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On: **An Investigation into Learners' Attitudes towards the Use of the Flipped**

Classroom in Enhancing their Engagement:

The Case of third-year Students of English at Biskra University.

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Declaration

I, Amel SEBAA, hereby declare that the present research, which is entitled « An Investigation into Learners' Attitudes towards the Use of Flipped Classroom in Enhancing their Engagement" and all the information in this document has been carried and presented in accordance with academic rules and ethical conduct. The research project I will present in this dissertation is my own, and it has been read and approved by my Supervisor Dr. Tarek ASSASSI. This research project has not been submitted before to any other institution or university for a degree or diploma.

This study was accomplished and conducted at the level of Mohamed Kheider University of BISKRA, ALGERIA.

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Dedication

I dedicate this work to

The strongest woman who raised me up, to my shining jewel, to the source of inspiration and

hope, to my dearest mother **Naima DEHMECHE.**

My dear father **Kamel** who has always been at disposal whenever I needed, and without

whom my life is worthless.

My beloved siblings: **Yasmine**, **Abd Raouf**, **Aya**.

Pr. Abdlouahad CHALA who offer me the chance to study at this University.

To all my friends throughout the five years.

Acknowledgements

Abstract

Engagement represents the goal most teachers seek when imagining the ideal classroom. Declining engagement quality places pressure on academics to find adequate strategies to improve EFL learners' level. That is, students' engagement is one of the most challenging problems a teacher has to overcome. Practically, through integrating ICT in the teaching and learning processes, various modern models have appeared. Therefore, the reason behind conducting this research is to investigate the effect of the flipped classroom on students' engagement and to elicit their attitudes towards it. Hence, we raised the following questions: how does ICT affect students' engagement in their learning process? And what is the contribution of the flipped classroom in the learning and teaching processes? Following this investigation, we hypothesised that ICT availability in students' environment would enhance their engagement. Additionally, EFL learners would show positive attitudes towards the Flipped Classroom strategy. Within the scope of the present study, the researcher discusses students' engagement and the Flipped Classroom Model theoretically; while practically discusses the fieldwork of this study. Thoroughly, to achieve the intended aims and test the hypotheses, a qualitative research approach was adopted to draw upon the research findings based on three data collection methods. These methods include classroom observation, two semi-structured questionnaires used in order to investigate the teachers and students' attitudes and perceptions towards the use of the Flipped Classroom in enhancing students' engagement. Following, a case study investigation was conducted with 30 students of English language of third year LMD stream at Biskra University. After analysing and interpreting the obtained data, the findings revealed that the Flipped classroom strategy stimulates students' engagement, promotes their autonomy in acquiring knowledge, boosts their motivation to learn, animates their active learning, and increases their performance in learning English language. Based on the gathered data, the earlier mentioned hypotheses are valid and accepted.

key words: the flipped classroom model, EFL learners, learners' engagement, ICT

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

FC: Flipped Classroom

ICT: Information and Communication Technology

IT: Information Technology

BL: Blended Learning

CALL: Computer Assisted Language Learning

EBLT: Engagement-Based Learning and Teaching

ELL: English language learning

LMS: Learning Management System

Q: Question

H: Hypothesis

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General Introduction

1- Study Background

Teaching English as a foreign language (TEFL) has become one of the most extensive research interests in the world. Henceforth, with the vast emergence of technology, a new approach such as Information and Communication Technology (ICT) has been introduced to facilitate teaching and learning process. It serves the purpose of both attended and non-attended (distance) education types. Willingly, the teaching and learning processes have been shifted from a teacher-centred approach to a learner-centred approach. As a consequence, the processes of teaching and learning English took different methods and approaches like internet resources, multimedia platforms, web-based learning, and blended learning. For this reason, teachers are expected to ride waves in order to facilitate the learning process for English as a foreign language learners (EFLL); meanwhile, increasing students' engagement in the classroom through the use of such methods. Therefore, scholars strove to find adequate strategies in which they integrate ICT in the teaching and learning processes; among these strategies, they presented "The flipped classroom strategy". The latter is a teaching strategy where the lecture and the homework are reversed. In other words, the teacher records the lecture in a video and uploads for the students. In return, the students watch the content at home, build background knowledge, and search for further information related to the topic. As a consequence, class time will be devoted to practise activities, discussions, debates. Accordingly, this study is an attempt to investigate the effectiveness of the flipped classroom model in enhancing EFL learners' engagement, and to determine their attitudes and perspectives towards the use of the suggested strategy.

2- Statement of the Problem

Learners have grown up in the digital century; smartphones, smart boards, computers, and iPads replaced the whiteboard successively. Therefore, it was the starting point of EFL teachers. Applying the traditional teaching method in the classroom is still the predominant approach that teachers rely on, where the teacher delivers the lecture and engages the learners into practices as homework. The latter creates a routine in the teaching and learning processes, affecting the learners' engagement in the classroom. Additionally, the teacher may notice learners' disengagement through being passive in which they do not participate, delay completion of

tasks, avoid challenges, take the state of aversiveness, lack of ambition to authentically care about the content or their total silent in the classroom.

Thus far, with the accessibility of ICTs, a variety of techniques and strategies suggested by different educators to solve this problem. Nevertheless, limitation of time and lack of practice in the classroom comes as another obstacle faces the process of teaching EFL learners. In order to overcome these problems, several researchers opt to apply the concept of flipping the classroom in the process of learning to engage learners in their learning. For that reason, the primary concern of the study is to increase third-year LMD EFL students' engagement at Biskra University.

3- Research Questions

Depending on the problems previously mentioned in the research problem, we seek in this research to answer the following research questions:

RQ1: How does ICT affect learners' engagement in their learning process?

RQ2: What is the contribution of the flipped classroom in the learning and teaching processes?

4- Research Hypotheses

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

RH1: The omnipresence of the ICT is an integral part of students' daily life, its exploitation for learning purposes would give enlargement to their engagement, competence, performance, and it could generate significant results.

RH2: The integration of the ICT in the university setting could reconsider teaching strategies where the flipped classroom could be a fundamental engagement factor.

RH3: The flipped classroom would endow the student an acquisition rhythm in asynchronous mode and sufficient time according to his intellectual faculties.

5- Aims of the Study

General aim:

The present study sought to investigate third-year learners' attitudes towards the use of the flipped classroom in enhancing their engagement.

Specific aims:

a. Enlightening the students to the use of ICT tools, especially to enhance their engagement in the learning process and exploit it in the realisation of the pedagogical activities.

b. To encourage the students for developing their intellectual skills, improving knowledge acquisition, stimulating the research and fostering peers' collaboration.

c. To get the students to be engaged, independent and responsible for their learning.

d. Develop the students' cognitive skills through transversal learning.

6- Research Methodology

- Research approach:

The present study deals with learners' engagement in EFL classroom. In order to answer the research questions and verify the validity of the proposed hypotheses, the researcher opted for a descriptive qualitative approach because we attempt to explore the effectiveness of the flipped classroom on students' engagements. Furthermore, it is more suitable and applicable to the nature of our research.

- Research Design(s) / strategy (ies):

To meet the research objectives, this study opted for a case study because the findings will not be generalised for the sake of describing teachers and learners' attitudes and perspectives concerning the role of the flipped classroom in enhancing learners' engagement. The current research will be based on a semi-structured questionnaire for EFL teachers, semi-structured questionnaire for EFL students, and a non-participant classroom observer for the traditional class and a participant observer for the flipped class to vary the data gathering tools for diversifying responses and gaining more information.

- Data Collection Methods / Tools

In order to achieve the results of this study, the three data collection tools are as follow a classroom observation, questionnaire submitted to with teachers of English Department, and a questionnaire submitted to the students. A semi-structured questionnaire with the teachers allows us to get into an in-depth investigation for obtaining detailed information about personal feelings, perceptions and opinions to get better insights and various answers. However, we opted

for a semi-structured questionnaire for students to make the research very versatile, in which we gathered a variety of answers from a variety of students. Also, to achieve effectiveness in terms of researcher's time, efforts and financial resources (Dörnyei, 2003, pp. 9-10). Finally, a classroom observation to allow the researcher to get feedback from a naturally occurring context.

-   Data Collection Procedures

The three methods that are applied to collect data are, as an initial step, a classroom observation before applying the strategy and after applying it to observe the differences. As a second step, a semi-structured questionnaire submitted to EFL teachers of Biskra University. As a third step, a questionnaire submitted to students of third year level to accomplish the process of the flipped classroom.

-   Data Analysis and Procedures

A descriptive analysis procedure is used to describe and interpret the data gathered from the previously mentioned tools as well as numerical interpretation of these obtained data used to interpret the quantitative data. The data in this research will be analysed manually in which the results will be displayed on tables and pie charts to see teachers and students' attitudes toward the role of the flipped classroom model in enhancing students' engagement.

7- Population & Sample

For this study, the population was third-year LMD students at Mohamed Kheider University of Biskra. The sample consisted of two groups, group (1) for ESP course and group (8) for linguistics course that were chosen randomly from (413) students of the whole population of third-year during their ESP and linguistics classes. For several reasons, the researcher selected those students on purpose. First, students are exposed to the English language; therefore, the researcher focused more on their engagement in the classroom. Second, it is the first time they are exposed to this course (ESP), where the students have some ambiguities concerning this course. Finally, since they will graduate by the end of this academic year, and they are considered as future teachers who may teach in other departments as a practitioner, the researcher saw that they need more practice on ESP course. As for linguistics course, we aimed to vary the courses in order to see the applicability of the strategy in different courses. The sample has been chosen based on the teachers' collaboration.

8- Sampling Techniques

For our study that belongs to social sciences, the number of students who have volunteered in the participation in this research are 30 students; Therefore, the researcher opted for a small-scale study because of the limited number of participants and used the purposive sampling technique that is known to be representative of the total population.

9- Significance of the Study

This study would be worthy for both teachers and learners of English classes at Biskra University. The present research is to suggest a new method of teaching that is the flipped classroom and to show how teachers could apply it on EFL learners. The current study is conducted for the sake of creating more time for practice learning in the class. In addition, the researcher seeks to provide the teacher with an opportunity through the new method to give feedback to his/her learners. Furthermore, the present study intends to raise EFL learners' engagement in the classroom and spotlight on using ICT for educational purposes. Therefore, this work is an attempt to explore the usefulness of the flipped classroom on EFL learners' engagement.

10- Limitation of the Study

The present research attempts to investigate EFL learners' attitudes towards the use of the flipped classroom model in enhancing their engagement. Nevertheless, some hurdles appear, and that prevented the researcher from gathering more adequate data. With regard to the results obtained from this study, the following are some limitations to be taken into account:

- The researcher could not implement the flipped classroom in a real class and observe their attitudes towards the adopted strategy. Thus, she opted for applying the flipped class in an online class which limited the observed number of students;
- The Covid-19 pandemic stands as the main reason that intervenes in the implementation of the full process of the Flipped Classroom Model;
- The researcher could not gather participants from group 8 in order to implement the Flipped Classroom Model in Linguistics course, she reduced the classroom observational sessions and worked on ESP course;
- The number of the participants who answered the questionnaire was limited to a sample size of 30 students.

- A questionnaire replaced the teachers' interview.

11- Structure of the Dissertation

The present study tackles both basics of theoretical and practical parts in conducting this research. The theoretical part is devoted into two chapters which represent the organised of the literature review of the research variables. The first chapter outlined students' engagement in the classroom and general background on ICT in education. The second chapter discusses the second variable, which is the implementation of the flipped classroom model. In addition, the third chapter, which represents the practical part is devoted into two sections, one devoted for the conducted methodology of the research, and the other section for the analysis of the gathered data.

- **Chapter One**

  The first chapter displays a theoretical background on students' engagement. It discusses different aspects and characteristics of classroom engagement, motivation, active learning and learning in synchronous and asynchronous mode. Moreover, it tackles the importance of engaging the student in the learning process. In the second section, this chapter reveals significant discussions about the newly adopted technology in education and basic concepts.

- **Chapter Two**

  The second chapter attempts to draw upon the boundaries of the flipped classroom model and its implementation. Mainly, through addressing its history, definitions, implementation. In addition, a brief comparison between the traditional class and the flipped one. Moreover, it provides a clear explanation on its full process, its significance, and the change in the way of assessment.

- **Chapter Three**

  The third chapter is initiated by providing an exclusive theoretical background about the adopted research methodology namely, research approach and research design. Then, it deals with data collection method based on three data gathering tools (classroom observation and questionnaires addressed for teachers and students). Furthermore, it deals with the analysis and interpretation of the data collected which will be descriptively analysed in order to draw upon credible findings and results.

Chapter One:

Students' Engagement

Table of Content

Introduction

Students' engagement has become an objective for EFL teachers where educators are working on improving modern techniques using new technological paradigms to enhance students' educational level. This chapter will be divided into two sections. The first section includes a conceptual framework of student's engagement, definitions and some principal terms. Then, students' engagement at a distance, key subcomponents, and strategies to promote students' engagement. The second section will be devoted to an overview of some adopted technological paradigms. Additionally, it includes main concepts and strategies where teachers can apply some techniques to promote students' engagement.

1.1 Section One: Conceptual Framework of Students' Engagement

1.1.1 Student Engagement Definition

For better comprehension, teachers focus on students' engagement and consider it an essential norm to check their comprehension. In order to appropriately reach student engagement, many definitions have come into play. Boekaerts (2016) describes engagement as, "a student's active involvement and participation in school-based activities, more concretely it entails students' reactions to and interactions with the learning material as it is embedded in the physical, instructional and social environment" (p. 81). In other words, making the students involving and participating in classroom activities or within different learning materials make the teacher reach an engaging classroom environment. Furthermore, Skinner, Kindermann, and Furrer (2008) state that, "the quality of a student's connection or involvement with the endeavour of schooling and hence with the people, activities, goals, values, and place that compose it" (p. 494). Hence, motivation and involvement are the keys to student engagement. Additionally, Barnett (2003) offers an essay that explores various ways of understanding engagement; he mentions that,

> Engagement is a coming together, a merging, a fusing. Engagement points to mutual listening, to reciprocity, and dialogue but conducted in a willingness to change. It is the antithesis of separateness, of distance, of incomprehension. Engagement implies not just a coming together but an interaction (p. 23).

Besides, Barkley (2010) adds in his book, "Student engagement is a process and a product that is experienced on a continuum and results from the synergistic interaction between motivation and active learning" (p. 8). On the other hand, Coates (2006) defines engagement as "the involvement of individuals with phenomena that are relevant to and instrumental for their learning" (p. 17). He believes that, "Student engagement is concerned with the point of intersection between individuals and things that are critical for their learning" (p. 17). From the above definitions, it is clear that engagement comprises motivation, mutual interaction and active learning.

1.1.2 Student Engagement Versus Student Involvement

Although we may use the two terms student's engagement and student's participation (involvement) interchangeably, still there is a slight difference in their meaning. According to Cambridge Dictionary participation is, "The fact that you take part or become involved in something". Participation considers being a classroom behaviour, where participation occurs when some factors influence the student such as socio-cultural, cognitive-affective, and linguistic. These factors lead to student participation, whether with the instructor or with their mates (Abdullah, Bakar & Mahbob, 2012). Therefore, Astin (1984) specifies involvement definition as a physical behaviour where the learner shows considerable energy towards academic experience and study.

In contrast, even though there are some conceptual similarities between engagement and involvement, Harper and Quaye (2009) assert that a critical qualitative difference exists between the two terms. They argue that the student may be entirely involved with classroom tasks but still without being engaged. In other words, the students may seem to the teacher that they are participating in classroom tasks and activities though they are not engaged in the classroom experience in itself. On the contrary, some students seem to be actively engaged, but they are passive entirely in classroom discussion, it could be due to their introversion (Hill, 2007).

On the other hand, engagement focuses on many other aspects where Fredricks, Blumenfeld, and Paris (2004) assert that, "Other researchers have outlined general definitions of engagement that emphasise an inner psychological quality and investment in learning, implying more than just behavioural engagement" (p. 64). Besides, Trowler (2010) believes that engagement is more than participation since it requires more feelings and activity. He

adds "Acting without feeling engaged is just involvement" (p.5). That is to mean, presenting activeness during a giving task without the feel of being engaged is just participation. Additionally, Trowler (2010) argues that, "feeling engaged without acting is dissociation" (p.5). This means, being actively engaged and have a sense of engagement without showing participation is a kind of dissociation. Therefore, engagement and participation share an integrative relationship and have an apparent contradiction; though, without one another, we cannot reach an active learning environment.

1.1.3 Engagement: Motivation and Active Learning

1.1.3.1 Engagement and Motivation

Motivating EFL learners to develop in the target language is quite complicated. Learners facing difficulties in learning English as a foreign language (EFL) because of a range of factors and issues are often demotivated to learn; nevertheless, teachers face difficulties in keeping their EFL learners motivated in the long learning process, Hadfield and Dörnyei (2013) state that,

> Language teachers frequently use the term 'motivation' when they describe successful or unsuccessful learners. This reflects our intuitive belief that during the lengthy and often tedious process of mastering a foreign/second language (L2), the learner's enthusiasm, commitment and persistence are key determinants of success or failure (p. 1).

Keeping in the same vein, Barkley (2010) considers motivation as competence and claims that it is, "a web of connected insights, skills, values, and dispositions that is developed over time" (P. 9). In other words, when the learner is motivated to learn a foreign language, she/he can face any potential issue. Therefore, Barkley (2010) states, "Motivation is the portal to engagement" (p. 15). In fact, motivation is a fundamental key to attain learners' attention and intention to learn a language.

1.1.3.2 Engagement and Active Learning

Active learning strategies are linked to promoting learners' involvement in classroom activities. Barkley (2010) connects active learning to "the mind is actively engaged" (p. 17). The literal meaning is that teachers who work on engaging learners' mind in classroom activities help in reinforcing their ability to participate effectively in the learning process. Besides, Gholami, Moghaddam, and Attaran (2014) fasten active learning with engaging students in a task; consequently, it will make the learner think and analyse the received information.

Similarly, Bakır (2011) argues that active learning techniques affect students' creative thinking level, and this illustrates that changing creative thinking can be via education. In short, active learning fosters learners' engagement and their creativity; in return, it encourages teachers to search for different strategies to enhance learners' level in the learning process.

1.1.4 Engagement in a Synchronous and Asynchronous Learning Activities

Several universities around the world are moving toward delivering courses online at a distance. Several models are presently in use, such as Moodle, Zoom, Google Meet. The fact that there is an emphasis on delivering courses at a distance is the digital generation and the facilities of such models of teaching and learning that may provide.

In-YourDictionary (n.d.) defines synchronous as, "something that happens at the same time or has consistent timing between each occurrence". Not far from the dictionary definition, synchronous learning to a learning event in which a group of participants is engaged in learning at the same time, in the same physical location, in a specific online environment, such as in a web conference where the instructor can interact with the participants "there is a real interaction with other people" (Webdesign, n.d.). In contrast, the In-YourDictionary (n.d.) refers asynchronous as, "the transmission of data through networks, and the transmission is not governed by specific timing requirements on the transmission end. Asynchronous transmission is used on a byte level as well as on the level of entire messages". In the asynchronous mode, the instructor and the participants are not engaged in the learning process at the same time, which means "there is no real-time interaction with other people" (Webdesign, n.d.). Both modes effect on learners' engagement and their active learning.

1.1.4.1 Synchronous Online Learning

Within recent literature related to synchronous communications, several studies were applied on different levels. Asterhan and Schwarz (2010) conduct a study concerning online synchronous group discussions and significant moderation that rely on a communication tool which enable participants to communicate through text and diagrams. By the end of the study, Asterhan and Schwarz (2010) conclude that the type of dialogue that the instructor facilitated and the degree to which students were engaged in synchronous collaborative discussion affected student-learning outcomes. They also conclude that the nature of discussion in asynchronous and synchronous online discussions was qualitatively different.

Another study conducted by Han (2013) who examines the effects of instructor video casting on his students' sense of connection to the instructor. Han (2013) compares the difference between courses of instructor video casting with courses without the use of video casting. Therefore, the students were able to overcome the sense of being at a distance from the instructor. Thus, the use of video casting helped participants to engage in meaningful instructor and peer interactions.

Similarly, According to Moor (1993), transactional distance is where the process of teaching and learning did not take place in classrooms. Thus, the concept of "distance education" was first proposed, and developed into what became referred to as the theory of transactional distance. Therefore, he argues that a transactional distance is a pedagogical concept that learners learn at a distance from their instructors and peers interact with each other. Additionally, he claims that the level and the structure of the shared dialogue, and the level of autonomy that participants experience in a course are factors that may make participants sense more or less transactional distance in an online course.

To summarise, Warschauer (2002) states that synchronous communication prescribes real-time interaction. Thus, learners should interact within the same timeline regardless of the physical setting. For instance, when a class is recorded in a video and broadcasted on websites.

1.1.4.2 Asynchronous Online Learning

Due to the digital era that we live in, learners are obsessed with new learning technologies. All these new technologies have one thing in common; they support asynchronous learning. Pratt and Palloff (2011) accumulate some studies about asynchronous online learning; these studies suggest that students will experience significance learning when they are in participatory learning environments. In addition, they add that designing such environments help in the development of participants' sense of community and supply them with opportunities to engage in collaborative discussions. Other studies affirm that these interactions encourage participants to actively construct new meanings related to the course content (Conrad & Donaldson, 2011; Lehman & Conceição, 2011). Yamagata-Lynch (2014) believes that these works illustrate interest among instructors and learners physical, teaching, and cognitive presence effects participants level of engagement.

Other studies apply asynchronous online learning for adults. Motteram and Forrester (2005) claim that this can be a unique individualised process; nevertheless, in many cases, effective online participatory learners need assistance learning how to; first, use technologies involved in managing their online course experiences, navigate course materials, and engage in appropriate communication with other participants.

To conclude, Warschauer (2002) states that asynchronous communication is a technological mediated mode of communication and it does not prescribe the presence of learners and the teacher at the same time and place. On the contrary, it allows learners to pace their own learning process by choosing the appropriate time and place.

1.1.5 Key Subcomponent of Engagement

Positive quality engagement and better results in language class involve a combination of factors, behavioural, emotional, and cognitive engagements are interrelated and contribute to each other. It is difficult to accept a learner who is mentally absent, not paying attention, yet, he/she perform in classroom tasks. These variables follow a continuum from engagement to disengagement. Therefore, scholars agree on some factors and summarised the following keys:

1.1.5.1 Behavioural Engagement

Behaviours are the most visible and recognisable markers of engagement. Body language, eye contact, and ways of responding are all signals of behavioural engagement. Birch and Ladd (1997), Finn et al. (1995), Skinner and Belmont (1993) state that behavioural engagement involves participation and involvement in classroom tasks which involves attention, concentration, contribution in classroom discussions and asking questions (cited in Fredricks, Blumenfeld, & Paris, 2004). In addition, Oga-Baldwin (2019) clarifies that the critical behaviours for recognising the origins of learning come through the observable moments when learners look at the speaker, take notes and write it down, answer questions, among other vital behaviours. He adds claiming that these behaviours appear to motivate other aspects such as emotion, cognition, and agency. Thus, behavioural engagement is a crucial step in the learning process and considers to be a habit in which teachers who can promote a high level of activity are more likely to reach learners emotionally and cognitively.

1.1.5.2 Emotional Behaviour

Like behaviour, teachers also can observe and recognise emotional states in class. After a while, teachers and learners build a relationship and develop it through time; for instance,

learners can notice their teacher when he is upset or angry so that they try not to make noise or anything may provoke him/her. As well as, the teacher, in return, can sense when students are happy and enjoying class, when students are upset by recent events, and when they are bored and uninterested. Connell and Wellborn (1991), Skinner and Belmont (1993) argue that when the learners are emotionally engaged means that they experience significant reactions within the classroom including anxiety, interest, happiness, belongingness and several other reactions (cited in Fredricks et al., 2004). Thus, emotions can be observed, not in a high degree of precision as actions. Unlike behaviours, students could not control their emotions by having exact habits and actions. It is mainly to focus on the extent and nature of positive and negative reactions to staff, classmates, and environment.

1.1.5.3 Cognitive Engagement

Unlike behavioural and emotional factors, cognition is difficult to measure or observe directly. Oga-Baldwin says that, "we can only approximate and generate assumptions about depth and degree of cognition regarding a topic" (2019, p. 5). He adds that these markers grow more exact in their potential, and the direct measurement of cognition still ambiguous. That is to say that while we can observe students' behaviours and emotions, we can only measure cognitive engagement through what students produce. Confirmatively, Connell and Wellborn (1991), Newmann et al. (1992), and Wehlage et al. (1989) view cognitively engaged students would be psychologically invested in their learning in which they show a desire for challenge and seek to go beyond the requirements (cited in Fredricks et al., 2004). To sum up, cognitive factors are challenging to figure out, and teachers cannot measure the degree of cognition. Nevertheless, the cognitive factor is one of the main pillars that teachers should focus on to reach an engaged classroom and focus on students' level of investment in learning.

1.1.6 Strategies for Promoting Students' Engagement

1.1.6.1 The Importance of Engaging Students

Engaging students in classroom activities is one of the objectives teachers aim to achieve. Silver and Perini (2010) claim that learners are powered by four types of engaging activities: challenging and competition, cooperation and connection, curiosity and controversy, choice and creativity. They assert that by providing learners with a variety of experiences, teachers can create an engaging classroom environment for all learners. Furthermore, Coates (2005) claims that,

> The concept of student engagement is based on the constructivist assumption that learning is influenced by how an individual participates in educationally purposeful activities ... In essence, therefore, student engagement is concerned with the extent to which students are engaging in a range of educational activities that research has shown as likely to lead to high quality learning (cited in Trowler, 2010, p. 22).

In short, engagement influences learners' learning in which teachers can observe their engagement through participation, motivation and also active learning. Thus, engagement is a factor that affects learners' productivity and improve their learning.

1.1.6.2 Strengthening Students' Engagement

Teachers make efforts to encourage and motivate their learners in order to have a dynamic classroom environment. therefore, reaching an engaged classroom would undoubtfully result in positive advancement on the learners' achievement. The Engagement-Based Learning and Teaching (EBLT) is an approach provides the foundation, which built through specific principles, habits, skills, and strategies, for developing and strengthening student engagement and the overall learning process (Jones, 2008).

1.1.6.3 Foundation for Student Engagement

Improving students' engagement takes time; nevertheless, teachers should take into consideration the two essential elements to focus on and facilitate students' engagement (Jones, 2008). He mentions; first, preconditions which are factors should be present in the classroom before the beginning of the session. These factors are summarised as follow:

- **Creating the ideal learning environment:** Instructions have been presented in many places such as; classrooms, open spaces, or even stages. Jones (2008) insists on the comfortableness of the surrounded environment for students taking into consideration temperature, space, furniture, and structural organisation. Unlike the physical space, he argues that classrooms should be mentally stimulating, with attractive displays that include samples of student work and colourful designs for instance (Jones, 2008). Hence, creating a peaceful environment for learners will rise their attention and creativity.

- **Rewards and incentives:** The relationship between Learner-Instructor influences learner's performance. Jones (2008) claims that students do their best in their classes with their teachers who care and have interest in them, and they are more engaged when

they have a sense of unique, which means when the instructor gives attention to them as individuals. Moreover, they perform better not only during class time but during other activities in the school (Jones, 2008). In short, instructors should give priority to improve this relationship.

- **Habits:** Jones introduces habits as "the routines and procedures that teachers create in the classroom" (2008, p. 4). He mentions some details such as the way of entering the classroom, how they engage in an activity, how they organise their learning materials or how to solve individual problems. Furthermore, teachers make their learners be accustomed to some procedures to become a habit (Jones, 2008). Thus, focusing on some learning procedures will help the learners to increase their engagement.

- **Fundamental skills:** Learners are required to learn some necessary learning skills such as reading and listening to help them in understanding the subject matters, facilitate transmitting knowledge, and participate in a group discussion (Jones, 2008). He highlights the necessity of improving technology skills to prepare a PowerPoint presentation or write a research paper, for instance.

Second, pedagogy has vital aspects to help instructors in creating a strict environment where relevant learning takes place; these factors are summarised as follow:

- **Personalised learning:** Jones (2008) argues that schools and universities gather learners from different regions, different background knowledge, specific styles, and a variety of interests. He considers it a challenging mission where teachers will apply the same method, speed, learning materials on these different learners' qualities. In fact, some teachers accuse learners' failure to their responsibility; nevertheless, this is due to the lack of personalised learning (Jones, 2008). To overcome the overall personalisation, teachers can use examples related to their background knowledge, for instance, or parents' involvement also is a part of personalising learning (Jones, 2008). Henceforth, pedagogy is a crucial part of the teaching process.

- **Active learning strategies:** Cooperative learning strategies fascinate learners to be highly engaged; for instance, organising learners in structured discussion groups, analysing problems and searching for solutions are motivated ways to engage learners rather than receiving the lecture passively (Jones, 2008). To conclude, teachers should

involve learners in more active ways to break the traditional ways and attain their attentions to the lecture.

The preconditions mentioned above and pedagogy are helpful strategies for enhancing students' engagement positively.

1.2 Section Two: An Overview of the Newly Adopted Technological Paradigms

1.2.1 The Paradigm of the Twenty First Century

Today, the first thing learners do when look for information is to search on the internet. Inevitably, the emergence of computer technology has caused significant changes in the educational level. Now, it is called Information and Communication Technologies (ICT). Robinson (2007) claims that to change and improve education, remove the idea of beginning with a mentality of the production line. Standardisation of notes and results and the standardisation of curricula are the dominant educational policies that give importance to the growth of conformity. In Robinson's view, this is the wrong path in which he believes that the following path is precisely the opposite. Moreover, that is where comes the need for a paradigm change in official education.

1.2.2 The Information Age

Technology has the power to transform society. With the development of the centrality of the internet and digital technologies in human life, a new social paradigm began to emerge, designated as Information Society (Hargreaves, 2003). Nevertheless, this new Information Society is not just a fancy, but it implies a profound change, or a new revolution and economic-social organisation in the world (cited in Coutinho, 2011). In the new information era, schools and universities are no longer the only places for the learner to acquire knowledge and to prepare the active life. Furthermore, Coutinho (2011) argues that the possibilities of learning are multiple and are not limited to the physical space of the school, as it was in the Industrial Era.

1.2.3 Basic Concepts and Definitions

In the era of modern technologies, educators try to involve modern technological tools and link it with students' learning. In the interim, learners of different levels are looking for information via the internet in general. The new educational system recommended to encourage learners to be autonomous and to keep the role of leadership for the teacher, that is to mean that the teacher is not the only source of information and the learner can search for any information

through searching on the internet. Therefore, the utilisation of these technological-based systems brought updated changes that suit the educational context. Thus, the following definitions clarify these concepts as an integral part of a technological-enhanced environment and its role in the educational context.

1.2.3.1 Information and Communication Technology

The broader term is "Information and Communication Technology" (ICT) which refers to, "all the technology used to handle telecommunications, broadcast media, intelligent building management systems, audio-visual processing and transmission systems, and network-based control and monitoring functions" (Thanuskodi, 2015, p. 360). Additionally, Nureni (2014) claims that "the term ICT is now also used to refer to the convergence of audio-visual and telephone networks with computer networks through a single cabling or link system." (p. 10).

Although, ICT is often considered an extended synonym for Information Technology (IT); however, Nureni (2014) defines IT as, "Information technology (IT) is the application of computers and telecommunications equipment to store, retrieve, transmit and manipulate data, often in the context of a business or other enterprise" (p. 11). Technically, IT is attributed to computer-assisted information technologies, computer-assisted communication technologies and computer-assisted decision-making technologies. In a higher education setting, precisely, Algerian educational context where the central focus of ICT use is on furnishing computer labs for oral sessions, for instance. Thus, the use of ICT applications in language learning and teaching process is highly appreciated.

1.2.3.2 Computer Assisted Language Learning

CALL is one of the technological-based systems that has a contribution in the field of language teaching and learning. Beatty (2003) defines CALL in a broad perspective as, "any process in which a learner uses computer and, as a result, improves his/her language" (p.7). The availability of CALL facilities affords the educational competences a better condition for language teachers and learners where they establish a learning environment full of instructional materials.

Equally important, Murray (2000) insists on the inevitability of technology, she goes so far to say that, "Because traditionally our education has depended mightily on the printed word, many educators have been easily seduced into believing that the future of education must entail

computer literacy" (p.48). She mentions that the educators should give importance to the way of delivering the lectures and change it using new devices convoys the twenty first century.

1.2.3.3 Distance Education

Over the last decade, distance education became a revolution that gained popularity in all countries within different levels. On the one hand, the term was used interchangeably with distance learning. Newby, Stepich, Lehman, and Russell (2000) define distance learning as, "an organised instructional programme in which teacher and learners are physically separated." (p. 210). From the definition, to fully cover a lecture successfully, teacher, learner and a programme are the pillars of the educational process. However, in distance learning, the main character is to keep all these elements physically separated. On the other hand, King, Young, Richmond, and Schrader (2001) explain distance education as,

> Is formalised instructional learning where the time/geographic situation constrains learning by not affording in-person contact between student and instructor. In person education is formalised instructional learning where the time/geographic situation constrains learning by requiring synchronous person-to-person interaction (p.11).

The definition highlights two categories that are synchronous and asynchronous distance education. According to them, the synchronous situation is time sensitive but geographically insensitive; it allows real-time interaction between teacher and learner. In contrast, the asynchronous situation does not allow real-time interaction, and it is both time and geographically insensitive.

1.2.3.4 Blended Learning

Adopting new technologies in the learning process has become a pivotal factor in the development of any academic field. Graham (2006) presented Blended Learning as, "A combination of instruction from two historically separate models of teaching and learning: traditional face-to-face learning systems and computer-mediated learning" (p. 1). This method aims to combine traditional classroom with modern classroom via the use of technological devices. Blended Learning has multiple forms. The bottom figure summarises the different forms:
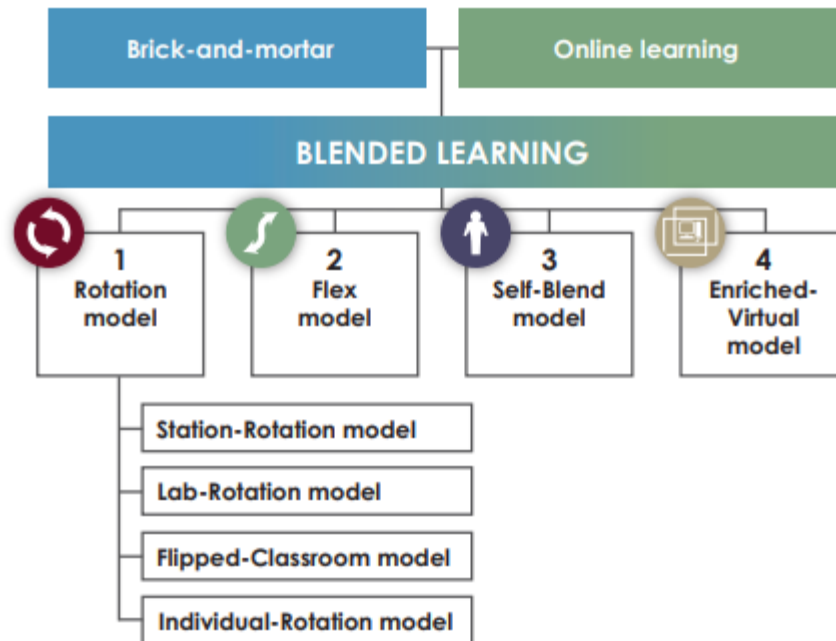
Figure 1.1: Blended-learning taxonomy (Tkachuk, 2017)

1.2.3.4.1 Rotation Model

The concept of this model is that the students rotate between learning modalities. These rotations might mean that a student stays at his desk, but switches between a paper-and-pencil instruction and online learning on a tablet or laptop (Beaver, Hallar, Westmaas, & Englander, 2015).

a- **Station-Rotation Model:** This model is one of the experimental stages of the rotation model. Within the classroom, students rotate between various stations; one of these stations includes an online learning component (Beaver, Hallar, & Westmaas, 2014). They add that other stations involve more traditional instructional learning approaches. Hence, students rotate through each station, either fixed or at the teacher's discretion.

b- **Lab-Rotation Model:** Beaver et al. (2014) see that the rotation model is similar to the one above. Nevertheless, the online learning component takes place in a learning lab that is designed primarily for this purpose. Students rotate between the classroom environment and the learning lab, all while staying on the learning environment. In a higher education setting, applying such a model on oral sessions, for instance, could enlarge the Algerian university educational system.

c- **The Flipped Classroom Model:** The flipped classroom is the third form of the Rotation model. It can consist of PowerPoint slides in a classroom lecture and extra homework online after a face-to-face class. Bates (2016) claims that the flipped classroom can be included within Blended Learning model, where the lecture is presented in a video at home and devote class time to answer questions concerning the video and open debates.

d- **Individual-Rotation Model:** Beaver et al. (2014) summarised the concept of this model as if the individual is responsible for his/her learning. They argue that the students customise how they rotate between modalities in which one of these modalities should be online learning. Either the teacher-of-record or an algorithm can set individual student rotation schedules, but once set, these schedules usually stay fixed. Unlike the other rotation models, students do not necessarily rotate to each available station. For instance, English Language Learners might have a set rotation to an intensive online reading programme.

1.2.3.4.2 Flex model

The flex model is when students are working on an organised programme that rotates between modalities, one of which is online learning. The flex model is not fixed, but fluid, that is to say, it allows real-time to be changed in schedules to meet different student learning needs (Beaver et al., 2015).

1.2.3.4.3 Self-Blend Model

This model allows students to design their lectures by selecting specific online courses to add it in their in-class coursework. For the online coursework component, the teacher-of-record is actual, and learning occurs either in the class or off-site (Beaver et al., 2015).

1.2.3.4.4 Enriched-Virtual Model

In this model, students learn primarily online but divide their time between class and off-site. It is a comprehensive approach to schooling (as opposed to the course-by-course approach in the flex and self-blend models). The teachers-of-record are mainly virtual, although teachers provide supplemental support in the class environment as well (Beaver et al., 2015).

Conclusion

To conclude, in this chapter, the researcher attempted to present students' engagement as a crucial factor teacher must pay attention to realise it in the classroom to enhance students' educational level. Initially, this chapter was apportioned into two sections. The first section includes a conceptual framework of student's engagement, definitions and some principal terms. Moreover, the researcher tackled engagement at a distance, key subcomponents, and strategies to promote students' engagement. The second section was devoted to an overview of some adopted technological paradigms. It includes main concepts and strategies where teachers can apply some techniques to promote students' engagement.

Chapter Two:

The Flipped Classroom

Table of Content

Introduction

Within the development of technology, scholars improve the teaching and learning methods to convoy modernity of the twenty-first century. The flipped classroom is one of the modern techniques that has been emerged as an inverted teaching method to the traditional one. The beginning of the flipped classroom model starts in the blended learning, more precisely, the flipped classroom is a sub-branch of the rotation model in blended learning. For the most part, learners receive the content at home and practice at school; this strategy shifts teaching and learning processes from teacher-centred to learner-centred. The present chapter will deal with the main issues related to the flipped classroom strategy including; the historical background and its definitions; in addition to the implementation, models and application, and a brief comparison between the traditional and flipped classroom. Eventually, the significance of the pedagogical strategy and limitations that face the learners will be tackled to overcome them. Finally, assessment in the flipped classroom model.

2.1 The Concept of the Flipped Classroom Model

2.1.1 Background

The concept of the flipped classroom stemmed from blended learning. The latter is a system that combines face-to-face instruction with computer-mediated instruction (Graham, 2006, p. 5). Historically speaking, Salman Khan is an American educator and the founder of Khan Academy who has made a remarkable contribution to teaching using technology. The story began when he started recording videos for his cousin to enable her to review the video several times and play the puzzling part in slow pace (Thompson, 2011). Chronologically, in 2012, Bergmann and Sams are chemistry teachers in woodland park high school, Colorado. They noticed that a significant number of students missed their school because of some circumstances; as a consequence, students struggled to stay caught up. The world changed, Sams heeded to the use of technology, he collaborated with Bergmann to deliver the input in a video format and published it in websites. Accordingly, Bergmann and Sams reached to all students, those who missed the lecture, who want to confirm the information they received in the class, and those who want to review for examination (2012, pp. 3-4). In other words, the instructor delivers the lecture via video device through websites which will offer the learners enough time to understand the content and deduce time-class for other practices.

2.1.2 Defining the Flipped Classroom

Knowing the history of the flipped classroom model provides an inductive definition to it. Thus, a great deal of tentative definitions has been provided by different scholars. Initially, Bergmann and Sams (2012) define the Flipped Classroom Model as, "that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (p. 13). Previously, teachers were supposed to present the lesson in the class and learners were expected to do their assignments at home; however, the flipped classroom has inverted the teaching and learning process. Learners are engaged in their learning process at home, in which the content will be presented in a video format prepared by their teacher, whether a pre-recorded video or an extract from an educational video related to the presented topic; meanwhile, the class time will be devoted to the practical part and classroom discussion.

Furthermore, the flipped classroom shifts the direction of teaching from a teacher-centred approach to a learner-centred approach, guiding the learners to be in the centre of their learning. It increases face-to-face time with learners in which the teacher can reach all the learners; wherein, the teacher guides, discusses or evaluates his/her learners. Indeed, Hamdan, McKnight, Kathernine, and Arfstrom (2013) describe flipped learning as,

> An alternative model of instruction… in which digital technologies are used to shift direct instruction outside of the group learning space to the individual learning space, usually via videos. Offloading direct instruction in this way allows teachers to reconsider how to maximise individual face-to-face time with students… Teachers can devote more time to coaching their students, helping them develop procedural fluency if needed, and inspiring and assisting them with challenging projects that give them greater control over their own learning (p. 3).

Keeping in the same vein, Bishop and Verleger (cited in Cabi, 2018) contend that, "a flipped classroom is an educational technique which consists of two significant components: (1) the use of computer technologies such as video lectures and (2) the involvement of interactive learning activities" (p. 203). However, Walsh (cited in Abdelbaki,2017) claims that the flipped classroom does not mean an online course literally in a video format, since the video is a device

to transmit the content of the lecture to free up the class time. In addition, the idea is not to substitute the teacher with a video; though, it is changing in the teacher's role, which becomes more 'proactive' and 'personalised'. In fact, it is not a matter of delivering the lecture via technological devices rather than focusing on changing learners' role in the process of their learning.

Moreover, involving interactive learning activities during class time is quite essential, in which teachers attempt to create an engaging environment and enhance students' motivation. Wolff and Chan (2016) define the flipped classroom as, "Any teaching model which replaces in-class lecture modules with video or audio lectures with the goal to use the freed in-class time for interactivity" (p.13). In other words, creating an interactive environment through the use of active learning activities helps in engaging and motivating learners to learn.

For further clarification, Schell (2013) compares the flipped classroom with the traditional one. She claims that in the traditional classroom, the teacher exposes the teaching materials through the lecture. However, in the flipped classroom learners learn the materials outside the class by watching a recorded video or completing the reading assignment. Additionally, Learners check their comprehension by doing quizzes and activities whereby they freed up the class time for instructor-learner discussion, peer cooperation or any other needed interaction. On the other hand, the teacher still preserves her/his role in guiding learners throughout their learning process.

As can be seen, there is no single unified definition of the flipped classroom scholars agree. However, they all share the same idea that the flipped classroom is inverting the traditional classroom in which the instructor teaches the lecture outside the classroom; usually uploading the input in a video or audio, and freeing class time to active activities, discussion, checking comprehension, problem-solving.

2.1.3 Implementing the Flipped Classroom

From the above definitions, we reason out the instruments we should use in creating the flipped classroom, scholars agree on the use of instructional videos. Therefore, the instructor should decide whether videos are suitable tools that guide learners to comprehend the target aim of the lecture or not (Bergmann & Sams, 2012). Some teachers may find standing in front of a

camera and recording a video is a challenging task; however, they can replace it with any other ready-made video that targets the same objectives. Bergmann and Sams (2012) affirm that the teacher can be assisted by pre-recorded videos, provided that, tackle the same content and serve the same objectives.

On the other hand, Basal (2015) claims that it is true that any class depends on pre-recorded video is a flipped class; however, he describes the flipped classroom as a magical class if it concentrates on the overall approach. He continues explaining the necessity of, first, integrating videos with a new application of class time. Second, combining pre-recorded videos with in-class activities. Summing up, the principle of the flipped classroom establishes inside and outside the classroom via these four steps:

- Teachers should plan in details what will happen in each environment.
- Selecting a variety of appropriate activities that address the needs of all learners.
- Determining how to integrate tasks and activities that occur in both environments.
- Using a learning management system (LMS) and presenting activities in an organised way. LMS illustrates an integral part of the flipped classroom. It considers as a bridge that connects the inside with the outside.

Even with the use of technology, teaching process remains a challenging task in which the teacher must guess all the possible situations and plan for each in details. Also, prepares a well-formed activity suit different situation to achieve a thriving learning environment.

2.1.3.1 The New Role of the Teacher

Flipping the classroom requires delivering the lecture at home and practising the learning activities in class. Since the flipped classroom model inverts the role of the learner; as a consequence, it inverts the role of the teacher. Goss (2014) argues that the role of the teacher is no longer the sole source of the knowledge since the learning is student-driven, now. He assumes that the teacher is a guide for learners to find other sources of knowledge themselves.

Additionally, Martin (cited in Demiral, 2016) believes that, "Increasingly, education's value-add in and will be in the coaching and troubleshooting when students are applying their learning, and in challenging students to apply their thinking to hands-on learning by doing and teaming: so, let us have them do these things in class, not sit and listen". Indeed, learners are accustomed

to crossing hands and overreliance on the teacher since they consider the teacher the only source of information. Then, writing some notes from the whiteboard, memorising and turn the information back in the day of the examination.

Furthermore, to flip the classroom successfully, the teacher assumes to be a good course-designer, managing digital devices, and developing videos in a flexible way. Estes, Ingram, and Liu (2014) resemble the flipped classroom as classroom-oriented instructional design models where the teacher activates in several roles such as being expert in the subject matter, instructional designer, and media developer.

Ozdamli and Asiksoy (2016) collect several teacher's roles in the flipped classroom for different scholars:

- Creating learning condition based on questioning, and then correcting misunderstandings (Bergmann & Sams, 2012).
- Creating interactive discussion and increasing student's participation (Millard, 2012).
- Using technological equipment adequate for learning condition (Fulton, 2012).
- Providing feedback using pedagogical strategies (Nolan & Washington, 2013).
- Individualising learning for each student (Schmidt & Ralph, 2014).

Therefore, teacher's roles reduce to be the facilitator who sets up the content and tasks. Besides, s/he should focus on discovering learners' learning styles, check their comprehension, and provides them feedback.

2.1.3.2 Process in Creating the Video

After elucidating the implementation of the flipped classroom model in the previous section, this part will be dedicated to the steps of creating the instructional video. Bergmann and Sams (2012) suggest four stages which are respectively planning the lesson, recording the video, editing the video, and publishing the video are paraphrased as follows:

- **Planning the Lesson:** The teacher set the lesson's objectives and decides whether the video is the appropriate instructional instrument to achieve the desirable goals. In addition, the teacher can refer to her/his previous lesson's plan but s/he must be aware of what to include or exclude.

- **Recording the Video:** The instructor prepares the needed devices for recording the video; for instance, camera, microphone, computer or even a self-phone. Next, teacher should put into consideration that s/he presenting the lecture for absent audience; in addition, focusing on being the lesson more conversational than less formal and learners' needs.

- **Editing the Video:** Bergmann and Sams (2012) consider this step as a time-consuming process; however, it is an important step that allows the teacher to remove mistakes or insert a video, picture for further clarification. In fact, editing the video consumes time much more than recording it but the main objective that teacher should focus on is to prepare the video in the due time rather than perfecting it.

- **Publishing the Video:** In order to invert the classroom, teacher should find a way to publish the video for all students. Bergmann and Sams (2012) suggest several methods to link the learners with the instructional instrument to fulfil the whole process. For instance, creating a web-based plat form, Facebook group, or a blog. All in all, teacher is responsible for the way of sending the video and making sure that all learners receive it.

As stated above, teachers should follow the previously mentioned stages in creating the video, for accomplishing the flipped classroom procedure in a well-formed and organised manner.

2.1.4 Models and Application of the Flipped Classroom

The only fixed element in the flipped classroom is inverting the order of homework with classwork in which the instructor is responsible for choosing the appropriate materials that serve the lecture's objectives. However, if the instructor feels confused about how to create a video, s/he can refer to another option as Bergmann and Sams suggest, " if you're truly overwhelmed by the idea of creating videos, you can use videos that other teachers have created, search for good ones online, or pair up with a teacher to do a video together in a conversational format." (cited in Demiral, 2016). Therefore, the teacher has several techniques to manage the process of creating the video.

2.1.4.1 The Four Pillars of F-L-I-P

The flipped classroom has four elements. In order to achieve this model, teachers should consider these elements; according to Flipped Learning Network (2014), The word "flip" is explained by referring to the first letters:

❖ **F** "**F**lexible Environment": Teacher provides flexible space and time for learning.

❖ **L** "**L**earning Culture": In the traditional classroom, the teacher is the only source of information. However, in the flipped classroom, there is a transition from teacher-centred to learner-centred; therefore, the teacher gives the opportunity to engage the learners in learning activities.

❖ **I** "**I**ntentional Content": Educators focus on how to develop learners' conceptual understanding and procedural fluency. They aim to maximise class time in order to activate learner-centredness and active learning strategy.

❖ **P** "**P**rofessional Educator": This role considered to be an essential role in the flipped classroom. Educators are reflective in their practice, observe students, evaluate their progress, and provide feedback.

2.1.4.2 Different Flipped Classrooms Models

There are a variety of flipped classroom models that help the instructor to choose a suitable format to deliver the content of the lecture. EducationDive.com shares sixteen examples; we highlight seven of them that vary in teaching styles, information resources, and learner interaction.

❖ **In the Standard Inverted Classroom:** Learners do their assignment at home in which they watch the instructional video and read from any other materials. Then, the learners start practising what they learnt through traditional classwork, and teacher devotes much time for a one-on-one discussion.

❖ **In the Discussion-Oriented Flipped Classroom:** The teacher assigns a video of any kind, related to the day's subject, (i.e., TED Talks, YouTube video) and then the teacher devotes class time for exploring the subject and further discussion. This approach is useful for a context-relevant subject as art and history.

❖ **The Demonstration-Focused Flipped Classroom:** This approach suits the scientific stream, which requires students to remember and repeat activities and having a video to

demonstrate to be able to rewind and re-watch. Screen recording software is commonly used to demonstrate activities in such a way that allow learners to follow along at their own pace.

❖ **The Faux-Flipped Classroom:** It will be appropriate much more for younger learners for whom actual homework might not be appropriate. Instead of home, learners will watch the video in the class and will have a chance to review materials at their own pace, while the teacher checks each individual.

❖ **The Group-Based Flipped Classroom:** This model follows the same structure in which the class starts with a lecture video and other resources shared before the class. The essence of this idea is enhancing the collaborative work and rising the cooperation sense among learners. This format encourages students to learn from each other.

❖ **The Virtual Flipped Classroom:** As for this format, it is more appropriate for older learners of college and universities and some courses. Some university professors apply this method by lecturing in a video and collecting students' assignment via an online learning management system and simply requires learners to attend official sessions for one-on-one instruction based on learners' needs.

❖ **Flipping the Teacher:** Flipping is not limited to learners. Teachers can ask for an assignment or a video presentation, for instance, in which students record themselves or create a new idea where they demonstrate proficiency and show competency. Inverting the roles among teacher and learners as a means to "teach the teacher." (7 Unique Flipped Classroom Models, 2014).

To sum up, the reason behind creating several models for a single technique is that the instructor faces different classrooms, each classroom has its characteristics such as students' engagement, and the accessibility to technology. Additionally, teachers should know how to fit the right model in the right classroom.

2.2 The Shift from Traditional Teaching to Flipped Teaching

The traditional classroom structure centred around the teacher lecture where the students attend and receive the input passively while taking notes, and based on the presented materials, they take assignments as homework which must be completed alone. Honeycutt and Garrett (cited in Demiral, 2016) declare that a considerable number of specialists agree that there is

more to flipping not only watching video lectures and practising in class. A video of the lecture remains a lecture. However, the main reason for flipping the classroom is instead of giving lecturing a preference, develop primary means of delivering and organise class time.

2.2.1 Learning Theory: Bloom's Taxonomy in the Flipped Classroom

Bloom's Taxonomy provides the framework for comparing the lecture-centred class to the flipped class. In the flipped classroom, on the lower level of the pyramid, learners have to practice remembering, understanding and applying at home through watching videos, checking other course-related, websites or reading about the topic. In the class, the teacher helps the students in analysing, evaluating, and creating the assigned knowledge. Therefore, the teacher focuses on learners' engagement in the learning activities that require upper-level skills of Bloom's Taxonomy (Bergmann & Sam, 2014b). In English language classrooms, language should serve developing higher-order thinking skills; learners learn a language in order to increase and apply their cognitive skills in different situations (Burns & Richards, 2012). Figure 2.1 explains the difference between the flipped classroom and the traditional one, according to Bloom's Revised Taxonomy:
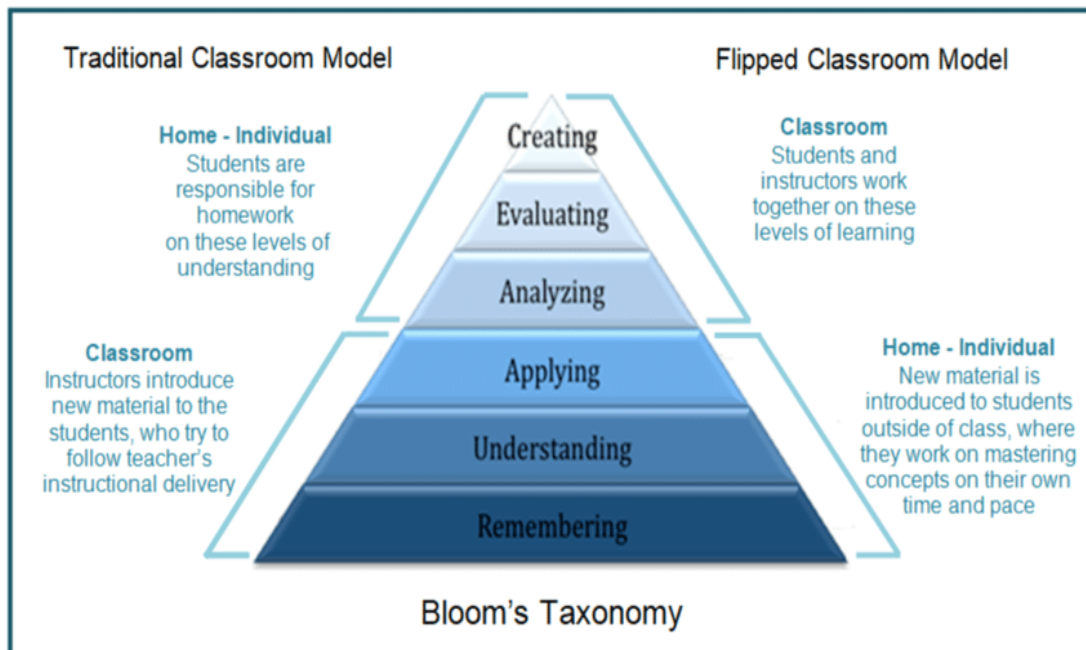
Figure 2. 1: Connection between Traditional and Flipped Classroom to Bloom's Taxonomy (Lopes & Soares, 2018)

A group of researchers leading by Micheal and Mazur (cited in Khalil & Fahim, 2016) cite multiple studies that flipped teaching capitalises on the availability of time among the teacher and learners which increase the focus on language development and the application of higher-order thinking skills. Alternatively, in the traditional classroom, learners "use such time for note-taking" (Missildine, Fountain, Summers, & Gosselin, 2013). Moreover, Musallam (2014) supports the flipped classroom model and shows its effectiveness regardless of the discipline in the belief good teacher should limit the passive transfer on knowledge, and involves the learners in their learning process. He adds, that promoting learning environments built on the tenants of learners' inquiry, collaboration and critical thinking.

2.3 Significance of the Flipped Classroom

Within the creation of educational websites, platforms, and Edu-blogs, the utilisation of the flipped classroom became one of the most used strategies in the academic world. In fact, the twenty-first-century generation believes in online learning and its advantages on their educational progression. However, the educational system still facing some challenges.

2.3.1 Advantages of the Flipped Classroom

First, the flipped classroom has several advantages that help in the progression of the educational system. First, Neaupane (2017) summarises and classifies these advantages into two parts, one for learners and others for teachers:

For learners:

- Prepares learners before attending the class.
- Learners have more time for peer's collaboration and teacher's interaction.
- Create an equal chance for all learners to have same background on the topic.
- The availability of the lecture online offers a chance for absentees to be updated.
- Time's flexibility in which the learner can learn at the right time that suits them.
- More sources for further information or explication.

For teacher:

- Accessibility for further understanding through the pre-prepared questions.
- Teachers have lesser lecture presenting as students come already prepared.

- Lectures are already made in a video so that teacher can use it many times with other groups preserving the same amount of information for all.

Fulton (cited in Herreid & Schiller, 2013) lists some other advantages of the flipped classroom:

- It allows students to move at their own pace and benefits more from class time.
- The use of technology is appropriate for the 21st century generation, which increases learners' level of interest and achievement.
- It creates more time to spend in research with learners and promote their thinking outside the class.
- It supports new approaches in teaching, which encourage for more active involvement in class.

Traditionally, learners used to capture what the teacher said word by word; however, they miss some parts of his/her explanation and avoid to stop the teacher and ask for repetition, in which they may miss important concepts because they are trying to transcribe instructors' words into a lesson. As a consequence, learners may lose and distribute their attention. On the contrary, delivering the lecture in a video or recorded audio gives a chance for learners to rewind, re-watch or fast-forward as needed. In addition to this, "Devoting class time to application of concepts might give instructors a better opportunity to detect errors in thinking". In this case, the teacher can focus on widespread minds and involves them in collaborative work to encourage social interaction among learners (7 things you should know about flipped classrooms, 2012). Henceforth, the flipped classroom model foster learners' engagement, boosts their motivation, and increase their level of interaction.

2.3.2 Limitations of the Flipped Classroom

Despite the significance of the flipped classroom model on both learners and teachers, like any other teaching model, there are some challenges about the flipped classroom model summarised by Bergmann, Overmyer and Wilie (2013) as follow:

- Internet accessibility: the instructor should confirm that all learners have accessibility to the internet at home or in their mobiles; otherwise, s/he can provide them with a CD or share the video on their mobiles.

- The independence of learners on improving their learning process: transforming learners from passive into active users necessitate taking responsibility for their learning process.

- Changing the way of teaching and training teachers to acquire new skills: technology's assistant in creating sources for online presentations to adopt new lectures for the flipped classroom. Furthermore, creating a video makes a challenge for teachers, in which they must find the appropriate way to convey the lecture in no more than 5 to 6 minutes of video resources; considering the choice of examples, plan time discussion, and collective and individual work.

Even though the flipped classroom procedure has been clearly stated, it still needs more caution; that is to say, an effective flip requires careful preparation. Preparing videos, motivating learners, and developing teacher's skills cannot be easy to adopt in recorded time. On the contrary, applying such a strategy requires considerable time to achieve desirable results.

2.4 The Flipped Classroom and Technology

The flipped classroom as a vital component of the blended learning attracts many educators and researchers' interest. Blended learning is defined as the phenomenon in which face-to-face learning and teaching experiences are combined with online tasks and activities (Graham, 2006). Consequently, encouraging the promotion of blended learning is the integration of Information and Communication Technology (ICT) into the educational process. Furthermore, the integration of the ICT empowers the teacher and learners' role and transforming the process of teaching and learning from highly teacher-centred into learner-centred (Trucano, 2005). In short, the potential learning of the 21st century digital generation depends on using ICT, and the availability of them gives the learners opportunity to study anytime and anywhere.

2.5 The Flipped Classroom in Foreign Language Classes

Technology has become an integral part of the educational settings. Educators start to filter their traditional methods of teaching and replace it with modern ones connecting them with the use of technology; foreign language classes are also concerned. Applying the procedure of the flipped classroom model where the teacher freed up time-class for debates, discussion and practices, Wash (cited in Abdelbaki, 2017) points out that the acceptable way to learn a foreign language is to get immersed in that language and practice it. With the omnipresence of internet

access, finding sources to teach language classes is increase. Therefore, videos embrace "bring the world to the classroom" approach and are more engaging, motivating, and attractive to learners (Basal, 2015). Henceforth, the flipped classroom helps in engaging EFL classroom, which improves learners' level in learning a foreign language.

2.6 Incorporating Learners' Engagement in the Flipped Classroom

Engaging learners in their learning process is one of the challenges the teacher faces; therefore, making the learner engaging facilitates teaching tasks and helps the teacher to discover his/her learners deeply. Precisely, an engaged classroom means that the learners are motivated and show their interest, participate in different tasks and activities, collaborate with peers, and become autonomous. Barkley (2010) states that the main pillars of learners' engagement are participation and motivation, in which Barkley (2009) adds, "The words that describe student engagement to me are passion and excitement" (cited in Barkley, 2010, p. 5). Demiral (2016) mentions a crucial element of the flipped classroom which lies in engaging in-class activities that focus on higher level cognitive activities. Since learners start their session having background knowledge on the presented topic, they can promote their learning in class and reinforce their understanding through practices. In some contexts, learners may spend class time engaged in debates, analysing data or synthesising findings of activities.

2.6.1 Promoting Learners' Autonomy

Autonomy is defined as, "the ability to make your own decisions about what to do rather than being influenced by someone else or told what to do" (Benson & Voller, 2014, p. 4). Autonomy is considered to be the goal of the educational systems in the 21st century. Santikarn and Wichadee (2018) present a study that focuses on autonomy from two aspects. First, applying the flipped classroom is the appropriate choice where lessons are designed to accommodate learners' needs since they learn at a different pace. Second, the flipped classroom model helps in promoting learners' independence and allow learners to learn the English language effectively and autonomously. They earmark language learning which makes use of online sources or authentic materials in teaching; this model systematically facilitates student's learning to acquire the target language.

2.7 Assessment

After distinguishing the difference between the traditional classroom and the flipped classroom, we can notice a remarkable change in the teaching and learning process. In the flipped classroom model, the majority of class time is devoted to active learning where the instructor teaches in a completely different way than the traditional class. This change requires; as a result, new approaches, tools, and strategies which causes a change in the lesson planning and the assessment as well.

Assessment in a flipped English language classroom can be a mix of traditional assessment and performance assessment. Bailey and Slater (2004) claim that the traditional assessment does not actually help the teacher to accurately measure the language proficiency of English language learners. Other scholars support her point of view in which (Pitoniak, Young, Martiniello, King, Buteux, & Ginsburgh, 2009) argue that:

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

The flipped classroom supports the administering of ongoing formative assessment; however, it is solely based on summative tests in the traditional classroom. Thus, the assessment must also suffer an inversion (Demiral, 2016). In English language learning (ELL) classes, recent research shows that assessment in flipped English classes provides diverse learners to demonstrate their knowledge and measure the proficiency level of English language learners (Fahim & Khalil, 2016). They find that the literature on assessment suggests the primary source of assessment is to serve learning in which in a flipped teaching model, assessment for learning proves to be the most effective for ELL and student achievement.

Finally, educators agree on the importance of active learning activities during class time and the positive results from it. On the other hand, the flipped classroom is a flexible method since it is one of the blended learning models that deal with technological tools; the instructor can

benefit from this virtue by adding other learning activities after watching the instructional video at home. Fahim and Khalil (2016) suggest some technological tools for assessment in a flipped English language classroom like "Hot potato quizzes", they claim that creating a screen-cast video embedded with hot-potato quizzes is a successful tool and long-term investment for the subsequent semester. They add "Socrative.com" allows you to create mini-assessments or pose a question (CATs) to which students can respond to immediately in real-time where the teacher can collect instant feedback. To conclude, providing the learners a quiz after watching the educational video of the lesson may reinforce their comprehension and involve them to search for further information.

Conclusion

In conclusion, this chapter is set to lay a theoretical background on the Flipped Classroom Model. Initially, a brief historical background and definitions about the flipped classroom; followed by its implementation, some models and application. Subsequently, this chapter links the model to the main pillars of classroom engagement. In addition, a brief comparison between the traditional classroom and flipped one. Next, the significance of the pedagogical strategy; besides, the limitations that face the learners and how to overcome them. Eventually, the present chapter is finalised through spotting the light on the different ways of assessment that should be applied in the flipped classroom. Subsequently, the next chapter addressed the practical side in investigating EFL learners' attitudes toward the use of the flipped classroom in enhancing their engagement.

Chapter Three:

Fieldwork and Data Analysis

Table of Content

Introduction

Based on the two preceding chapters, the following chapter is devoted to the actual implementation of the theories into practice. Mainly, this chapter is devoted for the theoretical background of the research methodology of the under-investigated study. It deeply provides detailed information about the nature of the research approach, research designs, procedures, population, sampling, and data collection methods. On the other hand, the researcher devotes the second item for the analysis of the findings earned through investigating the effectiveness of the flipped classroom model in enhancing students' engagement and investigate their attitudes towards this strategy. This chapter presents a detailed analysis and interpretation of the gathered data; besides, discussing and synthesising the findings. In addition, it presents the resulted findings to check the validity of the suggested hypothesis.

3.1 Research Methodology

In social sciences, every research requires a specific research methodology which enables the researcher to organise his or her efforts into one cohesive and conceptual work.

3.1.1 Research Approach

Research approach in its broader meaning deemed as a theoretical framework that is an extension from a broader assumption to detailed methods used in a particular research study. Dörnyei (2007) claims that research approach serves as the theoretical background under a research study. Research approaches can be divided into a trichotomy consisting of a quantitative approach, a qualitative approach, and a mixed method approach. First, Dörnyei (2007) defines the quantitative research approach as, "Quantitative research involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods. A typical example: survey research using a questionnaire, analysed by statistical software such as SPSS" (p. 24).

In contrast, qualitative research has often been differentiated from quantitative as hypothesis generating rather than hypothesis testing (Maudsley, 2011). Alternatively, Denzin and Lincoln (2011) state that the qualitative approach focus on how and why something works, to build understanding. Additionally, Maudsley (2011) explains that qualitative research methods "explore, describe, or generate theory, especially for uncertain and 'immature'

concepts; sensitive and socially dependent concepts; and complex human intentions and motivations." Similarly, Dörnyei (2007) explicates,

> Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by nonstatistical methods. Typical example: interview research, with the transcribed recordings analysed by qualitative content analysis (p.24).

As for the last approach, the Mixed-method approach combines the quantitative and qualitative approach within the same study in order to confirm the obtained results and avoid any weakness in both approaches. According to Creswell (2014, p. 4), "Mixed method approach is an approach to inquiry involving collecting both quantitative and qualitative data (…) and using distinct designs that may involve philosophical assumptions and theoretical framework". Hence, Mixed-method approach deals with peoples' ideas, attitudes, and use numerical data and statistics.

3.1.2 Research Approach for this Study

Within the concern of the present study, the qualitative approach is implied as a paradigmatic research methodological approach for accomplishing the ultimate results. Creswell defines this approach as, "qualitative approach is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human people" (2014, p.4). In other words, in social and human sciences, the researcher deals with peoples' ideas, perceptions, attitudes, behaviours and other abstract things that cannot be measured. To start with, it aims to describe the role of the flipped classroom in enhancing students' engagement in the classroom of third year LMD students at the University of Biskra; therefore, to describe an experience that took place inside the classroom. Following, the nature of the data collected was, partly, qualitative in terms of conducting a classroom observation; in addition, a semi-structured questionnaire for both teachers and students. The researcher opted for the qualitative approach because it helps in answering the research questions and confirming its hypotheses; though, ensuring the realisation of its aims.

3.2 Research Strategy (ies)/ Design (s)

Research design is a way of organising the research from the first to the last step to obtain credible results. Borwankar (1995) states that, "research design is the plan, structure and

strategy and investigation concaved so as to obtain ensured to search question and control variance". In other words, in order to search questions, confirm hypotheses and control variances, the researcher needs to follow a particular strategy that organises the research work formally, academically, and methodologically. On the other hand, Dörnyei (2007) pointed out that there are eight research strategies, namely: Case Studies, Ethnographic Studies, Phenomenology, Experiments, Grounded Theory, Action Research, Longitudinal Studies, and Mixed-methods. Thus, any research should follow one of these research strategies. Accordingly, Hoadjli (2015) states that, "the main benefit of a case study approach is that the focus on one or few instances allows the researcher to deal with subtleties and intricacies of complex, social situations" (p.71). In general, case studies enable the researcher to examine the phenomenon under-investigation closely.

3.2.1 Research Strategy (ies)/ Design (s) for this Study

The concern of the present study opted for the qualitative research design whereby the qualitative research designs and strategies are used. Practically, the current research is a case study which used the qualitative approach to collect data for the sake of investigating EFL learners' attitudes towards the use of the flipped classroom in enhancing their engagement. Methodologists believe that the case study design is useful when the researcher seeks to provide a clear description to understand a certain phenomenon. Soy (1997) pointed that the case study ''excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research'' (p. 1). Similarly, Kumar (2014) states that, ''this design is of immense relevance when the focus of a study is on extensively exploring and understanding rather than confirming and quantifying'' (p. 155). Hence, based on the nature of the research, this type of research design is suitable for our study.

3.3 Research Sampling

Dorney (2007) identifies that a sample is the group of participants whom the researcher actually examines in an empirical investigation. They are extracted from a population and function as a representative of it. Accordingly, research sampling is the process of selecting a number of participants for a particular study, in which those participants represent the whole population. Additionally, Alvi (2016, p. 12) categorises the research sampling into two major

types: probability sampling methods, which contain simple random sampling, systematic random sampling, stratified random sampling, cluster sampling, and multistage sampling. While, the second type of sampling techniques that is the non-probability sampling methods include volunteer sampling, convenient sampling, purposive sampling, quota sampling, snowball sampling, matched sampling, and genealogy-based sampling.

3.3.1 Research Sampling for this Study

The population of this study was third year students of English at Biskra University. Various reasons to choose this population. First, students are exposed to the English language; therefore, the researcher focused more on their engagement in the classroom. Second, it is the first time they are exposed to the ESP course, where the students have some ambiguities concerning this course. Finally, since they will graduate by the end of this academic year, and they are considered as future teachers who may teach in other departments as a practitioner. Thus, from a population of (413) students, the researcher worked with (30). The present study is concerned with non-probability sampling, mainly, the purposive type of sampling.

3.3.2 Purposive Sampling Techniques

Purposive sampling technique is a non-probability sampling method in which the researcher relies on his/her own judgement in selecting the members of the sample who will participate in the study. In other words, the researcher chooses specific people with particular characteristics within the population to examine for a particular study. In the present study, the researcher opted for such a purposive sample because they selected a non-random sample based on the researchers' knowledge about the level of the population and the objective of the study.

3.4 Sampling and Population

The population of this study was third year LMD students of English at Mohamed Kheider University of Biskra. The researcher dealt with EFL teachers and students to collect their feedback and attitudes towards the use of the flipped classroom in order to enhance students' engagement. From about (n=50) teachers of English Language at the University of Biskra, the researcher dealt with elven (n=11) volunteer teachers who were chosen randomly. Those teachers teach different levels and different subjects. As for the population, we dealt with third year students that compose of (n=413), a sample of 30 students was randomly selected from the whole population.

3.5 Data Collection Methods

As it was mentioned previously, any academic research needs to follow organised steps within a specific methodology in order to reach well-structured results. The data collection methods draw upon the "how" to carry out any research study. According to Walliman (2006, p.83), data collection methods can be defined as "raw materials that any researcher needs when doing her/ his research depending on the research problem besides depending on the methods used by the researcher". The data collection methods are research procedures by which a researcher collects data in order to carry out his or her study. These data collection methods provide the opportunity to collect data from various sources through the use of different instruments, including questionnaires, interviews, observation, tests, and so on.

In our study, we dealt with, a classroom observation, a questionnaire (semi-structured) to gather data from EFL teachers and another questionnaire (semi-structured) to collect data from third year LMD students.

3.5.1 Classroom Observation

The researcher utilises a classroom observation as a first tool to collect data. Classroom observation involves collecting data about the subject matter under investigation. Moreover, it provides direct contact with human behaviour in which the observer can observe students' engagement, participation and teacher's actions and reactions towards his or her students. Furthermore, classroom observation offers the ability to record real data in a naturally occurring context. In the same vein, Denscombe (2010) comments,

> Observation does not rely on what people say they do, or what they say they think. It is more straightforward than this. Instead, it draws on the direct evidence of the eye to witness events at first hand. It is based on the premise that, for certain purposes, it is best to observe what actually happens (cited in Hoadjli, 2015, p.95)

Observing natural events in the classroom offer the researcher direct evidence of what the researcher's eye saw and collect first hand data.

3.5.2 Questionnaire

As a second and third data collection methods, the researcher opted for questionnaires for both EFL teachers and students at Biskra University. A questionnaire is a method of data

collection that is used by most social sciences researchers; it is assumed to be a workable data collection method because it can include a large population at once. We can describe the questionnaire as a number of pages (no more than 8 pages) which contains various questions divided into sections. Basically, questionnaires can contain different types of questions, such as close-ended questions, open-ended questions, and also both of these; this will determine the type of the questionnaire whether it is structured, semi-structured, or unstructured.

3.6 Data Analysis and Procedure

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

3.7 Classroom Observation

The first tool that the researcher used for her study was a classroom observation which was observed with third year LMD students at Biskra University.

- **Structure and Content**

To accomplish the objective of the study and to prove the validity of hypotheses, the researcher opted for classroom observation as a method to determine whether the flipped classroom is an effective method in enhancing students' engagement or not. The researcher conducted a classroom observation with third year students for three sessions as a non-participant observer depending on the observation checklist. In turn, the checklist consists of seven sections which represent the items that should be observed. The bottom of the checklist consists of some information about the sample such as the group number, instructor's name, course, date and timing and the title of the lesson. Whereas, the observation checklist formed as a table divided into two columns, the first column consists of the observed aspects while the second column specified for the comments.

- **Aims**

The classroom observation was selected to be the first data collection tool for the present study. The aim behind the use of this method was to observe the overall participants'

engagement in the classroom, before and after applying the flipped classroom model. We intended to use the observation in order to collect live data from naturally occurring situations. Additionally, based on other research works recommendations, we intended to observe two different courses, namely ESP and Linguistics, to check the applicability of the flipped classroom model. Moreover, the adopted data collection method provides the opportunity to evaluate more than one aspect at the same time. Besides, the researcher evaluated participants' performance and motivation towards the use of the flipped classroom strategy (individually, among peers) and the role of teachers in providing the participants with the appropriate feedback.

- **Piloting and Validation**

In the present study, before conducting the classroom observation the researcher piloted the observation checklist (Appendix 1) to validate the content in order to get the required data. In addition, the piloting stage aimed to validate the investigation of the study.

In the piloting phase, the researcher attended one session of ESP course for a different sample. It took place on March 4th, 2020, with group 2 at BC classroom. The researcher tackled the piloting stage in an uncomfortable environment, and the teacher used the traditional classroom method. In the first aspect, we observed the physical setting (i.e., the arrangement of tables, lighting …). In fact, we can describe the arrangement of tables as messy, it helped the students to sit in groups which created a chance for some of them to talk while the teacher was presenting the lecture, and for other students to play with their mobiles. Another remark was the sound of the wind that made the class gloomy. For this aspect, we opted to change the item of the physical setting into classroom atmosphere in order to be much extensive and appropriate in our setting.

The second aspect was the teacher's role, where he played many roles when lecturing. He was the controller of the classroom, the promoter who encouraged his students to participate, and the organiser of activities. The researcher kept this aspect as it is because we considered it as a major item we need to observe. Furthermore, learners' engagement was the third aspect where we observed learners' attitudes, motivation and also the number of students who attended and compared it to the registered number in the list. However, we separated the fourth aspect, which is learners' participation since we observed many angles concerning this item. Next, we

devoted the rest to time management instead of time allocated for each step; also, oral communication between teacher and his students, and among peers; in addition, the usage of technological devices during the session

After we tackled the piloting stage with one sample, the researcher designed the final observation checklist (Appendix 2) and made some adjustments on it relying on the remarks obtained from the piloting.

- **Administration**

The classroom observation had been started from 10th March 2020 until 11th March. It was conducted with two classes of third year students at the Department of English at Biskra University. It lasted two days in which the researcher attended three sessions, two sessions for ESP course, whereby the teacher of ESP course programmed a makeup session for group 1. And one session with group 8 for Linguistics course. The researcher programmed to work on two different courses to check the applicability of the flipped classroom. However, we programmed to observe the classrooms before applying the FC model for 3 sessions and after using the FC model (6 sessions allotted equally 3 sessions for ESP course and 3 sessions for Linguistics course). The observation was done directly by observing the participants' performance orally through following the aspects of the observation checklist (Appendix 2).

Every observation's session took one hour and a half. During this time, the researcher set at the back of the classroom to observe the participants' engagement and classroom events, without interfering in the teaching and learning activities. Moreover, the undertaken observations were direct; the researcher did not use any record or filming devices.

3.7.1 Description and Analysis of Classroom Observation

Classroom observation is the first tool of the under-investigated study. The researcher observed a regular class where the teachers applied traditional teaching. Then, we observed an online class where the researcher applied the flipped classroom model.

3.7.1.1 Description of Traditional Classroom Observation

To fulfil this research, we attended three observational sessions. The three sessions took place within the traditional version of the class; two sessions were devoted for ESP course in

the 10th, March from 14:50 to16:10 and in the 11th, March from 8:00 to 9:30 with group 1, and one session was for Linguistics course in the 11th of March from 9:40 to 11:10 with group 8.

In the first session of ESP course, the teacher started warming up the students by asking them some questions related to the previous lecture to link it with the target lecture of the new session; this process took 7 minutes from the session. In this stage, the students kept silent and a number of students participated showing their comprehension of the previous lesson. Next, the teacher introduced the outline of the new lesson and wrote it down on the whiteboard; meanwhile, he was discussing each point independently paving the way for them to know what they will tackle in this lecture. Yet, none of the students took notes. Then, the teacher dictated the lesson after each point he explained. At the end of the session, the teacher checked students' attendance.

In the second session, the teacher brought his laptop and started the warming-up activity for 10 minutes. The teacher brainstormed his students by asking questions and they respond so that they could guess today's lecture. For this lecture, the teacher presented "a questionnaire sample" as teaching material, and he asked to passed it around the class to check it in depth. The overall view, the students were active with their teacher, when he asked, they respond, and if they have no answer, they checked their mobiles to search for answers on the internet. In the end, the teacher checked students' attendance were only half of the class attended, 25 from 51 students.

The third session was a Linguistics session. The teacher started checking students' attendance; then she warmed up the students by providing them with some items related to the target lesson. Next, the teacher was explaining each point deeply by providing examples, she relied on the whiteboard only to write some notes, expressions, or keywords; though, most of the students did not take any notes. The lecture lasted for 35 minutes because the teacher scheduled a test for the rest of the session.

3.7.1.2 Analysis of Traditional Classroom Observation

- **Traditional Classroom**

Item One: Classroom Atmosphere

Throughout the first traditional class, the physical setting was messy. The session was conducted at BC rooms, where the students sat in an unorganised way. The tables were not formed as rows which facilitated for the students to sit in groups. The class was too large in

which the students can sit in pairs to avoid any clutter. Even more, the light was low, which made the classroom dark; in addition, the sound of the wind made the classroom gloomy. The latter leads the students to be passive due to the timing, and the overall atmosphere in the classroom.

Concerning the second and the third sessions within the traditional classroom, the classroom atmosphere was appropriate because the sessions were scheduled in the Ceil classrooms. The rows were arranged in a form where the students sat in pairs. In ESP session, the students who attended were sufficient to keep the classroom calm (25) students compared with the Linguistics classroom where the number of attendances was up to (37) students.

Item Two: Teacher's Role

During ESP traditional classroom, the class was completely under the teacher's control; he kept an eye on all the students and managed the class effectively. The teacher was trying to offer the class a relaxing atmosphere by keeping the students feel free to move or to ask. Moreover, the teacher kept motivating his students by providing them with positive feedback (good, extent), and he thanked their participation and encouraged them to suggest other responses. In addition, the teacher asked his students for any clarification they need whenever he finished explaining each point in the lecture.

Furthermore, there was a kind of discipline and time management. The teacher tried to warm up his students in order to create a link between the previous lesson and the new one. The warming up activity was build based on students' answers, and the new lesson started by brainstorming activity. Next, the teacher delivered the lecture and most of the students paid attention to his explanations.

Moreover, in the third session, the teacher was active and started with refreshing students' mind by warming up activity and directly linked it to the new lesson. The teacher was asking questions and involved her students in participating and getting the into a debate to know the difference between error and mistake. We observed the use of teacher's facial expressions to reward her students and encourage them to continue; also, she provided them with vital feedback (very good, extent, you are right). Her gestures made the students motivated to look for other answers waiting to be rewarded.

Item Three: Students' Engagement

Irrespective to the efforts made by the teacher to keep an engaging atmosphere, it was not sufficient. Almost, the majority of students in the three observed sessions were passive, demotivated to listen to teachers' explanation. We excluded (4) to (6) students who have shown their willingness to work through participation and asking for clarification. Based on what we have observed, students were talking to each other, especially in the first session, when they formed their tables to sit in groups. Others were playing with their mobiles which showed their disinterest to the lecture. Additionally, students were careless about their classmates' questions.

The excuse behind students' disengagement could be due to the choice of pedagogical support; this means that the students were not motivated to tackle that kind of topics. In addition, the choice of the tech material, teachers should vary their teaching materials, each lesson has its characteristics where the teacher should adopt a strategy related to each lesson; for instance, the strategy used for lecturing in oral comprehension session cannot be applied for lecturing a session of writing expression following the same teaching style. Hence, it is preferable to adopt different strategies for learning styles that suit each lesson in order to respond to students' needs.

Item Four: Students' Participation

In addition to the previous items, the observational checklist included students' participation which is one of the main aspects that students should present in the classroom. We observed that among the 25 students in the first and second session, (4) to (6) students who participated and showed their willingness to understand the lesson. We may refer that to students' lack of interest in the presented topic; the teacher should switch students' wants to the objectives of the lesson. As for the third session, only (4) students who participated by answering the teacher's questions. The other students did not participate because they were in front of having a test after a while, we referred that to the lack of concentration while the teacher was explaining and focused much on revising for the test. We concluded that scheduling a test after lecturing within the same session considered to be a demotivated learning style.

Item Five: Time Management

Teachers have to specify a duration appropriately for different activities in the session. Each step of the lesson has a specific time, namely warming up activity, delivering the content, students' participation. The following table specified the allocated time for each step:

Table 3. 1: Traditional Classroom Time Division of the Session Phases

Phases of the session	Duration
Warming up activity (the time allocated to refresh students' mind on the previous lesson, and checking students' attendance)	15 min
Delivering the content (teacher's time to talk and explain the lecture)	60 min
Students' participation (time allocated for students to participate by asking for clarification or adding new information)	15 min

From the data above, the teacher's talking time was more than students' talking time. The session duration was 90 min, this means that the students have enough time to talk and participate; though, because of the nature of the lecture which was purely theoretical, the students have no tasks to practice and no time to discuss the answers. Therefore, the teacher has enough time to give further explanations and examples and check students' comprehension by answering their questions and discussing whether there are any ambiguities.

Item Six: Oral Communication

As forth the sixth item where the researcher observed the oral communication between the teacher and his students and among peers. The teachers create a relaxing atmosphere where the students have the chance to talk and express their opinions; nevertheless, as we mentioned in students' participation item, a few of them who showed their willingness to understand and participated. Both teachers controlled the classroom. Hence, most of the students preferred to

keep silent. We did not observe any type of students' collaboration and interaction. Therefore, the teaching method was transmitted from teacher to students; thus, the students become instruction receivers.

Item Seven: The Use of Technological Devices

As it was observed in the first and third sessions, the teachers did not use any technological device as teaching material to present his and her lectures. While in the second session within the ESP traditional class, the teacher used his laptop. Following such kind of treatment and diversity on the way of teaching may be because of teacher's desire to create an engaging and exciting environment to foster students' activeness, motivation and creativity. Additionally, we observed two students who overused their mobiles for the purpose of participating, when the teacher asked for the meaning of a keyword in the lesson, one of the students searched for it and asked her teacher to read the definition, the teacher appreciated her participation and confirmed her answer. Similarly, while searching on his mobile, the other student faced difficulty in the second step in the lesson "course design", and he suggested an answer based on his understanding. Indeed, the teacher found it interested, and they open a short debate on his point of view.

The two students who used their mobiles to search on the web were an example of active students compared to the rest. Therefore, we conclude that the use of technological devices as a mean of learning makes the students more engaged in the classroom, they search for answers to respond on their teacher's questions, they faced other points on the web and proposed it for their teacher to be discussed, and did not consume time for thinking and creating answers never heard before, yet, they search. Besides, this is the aim of being a student at the university. The teacher is no longer the only source of information and the responsible for students' learning. Students have to take their responsibility in developing their learning of English language.

- **Flipped Classroom**

3.7.2.1 Description of the Flipped Classroom Observation

In order to accomplish the classroom observation, the researcher investigated whether we can compare learning in a traditional class and learning in a flipped class or not. Due to the circumstances of the pandemic, the researcher opted for an online class where she applied the

flipped classroom process. First, (10) voluntary students from group 1 who participated in the experience. Second, the researcher provided the students with a short online video about "How to design a questionnaire" followed by a quiz which discussed the content of the video. Next, the quiz consisted of 8 questions, and it was in the form of multiple choices. The day after, the researcher collected the data of the quiz and analysed their answers, took notes on the difficulties they faced from their answers. Then, the researcher created a group Messenger and agreed with the participants to meet for 45 minutes in the evening.

3.7.2.2 Analysis of the Flipped Classroom Observation

Item One: Online Classroom Atmosphere

The first observed aspect was the classroom arrangement. Since we dealt with online class, all students were sitting behind their computers or phones in a comfortable place where they can talk freely. Each participant can see and hear his/her classmates in the group discussion. Altering the physical setting can ameliorate students' performances and boost their motivation. Therefore, the classroom atmosphere under the flipped version of the class is an integral item to guarantee the success of the strategy since it supports students' collaboration, individualised feedback, and foster teacher-student interaction.

Item Two: Instructor's Role

Throughout the online flipped session, the researcher was a participant observer, in which she controlled students' talks, asked questions, corrected answers, and gave feedback. The researcher provided her participants with positive feedback and encouraged them to keep the discussion goes on. Usually, the teacher's character is considered as one of the main pillars of the flipped classroom model because it influences on students' performances and achievements. Thus, the researcher tried to focus much on observing their engagement through their discussion and participation.

Item Three: Students' Engagement

To describe how we planned the lecture; first, the researcher did not repeat the lesson that was presented on a video; she opted for correct answers of the quiz and observed students' answers and detected their gaps. In other words, the researcher indicated different points of views through the analysis of the quiz and re-asked the same questions in order to open a debate

among the participants. After collecting different views, the researcher observed that some of the participants collected new information on the topic which was not mentioned before in the video.

During the online flipped classroom, we noticed a positive shift in students' engagement. Students interacted with the instructor's instructions; there was a kind of competition for the sake of providing the maximum of correct answers. Moreover, we observed that the rate of interaction had evolved; students were discussing, and asking each other. Besides, they were motivated to solve the quiz collectively and presenting their knowledge on the topic. Additionally, we witnessed that some students took notes when we were obliged to re-watch a piece from the video to end up the debate that gets stuck at a certain point. We concluded that students' activeness, collaboration, enthusiasm, and engagement have improved.

Item Four: Students' Participation

While observing the Flipped Classroom, the students seemed to be highly encouraged to be active participants in the session where each one of them had the chance to participate actively and present his/her answers, ask for clarifications, and correct for his classmates. Moreover, we witnessed a shift from passive receivers to active producers where students were sharing their ideas, new acquired knowledge, experiences among each other and with their instructor. Besides, we noticed that the chatroom was learners cantered rather than teacher cantered so that the students' talk exceeded teacher's talk.

Item Five: Time Management

As the principle of the flipped classroom said that, the class time is entirely devoted to practice. It was noticeable that the time allocated for the phases of the session has altered from the traditional session. The instructor was skilled in managing the time; she attempted to allocate for each phase of the lesson a sufficient duration for the sake of accomplishing the objectives at the end. First, five minutes were enough to warm up their minds. Then, we discussed the video from general perspectives, in which we recalled the main points of the video. Next, 30 minutes were devoted to the students to answer the quiz, get into debates, present new ideas and information. Whilst the instructor took ten minutes to manage the lecture. It was noticeable that

students' talking time has elevated in comparison to the traditional classes. The following table 3.2 indicates the different phases of the session, which are illustrated as follows:

Table 3. 2: Flipped Classroom Time Division of the Session Phases

Phases of the session	Duration
Warming up activity (welcoming the participant, explain the process of the lecture)	5 min
Delivering the content (recalling the main part of the video)	10 min
Students' participation (solving the quiz collectively)	30 min

Item Six: Oral Communication

Throughout the flipped classroom, we witnessed an improvement in students' communication among each other. The researcher provided the participants with a relaxing atmosphere, and since they belong to the same group, they know each other. Thus, they participated freely, get into debates, and clarified their answers for their mates. Also, we observed that all the students talked and participated; showing that they have answers related to the lesson.

Item Seven: The Use of Technological Devices

The nature of the session was based on technological devices. The observer and the participants used computers, phones, internet, educational video, and pdf. Practically, (4) participants joined the session using their laptops claiming that they used to read pdfs in large screen (in one of the questions, we opted for confirming a piece of information by reading a pdf gathered their lectures of ESP). The other (6) participants preferred to use their mobiles.

3.7.2.3 Discussion and Interpretation of the Findings

The finding obtained from observing the classroom before and after applying the flipped classroom was to investigate the effectiveness of using the flipped classroom model in

enhancing students' engagement. First of all, classroom atmosphere has a role on students' psychological sphere where we found in the traditional classroom some factors that may hinder students' attention as the sound of the wind, the lightning of the classroom, and the outside noise. Whereas, the flipped classroom permitted the teacher to arrange the classroom according to the task. In our case, the physical setting was suitable for all students where they sat in isolation in their rooms; some of them lighten the room while others preferred to study in a dark room. Studying at home offered the students a relaxing place to learn at their own pace.

Second, the flipped classroom helps the teacher/instructor to turn around all the students and checked their comprehension one by one. Next, the flipped classroom provides the students with an opportunity to watch the video for the whole day/week and recognised the content of the lesson at home; during class time, the students showed a desire to participate and engage in the session. Compared to the traditional class, the session was devoted to lecturing more than practising. Whilst, the flipped version provides the students more opportunities to practice and solve problems in which they could refer to the video whenever they need it. In addition, the teacher can devote all the session for practising tasks, debating, and discussing issues rather than delivering the content.

The preceding facilities offered by the flipped classroom boosted students' engagement. It was remarkable that the students expressed a desire to work and involved in the learning process. The session was devoted to practice, in which the students answered the quiz collectively and solved another activity. Henceforth, the flipped classroom allows the teacher to vary the tasks and activities in comparison with the traditional teaching where the teacher devotes the session for introducing the lecture and build a theoretical background. Furthermore, to manage the time in a flipped class, where the teacher exploits a considerable time for practising rather than lecturing, help the students to be more active. The flipped classroom yielded students with a competitive, active, and engaging atmosphere where they can work individually, in pairs as well as in groups. The nature of the flipped classroom creates a channel between teacher and students, and among students themselves. Thus, oral communication has increased in the flipped version.

Additionally, students opted for the use of technological devices in which they integrate different ICT tools in their learning process. In the online session, we opted to use computers,

digital phones, internet, social media, and pdf, while in the traditional classroom, the teacher used his laptop. Thus, the preceding ICT tools can enhance students' engagement and promote their motivation to involve in their learning process. Besides, ICT tools boost students' autonomy where they become self-independent and hold their responsibility towards their learning process. To conclude, ICT tools help students to be motivated to learn, autonomous, and active learners.

3.8 Teachers' Questionnaire

The second tool that the researcher used was a semi-structured questionnaire, which aimed to collect EFL teachers' feedback, comments, and perspectives towards the use of the flipped classroom model to enhance students' engagement.

3.8.1   Description of Teachers' Questionnaire

Teachers' questionnaire is the second tool of the under-investigated study. It was a semi-structured questionnaire addressed to teachers of English department at the University on Biskra. The researcher submitted the online questionnaire for (11) teachers. It was divided into three sections:

- **Section One: Background Information (from item 1 to item 3)**

The first section of this questionnaire contains three (3) questions in order to investigate general information on teachers. The first question was to identify teachers' experience in teaching EFL classes. Question two was to identify teachers' degrees of education. Finally, which levels do they teach at the university. Collecting general information on EFL teachers will help in generating findings on all levels and for different courses.

- **Section Two: Student's Engagement in Learning and ICT Use (from item 4 to 12)**

The second section of the second tool deduced to investigate teachers' views on their students' level of engagement in the class (Q4), in addition, the researcher provided the teachers with some causes to know the main source of students' lack of engagement. As for the fifth question (Q5), we tried to discover the main teaching methods that teachers used to promote students' engagement. In the second sub-section, the researcher tackled the use of different ICT tools in the teaching process. First, the researcher investigated whether teachers are using ICT in their daily life (Q9), and what they could result from integrating ICTs in teaching. As a paving

question for the next section, (Q12) asked the teachers to suggest any teaching method would incorporate ICT in the teaching process.

- **Section Three: The Flipped Classroom Model**

The third section of the questionnaire tackled a general overview of the flipped classroom. First, the researcher checked whether teachers have any prior knowledge on the method or if they tried it before in their classes (Q13, Q14). Whilst in questions (15, 16), the researcher explained the principles of the flipped classroom by giving different statements and observed the extent of the agreement. To conclude, the researcher asked the teachers to predict the different challenges they may face and provide some solutions based on the available equipment in the university.

- **Aims**

The purpose of the under-investigated questionnaire was to collect data from EFL teachers at Biskra University. Mainly, the purpose of teachers' questionnaire was to investigate the use of the Flipped Classroom model as a teaching strategy to enhance students' engagement in the classroom. Additionally, the questionnaire sought to identify the areas of difficulties that EFL teachers face in implementing the flipped classroom from teachers' perspectives. More importantly, the questionnaire also attempted to identify the observable outcomes that teachers have noticed when using the flipped classroom model in their classrooms.

- **Piloting and Validation**

Before the final administration, the used survey went through several steps of the questionnaire construction process. This process is referred to as the pilot stage, where the data collection tool is tested to ensure validity and reliability. In the initial piloting phase, which took place on 1st, May 2020, the questionnaire was distributed on three novice teachers in the field of the study from different universities in Algeria where they worked on an online questionnaire (see appendix 3). They were asked to check the overall appearance of the questionnaire, clarity of instructions, the wording of items, coherence of the questions among sections, and if there are any ambiguity or difficulties, the respondents may encounter. The questionnaire was distributed to them through emails; meanwhile, the online version was prepared on Google Forms.

After four days, we received teachers' feedback concerning the questionnaire where they have made considerable remarks and changes. The first teacher suggested to add options for the first question in the first section "Background Information" to facilitate the analyses. The second one suggested to add two other questions, question number 5 (see appendix 4) because She remarked that the second section misses another question concerning engagement which may enrich the content. Also, in the second section, she suggested question number 12 (see appendix 4) which gather some new teaching techniques. The aim of adding this question is to pave the way and give hints for the next section. The third teacher proposed to reorganise some items and to reduce the length of the statements by adjusting a comprehensive instruction within the Likert scales.

- **Administration**

For the administration phase, the questionnaire was designed as a semi-structured questionnaire instead of the interview, which was programmed at the beginning of the research due to the pandemic. The administration phase took place through an email-based survey in which the respondents received an email attached by the questionnaire. On 12th of May 2020, the questionnaire was distributed on 15 teachers of the division of English at Mohamed Kheider University of Biskra. In fact, the researcher re-emailed the teachers who did not respond to the questionnaire and waited for a week to gather 11 respondents. It is important to note that the answers of the teachers were automatically stored and recorded through Google Forms survey.

3.8.2 Analysis and Interpretation of Teachers' Questionnaire

As a second tool, this questionnaire was designed for EFL teachers in order to investigate their views, attitudes and perceptions about the effect of using the flipped classroom to enhance students' engagement. The participants were (11) teachers of English department at Biskra University. The researcher analysed eleven (11) received questionnaire from the participants. Nevertheless, this section provides quantitative and qualitative analysis of the questionnaire items and findings. Moreover, the questionnaire comprises three rubrics dealing with different research angles.

- **Rubric One: Background Information (from item 1 to 3)**

This section prompts to collect general   about the teachers' experience in teaching EFL classes, their degrees in addition to which levels do they teach.

- **Item 01: Teachers' Experience in Teaching EFL**

This item illustrated respondents' experience in teaching EFL.

- From 1-5 years
- From 6-10 years
- More than 10 years

Table 3. 3: Teachers' Experience in Teaching EFL
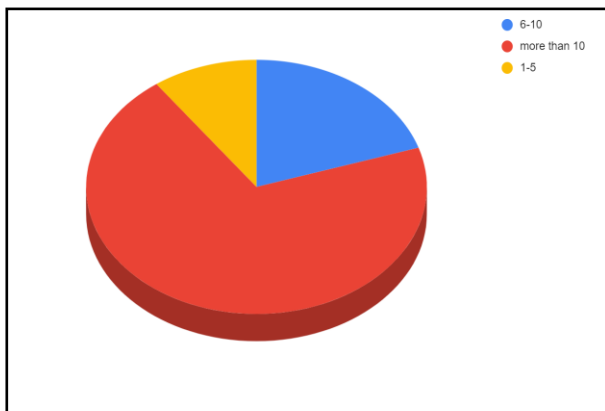
Option	Frequency	Percentage
From 1-5	1	9.1%
From 6-10	2	18.2%
More than 10	8	72.7%
Total	11	100%

Figure 3. 1: Teachers' Experience in Teaching EFL

This item shows teachers' experience in teaching EFL. As can be seen in the table, only one (1) of the eleven (11) teachers with (9.1%) rate who has 5 years or less experience in teaching English. A percentage of (18.2%) is for two (2) of them have between 6 years and 10 years of experience. As presented in the previous table, the highest percentage with (72.7%) of (8) participants specified teachers who have been teaching EFL for more than 10 years. This means that all teachers have considerable experience in teaching EFL.

- **Item 02: Teachers' Degrees**

The question aimed to recognise teacher's qualifications by identifying their degrees.

- Bachelor
- Master
- Ph.D (Doctorate)

Table 3. 4: Teachers' Degrees
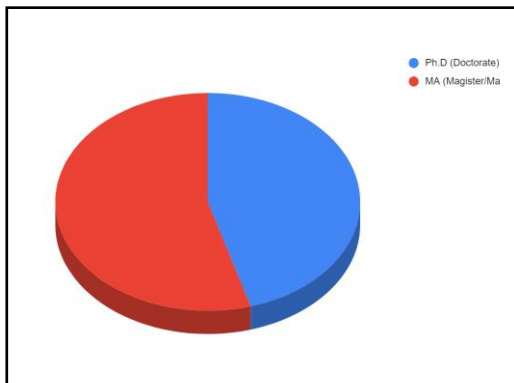
Option	Frequency	Percentage
Bachelor	0	0%
Master	6	54.54%
Ph.D (Doctorate)	5	45.45%
Total	11	100%

Figure 3. 2: Teachers' Degrees

Concerning teachers' degree, as shown in the above table, (6) of the participant have a master's degree with (54.54%) rate. However, the rest of the (5) participants have a doctorate degree with (45.45%). Apparently, we have no teacher among our participants who attains a bachelor's degree whilst all the teachers have a high level in English language.

- **Item 03: Teachers' Levels of Teaching EFL**

This item aimed to identify the extent of teachers' experience in teaching different levels.

- L1
- L2
- L3
- M1
- M2

Table 3. 5: Teachers' Levels of Teaching EFL

Option	Frequency	Percentage
L1	6	20.7%
L2	5	17.24%
L3	6	20.7%
M1	5	17.24%
M2	7	24.12%
Total	*29*	*100%*
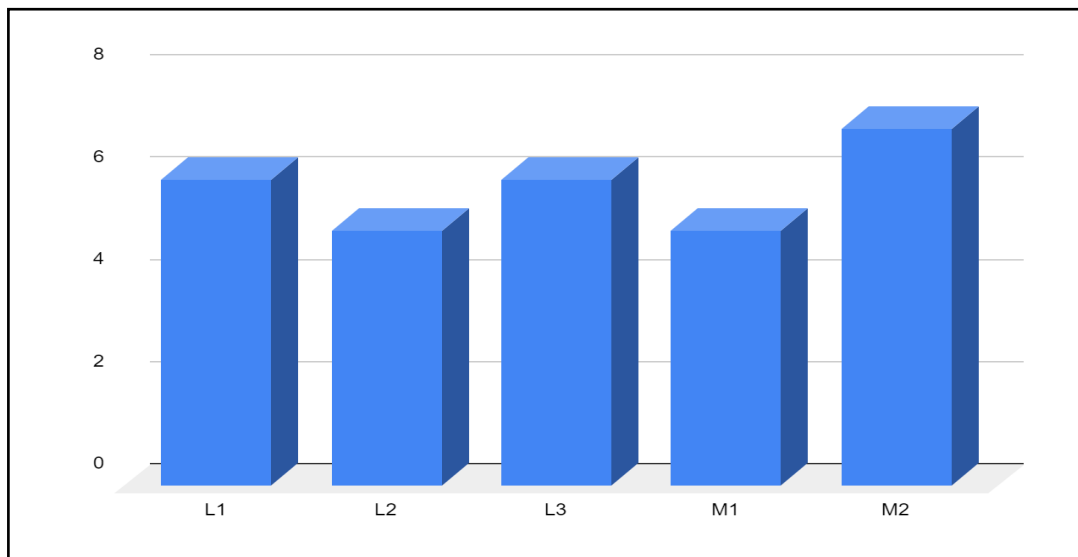
Figure 3. 3: Teachers' Levels of Teaching EFL

This question was a checkbox of 5 boxes; each participant can choose more than one answer. We collect (29) responses from the (11) teachers. From the above graph, we noticed that the basic level (L1) with (20.7%) rate, the final level of the licence degree (L3) with (20.7%) rate, and the highest level (M2) with (24.12%%) rate is taking the lead in the number of classes that teachers are teaching. Furthermore, classes of (L2) and (M1) with the rate of (17.24%) are taking the same chance, (5) teachers of each level. Thus, most of the teachers are teaching basic and final levels and have extensive familiarity with teaching all levels.

- **Rubric Two: Student's Engagement in Learning and ICT Use (from item 4 to 12)**

This section promotes to collect different opinions about how teachers view their students' engagement in the classroom. In addition, teachers' views on integrating ICT in EFL classrooms.

Item 04: Students' Engagement in Classroom Learning

This item aimed to see the general overview of teachers on students' engagement in the classroom.

- Yes
- No

Table 3. 6: Students' Engagement in Classroom Learning
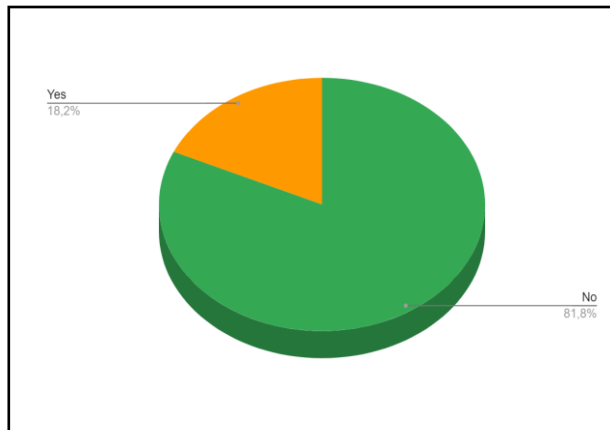
Option	Frequency	Percentage
Yes	2	18.2%
No	9	81.8%
Total	11	100%

**Figure 3. 4: Students' Engagement in
Classroom Learning**

The first part of this item is yes or no question. As it is shown in figure 3.4, the majority of teachers (81%) answered by "no" which refers to the denial that not all the students are engaged in the classroom while only two teachers who answered by "yes" generalising that all the students are engaged in the classroom. Accordingly, the participants who chose the no option were asked to specify the major cause (s) of students' lack of engagement.

- **If no, what are the major cause (s) of students' lack of engagement?**
- Lack of motivation
- Low academic proficiency
- Lack of authentic materials
- Lack of ICT materials
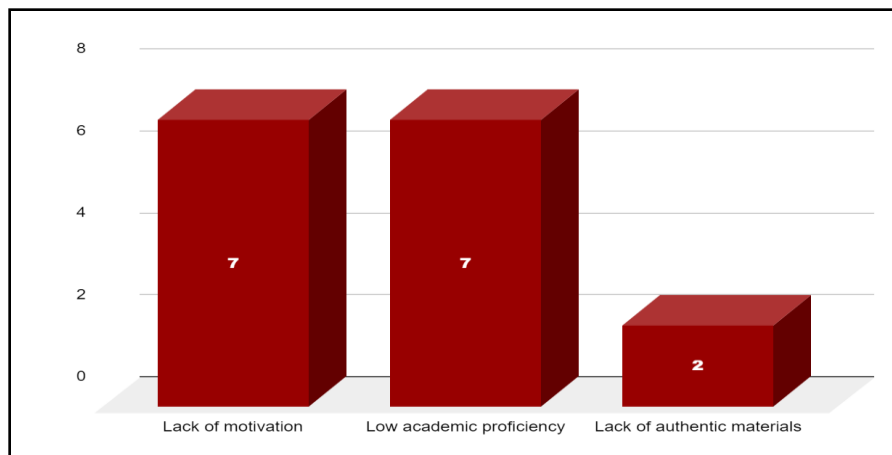
Figure 3. 5: The Major Cause (s) of Students' Lack of Engagement

The second part of this item specified some causes of the lack of students' engagement in the classroom. As figure 3.5 represented, each column indicated a choice for some predicted causes. It is important to mention that the choices were given in checkboxes form in which the respondent was eligible to select more than one choice. Equally, (7) teachers have chosen lack of motivation and low academic proficiency as significant causes. Following, only two (2) teaches chosen lack of authentic materials as a cause that stands as an obstacle in realising an engaging classroom.

Both lack of motivation and low academic proficiency causes counted a considerable number comparable to the total number of the participants. It is quite important to mention that one of the teachers who answered yes, respond to the sub-question in an ambivalent manner. On the other hand, one of the teachers suggested other causes that are:

- Difficulty of the course/ lesson;
- And routine teaching techniques.

Mainly, when the teacher annotated on the difficulty of the course or the lesson, he/she pointed out implicitly to the lack of motivation. Conversely, describing any course or any lesson and arguing that it is difficult insight the participant to suggest a reason for such a description, he/she indicated to the routine of teaching techniques. Meanwhile, routine teaching techniques affect students' educational results, and teachers should choose the appropriate teaching materials and techniques for lessons.

- **Item 05: Teachers' Teaching Methods to Foster Students' Engagement:**

This item sets to specify the main teaching methods teachers relay on to foster students' engagement.

- Foster competition among student
- Organise classroom discussion
- Integrate modern technological facilities

Table 3. 7: Teachers' Teaching Methods to Foster Students' Engagement

Option	Frequency
Foster competition among student	6
Organise classroom discussion	9
Integrate modern technological facilities	7
Others	2
Total	24
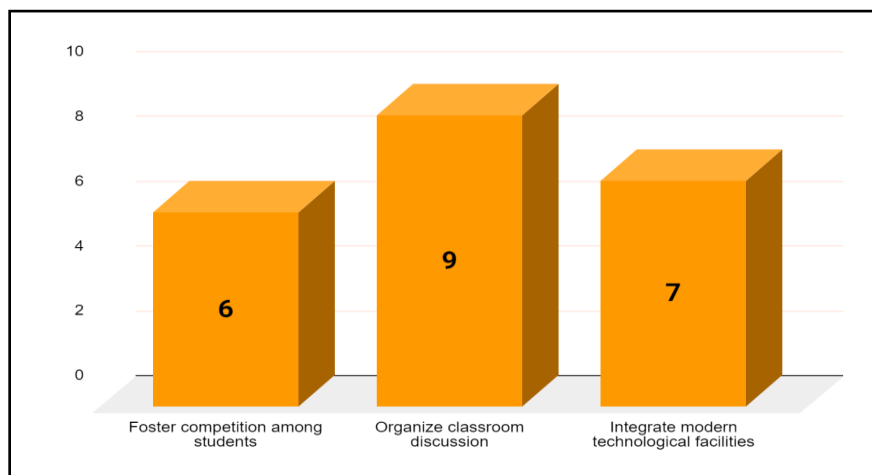
Figure 3. 6: Teachers' Teaching Methods to Foster Students' Engagement

As figure 3.6 represents, each column represented the main teaching methods teachers may apply in the classroom to foster students' engagement. Clearly stated, the choices were distributed in checkboxes form; therefore, some of the participants indicated more than one method. As a result, each of the listed choices recorded a significant number of counts. At the top of the columns, organising a classroom discussion counts the highest number of choices of

(9) counts, followed by integrating modern technological facilities of (7) accounts, and equally important fostering competitions among students of (6) accounts.

On the other hand, the research gave the participant a chance to add other methods they used to encourage students, two (2) teachers suggested other techniques that are:

- Using audio-visual materials;
- And using games outside of the classroom.

Thereby, one of the teachers suggested using audio-visual materials in the classroom as a technique to promote students' engagement. However, the other teacher indicated to use games outside the classroom. Mainly, teaching English beyond classrooms' walls and making students live with the language could encourage them to be more engaged with activities and tasks; as a result, both methods are crucial in improving students' level of engagement.

- **Item 06: Teachers' Estimation on Students' Characteristics during the Learning Process**

This item aimed to classify the extent to which students demonstrate during a class session the following behaviours:

- Attention
- Interest
- Motivation
- Responsibility
- Creativity

Table 3. 8: Teachers' Estimation on Students' Characteristics during the Learning Process

Option	Low	Average	High	total
Attention	2	5	4	11
Interest	0	10	1	11
Motivation	2	9	0	11
Responsibility	5	6	0	11
Creativity	10	1	0	11
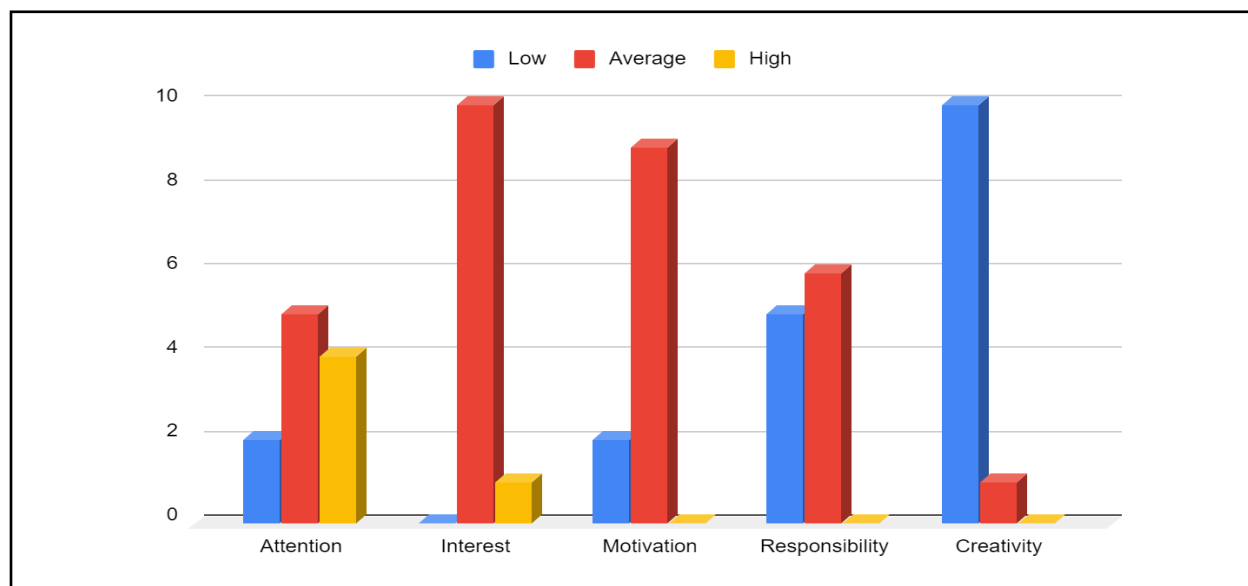
Figure 3. 7: Teachers' Estimation on Students' Characteristics during the Learning Process

The presented table 3.8 illustrates the main behaviours presented by the students where the teacher can have a general overview on their willingness to study. The question was posed in multiple choices grid where the participants can choose only one option, the first choice stands for low, the second choice stands for average, and the last choice stands for high for each of the previously mentioned behaviours (attention, interest, motivation, responsibility, and creativity).

As figure 3.7 clearly classifies, the frequency of each element according to teachers' selections differs. Starting with the low choice, it is noticeable that attention, interest, motivation and responsibility ranged between (0 to 5) respondents, while for creativity (10) respondents agreed on the low percentage of creativity among students. Then, the predominate choice for most of the teachers was the average one fluctuated between (5 to 10) respondents; however, for the last option, only one (1) teacher opted for creativity. Eventually, (5) teachers opted the high choice for both motivation and attention of students in the classroom, meanwhile, a total absence in the rest of the options.

- **Item 07: Teachers' Uses of Internet Web Tools in EFL Teaching**

For this item, we attempted to know whether teachers relied on internet web tools during their EFL teaching experience or not.

- Yes
- No

Table 3. 9: Teachers' Uses of Internet Web Tools in EFL Teaching
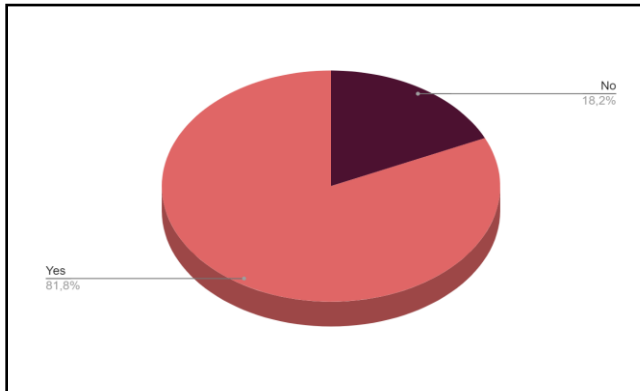
Option	Frequency	Percentage
Yes	9	81.8%
No	2	18.2%
Total	11	100%

Figure 3. 8: Teachers' Uses of Internet Web Tools in EFL Teaching

The question of the present item inquired teachers' expertise area over the use of internet web tools. Mainly, if they experienced teaching English language using any digital or technological aids as online teaching. From figure 3.8 above, the majority (81.8%) affirmed that they used internet web tools while (18.2%) did not experience it. This means that the teachers are relying on technological tools and techniques in teaching EFL learners.

- **Item 08: Teachers' Frequency towards Reliance over ICTs**
- Always
- Often
- Sometimes
- Rarely
- Never

The present item aimed to investigate teachers' frequency towards reliance over ICTs. It is designed in the form of (8) statements where the respondents were asked to indicate the extent to which they relied on ICTs.

Table 3. 10: Teachers' Frequency towards Reliance over ICTs

Statements	Always	Often	Sometimes	Rarely	Never
Participate in social networks.	6(55%)	3(27%)	1(9%)	1(9%)	0(0%)
Use email to communicate with colleagues/ learners.	7(64%)	4(36%)	0(0%)	0(0%)	0(0%)
Search online information and resources for a lesson.	9(82%)	0(0%)	1(9%)	0(0%)	1(9%)
Prepare handouts, tests/exams, and homework assigned for student.	6(55%)	3(27%)	1(9%)	0(0%)	1(9%)
Use projector connected to a computer in class.	1(9%)	2(18%)	3(27%)	5(46%)	0(0%)
Create PowerPoint presentations to use in class.	1(9%)	2(18%)	5(46%)	3(27%)	0(0%)
Post lectures and homework assignments for students on the university website.	2(18%)	5(46%)	3(27%)	1(9%)	0(0%)
Incorporate e-learning into teaching.	4(36%)	1(9%)	3(27%)	2(18%)	1(9%)

- **Statement 1: "Participate in social networks."**

The present statement aimed to know how often the teachers participate in social networks. Therefore, 6 (55%) of the participants stated that they are always participating in social networks, while 3 (17%) of the participants stated on the often option, wherein 2 with the rate of (9%) for each of the participants have chosen both options sometimes and rarely. Almost all of the participants came into an agreement over the always use of social networks.

- **Statement 2: "Use email to communicate with colleagues/ learners."**

The aforementioned statement "use email to communicate with colleagues/ learners", sought to know how often teachers communicate with colleagues or learners through emails. Thus, 7 (64%) of the participants were always communicating through emails, and 4 (36%) of the participants were often whereas no one of the participants declared the never use of emails for communication purposes.

- **Statement 3: "Search online information and resources for a lesson."**

As for the statement in the third sequence, "search online information and resources for a lesson." Based on the recorded data, almost the majority of the participants (81%) assigned for always option, and the other two (2) participants shared the percentage of (9%) one for sometimes and the other for never option. Clearly stated, the recorded numbers proved that almost all the participants search online information to design lessons.

- **Statement 4: "Prepare handouts, tests/exams, and homework assigned for students."**

This statement aimed to examine how often teachers rely on ICT to Prepare handouts, tests/exams, and homework assigned for students. (6) participants of (55%) rate opted for the always choice, and (3) participants (27%) opted for the often choice. Whereas (2) participants shared the percentage (9%) one for sometimes and the other for never choice. Based on the recorded data, almost the majority of the participants get used to prepare teaching materials such as handouts, tests, assignments using different ICT tools.

- **Statement 5: "Use projector connected to a computer in class."**

Given the statement of "use projector connected to a computer in class". Its central aim was to distinguish whether teachers are interpolating any kind of ICT materials in the classroom, using projectors and computers, for instance. Interestingly, the highest percentage of (46%) went for rare option followed by (27%) for sometimes, the rest were for often with (18%) of rate and only one participant (9%) argued that he/she always use projectors in the class. Therefore, it can be inferred that the vast majority of the participants are not using projectors connected to computers in a semi-continuous manner.

- **Statement 6: "Create PowerPoint presentations to use in class."**

The present statement attempted to know how often teachers are integrating PowerPoint presentation in the class. Through the statement of, "create PowerPoint presentations to use in class" the data recorded that 5(46%) participants declared that they actually sometimes integrated PowerPoint presentation to deliver a lesson and 3 (27%) participants argued that they rarely use it. Whereas the other 3 participants claimed that 1(9%) was permanently using

PowerPoints presentation and 2 (18%) of the participants frequently use it. As the data showed, half of the participants argued that they use PowerPoint presentations regularly.

- **Statement 7: "Post lectures and homework assignments for students on the university website."**

The objective of this statement was to scrutinise how often teachers are posting lectures and assigning homework on the university website. 5 (46%) of the participants claimed that they often post on the university website and 3 (27%) argued that they used to post on it sometimes while other teachers who relied on the university website to post lessons and homework for students in a frequent manner were 2 (18%) participants and only one (9%) participant who rarely relied on it. Basically, this statement showed how often teachers are giving assignments and posting lessons in a modern form of teaching.

- **Statement 8: "Incorporate e-learning into teaching."**

The last statement investigated how often do teachers try to incorporate e-learning into teaching EFL learners. The data reported that two participants of (9%) rate shared the integrating of the e-learning into teaching methods one for the often option and the other for the never option, whereas 2 (18%) participants claimed that they rarely merged and 3 (27%) of the participants took a neutral position of the sometimes option. Interestingly, 4 (36%) of the participants are always trying to blend the e-learning techniques with in-class teaching. Interpretively, it can be concluded that the vast majority of the participants agreed on incorporating e-learning into teaching have dominated to develop new teaching techniques.

- **Item 09: Teachers' Views of ICT Variation on the Improvement of Students' Engagement in their Learning Skill**

This item intended to indicate the participants' opinions on the ICT variation in improving students' engagement.

- Yes
- No
- Somehow

Table 3. 11: ICT Variation on the Improvement of Students' Engagement
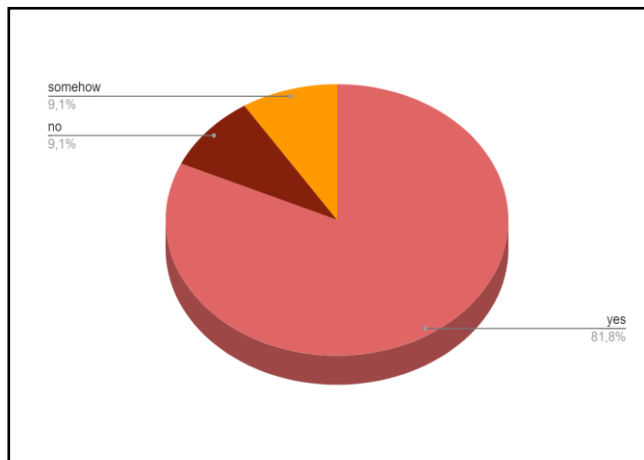
Option	Frequency	Percentage
Yes	9	81.8%
No	1	9.1%
Somehow	1	9.1%
Total	11	100%

Figure 3. 9: ICT Variation on the Improvement of Students' Engagement

As table 3.11 clearly classified, the majority of the participants particularly 9 (81.8%) one of them agreed on the effectiveness on the variation of ICT tools could improve EFL learners' engagement in learning skills whereas one (9%) teacher disconfirmed and the other teacher (9%) preferred to keep in-between and choose somehow. Thereupon, the highest percentage of teachers' views concerning the variation of ICT tools and its efficiency on improving students' engagement demonstrates teachers' positive views on integrating ICT tools in teaching EFL learners.

- **Item 10: Teachers' Opinions on the Difficulties of using ICT in EFL Classes**

This item aimed to indicate teachers' views on the main challenges they faced in using ICT in their EFL classes.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Table 3. 12: Teachers' Opinions on the Difficulties of Using ICT in EFL Classes

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Prefer to teach using the traditional method	3(27%)	5(46%)	2(18%)	1(9%)	0(0%)
Lack of ICT equipment	9(82%)	2(18%)	0(0%)	0(0%)	0(0%)
Lack of funding to provide the university with the needed materials such as data shows, head projectors, computers	4(37%)	3(27%)	3(27%)	0(0%)	1(9%)
Absence of teacher training to the modern teaching techniques	7(64%)	1(9%)	1(9%)	1(9%)	0(0%)
Students' unfamiliarity with ICT tools. Though they are familiar with the use of different social media, but not in a correct way of getting reliable data to fit their needs	1(9%)	5(46%)	3(27%)	2(18%)	0(0%)
Lack of internet access at home	2(18%)	6(55%)	2(18%)	1(9%)	0(0%)
Overcrowded classrooms (this may interfere with the smooth progress of the lecture)	6(55%)	3(27%)	1(9%)	1(9%)	0(0%)

- **Statement 1: "Prefer to teach using the traditional method"**

The present statement aimed to extract participants' tendency to teach using traditional methods. Giving the statement, "prefer to teach using the traditional method." Therefore, 3 (27%) participants stated that they strongly agreed with the statement; similarly, 5 (46%) participants stated that they agreed with the statement while 2 (18%) of the participants preferred to take a neutral position and only one (9%) participant expressed a disagreement on the statement. Based on the data, almost all the participants come to an agreement over the use of traditional teaching methods in teaching EFL classes.

- **Statement 2: "Lack of ICT equipment."**

The second statement aimed to detect teachers' views on the disability of supplying ICT equipment in the university. Thus, 9 participants of the rate of (82%) stated that they strongly agreed with the statement and the other 2 participants (18%) agreed on the statement. Clearly stated, the recorded data did not enrol any other suggestions for the present statement and all the participants agreed on the lack of ICT equipment, and encountered it as a main challenge teachers' face to integrate ICTs in EFL classes.

- **Statement 3: "Lack of funding to provide the university with the needed materials such as data shows, head projectors, computers."**

As for the statement in the third sequence, "Lack of funding to provide the university with the needed materials such as data shows, head projectors, computers." Set to educe the source of deficiency in providing the university with ICT equipment. Based on the recorded data, 4 (37%) participants assigned for strongly agree, 3 (27%) participants agreed, and 3 (27%) letter remained neutral while only one (9%) participant assigned for strongly disagree. Clearly stated, the recorded numbers prove that almost all the participants believe that the education sector is unable to supply different equipment such data shows, head projectors and computers.

- **Statement 4: "Absence of teacher training to the modern teaching techniques."**

This statement aimed to detect to what extent training teachers to use modern teaching techniques is crucial. Based on the data, 7 (64%) participants assigned for strongly agree, 1 (9%) participant agreed, and 1 (9%) participant took a neutral position while only one (9%) participant assigned for disagreeing. Therefore, it can be inferred that the vast majority of participants claimed that they need a training period to convoy the modern teaching techniques.

- **Statement 5: "Students' unfamiliarity with ICT tools. Though they are familiar with the use of different social media, but not in a correct way of getting reliable data to fit their needs."**

As for the statement in the fifth sequence, "Students' unfamiliarity with ICT tools. Though they are familiar with the use of different social media, but not in a correct way of getting reliable data to fit their needs." This statement aimed to detect to what extent learners are

familiar with ICT tools. The recorded data show that 5 (54%) participants agree on the statement and 1 (9%) participant assigned for strongly agree, 3 (27%) participants remained neutral whereas 2 (18%) participants assigned for disagreeing. Thus, the awareness of the twenty first generation in the use of different social media is merit; however, acquiring the knowledge of using different ICT tools to search information, or analyse different data based on new computer programs, for instance, is a skill that students should develop.

- **Statement 6: "Lack of internet access at home."**

This statement aimed to extract teachers' views on the availability of students' internet access at home. Therefore, 2(18%) participants stated that they strongly agree on the statement; similarly, 6 (55%) stated that they agree on the statement whilst 2 (18%) of the participants preferred to take a neutral position, whereas only one (9%) participant expressed disagreement on the statement. Based on the data, almost all the participants come to an agreement over the lack of internet access at home, which formalise a buffer for them.

- **Statement 7: "Overcrowded classrooms (this may interfere with the smooth progress of the lecture.)"**

The last statement, "Overcrowded classrooms (this may interfere with the smooth progress of the lecture.)" set forth the thronged classroom which interfered the teacher to transmit the lesson smoothly. Based on the data, 6 (55%) participants assigned for strongly agree, (27%) participants noted for agreeing, and 1 (9%) participant took a neutral position while another participant (9%) assigned for disagreeing. Therefore, it can be inferred that the vast majority of the participants are suffering from the overcrowded classroom and argued that they could not apply new techniques using modern technologies in teaching under such circumstances.

- **Item 11: Teachers' Opinions Concerning the Requirements for Applying ICT in EFL Classes**

This item was an open question which aimed to see teachers' views on the requirements that should be done to integrate ICT in EFL classrooms. What is noticeable is that approximately the majority of teachers' responses fell into one stream. First, the permanent availability of tech equipment in the classroom, to enhance numeracy literacy for both teachers and students and

making them familiar with these materials by organising study days or designing videos to explain how they work. Also, enable access to the internet for all the concerned people. In addition, they emphasised on the crowded classes in which there should be a small class size that enables the teacher to provide every student with the opportunity to make use of the new material. It is quite important to mention that 2 participants abstained from sharing any comment while others shared other answers.

Other answers

- In many countries, ICT has also become integral to the teaching-learning interaction not only the developed countries but also in the developing world like the gulf region and Southeastern Asia. Through such new approaches to migrate to new alternative and pedagogical support, we can replace chalkboards with interactive digital whiteboards, using students' own smartphones or other devices for learning during class time, and the flipped classroom for online learning outside the classroom.

- First, open mindedness, then materials, and finally, strategic planning.

- **Item 12: Teachers' Suggestions on Modern Teaching Methods**

This item aimed to suggest some modern teaching methods on teachers.

- The blended learning model.
- The flipped classroom model.
- The classroom equipment of ICT (computers, data shows…)

Table 3. 13: Teachers' Suggestions on Modern Teaching Methods

Option	Frequency
The blended learning model	8
The flipped classroom model	6
The classroom equipment of ICT (computers, data shows…)	5
Total	19
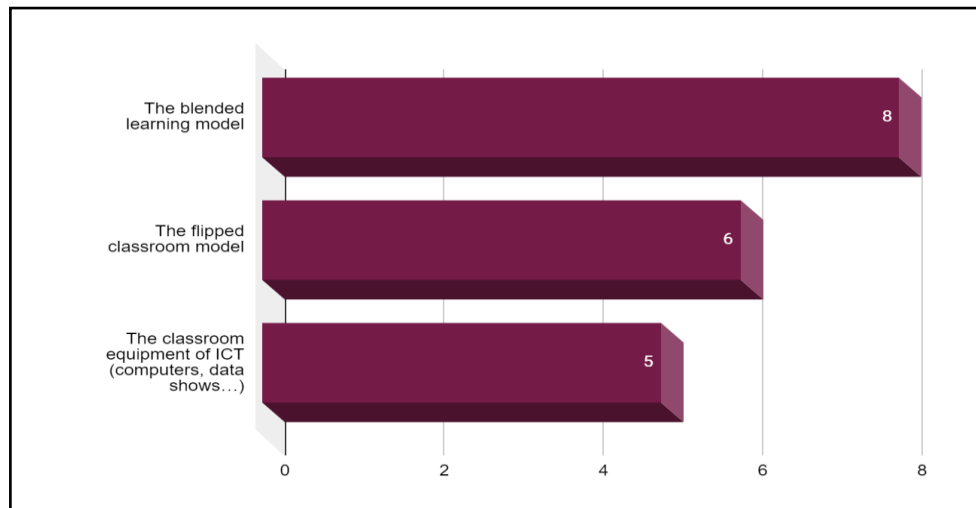
Figure 3. 10: Teachers' Suggestions on Modern Teaching Methods

In this question, the choices were distributed in checkboxes form; therefore, some of the participants indicated more than one method. It is clearly stated in the above table that, (8) participants agree on using the blended learning model, and (6) participants set forth the flipped classroom while (5) participants assigned for the classroom equipment of ICT. This shows that the average of the 3 suggested methods is highly appreciated to use in the classroom.

- **Rubric Three: The Flipped Classroom Model**

The third rubric aimed to present teachers' opinions concerning the use of the flipped classroom model in EFL classes as a strategy to promote students' engagement in the classroom.

- **Item 13: Teachers' Prior Knowledge about the Flipped Classroom Strategy**

This item aimed to investigate teachers' prior knowledge about the Flipped Classroom Strategy.

- Yes
- No

Table 3. 14: Teachers' Prior Knowledge about the Flipped Classroom Strategy
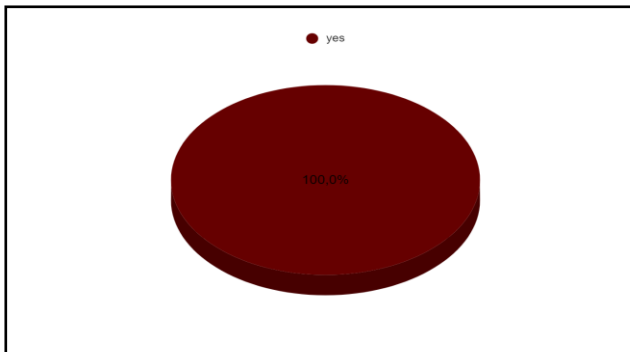
Option	Frequency	Percentage
Yes	11	100%
No	0	0%
Total	11	100%

Figure 3. 11: Teachers' Prior Knowledge about the Flipped Classroom Strategy

The question of the present item aimed to detect whether teachers are familiar with the Flipped Classroom Model or not. As it is clearly shown on the above table, all the respondents (100%) totally know what the flipped classroom is. Thus, all teachers have background knowledge on the Flipped Classroom Strategy.

- **Item 14: Teachers' Intention on Applying the Flipped Classroom**

The present item aimed to see whether teachers have thought of integrating new teaching techniques or not.

- Yes
- No

Table 3. 15: Teachers' Intention on Applying the Flipped Classroom
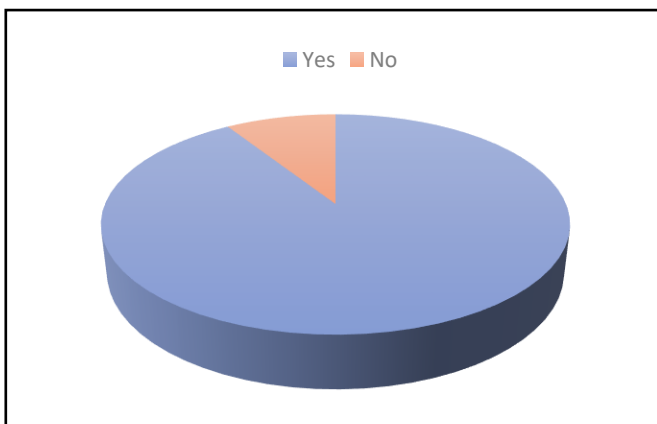
Option	Frequency	Percentage
Yes	10	90.9%
No	1	9.1%
Total	11	100%

**Figure 3. 12: Teachers' Intention on Applying
the Flipped Classroom**

As figure 3.12 elucidated, the majority of the participants thought to apply the flipped classroom model in their classrooms with different courses. Statistically speaking, a great deal of respondents (90.9%) which represents teachers' views on their willingness of integrating modern techniques such as the flipped classroom and supported the strategy to be included in the teaching process while only one participant (9.1%) who argued his/her unwillingness to apply this method. Therefore, based on teachers' responses, blending the flipped classroom in EFL classes is applicable.

- **Item 15: Teachers' Agreement on the Effectiveness of the Flipped Classroom**

This item aimed to indicate teachers' views on the effectiveness of the flipped classroom in their EFL classes.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Table 3. 16: Teachers' Agreement on the Effectiveness of the Flipped Classroom

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.The flipped classroom can be applied in EFL classes.	6(55%)	4(36%)	1(9%)	0(0%)	0(0%)
2.The student will be motivated when he learns in her/his own pace.	3(27%)	6(55%)	2(18%)	0(0%)	0(0%)
3.The student has a capacity to do her/his assignment.	1(9%)	4(36%)	6(55%)	0(0%)	0(0%)
4.The student will be more engaged in the classroom.	2(18%)	6(55%)	3(27%)	0(0%)	0(0%)
5.The student will actualise better results.	2(18%)	4(36%)	4(36%)	1(9%)	0(0%)

- **Statement 1: "The flipped classroom can be applied in EFL classes."**

To simplify what is illustrated on the above table, a considerable percentage (55%) have selected "strongly agree" to describe to what extent teachers can apply the flipped classroom model in EFL classes. In addition, (36%) of the participants agreed on it while only one (9%) participant remained neutral. Based on the recorded data, most of the teachers agreed on the possibility of applying the flipped classroom in EFL classes.

- **Statement 2: "The student will be motivated when he learns in her/his own pace."**

In the same path, the statement "The student will be motivated when he learns in her/his own pace" aimed to elicit teachers' opinion about the extent to which they can raise students' motivation. The data presented that (55%) participants agreed on the statement and (27%) participants assigned for strongly agree while 2 (18%) participants preferred to take a neutral position. Hence, teachers believed that if they transmit information while the student is in his/her own pace, they will be more motivated to learn.

- **Statement 3: "The student has a capacity to do her/his assignment."**

As for the statement in the third sequence, which aimed to know teachers' views on the extent to which students are capable of doing their assignments. The high percentage of "neutral" choice was (55%) which drew attention on abstaining teachers to have a clear response. However, a considerable percentage of (36%) agreed on the statement and one participant (9%) assigned for strongly agree. Thus, teachers who agreed on the statement could expertise their students' attitudes or have tested a similar technique; whereas the considerable number of teachers who remained neutral, could refer to inexact data they have on their students, or they preferred not to judge students, it is important to mention that this process is relative.

- **Statement 4: "The student will be more engaged in the classroom."**

In this statement, the respondents have been asked about their point of views on the extent to which students will be engaged in the classroom. A considerable percentage of (55%) have selected "agree" and (18%) of the participants assigned for "strongly agree" while (27%) letters remained neutral. Based on the data collected, teachers' responses showed that students would be more engaged in the classroom.

- **Statement 5: "The student will actualise better results."**

In this statement, the respondents have been asked about the final stage of the process, which is assessments. (18%) of the participants assigned for strongly agree and (36%) of the participants assigned for agreeing; similarly, (36%) remained neutral while only one teacher (9%) assigned for disagreement. The variation of responses showed that it is controversial among respondents.

- **Item 16: Teachers' Opinions about the Flipped Classroom**

This item aimed to present teachers' opinions concerning the flipped classroom.

- Yes
- No

Table 3. 17: Teachers' Opinions about the Flipped Classroom

Statements	Yes	No
The reliance over web-based e-learning facilities contributes to facilitate the process of adopting the FC method.	11(100%)	0(0%)
Implementing the FC model in classroom learning activities foster learner autonomy to be engaged more into practice.	10(91%)	1(9%)
Applying the FC model would increase peer's collaboration during the process of learning.	8(73%)	3(27%)
By utilising the FC model students will learn in a reflective and nonthreatening environment.	10(91%)	1(9%)
FC method is an effective strategy that has a crucial role in promoting learners' engagement.	11(100%)	0(0%)
This methodology favour or penalise struggling students.	7(64%)	4(34%)
Do you prefer adopting new teaching techniques/ approaches in the process of teaching and learning in distance between students and teachers rather than keeping with the traditional teaching method?	9(82%)	2(18%)

To simplify what was illustrated in the above table, all the respondents (100%) answered by yes to describe the contribution of web-based e-learning facilities in facilitating the flipped classroom methods in EFL classes.

In the same path, the respondents were asked about whether the implementation of the flipped classroom model in classroom learning activities fosters students' autonomy; thereby, engaging students into practice or not. Statistically speaking, (91%) of respondents have selected "yes" while only one respondent has selected "no". That is to say, the majority of the respondents viewed that the flipped classroom encourages students to engage more in classroom activities.

Keeping in the same vein, teachers were asked whether the flipped classroom will increase peers' collaboration when searching, debating, and analysing results in the learning process. Based on the recorded data, (73%) of the participants assigned for "yes" while (27%) of the participants assigned for "no".

Equally, participants were asked about the students' psychological side. The statement was "By utilising the FC model students will learn in a reflective and nonthreatening environment." Based on the recorded data, a great number of the participants (91%) answered by "yes" while only one teacher (9%) assigned for "no". It is important to pay attention to the psychological side of the students where teachers create a nonthreatening environment; thus, students can learn at ease and grasp knowledge.

As for the fifth statement, "FC method is an effective strategy that has a crucial role in promoting learners' engagement." Interestingly, all the participants (100%) assigned for "yes" which indicates that the FC method has a vital role in involving students to be more engaged.

In addition, teachers were asked whether applying the FC method favour or penalise struggling students. The recorded data showed that, (64%) of the participants assigned for "yes" while (36%) of the participants assigned for "no".

As for the last statement which ends up with a question said, "do you prefer adopting new teaching techniques/ approaches in the process of teaching and learning in distance between students and teachers rather than keeping with the traditional teaching method?". Similarly, the answer should be yes or no, (82%) of the participants assigned for "yes" while (18%) of the

participants assigned for "no". Almost the majority of the teachers accepted the idea of integrating new teaching methods and reinforcing the use of technology in education.

To sum up with the above results, we can observe that the percentages were nearly similar and most of the participants assigned for "yes" in all statements. We can deduce that EFL teachers accept the flipped classroom method as a strategy to promote students' engagement in classroom activities. Hence, changing the traditional way of teaching is highly recommended and should be based on what makes students motivated, engaged, creative, and productive.

- **Item 17: Teachers' Speculations on the Faced Challenges**

This item aimed to have a general overview concerning the main challenges teachers may face when applying the flipped classroom model. Basically, the lack of ICT equipment was the main challenge teachers thought. Also, they showed a hesitation on students' readiness to change the traditional mode of learning, their unfamiliarity with the flipped classroom model, unresponsively students, and the overcrowded classes that may stand as a barrier in front of applying the flipped classroom model. For the credibility, it is quite important to mention that 2 participants abstained sharing any comment while the rest shared other answers.

Other answers

- Lack of ICT skills.
- Lack of time from both teachers and students to rely on online education.
- Lack of training and making students and teachers aware of the benefits of technology in education.
- Lack of meetings and briefings on assessment of students online.
- Preparedness and the availability of necessary logistics.
- Eliciting inherent strategies.
- Difficulty of assessment and fairness in evaluating.
- The teacher in some cases would not be able to make sure that students have done their work as needed.
- Not all students can own computers or have access to internet at home.
- Some students may have some difficulties to understand the content to study at home. Thus, they would not be able to do the task in class.

- **Item 18: Teachers' Speculations on the Proposed Solutions**

The aforementioned question indicated some suggestions on the challenges that teachers proposed in the previous item. First, almost the majority of teachers glorified the importance of integrating ICT in the pedagogical system of the 21st century. One of the respondents invited the teachers to rethink in the way of teaching and argued that adopting such new teaching methods become a requirement, while the second teacher emphasised on the use of ICTs today and considered it as a must. He/she claimed that teachers and students are urged to be involved in using any teaching/learning strategy(ies) that can serve in realising the instructional/learning goals.

In addition, other teachers proffered several containable solutions presented in training and tutoring teachers, and students and he/she claimed that university policy of higher education needs to adopt more current pedagogy in class. Meanwhile, two participants declared that the flipped classroom is a good model and an effective one once applied in good conditions which are preferable to programme a flipped classroom in EFL classes weekly to develop students' autonomy. He/she added that the gradual integration of the model and frequent assessment of its effectiveness is required.

While the majority of participants focused on students' interpretation concerning integrating new teaching method, one of the participants tackled the other vein. He/she claimed that the teacher has an important role in guiding students here. Practically, s/he should well explain how to proceed with the material, and should explicitly give precise instructions on what steps to follow autonomously. As an alternative solution, a study day or explaining the theoretical course can be presented in class to explain to students what to do exactly, especially for those who are not skilled in computing. For those who have no computers or no internet, the work can be done in pairs or groups. Students can meet outside the class and check what should be done. Thus, informing the students with the whole process will facilitate in achieving the desired goal.

To sum up, one of the teachers contributed with the question and provided the researcher a full process that summarised the whole issue. He claimed that "The decision comes from all the stakeholders of the education system, viz, administration, teachers and students must create a flawless ecosystem for a digital learning environment in non-traditional ways by merging the ICT with new pedagogy. Thus, trainings, motivation and commitment must be taken to avoid

any waste of time and efforts in adopting ICT into their lessons. Administration must develop their classroom management and equipment in order to invest in the future generations. Yet, teachers should attend continuous professional development training to acquire the innovative ways of integrating ICT to enhance teaching and learning process. Meanwhile, students nowadays are keen on digital tools but they are not using them in learning, so, it is high time to incorporate ICT resources into their learning and shift to more practice online and exchange with other students from the developed countries. The university should play an important role in integrating technology to reduce teachers' tasks and students' reliance on teachers to get knowledge."

To conclude, despite the three teachers who did not suggest any solution, the other 8 teachers provided the researcher with a great amount of information based on their experience in teaching EFL students. They suggested a process to follow in order to avoid any obstacles students may face. Finally, teachers demonstrated their appreciation towards the flipped classroom and asserted on integrating ICT in higher education.

3.8.3 Discussion and Interpretation of the Findings

Based on the analysis of teachers' questionnaire, it provides different information that supported our hypotheses. Initially, we deduced that teachers are experienced enough in teaching EFL learners and they have higher degrees, they have Master/ Magister/ doctorate degrees. In addition, teachers' experience is not restricted only in teaching any EFL learners, but also in teaching different levels at the university (from L1 to M2).

In the same path, the teacher could not reach all students in the class and engaged them with the lesson; precisely, there are many causes hamper in realising an engaging classroom. To mention some, lack of motivation where the students enter the classroom, take their sits, listen to the lecture, write some notes, some may grasp new information, others wait until the end of the session to leave. Also, we mentioned law academic proficiency, where the students do not have a linguistic background. Moreover, teachers are applying different teaching methods to engage the students in the learning process. Yet, teachers do their best to attract students' attention and interest in order to motivate them and make them responsible for their own learning.

Furthermore, the participants revealed the dependency on ICT tools in their daily activities; they send emails, participate in social networks, search online for information to design lessons, prepare handouts and other things. Yet, teachers hold positive views on integrating ICT tools in teaching EFL learners; even though, faced some challenges that obstruct the feasibility of using ICTs in the classroom. Consequently, teachers presented the requirements to integrate ICT in teaching EFL learners. They mentioned the necessity of the availability of tech equipment and internet access in the classroom and enhance numeracy literacy for both teachers and students.

In order to integrate ICT in teaching, teachers suggested some new teaching methods such as the blended learning model. The present research investigates the applicability of the Flipped Classroom model, which is a sub-branch of the blended learning model. Moreover, teachers were already having prior knowledge on the flipped classroom model; they showed an intention to apply it in their classes. Therefore, the researcher checked the teachers' agreement on the effectiveness of the flipped classroom model. Whereby, teachers concurred on the applicability of the flipped classroom model in EFL classes in which they claimed that this method would increase students' motivation and engagement in the classroom; hence, students will actualise better results.

Consequently, we took teachers' opinions on the flipped classroom model, and we concluded that the reliance over ICTs help in adopting the FC model in EFL classes. Also, by implementing the FC model in EFL classes, students will foster their engagement in classroom practices, promote their autonomy, and increase their motivation in learning; additionally, the FC mode boosts peers' collaboration and active learning.

Reaching this point, the central aim of establishing the Flipped Classroom Model is to improve the engagement of EFL students in the learning process. However, the teachers expressed their worry towards their students in accepting the flipped classroom model as a teaching strategy; they mentioned several challenges that they may face when implementing the FC model. Teachers speculated some challenges they may face; basically, most of the challenges were pivoting on administrative issues. Yet, before long, they suggested various solutions based on their experience in teaching EFL learners. Apparently, the flipped classroom model is applicable in EFL classes.

3.9 Students' Questionnaire

The third tool that the researcher used was a semi-structured questionnaire, which aimed to collect EFL students' feedback, comments, and attitudes towards the use of the flipped classroom model in enhancing their engagement.

3.9.1 Description of Students' Questionnaire

Students' questionnaire is the third tool of the under-investigated study. It was a semi-structured questionnaire addressed to 3rd LMD students at the University on Biskra. It was divided into three sections:

- **Section One: Background information (from item 1 to item 3)**

The first section of the questionnaire contains three questions for the purpose of gathering general information about the participants. We asked the participants to specify their gender; then, they were asked to select from the prementioned options their level in English. Furthermore, the researcher intended to gather students' opinions on how do they find learning at university; as a sub-question, they were asked to justify their answers.

- **Section Two: Student's Engagement in Learning and ICT Use (from item 4 to 11)**

The second section of the questionnaire contains eight (8) questions focused on students' engagement in the classroom and the use of different ICT tools in their learning. To avoid any miscomprehension for the word "engagement", the researcher added a definition as a supplement for this section. The first part of questions aimed to know whether the students have any opportunities to participate in the classroom in an active way (Q4). In (Q5), the researcher gave the students a list of instructions that teachers used to give at the beginning, during, and at the end of class time, and we asked them to select the adequate frequency of each. The next question aimed to see what teachers used to focus more, theoretical or practical part, and we asked the students to give their opinions on which part they think will help in developing their language. Next, the followed questions discussed ICT usage in EFL classes. This sub-section paved the way to introduce the flipped classroom model in the third section.

- **Section Three: The Flipped Classroom Model (from item 12 to 18)**

The third section of the questionnaire tackled a general overview on the flipped classroom. Similarly, the researcher provided the students with a definition to present the flipped classroom strategy in order to avoid ambiguities. The first parts of this section (Q12, Q13, Q14) investigated students' views on using ICT tools in their learning process. Then, (Q15, Q16) explained the principle of the flipped classroom through giving different statements and see the influence and the extent of agreement on students. Lastly, we took their views on the applicability of the flipped classroom strategy.

- **Piloting and Validation**

After designing the first draft of students' questionnaire, the researcher pre-used it to verify its validity before the administration stage. The initial piloting stage took place on 1st, June 2020. The first draft of the questionnaire was distributed to six (6) students from our population third year students at Biskra University (see appendix 5). In fact, they were asked to check the overall appearance of the questionnaire, the clarity of instructions, the wording of items and if there were any ambiguities or difficulties that the respondents may encounter. Fundamentally, the aim of the piloting stage was to check the degree of difficulty, ambiguity and to verify the attractiveness of its layout.

Two days after, we received students' feedback where they faced some ambiguities and one lengthy question which made them feel bored while answering. We took all the remarks under consideration. First, we added question number 7 (see appendix 6) to create flexibility among questions. Second, we designed a table composed of 8 statements Q14 (see appendix 5), where the student has to decide the extent of agreement of these statements. However, we deemed that if we kept the question as it is, it might make them feel bored. So that, we break down the table into two tables presented in questions 15 and 16 (see appendix 6), one represents the degree of influence, and the other represents to what extent the student may agree or disagree.

- **Administration**

After the piloting and the validation stage, we designed the final draft of the questionnaire. For the administration stage, we distributed the questionnaire online through "Facebook" where we can find a Facebook group that gather all the students of L3. Later on, after discussing with

the supervisor, we decided to work with 30 students of third year level at Biskra University. In fact, we did not have a chance to distribute the questionnaire hand by hand; though, distributing the questionnaire online gave us the chance to receive the intended number in three days from June, 3rd to June, 5th. Additionally, students' answers were automatically stored and recorded through Google Forms survey.

3.9.2 Analysis and Interpretation of Students' Questionnaire

As a third tool, this questionnaire was designed for EFL students in order to investigate their views, attitudes and perceptions about the effect of using the flipped classroom to enhance their engagement. The participants were thirty (30) students of third year LMD English at the University of Biskra. It is quite important to mention that the researcher tried to get access to group (7) who experienced the flipped classroom model two years ago in order to distribute the questionnaire for them; basically, they are more knowledgeable about the flipped classroom concept. However, the researcher could not collect more than (13) participants from that group. Yet, we collect the other 17 participants from different groups of 3rd year LMD students. Therefore, the researcher analysed thirty (30) received questionnaires from the participants. Meanwhile, the following sections provide quantitative and qualitative analysis and interpretations of the questionnaire's items and findings. As mentioned previously, the questionnaire comprises three rubrics dealing with different research angles. Accordingly, the analysis of these responses will consider each item in a respective manner.

- **Rubric One: Background Information (from item 1 to 3)**

This section prompts to collect general background that yielded us with information about the sample we are working with. The questions were to specify students' gender (male/female) and to determine students' level in English, and how do they find learning English at the university. These questions paved the way for the researcher to dig deeper into students' level opinions and attitudes.

- **Item 01: Participants' Gender**

This item reveals the students' gender

- Yes
- No

Table 3. 18: Participants' Gender
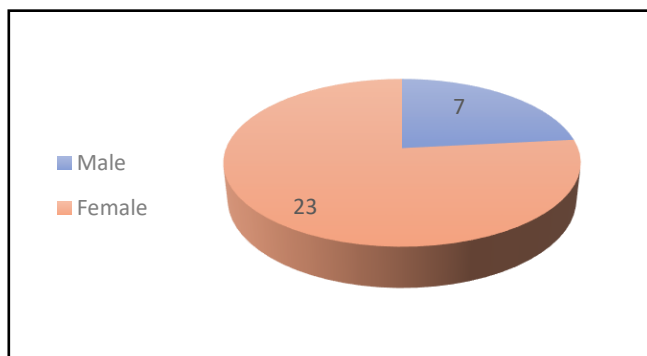
Figure 3. 13: Participants' Gender

Option	Frequency	Percentages
Male	7	23%
Female	23	77%
Total	30	100%

The present item is dual-choice question about the gender of the participant. As can be seen in the above table, among the (30) students, (7) were males with a percentage of 23%, and (23) were females with a percentage of 77%. Based on the data offered above, the majority of the students of English language were females, while males represent the minority of the students. Apparently, the exceeded number of females over males is due to the overall population of third level students in which the English learners' females are more than males; however, this means that studying English as a foreign language is preferred by females rather than males.

- **Item 02: Participants' Level Consideration in English**

The present question aimed to identify the participants' evaluation of their levels in English learning.

- Beginner
- Intermediate
- Upper-intermediate
- Advanced

Table 3. 19: Participants' Level Consideration in English

Option	Frequency	Percentages
Beginner	0	0%
Intermediate	10	33%
Upper-intermediate	16	54%
Advanced	4	13%
Total	30	100%
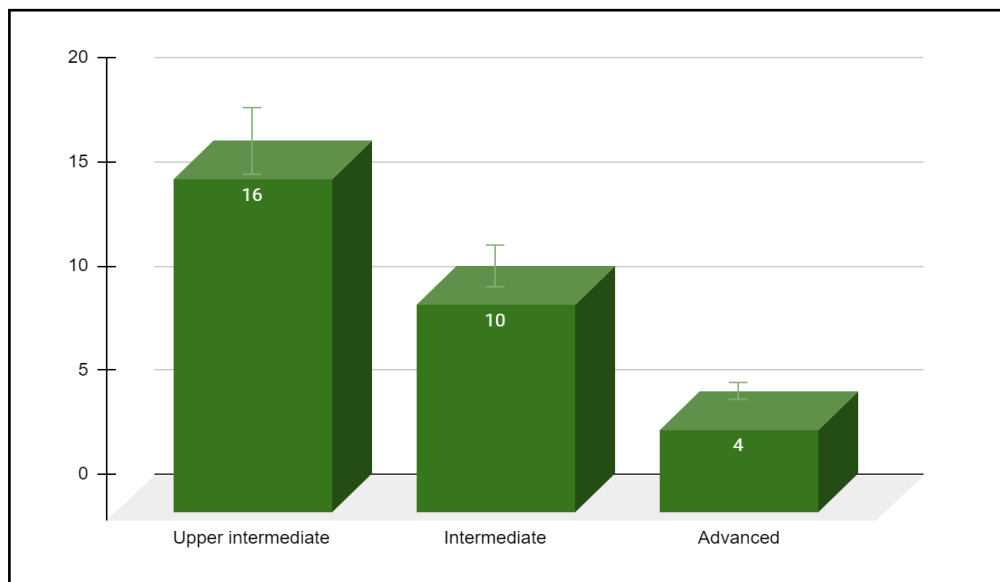
Figure 3. 14: Participants' Level Consideration in English

Students in this question were tasked to pinpoint their level in English language. As it is revealed in the above table, the portion that encompasses (16) participants (54%) signified the students who consider their level in English upper-intermediate; ten (10) with the percentage of (33%) thought their level is intermediate. Whereas, the (4) participants with the percentage of (13%) declared that their English level is advanced. Accordingly, no one of the students considers himself a beginner which indicated that students could express their level based on the acquired skills. However, the participants' verity of levels created a sense of plausibility within the whole sample in which teachers are designing lessons based on the intermediate level.

- **Item 03: Participants' Opinion on Learning English**
- Easy
- Average
- Difficult
- Very difficult

The present item attempted to identify participants' views on the degree of difficulty they face in learning English at the university.

Table 3. 20: Participants' Opinion on Learning English
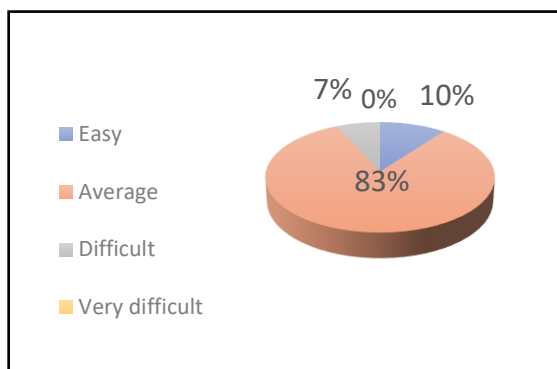
Option	Frequency	Percentages
Easy	3	10.0%
Average	24	83%
Difficult	2	7%
Very difficult	0	0%
Total	30	100%

Figure 3. 15: Participants' Opinion on Learning English

As it is clearly observed in the above figure, (24) respondents that are about (83%) assigned for average and (2) of the participants with the percentage (7%) assigned for a difficult while (3) of the participants (10%) assigned for easy. This means that the difficulty of learning at university is limited between easy and difficult, while very difficult is an excluded rate.

Respondents' justification about their answers

In this question, respondents were asked to justify their answers. Starting with the majority who claimed that learning English at the university is average in terms of difficulty, they argued that there are several aspects should be considered in order to decide whether it is difficult or not; for instance, some are good when it comes to the spoken form and still novice in the writing form. Others claimed that it depends on the course itself; they noted that "civilisation" is a hard course that contains difficult words and events in which students could not remember.

Additionally, most of them claimed that it depends on the learner himself, they said that they should put efforts and work hard outside the classroom boundaries to get positive results, and all information could be found on the internet. Next, one of the participants argued that since they have a limited programme to be studied, they are not exposed to the language of natives, because in Algeria, English is a foreign language and he/she considered that this is the reason why they still moving in an average rhythm.

Similarly, some of the students argued that they master the basic skills, what is next is just a matter of hard work, in addition, they are not tackling that much of a difficult subject; in other words, students do not dive deep into the things they study. It is mostly the same syllabus every year and everything is available online. An attractive comment said that there is a lack of

teaching material, he/she asked the teachers to vary their methods and try to include more teaching materials in the lecture.

On the other hand, those who answered with "difficult" justified their answers by saying that they do not have a chance to engage and participate in the classroom, shyness, and a lack of self-confidence could be the main barriers. The other claimed that difficult lessons and the tremendous amount of information they face a day stand as an obstacle. Whereas, those who answered with "easy" justified their answers by saying that learning English started in the middle school, university students find themselves already have the basics of English language, thus, learning more and enhancing their English level is not that hard at the university because teachers know how to guide the students.

From respondents' justifications, we extracted that learning at university can be easy if students work hard to develop their level in English by attending their regular sessions and reinforce their obtained knowledge by further exercises outside the classroom. Likewise, learning at the university could not last without the teacher's guidance and effort in transmitting information using appropriate teaching materials.

Rubric Two: Student's Engagement in Learning and ICT Use (from item 4 to 11)

This section prompts to collect detailed information about students' engagement in the classroom and the use of different ICT tools. However, in this research, ICT tools refer to the common technology-based tools that are using in universities such as computers, Laptops, data shows, head projectors, digital audios, educational videos, internet, social networks… etc.

- **Item 04: Participants' Ability to Participate in the Classroom**

This item aimed to identify students' chances in participating freely in the classroom.

- Yes
- No

Table 3. 21: Participants' Ability to Participate in the Classroom
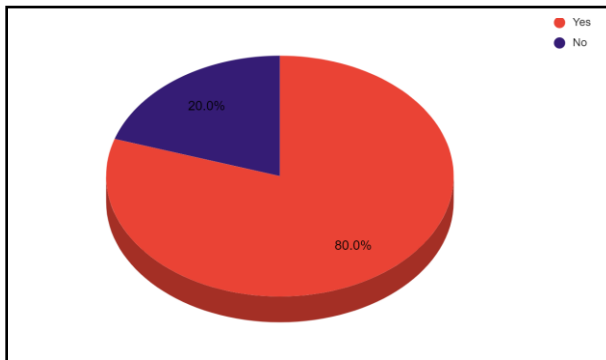
Option	Frequency	Percentages
Yes	24	80.0%
No	6	20.0%
Total	30	100%

Figure 3. 16: Participants' Ability to Participate in the Classroom

As it is noticeable in the above table, (24) participants who represent (80%) from the sample declared that they have opportunities to participate cooperatively and actively in the classroom, while (6) participants who represent (20%) from the sample argued that they do not have such opportunities. Based on the recorded data, almost the majority of the students are capable of involving in the lecture and participating cooperatively and actively. This means that teachers are devoting time to open a space for discussion with their students.

- **Item 05: Participants' Frequency towards their Teachers' Instructions**

This item aimed to identify participants' frequency towards their teachers' instruction.

- Very often
- Sometimes
- Rarely
- Never

Table 3. 22: Participants' Frequency towards their Teachers' Instructions

Statements	Very often	Sometimes	Rarely	Never
1-Do your teachers ask you to prepare for the next lesson?	10	12	7	1
2-Do your teachers provide you with homework?	11	16	3	0
3-Do you correct the homework the next session?	13	9	6	2
4-Do your teachers provide you with the feedback?	6	15	8	1
5-Do your teachers incorporate different ICT tools in your learning process?	2	16	10	2
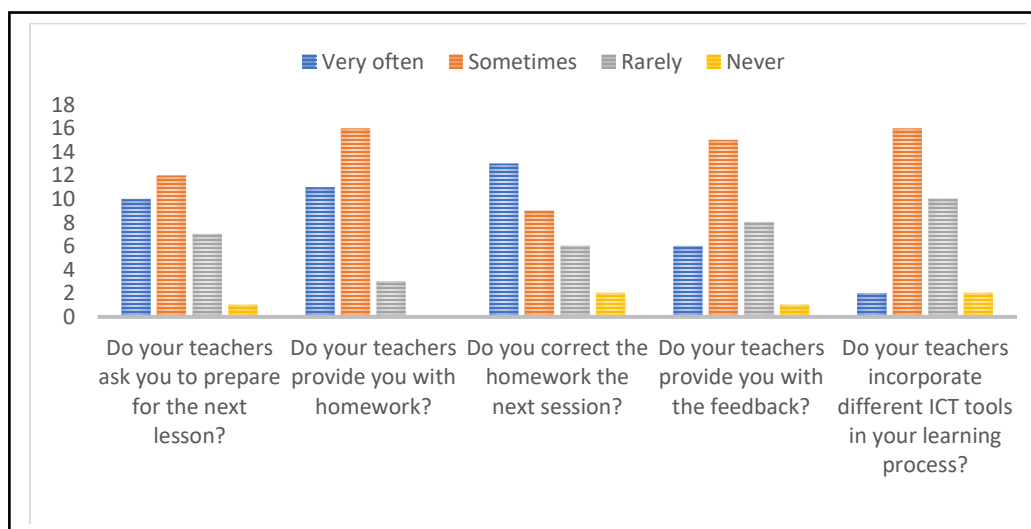
Figure 3. 17: Participants' Frequency towards their Teachers' Instructions

From the aforementioned figure, the first question was "do your teachers ask you to prepare for the next lesson?" (10) participants highlighted "very often", and (12) participants opted for "sometimes" while (7) participants opted for "rarely" and only one (1) participant claimed that his/her teachers never ask to prepare for the next lesson.

As for the second question "do your teachers provide you with homework?", the majority of the respondents opted for "sometimes" with a number of (16) students, followed by (11) participants assigned for "very often". Whereas, only (3) participants argued that their teachers rarely assigned homework for them.

The question in the third sequence was "do you correct the homework the next session?", interestingly, (13) participants noted that they very often correct the homework and (9) participants pointed for "sometimes", (6) participants assigned for "rarely" and (2) participants assigned for "never".

The fourth question was "do your teachers provide you with the feedback?", the majority of the participants (15) assigned for "sometimes", (6) participants assigned for "very often" while (8) participants said "rarely" and (1) argued with "never".

The last question was "do your teachers incorporate different ICT tools in your learning process?". Apparently, half of the participants (16) noted that sometimes their teacher presents lectures using different ICT tools while (2) participants argued with "very often". On the other hand, a considerable number of (10) participants assigned for "rarely" and (2) participants assigned for "never".

The overall results deduced that diverse classification of the aforementioned instructions detected that "sometimes" option was the overused one. We conclude that teachers are applying the regular instructions of any classroom learning. Usually, teachers ask the students to prepare for the next lecture, where students have to search for further information about a specific topic. Then, after presenting the lesson in the classroom, teachers decide, based on the nature of the lesson, to assign homework in order to be corrected the next session. Yet, from the results, we observe that a considerable number of teachers give attention to the step of correcting the homework in order to provide the students with the necessary feedback to complete what has been taught the previous session. Finally, a number of teachers incorporate some ICT tools to present their lessons.

- **Item 06: Participants' Frequency on the Focused Part of Teaching**

The sixth item represented to show which part teachers used to focus more in teaching, the theoretical part or the practical one.

- Theoretical part
- Practical part

Table 3. 23: Participants' Frequency on the Focused Part of Teaching
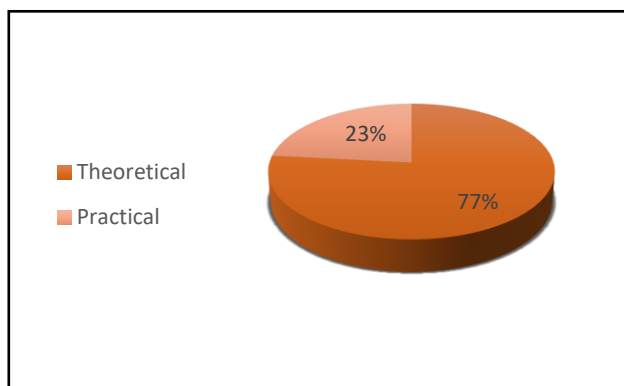
Option	Frequency	Percentages
Theoretical	23	77%
Practical	7	23%
Total	30	100%

Figure 3. 18: Participants' Frequency on the Focused Part of Teaching

The aforementioned table displayed that (23) students with the percentage of (77%) assigned for the theoretical part while (7) students with the percentage of (23%) assigned for the practical part. Based on the recorded data, teachers are presenting lectures much more than practising tasks and checking students' comprehension.

Respondents' justification about their preferable part

While justifying which part they prefer much, (24) participants assigned for the practical part where they can understand the theoretical lesson more, and this goes through preparing the next lesson before coming to the class to have an opportunity to search for further information. Other students claimed that if they have more practical conversations in the classroom, they will be more engaged in the classroom; thus, they will be apart from the learning process and get rid of shyness for some. Besides, some of the participants argued that focusing on the practical part help in examining the students and discovering their gaps, and this will lead to foster their learning.

Arguing that the English language is a vivid language which needs more practice to understand, was the dominant argument. One of the participants presented an example, "I do

not care about Chomsky and Ferdinand de Saussure theories as much as I want to apply these theories!". The practical part will make the students understand the theoretical part better.

In the same path, two (2) students highlighted some essential aspects. The first claimed that, certainly, the practical part would be very helpful in enhancing students' level of English. However, most teachers focus more on the theoretical part believing that once the student has the theoretical information, it is up to him/ her to practice more activities in order to reinforce the theoretical background, which is not the case in his opinion. The second realised that the teacher is bound to finish a certain number of lectures in a specific time and that may lead, sometimes, to a teacher-centred classroom which will affect students' performance and competency development. Yet, he/she suggested that teachers should provide learners with the syllabus of a semester/year beforehand and also the objectives of these lectures so that they can prepare the lectures at home and devote class time to practice.

Keeping in the same vein, the other (6) participants have another opinion. One of them claimed that he could not prefer one part on the other, he/she argued that is relatively working each other; nevertheless, focusing on only one part will make the apprehension challenging to grasp. Whilst, the rest remained neutral.

From the above justifications, the majority of the students acknowledge that practising in the classroom or outside the classroom in the form of assignments is a crucial step in which the teacher should do to confirm his/her students' comprehension of the theoretical part of the lesson. Meanwhile, we cannot neglect the role of delivering the lesson using appropriate teaching materials and techniques for a better understanding.

- **Item 07: The Use of Social Networking Tools**

This item attempted to investigate students' uses towards social networking tools in order to develop their level in the language.

- Yes
- No

Table 3. 24: The Use of Social Networking Tools

Option	Frequency	Percentages
Yes	25	83%
No	5	17%
Total	30	100%
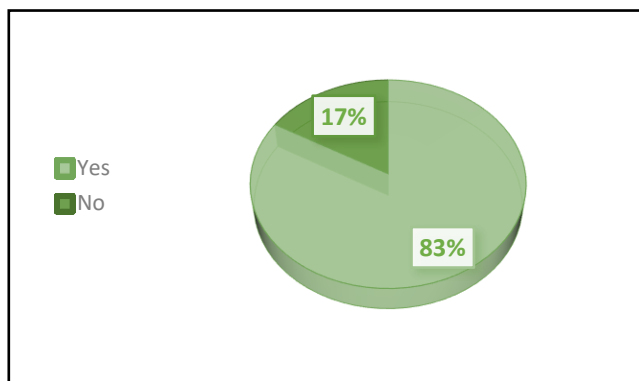
Figure 3. 19: The Use of Social Networking Tools

Based on the data stated above, 25 (83%) of the participants were using different social networking tools to foster their level in English while the other 5 (17%) participants do not use social networks in their education. Therefore, the majority of the students rely on themselves to search for further information to improve their level in English, so that, they do not consider the teacher as the only resource of information. In addition, this shows that the students are making efforts outside the classroom, which make them autonomous.

- **Item 08: Types of ICT Used**

The present item aimed to identify which types of ICTs used by their teachers.

Table 3. 25: Types of ICT Used

Tools	Frequency
Overhead projectors	7
Smart phones	13
Power Points presentations	18
Educational YouTube videos	10
Data shows	20
Computers	13
Social media	6
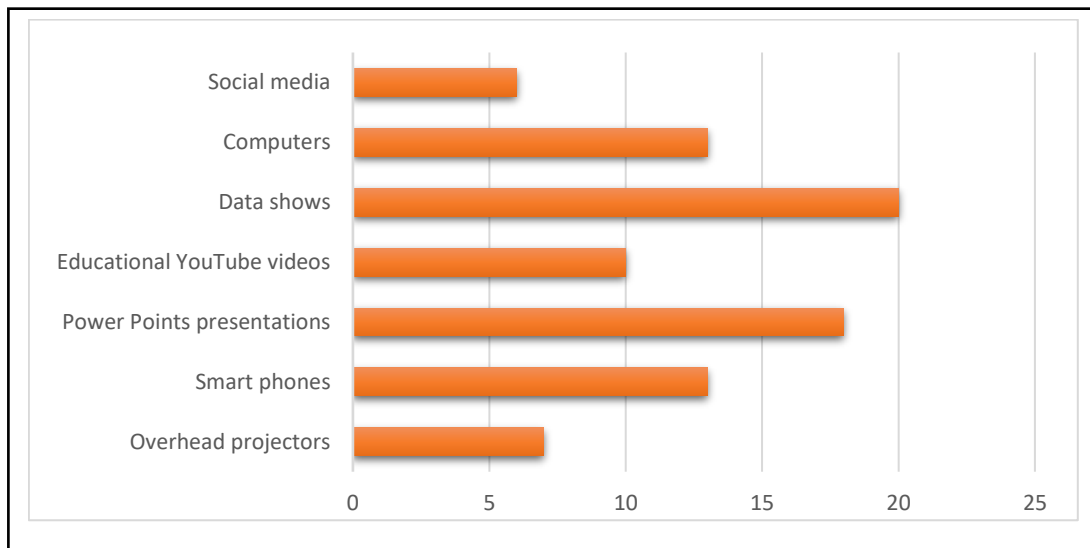
Figure 3. 20: Types of ICT Used

The aforementioned figure presented different types of ICT tools usually used by teachers. The question was checkboxes, where participants can select more than one answer. The use of data shows that they presided the options with (20) respondents followed by PowerPoint presentations with (18) respondents. Then, computers and smartphones with (13) respondents, Educational YouTube videos (10) respondents, Overhead projectors (7) respondents and lastly social media (6) respondents. From the above data, the predominant tools that teachers used more were the PowerPoint presentations presented by data shows.

- **Item 09: Participants' Opinion on the Efficacy of Using ICT in Learning**

This item attempted to investigate whether the use of ICT in educational purposes effect positively on students' performance or not.

- Yes
- No

Table 3. 26: Participants' Opinion on the Efficacy of Using ICT in Learning
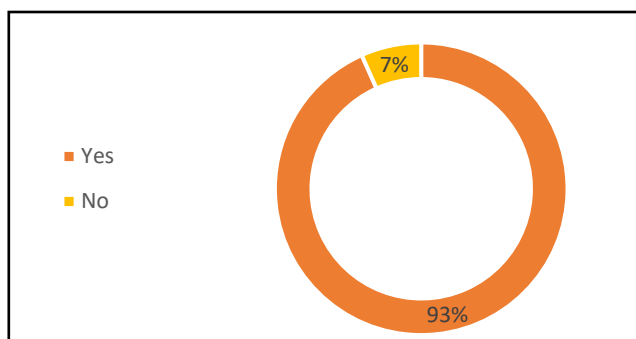
Option	Frequency	Percentages
Yes	28	93%
No	2	7%
Total	30	100%

Figure 3. 21: Participants' Opinion on the Efficacy of Using ICT in Learning

The table above indicated that 28 participants with the rate of (93%) were satisfied and assigned for "yes" while only two (2) participants with the rate of (7%) assigned for "no". Therefore, students of the 21st century rely on the use of different ICT tools to develop their English language. Yet, from the above results, we conclude that teachers are not the only resource of information.

Respondents' justification about their answers

As a sub-question, students were asked to justify their answers. Since the majority of the respondents argued that ICT helped them for their educational purposes, all the comments supported this view. First, they claimed that the process of e-learning is more active than traditional learning; it gives the chance to make the student designs his/her own lessons. In their opinions, it will facilitate the acquisition of basic skills. Some claimed that learning using ICT make things easier in terms of comprehending, attract learners' attention and interest to search, saving time and even money when it comes to studying via pdfs rather than printed copies.

Keeping in the same vein, in order to enhance the quality of education in Algerian universities, students called for changing roles through applying learner-centred approach rather than teacher-centred approach; this will foster their autonomy, promote their motivation and more importantly, increase their engagement. They illustrated the situation by giving examples based on their real-life; a student claimed that the easy dispensability of the information from the different educational platforms offered all detailed information related to the course. Other participant said that over the last years, he relayed on YouTube videos. They cannot rely on

teachers all the time, social media, for instance, helps in exchanging information, debating, analysing, discussing with classmates.

In addition, one of the respondents illustrated what mentioned above, she claimed that "Although a pen and a paper considered to be classic tools for learning, ICTs are more effective tools. I rely heavily on the internet to look up for resources and information, be it in the form of books, articles, podcasts, videos…etc. It enhances the learning experience and makes it much more enjoyable and quicker than searching information from books or teachers, taking into consideration, teachers cannot be available all the time or have the ability to provide me with detailed information.". Consequently, the majority of the participants supported the integration of ICT tools in their educational system.

- **Item 10: Difficulties in Implementing ICT**

This item sought to ask the students whether they encounter any kind of difficulties in using ICT for the purpose of learning English language, or they can manage everything. This question was divided into two sub-questions; the students were supposed to answer with yes or no as a first step. Then, for those who answered "yes", they should identify which kind of difficulties they encountered.

- Yes
- No

Table 3. 27: Participants' Difficulties in Implementing ICT

Figure 3. 22: Participants' Difficulties in Implementing ICT
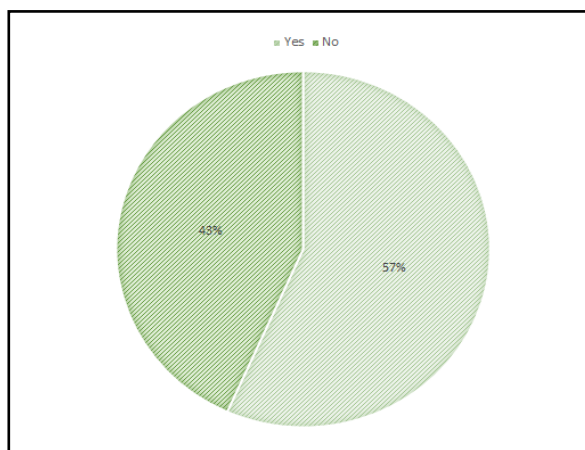
Option	Frequency	Percentages
Yes	17	57%
No	13	43%
Total	30	100%

The results illustrated in the above table and figure showed that (13) respondents, who represent (43%) of the whole sample, do not suffer from any difficulty when using ICT for educational purposes; whereas, (17) respondents, who represent (57%) of the sample, are actually encounter some difficulties. Hence, a considerable number of those who encountered problems in using ICT open the doors to know which kind of difficulties.

As a sub-question, we asked the respondents who have been selected "yes" to select some expected causes from the above list.

- Lack of technical support
- Limited competence in the use of ICTs
- Lack of training programmes
- Classroom management difficulties due to the important number of students
- All of them

Table 3. 28: Participants' Expected Causes on the Difficulties in Implementing ICT

Option	Frequency	Percentages
-Lack of technical support	1	6%
-Limited competence in the use of ICTs	1	6%
-Lack of training programmes	5	29%
-Classroom management difficulties due to the important number of students	4	24%
-All of them	6	35%
Total	17	100%
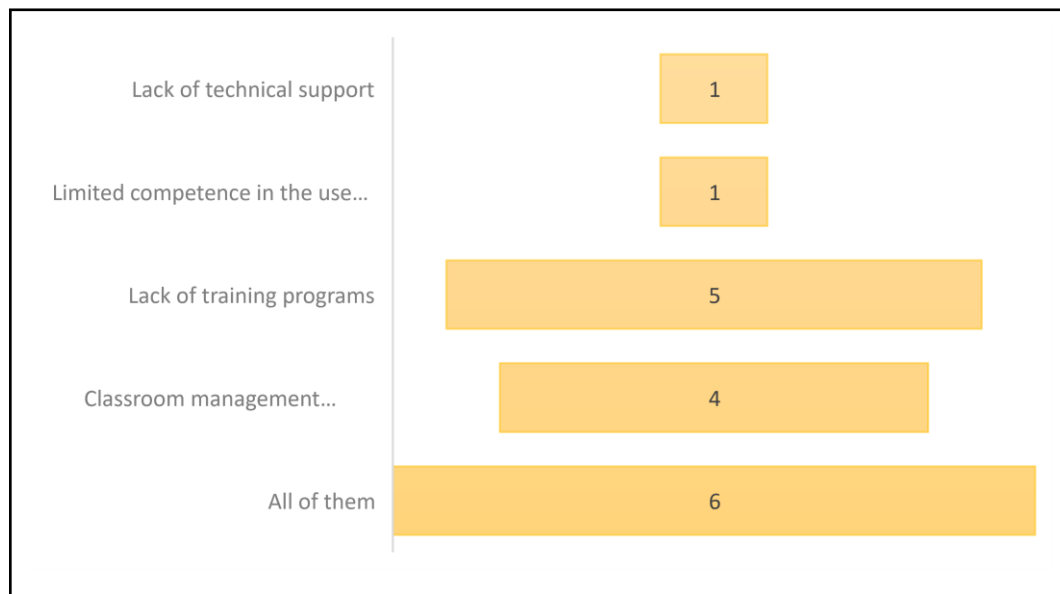
Figure 3. 23: Participants' Expected Causes on the Difficulties in Implementing ICT

From the aforementioned proposed causes, the participants introduced to a multiple-choice question were the students have one option to choose. First, two (2) of the participants opted for the two first causes, one (6%) opted for the "lack of technical support" and the other one (6%) assigned for "limited competence in the use of ICTs". Therefore, the two participants limited their concerns only on technical things; in other words, technical support helps in the acquisition of knowledge and skills necessary to fulfil students' unique curriculum requirements. According to Sife, Lwoga, and Sanga (2007) technical support includes "installation, operation, maintenance, network administration and security". In additions, lack of competence in using ICT tools is when the students are incapable, or having some problems with electronic devices and find it hard to manage any issue they face.

Second, the majority of the respondents (29%) assigned for "lack of training programmes" which indicates that students never trained before on using ICT tools for educational purposes. Training programmes designed to train university students on the process and the mechanism of using different ICT tools such as the various usage of computers, how to search on internet, websites, blogs and many other usages of ICT tools.

As for the fourth cause, "Classroom management difficulties due to the important number of students", a considerable number (24%) claimed that, precisely, overcrowded classrooms do not offer a comfortable space to integrate ICTs in learning. It could also refer to the lack of labs

equipped with computers, headphones, and projectors, a well-organised learning environment (classroom atmosphere, calm, illumination...).

Finally, the last option goes forth all of the previously mentioned causes. (35%) of the participants, based on the recorded data, assigned for "all of them". Consequently, students are facing real problems which hampered the use of ICT in learning English at the university.

Item 11: Participants' Opinion towards the Use of Different Methods in Learning

this question intended to examine students' views on receiving English language lessons in different manner.

Table 3. 29: The Use of Different Methods in Learning

Figure 3. 24: The Use of Different Methods in Learning
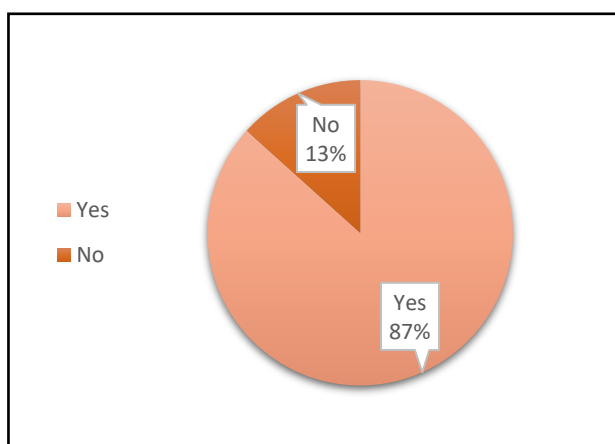
Option	Frequency	Percentages
Yes	26	87%
No	4	13%
Total	30	100%

As the above table demonstrated, (26) participants with the rate of (87%) expressed their wants in changing the traditional way of teaching while (4) participants with the rate of (13%) expressed their unwillingness to change any other method. Therefore, we can observe that students have a desire to change the traditional learning.

Respondents' justification about their answers

As a sub-question, we asked the students to suggest any other technique in order to modify or to propose an alternative way of teaching that suits students' needs. Starting with a participant who claimed that their instructors follow a purely teacher-centred approach while it should be student-centred. She argued that their teachers present the lecture, distribute relative handouts

and the same for all courses; nevertheless, she presented her desire to make the student the one who prepared the lesson beforehand.

In the same path, one of the participants asked to have his lessons on different environment. His mate makes things evident when she said, "Well... I feel like I am still studying in my high school. The programme is over-weighted with tests (3 written texts in every course in one semester). We lack the concept of learning at the university. University is for doing researches and not for testing students for the things they have tackled in the classroom. Yet, there is a lack of critical thinking and creativity, I feel like am in a box!". From a different point of view, a student suggested to deal with authentic videos or interact with natives in order to exchange information; this will lead to develop their pronunciation and increase their cultural thinking.

In addition, other students call for integrating any kind of technologies in their educational programme. Students mentioned different ICT tools and asked their teachers to adopt any of these tools, respectively to their need. These tools were:

- Sending lessons before coming to the class through Emails.
- Edu-blogs.
- Educational YouTube videos.
- Online quizzes to reinforce the theoretical part of the lesson.
- Present the lesson at home through social media on lives.
- Play smart games in the classroom.
- Flipping the classroom in which the teacher presents the lecture online and devote more time to exercise tasks and activities better than giving homework.

From the above suggestions, we conclude that students are aware of the use of ICTs and they rely on the internet in broadening their knowledge in learning EFL.

- **Rubric Three: The Flipped Classroom Model (from item 12 to 18)**

The third section of the questionnaire consists of seven (7) questions, which discussed the familiarity of students to the flipped classroom model. Furthermore, the progression of questions was arranged in terms of the availability of internet access first until the last question, which discussed students' desires to adopt this technique.

- **Item 12: Availability of Internet Access**

The present item attempted to know whether the participants have access to the internet at home or on their mobiles or not

- Yes
- No

Table 3. 30: Availability of Internet Access

Option	Frequency	Percentages
Yes	30	100%
No	0	0%
Total	30	100%
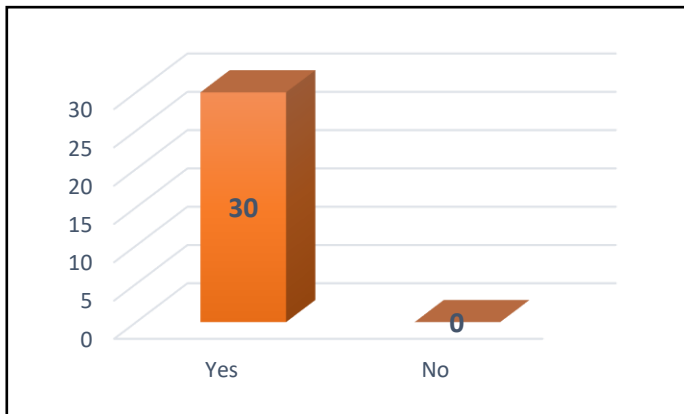
Figure 3. 25: Availability of Internet Access

Based on the above data, all the participants 30 (100%) claimed that they have internet access. Thus, the digital generation tries to be connected to social media (Facebook, Instagram, Twitter…) in different ways, internet access at home, 3G, 4G and other options.

- **Item 13: Participants' Watch Courses Online**

This item aimed to see whether the students have the spirit to watch courses online.

Table 3. 31: Participants' Watch Courses Online

Option	Frequency	Percentages
Yes	19	63%
No	11	37%
Total	30	100%
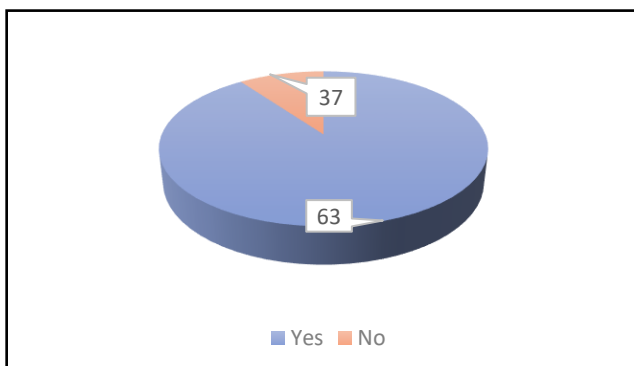
Figure 3. 26: Participants' Watch Courses Online

The above table reveals that the majority of the students (63%) are usually watching their courses online whereas (11) participants with the rate of (37%) do not have the habit of watching courses online. Therefore, students watch courses online for several purposes, such as developing their level in English and their intellectual level, or they could be searching for further explanation.

- **Item 14: Appreciating Watching Educational Video at Home**

This item attempted to see whether the students appreciated watching an educational video at home or not.

Table 3. 32: Appreciating Watching Educational Video at Home
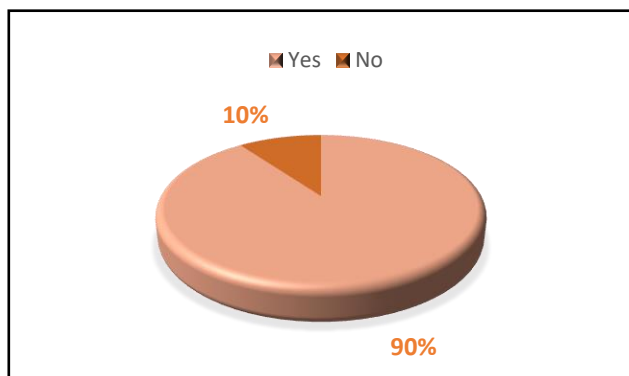
Option	Frequency	Percentages
Yes	27	90%
No	3	10%
Total	30	100%

Figure 3. 27: Appreciating Watching Educational Video at Home

Based on the data indicated in the above table, we noticed that the majority of the participants appreciate watching educational videos at home, (27) students represent (90%), whereas only (3) participants who represent (10%) of the sample elucidated that they did not appreciate recognising the lesson through video at home. This means that this method does not suit some students learning style. In addition, students whose answer was yes, they were asked to pinpoint the cause from the suggested options. The following table demonstrates their answers:

- You can watch it several times
- You can search for further information
- You can revise for the exams
- All of them

Table 3. 33: Appreciating Watching Educational Video at Home

Option	Frequency	Percentages
You can watch it several times	7	23%
You can search for further information	6	20%
You can revise for the exams	3	10%
All of them	14	47%
Total	30	100%
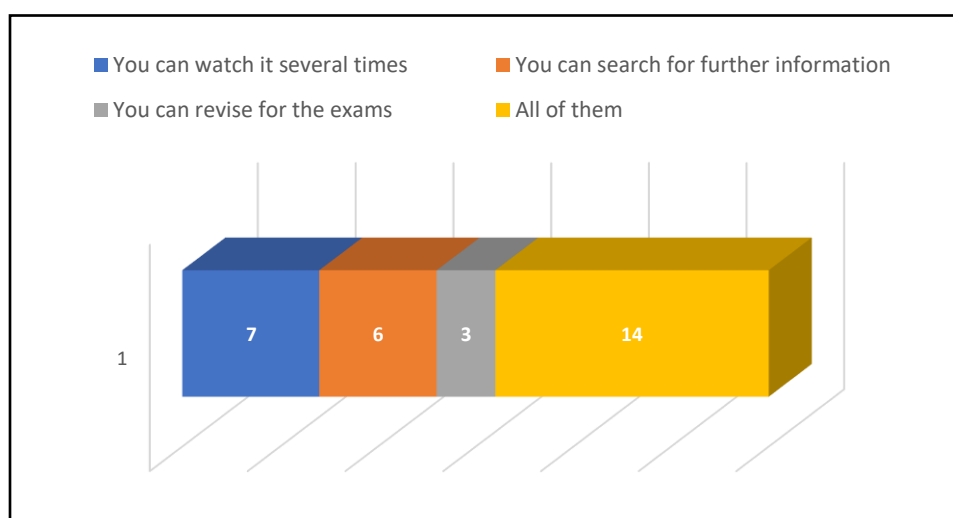
Figure 3. 28: Reasons for Watching Educational Video

In this sub-item, (16) of the participants assigned for different causes, (7) participants noted that they appreciated watching educational videos at home because they have the opportunity to watch it several times; thus, they can check their comprehension. (6) participants highlighted that they appreciated watching videos at home for the reason of searching for further information. Usually, in the classroom, when teacher tackled a specific point quickly, students keep focusing on the main idea of the lesson; nevertheless, some students have the desire the know every single point the teacher discussed. Likewise, watching the lesson on video at home gives the students the chance to stop the video and search for further clarification and explanation from different websites. Whereas, only (3) participants assigned for watching the lesson in the form of a video to have the opportunity to revise for examinations. Furthermore, (14) assigned for the last option, which represents all of the previously mentioned causes.

- **Item 15: The Extent of Influencing**

The present item attempted to see the degree of influence of the flipped classroom on students' engagement.

- Yes
- No

Table 3. 34: Flipped Classroom Influence Students' Engagement

Statements	No influence	Influence	Great influence
1-The flipped classroom provides you an opportunity to learn more about the lesson before the session; therefore, it gives you more time to practice English in the classroom.	5	16	9
2-Preparing your lesson and class tasks in advance boosts your engagement.	2	12	16
3-The Flipped Classroom gives you greater opportunities to communicate with other students (online/ classroom discussion).	5	14	11
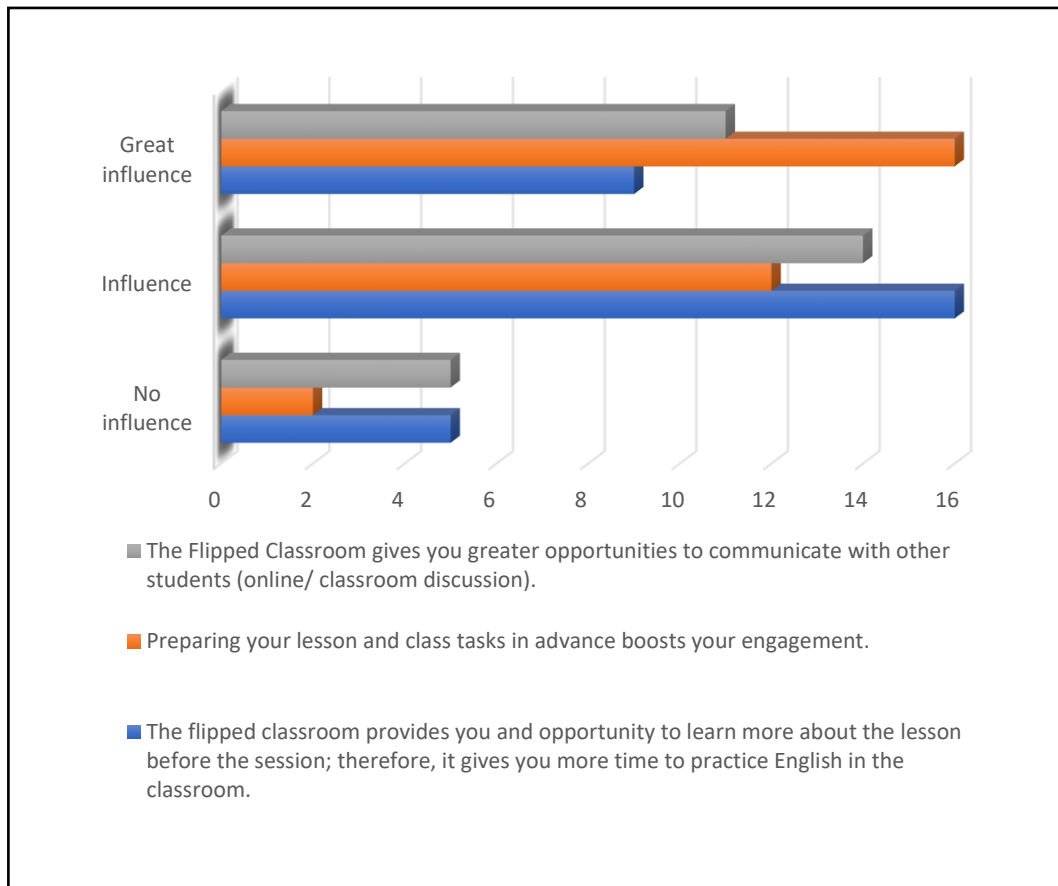
Figure 3. 29: Flipped Classroom Influence Students' Engagement

The above figure indicated that the first statement "The flipped classroom provides you an opportunity to learn more about the lesson before the session; therefore, it gives you more time to practice English in the classroom." (16) participants highlighted "influence" and (9) participants assigned for "great influence" whilst only (5) participants assigned for "no influence". In other words, when preparing the lesson before the session, students will have enough time to search for further information on the presented topic and highlight any ambiguities. In the classroom, students deduce class time to discuss the topic with the teacher and present their new information, in addition, they ask for further explanation to clear their ambiguities.

The second statement indicated that "Preparing your lesson and class tasks in advance boosts your engagement." A considerable number of the participants (16) assigned for "great influence" and (12) participants assigned for "influence" while only two (2) participants assigned for "no influence". The majority of the participants agreed on the influence that

resulted from preparing the lesson in advance. Thus, students with their different levels will come to the classroom holding almost the same background on the lesson.

As for the last statement, "The Flipped Classroom gives you greater opportunities to communicate with other students (online/ classroom discussion)." (14) participants noted that the flipped classroom influence in communicating with classmates and (11) participants assigned for "great influence" while (5) participants assigned for "no influence". Students will have an opportunity to discuss the matter with their classmates, search together, and get into debates; thus, they will increase peers' collaboration.

- **Item 16: The Extent of Agreement**

This item aimed to show the extent of agreement on the following statements.

Table 3. 35: Students' Engagement in the Flipped Classroom

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1-You regularly use the resources provided online such as review literature, practice quizzes....	3	18	6	3	0
2-You are highly motivated when you come to the session and already well known about the content of the lecture.	19	10	0	1	0
3-You prefer watching the lesson on a video and practice quiz in your own pace.	12	15	1	2	0
4-The flipped classroom is more engaging than the traditional classroom because you get more feedback from your teacher and classmates.	10	14	6	0	0
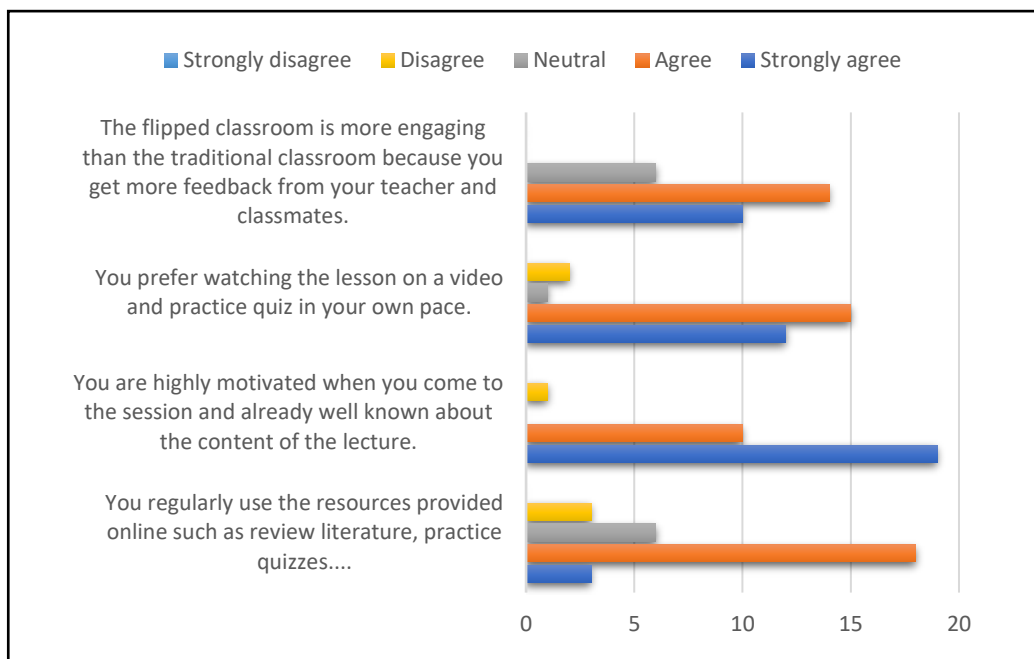
Figure 3. 30: Students' Engagement in the Flipped Classroom

- **Statement 1: You regularly use the resources provided online such as review literature, practice quizzes.**

The present statement aimed to know to what extent students are using online resources. From the above data, (18) participants assigned for agreeing and (3) participants assigned for strongly agree. Whereas, (6) participants remained neutral and (3) participants assigned for disagreeing. We conclude that the majority of the students are using online resources for educational purposes, such as reviewing literature and practice quizzes.

- **Statement 2**: **You are highly motivated when you come to the session and already well known about the content of the lecture.**

The second statement "you are highly motivated when you come to the session and already well known about the content of the lecture." Sought to know students' motivational sense when they enter the classroom having a background on the lesson. A considerable number (19) participants argued that they strongly agreed on the statement and (10) participants agreed while only one (1) participant assigned for disagreeing. From the recorded data, it is clear that when the student starts the session holding background on the lesson, he/she will be motivated to participate actively in classroom practices, discussions and debates.

- **Statement 3: You prefer watching the lesson on a video and practice quiz in your own pace.**

As for the statement in the third sequence, it aimed to know to what extent students prefer watching the lesson on a video and practice a quiz to check their comprehension in their own pace. Based on the recorded data, (12) participants assigned for strongly agree and (15) participants assigned for agreeing, whereas (2) participants assigned for disagreement and one (1) remained neutral. In other words, offering the students a comfortable place to learn in their own pace like their homes will increase their engagement in the classroom.

- **Statement 4: The flipped classroom is more engaging than the traditional classroom because you get more feedback from your teacher and classmates.**

The last statement aimed to investigate to what extent the flipped classroom is more engaged than the traditional classroom. From the above data, (10) participants noted that they strongly agree with this statement and (14) participants assigned for an agreement on it. Yet, (6) participants from the whole sample remained neutral, they may ignore the concept of the flipped classroom because they just speculated things. In the same path, (24) participants assigned for an agreement means that they appreciated preparing the lesson at home to have more feedback from their teachers in class.

- **Item 17: Participants' Views on the Flipped Classroom Model in Enhancing their Engagement**

This item attempted to investigate students' different views on the efficacy of the use of the flipped classroom in EFL classes in order to enhance their engagement.

- Very beneficial
- Beneficial
- Somehow beneficial
- Not beneficial

Table 3. 36: Participants' Views on the Flipped Classroom
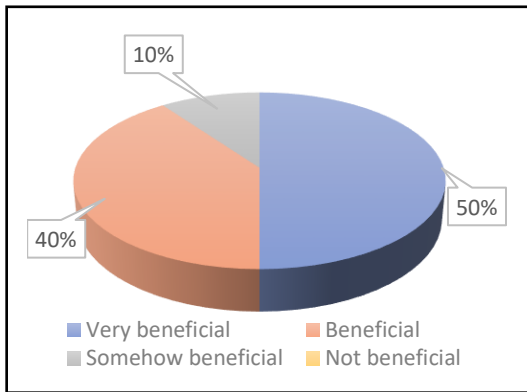
Option	Frequency	Percentages
Very beneficial	15	50%
Beneficial	12	40%
Somehow beneficial	3	10%
Not beneficial	0	0%
Total	30	100%

**Figure 3. 31: Participants' Views on
the Flipped Classroom**

As it is stated in the table above, (50%) of the participants claimed that applying the flipped classroom method in EFL classes is very beneficial in enhancing students' engagement and (40%) assigned for beneficial, whilst (10%) argued that is somehow beneficial. Therefore, since no one argued that applying the flipped classroom is not beneficial, we conclude that this method is applicable in EFL classes.

- **Item 18: Participants' Desire to Adopt the Flipped Classroom Strategy**

This item aimed to investigate students' desire towards the use of the flipped classroom method.

Table 3. 37: Participants' Desire to Adopt the Flipped Classroom Strategy
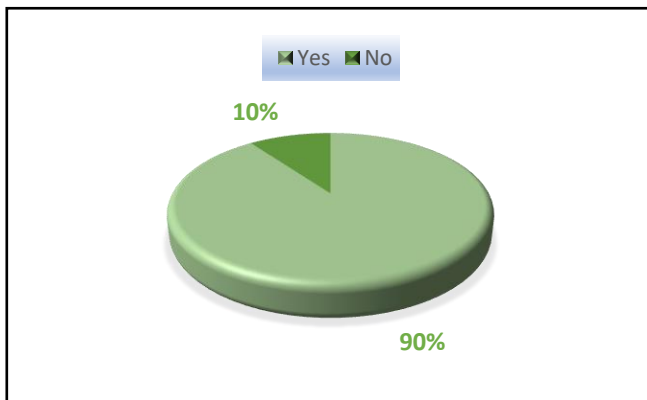
Option	Frequency	Percentages
Yes	27	90%
No	3	10%
Total	30	100%

**Figure 3. 32: Participants' Desire to Adopt the
Flipped Classroom Strategy**

The last question in this questionnaire was, "Do you want your teachers to adopt the flipped classroom method?" From the data recorded, (90%) of the participants, which represent (27) students from the sample, noted that they want to adopt the flipped classroom strategy in their EFL classes. Whereas, (10%) of the participants, which represent (3) students assigned for "no." The researcher asked the participant to explain why teachers should adopt the Flipped Classroom Strategy. They answered as follow:

The participants agreed that applying this strategy in teaching will significantly develop the learning process by motivating the students and increase their commitment to learning. Students described this method saying that: "we need it, it makes me more confidence, it seems fun, we will be more creative, it makes the learning process interesting …". Furthermore, they argued that adopting such a strategy would pave the way for students to practice more and also be engaged with enough classroom practices. They will all have the chance to participate equally in the classroom because they have the same background knowledge on the topic already; this will motivate the students to learn.

One of the participants claimed that "Some teachers are already using this method and I can see the difference between the classic classroom and the flipped classroom. Students are more motivated when they are already well versed about the subject and that creates fruitful discussions and debates in the classroom. Thus, students develop their critical and analytical skills when debating with their classmates and teachers." Indeed, the flipped classroom is a motivating strategy; students claimed that it helps in knowing specific topic quickly so that they become more engaged during class, and it makes the learning process interesting and enjoyable.

Students thought of their teachers; also, they highlighted the idea of when changing the rhythm of teaching, teachers will discover the different learning styles of their students; therefor, applying different methods that address all students. A student argued that applying the flipped classroom is a real chance for both teacher and students to examine their ability in receiving and perceiving information. In addition, going for a new technique of teaching allows teachers to work with those who need help and encourage those who are confident to do more on the basic of cue gaining the habit of doing great alone to be rewarded after. A student thought that abilities of understanding and being a good student goes from having a good environment at home, and that is the purpose of inversing methods of teaching.

Additionally, a respondent stated that the students would be autonomous. She explained saying they can devote class time for further practice, wherein most of them will have more opportunities to participate in the class. She argued that they used to take their sits and wait for the end of the session, sitting passively and receiving theoretical lessons without any application in which they receive zero information. More precisely, they forget the received information because they did not apply it.

In the same vein, an introverted student claimed that "It would be very helpful in enhancing my level since I consider myself as an introvert learner who depends on learning in isolation rather than groups because I am a shy student. I would be more comfortable. As it maximises the input because of the time, I mean that I have all day or the whole week, whenever you feel that you are ready to learn, you can do it."

To conclude, all participants supported the idea of applying the flipped classroom model, claiming that this method fit the nature of EFL learning.

3.9.3 Discussion and Interpretation of the Findings

Based on the results obtained from the questionnaire, which was delivered to third year students at the level of Mohamed Kheider University that was enrolled in the current research, which is entitled "An Investigation into Learners' Attitude towards the Use of Flipped Classroom in Enhancing their Engagement", we infer that students do appreciate the flipped version of the class as a strategy/method to enhance their engagement. Based on the aforementioned analyses, students' questionnaire provides different information supported our hypotheses. Initially, from students' responses, we deduced that they have from an intermediate to an upper-intermediate level in English where they found learning English at the university average in terms of difficulty. Nevertheless, students stated that they have to depend on themselves in order to develop their level in English language.

In the same vein, teachers are devoting time for the students to ask for clarification or further explanation, in which the students have an opportunity to participate in the lecture actively. From students' responses, teachers used to ask the students to prepare for the next lesson and assigned them homework by the end of the session in order to be solved the next session; whereby the teacher provides his/her students with necessary feedback. Nevertheless, students argued that their teachers are presenting theoretical lectures more than practising exercises and checking students' comprehensions through tasks and activities. Moreover, students claimed

that they need to practice more in the classroom in order to have teacher's feedback; thus, students will be more engaged in their learning process. On the other hand, the teacher is no longer the only source for information. Henceforth, students are using ICTs to reach the correct information and collect the needed knowledge in order to develop their level in English language.

Keeping in the same path, as we noticed from the aforementioned analysis, the teachers rely more on using PowerPoint presentations presented on Data show. However, there are plenty of ICT tools they can use in order to vary their teaching materials and methods such as educational YouTube videos, computers, social media, blogs, smartphones …etc. Nevertheless, the researcher questioned whether the students know how to use ICTs for educational purposes, or they can manage only thing related to social media, and games. Therefore, through the analysis of students' questionnaire, the researcher identified the different types of difficulties that the students face in using ICT, to mention some, lack of technical support, limited competence in using ICTs, lack of training programmes, and classroom management difficulties due to the important number of students.

Additionally, the researcher touched students' desire to change the traditional way of teaching, where we asked them to suggest other teaching methods/ strategies. First, they called for students-centredness rather than teacher-centredness. In order to transfer a classroom, one way is that teachers need to integrate different ICT tools into students' learning process in order to change the teaching methods; for instance, the students suggested Edu-blogs, educational YouTube videos, online quizzes, or as the researcher suggest in the present study, the flipped classroom model.

In order to implement the flipped classroom model in EFL classes, teachers should take into consideration several aspects. First, from students' responses, we noticed that all the students have access to the internet which facilitates for them to watch the instructional video. Next, students appreciated watching the instructional videos claiming that these videos help in developing their level in English and their intellectual level as well; in which they could search for further explanations and clarifications, re-watch the video several times, or they can watch it to revise for their examinations. Opposed to the traditional classroom, in the flipped class students agreed that they benefit from recognising the lesson before class time, they noticed that

the rate of students' collaboration and interaction increased, and preparing their tasks in advance fosters their engagement and make them self-independent.

To conclude, respondents displayed that applying the flipped classroom model in EFL classes will be beneficial for students' engagement. At the end of this questionnaire, the researcher investigated students' desire towards the use of the Flipped Classroom Strategy in their classes, they appreciated this method and called their teachers to apply. Relying on the results obtained from the administered questionnaire, we conclude that students demonstrate positive attitudes towards the flipped version of the class as a strategy to foster their engagement.

3.10 Summary of Results

To review, the aim of the present study was to investigate EFL learners' attitudes towards the use of the Flipped Classroom Strategy in enhancing their engagement. Further, the applicability of the flipped model in the context of Biskra University. Therefore, in an attempt to develop a credible piece of research, the researcher used three research instruments in order to collect the necessary data, namely classroom observation, teachers' questionnaire, and students' questionnaire.

Simultaneously, the study sought to help the students to be autonomous and promote their motivation. Similarly, it intends to enhance students' engagement and develop their performance. Moreover, the researcher intended through this study to suggest for EFL teachers a strategy, which may help them enhance students' engagement in the classroom.

On one hand, the study required a comparative analysis between the traditional and the flipped ones through classroom observation, in which its findings showed that the students were passive in the traditional version, whilst they showed interaction in the flipped version. In other words, students do not participate in their regular sessions because they come to the class without any background knowledge on the presented topic. In addition, the results revealed that students face various obstacles that hinder their engagement in the classroom; for instance, lack of motivation, considering the teacher as the only source of information, and lack of practice in the classroom.

Moreover, the classroom observation process results detected that students who participated in the flipped version showed an engagement in which they prepared the lesson and practiced a quiz before the regular session. Additionally, they participated presenting collaborative and active work and shared their newly collected information. The researcher observed that the students were motivated because they learned at their own pace. Creating a non-threatening environment for the students makes them learn at ease and grasp knowledge.

Regarding teachers' questionnaire, the findings showed that teachers were complaining about their students' disengagement. Thus, we insisted on transforming the teaching methods and applying student-centred approach rather than teacher-centred approach. Therefore, the researcher presented the flipped classroom method as a teaching strategy that may help the teachers in enhancing students' engagement in the classroom. Yet, the teachers expressed anxiety towards their students, claiming that they may not accept a new teaching method and would not prefer to change the traditional teaching. Also, teachers assume that students may not have access to the internet. Otherwise, teachers showed an appreciation towards the use of the flipped classroom model in EFL classes, which may enhance their engagement, boost their motivate and develop the sense of self-independence; as a consequence, students would develop their performance in learning English language.

Besides, the researcher opted for a questionnaire addressed to EFL students as the third tool in this study. The findings of the students' questionnaire showed that students are suffering from technical issues; otherwise, they have access to the internet. In contrast to teachers' presumptions, students called for changing classroom routine through varying teaching methods. Therefore, the researcher suggested the flipped classroom model as a learning strategy where they showed acceptance and appreciation towards it.

Finally, both teachers and students expressed their willingness to adopt the flipped classroom model in EFL teaching-learning process. Therefore, teachers and students' feedback were beneficial, effective and positive, which contribute to the validity of research hypotheses. Furthermore, the obtained results raised the importance of engaging the students in the classroom and the role of the Flipped Classroom Strategy for successful EFL teaching-learning process and provides its high recommendation in higher education.

3.11 Synthesis of the Findings

The obtained results from the three data collection methods showed a progression to the final synthesis. These methods provided approximately similar results that help in answering the research questions and validate the research hypotheses concerning the use of the flipped classroom in enhancing students' engagement. Therefore, both teachers and students commended on the importance of engagement in EFL classrooms; however, students cannot develop their engagement without the help of their teachers. Consequently, we deduce that teachers' methods are a motivational key for their students to enhance their engagement.

The three methods confirmed the validity of the research hypotheses in which EFL teachers and students of Biskra University showed a positive attitude towards the use of the flipped classroom in enhancing students' engagement. Based on their responses, this method provides the students with enough time to prepare the lesson and activities before class time. Similarly, it provides the teachers with enough time to check students' comprehension, gives feedback, and discover their learning styles. Thus, it helps students to develop their level in English language.

To conclude, the obtained results from the three data collection methods answered all research questions and achieved all research aims. Additionally, all research hypotheses have been confirmed. Initially, the omnipresence of the ICT is an integral part of students' daily life, its exploitation for learning purposes give enlargement to their engagement, competence and performance, and it generates significant results. Furthermore, the researcher confirmed that the integration of the ICT in the university setting reconsider the flipped classroom as a teaching strategy a fundamental engagement factor. Moreover, the Flipped Classroom Strategy endow the students an acquisition rhythm in asynchronous mode and sufficient time according to their intellectual faculties.

Conclusion

To sum up, this chapter discussed the fieldwork of the present study. Initially, the researcher introduced the theoretical background of the research methodology. Basically, the present chapter shed light on the research approach, research design, population, sampling, and data collection methods. Second, the researcher presented the process that she followed in the procedures of analysis, interpretation, and discussion of the data collected from the research

instruments used in this study. Mainly, three data collection methods used to obtain data from different attitudes and perspectives. The obtained data analysed descriptively and discussed in the second section of this chapter. The chapter was an attempt to confirm the researcher' suggested hypothesis.

3.12 Pedagogical Implications

It appears that the adoption of the flipped classroom model in EFL classes focuses on active learning, motivation, autonomy and engagement. Furthermore, the flipped classroom strategy implies student-centred approach which makes the students in the heart of their own learning process. Despite the passive attitudes and perceptions that have been shown through the results and findings of the present study; though, we attempt to propose several pedagogical recommendations and implications that may help in implementing the flipped classroom strategy at higher education, which in return, could help in improving teaching and learning process. We suggest a number of recommendations that are illustrated as follow:

Recommendations for teachers

- ✓ Teachers are invited to change and vary their teaching methods and not to stick in following the traditional teaching methods in order to achieve an engaged classroom;
- ✓ Teachers are invited to integrate different ICT tools in EFL classes, which are suggested in this study that is referred to the Flipped Classroom Model;
- ✓ Teachers are recommended to search deeply on the process of implementing the Flipped Classroom Model, starting with producing pre-recorded videos to devoting class time for practices;
- ✓ As the first step teachers should do, they have to explain the process of the Flipped Classroom Model for their students, paving the way for transforming the teaching method from the traditional classroom to the flipped one;
- ✓ Teachers should urge the students to watch the instructional video at home, leaving a period of (days/ a week) to watch it. Teachers are recommended to provide the students with all facilities to learn at their own pace;
- ✓ Teachers should be familiar with their students' level so that they can produce a short and straightforward video which befit their intellectual level;

✓ Teachers are advised to form the classroom setting according to the activities in which they can form the students in groups or pairs based on the tasks' nature. By doing this, students will understand that their teacher is observing their participations and they can ask for his/ her clarifications or feedback;

✓ Teachers are advised to vary the tasks by designing simple, collaborative, and funny activities to keep the students motivated and interested. Thus, this will boost their engagement.

Recommendations for students

✓ Students should understand the process of the Flipped Classroom in order to facilitate the implementation of the flipped version in EFL classes;

✓ Students should be serious when watching the video at home, take notes, write any remarks or ambiguous questions in order to ask their teachers the next session;

✓ Students should inform their teachers if they do not have access to the internet to provide them with alternatives such as uploading the video in a hard disk, sending it in their mobiles, or asking them to join ICT classes in which there is access to the internet.

Recommendations for administration

✓ The administration is recommended to provide the needed ICT equipment and offer a comfortable physical setting to integrate ICT tools to implement the Flipped Classroom Strategy.

In short, any attempt towards integrating ICT tools in the teaching-learning process is of great advantage to the English learning process. Thus, the Flipped Classroom Model is an example of this integration in which EFL learners can develop their autonomous style, active learning, motivation, and enhance their engagement.

General Conclusion

General Conclusion

The fundamental reason for conducting this study is to investigate EFL learners' attitudes towards the use of the flipped classroom model in enhancing their engagement. Mainly, to explore the effectiveness of integrating ICT uses through the implementation of the flipped classroom in delivering learning materials. In an attempt to integrate such model of learning, we present this strategy for teachers to offer them altering the traditional way of teaching into a more innovative one. The central practice of this study is to motivate and encourage third year EFL learners to integrate ICT in their learning process in order to promote their autonomous learning; therefore, stimulate their engagement in the classroom. In addition, it investigates the effectiveness of implementing the flipped classroom in endowing the students an acquisition rhythm in asynchronous mode and sufficient time according to their intellectual faculties.

Within the spectrum of this study, the theoretical part is devoted for two major theoretical chapters, students' engagement and the flipped classroom model. The major concern of the first chapter is to highlight the outline of students' engagement inside and outside the classroom boundaries. Wherein the second chapter presents the flipped classroom model and its implementation in EFL classes; in addition, a brief comparison between the traditional classroom and the flipped one, and the way of assessment in the latter. Both theoretical chapters provide background information and previous reviewed studies about the dependent and independent variables of the study. Moreover, basic concepts, importance, advantages, and reveal the interrelationship between the two chapters.

The present study adopted a qualitative research approach to achieve the intended objectives. The third chapter devoted to the study framework. Initially, this chapter discusses the practical methodological procedures used in examining the researched variables. Then, it discusses the data collection methods used in gathering and interpreting data. Therefore, the researcher opted for three data collection methods in order to gather credible data. These tools are a classroom observation with groups (1) and (8) of third year students, a semi-structured questionnaire addressed to (30) students of the same level, and a semi-structured questionnaire with (11) English teachers at the University of Biskra. Consequently, these data collection methods aim at answering the research questions and verifying the research hypotheses.

Based on the data gathered from classroom observation before and after applying the flipped classroom model, the comparison between the traditional and the flipped classes showed differences in several aspects; to mention some, classroom atmosphere, teachers' role, students' engagement and participation, and time management differ from one class version to another. In particular, the students affirm the effectiveness of the flipped classroom where the researcher observed their active participation. Furthermore, the flipped classroom bolsters peers' collaboration, develop a sense of autonomy, and encouraged the students to learn in asynchronous mode based on their intellectual faculties.

Moreover, the results obtained from students and teachers' questionnaires indicate that the participants, students, display positive attitudes and readiness in taking part of the flipped classroom. Mainly, students confirm the significant role of the strategy in enhancing their engagement. More practically, the emphasis over the role of implementing the flipped classroom in boosting their motivation, develop their performance, increase active learning, and acquire self-directed learning. In like manner, teachers show tremendous appreciation and positivity towards the assigned class version. Further, they display great agreeing and willingness in implementing the flipped classroom as a teaching strategy that helps in reaching the students asynchronously and at a distance.

In sum, the implemented flipped classroom model is an efficient strategy that is based on ICT which provide effective and useful tools that contribute in developing autonomous learning. Precisely, the flipped classroom seems to affect students on psychological level; when the senses of being autonomous, competent, and belongness are met, learners will find enhanced level of motivation. Therefore, this model stimulates EFL learners' engagement. In this respect, the flipped classroom model is an effective teaching strategy that offers the learners with sufficient time and appropriate place to learn in their own pace, receive feedback, promote active learning, independent learning, and create a creative performance.

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Appendices

Appendix 1. Classroom Observation Checklist (Pilot Stage)

Classroom Observation Checklist

Instructor's name: **Group:**

Place: **Time:**

Course: **Date:**

The subject: **Number of students:**

Observed aspects	Comments
1. Physical setting	
2. teacher's role	
3. learners' engagement	
4. learners' participation	
5. time allocated for each step of the lesson • warms up • presentation • practice • homework	
6. oral communication	
7. the use of any technological device during lecture	
8. learners' motivation	

Appendix 2. Classroom Observation Checklist

Classroom Observation Checklist

Instructor: **Date:**

Course: **Time:**

Class observed: **session:**

Observed aspects	Comments
Classroom atmosphere	
Teacher's role	
Students' engagement	
Students' participation	
Time management	
Oral communication	
The use of technological devices	

Appendix 3. Teachers' Questionnaire (Pilot Stage)

Dear teachers

You are kindly requested to answer this questionnaire, which is designed for the sake of gathering useful information to accomplish a master's dissertation. Through this questionnaire, we attempt **an investigation into learners' attitudes towards the use of the flipped classroom in enhancing their engagement**. Your collaboration will be a great help for us to gather the needed information for the study. Please, tick (√) in the appropriate box(es) and give full answer(s) whenever it is necessary.

Thank you for your time and collaboration

Section One: Background Information

Q1- How long have you been teaching English?

……years

Q2- Would you please specify your educational degree?

a- BA (Licence)

b- MA (Magister/Master)

c- Ph.D (Doctorate)

Q3- Which level (s) do you teach?

L1	L2	L3	M1	M2

Section Two: Student's Engagement in Learning and ICT Use

Q4- Do you think that all the students are engaged in classroom learning?

a- Yes   b- No

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

a- Lack of motivation

b- Low academic proficiency

c- Lack of authentic materials

d- Others (would you please specify below)

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Q5- To what extent do you think the majority of your students possess the following characteristics during the learning process?

Option	Low	Average	High
Attention			
Interest			
Motivation			
Curiosity			
Responsibility			
Creativity			

Q6- Have you ever relied on internet web tools during your EFL teaching experience?

a- Yes

b- No

Q7- According to the following statements, how often do you use ICTs?

Statements	Always	Often	Sometimes	Rarely	Never
Participate in social networks.					
Use email to communicate with colleagues/ learners.					
Search online for information and resources for a lesson.					
Prepare handouts, tests/exams, and homework assigned for student.					

Use projector connected to a computer in class					
Create PowerPoint presentations to use in class					
Post lectures and homework assignments for students on the university website					
Incorporate e-learning into ~~my~~ teaching					

Q8- Do you agree that the variation of ICT tools could improve EFL learners learning skills?

a- Yes ◯   b- No ◯   c- Somehow ◯

Q9- To what extent do you agree on the obstacles that impede ICT tools from taking place in our department?

Statements	Strongly agree	agree	natural	disagree	Strongly disagree
Prefer to teach using the traditional method.					
Lack of ICT equipment.					
Lack of funding to provide the university with the needed materials such as data shows, head projectors, computers…					
Absence of teacher training to the modern teaching techniques.					
Students' unfamiliarity with ICT tools. Though they are familiar with the use of different social media, but not in a correct way of getting reliable data to fit their needs.					
Lack of internet access at home.					

Overcrowded classrooms (This may interfere with the smooth progress of the lecture).					

Q10- What is required in order to apply ICT in EFL classroom?

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Section Three: The Flipped Classroom Model

Q11- Do you have any prior knowledge about the flipped classroom strategy?

   a- Yes   ◯   b- No   ◯

Q12- Have you ever thought of implementing this technique within classroom learning process?

   a. Yes   ◯   b- No   ◯

Q13- Among these aspects, to what extent do you agree or disagree?

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The flipped classroom can be applied in our classes					
The student will be motivated when he learns in her/his own pace					
The flipped classroom helps in rising learners' autonomy					
The student has a capacity to do her/his assignment					
The student will be more engaged in the classroom					
The student will actualise better results					

Q14- According to you:

Statement	Yes	No
The reliance over web-based e-learning facilities contributes to facilitate the process of adopting the FC technique.		
Implementing the FC model in classroom learning activities foster learner autonomy to be engaged more into practice.		
Applying the FC model would increase peer's collaboration during the process of learning.		
By utilising the FC model students will learn in a reflective and nonthreatening environment.		
FC is an effective strategy that has a crucial role in promoting learners' engagement.		
This methodology favour or penalise struggling students.		
Do you prefer adopting new teaching techniques/ approaches in the process of teaching and learning in distance between students and teachers rather than keeping with the traditional teaching method?		

Q15- What are the challenges that you may encounter when applying flipped classroom in the teaching process?

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Q16- Would you suggest any solutions?

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Opinionnaire:

Q17- Are there any difficult questions?

Yes ⬭   No ⬭

If any, what are they?

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Q18- Is there any repeated question?

Yes ⬭   No ⬭

If any, which one is it?

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Q19- Is the questionnaire attractive across its questions?

Yes ⬭   No ⬭

Please, explain your option:

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Q20- According to you, is the content of the questionnaire relevant?

Yes ⬭   No ⬭

We would really appreciate any suggestions or comments from your part. Please feel

Free:

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Thank you for your time and for your collaboration

Appendix 4. Teachers' questionnaire

Dear teachers

You are kindly requested to answer this questionnaire, which is designed for the sake of gathering useful information to accomplish a master's dissertation. Through this questionnaire, we attempt "an investigation into learners' attitudes towards the use of the flipped classroom in enhancing their engagement". Your collaboration will be a great help for us to gather the needed information for the study. Please, tick (√) in the appropriate box(es) and give full answer(s) whenever it is necessary. Be sure that your responses will be kept anonymous and will be used for research purposes only.

Thank you for your time and collaboration

Researcher's Name: Amel SEBAA

E-mail: sebaaamel7@gmail.com

Supervised by: Dr. Tarek ASSASSI

Section One: Background Information

Q1- How long have you been teaching English?

1-5 years ◯   6-10 years ◯   more than 10 years ◯

Q2- Would you please specify your educational degree?

a- BA (Licence) ◯

b- MA (Magister/Master) ◯

c- Ph.D (Doctorate) ◯

Q3- Which level (s) do you teach?

L1	L2	L3	M1	M2

Section Two: Student's Engagement in Learning and ICT Use

Q4- Do you think that all the students are engaged in classroom learning?

a- Yes ⬭   b- No ⬭

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

a- Lack of motivation ⬭

b- Low academic proficiency ⬭

c- Lack of authentic materials ⬭

d- Others (would you please specify below) ⬭

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Q5- What are the main teaching methods that you rely on to engage your students in the learning process?

a- Foster competition among students ⬭

b- Organise classroom discussion ⬭

c- Integrate modern technological facilities ⬭

d- Others ⬭

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Q6- To what extent do you think the majority of your students possess the following characteristics during the learning process?

Option	Low	Average	High
Attention			
Interest			
Motivation			
Curiosity			
Responsibility			
Creativity			

Q7- Have you ever relied on internet web tools during your EFL teaching experience?

a-Yes ◯   b- No ◯

Q8- According to the following statements, how often do you use ICTs?

Statements	Always	Often	Sometimes	Rarely	Never
Participate in social networks.					
Use email to communicate with colleagues/ learners.					
Search online information and resources for a lesson.					
Prepare handouts, tests/exams, and homework assigned for student.					
Use projector connected to a computer in class.					
Create PowerPoint presentations to use in class.					
Post lectures and homework assignments for students on the university website.					
Incorporate e-learning into teaching.					

Q9- Do you agree that the variation of ICT tools could improve EFL learners' engagement in learning skills?

b- Yes ◯   b- No ◯   c- Somehow ◯

Q10- To what extent do you agree on the obstacles that impede ICT tools from taking place in our department?

Statements	Strongly agree	agree	neutral	disagree	Strongly disagree
Prefer to teach using the traditional method					
Lack of ICT equipment					

Lack of funding to provide the university with the needed materials such as data shows, head projectors, computers…					
Absence of teacher training to the modern teaching techniques.					
Students' unfamiliarity with ICT tools. Though they are familiar with the use of different social media, but not in a correct way of getting reliable data to fit their needs.					
Lack of internet access at home.					
Overcrowded classrooms (This may interfere with the smooth progress of the lecture).					

Q11- What is required in order to apply ICT in EFL classroom?

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Q12- What do you suggest as a teaching model or method that would incorporate the use of ICT tools in the learning process?

    a- The blended learning model.

    b- The flipped classroom model.

    c- The classroom equipment of ICT (computers, data shows…)

    d- Others.

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Section Three: The Flipped Classroom Model

Q13- Do you have any prior knowledge about the flipped classroom strategy?

a- Yes ⭕　　　　　　　　　　b- No ⭕

Q14- Have you ever thought of implementing this technique within classroom learning process?

a. Yes ⭕　　　　　　　　　　b- No ⭕

Q15- Among these aspects, to what extent do you agree or disagree?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The flipped classroom can be applied in EFL classes					
The student will be motivated when he learns in her/his own pace					
The student has a capacity to do her/his assignment					
The student will be more engaged in the classroom					
The student will actualise better results					

Q16- According to you:

Statements	Yes	No
The reliance over web-based e-learning facilities contributes to facilitate the process of adopting the FC method.		
Implementing the FC model in classroom learning activities foster learner autonomy to be engaged more into practice.		
Applying the FC model would increase peer's collaboration during the process of learning.		
By utilising the FC model students will learn in a reflective and nonthreatening environment.		

FC method is an effective strategy that has a crucial role in promoting learners' engagement.		
This methodology favour or penalise struggling students.		
Do you prefer adopting new teaching techniques/ approaches in the process of teaching and learning in distance between students and teachers rather than keeping with the traditional teaching method?		

Q17- What are the challenges that you may encounter when applying flipped classroom in the teaching process?

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Q18- Would you suggest any solutions?

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Appendix 5. Students' questionnaire (Pilot Stage)
Students' Questionnaire

Dear students

You are kindly requested to answer this questionnaire, which is designed for the sake of gathering useful information to accomplish a master's dissertation. Through this questionnaire, we attempt "to investigate EFL learners' attitude toward the use of the flipped classroom in enhancing their engagement". Your collaboration will be a great help for us to gather the needed information for the study. Please, tick (√) in the appropriate box(es) and give full answer(s) whenever it is necessary. Be sure that your responses will be kept anonymous and will be used for research purposes only.

Researcher's Name: Amel SEBAA

Email: sebaaamel7@gmail.com

Supervised by: Dr. Tarek ASSASSI

Section One: General Information

Q1- Would you specify your gender, please?

  a) Female ◯   b) Male ◯

Q2- How do you find your level in English?

a) Beginner ◯   b) Intermediate ◯   c) Upper-intermediate ◯   d) Advanced ◯

Q3- How do you find learning English at university?

  a) Easy ◯   b) Average ◯   c) Difficult ◯   d) Very difficult ◯

  - Justify, please.

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Section Two: Students' Engagement in Learning and ICT Use

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

Q4- Do you have opportunities to participate cooperatively and actively in the Classroom?

  a) Yes ◯   b) No ◯

Q5- Select the adequate frequency for each of the following statements:

	Very often	Sometimes	Rarely	Never
Do your teachers ask you to prepare for the next lesson?				
Do your teachers provide you with homework?				
Do you correct the homework the next session?				

Do your teachers provide you with the feedback?				
Do your teachers incorporate different ICT tools in your learning process?				

Q6- During class time, your teachers focus more on:

a) Theoretical part

b) Practical part

- Following this, which of the aforementioned parts may foster your English language? Please explain.

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Q7- What are the types of ICT used by your teachers?

a) Overhead projectors   e) Data shows

b) Smart phones   f) Computers

c) Power Point presentations   g) Social media

d) YouTube

Q8- Do you think that the use of Information and Communication Technology (ICT) may affect the learning process?

a) Yes   b) No

- Explain how?

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Q9- Do you encounter difficulties in implementing ICT in learning?

a) Yes   b) No

- If yes, it is because

a) Lack of technical support

b) Limited competence in the use of ICTs

c) Lack of training programmes

d) Classroom management difficulties due to the important number of students

e) All of them

Q10- Would you like to receive the English lessons in a different way?

a) Yes　　◯　　　　　　　　　　　　b) No　◯

- Any suggestions?

……

……

Section Three: The Flipped Classroom Model

> **The Flipped Classroom:** A flipped classroom is a type of blended learning where students are introduced to content in a form of educational video followed by a Quiz at home and practice working through it in the classroom. This is the reverse of the more common practice of introducing new content in the class, then assigning homework and projects to completed by the students independently at home.

Q11- Do you have Internet access at home/ phone?

a) Yes　　◯　　　　　　　　　　　　b) No　◯

Q12- Do you usually watch courses online?

a) Yes　　◯　　　　　　　　　　　　b) No　◯

Q13- Did you appreciate watching an educational video at home?

a) Yes　　◯　　　　　　　　　　　　b) No　◯

- If yes, it is because

a) You can watch it several times　◯

b) You can search for further information　◯

c) You can revise for the exams　◯

d) All of them　◯

Q14- To what extent do you agree or disagree on the following statements:

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
You regularly use the resources provided online such as review literature, practice quizzes....					
The flipped classroom provides you and opportunity to learn more about the lesson before the session; therefore, it gives you more time to practice English in the classroom.					
Preparing your lesson and class tasks in advance boosts your engagement.					
It increases your autonomy when you are preparing the lesson in your own pace.					
You are highly motivated when you come to the session and already well known about the content of the lecture.					
The Flipped Classroom gives you greater opportunities to communicate with other students (online/ classroom discussion).					
You prefer watching the lesson on a video and practice quiz in your own pace.					
The flipped classroom is more engaging than the traditional classroom because you get more feedback from your teacher and classmates.					

Q15- What do you think of the flipped classroom model as a learning technique to enhance your

engagement during the learning process?

a) Very beneficial

b) Beneficial

c) Somehow beneficial

d) Not beneficial

Q16- Do you want your teachers to adopt the flipped classroom method?

a) Yes　　　　　　　　　　　　　　　　b) No

- Please explain.

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Opinionnaire:

17 **-** Are there any difficult questions?

Yes　　　　　　　　　　　　　　　　　No

If any, what are they?

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18 - Is there any repeated question?

Yes　　　　　　　　　　　　　　　　　No

If any, which one is it?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

19 - Is the questionnaire attractive across its questions?

Yes　　　　　　　　　　　　　　　　　No

Please, explain your option:

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……

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20 - According to you, is the content of the questionnaire relevant?

Yes ⬭   No ⬭

We would really appreciate any suggestions or comments from your part. Please feel

Free:

……

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………………………………………………………………………………………………………

Thank you for your time and for your collaboration

Appendix 6. Students' questionnaire
Students' Questionnaire

Dear students

You are kindly requested to answer this questionnaire, which is designed for the sake of gathering useful information to accomplish a master's dissertation. Through this questionnaire, we attempt "an investigation into learners' attitudes towards the use of the flipped classroom in enhancing their engagement". Your collaboration will be a great help for us to gather the needed information for the study. Please, tick (√) in the appropriate box(es) and give full answer(s) whenever it is necessary. Be sure that your responses will be kept anonymous and will be used for research purposes only.

Researcher's Name : Amel SEBAA

Email: sebaaamel7@gmail.com

Supervised by: Dr. Tarek ASSASS

Section One: General Information

Q1- Would you specify your gender, please?

a) Female ◯   b) Male ◯

Q2- How do you find your level in English?

a) Beginner ◯   b) Intermediate ◯   c) Upper-intermediate ◯   d) Advan◯

Q3- How do you find learning English at university?

a) Easy ◯   b) Average ◯   c) Difficult ◯   d) Very difficult ◯

- Justify, please.

………………………………………………………………………………………………

………………………………………………………………………………………………

…………

Section Two: Students' Engagement in Learning and ICT Use

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

Q4- Do you have opportunities to participate cooperatively and actively in the Classroom?

a) Yes ◯   b) No ◯

Q5- Select the adequate frequency for each of the following statements:

Statements	Very often	Sometimes	Rarely	Never
Do your teachers ask you to prepare for the next lesson?				
Do your teachers provide you with homework?				

Do you correct the homework the next session?				
Do your teachers provide you with the feedback?				
Do your teachers incorporate different ICT tools in your learning process?				

Q6- During class time, your teachers focus more on:

    a) Theoretical part

    b) Practical part

- Following this, which of the aforementioned parts may foster your English language? Please explain.

………………………………………………………………………………………………..…….

Q7- Do you use any social educational networking tool to develop your level in the language?

    a) Yes   ⬭   b) No   ⬭

Q8- What are the types of Information and Communication Technology (ICT) used by your teachers?

    a) Overhead projectors   ⬭   e) Data shows   ⬭

    b) Smart phones   ⬭   f) Computers   ⬭

    c) Power Point presentations   ⬭   g) Social media   ⬭

    d) Educational YouTube videos   ⬭

Q9- Do you think that the use of ICT may affect positively on your learning process?

    a) Yes   ⬭   b) No   ⬭

- Explain how?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

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Q10- Do you encounter difficulties in implementing ICT in learning?

    a) Yes   b) No

- If yes, it is because

    a) Lack of technical support

    b) Limited competence in the use of ICTs

    c) Lack of training programmes

    d) Classroom management difficulties due to the important number of students

    e) All of them

Q11- Would you like to receive the English lessons in a different way?

    a) Yes   b) No

- Any suggestions?

………

………

…………

Section Three: The Flipped Classroom Model

> **The Flipped Classroom:** A flipped classroom is a type of blended learning where students are introduced to content in a form of educational video followed by a Quiz at home and practice working through it in the classroom. This is the reverse of the more common practice of introducing new content in the class, then assigning homework and projects to completed by the students independently at home.

Q12- Do you have Internet access at home/ phone?

    a) Yes   b) No

Q13- Do you usually watch courses online?

    a) Yes   b) No

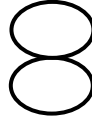**Q14-** Did you appreciate watching an educational video at home?

    a) Yes   b) No

- If yes, it is because

    a) You can watch it several times

    b) You can search for further information

c) You can revise for the exams

d) All of them

Q15- To what extent can each of the following statements have an influence on EFL learners' engagement:

Statements	No influence	Influence	Great influence
The flipped classroom provides you and opportunity to learn more about the lesson before the session; therefore, it gives you more time to practice English in the classroom.			
Preparing your lesson and class tasks in advance boosts your engagement.			
The Flipped Classroom gives you greater opportunities to communicate with other students (online/ classroom discussion).			

Q16- To what extent do you agree or disagree on the following statements:

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
You regularly use the resources provided online such as review literature, practice quizzes....					
You are highly motivated when you come to the session and already well known about the content of the lecture.					
You prefer watching the lesson on a video and practice quiz in your own pace.					

The flipped classroom is more engaging than the traditional classroom because you get more feedback from your teacher and classmates.					

Q17- What do you think of the flipped classroom model as a learning technique to enhance your engagement during the learning process?

a) Very beneficial

b) Beneficial

c) Somehow beneficial

d) Not beneficial

Q18- Do you want your teachers to adopt the flipped classroom method?

a) Yes   b) No

- Please explain?

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الملخص

إنّ التزام الطالب داخل الفصل هو الهدف الأساس الذي يسعى إليه غالبية الأساتذة ممّن يريدون صفا دراسيًا مثاليًا. و لقد أدى انخفاض نوعية الالتزام من قبل طلاب اللغة الانجليزية بالأساتذة إلى البحث عن استراتيجيات مناسبة لتحسين مستوى متعلمي اللغات الأجنبية. و بعبارة أخرى، فإن التزام الطلبة يعد من أصعب القيود التي يجب على الأستاذ التغلّب عليها. عمليا، فقد أدّى دمج تكنولوجيا المعلومات والاتصالات في عمليات التدريس والتعلم إلى ظهور نماذج حديثة مختلفة تتطلب الوقوف عندها و دراستها و تحليلها عن كثب. و في هذا السياق، فإنّ الهدف من هذا البحث هو دراسة تأثير الصف المقلوب على التزام الطلاب واستنباط موقفهم اتّجاهه. وبالتالي، قمنا بطرح الأسئلة التالية : كيف تؤثر تكنولوجيا المعلومات والاتصالات على التزام الطلاب في عملية التعلم الخاصة بهم؟ وكيف يساهم الصف المقلوب في عمليتي التعلم والتعليم للغات الأجنبية؟ وعليه، افترضنا أنّ توفر تكنولوجيا المعلومات والاتصالات في بيئة الطلاب من شأنه أن يعزز التزامهم أيضًا، وقد يُظهر متعلمي اللغات الأجنبية مواقف إيجابية تجاه بروتوكول الصف المقلوب. في إطار الدراسة الحالية، قمنا بتبني دراسة نظرية تعتمد على التزام الطلاب، وكذا دراسة تطبيقية لنموذج الصف المقلوب ميدانيا. ومن أجل الوصول إلى الأهداف المحددة والتحقق من الفرضيات المطروحة، تم اعتماد المنهج النوعي المبني على نتائج البحث التي تعتمد على ثلاث طرق لجمع البيانات تتمحور حول المراقبة الصّفية بالإضافة إلى استبيانين شبه منظمين تمّ استعمالهما للتحقيق في مواقف وتصورات الاستاذة والطلاب تجاه استخدام الصف المقلوب. أجريت الدراسة مع تطبيق الصف المقلوب، على فصل مؤلف من ثلاثين طالبا للسنة الثالثة ليسانس بقسم اللغة الانجليزية بجامعة بسكرة. بعد تحليل البيانات التي تمّ الحصول عليها وتفسيرها، كشفت النتائج أن استراتيجية الصف المقلوب تعزز التزام الطلاب و استقلاليتهم في اكتساب المعرفة و يقوي حافز التعلم لديهم و تنشّط طريقة تعلمهم اذ يزيد من أدائهم في اللغة الإنجليزية و يعزز التعلم النشط. وبالتالي، وعلى أساس البيانات التي تم جمعها، تمّ تأكيد الفرضيات المذكورة أعلاه وقبولها.

Résumé

L'engagement représente l'objectif escompté par la majorité des enseignants qui souhaitent une classe idéale. La régression de la qualité de l'engagement chez les étudiants impose aux enseignants de trouver une stratégie adéquate afin d'améliorer le niveau des apprenant en ELF sachant que l'engagement des étudiants est l'une des contraintes les plus difficiles qu'un enseignant doit surmonter. En pratique, l'intégration des TIC dans les processus d'enseignement/apprentissage a fait apparaitre divers modèles de pratiques enseignantes. C'est pourquoi, l'intention de cette recherche consiste à étudier l'effet de la classe inversée sur l'engagement des élèves et à susciter leur attitude à son égard. Ainsi, nous avons soulevé les questions suivantes : comment les TIC affectent-elles l'engagement des élèves dans leur processus d'apprentissage ? et quelle est l'apport de la classe inversée dans les processus d'enseignement/apprentissage ? De ce fait, nous avons émis l'hypothèse qui stipule que la disponibilité des TIC dans l'environnement des étudiants renforcerait leur engagement. En outre, les apprenants du ELF pourraient montrer des attitudes positives envers le protocole de classe inversée. Dans le cadre de la présente étude, Le chercheur adopte une étude théorique de l'engagement des étudiants et du modèle de classe inversée tout en discutant sa mise en pratique. Au fond et pour escompter les objectifs visés et vérifier les hypothèses suscitées, l'approche qualitative a été adoptée, fondée sur les résultats de la recherche basés sur trois méthodes de collecte de données. Ces méthodes s'articulent autour de l'observation en classe accompagné de deux questionnaires semi-structurés, utilisés afin d'enquêter sur l'attitude et la perception des enseignants et des étudiants à l'égard de l'utilisation de la classe inversée pour renforcer l'engagement de ces derniers. Elles sont accompagnées de l'implantation de la classe inversée dans une classe de langue anglaise, composée de 30 étudiants, cycle LMD, troisième année, à l'Université de Biskra. Après avoir analysé et interprété les données obtenues, les résultats ont révélé que la stratégie de la classe inversée stimule l'engagement des étudiants, favorise leur autonomie dans l'acquisition de connaissances, renforce leur motivation à apprendre, dynamise leur apprentissage actif et augmente leurs performances en langue anglaise. Sur la base des données recueillies, les hypothèses mentionnées précédemment sont confirmées et acceptées.