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**An Investigation on the EFL Learners' Attitude towards the Use of the
Flipped Classroom Model in Enhancing their Grammar Learning
The Case of First Year Students of English in Biskra University**

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment
of the Requirements for the Master's Degree in Sciences of the Language

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Declaration

I, **TIMECHBACHE Insaf**, do hereby declare that the presented work is my original work and it has not been submitted before to any institution or university for a degree. The list of references indicates all the sources of the cited and quoted information. This work was carried out and completed at Mohammed Kheider University of Biskra, Algeria.

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Dedication

In the Name of ALLAH, the most Gracious, the most Merciful,

I would like to dedicate this work to my family and everyone who supported me during this work.

Thank you!

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Abstract

Nowadays, the online environment and technology become the future of education. The paradigm of education has changed around the globe because of the COVID 19 pandemic, and the MOOCs technology was one of the online educational technologies that were popular during this time in order to replace the traditional way of teaching. In our study, the flipped classroom model was integrated with this innovative technology. This study investigates EFL learners' attitude in using the flipped classroom as a model to enhance their grammar learning. Grammar is considered fundamental for successful language learning that should be practised and improved. In this study, we hypothesise that students' attitude towards the flipped classroom as a model to evolve the grammar learning would be significantly positive. To test the validity of our hypothesis, we opted for a descriptive study with a qualitative approach to collect and analyse data. Thus, two data collection methods were used in order to gather data. A classroom observation and a questionnaire administered to first year EFL students particularly group 6 who experienced the model at Biskra University. As a result, the analysis of the findings revealed that first year students showed appreciation towards this model in evolving their grammar learning as opposed to traditional grammar classroom. Furthermore, it is an applicable model in grammar classes that solve some of the students' grammar difficulties. Based on the aforementioned data, it can be concluded that the hypothesis mentioned earlier is valid and accepted.

List of Abbreviations and Acronyms

EFL: English Foreign Language

ELT: English Language Teaching

FCM: Flipped Classroom Model

MOOCs: Massive Open Online Courses

WWW: World Wide Web

LMS: Learning Management System

FLN: Flipped Learning Network

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General Introduction

1. Introduction

Learning English grammar has always been a difficult task, and learners in general and Algerian learners in particular still struggle to grasp the basic grammatical notions taught in English as a Foreign Language (EFL) settings. It is observed that even university students still find it difficult to understand the basic grammatical structures in the English language. To give examples of the difficulties these students face, we mention the use of plural markers, determiners, verbs, tenses, and the like. This being said, it can be pointed out that it is traditional English language teaching (ELT) that is responsible for making grammar a hard task for learners. Traditional approaches and methods in early ELT research were teacher-centered, they aimed at providing teachers with efficient ways to teach the language, but less attention was paid to the learner, who actually constitutes the major part in any academic context.

Nowadays, ELT professionals suggest that students should not just receive things as they are, but they also should participate and get involved in the learning situation. This means that a shift from teacher-centered approaches to learner-centered approaches is starting to take place. The language teacher is no longer the authority in classroom, and s/he is not the only one who owns knowledge. It is actually more adequate to conceive of language teachers as guides or trainers who encourage students to learn rather than professionals who know-it-all.

To overcome such problems, there should be a shift from the traditional teaching methods of grammar to a new model based on the Flipped Classroom Model (FCM). This model is also integrated with an innovative technology which is the Massive Open Online Courses (MOOCs) that emerged as one of the predominant movements in higher education during the current shift of education to online learning. Flipped classroom model is seen to be an effective approach for moving content outside the classroom thereby creating valuable time in class which can be spent on more collaborative, active learning, leading for deeper understanding of the subject.

2. Statement of the Problem

Grammar learning for EFL learners is an issue of big concern to educators and teachers. Many learners, such as first year EFL students at Biskra University are usually facing many difficulties in learning grammar. Among these hardships, the difficulty in understanding

grammar rules and how to apply them correctly. This is considered as a result of the limited practice opportunities and the application of the teacher-centred approach that does not motivate students to be involved in the learning process which leads to disengagement. To overcome this problem, the flipped classroom model integrated with Massive Open Online Courses (MOOC) offered on World Wide Web (WWW) can stand out as an effective model so that the learning of grammar can take place and learners can potentially excel in grammar. Because this model is seen to provide opportunities for students to be introduced to the material before the class session via MOOC and consequently be able to create a more student-centered learning, collaborative classroom environment, and more opportunities to practise grammar during class time. This study seeks to investigate the effectiveness of the flipped classroom model in enhancing grammar learning, and to elicit students' attitude towards it.

3. Research Questions

This research seeks to answer the following research questions:

RQ1:To what extent is the flipped classroom model efficient to teach grammar?

RQ2:What are the strategies suggested by the flipped classroom model to solve some of the students' grammar difficulties?

RQ3:What is the students' attitude towards the use of the flipped classroom model in enhancing their grammar learning?

4. Research Hypotheses

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

RH1:The flipped classroom model is an effective model in grammar classes.

RH2: The Flipped classroom strategies are effective in solving students' grammar difficulties.

RH3:EFL students' attitude would be significantly positive towards the use of the flipped classroom model in grammar classes.

5. Aims of the Study

The general aim of this study is to improve students' grammar learning through the application of the flipped classroom model.

The specific aims of this study are to:

- Investigate students' attitude towards the use of the flipped classroom model.
- Suggest the flipped classroom model as a new teaching technique.
- Integrate the flipped classroom with the MOOC platform.
- See that more time will be gained for practice in the classroom when implementing this teaching technique.

6. Research Methodology

To fulfill the present research objectives, the qualitative research approach will be adopted. This choice is due to the nature of the research study because the researcher will investigate the students' attitude towards the flipped classroom model. Furthermore, we will examine the effects of this model on students' grammar learning. In this research the tools that will be used to gather data are the semi structured questionnaire to get feedback about the students' attitude towards this model, and the classroom observation to examine the effects of this model on students' grammar learning. In addition, the data will be analysed through the Content-based Approach. The sampling technique will be the purposive sampling because of the need to focus on particular characteristics of the population that are of interest and it helps to answer most of the research questions. The population of the present study will be first year EFL students at Biskra University since we observed that they face difficulties in learning grammar. The sample will be about 34 students.

7. Significance of the Study

This study is expected to be significant in improving grammar teaching and learning. The flipped classroom model will help teachers to motivate their students to participate in the classroom. First, Students are introduced to the learning material before class, and class time will be used to deepen their understanding through discussion with peers and problem-solving

activities. Eventually, the flipped classroom model will allow them to engage both inside and outside the classroom.

8. Limitations of the Study

Even though the objectives of the study were achieved, this study has its limitations. They are listed as follows:

- The present research was assumed to be a quasi-experimental study, but because of the time limitations we opted for a descriptive study. In addition, students' absence was the main obstacle because it prevented us from working with no more than 21 students. Furthermore, we faced difficulties with the lack of sources on MOOCs, precisely books and articles since they were rare on the internet and absent at the university library. Moreover, we were supposed to conduct an interview with teachers as a third data collection method in order to know teachers' perceptions on the flipped classroom model in teaching grammar, but because of the COVID 19 and the shutdown of the universities we were prevented from meeting and interviewing teachers.
- This research is limited only to the application of the flipped classroom model on teaching grammar and not other modules.

9. A Provisional Structure of the Dissertation

The current study consists of three chapters. The first and the second chapters devoted to the theoretical parts about grammar and the flipped classroom model. The first will deal with some definitions of grammar and its importance, the teaching approaches of grammar, strategies of grammar learning, and techniques of grammar teaching. Moreover, it will display some of the challenges of teaching and learning grammar in the traditional classroom.

The second chapter will tackle some definitions of the flipped classroom model, its historical background, and theories underlying the flipped model. Moreover, it will present a comparison between the flipped and the traditional classroom, as well as the implementation of this model. In addition, it will shed the light on the advantages and disadvantages of this model. It also will focus on the MOOC-based flipped learning.

The third part which is the practical one, it includes data analysis and reporting the gathered information. It displays the process of gathering data which are classroom observation and questionnaire administered to students. Also, it will discuss and analyse the results obtained from the data gathering tools.

Chapter One: Teaching and Learning Grammar in EFL Class

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Introduction

This chapter provides a theoretical background on grammar. It first deals with defining grammar, then it presents the significance of this important system of rules and principles. Furthermore, it sheds the light on different grammar teaching and learning strategies. Finally, the chapter ends with the main difficulties in teaching and learning grammar in the traditional classroom.

1.1. Definitions of Grammar

Over centuries, the definition of grammar in language teaching has been a significant and debated topic, especially in the context of foreign languages. Linguists have always sought to arrive at a definitive definition of this concept. Nonetheless, giving a comprehensive definition of what grammar is seems challenging to achieve, since many grammarians gave a multitude of views on what is meant by grammar.

For instance, Ur (1988) defines grammar as “the way a language manipulates and combines words in order to form longer units of meaning” (p. 4). That is to say, the units of meaning which learners construct are determined by a number of rules, and that learners should have a good command of these rules so that they can express themselves properly. Besides, Baden (2013) states “grammar is a system of rules that reveals and structures meaning in language” (p. 1). Accordingly, this citation clarifies that grammar tells us how language rules actually work.

In the same vein, Lock (1996) sees grammar as “a network of interrelated systems. Each system contains a set of options from which the speaker selects according to the meaning he or she wishes to make” (p. 267). In other words, he assumes that the selection of the speaker is realised simultaneously by grammatical items organised into structures.

A similar view of grammar is the one provided by Harmer (2007). The latter describes grammar as “the description of the ways in which words can change their forms and can be combined into sentences” (p. 12). Harmer proposes a diagram demonstrating the description of the structure from which we can construct any number of different sentences. For example, the sentence: “The mongoose bit the snake” is described in (Figure 1.1) as follows:

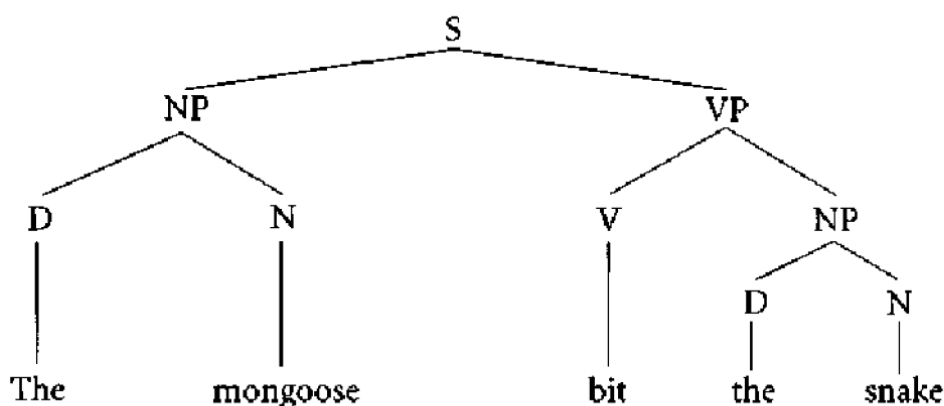


Figure 1. 1 : A Grammar Tree Diagram (Harmer, 2001, p. 12)

In this diagram, we are not concerned with the way this sentence is constructed, but with the idea that any sentence may be put in the same structure.

In addition, grammar is seen as the study of the syntax and morphology of sentences (Thornbury, 1999). In other words, it is the study of linguistic chains and slots. By means of this, it is the study of both the way words are linked together in a particular order, as well as the kinds of words that can slot in any link in the chain. Thornbury (1999) continues that grammar is “partly the study of what forms are possible in a language, a description of the rules that govern how language’s sentences are formed” (p. 1). This means that grammar tells which sentences are acceptable and which are not.

On the other hand, Musumeci (1996) states that linguists refer to grammar as a group of components: phonetics, phonology, morphology, syntax, and semantics. He continues, “because all languages are characterized by these components, by definition Language does not exist without grammar” (Musumeci, 1996, p. 1). Accordingly, grammar plays a significant role in the study of language.

To conclude, the only certainty that can be concluded from this part is that there are various definitions of grammar, all are valid, but they differ from one language expert to another.

1.2.Importance of Grammar

When learning or using a language, many people find that they need grammar since it is the backbone of any language. Besides, grammar is seen as a very crucial part, and it must be understood in order to communicate effectively. So it is important to make students be aware of the necessity of learning grammar.

Grammar is necessary in any language because it cannot be transmitted correctly and accurately without it. Therefore, language without grammar is, to some extent, meaningless and aimless. Azar (2007) states that grammar helps students discover the nature of language that consists of different patterns that make what we say, read, hear and write comprehensible. In the same vein, Ur (1991) indicates that grammar makes learners express their thoughts correctly both in speaking and writing.

Similarly, Bastone (1994) asserts that “language without grammar would be chaotic; countless words without the indispensable guidelines for how they can be ordered and modified” (p. 35). In other words, grammar is the system that orders the language. According to Lock (1996) grammar is seen as a network of interrelated systems, each system contains a set of options that are selected by the learners according to the meaning they wish to make. Lock (1996) adds “This selection the speaker makes from a number of systems are realised simultaneously by grammatical items organised into structures” (p. 267).

In summary, learners cannot learn a foreign language accurately only through grammar. Consequently, grammar is important to be taught and learnt since it is the pillar of the language, and it gives a sense for the meanings that need to be passed from speakers to listeners and from writers to readers. So grammar is indispensable.

1.3.Grammar Teaching Approaches

In the case of grammar teaching, there are several approaches that can be applied. The commonest, important of which are outlined below:

1.3.1. The Deductive Approach

The deductive approach which is also called a rule-driven learning represents a more traditional manner of teaching in which the teacher explains the rules of grammar explicitly. In short, it is the starting with the presentation of a rule and followed by examples in which

the rule is applied (Thornbury, 1999). In this approach, he also states that the teacher has the authority in the classroom and in charge for all the presentation and explanation. Thus, students learn and practice the grammatical structure after they are introduced to the rule.

1.3.1.1. Principles of the Deductive Approach

According to Thornbury's (1999) basic principles, a deductive lesson starts with the presentation of the rule by the teacher. It means that the rules are transmitted from the teacher to students. The learners learn the use of the structure through practice, and later they produce their own examples at the end of the session. Accordingly, this approach helps learners to arrive at the language through the rule directly.

In addition, the deductive approach is used in classes where the main target is to teach grammar structures. By means of this, the presentation and explanation of the rule of form takes precedence over the rule of use. Moreover, it is convenient for classes in which grammar translation method is applied.

1.3.1.2. Advantages and Disadvantages of the Deductive Approach

Just like any approach to teaching and learning languages, the deductive approach also has its advantages and disadvantages. According to Thornbury (1999) the deductive approach has many advantages. First, it offers the learner a clear explanation of the grammatical structure as well its use, and it speeds up the learning process. Compared to the inductive approach, traditionalists have usually favoured the deductive approach, because it is direct, no-nonsense, and can be very efficient. In addition, it respects students' intelligence, expectations, and learning style (Thornbury, 1999). Consequently, this approach is only economical in terms of the time spent on it.

On the contrary, Thornbury (1999) states that the deductive approach has also some disadvantages. He states that "Learners might feel that they are getting too many lectures from the teacher, which bears little relationships to their needs to be able to use the language" (Thornbury, 1999, p. 54). In this sense, it might constitute demotivation among learners.

Besides, it encourages the belief that learning a language is simply a case of knowing the rules Thornbury (1999). Thus, certain kinds of learners may react negatively to this approach. Furthermore, he acknowledges that this approach can be seen as dull, over-technical, and demotivating because it does not involve students in the learning process.

Eventually, he said that it is a teacher-centred approach where the activity in the class is centred on the teacher. As a result, the teacher is active, and students are passive.

1.3.2. The Inductive Approach

The inductive approach is in fact a sort of discovery learning, whereby learners analyse examples and without having met the rule they extract an understanding of the grammatical structure from these examples (Thornbury, 1999). That is to say, learners are asked to discover the rule by themselves from the given examples, then they create their own examples.

In the same path, Purpura (2004) states that in the inductive approach “students are presented with examples of the target language and led to discover its underlying organisational principles in order to be able to formulate a formal set of rules and prescriptions” (p. 2). Thus, students need to generate rules from the given examples of the target language in order to apply them to new contexts.

This approach is a recent way of teaching grammar “where the new grammatical structures or rules are presented to the students in a real language context” (Goner et al, 1995, p. 135). That is, learners explore the rule of grammar in a text rather than in isolated sentences. In the place of terms, the approach is also called as discovery learning.

1.3.2.1. Principles of the Inductive Approach

According to Thornbury’s (1999) principles, in the inductive approach students are asked to induce the grammatical rule by generalising from examples. In this way, they are exposed to the rules presented in a real language context, and then are asked to explain what grammar rule is used in such context. Besides, the discovery learning approach includes trial and error cycles, with guidance and feedback provided by the teacher. That is, multiple attempts are made to reach the solution, with the teacher’s guidance and feedback that should be provided.

Moreover, Thornbury (1999) states that this approach is identified with experimental methods of instruction such as the direct method and the natural approach. By means of this, the inductive approach relies on the unconscious process of the learners to do the job. He also states that learners induce and understand the rule by generalising from examples. In this way, it leads to further practice of the rule until applying it becomes automatic.

1.3.2.2. Advantages and Disadvantages of the Inductive Approach

One of the common to all grammar teaching approaches and to all language teaching strategies in general is having advantages and disadvantages. The advantages of the inductive approach are those characteristics in which the approach succeeds inside the class during implementation, and those characteristics which distinguish it from the other approaches of teaching grammar. On the other hand, disadvantages are lacks and those features in which the system fails.

Thornbury (1999) states some advantages of the inductive approach. He states that in this approach students are more actively involved in the learning process, rather than being simply passive recipients. They are therefore more attentive and more motivated. Another benefit is that students in this approach work things out by themselves (Thornbury, 1999). As a result, students start to be more involved and autonomous.

Moreover, in the inductive approach the rules that the learners discover by themselves are more likely to be meaningful, memorable, and serviceable (Thornbury, 1999). Therefore, the understanding of the rule is much better than in the deductive approach. In addition, while learning grammar through this approach “students can focus on the use of the language without being held back by grammatical terminology and rules that can inhibit fluency” (Goner et al, 1995, p. 129). That is, the inductive approach promotes increased student practice of the target language in meaningful contexts, which should be the aim of all EFL classes.

As for the disadvantages of this approach, students may hypothesise the wrong rule of the concept given implicitly (Thornbury, 1999). In such way, students may be frustrated because they may prefer to be given the rule directly than looking for it. Furthermore, this approach places heavy demands on teachers in planning an English grammar lesson (Thornbury, 1999). They need to select the appropriate examples and organise them in order to guide learners formulate of the rule.

Moreover, the inductive approach to teaching English grammar is time-consuming and in the sense that students may be led to believe that the laws are the purpose of language learning (Thornbury, 1999). By means of this, the time taken to work out a rule can be spent in practicing the rule.

1.4. Grammar Learning Strategies

Nowadays, there has been a greater emphasis on learners' learning rather than teachers' teaching strategies as a result of the new reforms that the field of language learning has mandated (Oxford, 1999). Thus, it has become essential to enhance learning strategies in second language classrooms, and to know how learners process new information. In addition, language learning strategies give teachers advantages about how their learners assess, plan, and select appropriate skills.

Despite the significance of grammar learning strategies, there have been insufficient attempts to give a comprehensive classification of these strategies. However, from the serious attempts that classified grammar learning strategies were made by Oxford (1990), he classified them into two classes, direct and indirect strategies (see Figure 4.2).

1.4.1. Direct Strategies

Direct strategies help learners to deal with the new language. They are divided into three groups as follows:

1.4.1.1. Cognitive Strategies

According to Oxford (1990) cognitive strategies are the understanding and producing of the language by learners. Besides, O'Malley and Chamot (1990) state that cognitive strategies are the inference of meaning, and relating new inputs to other concepts in memory. By means of this, these strategies are mental strategies used by learners to make sense of their learning. And they are divided into four sets: Practicing, reviewing and sending messages, analysing and reasoning, and creating structure for input and output. In the same token, Newby (2008) states that:

In some ways the concept of learning stages can be compared to the teaching stages found in traditional grammar pedagogy: presentation – practice – production (PPP). A cognitive view, however, will see stages from the *learner's perspective* and will focus on the tasks that need to be accomplished in the human mind at each stage in order for grammar to be internalised. It will be noted that this model sees grammar both in terms of *competence* and of *performance*. (p.10)

By means of this, the cognitive strategies stress the importance of seeing language in terms of both knowledge and skills. The stages of grammar acquisition using the cognitive strategies are represented in the cognitive model of learning stages as follows (see Figure 1.2).

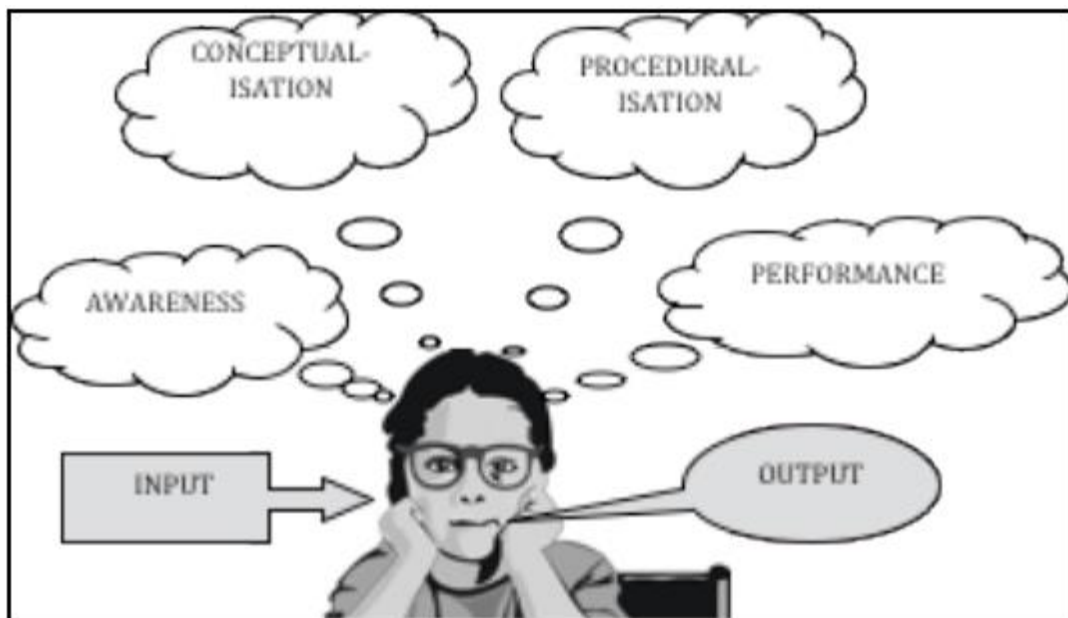


Figure 1. 2: A Cognitive Model of Learning Stages (Newby, 2008, P.7)

1.4.1.2. Compensation Strategies

Oxford (1990) indicates that compensation strategies are helpful to use the new language in spite of gaps in knowledge. In other words, this type of strategies helps learners to overcome knowledge limitations in the language. Compensation strategies are divided into two sets: Guessing intelligently in listening and reading, and overcoming limitations in speaking and writing. And this type also helps for grammar and vocabulary.

1.4.1.3. Memory Strategies

Memory strategies are helpful for remembering and retrieving information, and they are divided into three sets: creating mental linkages, applying images and sounds, reviewing well, and employing action (Oxford, 1990). In this sense memory strategies are used for the storage and the retrieving of information.

1.4.2. Indirect Strategies

Indirect strategies help in the general management of learning. They are divided into three groups as follows:

1.4.2.1. Metacognitive Strategies

This type of strategies helps learners to regulate their learning process. It also helps them to coordinate their cognition by assessing how they are learning and by planning for future language tasks (Oxford, 1990). In this sense, metacognitive strategies are a regulatory system that helps the learner controls his own cognitive performance. Besides, Oxford (1990) divided this type of strategies into three sets: centering learners learning, arranging and planning their learning, and evaluating their learning.

1.4.2.2. Affective Strategies

Language learners can gain control over language by the help of affective strategies, which are concerned with managing learners' emotions such as confidence (Oxford, 1990). He also divided the affective strategies into three sets: Lowering the language learners' anxiety, encouraging themselves, and taking their emotional temperature.

1.4.2.3. Social Strategies

According to Oxford (1990), language is a form of social behaviour and communication. Communication can only occur between and among people. Thus, in communication process, social strategies are very important. Social strategies are divided as three sets: Asking questions, cooperating with others, and empathising with others.

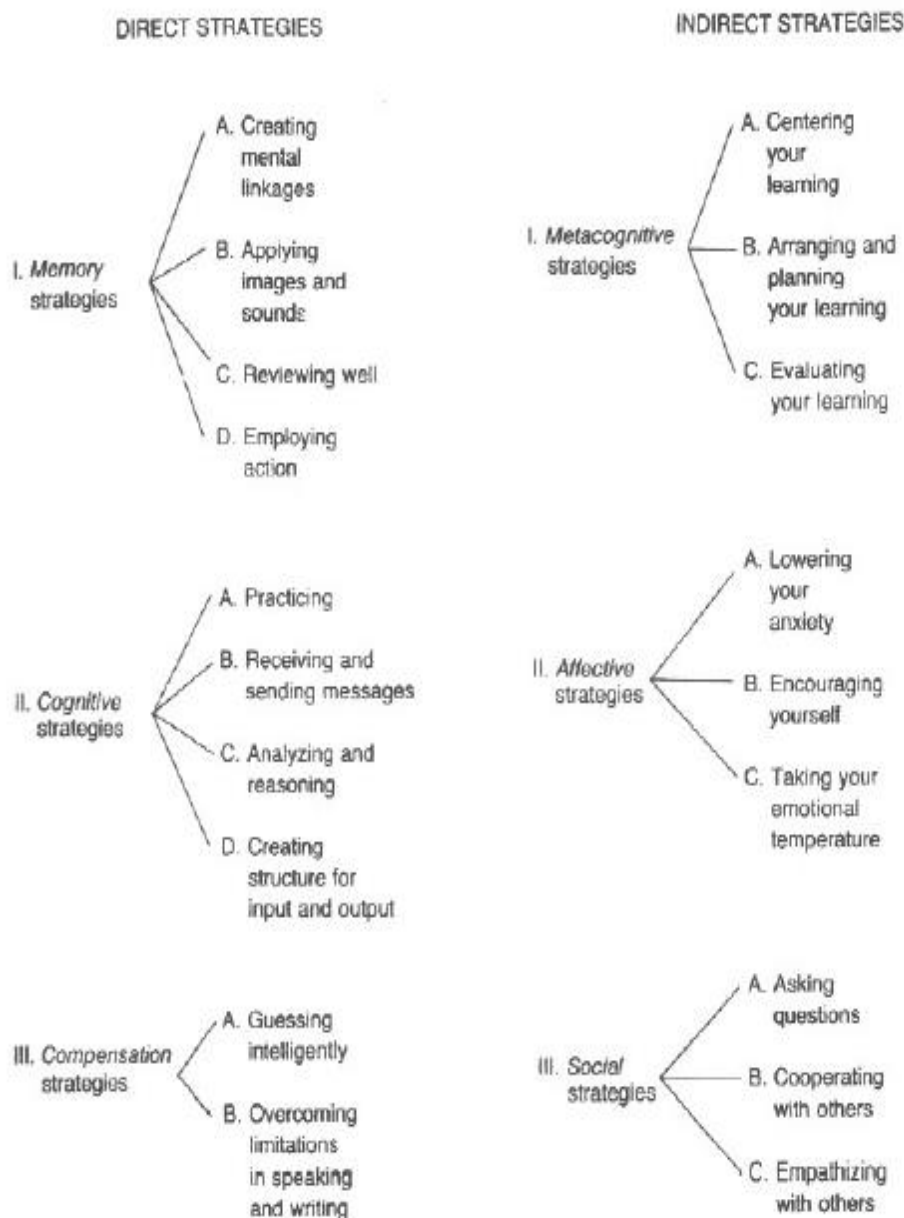


Figure 1.3: Diagram of the Language Learning Strategies Showing Two Classes, Six Groups, and Nineteen Sets. (Oxford, 1990, p. 17)

Despite the difficulties with categorising strategies, research continues to show that these strategies help learners take control of their learning and become more skilled. In addition, teachers indicate that this strategy system is an effective way to explore such strategies.

1.5. Grammar Teaching Techniques

As an attempt to find an effective way of teaching grammar, recent researches focused on the instructional techniques. These techniques are: Form-or rule-based techniques, Input-based techniques, Feedback-based techniques and Practice-based techniques (Norris & Ortega, 2000, cited in Purpura, 2004).

1.5.1. Form-based Techniques

Such type of techniques revolves around the instruction forms. In some cases, “they can involve implicit, inductive grammar teaching, where the focus is on meaning, but the goal is to attract the learner’s attention to the form without using grammatical metatalk, or linguistic terminology” (Purpura, 2004, p. 40). By means of this, Form-based techniques require the teachers to rely on the meaning of a grammatical structure, in order to divert the learners’ attention to the form, without providing a direct explanation of the form.

However, in other cases they involve an explicit, deductive grammar teaching, where the goal is to provide the learners with the grammatical rule purposefully (Purpura, 2004). In the same vein, applying Form-based techniques to the classroom could also involve consciousness-raising, which may be introduced inductively or deductively.

Form-based techniques could also involve consciousness-raising activities. Inductive consciousness-raising activities provide learners with L2 data, and ask them to derive an explicit rule from the target structure, while deductive consciousness-raising activities provide learners with a grammar rule, and ask them to apply it to L2 data (Purpura, 2004, p. 40).

Last of all, there is the dictogloss technique where the teacher reads a selected passage to learners who are supposed to listen and take notes. Then, in form of groups learners reconstruct the passage and compare it to the original.

The following figure (1.4) summarises the two main types of form-based techniques for grammar teaching, their goals and the type of practice associated with each genre.

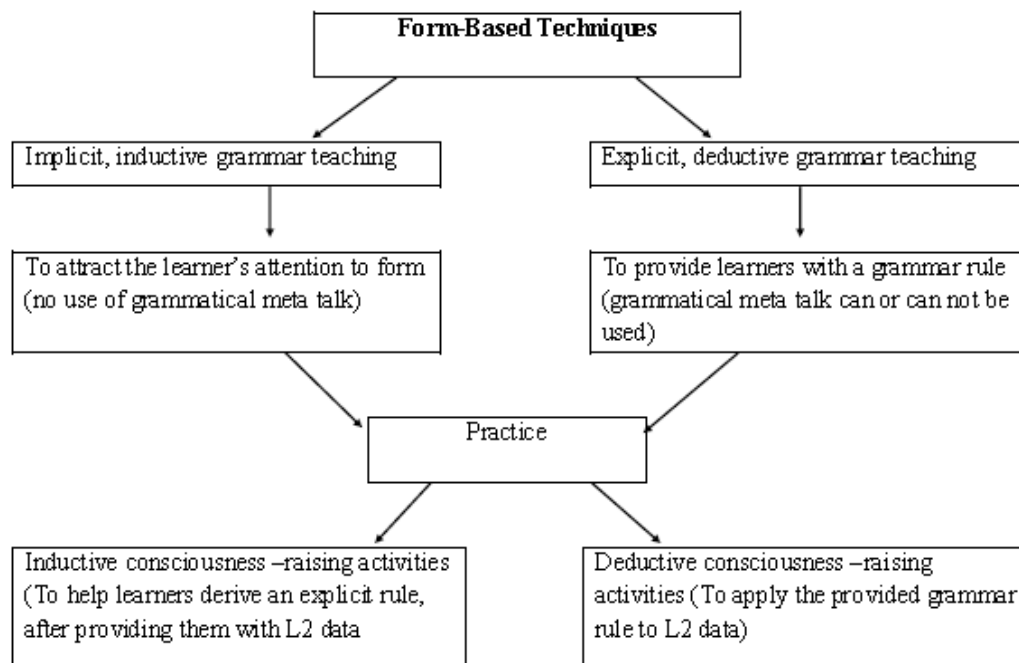


Figure 1.4: Form-Based Techniques for Teaching English Grammar (Snoussi, 2011, p. 18)

1.5.2. Input-based Techniques

According to Purpura (2004) input-based techniques deal with how to use input in grammar. One of these techniques is input flooding, where large amount of input is provided to learners in which the targeted feature is present. The other type is typographical input enhancement, where capitalisations, printing in boldface and so forth are the means of manipulating the input. And the last technique is the comprehension practice technique where the teacher asks the learners to relate grammatical form to meaning using pictures meaning focused questions. These techniques are proven to be successful in assessment to measure grammatical meaning.

1.5.3. Feedback-based Techniques

As stated by Purpura (2004) Feedback-based techniques involve ways of providing negative evidence of grammar performance. An example of such techniques is recast, it is used when an utterance contains an error, and it is repeated without the error. Garden path is another technique in which learners are shown the linguistic rule explicitly and allowed

to generalise it with other examples. If the generalisation does not contain negative evidence, further instruction should be provided. The last technique is metalinguistic feedback, which involves the use of linguistic terminology to promote noticing.

1.5.4. Practice-based Techniques

According to Lee and Van Patten (2003) Practice-based techniques involve “input processing instruction and output practice” (cited in Purpura, 2004, p. 42). Lee and Van Patten (2003) presented a set of three acquisition processes: input processing, system change, and output processing. First, input processing refers to the explanation of how learners understand the grammatical information that they were exposed to. Here the input is transformed into intake by strategies that encourage form-meaning associations during comprehension. This process is measured using grammatical comprehension tasks. Whereas, system change explains how new grammatical input is integrated into the language developing system and how the new information restructures the implicit system of language. The last process is output processing, which is the way learners produce meaningful utterances spontaneously using the new acquired grammar (cited in Purpura, 2004). These processes are represented as follows:

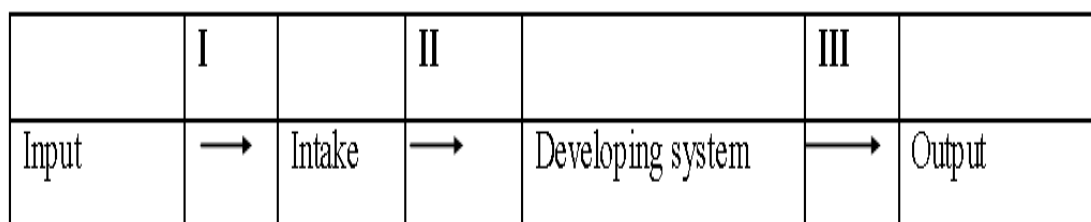


Figure 1.5: Three Processes in SLA and Use (Van Patten, 1996, cited in Purpura, 2004, p. 42)

To conclude, these different instructional techniques show how it influences the way learners gain knowledge of a second or foreign language grammar.

1.6.The Challenges of Teaching and Learning Grammar in the Traditional Classroom

The traditional description of grammar has the advantage of simplicity. It is the straightforward and easy for teachers and students to use. As a result of this, it has developed a number of useful teaching routines and techniques. However, it involves serious weaknesses and challenges.

Initially, this model is not considered ideal for teaching tenses and verb forms since “little effort is rendered by traditional model to the factors that facilitate or hinder the acquisition systems of tense and aspect” (Rahman & Ali, 2015, p. 131), such as the lack of variety of context introduced while teaching and the used strategies. As a result, this makes it difficult for learners to grasp the meaning, to use tenses effectively, and to use the gained knowledge about the grammatical units beyond the sentence level.

Secondly, the teacher centeredness in the traditional teaching model does not provide opportunities for students to interact, practice, and explore the language carried out by the students. Likewise, this model does not meet the students’ needs as a result of the insufficient application of the inductive approach (Pfeiffer & Rusam, 1992, cited in Mitroska, 2016). Similarly, Ulrich (1994) indicates that traditional language teaching does not put emphasis on learners’ communicative needs in real life situations, but it focuses on their classroom immediate needs (cited in Estelle, 2018). As a result, learners often face difficulty in using the rules that they have learned beyond the classroom setting as a result of the insufficient practice in the classroom.

Finally, the nature of the model, Serbessa (2006) labels this teaching model as “chalk and talk” which serves students with grammatical forms, definitions and rules, and expects from students to memorise these rules to produce accurate sentences. As an effect, this leads to a failure in equipping students with a skill for applying the knowledge used in class into outside world (Larsen-freeman, 2000). Besides, Byrl (1998) states that “this type of teaching results in bored, disaffected students who can produce correct forms on exercises but consistently make errors when they use the language in context” (cited in El-Bassuony, 2016, p. 77). In other words, learners will not make any effort in learning new things which will create passive and uninterested learners.

To conclude, despite the negative side and the challenges of this approach, it does not mean that teachers have to ignore it completely, but to combine it with new methodologies of teaching.

Conclusion

This chapter was mainly concerned with presenting a general overview on grammar. Initially, it presented the definitions of grammar and its role in teaching and learning English as a foreign language. Additionally, it laid the focus on its teaching and the approaches that shape such teaching. Then, it moved the focus to some techniques and strategies that both the teacher and the learner employ to teach and learn grammar. Furthermore, it spotted the light on the challenges and difficulties that encounter students in learning grammar.

The main purpose of the next chapter is to highlight the theoretical aspect of the effectiveness of integrating the flipped classroom model in teaching and learning grammar. According to Alwaqdani (2018) “in comparison to the tradition classroom approach, flipped approach improves the learning process for the students through the incorporation of participative and engaging collaborative classroom activities” (p. 749). Besides, Tran and Nguyen (2018) state that FCM “engaged and motivated the participants in classroom activities especially when they watched videos at home, they were able to respond to the tasks more effectively” (p. 96). By means of this, FCM can enrich the content and the method of grammar teaching and learning.

Chapter Two: Flipped Classroom Model Integrated with Massive Open Online Courses

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Introduction

For many years, it has been advocated that the use of learner-centred approach will facilitate the learning process and improve the learning outcomes. Nevertheless, because of time limitations and physical limits, educators considered it impossible for teachers to develop their courses based on learner-centred learning principles (Brush & Saye, 2000). As a result, with the emergence of Massive Open Online Courses and Flipped Classroom Model, researchers suggested the integration of MOOCs with FCM based on shared online videos to promote the application of learner-centred learning environments. Such environments help the improvement of the individual learning opportunities, increase students' achievements, and modernise higher education.

The present chapter deals with the pedagogical landscape of our investigation. The outsets of this chapter will be concerned with the different issues of the flipped classroom strategy, including its definitions, historical background, and its underlying theories. It will also target its implementation and in what way it differs from the traditional method. Eventually, the advantages of the flipped classroom will be included to reveal its significance, and its disadvantages will be tackled to overcome them, in addition to shedding the light on its pillars and its integration with MOOCs.

2.1. Definitions of the Flipped Classroom Model

As with any grapevine, it is likely to miscommunicate the exact definitions along the way. After the word Flipped Learning (FL) was introduced, some confusion has arisen to what exactly it signifies. Some thought that it simply means students watching a video and answering questions at home (Flipped Learning Network, 2014). In order to clarify this confusion and address certain myths regarding what Flipped Learning is, the Flipped Learning Network (FLN) releases this first official definition:

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter (2014).

This broad definition provides educators with a shared understanding for creating their own flipped learning environments. It claims that a flipped class combines both the lecture

and active learning. Students have early access to online videos, which liberate more face-to-face interaction to encourage students to seek clarification from teachers, collaborate with peers, and practise lessons while obtaining guidance and feedback directly from their teachers.

With the growing popularity of this approach, interested academics have been spilling ink over the flipped classroom to include definitions of their own phrasing. For example, Herreid and Schiller (2013) describe the flipped classroom as a learning model where homework usually done at home is shifted to collaborative work in classroom with the teacher's guidance, while watching the lecture takes place at home. Thus, students watch short videos outside the classroom, take notes, and compose thoughts with the intention to return to class ready to discuss content and involve in group activities.

In the same path, Tucker (2012) defines the flipped classroom as a student-centred approach, in which the part of the teacher's lecture is moved from the classroom to an online space where learners can access the lecture content before attending class. Class time is therefore allocated for discussions and activities for the advanced application of the new concepts. The basic principle of this model is to use the online video platform so that frontal instruction no longer dominates the better part of the classroom session (Horn, 2013). That is, the online platforms permit the teacher to devote most of the class time for active learning rather than for teacher-centred instruction.

In this model, teachers' role changes to guide students and transfers students away from becoming passive receivers of information to engaging learners who understand and discover learning objectives on their own. And this is demonstrated according to Jarvis' (2010) definition:

A flipped classroom is a learner-centered learning environment focusing on the students' experience of learning and not on the delivery of instruction in the classroom. In a traditional classroom where the teacher is the direct source of information and the sage on the stage, the flipped classroom of instruction promotes growth and development of learning (p. 57)

The simplest definition of the flipped or inverted classroom is given by Lage, Platt, and Treglia (2000). They say that "Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa" (p. 32). This definition suggests that the flipped classroom represents simply a reordering of classroom and homework (see Table 2.1). The table explains the purpose for using the terminology inverted or flipped, but "it does not adequately represent the practice of what researchers are calling the flipped classroom" (Bishop, 2013, p. 6). That is, in practice this is not the case.

Inside class	Outside class
Practice exercises & problem solving, Questions & answers, group-based/ open-ended problem-solving	Video lectures, closed-ended quizzes & practice exercises

Table 2. 1 : Simplified Definition of the Flipped Classroom (Bishop, 2013, p. 6)

However in practice, Bishop (2013) states that “the studies on the flipped classroom employ group-based interactive learning activities inside the classroom with citing student-centered learning theories based on the works of Piaget (1967) and Vygotsky (1978)” (p.6). Thus, the flipped classroom label is most often allocated to courses which use activities made up of web-video lectures and closed-ended problems or quizzes (see Table 2.1).

Bishop (2013) also acknowledges that the flipped classroom is a two-part educational technique that involves interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom (see Figure 2.1).

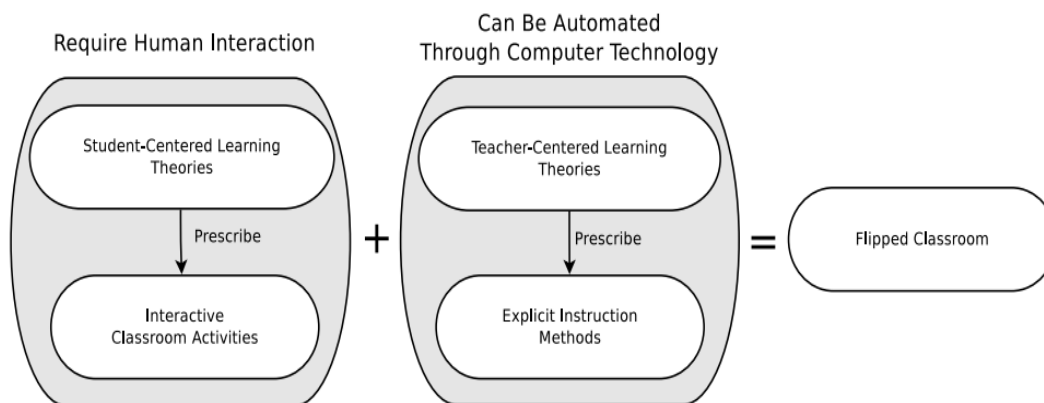


Figure 2. 1: Flipped Classroom (Bishop, 2013, p. 6)

To conclude, it can be remarked that the term flipped classroom was defined from different viewpoints. The flipped model is a teaching model which has certain features based on audio visual lectures before classtime, and gives the essential information for the students during class time. Therefore, it relies on many strategies like active learning, and group learning.

2.2. History of the Flipped Classroom Model

The flipped classroom started in 2006 by Jonathan Bergmann and Aaron Sams, two chemistry teachers from Colorado. They are often considered to be the pioneers of the flipped learning by many practitioners of this approach (Hamdan, McKnight, McKnight, & Arfstrom, 2013). The two teachers were teaching in a rural high school where many students were missing a lot of classes. As a result, Bergman and Sams started recording lectures for students, and post it online to watch it in their free time. They soon found that the result of doing this was more flexibility in the classroom and more interaction between the teacher and the students themselves (Bergmann & Sams, 2012). In addition, their students mentioned that they enjoyed the recordings, and appreciated the opportunity to watch the recorded lectures on their own time (Bergmann & Sams, 2012). Bergman and Sams (2012) also observed that their students obtained higher examination results than in previous years. They clearly saw the benefits of the flipped model and decided to share this approach of teaching with other educators.

Since that point, the model has grown rapidly, and Bergman and Sams (2012) started delivering seminars and workshops in all over the world. In addition, they wrote their first book in 2012 entitled “Flip Your Classroom: Reach Every Student in Every Class Every Day”. Moreover, they established the Flipped Learning Network (FLN) aiming to “provide educators with the knowledge, skills and resources to successfully implement Flipped Learning” (FLN, 2014). Furthermore, this approach was called “reversed instruction”, but when Dan Pink wrote about it in 2010 it was briefly changed into the “Flipped Classroom” (Bergman & Sams, 2012).

2.3. Theories Underlying the Flipped Classroom

Educational activities and models of teaching of every kind are justified on the basis of the established theories of learning and teaching. Therefore, the grounds for justifying the flipped classroom model can be said to relate to the learner-centred theories. Two of the most influential learner-centred approaches are the constructivist learning theory and blooms’ taxonomy. Ideas central to constructivism and bloom’s taxonomy that the flipped classroom model contains are presented below.

2.3.1. Constructivism:

Constructivism is a learning theory that stands at the forefront of teaching traditions Terhart (2003). He states that this theory deals with learning and knowledge rather than teaching, and it seeks to explain how people learn. Besides, constructivism stem from a large body of literature, which looks primarily to the theories of Piaget (1967) and Vygotsky (1978). Supporters of this perspective claim that in constructivism learners build their knowledge and understanding of new information through direct and meaningful experiences. That is,

Constructivism's central idea is that human knowledge is constructed, that learners build new knowledge upon the foundation of previous learning. This view of learning sharply contrasts with one in which learning is the passive transmission of information from one individual to another, a view in which reception, not construction, is key. (Kanselaar, 2002, p. 1)

Therefore, Constructivist learning is the philosophy that learning is the formation of abstract concepts in the mind to represent reality (Bruner, 1961). In other words, learners refer back to existing knowledge and create internal connections between what is already learned and what is to be learned.

According to Felder (2012) student-centred teaching methods, including the flipped classroom, are based on the constructivist theory of learning. The central principle of constructivism applied to learning is that the environment is learner-centred where information and comprehension is constructed. Consequently, the flipped classroom environment can be considered a constructivist learning environment. In addition, the constructivist learning theory promotes the student-centred approach under the guidance of teachers. In other words, teachers play the role of guides while students are placed at the center. Therefore, students are active constructors of knowledge rather than passive recipients of information, and the teacher is the facilitator of teaching rather than the source of knowledge.

In the same vein, Brandt (1997) acknowledges that the teaching model under the constructivist learning approach is typically student-centred which corresponds with the flipped classroom model. Therefore, the flipped classroom and online videos support the principles of constructivism by using class time for inquiry-based learning (Brandt, 1997). Moreover, the flipped model is a combination of direct instruction with constructivist learning that enables learners to engage in interactive, creative, and collaborative activities during

knowledge construction (Kim & Bonk, 2013). Consequently, allowing students to master the difficult information while freeing class time to teach students to think creatively.

2.3.2. Blooms Taxonomy

In the same path, Benjamin Bloom (1978) also emphasises the need to focus on higher level learning objectives, not simply on basic skills. He indicates:

I find great emphasis on problem solving, applications of principles, analytical skills, and creativity. Such higher mental processes are emphasized because this type of learning enables the individual to relate his or her learning to the many problems he or she encounters in day-to-day living. These abilities are stressed because they are retained and utilized long after the individual has forgotten the detailed specifics of the subject matter taught in the schools. These abilities are regarded as one set of essential characteristics needed to continue learning and to cope with a rapidly changing world. (1978, p. 573)

Bloom's Taxonomy identifies various areas of learning, from the basic recalling of facts to the application of information which creates something new. Every area has different levels as it is shown below (see Figure 2.2) in the revised version of Bloom's taxonomy for cognitive learning (Anderson, 2000).

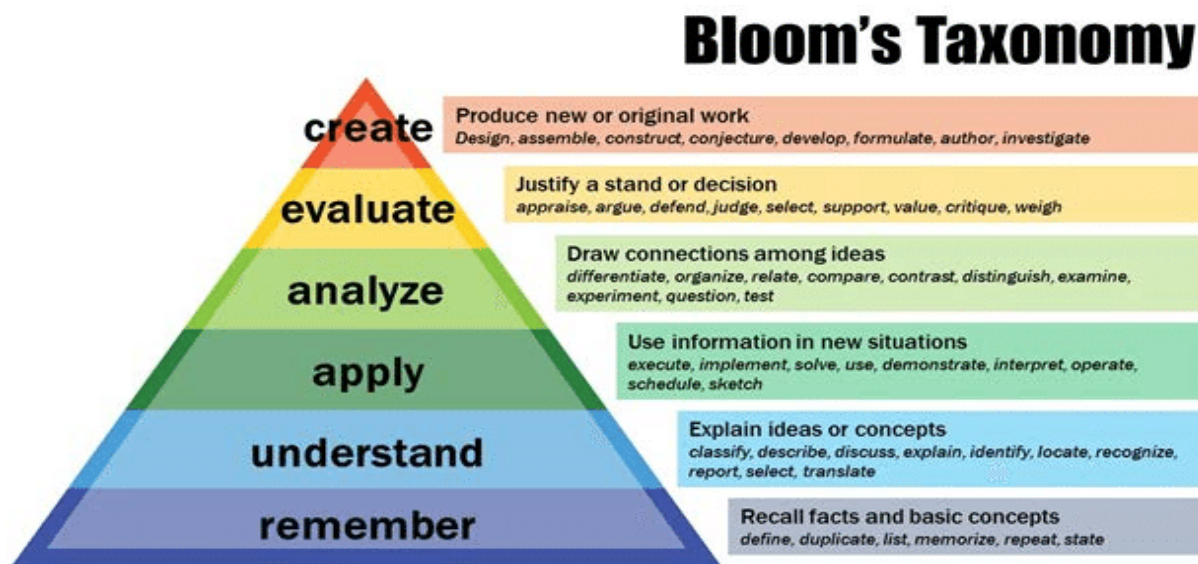


Figure2.2: A Revised Version of Bloom's Taxonomy for Cognitive Learning. (Talbert, 2019)

Applying Bloom's revised taxonomy in a flipped classroom enables students to perform the lower levels of cognitive work such as remembering and understanding outside the classroom, and focusing on the higher sorts of cognitive work like applying, analyzing,

evaluating, and creating inside the classroom, where they have the encouragement of their teacher and peers (Brame, 2013). The flipped classroom model addresses this in The Flipped Manifest (Bennet, et al., 2011):

Learners have immediate and easy access to any topic when they need it, leaving the teacher with more opportunities to expand on higher order thinking skills and enrichment. Offloading some information transfer allows a classroom to develop that understands the need for teacher accessibility to overlap with cognitive load. That is, when students are assimilating information, creating new ideas, etc. (upper end of Bloom's Taxonomy) the teacher is present to help scaffold them through that process. (p.1)

That is, the flipped classroom allows the student to obtain an essential basis of the topic and an understanding before the session, in order to build the other activities, assessments and consolidation activities on the developing the higher skills when a teacher is present to support the student.

In conclusion, the flipped classroom model incorporates the learner-centered theories, which can be applied in different learning situations. Consequently, it enables learners to engage in interactive, creative, and collaborative activities during knowledge construction.

2.4. Difference between the Flipped Classroom and the Traditional Classroom

While the two methods have some overlapping components, and a common objective, they are each unique in their implementation. Therefore, in this part we will provide the differences between traditional classrooms and flipped classrooms in terms of their implementation.

Bergman and Sams (2012) presents the concept of time in an attempt to compare between flipped and traditional classroom (see Table 2.2). They states that students' active participation in lessons and activities in traditional classroom is limited compared to the flipped one, due to the fact that instruction or teacher time takes more time in class, and little time is devoted for active participation of students in activities.

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

Table 2. 2 : Comparison of Class Time in Traditional versus Flipped Classrooms (Bergmann and Sams, 2012, p.15)

Referring to Huba and Freed (2000), the traditional classroom is often based on teacher-centred approach where students are viewed as learners who passively receive information. Emphasis is on knowledge gaining, and the teacher is a guide and giver of information. While the flipped classroom is a student-centred approach that involves differentiated instruction, as students can work at their own pace and be selectively paired with other students, rather than listening to direct instructions from the teacher. In addition, students can participate in activities because they have the opportunity to start taking control of their learning (Albanese & Bush, 2015). That is, students become more active and have more time for group work (see Figure 2.3).

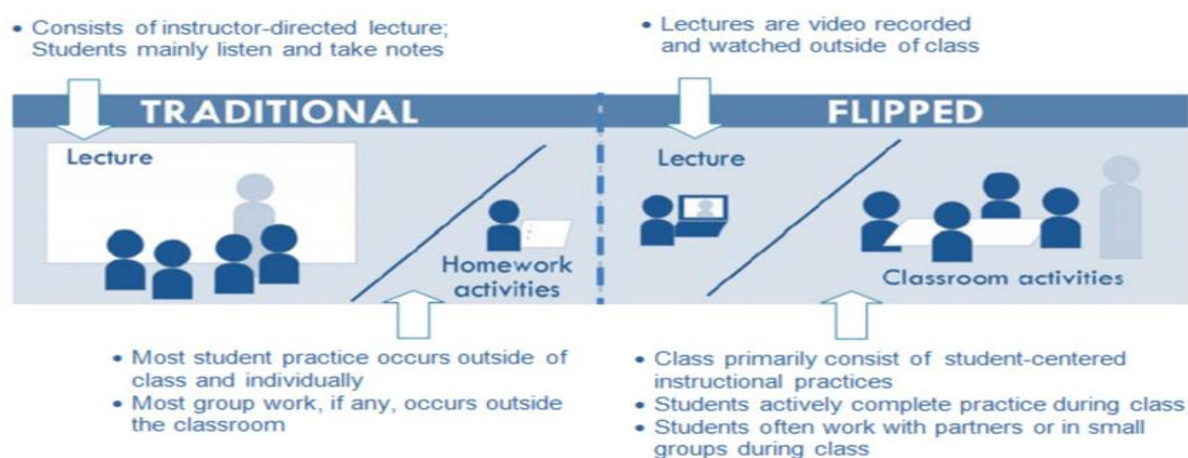


Figure 2.3: Flipped Model versus Traditional Classroom (Lopes & Soares, 2018, p. 3847)

The flipped classroom model gives a new perspective to look at Bloom's revised taxonomy (see Figure 2.4). In traditional classroom environments, learners often involve with lower levels of revised taxonomy that are 'remembering' and 'comprehension' (Marshall & DeCapua, 2013). If class time permits, they move to apply what is learnt and complete homework which needs higher-order thinking skills out of class (Bergmann & Sams, 2014). In other words, in the traditional method, basic level skills are often the focus of the classroom sessions, and students are left to work with homework on the higher level skills in their own time. Consequently, Students will not have the opportunity to reach the higher levels of the taxonomy.

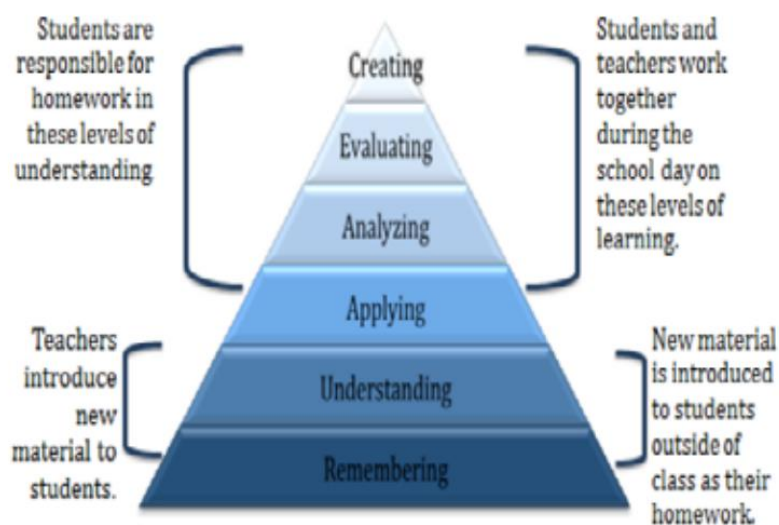


Figure 2. 4: Bloom's Taxonomy Related to Traditional and Flipped Learning. (Lopes & Soares, 2018, p. 3847)

However, according to Bergmann and Sams (2014), the flipped classroom model allows learners to reach higher levels in the taxonomy through video lessons. They consider video lessons the best tools to deliver content in order to achieve the goals set according to taxonomy levels of 'remembering' and 'comprehension'. Thus, teachers can use the time freed in classrooms to continue with higher level learning. In this way, even the highest level of learning in the revised Bloom's taxonomy, which in traditional approaches is being neglected, can be achieved which leads to a more engaging experience for the students.

In conclusion, a comparison between the traditional and the flipped classroom is useful to see how the flipped classroom model can improve the learning process. Also, it appears that the traditional classroom concept cannot compete with the flipped classroom in many areas.

2.5.Implementation of the Flipped Classroom in EFL Classes

The flipped classroom practitioners and teachers agree that there is no specific approach or one clear prescriptive form to implement it (Rotellar & Cain, 2016). Basal (2015)states that “there are as many approaches to the flipped classroom as there are researchers implementing it”(p. 33). By means of this, there are as many approaches to the flipped classroom as there are researchers implementing it. The word flipped classroom is widely used in any class where pre-recorded videos are used in lessons. In fact, the magic in a flipped classroom lies in the overall approach, such as combining pre-recorded videos with classroom activities. Otherwise, flipped classroom may become ineffective and time consuming.

Hartyányi et al. (2018) presents a framework of the flipped classroom that can be readily implemented in an EFL sense. It constitutes of two stages: pre-class and in-class learning activities.

2.5.1. Pre-class Stage

Bergmann and Sams (2012) state that in foreign language classes teachers record or choose, before class time, grammar lessons and conversation starters to create time in class in order to use the language more practically.

2.5.1.1. Teacher’s Online Role

According to Hartyányi et al. (2018) the teacher's role in this approach, from an online perspective, lies in producing or providing a collection of videos to promote the student’s self-directed learning at own pace. Videos are prepared before the lesson and sent to students through the internet.The reason for the choice of videos over other visual media for the delivery of content lies in the words of Bishop and Verleger (2013) “online lectures are as successful as in-person lectures for the dissemination of basic knowledge” (p. 4). That is, videos are successful in communicating knowledge in order to target students.

In the same path, Hartyányi et al. (2018) continue, there are different forms of videos and the option of producing them relies on the teacher's ability and skillfulness with regards to technological operations. If the teacher is unable to make a video due time and lack of technical knowledge in computer operations, it is recommendable to use videos created by other experts (Basal, 2015). Online platforms such as Youtube, Khan Academy, and MOOCs are rich sources of free and open-access instructional content.It means that,the teacher’s

online role may require a development skills in developing or providing the learning material, as well as skills in online communication and collaboration.

Besides, teachers should engage in online communication with students to track their enquiries, activities, and provide them with feedback. Furthermore, students need to use this content to engage in self-directed learning and plan appropriately for in-class activities that are relevant to applying, discussing or analysing this information.

2.5.1.2. Students' Online Role

According to Hartyányi et al. (2018) in this approach students' role, from an online perspective, is to access the content and to watch the videos in order to promote and facilitate their self-directed learning at their own pace. They also insist on the application of the learning content in class time and to make this clear to students. To this point, "it could be recommended that students be required here to engage in some form of formative assessment related to this material pre-class to ensure understanding/ evaluation, etc and/ or some form of communicative or collaborative activity" (Hartyányi et al., 2018, p. 75). Consequently, these elements provide advantage of increasing digital literacy skills for students, in addition to developing communication skills, collaboration, independent learning, and self-assessment.

2.5.2. In-class Stage

In this stage, it is important that the time and activity inside classroom be devoted to the application of the learned content. This may include discussions and activities on the learned content.

2.5.2.1. Role of the Teacher

Although videos are considered to be an important component of the model, they are still substantially subordinated to the second stage of the practice which is the in-class activities (Bergmann & Sams, 2012). Hartyányi et al. (2018) say that the role of the teacher is to implement a variety of experiential learning activities in the classroom during the course time. These may be collaborative activities and cognitive learning activities, to ensure that students receive clear and effective instruction to achieve the module's learning objectives and results.

2.5.2.2. Role of the Student

Hartyányi et al. (2018) state that the student's role during the class time is to arrive at the class having internalised the material that is available online, and completed the related activities. In class, students should engage in the active learning activities, collaborative activities, and cognitive learning activities. In the same vein, Estes, Ingram, and Liu (2014) acknowledge that class time is designed in a constructivism method where the session begins with general-to-specific questions concerning the information received at home. Therefore, teachers' act as prompters to elicit the students' initial understanding of the information provided, as well as possible questions on the part of the students. Subsequently a discussion is held with the teacher acting as a partner to the students to generate ideas, create understandings of the newly learned information. Following this, students will feel comfortable and confidently in tune with all other students.

To conclude, it is necessary to take into account that both teachers and students may need to be provided with training related to accessing digital support learning material. Consequently, training for new skills development, availability of resources needs to be considered for easier engaging with online content.

2.6. Advantages and Disadvantages of the Flipped Classroom Model

Implementing a flipped classroom requires careful planning, resources, and the ability of teachers to predict problems and provide effective solutions to some common challenges. However, the flipped classroom model has advantages and disadvantages.

2.6.1. Advantages

There have been a number of aspects with this model of teaching that teachers have found to be beneficial for students. First, it involves the opportunity to learn from videos that enables students to watch the videos as much as they like (Hamdan et al., 2013). By means of this, learners can always go back and study the online videos anytime they want. Moreover, supporters claim that the videos maximize class time to deeper inquiry-based learning (Flipping the classroom, 2011). Additionally, this personalised type of learning allows the students to decide how much time they need to learn, especially for the slow-paced students

(Driscoll & Petty, 2014). By means of this, students can learn at their own pace and have more responsibility for their own learning.

Supporters of the flipped classroom model note that it is highly important in what way an instructor uses the freed class-time (Bergmann & Sams, 2012). According to Hamdan et al. (2013) “Offloading direct instruction to videos permits educators to reassess by what method they can make best use of individual face-to-face time with students” (p. 64). Therefore, the most important advantage of the flipped classroom is extending interaction between teacher-to-student and student-to-student during class time. Additionally, teachers who used the flipped model stated that the main benefit is that they could have some one-on-one interaction with students during the class session for the first time in their teaching careers (Moore, Gillett, & Steele, 2014). Thus, the flipped model is an integration of direct instruction with inquiry-based learning. It offers more time to develop skills of the 21st century.

The flipped classroom model also has advantages in reducing anxiety in difficult courses. Strauss (2013) states that flipped model provides one-on-one time with students to work on problems which facilitate the understanding of the difficult points in the course. In addition, students like the approach because they no longer have to sit at home and deal with complicated homework. They also find it much easier to understand complicated knowledge, and that the approach has reduced their anxiety (Strauss, 2013). Consequently, the difficult courses can be understood easily and more effectively.

2.6.2. Disadvantages

While the flipped instructional model is having a progressive change, it has aspects that may limit or prevent its success. According to Bergman and Sams (2012) accessibility for students, particularly in low-income areas, to watch online videos in homes without computers or the Internet was one of the most critical issues. Bergmann and Sams (2012) discuss how they overcame that problem by first making sure the videos were available in different places and forms, in addition to offering students opportunities to download them to a flash drive, or they could install them on their personal devices.

Another challenge of flipped model was the time spent in recording videos (Hamdan et al., 2013). As a solution, Bergmann and Sams (2012) recommend the possibility of using prepared videos available in online websites. They also claim that using prepared videos for beginner teachers can be the best option to gain more time in order to prepare classroom tasks. Eventually, teachers can feel more confident to record their own videos in the future.

The next problem was students who did not watch the videos and came unprepared for class. Bergmann and Sams (2012) resolve this common problem by recommending that students who did not watch the videos to use class time to view them while the instructor moves around and assists students.

In conclusion, although flipping a classroom does not solve all the problems students and teachers face in the course of education. However, the advantages of implementing a flipped classroom exceed any disadvantages that may arise. Gladwell (2002) wrote concerning significant change, “The tipping point is that magic moment when an idea, a trend, a social behavior crosses a threshold, tips, and spreads like a wildfire” (p. 23). Flipped classroom model has the ability to be that tipping point for students to engage in student-led learning, and for educators to teach in a creative way.

2.7. Pillars of the Flipped Classroom

An effective flipped class consists of four pillars that were identified by The Flipped Learning Network (FLN) and Person’s School Achievement Services. Hamden et al. (2013) state that these four pillars of F-L-I-P™ are: flexible environment, learning culture, intentional Content, and professional educator.

First, Hamden et al. (2013) state that flexible environment presents learning in flexible and adaptable environments. Teachers re-arrange their classes with the aim of becoming more interactive and encouraging. This learning environment gives students the opportunity to choose what and where they want to learn, and with what approaches, such as group work, independent learning, and research. The flipped class then turns into an environment where learning objectives are explored in greater detail, and learning experiences are improved.

The second pillar is the learning culture. It represents a shift from students being the recipient of knowledge to the center of learning. Hamden et al. (2013) explain that:

The sole content expert who provides information to students, generally via direct instruction lecture. In the Flipped Learning model, there is a deliberate shift from a teacher-centered classroom to a student-centered approach, where in-class time is meant for exploring topics in greater depth and creating richer learning opportunities (p. 5).

That is, in the flipped classroom there is a shift from a teacher-centred classroom to a student-centred approach, where class time is devoted for interactions, checking students’ comprehension, and synthesising of the material.

Intentional material is the third pillar, which defines the teacher's instructional decisions. These decisions include what content to teach through video, and what resources students are allowed to explore on their own (Hamden et al., 2013). He continues, teachers use intentional content to increase classroom time and implement different methods of teaching, such as active learning strategies, peer instruction, problem-based learning, or mastery methods, depending on the grade level and subject. Because when they continue to instruct using a teacher-centred approach, there will be nothing to achieve.

Lastly, certified educators is the highly significant pillar. According to Hamden et al. (2013) this pillar explains the significance role of teachers in the flipped classroom because they are more demanding than in a traditional one. A flipped instructor is required to decide when and how to shift direct instruction from a whole group of students to the individual learner, and how to increase their time with students in the classroom.

2.8.MOOC-based Flipped Learning:

Recently, the increasing developments in the field of education and e-learning led to new ideas and projects. One of these developments, revealed the Massive Open Online Courses Project (MOOCs) in 2008 (Spector, 2014; Hollands & Tirthali 2014). Massive Open Online Courses are defined by Siemens (2013) as ‘Courses’ in which the content is structured and has a start date and a deadline, ‘Massive’ that may involve a large number of students, ‘Open’ in which registration and participation in the activities is free, and ‘Online’ where all the courses takes place through the internet. In the same vein, McAuley, Stewart, Siemens and Cormier (2010) define a MOOC as an online course providing the opportunity of free and accessible enrollment, a publicly shared curriculum and open-ended outcomes. That is, MOOCs are open access courses of high quality that run on a large scale, they are accessible to everyone at any time, online, and for free. They also include a syllabus with specific aims and objectives, a calendar, educational resources, primarily videos, activities, quizzes and exams, and a discussion forum.

According to Voss (2013) flipping the classroom is one of the typical uses of MOOCs. He says that “Students first interact with an online course using MOOCs technology and next go to face-to-face lessons with the purpose of focusing on specific issues, where they have questions, instead of receiving a traditional classroom lesson” (p. 4). Moreover, the integration of flipped classroom with MOOCs was also suggested by Schatz (2014) in order to

enhance learning using this new technology. Besides, Abdel-Maksoud (2019) states that “applying a MOOC in an EFLT flipped classroom proved helpful to enhance students’ learning outcomes, and develop students’ ability to self-learning and interpersonal interaction” (p. 20). Furthermore, the Cultural Complexity and Digital Humanities department at the University of Western Ontario adapted MOOC platforms to run in-house courses as a flipped classroom by delivering all the lectures through the platform in order to use class time to discussions and activities.

MOOCs, as new learning technologies, are important in today's era. According to Prensky (2001) “Students of this generation are digital natives who have grown up in the digital age, rather than having acquired familiarity with digital systems as an adult, as a digital immigrant.”(p. 1). That is, they spend most of their time in using tools of the digital age such as the internet. Therefore, they need to be taught in advanced ways by using technology.

Besides, MOOCs implies a combination of learning technologies and learning activities, such as the use of short video lectures and automatically graded exercises (Voss, 2013). He also says that communication tools also can be present in MOOCs, through the use of learning management systems (LMS) or tools like gamification to motivate students. Masters (2011) explained that although the learning technologies used in MOOCs are not new, such as videos, automatic grade exercises, learning analytics or communication tools, the way these technologies are implemented and combined is different from the usual use of LMSs. MOOCs allow for user-independent learning, setting the learner's own objectives, improving the teacher's role, and a more active learning approach. For this purpose, new MOOC platforms such as Open edX, Udacity, and Coursera were developed to respond to the new needs of education.

To conclude, during the last two years, MOOCs are proving to be extremely popular. Also, it was proved that MOOCs can be effectively integrated with flipped classroom model. Therefore, MOOCs can greatly accelerate the introduction of flipped teaching in higher education and improve the way of learning.

Conclusion

To sum up, flipped classroom is a valid model that can be used inside English foreign classes to improve students’ learning. It is clearly stated in this chapter that the flipped classroom is an innovative pedagogical approach that enhances students' learning. Besides,

flipped model does not change the face-to-face time that a student spends in a classroom compared to a traditional classroom, or to replace online videos by class learning. The goal of flipped classroom is rather to enhance learning, promote a deeper face-to-face time, and encourage inquiry-based learning. As a whole, the use of MOOCs and flipped model together help to promote not only students' learning but also their interactional competence.

Chapter Three: Field Work and Data Analysis

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Introduction

The present chapter is considered as the field work of the study. It aims to check the effectiveness of the flipped classroom model in grammar classrooms, and whether or not its strategies are effective in solving some of the students' grammar difficulties. It also aims to investigate students' attitude towards this model. Moreover, the 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. Therefore, we opted for two data gathering tools that are classroom observation, in order to have authentic and adequate data, and a semi-structured questionnaire submitted for students who have experienced the flipped classroom to determine their attitude towards the proposed strategy.

3.1. Population and Sampling

In the present study, we selected first year EFL students; precisely group six (06) at the University of Biskra. The classroom observation was applied during their grammar sessions. Moreover, the sample involves (34) students, but only (21) students attended. We chose to work with this population because it has been observed that first year EFL students are the ones who face more difficulties in learning grammar.

3.2. Classroom Observation

Classroom observation was chosen as one of the methods used to collect data for this study. The main purpose of this method is to determine whether the flipped classroom is an effective model in grammar classes. As well as, whether its strategies are successful in solving some of the students' grammar difficulties. Moreover, classroom observation offers the ability to record real data in the classroom, and to understand the situation. That is, it was used to investigate the observable differences in the participants' grammar learning before and after using the flipped classroom model.

3.2.1. Description of the Classroom Observation

A classroom observation is observing teachers during the teaching process. Normally, it is conducted by researchers, experts, and other fellow teachers in order to provide "novice" teachers with some constructive critical feedback to improve their performance. But, in our case, our main concern is to record the teachers' teaching practices and students' actions. Also, we are not concerned with teachers' job performance evaluation. Our aim is just collecting data and then analysing it accordingly.

In order to record real data, we carried out a classroom observation process with first year students for six sessions as a non-participant observer using a checklist (see Appendix 1). In turn, the checklist consists of two sections. The first section includes the aspects observed, while the second section devoted for further remarks and comments. In addition, we used the checklist within the traditional classroom sessions and the flipped classroom sessions, to have adequate data regarding the applicability of the flipped classroom model in grammar classes, and to check whether the flipped classroom strategies are affecting students' performance positively.

To accomplish the object of this research, we conducted several observational sessions. Three of these sessions were traditional, which started in February 11th 2020 from 9:40 to 11:10 and lasted till February 18th 2020 from 9:40 to 11:10. The teacher applied the traditional teaching method during these sessions, where he relied on the whiteboard and handouts to present the lessons of grammar which were about tenses. In the first session he dealt with the present perfect, the second session was devoted for teaching the past simple, and in the third session he presented the past continuous. In these sessions, the teacher started with a warming up to activate the students' background knowledge, and correct homework. Next, he explained the lessons by giving examples and demonstrations, then he gave the students activities to be done during class time. Eventually, the instructor ended the sessions with giving students homework. The grammar explanations took most of the class time, so the teacher had to assign some of the exercises as homework, because there was not enough time to do all of the exercises in class.

Regarding the flipped classroom, three sessions took place from the 25th of February from 9:40 to 11:10 lasted till March 9th 2020 from 14:50 to 16:20. It involved two parts: pre-class and face-to-face class time. In this study, we integrated the flipped classroom with a MOOC platform. Therefore, Blackboard platform (<https://www.blackboard.com/>) was selected to be the MOOC platform in the pre-class stage (see Figure 3.1). There are several reasons

why Blackboard platform was selected. First, according to Blackboard press (2013), the platform has been widely used by classes all over the world. It is free and user-friendly. Secondly, results in many previous studies have shown that students had a positive attitude towards the use of Blackboard. Moreover, it enables the teacher to see the students' presence, their assignment completion, and assign grades. He can also instantly offer feedback to students, and see their questions or comments on their assignments in the discussion forum.

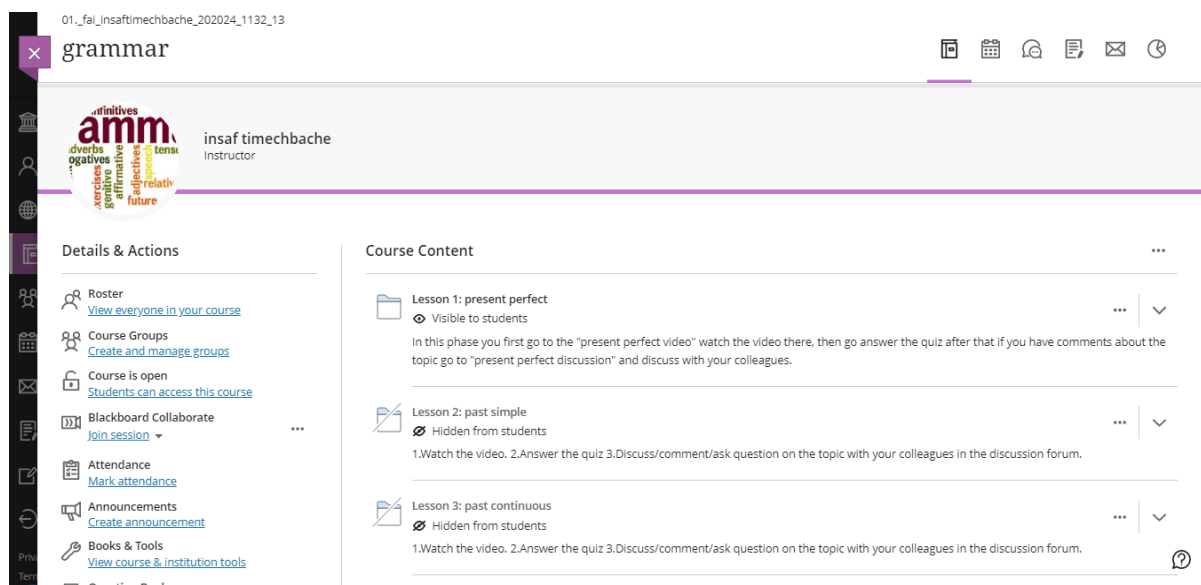


Figure3.1 : Blackboard Main Page as Massive Open Online Course

(<https://www.blackboard.com/>)

In order to make the students get familiar with the Blackboard MOOC platform we devoted a whole session to introduce it to the students. To do so, the students displayed the platform in their mobile phones. The researcher with the help of the grammar teacher, explained to them how to have an account on the platform so that they could enroll in. In addition, fundamental information about the method to be used during the course was given to the students. We also set up a Facebook group where we shared all the instructions of how to enroll in, watch the videos, answer the quiz (see Figure 3.2), checking grades, as well as other information about the platform; and the students become a member of it. Moreover, the researcher used the flipped classroom model on the same lessons that were undertaken in the traditional sessions, which are the present perfect, past simple, and the past continuous in order to get enough data about the difference between the two models during the observational sessions.

The screenshot displays a Blackboard quiz interface. The main content area is titled 'present perfect quiz' and is divided into 'Quiz Content' and 'Quiz Settings'. The 'Quiz Content' section shows three questions:

- Question 1:** 'THE PRESENT PERFECT IS USED TO DESCRIBE' with a sub-point 'An action or situation that started in the past and continues in the present.' It has two options: 'True' (marked as the correct answer) and 'False'.
- Question 2:** 'Choose the right form of the present perfect: Choose at least one correct answer'. It has three options: (A) 'I seen him for ages.', (B) 'I haven't saw him for ages.', and (C) 'I haven't seen him for ages.' (marked as the correct answer).
- Question 3:** (Partially visible, worth 6 points).

The 'Quiz Settings' panel on the right includes:

- Due date:** 2/25/20, 10:00 AM (UTC+1)
- Grade category:** Quiz
- Grading:** Points | 10 maximum points
- Attempts allowed:** 10 attempts | Last attempt with a grade
- SafeAssign:** Enable Originality Report
- Assessment security:** LockDown Browser Dashboard

Figure 3. 2: An Example of a Quiz Prepared by the Researcher in the MOOC Platform

In the pre class stage, the videos were available to students one week before the face-to-face sessions on the Blackboard MOOC platform. Each lesson was embedded into a specific course unit within Blackboard platform. The researcher restricted the course units so that only one lesson was accessible at a time. Students were asked to watch a short video between 10-12 minutes in length to ensure its viewing. They also were required to answer a quiz and discuss it in the discussion forum section (see Figure 3.3). The quiz closed the day before the face-to-face sessions. This gave the teacher the opportunity to review the quiz responses and address any questions or concerns raised by the students at the start of the face-to-face session, while the researcher provided them with grades and feedback on their answers on the platform. Moreover, they were told to take notes on the video in order to come to class prepared to participate in activities related to the video content.

The screenshot shows a Blackboard discussion forum with several student replies. The replies are as follows:

- Chorouk Sioudi:** 2/22/20, 6:06 PM. Thanks to the video and the quiz I confirmed my idea about the present perfect and finally I can differentiate between tenses thanks miss insaf about this great job it was very helpful for me 🙏🙏🙏
- Fatima zohra Cherad:** 2/22/20, 4:56 PM. The video and the quiz were very helpful to me so thanks a lot now i can diffrenetiate between the tenses and when i should use them carry on future teacher 🙏🙏🙏
- Hadil Chenna:** 2/18/20, 11:36 PM. The video was very good for me, I've learned when we use present perfect and how we form it.
- Alla Chaibai:** 2/18/20, 10:37 PM. I've learned what is present perfect and when we use it and how we form it, it was amusing that i was able to comprehend grammar lesson for once.
- Soltane Sifeddine:** 2/18/20, 7:24 PM. **learned**; both the **present perfect** and the **past simple** with "just" both mean the same thing

On the right side, there is a summary of responses for each user:

- Chorouk Sioudi: 1 Response | No Replies
- Fatima zohra Cherad: 1 Response | No Replies

Figure 3. 3 : The Blackboard Discussion Forum

On the other hand, the face-to-face sessions were devoted to a short reviewing of the videos and answering the students' questions, in addition to interactive and collaborative activities. Students had the opportunity to extend their understanding; that they had studied by watching the online video; through the more in-depth explanation of the teacher. Moreover, the teacher's main role was acting as a facilitator instead of an instructor, checking understanding, and facilitating learning. Students engaged in participatory activities that provided opportunities for self-expression, and encouraged students to enhance their learning through active participation.

In the first face-to-face session, the teacher started with a warm up through discussing the video; that tackled the present perfect; with students so that he could figure out if all students watched the video or not. However, two students did not watch it due to the lack of internet connection. Despite this, the process of applying the flipped classroom was not frustrating because the teacher prepared alternatives such as the classroom discussion and handouts. During the discussion, the teacher explained any misunderstood points and answered the students' questions. The remaining time was fully devoted for a collaborative activity that was filling the gaps with the correct form of the present perfect tense, and "*find someone who*" game that teaches students how to construct questions with "*have you ever...?*" to ask about experiences (see Appendix 4). While the students were performing the game in the form of groups, the teacher walked around the class to observe them and provide feedback. The game was performed orally, and in the cases where the group members found mistakes they had to correct them and explain their corrections.

The second session was devoted to performing learning activities on the past simple tense. The teacher started with providing an overview on the video content and asking students whether they faced problems in understanding. After answering the questions and reassuring the students' understanding, the teacher starts learning activities that were based on an active learning approach. The learning activities (see Appendix 5) included filling the gap, circle the correct verb form, and questions and answers. Students worked in pairs and were encouraged to collaborate with each other. At the same time, the teacher provided assistance to students as he moved from group to group answering their questions.

The third session was devoted for the past continuous tense. Students watched a video about the form of the past continuous and its uses a week before. During class time, the teacher began the session with a warm up. He wrote a tongue twister on the board, and asked the students to read it aloud as fast as they could four times. The purpose of this was to inject a dose of fun in the classroom and increase students' motivation. Afterwards, the teacher

recapitulated what was presented in the video and distributed a handout that involved two activities of circle the correct verb form, and questions and answers. The activities were done in an interactive way, where the students were the center of the classroom, and the teacher provided them with corrections and feedback.

As a conclusion, the selection of the videos was based on several criteria such as: comprehensibility, easiness, and clarity; so that students could understand the information presented for them. As for the selection of the lessons, we followed the unit provided by the teacher.

3.2.2. Administration of the Classroom Observation

The classroom observation started in February 11th 2020 from 9:40 to 11:10 and lasted till March 9th 2020 from 14:50 to 16:20. It was conducted with group six (06) from first year students at the department of English at Biskra University. The researcher attended six sessions, where she observed the participants' performance through following the aspects of the classroom observation checklist. Each observation session took one hour and a half, where the researcher sat at the end of the classroom to observe the classroom events relying on his own personal observation.

3.2.3. Analysis and Interpretation of the Classroom Observation

During the classroom observation, the researcher aimed to involve all what it has a relation with her study. Therefore, she focused on a number of aspects such as: classroom physical arrangement, teacher's role, types of activities, students' engagement, students' participation, accuracy, and time management.

Part one: Traditional classroom

Aspect one: Physical arrangement

During the traditional sessions, the classroom physical arrangement was not suitable. Students were sitting in an inappropriate way, some of them were sitting alone, and others left the front tables empty and sat in the back. Moreover, the rows were unorganised and not suitable for good learning environment. Even during the practice time, students kept the same physical arrangement. In fact, the physical setting was not appropriate because it does not supply the teacher with a greater capacity to effectively respond to different students' learning

needs. The reason behind carrying out the sessions in these conditions may be due to the adopted teaching techniques, and the applied teaching strategy that does not need different classroom arrangement.

Aspect two: Teacher's role

Throughout the traditional sessions, the classroom was effectively managed and was under the teacher's control. The teacher offered the students a rich, rewarding, and engaging learning experience. He was active and creative in presenting the lessons, and created a positive classroom atmosphere. Moreover, he actively involved students by using their prior knowledge, interests or experiences as examples. Furthermore, the teacher was calling students by their names in order to motivate them to participate, and take role in the classroom. Besides, he was giving clear instructions and checking the students' understanding through asking them questions and providing them with feedback. Following this way of teaching may be because the teacher wanted to create an engaging classroom to promote students' motivation, creativity, and achievement.

Aspect three: Types of activities

The types of activities are the forms of instructions applied during the classroom sessions in order to support students' educational development. During the first three sessions, it has been observed that only traditional types of activities were applied which included lecturing, providing activities in form of handouts, giving an overall correction, finally assigning homework. Besides, the working forms were in pairs or individually. This may be as a result of the nature of the chosen tasks that makes students less motivated and passive. In addition to the time limitations which does not allow the teacher to vary his activities.

Aspect four: Students' engagement

Along with the three observational sessions under the traditional classroom, students were unmotivated although the teacher's efforts to create an engaging environment. The majority of students seemed to be passive and unmotivated since they have been playing with their phones and talking to each other. Except for four or five students who seemed to be more engaged and motivated to work, they were taking notes and reacting with the teacher's explanation. The reason behind students' disengagement may be was due to the passive learning, used in the traditional way of teaching, that disempowers students and make them

feel that their only role is to receive information, and the teacher is the focus of the learning environment whose role is to provide knowledge. It also may be due to the types of activities that were not interactive, which lead to the lack of students' involvement and engagement in the lessons.

Aspect five: Students' participation

Classroom participation is one of the embraced pedagogical strategies, whereby comprehension is increased through cooperation, which can foster a high level of energy in classroom learning environment. Over the three observational sessions, the researcher observed that only five students showed willingness to participate, where the others were hesitant to get involved in the discussion. What is more, when the teachers asked questions, they did not seem eager to answer. Even though, the teacher was helping learners to participate by asking them questions. However, they appeared to be passive and unenthusiastic to take part in the classroom discussions. Additionally, during the correction of the activities they did not show any interest when they started the activities, the teacher was obliged to call students by their names because of their unwillingness to participate in correcting the tasks, except for three or four students who were participating. It was obvious that they did not take pleasure in doing them. Such reluctance to participate in the classroom may be due to the traditional way of presenting the lessons and activities, which decreased students' interests and motivation to take pleasure out of learning grammar.

Aspect six: Accuracy

Based on the results obtained from the observation, we observed an existence of some difficulties in applying grammar rules in their correct context, in addition to difficulties in forming correct question forms. Furthermore, during the practice time some students were not conjugating the verbs properly according to the requirements tense. They also had challenges in the use of the right subject-verb agreement. Such lack of accuracy may be due to the traditional classroom instruction that relies on the idea of every student understands at the same time and pace. It can also be due to the way of learning grammar rules, which are learned in isolation, and the lack of practicing grammar rules in specific contexts.

Aspect seven: Time management

Time management is one of the basic aspects of teaching that optimize learning opportunities for students. While observing the traditional sessions, the teacher defined duration for each step of the grammar lessons, in which he began the lecture with the warming up to prepare students to learn and attract their attention, interest, and involvement. Then, he presented the lesson that involved explanations, exemplifications, and demonstrations. At the end, he started the activities that were not completed as result of the time limitations, and were assigned as homework to be done at home and corrected the next session. The following table (see Table 3.1) represents the time allocation of the main steps followed by the teacher in the traditional sessions.

Phases of the session	Time
Warm up (getting students involved in the session and correcting the homework of previous lesson)	20 min
Teacher talking time (presenting and explaining a new lesson)	50 min
Time of activities (solving the activities individually and correcting them with the teacher)	20 min

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

Part two: Flipped classroom

Aspect one: Physical arrangement

Throughout the three observational sessions under the flipped classroom model, the researcher observed that during the presentation of the lesson the classroom physical arrangement was arranged in a classical and organised way, where each two students sat with each other facing the teacher and the board, without letting the front tables empty. On the other hand, when they started the activities they were asked to sit in form of groups and work collectively. At the same time, the teacher was moving around the groups providing them with comments and feedback. In fact, the classroom arrangement under the flipped classroom model was evidently helpful in achieving the lessons' objectives since it supports cooperative learning, raise achievement, and promotes teacher-student interaction.

Aspect two: Teacher's role

During the flipped classroom, after students were exposed to the lesson content through the online videos the teacher's role was more as facilitator of learning rather than the provider of knowledge. He was providing students with immediate feedback, answering their questions, and checking their progress. Moreover, the group working forms helped him to create individualised instruction and one-on-one time with students in order to help those who needed more explanation. Additionally, he provided them with active learning environment so that the students can learn better and connect their ideas together. The teacher's role in the flipped classroom is considered as one of the main pillars since it has a great impact on students' academic performance and improvement.

Aspect three: Types of activities

While observing the flipped sessions, a variety of activities and games have been observed. At the beginning of the session, the teacher started tongue twister game (see Appendix 6), where students challenged each other which one can read the tongue twister faster several times and the winner will get additional marks. Moreover, during the activities phase students were given the opportunity to express themselves, using the present perfect tense, and share their experiences through playing "*have you ever...?*" game. In another session, the teacher distributed handouts about the past simple tense, where students were asked to work collaboratively to conjugate the verbs in the right tense. Actually, most of the groups did a good work since their answers were discussed collaboratively. They also

received positive and adequate feedback from their teacher. In fact, it has been observed that in the flipped sessions classroom time was freed up of long lectures and there was more time for classroom discussions and activities. It also increased teacher-student interaction in addition to students' involvement.

Aspect four: Students' engagement

While observing the flipped sessions, we have noticed a positive shift in students' engagement. In the warm up phase, students were engaged in the classroom discussion through answering the teacher's questions on the online video content and sharing what they understood from it. They also discussed the points that they conversed with each other in the online discussion. Moreover, when the teacher was reviewing the lesson and asking them to provide him with examples we observed that they were giving examples from the online videos and checking the MOOC platform to give right answers using their phones. Furthermore, they were enjoying the games and activities. They followed the instructions provided by the teacher and were helping each other. Besides, various reactions have been observed which were an evident of the improvement of students' engagement.

Aspect five: Students' participation

Through the observation of the flipped classroom, it has been observed that most of the students seemed to be active participants. They were providing the teacher with answers and sharing their ideas. Moreover, it has been noticed that students' talking time exceeded the teacher talking time since the classroom was learner-centred rather than teacher-centred. However, four or five students kept silent and rarely participated. The reason behind this may be due to the fear of committing mistakes in front of their peers and anxiety. It also can be because of their introvert personality. Even so, these students had the opportunity to take part in each activity either individually or collaboratively since the teacher was moving around and checking their understanding. Besides, they were engaged in the discussions and games because there was a collaborative work in which students helped and supported each other. Even those who did not watch the video were active during the session since they received the sufficient knowledge for completing the classroom tasks.

Aspect six: Accuracy

Throughout the flipped sessions, we observed that a kind of improvement in students' accuracy. They implemented correct grammar rules and verb forms. Moreover, during the correction of the activities they were using the grammar rules in their appropriate context in addition to forming correct question forms. This remarkable betterment may be due to the ability of students to prepare themselves in advance at their own pace. Besides, they were able to control the acquirement of knowledge to match their personal abilities.

Aspect seven: Time management

Flipping the classroom involves a completely different time division as well as particular procedures. It has been observed that classroom time was mainly allocated for more practice and discussion on the videos watched earlier in the MOOC platform. The first ten minutes were devoted for the warm up where the teacher involved his students in the learning process. Then he reviewed the video content in addition to answering students' questions which took 20 minutes. The remaining 60 minutes were devoted to activities and games, where students solved and corrected the activities in addition to providing them with the adequate feedback by the teacher. The following table (see Table 3.2) represents the main phases followed by the teacher and its time allocation.

Phases of the session	Time
Warm up (getting students involved in the session)	10 min
Teacher talking time (reviewing and answering the video content questions)	20 min
Time of activities	60 min

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

3.2.4. Discussion and Interpretation of the Findings

The classroom observation and relevant remarks taken in relation to the observed elements of the classroom checklist led to a number of significant conclusions. The obtained results indicated that the flipped classroom strategies are effective in solving students' grammar difficulties, and it is an applicable model in grammar classes. First of all, the flipped classroom physical arrangement created a flexible environment, where the teacher was permitted to manage the classroom setting according to the tasks requirements. This in return, created an active and engaging classroom environment. In contrast to the traditional classroom, where a negative and unorganised environment was found that is in turn, does not help students to learn effectively. Second, such physical arrangement allowed the teacher to interact more with students, where he was able to move around the class, check students' work, and provide personalised explanations and feedback. That is, the flipped classroom helped the teacher and students to teach and learn in a comfortable and positive environment.

Third, the flipped classroom helps the teacher in playing his role more effectively. The teacher becomes a facilitator and a guider rather than the source of knowledge, where he offers support, advice, and feedback when needed. In contrast to the traditional classroom where the teacher is the center of attention to deliver lectures, and students are just recipients. Moreover, the teacher in the flipped model can manage his classroom effectively since he can assist group work comfortably. Additionally, in the flipped classroom the educator can invest classroom time for active learning that is allocated for problem solving and meaningful activities rather than spending most of the classroom time in lecturing. In fact, such variation in the teacher's role helps in creating a student centred classroom, where the classroom is suitable for sufficient and variety of activities, group work, and discussion.

Furthermore, since the flipped classroom switches homework to be done in class time and lecture at home, students will have the chance to learn at their own pace at home and get more practice time in the classroom. In such way, students would not feel tense and nervous, because they do not need to rush in getting every detail in a compact lecture, and they will feel free to consult help from the teacher whenever they want. Besides, the classroom becomes suitable for a variety of activities, group work, and discussions since it is freed up from didactic lecturing and teacher talking time that the traditional classroom rely on. Overall, in the flipped classroom students can have the opportunity to speak more and interact freely in the classroom with their teacher and peers.

Opposed to the traditional classroom, the flipped classroom creates a highly engaged and active environment for students. The flipped model engages students with pre class lessons and prepares them for in class active learning. Thus, this allows the teacher to vary his types of activities such as collaborative work and games. It also permits students to invest their energy in interesting and engaging tasks weather individually or collaboratively. They discuss altogether, focus on the content, and ask and answer various questions. This way of learning was not witnessed in the traditional classroom because of the length of lectures and time limitations. Moreover, students can participate confidently under the flipped classroom because of the previous preparation at home, and the collaborative learning environment in which students share their ideas and remarks that leads to a better understanding of the lesson. Even the introvert students can be engaged in this model, as a result of the personalised learning offered by the teacher. All this is through the flipped classroom which makes students actively involved in the process of learning and become part of the learning process itself.

In fact, dedicating classroom time for communicative activities and active learning approach gave students the opportunity to improve their grammatical accuracy. They can practise the rules by creating their own examples which leads to an improvement in their grammar learning. They use the tenses in their appropriate context and produce correct question forms. The model gives the teacher sufficient opportunities to train his students more effectively on the use of grammar rules and verb forms. In contrast to the traditional classroom that might not give sufficient opportunities for students to practise their grammatical knowledge.

Notably, time management in the flipped classroom differs from the traditional one. In the traditional classroom 20 minutes is allocated for warm up which entails the correction of the previous homework and involving students in the session. However, in the flipped model the warm up does not exceed 10 minutes in order to get students attention. After, in the traditional class the teacher starts with presentation and explanation of the lesson which may last for 50 minutes, and devote the remaining 20 minutes for solving and correcting the activities. While in the flipped classroom the teacher devotes 20 minutes for reviewing the video content in addition to answering the students' questions. Then, 55 to 60 minutes is devoted for activities that give both the students the chance to experience their learning skills, and the teacher the sufficient time to interact and provide students with adequate feedback.

In conclusion, through the obtained findings, we deduce that the flipped classroom model is effective in grammar classes. Moreover its strategies are effective in solving students' grammar difficulties.

3.3.Students' Questionnaire

3.3.1. Description of the Students' Questionnaire

The questionnaire was designed for first year EFL students group 06 at the University of Biskra. It was delivered at the end of the classroom observation to 21 students who experienced the flipped model. The purpose of this questionnaire is to obtain the participants' perceptions concerning the use of the flipped classroom model in enhancing their grammar learning in comparison to the traditional classroom. The questionnaire was semi-structured, and it was divided into three sections that contained close-ended questions where students were supposed to tick Yes/No or choose the appropriate answer; and open-ended questions where students were asked to give explanations and justifications using their own words.

Section one: General information

The first section of the questionnaire contains 2 questions aimed to collect information about the participants we are working with. The first question was dedicated to identify students' gender (male/female), and the second question was included to check their choice of studying grammar whether it is imposed or their personal choice. These questions paved the way for us to know students' general information and their opinions' about grammar.

Section two: Grammar

The present section includes 10 questions focused on grammar. At the beginning, students were asked to assess their level in grammar (Q3), and in (Q4) they were requested to choose how do they find the module of grammar, and why. Also, we aimed to ask students about their attitudes towards learning grammar (Q5). Furthermore, we intended to gather students' opinions about the reasons behind students' grammar difficulties (Q6). Additionally, we wanted to check the frequency of their participation in their grammar sessions, in addition to two sub-questions in case the answer is yes or no (Q7).

Moreover, in (Q8) students were asked to elucidate their satisfaction or dissatisfaction about the time allocated for practice in their grammar sessions. While, in question 9 and 10 they were requested to identify the teacher's frequency of providing them with homework, and whether they face difficulties in doing them. Question 11 was aimed to set the frequency of receiving feedback from the grammar teacher. Eventually, in question 12 respondents were asked to pinpoint the types of working forms used by the teacher.

Section three: Classroom Model Integrated with Massive Open Online Courses

The third section of the questionnaire consists of 6 questions that are varied between yes/no, likert scale, and Wh questions. It focuses on the use of the flipped classroom integrated with MOOCs in grammar classes. In this section, question 13 and 14 determine whether students have watched the video posted on MOOCs and in case they did not, they were asked to justify. Evenmore, in question 14 students were requested to determine what they did while watching the videos. Moreover, question 15 demonstrates the students' appreciation about watching the videos at home via MOOCs, in addition to justifying their answer whether it is yes/no.

Furthermore, question 16 was aimed to collect data about to what frequency they agree or disagree with the idea of what other learners post in the discussion forums is a good way of improving their learning and why. Additionally, in question 17 students were requested to identify whether they agree or disagree with the easiness and organisation of the quiz, as well as the effect of the flipped classroom on their understanding, interaction, and practice time. In addition, question 18 was aimed to explore students' attitude towards the use of the flipped classroom integrated with MOOCs in enhancing their grammar learning. Finally, we added a space for further comments and suggestions.

3.3.2. Piloting and Validation of the Students' Questionnaire

Before the final administration of the students' questionnaire, the researcher pre-used it to verify and validate the content in order to collect the required data. Fundamentally, the main objective of the piloting stage was to check the questionnaire's difficulty, ambiguity, the attractiveness of the layout, and to verify if there were any repeated questions. In the piloting phase, which took place on 10th March 2020, the questionnaire was administrated hand by hand to 10 students from the population of first year students group 6. When we handed them the questionnaire they spent 10 minutes in answering it at the end of their grammar session.

It was also given to the supervisor to correct it in order to benefit from his feedback and comments.

The supervisor made some useful remarks about the questionnaire. He suggested changing and adding some words and sentences. He also recommended omitting one choice in question 6, and to add a sub-question in question 9 for more precision. A part from the supervisor's feedback, students' opinionnaire revealed the need to add some adjustments since one of the students found an ambiguity in the fourth sentence of (Q17), where the student did not understand the meaning of the word "adequate" so we changed it to "sufficient". From these remarks, the supervisor and students' feedback were taken into consideration while designing the final draft of the questionnaire.

3.3.3. Administration of the Questionnaire

The final questionnaire was submitted online through the Facebook group. Moreover, all the 21 students who experienced the flipped classroom from first year students group 6 answered the questionnaire in one week from the 9th April till 15th April 2020. In fact, the idea of submitting the questionnaire online was beneficial since it is more accessible, accurate, and convenient. Eventually, it helped to receive clear and completed answered questionnaires.

3.3.4. Analysis and Interpretation of the Students' Questionnaire

Section one: General Information

Question 1: Gender

Option	Number	%
Female	17	81%
Male	4	19%
Total	21	100%

Table 3.3 : Students' Gender Distribution

The table 3.3 demonstrates the distribution of gender in our sample. They provided the number of males and females, as well as the percentage. As it is shown, 17 students (81%)

were females, whereas 4 students (19%) were males. This clarifies that females are the prevailing category in the sample of first year LMD students. This means that females are more interested in studying English as a foreign language than males.

Question 2:Students' choice of studying English

Option	Number	%
Imposed	3	14%
Personal	18	86%
Total	21	100%

Table 3. 4 : Students' Choice of Studying English

As it is indicated in table (3.4), 18 students with the percentage of 86% their choice of studying English was personal, while 3 students with the percentage 14% their choice was imposed. Based on the data offered above, the majority of students their choice of studying English was personal, and they were not forced to choose it. This denotes that students have an interest towards studying English at the university.

Section Two: Grammar

Question 3:How do you assess your level in grammar?

Option	Number	%
Good	7	33%
Average	12	57%
Poor	2	10%
Total	21	100%

Table 3. 5 : Students' Level Consideration in Grammar

This question sought to demonstrate the respondents' level in English. As it is shown in table 3.5, 7 students with the percentage of 33% considered their level as good. While, 12 students who represent 57% declared that their level is average. Finally, the left 2 students (10%) estimated that they have poor level in English. Eventually, since the majority of

students (57%) reported that they have an average level in English, this indicates that students may face some difficulties in learning the language.

Question 4: How do you find the module of grammar?

Option	Number	%
Very Interesting	9	43%
Interesting	8	38%
Boring	4	19%
Total	21	100%

Table 3. 6 : Students' Attitudes towards the Module of Grammar

Regarding this question, 9 students (43%) find the module of grammar very interesting. Whereas, 8 students (38%) claimed that grammar is interesting. While, the left 4 students (19%) stated that they find the module of grammar boring.

Respondents' Justifications of their Answers

In this question, students were asked to justify their answers. On one hand, students who answered with “*very interesting*” stated that they like the module of grammar as a result of its importance in learning English, this latter was recapitulated by one students by saying “*learning grammar makes you know how to use verbs and words in the perfect places*”. In the same path, students who chose “*interesting*” pointed that grammar is interesting since we started improving our skills. However, those who answered with “*boring*” justified by saying that the module is difficult, and others said that they don't like the sessions of grammar, one of the respondents said “*I don't like grammar*”. From students' justifications, we extracted that the majority of students find the module of grammar interesting as a result of its important role in learning English. Likewise, the module of grammar can be boring for some students as a result of facing some difficulties in learning the module.

Question 5: How do you find learning grammar?

Option	Number	%
Easy	10	48%
Difficult	10	48%
Very Difficult	1	4%
Total	21	100%

Table 3. 7 : Students' Views about Learning Grammar

Based on the data stated above, 10 participants with the percentage of 48% considered learning grammar “*easy*”, where other 10 students with the percentage of 48% considered it “*difficult*”. However, the left 4 respondents (4%) find it “*very difficult*”. This data elucidate that the majority of students face difficulties in learning grammar.

Question 6: According to you, what is behind students' grammar difficulties?

Option	Frequency	%
Lack of Motivation	8	38%
Teaching Method	10	48%
Insufficient Practice in the Classroom	4	19%
Lack of Cooperation in the Classroom	3	14%
All of them	3	14%

Table 3. 8 : The Difficulties in Learning Grammar

As it is shown in table 3.8, we notice that 10 students (84%) stated that the main difficulty they encounter is “*teaching method*”, while 8 of them (38%) revealed that the difficulty they face is “*lack of motivation*”. Besides, 4 respondents (19%) chose “*insufficient practice in the classroom*” as a difficulty. Whereas, 3 students (14%) stated that they face a difficulty in the “*lack of cooperation*” in the classroom, and 3 students with the percentage of 14% chose all of them. According to the findings, students face various difficulties in learning

grammar, and the main two difficulties faced by the students are the teaching method and lack of motivation.

Question 7: Students' Participation in their Grammar Sessions

Option	Number	%
Yes	19	90%
No	2	10%
Total	21	100%

Table 3. 9 : Participation in their Grammar Sessions

As it is presented in table 3.9, most of the students who represent 90% indicated that they participate in their grammar classes, and only 2 students with the percentage of 10% do not participate in their grammar sessions. Students who answered with “yes” were asked to identify the frequency of their participation, the results are shown in the table below.

If yes, how often?

Option	Number	%
Always	5	26%
Sometimes	13	68%
Rarely	1	5%

Table 3. 10 : Frequency of Students' Participation

Based on the results indicated in table 3.10, 13 students with the percentage of 68% stated that they sometimes participate, where 5 students that represent 26% indicated that they always participate during their grammar classes. Whereas, only one student with the percentage of 5% chose “rarely”. The results indicate that less than 10% students are passive learners in their grammar classes. This is may be due to the way of teaching grammar.

If no, is it because of:

Option	Number	%
The kind of tasks	1	50%
Classroom atmosphere	2	100%
Teaching method	0	0%
Others	0	0%

Table 3. 11 : Frequency of Students' Participation

For the students who answered with “no”, they were requested to identify the reasons behind their reluctance in taking part in their grammar sessions. As it is presented in table 3.11, the main reason behind their unwillingness to participate is the classroom atmosphere that was selected by 2 students (100%). Whereas, one student (50%) indicated that the reason is the kind of tasks. The findings indicate that the students seem satisfied with the teacher’s teaching method, while they do not appreciate the classroom atmosphere and the kind of tasks, this may be because of the traditional types of tasks that affect their willingness to take part in their grammar sessions.

Question 8:do you consider time allocated for practices in grammar sessions?

Option	Number	%
Sufficient	13	62%
Not sufficient	8	38%
Total	21	100%

Table 3. 12 : Students' Attitudes towards the Classroom Practice Time

According to the students’ answers, we notice that 62% of the participants are satisfied with the classroom practice time. Whereas, 38% of the students indicated that they are not satisfied with the practice time during their grammar sessions. This lack of satisfaction may be due to the time limitations where most of the time is spent in delivering the lesson as a result there is no much time for sufficient practice.

Question 9: how often does your teacher provide you with homework after each session?

Option	Number	%
Always	11	52%
Sometimes	10	48%
Rarely	0	0%
Total	21	100%

Table 3. 13 : Frequency of the Provided Homework by the Grammar Teacher

Based on the data stated above, 11 participants (52%) out of 21 claimed that their teacher always provides them with homework as it is noticed in Table 3.13. While, 11 students that represent 48% asserted that their teacher rarely provides them with homework, whereas 0% chose rarely. This shows that the reason behind providing homework frequently is may be due to the time limitations of practicing during class time.

Question 10: Do you face difficulties when doing your homework?

Option	Number	%
Yes	10	48%
No	11	52%
Total	21	100%

Table 3. 14 : Difficulty of Homework Accomplishment

Relying on the data in table 3.14, we notice that 52% of the students do not face difficulties while doing their homework at home this is may be because they have more potentials, so that they do not need the teacher's help. However, 48% of the other students do face difficulties in accomplishing their homework this is may be because they are exposed to simple and less complex practices during class time. Therefore, students need their teacher's assistance while doing their homework.

Question 11: How often do you receive feedback from your grammar teacher?

Option	Number	%
Always	9	43%
Sometimes	12	57%
Rarely	0	0%
Never	0	0%
Total	21	100%

Table 3. 15 : Frequency of Teacher's Feedback

When students were asked how often their teacher provide them with feedback, 57% of them claimed that their teacher sometimes provide them with feedback. While, 43% of the students stated that they always receive feedback from their teacher. This shows that students are satisfied with the feedback they receive from their teacher, where the percentage of rarely and never is 0%. That is, students are receiving sufficient feedback from their teacher.

Question 12: What does your teacher use most?

Option	Number	%
Group work	5	24%
Pair work	8	38%
Individual work	1	5%
All of them	9	43%

Table 3. 16 : Kind of Tasks Used by the Teacher

Students were asked this question to identify the type of working forms most used by the teacher. The results indicated that 9 students with the percentage of 43% identified that the teacher uses all the kinds of working forms. Whereas, 8 students that represent 38% claimed that their teacher uses pair work in his session. While 1 student who represents 5% indicated that the individual work is used by his teacher of grammar. According to the data, the teacher uses different kinds of working forms during his sessions of grammar.

Section Three: Flipped Classroom Model Integrated with Massive Open Online Courses

Question 13: Did you watch the videos posted in the MOOCs?

Option	Number	%
Yes	20	95%
No	1	5%
Total	21	100%

Table 3. 17 : Watching the Videos Posted in the MOOC

Students were requested to identify whether they watched the videos posted in the MOOCs or not. As it is shown in table 3.16, 95% of the participants stated that they watched the videos. Whereas, one student who represent 5% did not watch the videos.

If no, please say why?

We asked students who did not watch the videos to justify their answer, and the justification was that s/he does not have access to the internet. As a result, learning through videos does not fit some students' learning style.

Question 14: When watching the videos have you: (You can tick more than one box)

Option	Number	%
Taken notes	15	71%
Watched it again	3	14%
Stopped it several times	6	29%
All of them	2	10%

Table 3. 18 : Strategies Used by the Respondents to Understand the Video

We asked students this question to know the strategies that they used during watching the video. The majority of the students (71%) indicated that they took notes. While others asserted that they stopped it several times in order to learn at their own pace (29%). Besides, 3 students who represent (14%) stated that they watched it again to understand its content.

Whereas, 2 students who represent (10%) claimed that they did all of them to have a complete understanding. This may mean that these strategies helped students to learn at their own pace and understand more effectively.

Question 15: Did you appreciate watching the lesson through MOOCs at home?

Option	Number	%
Yes	20	95%
No	1	5%
Total	21	100%

Table 3. 19 : Appreciating the Lesson at Home through MOOCs

Based on the data indicated in table 3.18, we notice that the majority of the students appreciated receiving the lesson at home through MOOCs (95%). While, one student (5%) claimed that s/he did not appreciate watching the lesson at home through MOOCs. This may mean that learning through MOOCs does not fit all students' learning styles.

Respondents' justification of their answers:

While justifying the choice of "yes" for this question, the respondents stated a wide range of justifications for appreciating watching the lessons through MOOCs at home. To start with, some students indicated that it helps them in participating, preparing for the next session, and boosting their information, for example, one of them said that *"it is new way to make the student understand the lesson and prepare himself before the teacher introduces it. Thus, understanding the lesson is in two different ways"*.

Besides, other students reflected their appreciation to the usefulness and success of the Blackboard MOOCs, they stated that the correction of the quiz and feedback were helpful as one of them noted *"we can find everything in the MOOC like feedback, grades, and videos"*. In the same path, other respondents asserted that the videos are helpful in understanding the lessons, one of them said that *"since I am not just linked with the teacher's method sometimes it helps me to understand the lesson better than the teacher"*. Hence, most of the students appreciated watching the lesson through MOOCs at home as a result of its various advantages.

Contrariwise, the student who answered with “no” justified with the lack of means such as the internet, phones, and personal computers, s/he said that “*some students do not have means*”. This means that learning in this way does not suit some of the students.

Hence, watching the lesson through MOOCs at home is of great impact on students. Besides, respondents’ answers appreciated and supported the idea of watching the lesson through MOOCs, only one student did not appreciate it because s/he faced an obstacle with the lack of internet.

Question 16: What other learners post in the discussion forums is a good way of improving my learning.

Option	Number	%
Strongly agree	7	33%
Agree	7	33%
Disagree	3	14%
Strongly disagree	4	19%

Table 3. 20 : Learning Improvement

Relying on the data in table 3.19, 7 students (33%) showed their strong agreement on what other learners post in the discussion forums is helpful in improving their learning. Also, other 7 students (33%) agreed on the statement mentioned previously. While, 4 students (19%) showed their strong disagreement, and other 3 students (14%) disagreed on this idea. This data elucidate that the majority of students find what others post in the discussion forum is helpful in learning.

Respondents’ justification of their answers:

In this question, students were asked to justify their choices. The students who showed a strong agreement with the statement stated that in the discussion forum they can ask questions about the video or the quiz and receive answers from their colleagues. They also claimed that they can benefit from the students’ discussions as one of them noted that “*I can benefit from their comments*”. Moreover, who agreed with this idea highlighted that using the discussion forum in explaining what they learned from the video and receiving feedback is

helpful in the process of learning, one of them said that *“what others said helped me in understanding the lesson”*.

On the other hand, students who strongly disagreed with this idea claimed that they did not use the discussion forums because they do not like to comment in front of people, one of them said that *“I did not participate in the discussion because I am not that kind of students who ask questions in front of a lot of people”*. In addition, students who chose *“disagree”* justified their answers with *“no reason”*. Consequently, most students find the discussion forums useful for various reasons, while the other students’ disagreement may be because they are introvert learners, and shy or they feel they have nothing to contribute.

Question 17: To what extent do you agree or disagree with these statements?

Option	Strongly Agree		Agree		Not Agree or Disagree		Disagree		Strongly Disagree		Total	
	N°	%	N°	%	N°	%	N°	%	N°	%	N°	%
The quiz was well organized, and easy to complete.	11	52%	9	43%	1	5%	0	0%	0	0%	21	100%
The video and the quiz helped me to understand grammar well the following session.	8	30%	10	48%	3	14%	0	0%	0	0%	21	100%
The flipped classroom gave me a chance to interact more with my teacher and classmates during the session.	3	14%	13	62%	3	14%	2	10%	0	0%	21	100%
We had sufficient and more time to practise grammar in the flipped classroom sessions.	8	30%	10	48%	3	14%	0	0%	0	0%	21	100%

The activities helped me practise things which I need to do in real life (like asking questions in English).	8	30%	11	52%	2	10%	0	0%	0	0%	21	100%
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Table 3. 21 : Students' Perceptions on these Statements

We asked students to indicate whether they agree or disagree with the statements in table 3.20. Initially, 11 students (52%) showed their strong agreement with the organisation and easiness of the quiz form and content, whereas 9 students (43%) claimed that they agree that the quiz is easy and organised, whilst 1 participant (5%) showed a neutral position toward the aforementioned statement.

Besides, the purpose of the second statement was to elicit whether the videos and the quiz helped the participants to understand the lesson the next session. A percentage of 48% stressed that they agree with statement, while 30% showed their strong agreement that the videos and the quiz helped them in the next session. Whereas, 3 students with the percentage of 14% were neutral.

Furthermore, when students were asked if the flipped classroom evolves the rate of interaction with their teacher and classmates, the majority of them agreed on this (62%), and 14% showed a strong agreement that they had more opportunities to interact in the classroom. Whereas, 2 of the participants (10%) disagreed with the statement. However, there was no strong disagreement on the tackled statement. Thus, more than 50% of the students had a chance to interact more in the flipped classroom sessions.

In the same path, most of the participants noticed that they had more time to practise during their grammar sessions. Forty eight percent agreed with the statement presented earlier. While, 8 participants (30%) showed strong agreement with the evolvement of time to practise during grammar sessions. Whereas, 3 respondents (14%) did not precise their position and preferred to choose neutral. Consequently, since the class time was not devoted for lecturing, the teacher found sufficient time to provide students with more practice in the classroom.

Finally, in the last statement students were asked whether they learnt how to practise the grammar rules in real life situations. Eleven participants (52%) agreed on this statement, and 8 students (30%) showed strong agreement that they practised more real life situations such as asking questions. The opportunity of practicing real life situations during class time

improves students' grammar knowledge. This may be due to the kind of activities tackled during the flipped classroom sessions that were based on the active learning approach.

Question 17: In comparison to the traditional courses, did you find the flipped classroom model integrated with MOOCs a good method to enhance your grammar learning?

Option	Number	%
Yes	20	95%
No	1	5%
Total	21	100%

Table 3. 22 : Students' Attitude towards the Flipped Classroom Model Integrated with MOOCs

Relying on the findings presented in table 3.21, 20 respondents (95%) of the sample indicated their positive attitude towards the flipped classroom integrated with MOOCs as a model to evolve their grammar learning. Only 1 participant (5%) from the whole sample stated his/her negative attitude towards the model. According to the data presented earlier, the majority (95%) of the participants are positive towards the flipped classroom integrated with MOOCs may be because they find it innovative, helpful, and enjoyable. However, one student did not like the model.

Respondents' justification of their answers:

To gather more data about the students' attitude towards the flipped classroom model integrated with MOOCs in enhancing their grammar learning, we asked students to justify their answers. Initially, the only respondent who answered with "no" claimed that this model does not suit him/her because of the lack of internet in the campus. However, the respondents who answered with "yes" provided interesting justifications that proved the benefits of this model in evolving grammar learning.

The majority of respondents' justifications highlighted that the flipped classroom gave them the opportunity to improve their grammar through the sufficient practice, videos, and quizzes. They added that the more they practise the more they improve in grammar, as one of them said "*this method improves our skills to learn grammar*". Thus, students need to be taught through the flipped classroom because it trains them to improve their grammar.

Furthermore, other justifications showed that the MOOC technology had a positive effect on their learning since it provided them with quizzes, feedback, and grades. They also stated that they want this model to be applied in their sessions; one of them stated that *“this model is new way of teaching with technology, thanks to the quick videos and quizzes I found the lesson easy to be understood”*. Consequently, respondents’ justifications imply that this model is a good way of evolving their grammar learning.

Any other comments and further suggestions, please mention them:

To conclude, we requested the participants to state additional comments or suggestions if they have. One of them stated that *“students need to find their passion within the language in the learning phases not just as an obligation for getting marks. For teachers, it is true we are in LMD system the teacher has less obligation with students unless they ask for it, but in first year students need to be well oriented otherwise we will see tardiness in our 1st year classes”*. That is, students need more interaction and help from their teacher in their process of learning especially in their first year. Moreover, another student demonstrated his appreciation about the Blackboard MOOC platform and its different useful features during the lockdown because of the COVID 19 pandemic, since he was able to revise his lessons from platform and ask questions, s/he said that *“the MOOC is so useful, I can revise my lessons while I am home during the lockdown”*. Consequently, the students showed their appreciation towards this model in improving their grammar learning because it gave them the opportunity to have more practice, and to be familiar with learning online using innovative technology. In addition, they had the chance to study online at home while most of the other students after the unexpected shutdown of the university were facing many challenges. Therefore, applying flipped classroom model integrated with MOOCs is very useful due to their positivity in learning grammar.

3.3.5. Discussion and Interpretation of the Findings

Based on the analysis of students’ questionnaire, which had been administered to 1st year EFL students from group 6 that were involved in this research study at Biskra University, and which is entitled *“An investigation on Learners’ Attitude towards the Use of the Flipped Classroom Model in Enhancing their Grammar Learning”*, we deduce that students do appreciate the flipped classroom integrated with MOOCs as a model to enhance their grammar learning. From the findings provided in the questionnaire, it is noticed that the

majority of the participants are females, which indicates that females are more interested in studying English language than males. Moreover, the findings show that most of the participants chose to study English as a second language is merely a personal choice; that is, they are motivated to study it.

Besides, more than half of students assert their level in English as average; therefore, they face apparent difficulties in grammar learning. In addition, the majority of them like the module of grammar because it is an important module to learn English. Furthermore, it has been asserted by the students that 50% of them find learning grammar difficult, mainly as a result of the teaching method, lack of motivation, insufficient practice in the classroom, and lack of cooperation. Additionally, students' high frequency of participation is sometimes, and for those who do not take part in the classroom the reason is the classroom atmosphere and kind of tasks.

Moreover, most of the students consider time for practice sufficient; other students indicated that the practice time in the class does not fulfill their needs due to the lecturing time that takes most of the class time. Also, the respondents indicated that the teacher frequently provides them with homework, and they were struggling in doing them. Regarding to teacher's feedback, students confirmed that they frequently receive feedback from their teacher. Additionally, they stated that the teacher uses all kinds of working forms.

In this questionnaire students were asked if they watched the videos posted in the MOOCs, and the majority did watch it. Whereas, only one student who did not watch the videos because of the lack of both access to technology and internet. Moreover, students used different effective strategies while watching the video in order to understand the lesson and learn at their own pace, such as taking notes, rewatching the video, and pausing the video whenever there is a need to. In addition, most of the participants claimed that they appreciated watching the lesson through MOOCs because it provides them with online videos, quizzes, feedback, grades that engage them to learn, in addition to discussion forums to share their ideas about the lesson. Furthermore, students agreed on the benefit of the discussion forums in improving their learning since they recognise the lesson before class time, and they have a discussion on it, which helped in increasing students' interaction and engagement in the classroom.

In the same path, most of the respondents showed a strong agreement on the organization and easiness of the quiz. Besides, they agreed that the quiz and the video facilitated the understanding of grammar the next session because of the opportunity of learning at their own pace at home. Moreover, the majority of respondents pointed out that the

flipped classroom gave them a chance to interact more with their teacher and classmates during the session. They also agreed that they had more time to practise grammar in the flipped classroom sessions. In addition, students showed their agreement that they had the opportunity to practise grammar in real life situations during practice time. As a result, 95% of the participants agreed that the flipped classroom integrated with MOOCs is a good method to enhance students' grammar learning; they also showed their great appreciation towards this model integrated with MOOCs in helping them learning during the COVID 19 lockdown. However, a minority of 5% did not agree as a result of the lack of internet and means of technology.

Conclusion

To conclude, the findings obtained from the questionnaire validate our hypothesis that students have positive attitude towards the use of the flipped classroom in enhancing their grammar learning at the University of Biskra. Consequently, the flipped classroom can be implemented as a strategy to improve students' grammar learning.

3.4.Synthesis of the Findings

To review, the main aim of this study was to investigate learners' attitude towards the use of the flipped classroom model in enhancing their grammar learning. In addition, to improve students' grammar learning through this model, and solve some of their grammar difficulties. Hence, in an attempt to develop a credible piece of research, the researcher used two data collection methods to gather data that feed the study; namely, classroom observation and students' questionnaire.

In addition, the study sought to integrate MOOCs into the flipped classroom in order to improve students' grammar learning and interaction. Further, the study attempted to offer students adequate time for practicing the grammar module in the classroom. Besides, suggesting the flipped classroom model as a new teaching technique that places the student in the center of the educational process.

The two data collection methods confirmed the validity of the research hypotheses. Concerning the classroom observation, the study required a comparative analysis between traditional classes of grammar and the flipped classroom in order to know to what extent the flipped classroom efficient in teaching grammar. Accordingly, the analysis of the classroom

observation affirmed that the flipped classroom deserves to be adopted, and it is a successful model in teaching students grammar in comparison to the traditional classroom. Furthermore, the flipped classroom strategies have a positive effect in solving students' grammar difficulties, and getting rid of their challenges.

Similarly, students developed a positive attitude towards the use of the flipped model in enhancing their grammar learning, since the flipped model was more interesting and engaging. According to them, it provides opportunities for students to practise more, interact with each others, and being active. In addition, the ability to complete the learning tasks through interactive and cooperative classroom activities of flipped model. Moreover, students' confirmed the great contribution of MOOCs in helping them to learn better during the COVID 19 lockdown and to avoid impassivity because it involves all what the student need from immediate feedback, grades, videos, to discussion; as well as, preparing them for the course content before class time. They also liked the use of MOOCs because they could easily access the Blackboard platform and study whenever they wanted.

In conclusion, the study findings provided answers to all the research questions and achieved all the study aims. In addition to, confirming all the research hypotheses. First, the flipped classroom is an effective and successful model in grammar classes. Second, the flipped model solves some of the students' difficulties in learning grammar. Third, it has been confirmed that students have positive attitude towards the usefulness of the flipped classroom model due to its vital role in enhancing students' grammar learning.

3.5.Recommendations

Based on the findings obtained from the classroom observation and students' questionnaire, which approved the effectiveness of the flipped classroom in enhancing students' grammar learning, we attempt to suggest a number of recommendations that may help in implementing the flipped classroom integrated with MOOCs successfully. We propose a set of recommendations that are illustrated as follows:

Recommendations for Teachers:

Based on the obtained data, the following recommendations seem to be useful for grammar teachers:

- Teachers are recommended to implement the flipped classroom model integrated with MOOCs to teach grammar in order to change their traditional way of teaching from teacher-centred classroom to student-centred classroom.
- Teachers in this digital era need to incorporate innovative technologies in their classrooms, in addition to be familiar with it, such as MOOCs.
- Teachers are recommended to understand every detail about the flipped classroom and to search about the procedure of its implementation in order to be able to overcome its difficulties.
- Teachers are recommended to explain the flipped classroom model to their students, and they need to prepare them by elevating their awareness to the advantages of watching videos at home.
- Teachers are recommended to prepare alternatives for students who do not have access to the internet such as reviewing the online content, or providing them with recorded videos with other technologies such as smartphones or USB devices.
- Teachers are recommended to support students with adequate feedback, and to vary its types of activities to keep students interested and engaged.

Recommendations for Students:

Based on the results of this study, the following recommendations seem to be helpful for English students:

- Students are recommended to be serious in terms of watching the videos provided by their teacher to enhance their learning abilities.
- Students need to devote time to learn outside the classroom using technology in order to achieve more fruitful learning outcomes.

Recommendations for Administration:

Relying on the above mentioned findings, the following recommendations seem to be pertinent:

- The administration need to provide students with the necessary equipments such as providing internet in the campus under which the flipped classroom model can be successfully applied.

Recommendations for Future Researchers:

The following recommendation seems to be useful for future researchers:

- Future researchers are recommended to conduct studies on the flipped classroom integrated with MOOCs with EFL learners in other modules and at various educational levels.

General Conclusion

General Conclusion:

Educators in this digital era due to the COVID 19 pandemic are looking for innovative technologies and instructional pedagogies in order to bridge the educational gap between students and teachers. Most of the universities decided shifting teaching and learning to become online. In the current study, we presented one of the most recent strategies for the sake of shifting from the traditional way of teaching into a more innovative one. We dealt in this research with the flipped classroom integrated with MOOCs as a model to enhance students' grammar learning, and in an attempt to solve some of students' grammar difficulties.

The foremost aim of the present study is to investigate first year EFL learners' attitude towards the use of the flipped classroom in enhancing their grammar learning. Therefore, this work attempted to validate our research hypothesis, which suggests that EFL student's attitude would be significantly positive towards the use of the flipped model in evolving their grammar learning.

The current study comprises three chapters, the two initial chapters were devoted to the theoretical background about grammar and the flipped classroom integrated with MOOCs. Whereas, the third chapter shed light on the study framework. The first chapter dealt with the definitions and importance of grammar; besides, it highlighted all the basics of teaching and learning grammar. Moreover, it presented the challenges of teaching and learning grammar in the traditional classroom. However, the second chapter tackled several aspects related to the flipped classroom including definitions, its historical background, theories underlying the flipped model, as well as a comparison between the flipped and the traditional classroom. Additionally, it shed the light on its implementation, advantages and disadvantages, it also focused on the MOOC-based flipped learning.

Concerning the third chapter, it was devoted for the practical part of the study. We conducted this research based on two data collection methods; a questionnaire, which was administrated to first year EFL students precisely group 6, and a classroom observation. The sample of the study included twenty one EFL first year students from Biskra University. This chapter was devoted for analysing, interpreting, and discussing the study findings.

Accordingly, the results obtained from the questionnaire and the classroom observation validated our hypothesis which stated that students have positive attitude towards the use of the flipped classroom model in evolving their grammar learning. In explicit terms, a significant improvement in learning and solving some grammar difficulties was witnessed during the classroom observation. Moreover, the answers provided by the participants in the

questionnaire asserted that they were satisfied with changing the traditional practices to a more collaborative and interactive learning that fulfills their needs and integrates new technology in classroom. Besides, there is clear evidence that the MOOC technology had a great contribution in helping students learn at their own pace at home.

To conclude, the flipped classroom model is very effective for EFL students learning process as well as for the teachers' teaching, particularly when it is integrated with MOOCs like we have done. Moreover, it shifts the classroom from teacher-centred learning environment to an active student centred learning environment. Also, it helps students to be autonomous and learn at their own pace at home using technology that became an essential part in education. Nevertheless, implementing this strategy necessitate certain conditions such as providing internet in the campuses and increasing the use of technology.

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Appendices

Appendix 01

Classroom Observation Check-list

Teacher:

Date :

Observer:

Time :

Class observed:

Session :

Aspects to be observed	Notes
Classroom physical arrangement	-
Teacher's role	-
Types of activities	-
Students' engagement	-
Students' participation	-
Accuracy	-
Time management	-

Appendix 02

Students' Piloting Questionnaire

Dear Students,

You are kindly invited to answer this questionnaire for the requirements of a Master Degree. Your answers will provide us with information for our research entitled **“An investigation on learners’ attitude towards the use of the flipped classroom model in enhancing their grammar learning”**

We are quite sure that your answers will provide us with insightful information necessary for our study. Therefore, we would be very grateful if you answer with full attention, honesty, and interest. Please tick (✓) the appropriate answer(s) and write full statement(s) whenever it is necessary. Be sure that your answers will be anonymous and will be used for research purposes only.

Researcher's Name: Timechbache Insaf

E-mail: insaftim25@gmail.com

Definition of the main concepts:

1. The flipped classroom: is a teaching model in which the lecture and the homework are inverted. The lecture is delivered outside the classroom, before class time, through online videos, and the class time is dedicated for activities and tasks.

2. Massive Open Online Courses (MOOCs): are online courses that have open access and interactive participation by means of the Web like Blackboard.

Section One: General Information

Q1: Gender:

a) Female

b) Male

Q2: Your choice of studying English was:

a) Imposed

Personal

Section Two: Grammar

Q3:How do you assess your level in grammar?

a) Good

b) Average

c) Poor

Q4: How do you find the module of grammar?

a) Very interesting

b) Interesting

c) Boring

Please, justify your answer:

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

Q5:How do you find learning grammar?

- a) Easy
- b) Difficult
- c) Very difficult

Q6: According to you, what is behind students' grammar difficulties? (You can tick more than one box)

- a) Lack of motivation
- b) Teaching method
- c) Insufficient practice in the classroom
- d) Lack of cooperation in the classroom
- e) All of them

Q7:Do you participate in your grammar sessions?

- a) Yes b) No

If yes, how often?

- a) Always
- b) Sometimes
- c) Rarely

If no, is it because of:

- a) The kind of tasks
- b) Classroom atmosphere
- c) Teaching method

Others:

.....

Q8: How do you consider time allocated for practices in grammar sessions?

- a) Sufficient b) Not sufficient

Q9: how often does your teacher provide you with homework after each session?

- a) Always
b) Sometimes
c) Rarely

Q10: Do you face difficulties when doing your homework?

- a) Yes b) No

Q11: How often do you receive feedback from your grammar teacher?

- a) Always
b) Sometimes
c) Rarely
d) Never

Q12: What does your teacher use most?

- a) Group work
b) Pair work
c) Individual work
d) All of them

Section Three: Flipped Classroom Model Integrated with Massive Open Online Courses

Q13: Did you watch the videos posted in the MOOCs?

- a) Yes b) No

If no, please say why?

.....

Q14: When watching the videos have you: (You can tick more than one box)

- a) Taken notes
 b) Watched it again
 c) Stopped it several times
 d) All of them

Q15: Did you appreciate watching the lesson through MOOCs at home?

- a) Yes b) No

Please, justify your answer:

.....

Q16: What other learners post in the discussion forums is a good way of improving my learning.

- 1**
2
3
4
- Strongly agree Strongly disagree

Please, justify your answer:

.....

Q17: To what extent do you agree or disagree with these statements?

	Strongly Agree	Agree	Not Agree or Disagree	Disagree	Strongly Disagree
The quiz was well organized, and easy to complete.					
The video and the quiz helped me to understand grammar well the following session.					
The flipped classroom gaveme a chance to interact more with my teacher and classmates during thesession.					
We had sufficient and more time to practise grammar in the flipped classroom sessions.					
The activities helped me practise things which I need to do in real life (like asking questions in English).					

Please make any comments about your answers in this section:

.....

Q18: In comparison to the traditional courses, did you findthe flipped classroom model integrated with MOOCs a good method to enhance your grammar learning?

a) Yes b) No

Please, justify your answer:

.....

Any other comments and further suggestions, please mention them:

.....

Section four: Opinionnaire:

Q1: Are there some questions that are difficult to answer in this questionnaire?

a) Yes b) No

If yes, please mention them:

.....
.....

Q2: Are there any ambiguous questions?

a) Yes b) No

If yes, please mention them:

.....
.....

Q3: Are there any repeated questions?

a) Yes b) No

If yes, please mention them

.....
.....

Q4: Do you think that the layout of this questionnaire is well organized?

a) Yes b) No

Thank you for your time, energy and collaboration

Appendix 03

Students' Final Questionnaire

Dear Students,

You are kindly invited to answer this questionnaire for the requirements of a Master Degree. Your answers will provide us with information for our research entitled “**An investigation on learners’ attitude towards the use of the flipped classroom model in enhancing their grammar learning**”

We are quite sure that your answers will provide us with insightful information necessary for our study. Therefore, we would be very grateful if you answer with full attention, honesty, and interest. Please tick (✓) the appropriate answer(s) and write full statement(s) whenever it is necessary. Be sure that your answers will be anonymous and will be used for research purposes only.

Researcher’s Name: Timechbache Insaf

E-mail: insaftim25@gmail.com

Definition of the main concepts:

1. The flipped classroom: is a teaching model in which the lecture and the homework are inverted. The lecture is delivered outside the classroom, before class time, through online videos, and the class time is dedicated for activities and tasks.
2. Massive Open Online Courses (MOOCs): are online courses that have open access and interactive participation by means of the Web like Blackboard.

Section One: General Information**Q1:** Gender:

b) Female

b) Male

Q2: Your choice of studying English was:

c) Imposed

Personal

Section Two: Grammar**Q3:**How do you assess your level in grammar?

a) Good

b) Average

c) Poor

Q4: How do you find the module of grammar?

a) Very interesting

b) Interesting

c) Boring

Please, justify your answer:

.....

.....

.....

Q5:How do you find learning grammar?

- a) Easy
- b) Difficult
- c) Very difficult

Q6: According to you, what is behind students' grammar difficulties? (You can tick more than one box)

- a) Lack of motivation
- b) Teaching method
- c) Insufficient practice in the classroom
- d) Lack of cooperation in the classroom
- e) All of them

Q7:Do you participate in your grammar sessions?

- a) Yes b) No

If yes, how often?

- a) Always
- b) Sometimes
- c) Rarely

If no, is it because of:

- a) The kind of tasks
- b) Classroom atmosphere
- c) Teaching method

Others:

.....

Q8: How do you consider time allocated for practices in grammar sessions?

- a) Sufficient b) Not sufficient

Q9: how often does your teacher provide you with homework after each session?

- a) Always
b) Sometimes
c) Rarely

Q10: Do you face difficulties when doing your homework?

- a) Yes b) No

Q11: How often do you receive feedback from your grammar teacher?

- a) Always
b) Sometimes
c) Rarely
d) Never

Q12: What does your teacher use most?

- a) Group work
b) Pair work
c) Individual work
d) All of them

Section Three: Flipped Classroom Model Integrated with Massive Open Online Courses

Q13: Did you watch the videos posted in the MOOCs?

- a) Yes b) No

If no, please say why?

.....

Q14: When watching the videos have you: (You can tick more than one box)

- a) Taken notes
 b) Watched it again
 c) Stopped it several times
 d) All of them

Q15: Did you appreciate watching the lesson through MOOCs at home?

- a) Yes b) No

Please, justify your answer:

.....

Q16: What other learners post in the discussion forums is a good way of improving my learning.

- 1**
2
3
4
- Strongly agree Strongly disagree

Please, justify your answer:

.....

Q17: To what extent do you agree or disagree with these statements?

	Strongly Agree	Agree	Not Agree or Disagree	Disagree	Strongly Disagree
The quiz was well organized, and easy to complete.					
The video and the quiz helped me to understand grammar well the following session.					
The flipped classroom gaveme a chance to interact more with my teacher and classmates during thesession.					
We had sufficient and more time to practise grammar in the flipped classroom sessions.					
The activities helped me practise things which I need to do in real life (like asking questions in English).					

Please make any comments about your answers in this section:

.....

Q18: In comparison to the traditional courses, did you findthe flipped classroom model integrated with MOOCs a good method to enhance your grammar learning?

b) Yes

b) No

Please, justify your answer:

.....

Any other comments and further suggestions, please mention them:

.....

Thank you for your time, energy and collaboration

Appendix 04

Present Perfect

13 Questions (10) – Have you ever ...?



1. (ride) a horse
2. (eat) frogs' legs
3. (see) a ghost
4. (go) to Disneyland
5. (drink) goat's milk
6. (have) oatmeal for breakfast
7. (dream) you could fly
8. (visit) an art museum
9. (play) baseball
10. (climb) the Eiffel Tower
11. (do) a presentation in English
12. (make) a sandcastle
13. (be) in an accident

Student A

13 Questions (10) – Have you ever ...?



1. (ride) a camel
2. (eat) snails
3. (see) a UFO
4. (go) to Japan
5. (drink) snake blood
6. (have) rice porridge for breakfast
7. (dream) you were chased by a monster
8. (visit) a factory
9. (play) ice hockey
10. (climb) Big Ben
11. (do) something dangerous
12. (make) a snowman
13. (be) late for school

Student B

Answer Key

1. Have you ever ridden a horse?
2. Have you ever eaten frogs' legs?
3. Have you ever seen a ghost?
4. Have you ever been to Disneyland?
5. Have you ever drunk goat's milk?
6. Have you ever eaten oatmeal for breakfast?
7. Have you ever dreamt (dreamed) you could fly?
8. Have you ever visited an art museum?
9. Have you ever played baseball?
10. Have you ever climbed the Eiffel Tower?
11. Have you ever done a presentation in English?
12. Have you ever made a sandcastle?
13. Have you ever been in an accident?

Student A

Answer Key

1. Have you ever ridden a camel?
2. Have you ever eaten snails?
3. Have you ever seen a UFO?
4. Have you ever been to Japan?
5. Have you ever drunk snake blood?
6. Have you ever eaten rice porridge for breakfast?
7. Have you ever dreamt (dreamed) you were chased by a monster?
8. Have you ever visited a factory?
9. Have you ever played baseball?
10. Have you ever climbed Big Ben?
11. Have you ever done something dangerous?
12. Have you ever made a snowman?
13. Have you ever been late for school?

Student B

Past Simple and Past Continuous



Circle the correct verb form in each of the following sentences.

- a) Mary **prepared / was preparing** lunch when they **came / was coming**.
- b) Tom was very unlucky. It **rained / was raining** every day during his holidays.
- c) Who was that nice girl you **talked / were talking** to when I **walked / was walking** by the pub?
- d) Last weekend Susan **fell / was falling** and **broke/ was breaking** her leg.
- e) When I **entered / was entering** the cafeteria Mary **had / was having** lunch with Peter.
- f) We **drove/ were driving** to Berlin in Robert's new car.
- g) The sun **shone / was shining** brightly when I **got up / was getting up** this morning.
- h) Ann finally **told / was telling** us the whole story about Peter.



Read the following sentences and put the verbs in brackets in either the Past Simple or the Past Continuous. Put any other words in brackets in the correct place.

- a) As Sophie _____(walk) up Regent Street she _____(meet) an old friend from college.
- b) When _____(father/arrive) yesterday?
He _____(arrive) late. The train _____(be)delayed due to an accident.
- c) Who _____(you/ speak) to on the phone when I _____(come)in?
- d) Mary _____(read) in bed when she _____(hear) a strange noise downstairs.
- e) When Mr. Lawrence _____(leave) home at 8.30 this morning, the sun _____(shine) brightly. However, by 10 o'clock it _____(rain) heavily.
- f) Sebastian _____(arrive) at Susan's house a little before 11 a.m., but she _____(not/be) there. She _____(study) at the library.
- g) The fireman _____(rescue) a 75-year-old woman who _____(be) trapped on the second floor of the burning building.
- h) _____(you/do) any shopping yesterday?
- i) Yesterday Jane _____(fall) and _____(hurt) herself when she _____(ride) her bicycle.
- j) What _____(Peter / do) when you _____(knock) on his door?
- k) Helen _____(wear) her dress to the party last night.

Appendix 06

Tongue Twister

"If Kantie can tie a tie and untie a tie,
why can't I tie a tie and untie a tie
like Kantie can."

الملخص

في الوقت الحاضر، أصبح الوسط التكنولوجي عبر الإنترنت هو مستقبل التعليم. لقد تغير نموذج التعليم في جميع أنحاء العالم بسبب جائحة COVID 19، وكانت تقنية MOOCs واحدة من تقنيات التعليم عبر الإنترنت التي كانت شائعة خلال هذا الوقت من أجل استبدال الطريقة التقليدية في التدريس. في دراستنا، تم دمج نموذج الفصل الدراسي المقلوب مع هذه التكنولوجيا المبتكرة. تبحث هذه الدراسة في موقف متعلمي اللغة الإنجليزية كلغة أجنبية في استخدام الفصول الدراسية المقلوبة كنموذج لتحسين تعلم القواعد. تعتبر القواعد النحوية أساسية لتعلم اللغة الناجح الذي يجب ممارسته وتحسينه. في هذه الدراسة، نفترض أن موقف الطلاب تجاه الفصل الدراسي المقلوب كنموذج لتطوير تعلم القواعد سيكون إيجابياً بشكل ملحوظ. لاختبار صحة فرضيتنا، اخترنا دراسة وصفية بنهج نوعي لجمع البيانات وتحليلها. وبالتالي، تم استخدام طريقتين من أجل جمع البيانات. ملاحظة في الفصول الدراسية واستبيان موجه لطلاب السنة الأولى من اللغة الإنجليزية كلغة أجنبية المجموعة (6) في جامعة بسكرة الذين اختبروا النموذج. نتيجة لذلك، أظهر تحليل النتائج أن طلاب السنة الأولى أظهروا تقديرًا لهذا النموذج في تطوير تعلم القواعد لديهم بدلاً من الفصول الدراسية التقليدية لقواعد اللغة. علاوة على ذلك، فهو نموذج قابل للتطبيق في فصول القواعد يحل بعض الصعوبات النحوية للطلاب. بناءً على البيانات المذكورة أعلاه، يمكن التأكد من أن الفرضية المذكورة أعلاه صحيحة ومقبولة.