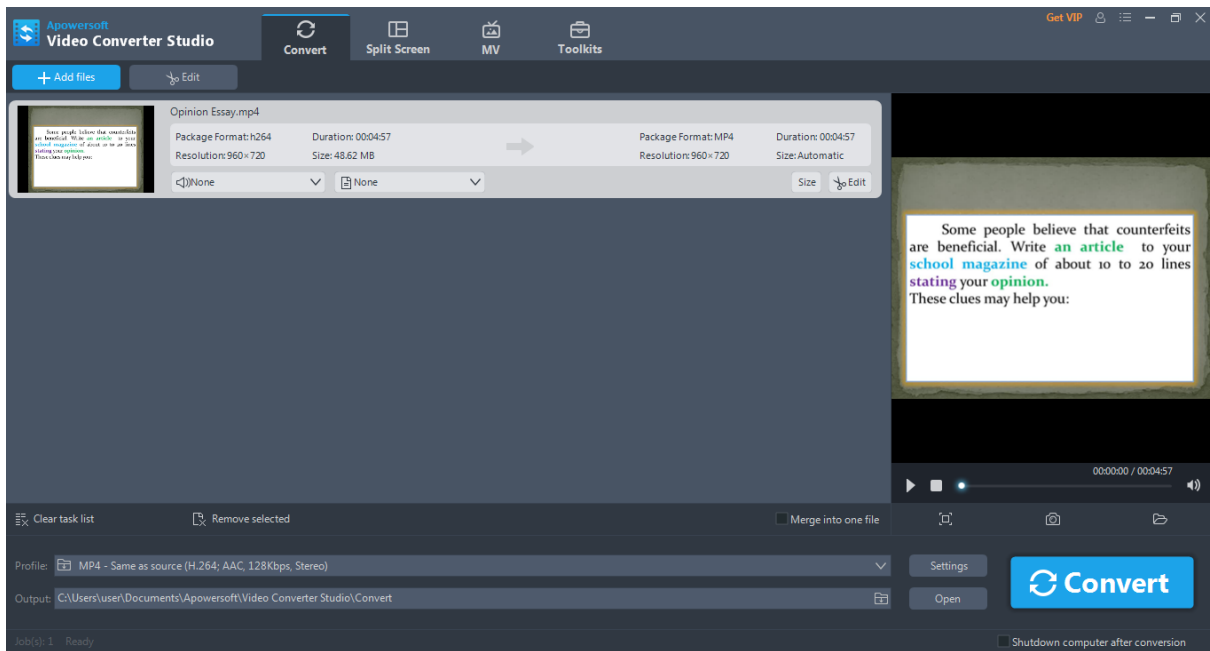
٦ تعليقات تمت المشاهدة بواسطة ٣٢

أنت، Hanifa Mezati و ١١ شخصًا آخر

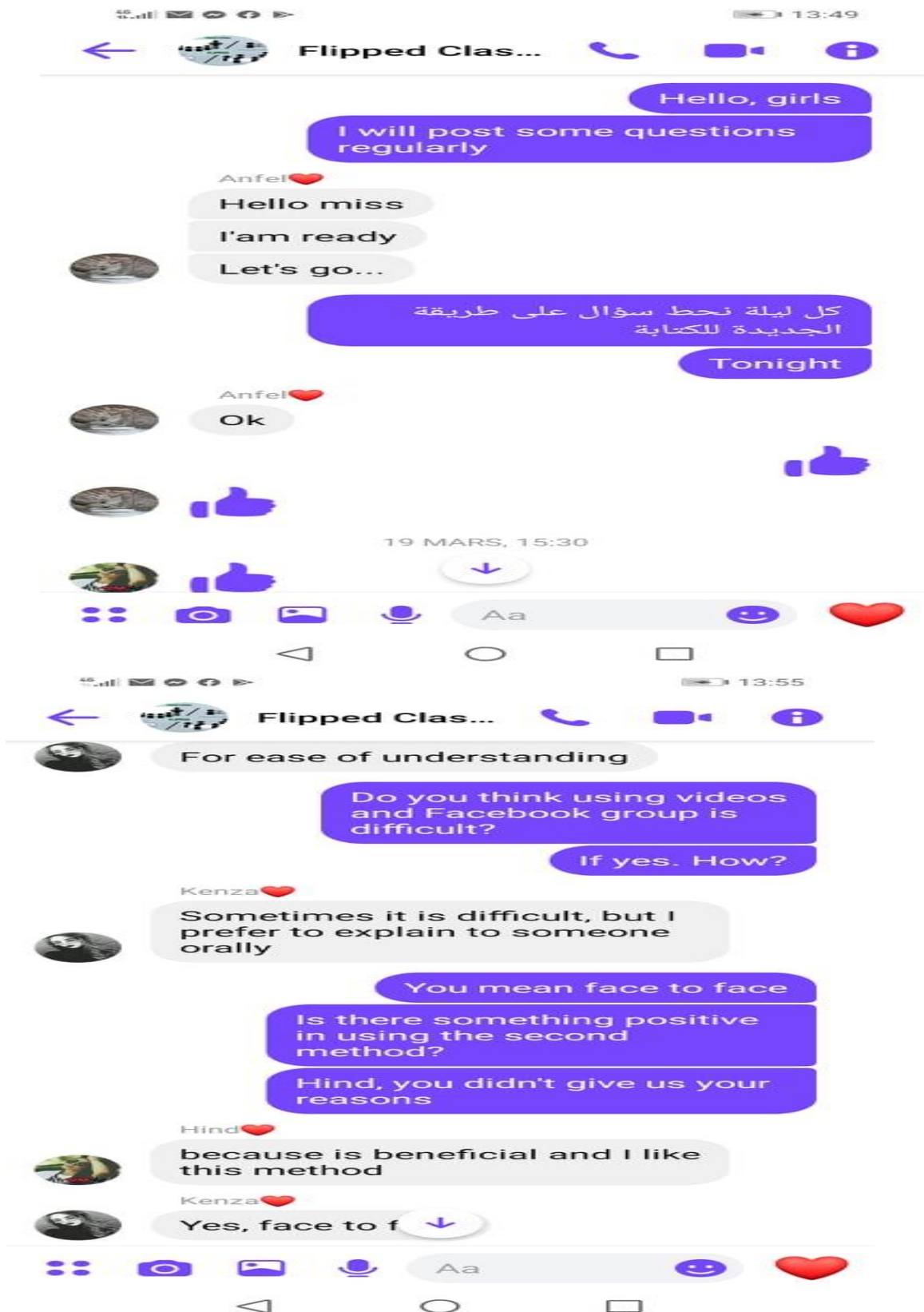
تعليق

أحبيته

Appendix 6: Apowersoft Media Player



Appendix 7: Messenger Focus Group



Appendix 8: Focus Group Questions

Focus Group Discussion (FGD):

Investigating the Effect of Group- Based Flipped Classroom Model on the Pupils'

Written Production

Dear, students.

You are kindly requested to participate in a discussion in this focus group with your classmates about the effect of Group- Based Flipped Classroom Model on pupils' written production. This discussion is moderated by Mrs. Kalla Hassina of the University of Mohamed Kheider Biskra.

The questions you are going to answer are going to be used for research purpose only. Your answers will be kept confidential. Thank you very much for your help.

Section One: Probe Questions.

- 1- How often do you log in our Facebook group "Flipped Classroom"?
- 2- What is your favourite method: traditional or flipped one?

Section Two: Follow- Up Questions.

- 3- What are your favourite and least favourite aspects of traditional method?
- 4- What are your favourite and least favourite aspects of Flipped Classroom Model?
- 5- Where do you find yourself more motivated?
- 6- Do you read your classmates' comments on the group? If yes: Why?
- 7- How have you evaluated the Flipped Classroom method in writing in terms of:
 - ✓ Readiness for writing
 - ✓ The availability of the teacher
 - ✓ Time sufficiency

Section Three: Exit Questions.

- 8- Is there anything else you would like to say about our new method?

Thank you for your cooperation

Appendix 9: Videos

The CD is attached to the PDF file.

ملخص

الكتابة باللغة الإنجليزية لطلاب الصف الثالث الثانوي للغات الأجنبية في المدرسة الثانوية الجديدة بمنعة مهمة صعبة. يواجه غالبية الطلاب صعوبات في تحقيق نتائج مرضية في امتحان البكالوريا على وجه التحديد في جزء التعبير الكتابي. تهدف الدراسة الحالية إلى التحقق من تأثير نموذج الفصل المقلوب المستند إلى عمل المجموعات على الأداء الكتابي للتلاميذ مع الأخذ في الاعتبار حالة طلاب السنة الثالثة للغات الأجنبية في مدرسة منعه الثانوية الجديدة. تستهدف الدراسة الفصل الوحيد من طلاب السنة الثالثة للغات الأجنبية للعام الدراسي 2020/2019. يشكل هذا الفصل عينة من الدراسة الحالية التي تتكون من 21 طالبًا. استخدم الباحث طريقة مختلطة لبحث وإيجاد العلاقة السببية بين المتغيرات المطبقة للطريقة المثلثية لأدوات جمع البيانات وهي: استبيان للطلاب ، وشبه التجربة ، ومناقشة جماعية مركزة. كشفت نتائج البحث أن استخدام نموذج الفصل الدراسي المقلوب المستند إلى المجموعة في الكتابة ساعدهم على أداء أفضل في التعبير الكتابي ، وامتلاك الوقت الكافي للتفاعل مع أقرانهم والمعلم ، واستخدام الإنترنت بشكل إيجابي. لكنهم أعربوا عن استيائهم من الجودة التقنية لمقاطع الفيديو التي نشرها الباحث. لذلك ، يوصى باستخدام الفصول الدراسية المعكوسة القائمة على المجموعة باستخدام منصات متنوعة للتغلب على سلبيات الطريقة التقليدية في دروس مختلفة خاصة للمهارات الإنتاجية وهي: الكتابة والمحادثة. يوصى بهذه الطريقة للمعلمين لتوفير الوقت وتقديم الكثير من التوجيه للطلاب وإعطاء المزيد من الفرص للطلاب لتبادل الأفكار مع أقرانهم. يمكن أن يكون هذا البحث حجرًا أساسيًا للباحثين للتحقيق في تأثير استخدام نماذج الفصل الدراسي المعكوسة الأخرى على مهارات أخرى خاصة التحدث باستخدام منصات مختلفة.