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Dahnoun Louiza

**Investigating Teachers' and Students' Attitudes Towards the Implementation of
Flipped Classroom to Develop EFL Students' Vocabulary The Case Study of
Second Year Students of English at Biskra University**

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Requirements for the degree of Master in Science of the Language.

Board of Examiners

Dr. Messaouda BENDAHMANE	chairperson	University of Biskra
Mrs. Houda DJOUAMA	Supervisor	University of Biskra
Dr. Youcef LAALA	Examiner	University of Biskra

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Declaration

I, **Dahnoun louiza**, declare that this presented dissertation for Master graduation is my genuine work submitted to Section of English, English foreign language department, Mohammed kheider University. And I hereby declare that all the information in this study has been presented and carried in accordance with ethical conduct and academic rules. The research work I will present in this dissertation is my own, and it has been corrected, read and approved by my supervisor **Dr. Houda Djouama**.

This study project has not been submitted to other University or educational institution.

Dedication

First, All my thank to **Allah** for giving me strength and patient to do this work.

Second, I dedicate my dissertation work to my Family and friends. I would like to thank my beloved father Mohammed and my dearest mother Fatima, my sisters and brothers thank you so much for everything.

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Abstract

Vocabulary learning is one of the major component of learning and teaching a second or a foreign language. teachers around the world observed that a huge number of students have a difficulties in learning English vocabulary as a foreign language. This problem make teachers search another way of learning and they suggest a various learning strategies and methods to develop EFL learners vocabulary knowledge. The main purpose of the study is to investigate the influence of flipped classroom model in enhancing EFL learners vocabulary specifically those of second year students of English at Biskra University. A mixed method was used in the study using a questionnaire with 60 students and an interview with five teachers to show the student's and teacher's attitude towards the use of flipped classroom in learning English vocabulary. The analysis of the results revealed that flipped classroom model has an impact in developing EFL learners vocabulary.

Key words: Attitudes, EFL Students, Flipped Classroom, Vocabulary

List of Abbreviations

EFL : English foreign learners

FCM : Flipped classroom model

AR : Augmented reality

AV : Audio visual

FLN : Flipped Learning Network

SPSS: Statistical Package for Social Sciences

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General Introduction

1. General introduction

In the domain of English language teaching and learning, vocabulary is considered as one of the necessary elements to determine the learners levels in learning a foreign language. However, Teachers do their efforts to teach English vocabulary knowledge using different methods. They suggest flipped classroom which had gained popularity around the world. It is a methodology that helps teachers to prioritize active learning in the classroom and assign online lectures and materials using technological tools which enable students to view the lecture at home. This study aims to investigate teachers' as well as students' attitude about using flipped classroom to develop EFL learners' vocabulary knowledge.

2. Statement of the problem

Vocabulary is a basic component of language proficiency. It is an important part in learning a foreign language because it provides a basis for learners performance in other skills. researchers have changed the view of teaching models from the traditional methods to a new ones mainly in teaching EFL learners vocabulary. One of this new techniques is flipped classroom which discovered to provide solutions and solve problems in the learning process. Therefore, The language skills necessitate a varied vocabulary to learn and acquire knowledge, and the majority of the students face difficulties in learning English vocabulary knowledge. Vocabulary learning is a key element in learning English as foreign language and the most crucial part of language teaching and learning, It enhance the five language skills :reading, writing, speaking, listening and thinking. The main purpose of using flipped classroom is to make students more active in the classroom and gain time in presenting the lecture, students are able to participate and interact individually in the classroom, and the role of teacher is to guide and evaluate them. The present study aims to investigate the teacher's and student's attitudes

towards the implementations of flipped classroom to develop EFL learners' vocabulary knowledge.

However, a number of EFL learners at the department of foreign languages and literature at Biskra University have a poor vocabulary in English language. They have problems to gain new vocabulary knowledge. They used a limited a number of vocabulary in their written production or verbal discussions and its not enough for their levels of learning.

3. Aim of the research

The main purpose of doing this research is to show the impact of flipped classroom on EFL learners' vocabulary knowledge in terms of passive and active vocabulary. Exploring to what extent designing a flipped classroom as teaching and learning method approach can be effective for developing EFL learners' vocabulary.

4. Research questions and hypotheses

The study addresses the following questions:

Q1: Does flipped classroom have any influence on developing EFL learners' vocabulary knowledge?

Q2: What are the teachers' and students' attitudes towards the implementation of flipped classroom to develop EFL students vocabulary?

The question is asked to investigate and the following hypothesis:

The implementation of flipped classroom model has an influence in enhancing EFL learners' vocabulary knowledge.

EFL teachers' and students' agree that FCM is the best way to develop EFL students' vocabulary.

5. Methodology

A mixed method was used in collecting data. Two types of data gathering tools are used in the study; the first is a questionnaire distributed to the EFL second year students to show their attitudes towards the use of flipped classroom in their English vocabulary learning, The second data gathering tool is an interview which used with some teachers of English in the Department of English and foreign languages at Biskra University, Its purpose is to conduct teachers attitudes about the use of FCM in teaching English vocabulary.

6. Structure of the dissertation

This dissertation is divided into three chapters. The first chapter includes the theoretical parts of teaching and learning vocabulary knowledge. It covers vocabulary definition, Types of vocabulary and its aspects, the importance of vocabulary and teaching vocabulary in EFL classroom. At the end of the chapter, There are some teaching strategies and the importance of using technology to enhance EFL students vocabulary.

Chapter two is concerned with flipped classroom methodology. It deals with the definition of this model, its pillars, the difference between flipped classroom model and traditional classroom, advantages and disadvantages of FCM. the major steps to flip a class and the relationship between FCM and Bloom's Taxonomy.

The third chapter is the field work which deals with gathering data and the research methods in addition to the analysis of data and discussion of the results.

Chapter one

Vocabulary

Introduction

Vocabulary knowledge is an essential part in foreign language learning, and it plays a great role for learners in learning a language. It is a compulsory learning part in any foreign language lesson or course. Although, Vocabulary Knowledge is the building block of learning a foreign language and it contributes to mastering the four language skills; reading, listening, writing and speaking.

This chapter include some definition of vocabulary according to different scholars, also discuss the two types of vocabulary knowledge: receptive and productive. This research implies the various aspects of vocabulary which are denotation, connotation. and collocation. Then discuss the importance of teaching vocabulary in EFL context. Moreover, The study includes a numerous strategies that is used in teaching vocabulary. At the end of the chapter, The study show the importance of using technology to develop EFL learners vocabulary

1. 1. 1. Definition of Vocabulary.

According to Oxford dictionary (2006) vocabulary is defined as all the words that a person knows or uses, or all the words in a particular language. Also, Merriam Webster dictionary (1991) showed that vocabulary is a list of collection of words or of words and phrases usually alphabetically arranged and explained: a stock of words used in a language, by a group or individual or in relation to a subject. It means that vocabulary is a collection of words or phrases that are used in a language, typically arranged alphabetically and explained in a dictionary or other reference material. It is important for language learning and can be categorized in different ways based on its usage and context.

Vocabulary is an important focus of many scholars and researchers because it refers to the knowledge or words including all the aspects of Language. The Language structure (morphology), use (grammar), meanings (semantics), and their relationships to other words

(Literacy Teaching Toolkit, 2019). Steven Stahl (2005) emphasize that Vocabulary knowledge is knowledge, the knowledge of a word not only implies a definition, but also implies how that word fits into the word. Vocabulary in any Language refers to the words of that Language and the semantic relationships of between the words. It means that vocabulary knowledge refer to all the words in any language and not only its meaning. but also include how these words are related together to express a complete and understood meaning.

1. 1. 2 Types of Vocabulary

According to Nation (2001), there are two kinds of Vocabulary. They are receptive and productive Vocabulary.

1. 1. 2. 1. Receptive vocabulary

Receptive vocabulary refers to all the words that learners understand while reading books or listening to someone speak and it is the capability to comprehend a word when the Learner hear or see it. The Vocabulary items that the learners, can recognize, and understand are receptive vocabulary items (Avan,2015). Kamiel and Hiebert (2005, p. 3) stated that the receptive Vocabulary is the Words that are less familiar to students as well are considered being less to be used or the students may not use these spontaneously for. they may recognize the words' meaning as they are reading and listening Receptive vocabulary requires a learner to associate specific meaning with a given word; includes reading vocabulary and listening vocabulary. It means that receptive vocabulary refers to the words that a learner can understand when they are presented to them. Either through reading or listening. It requires learner to associate a specific meaning with a given word. which means that the learner can comprehend the meaning of the word even if they can not produce it themselves. In summary, Receptive

vocabulary is the ability to understand words when they are presented to a learner, and it include both reading and listening vocabulary.

1. 1. 2. 2. Productive vocabulary

Productive vocabulary refers to all the words that express thoughts and ideas (Stuart,2005). That is all the Words that the learner uses for speaking and writing fall under the productive vocabulary. Also, speaking Vocabulary comprises of the words that the learner use in speech. On the other hand, writing vocabulary refers to the words that the learner uses while writing their ideas or thoughts . Moreover, Productive vocabulary is the ability to use a word in speaking or writing. Also, it is called active vocabulary because it includes the words that learner regularly uses, as opposed to those that learner can understand when used by others (dictionary. apa. org).

Table 1: What is involved in knowing a word? Source: Nation (2001,p. 27)

Form Spoken	R. What does the word sound like?
Written	P. How is the word pronounced?
Word parts.	R. What does the word look like?
	P How is the word written and spelled?
	R what parts and recognizable in this word?
	P what words parts are needed to express meaning?
Meaning form and meaning	R what meaning does this word form Signal?
Concepts and referents	P meaning?
Associations.	R. what is included in the Concept?
	P what item, con the Concept refer to?
	R what others words does this. word make us think of?
	P what others words could we use instead of this one?

Use Grammatical Functions	R I'm what patterns does the word occur? P In What patterns must we use this word?
Collocations	R What words or types of word occur with this one P What words or types of words must We use with this one
Constraints on use	R where, when and how often Would we meet this word? P where, when and how often con We use this word?

Note: R receptive, P productive.

1. 1. 3. The Relation between Receptive Vocabulary and productive vocabulary

Vocabulary Knowledge entails the ability to understand Vocabulary in both receptive and productive dimensions. The receptive Vocabulary or passive vocabulary deals with language items which can only be recognized and comprehended in the context of reading or listening material. Whereas, productive vocabulary also called active Vocabulary which deals with language items in which the learner can recall and use appropriately in speech and writing. However, English language skills have Classified by Schmitt into two main categories receptive, and productive knowledge competence . As show that receptive knowledge competence regard to both listening and reading skills, while productive Knowledge is concerned speaking and writing skills (2004, p. 4). Consequently, teaching and learning Vocabulary may benefit both teachers and learners When both types of vocabulary receptive and productive being understood.

1. 1. 4. Aspects of vocabulary.

Vocabulary knowledge in foreign language class Categorizes into three main aspects that should be learns Denotation, Connotation and collocation.

1. 1. 4. 1. Denotation

The denotation of a word is its actual meaning, the definition of the word that the learner finds in the dictionary. It refers to the objective or literal meaning of a word. Furthermore, Denotation is the primary meaning of a word and standard meaning of a word which is straightforward and does not develop In context (Semantics connotation and denotation,2023)

1. 1. 4. 2. Connotation

Connotation in language means the suggestive meaning, the emotions and feelings that a word is connected with or the personal and cultural meanings in addition to their Connotation can be classified as positive connotation and negative connotation or neutral meaning of a word literal meaning of a word. However, it represents the various social hints, Cultural implications or emotional meanings associated with a sign and it develops in social context. Then, the first type of connotation is the positive connotation which is also called the favorable connotation this type, a learner feel good about any the words or the word makes them happy. The word are giving the positive impact to a learner. The second types of connotation is the negative connotation also called unfavorable connotation. It occurs where the words describes the negative qualities or the disabilities or disrespect of a learner. Moreover, the third type of connotation is neutral Connotation, which is very common and widely used. In this learner, neither developed a positive or negative Connotation. (Semantics connotation and denotation,2023)

1. 1. 4. 3. Collocation

Collocation is another important aspect of words in Language. In the English Language, Collocation refers to a group of two or more words that usually go together. It consists of the association a word acquires because of the meaning of words, which tend to occur in its

environment. There are several types of collocation made from various combinations of a verb, noun, etc. in the English language. Some of the most common are: adverb + adjective, adjective+ noun, noun+ noun, noun + verb, verb+ noun, verb + expression with a preposition by its side and verb + adverb. The main propose of using collocations is to create a coherent meaning and to make the words sound a natural fit So, This will result a better and effective, communication and make the academic writing and speaking more accurate and natural(Collocations,1997)

1. 1. 5. Importance of Vocabulary

Vocabulary learning is an essential part in foreign language learning. Also it is the foundation of any language. First, Vocabulary improves fluency and comprehension skills in the language, which are the areas of communication, and it includes listening, speaking, a reading and writing. However, Vocabulary is also central to language teaching and is of paramount importance to a language learner. Schmitt (2000) indicates that "lexical knowledge is central to communicative competence and to the acquisition of a second language" (p. 50). Vocabulary knowledge is often viewed as a tool for foreign language learners because a limited Vocabulary in a foreign language disrupts successful learning and communication. Furthermore, Vocabulary is the main predictor of success in reading comprehension, academic achievement and professional success because words are the currency of learning a foreign language. The idea suggest that having a strong vocabulary is crucial for success in learning a foreign language. This is because words are the building blocks of language and having a wide range of vocabulary allows learners to understand and express themselves more effectively. Vocabulary is also important for comprehension and communication in all aspects of language learning such as reading, writing, speaking, and listening. Therefore, having a strong vocabulary is a key predictor of success in learning English as a foreign language.

1. 1. 6. Teaching Vocabulary in EFL classroom.

Teaching Vocabulary in English as foreign language Context is difficult and demanding. It is classified into two main categories; explicit teaching and implicit teaching (Celce- Murcia, 2001). On the one hand, explicit teaching is a direct instructional approach in which the teachers clearly states their objectives and expectations, and then conducts the lesson using a systematic, step-by-step process. Generally, explicit instruction includes modelling guided practice, and independent practice. On the other hand, implicit teaching instruction is important because it encourages students to think for themselves and to participate in self- directed learning. Also, implicit instruction tends to be more practical, as students participate in national discussions and work together to solve real-world problems through project-based learning. However, teaching new vocabulary is a challenge to foreign language students but they can overcome by having vocabulary learning strategies and teachers should be concentrated on teaching vocabulary as something new and different from the students' mother language. Also, the teachers should prepare the appropriate methods and techniques which will be implemented to the students. Thornbury (2002) stated that teaching words is a crucial aspect in learning a language as languages are based on words. Learners can not learn language without words because Vocabulary is the Central factor in teaching, and learning a foreign language.

1. 1. 7. Strategies Used in Teaching Vocabulary.

Teaching strategies are the most useful way to enhance teaching English vocabulary. Firstly, teaching strategies refers to the techniques, methods, processes and procedures that a teacher uses the teaching instructions. Lawton as cited in Sarode (2018,58) define teaching strategy's as a generalized plan for lessons which include structure desired learner behaviour in terms of instructions and an out-line of planned tactics necessary to implement the strategy.

Second, teaching strategies are the effective methods to improve learners knowledge mainly vocabulary knowledge in foreign Language context. These strategies categorized into three main categories:

1. 1. 7. 1. The Ripple effect

According to Sweetser (1990) The Ripple effect is a polysemous word usually has a core meaning and all the other meanings come from it by means of a metaphor. Teachers' can use the Ripple effect strategy to help learners understand English Language because the majority of English words have more than one meaning- these meanings are different from each other's. Usually there is a core meaning and when the learners uses their imaginations and association with the core meaning, they discover words related to it and all of these words are linked together.

This strategy of teaching enables learners to understand a variety of words with their correct meanings, it makes learners use their imagination, skills and associations, in the learning process.

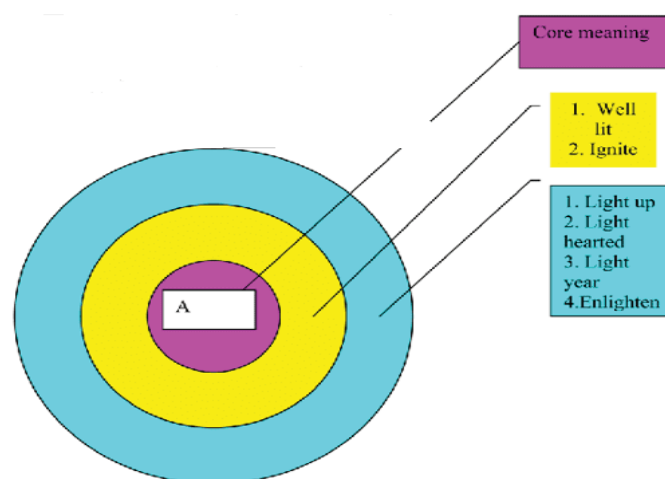


Figure 1: Ripple effect of word light

Source: Anuthama (2010) strategies for teaching vocabulary. Journal of NELTA

Figure 1 represent the ripple effect of the word light. This word is the core meaning which mean the neutral energy that make things visible. It consists of other meaning such as “well light”, “not dark”, “ignite”, which are closed in meaning to the word “light”. This is related to other abstract words for instance “light up”, “light hearted”, “light year”, “enlighten”

. 1. 1. 7. 2. Teaching vocabulary in Colour

The second strategy, of teaching vocabulary involves the use of colours in the context of learning. Colours help learners know where each word or expression goes in the sentence. The use of Colours make learners learn the exact meaning each word and how the words fit together in the sentence. However, colour coding helps learners to know extra words then build a new vocabulary knowledge. Reference

According to Dzulkifli & Mustafar (2013), Colours help learners increase their attention levels on, certain information, which help such information to be transformed to short-term and long-term memories, thus increasing their chance of memorizing such information. Learners can use colours to differentiate between two something similar or highlight a difficult word or concept. Colour can help learners improve their earning efficiency (Vetter & al, 1995).

Kumi & al (2013) claimed that "Colour can enhance the organization and presentation of information, decrease starch times, and enable the identification and organization of information (p. 5). Colours motivated learners to learn because it helps them in the organization and the classification of information.

1. 1. 7. 3. The word wall approach.

The word wall is another strategy in learning vocabulary. It is a literacy tool composed of an organized collection of words, which are displayed in large visible letters on a wall, bulletin board, or another display surface in a classroom (Rohdearni, 2018). The word wall

strategy of teaching support-learning language in its appropriate context. It involve learners' access to mew concepts, words and essential vocabulary. Burden, 2011 as, cited in Rohdearni (2018) stated that the word wall strategy is definitely adaptable to any subject and any grade level, and has been proven to be extremely affective learning and teaching tools.



Figure 2: An example of word wall strategy. (Justine, 2019). Building a better word wall

Figure 2 represent an example of word wall teaching strategy. It is an interactive tool organized which include a vocabulary words drown according to the alphabet letters order in a large wall. This strategy of teaching help student to comprehend and understand a various vocabulary words and ideas.

1. 1. 8. Media in teaching vocabulary.

The media is a tool used in teaching and learning vocabulary and it is one of the important things in teaching English vocabulary. All Kinds of Media like picture, audio-reading, television. . . etc, are used to help teachers in delivering the lesson. Also it makes the

students understand and comprehend the course and provide them with opportunities for practice.

Varieties of Media tools are used in the educational setting to complement the teaching-learning process. There are three types of media: visual media, audio media and audio-visual media.

1. 1. 8. 1. Visual Media.

Visual media tools are an important component of teaching and learning a foreign language vocabulary. It help teachers explain ideas and concepts and make the process of learning vocabulary more effective.

1. 1. 8. 1. 1. Pictures

The pictures are the easy way to use in learning vocabulary because it do not require any expensive equipment. Pictures bring vocabulary words to students and provide a visual that can help them remember the vocabulary word. However, most of the students have difficulties to memorize English vocabularies when the teacher in educational institution taught them only with the texts, they should use pictures to make students interested to read and comprehend words.

According to Hornby (2004,1138), picture is a description that gives you an idea in your mind of what something is like It means that students using pictures to facilitate their understanding and remember the new vocabulary that they learn. Also, pictures translating the abstract ideas into more realistic and concrete ideas. It' gave learners the ability to interpret meaning from information presented in the form of picture or image.

1. 1. 8. 1. 2. Textbook

Textbook is a tool for teaching academic vocabulary knowledge. It provide support for teachers whose teach a foreign language as EFL learners.

Textbook is a written source of information, designed specifically for the use of students on a particular subject, or field of study that is usually developed based on syllabus and geared towards meeting specific quality and learning requirements (UNESCO 2003 a and UNESCOIBE 2006).

Textbook provide the basis for the content of a course and a guide for teaching and learning. Also it evaluate student skills and may make individualized education. Textbooks are excellent teaching aids because they are reference and resource for both teachers and students.

1. 1. 8. 1. 3 Augmented reality Media (AR)

Augmented reality media (AR) is another technique of learning and teaching. It is considered as a type of visual media which Contribute in the development of learning English vocabulary as a foreign language. Augmented reality is type of technology that allows digital information and images to be displayed another physical environment. The use of AR in education can improve learning and help educators to create an interactive classroom that increase students' engagement and make them active learners. Moreover, AR can help to developed students motivation, attention, and retention of new vocabulary.

1. 1. 8. 2. Audio Media.

Audio media is a type of media communication that uses audio or voice recording as a tool in the delivery of information. It makes a combination of both words and pictures. Audio media can be used to deliver lectures, discussions, and instructions for the Learners. These aids have a significant role in developing the students' ability to use their active vocabulary.

However, there are various types of Audio media that is used to transfer information such as Magnetic Recording (The cassette tape), Digital Recordings (The Compact Disc), and The digital Audio files (MP3).

1. 1. 8. 3. Audio Visual Media (AV)

Audio Visual media is an electronic media, which have both visual and audio components. Examples of audio-visual media includes television, Films, YouTube, slide-tape presentations.

Setiadarma (2006) stated that audio-visual learning media are audio-visual technology on how to produce or deliver material by using mechanical and electronic machines for audio and visual messages. It means that audio-visual media can help learner to increase their level in Learning. It is a useful technique to improve student's motivation in learning English vocabulary. Moreover, the use of Audio-visual media will help the effectiveness of learning process and the content of the Lessons. It helps the teacher to present the lesson effectively and for long duration, the audio-visual materials as strategies for teaching and learning vocabulary, has advantages to foreign Language learners. They can see and hear the words, which could help them to comprehend and remember when they learn.

1. 1. 9. The importance of using technology to enhance EFL Learners' vocabulary

The new technological tools which are available now become popular for their necessity in teaching, and learning a foreign Language.

First, EFL teachers now days use a variety of methods to motivate students in learning new words and phrases and help them enhance their vocabulary learning. Technology is an aid that helps students to be active, and involved in classes and outside, classes. Technology makes assessment and evaluation easier for teachers, students can access their assessments whenever

needed. Also allows teachers to assign activities in an instant because the Lecture should doing practices. ·

Second, the right technology tools make students get Feedback if they are absent, and make learning more enjoyable and quick for learn.

Conclusion

In Conclusion, vocabulary knowledge is the most interested and required skill when learning and teaching a foreign language, vocabulary is a key element to learn English vocabulary because it contribute in enhancing the five skills, students need to learn and acquire a new words and meaning to develop their skills. Most of the students face difficulties in learning a second language, this problem as a result of teaching methods and strategies. However, teachers try to change the way of learning by engage technology development and new educational methods to help student in their learning.

Chapter two
Flipped classroom

Introduction:

Traditionally, the educational system has been characterized as Face to face classroom based learning and the teacher is the only source of knowledge. However, with the development of technology and Internet, there has been an increasing focus on the use of technology in teaching and learning methods. This change gave teachers and Students as well the opportunity to use a variety of technological materials to develop the students learning. One of these new methods in teaching and learning is flipped classroom model. This chapter define the flipped classroom model and its main pillars. Also it discuss the advantages as well as the disadvantages of using this methodology in learning and teaching a foreign language. The end of the chapter deals with the relationship between bloom's taxonomy and flipped classroom and the major steps to flip classroom.

Chapter Two

2. 1. Definition of flipped classroom model:

Flipped classroom or the inverted classroom is a type of blended learning and Instructional strategies. In the flipped classroom, Students watch online lectures and use the classroom time for doing tasks and activities related to the Lecture with guidance of the teacher.

According to Bergmann and Sams a flipped classroom can be described as a setting where that “which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class”. (p. 13). It mean that Flipped Classroom strategy enable students to get the lecture at home in a form of video or record. And class time to do practices and discussions.

"In the flipped learning model, teachers shift direct learning out of the large group learning space, and move it into the Individual learning with the help of one of several technologies.

Teachers record narrate screencasts of work they do on their computer desktops, create videos of themselves teaching, or create Video lessons from Internet Sites" (Handan & et al). FCM provides a platform for students to explore and Study independently and classroom becomes an interactive place between teachers and students. However, it arranges the learning of new knowledge outside the classroom and it moves from the group learning space to the Individual learning space.

2. 2. Historical Background.

FCM is an approach based on the theoretical parts of a lesson out of class with the use of technology such as the use of videos and records. In recent years, the concept and method of flipped classroom has become popular all over the World and gradually became the focus of attention in the education Circle in the World. John Bergmann and Aaron Sams (2012) two American high school Chemistry teachers, practising flipped teaching at the high school level and they recorded and shared videos teaching practice in order to make up lessons for students who could not attend classes regularly. This methodology of learning aims to develop student learning and engagement by having the lecture at home and work on activities during class time with the guidance of the teachers.

2. 3. Pillars of flipped Classroom.

The FC is a pedagogical model and student centre which is built upon four main pillars: Flexible environment, learning culture, Intentional content one, and professional educator. (Hamdan et al, 2014. p 6)

2. 3. 1. Flexible environment:

Students should provide a flexible space in which they choose when and where they learn. Also, should be rearrange the learning spaces to adjust a lesson or a course and teachers should be flexible in their tests and assessment of students learning including timelines and expectations. However, educators who flip their classes are flexible in their assessments and evaluations. Students learning also to design suitable spaces for supporting student-centered learning and give instructions (Santos & Serpa. 2020 p,170). Flexible environment aims to produce better results in learning and gains greater knowledge and encourage students in their learning.

2. 3. 2. Learning culture

Learning culture is the second pillar of flipped learning model. The learning culture shifts from the teacher to the learner and transforming the learning culture in traditional learning method, the teacher is the main source of information. Whereas, in flipped learning model students are actively involved in classroom constructions and they work on group and participate in their evaluations and assessments (Christina. p,1). Flipped classroom shift the teacher centric model to the student centric model in which students are encouraged to participate and interact within and outside the classroom. Also, they get more responsibility to assess and evaluate.

2. 3. 3. Intentional Content.

The third pillar of FCM is the intentional content. Educators use intentional content in order to maximize classroom time and adopt methods of instruction (Santos. 2020. p 170). Teachers evaluate what content they need to teach and what materials learners should be use outside the classroom. Also, Educators can decide which content is interesting and having a

greater influence on students. The flipped classroom is not a fixed model, it allows educators to transmit and improve the content. According to Flipped Learning Network FLN (2014) Educators continually think about how they can use the flipped learning model to help students develop fluency conceptual understanding and procedural fluency.

2. 3. 4. Professional educator.

The fourth pillar of FCM is Professional educators. The role of an educator in a FC is demanding than a traditional classroom because they are more responsible to choose a suitable content, student's interactions, and the technology they used to deliver a lecture (Matthew 2015 p 1). Educators should be a good controller and informer in the classroom. Furthermore, the flipped classroom requires committed teachers who observe their students then guide and help them.

A Professional educator who have the capacity to teach students the theoretical and practical knowledge about a specific subject.

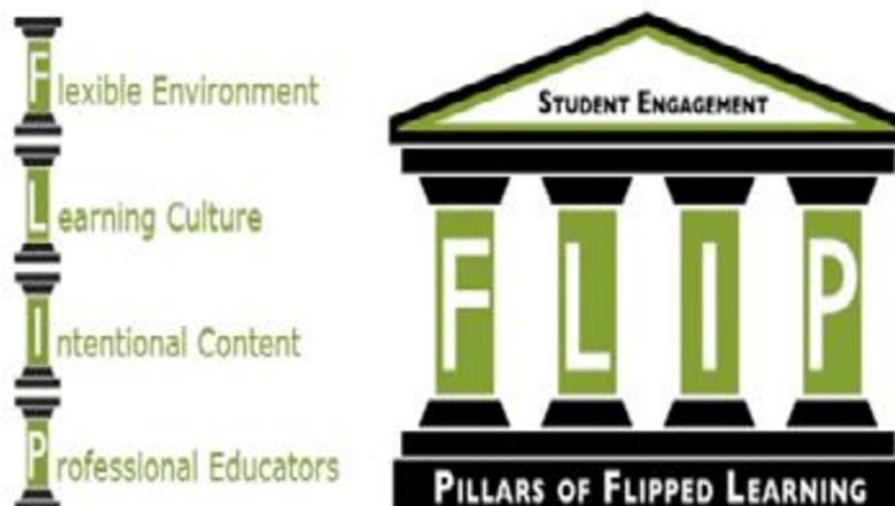


Figure 3: The four pillars of flipped classroom.(Hamdan & et al. 2013, p6)
(www.researchgate.net)

2. 4. Flipped Classroom model Vs traditional classroom

In traditional classroom model, the teacher is the only source of Knowledge and students have no knowledge about the subject when they come to class. In class, they are taught all the knowledge and they have to do more comprehensive knowledge at home. Ernest Quintana (2019. p,6) stated that traditional classroom is a pedagogical model of teaching most often used in classrooms around the world. It follows the basic paradigm of having an instructor introduce concepts to students in class and then having said instructor assign additional practice work for the students to go home and complete. Also, students do not have direct access to the knowledge and teachers stands between the students and the knowledge.

Furthermore, traditional learning refers to a setting where a teacher communicates with a group of students in a typical brick and mortar classroom set-up. The students attend the class for a fixed time duration and learn about specific subjects. The Curriculum follows a standardized pattern using textbooks approved by the government and the education board. Moreover, the students are dependent on the teacher for acquiring knowledge of the subject.

On the other hand, technology development changed the way of learning and teaching including how and when students learn. Technology enable students to store and access information in short period.

Hence, the educational institutions adopt the flipped classroom model, which is one of the active learning methods. It focuses on developing student understanding in class rather than via lectures. It is more effective way of learning than traditional lecture based teaching- however, the flipped classroom environment is one in which active learning methods are used (Betihaves & et al, 2016. p, 14) means that students have direct access to the knowledge and they have to prepare their contact moments because students should interact and evaluate themselves. In addition to, a flipped classroom work under the blended learning strategy where students are introduced to content at home and practice working through it at the educational

institution. In flipped classroom, student watch pre-recorded videos at home. Then come to Classroom to do the homework armed with activities and questions. This methodology of teaching and learning allow students to interact and reflect on their learning needs.

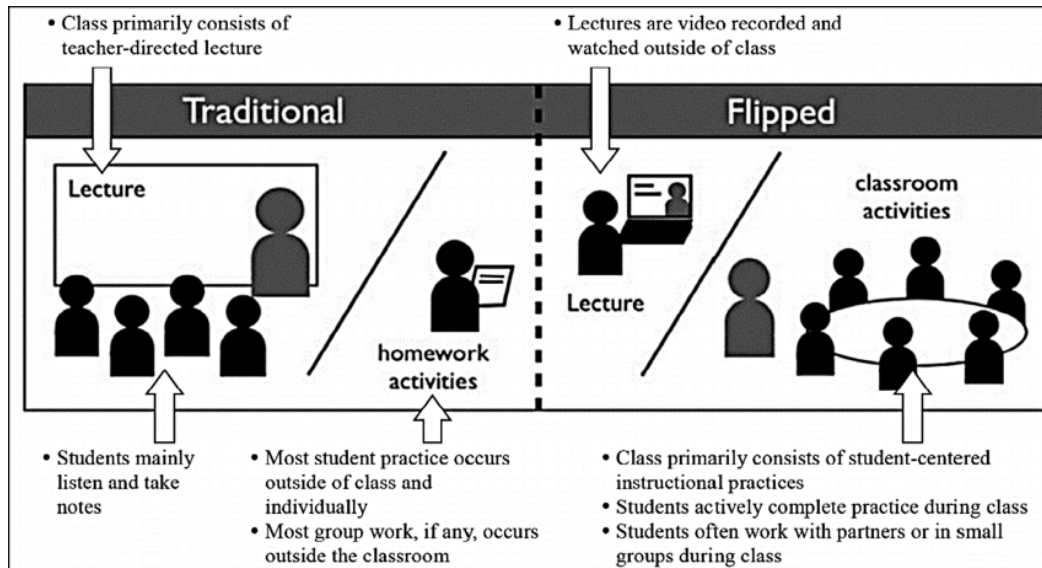


Figure 4: Traditional classroom and flipped classroom (Dove & Dove, 2015,p. 169)

2. 5. Advantages and disadvantages of FCM

Flipped learning is a type of education that combines online and direct learning. This type of learning can be useful and beneficial for both teachers and students. There are a number of advantages to using the flipped classroom model. However, there are also some disadvantages of using the flipped classroom in both inside and outside the classroom.

2. 5. 1. Advantages of a flipped classroom approach.

There are a number of advantages to using the flipped classroom model in online education. First, it enables students to learn at their own time and pace and improved them access to content, potential for family support, emphasis on student self-direction, ongoing access to content for all students. The flipped classroom allows the instructor to cover more materials. It make a better short- cover term student learning outcomes, increased student-

teacher interaction and more practice with problem solving. Also, It make a Collaboration time for students and opportunities for them to learn at their own pace. In addition to, in FCM students have more control over their learning. Since the lecture part of a flipped classroom is often seen at home, learners can learn whenever they want as per their convenience. Identification of thinking errors; in flipped classroom the conversation dynamic lets teachers to detect and then correct their problems early in the learning procedure. Student grades can improve generality over the course of a semester. The Inverted classroom enhanced student collaboration; it generates an environment where a student is capable of taking charge of their own studying, they get to own the skills and information that get taken from the class this procedures contribute in the development of student character. Access to curriculum materials; this benefit works for educators too. If they can not present, they can direct learners to concentrate on an online part of the class. Flipped learning is customized, active, and engaging because the instructors in FC are able to devote more time to forms of learning that put students in an active role, testing and applying the knowledge presented in the lecture. However, group problem solving, student presentations, and whole group discussion shifts the focus of learning to the Students themselves, to learn through experience and critical discourse. Flipped lecture videos help student review for exams; Students go back to recorded lectures as a study aid during midterm and final exam periods, and it makes students better in their preparation for texts and exams.

2. 5. 2. Disadvantages of flipped classroom approach

There are also a few disadvantages to flipped classroom model of which educators and learners face some problems in doing online lectures.

Firstly, The major disadvantage of using FCM is the need for technology and internet because not all students have access to the internet or a computer outside the classroom, this

can lead to the digital divide between students who have resources at home and those who do not. Second, teachers have to trust that students will get their work done; some students may struggle with self-motivation and discipline when they learn. Third, group activities can increase stress for certain students and FC can be overwhelming for some students. Fourth, Teachers who used the flipped classroom are challenged to teach in new ways that they might feel uncomfortable. Fifth, FC may make learning and teaching difficult because teachers cannot provide additional support to students with special learning needs. Finally, Flipped classroom may not be appropriate for all the subjects and content areas such as tests and personal evaluation. Also some topics can not make it online because of the difficulty and the amount of the Content.

2. 6. Steps to flip a classroom

According to Jeffery Dunn (2014), there are six easy steps to flip a classroom

2. 6. 1. Plan

Planning is an important step in flipping a class, this include which lesson should the teacher Flip then put a lesson plan and outline the most important parts of the lecture and the key learning outcomes. The instructors focus all their attention on planning the tasks and activities that the student will do in class and on what the students online to prepare for that active learning in class time. The choice of media for the online lectures, activities and materials are considered because instructors can use their own materials such as screen casts or online content such as websites reading and videos.

2. 6. 2. Record:

In traditional teaching method, teachers presented the lecture in face to face in classroom, whereas in flipped classroom. Teachers should record a video concerning the subject or topic. However, the lesson should contains all the elements and make it interesting and engaging.

In 2004, Bergman and Sams, the developers of flipped Classroom, came up with the idea of recording using lectures videos. They had students who could not attend some lectures, As a result, they think for something that would help students to engage on lessons outside classroom. Creating videos to flip a classroom is not a hard work and the main principle of a successful flipped classroom is a functional video, which contains the essential parts of the lecture. Hamdan et al (2013) claimed that instruction can be delivered by recording narrated screencasts of work electronically, by creating videos of teachers giving lessons or by gathering videos lessons from trusted Interested sites. The instructor should prepare the lecture as well as the appropriate tool to make the material available for all students.

2. 6. 3. Share

After the plan and the record of the Lesson in a video format, the teachers share the video with their students. Class recordings are interested study tools because it allow student to go back and review the complex knowledge or materials and gave students more time to get information also make them active to do practices and activities.

Justin Ferriman (2014) stated that the teacher should upload the video and then add the students to the course. Then the instructor can monitor the activity to make sure that everyone is logging in to view the material. It mean that the teacher in flipped classroom have a important role in presenting the lecture and make it online.

2. 6. 4. Change

According to Jeffery Dunn (2014), students watched the lesson then they will be primed to delved into topic in more depth than they would otherwise be.

The teacher should variety the way of presenting lectures online according to their importance, length of topic, and the amount of information.

2. 6. 5. Group

Learning in groups is an essential part in flipped classroom. The teacher in a flipped, classroom should divided students into groups so that every student have a chance to ask questions and evaluate others. Also, group discussions make learners more active-learners, it is a great way to transmit and process knowledge. According to Jeffrey Dunn (2014) "Group is a great way to explore the topic is to engage the class in group discussions. It means that learners have a great role in flipped classroom ;they learn in a collective ways through discussion and interaction with each other and with teachers.

2. 6. 6. Regroup

Jeffery Dunn (2014) stated, "Regroup is to the class back together to share each group's work with the whole class. As questions, offer opinions, encourage discussion". This step in flipped classroom make learners in the same class work together; facilitate the way that they exchange their information and ideas.

It involves learners working in a collaborative manner. Finally, Review, Revise and Repeat; these three steps came in the end of a flipped classroom.

Learners may add new ideas for subtract elements, change ideas, and revise the key concepts of the lecture.

2. 7. Bloom's taxonomy and flipped classroom.

Bloom's Taxonomy is a theory created by Benjamin Bloom in the 1950's. It is a classification of different outcomes and cognitive skills and it has been recently updated to include the following six levels of learning. This six levels can be used to structure lessons and assessments of courses (Jessica, 2022).

2. 7. 1. Remembering

Is the lowest level of learning in the cognitive domain in Bloom's taxonomy. It involves memorization and recall of information with no evidence of understanding. The learner can remember, recognize and recall information. Remembering deals with how learners retrieve the previous learned ideas from long term memory.

2. 7. 2. Understanding

Understanding mean that the student are able to explain information. This can involve explaining the meaning of a concept or an idea (Chris, 2023). Learners can construct the oral or written data using interpretation, classification, comparison and summarization; all of these elements can help learners in their understanding and comprehension.

2. 7. 3. Applying

Applying in bloom's Taxonomy refers to the learners ability to use information in other various situations rather than the situation in which student learned the ideas and concepts. This step represent a deeper level of understanding (Chris, 2023). Meant that students can apply and recall the previous knowledge then use it in a new settings and situations. Students use an extra information in a new situation to solve problems in which learners face in their learning.

2. 7. 4. Analysing

Analysing in the learning context is an essential part. The learner use the analysis process to know the different parts of data.

According to Jessica(2022) analysing is breaking material into constituent parts, determine how the parts relate to one another and to an overall structure or purpose through differentiating. organizing. and attributing. It means that the process of analysing is to break down ideas into parts and show the relationship between these parts.

2. 7. 5. Evaluating

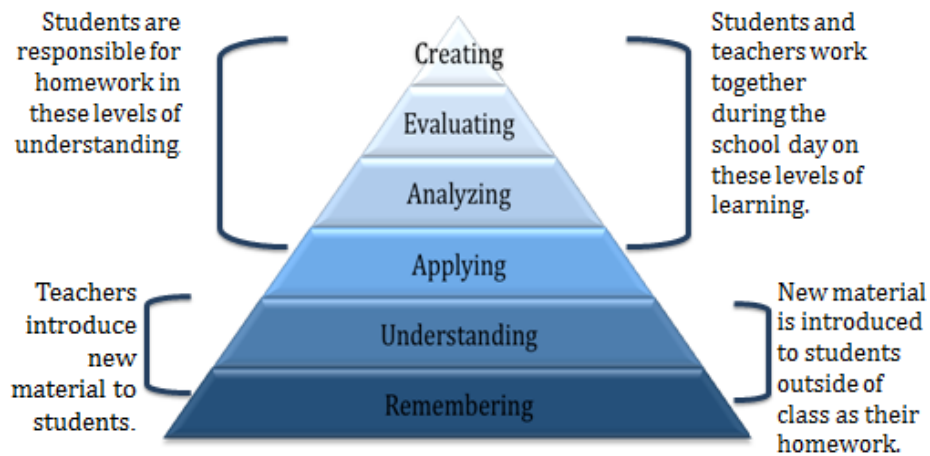
Evaluation is a one of the levels of thinking in bloom's Taxonomy, it occurs where students make judgements about the value of ideas and items materials. Students are expected to bring in all what they have learned to make informed and sound evaluation of material (Melissa, 2017). Learners have the right to do all their evaluations concerning the knowledge they get inside and outside the classroom, In addition, Teachers can evaluate and assess students experience and skills in the learning process.

2. 7. 6. Creating

Create is the final level of Bloom's Taxonomy model of learning. It involves putting elements together to create a functional and coherent information or idea; reorganize elements into new patterns or structures (Anderson,2001). learner should use the learned information in a well understood manner and make the ideas in a coherent whole of knowledge.

Traditional Model

Flipped Model



Blooms Taxonomy

Figure 5: Traditional model and flipped classroom model in Bloom's Taxonomy

The figure 5 show the relationship between Bloom's Taxonomy and flipped classroom learning. In flipped classroom, understanding and remembering which are the lower levels of Bloom's Taxonomy are done outside the classroom, It mean that students when they are at home can understand the online lecture. Also they able to remember all the concepts and ideas in their own pace. Learners can analyse, evaluate and create inside classroom because in flipped classroom students are an active learners. and they do practices and discuss what they get at home. In contrast. the traditional classroom enable students to use the six levels of Bloom's Taxonomy inside and outside classroom.

Conclusion

In the last years, the way of teaching and learning changed in the world because of the needs of both teachers and students. This change is a result of the technology development which make the learning process easier than the traditional techniques. However, Flipped classroom is one of this new strategies that enable both teachers and students to use technology in their learning. Teachers are able to flip a classroom using a recorded lecture and send it to the students and in class time make students active learners. Using technology in flipped classroom is an essential part to get student access the online lectures, this study focus on the use of this new methodology to develop EFL learner's vocabulary knowledge. Learning a foreign language vocabulary is a challenge for both teachers and students and it is a difficult process. Then, some teachers and students of English as a foreign language try to adopt an extra learning method in order to comprehend and memorize English vocabulary knowledge.

Chapter three:

THE Fieldwork

Chapter three: Fieldwork

Introduction

This chapter discuss the practical side of the study. It includes the research methods that used in the research is the mixed method. Also the participants and population and the research design. the research variables which are one dependent variable and one independent variable. And it deals with the discussions of the gathered data. the analysis of the collected data and the results of this study which aims to show if there is an impact of flipped classroom model in developing the second year students of English at biskra university.

3. 1. The Research variables

The study is includes two variables: an independent variable and a dependent one. The independent variable is the implementation of flipped classroom model, while the dependent variable is developing EFL students' vocabulary.

3. 2.The Research Methodology

The identification of the research methodology is an essential issue in conducting any type of research. It is the core of the research to interpret techniques, tools and the approach of the study that used in gathering data.

3. 2. 1. The Research approach of the study

Then research method that is used in the study is a mixed method using a thematic analysis which the appropriate method in this research. Creswell (2012) stated that a mixed methods research design is procedure for collecting, analyzing, and mixing both quantitative

and qualitative methods in a single study to understand a research problem. The mixed approach is used in philosophical approaches to collect more data about the research. This research attempt to shed light on the use of flipped classroom model in developing English foreign language students' vocabulary. It is qualitative and quantitative in nature since it investigate both teachers and students opinions on the issue, and to confirm the hypothesis a semi-structured questionnaire administrated to second year EFL learners and an interview with teachers of English at Biskra University.

3. 3. Data collection Tools

A semi- structured questionnaire was administered to a sample of EFL students sixty (n=60) EFL students second year students of of English at Mohammed kheider University of Biskra in addition to a semi-structured interview with five (n=05). EFL Teachers from the same University.

3. 4. Population and sample

The research planned with the second year students and teachers of English language at Biskra University for the academic year 2022-2023. The population that is used in the questionnaire is of 60 students. The sample was randomly chosen forming 20% of the whole population. the interview was used with teachers of English which are five teachers and they formed 20% from the population.

3. 5. 1 Students' questionnaire

The questionnaire investigate the students attitude towards the implementation of flipped classroom to develop EFL learners vocabulary.

3. 5. 2. Aim of students' questionnaire

The reason behind the use of this data collection tool was to know the students' opinions and attitudes about the use of flipped classroom in university to develop EFL learners vocabulary and whether the knowledge of vocabulary would increase the students' levels in their learning.

3. 5. 3. Description of the students' questionnaire

semi- structured questionnaire is a set of ten questions, mixed of both closed- ended are a multiple choices that need a the suitable responses from the participants, and open- ended questions that need a complete responses with justifications and explanations for their opinions. The students' questionnaire contains two themes which are the students' levels in vocabulary and their opinions about the use of flipped classroom a foreign language class.

3. 5. 4. Validating and Piloting the students' questionnaire

The questionnaire was validated by the supervisor and piloting by some students, The main problem faced them in answering the questions was they did not know the meaning of flipped classroom and how it works.

3. 5. 5. Administration of the students' questionnaire

The questionnaire was administered face to face to limited number of students of the department of foreign languages, Section of English at Biskra University. However, the

majority of students answered all questions of the questionnaire and a few students did not respond some questions.

3. 5. 6. Analysis of the students’ questionnaire

We use Spss-V23 and excel-office-2019

Q1. What is your gender.

what is your gender?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	13	21.7	21.7	21.7
	female	47	78.3	78.3	100.0
	Total	60	100.0	100.0	

Table 2: Students' gender

The previous table shows the gender of the study sample, The sample consisted of 21.7% males and 78.3% females This means that females dominated the study sample

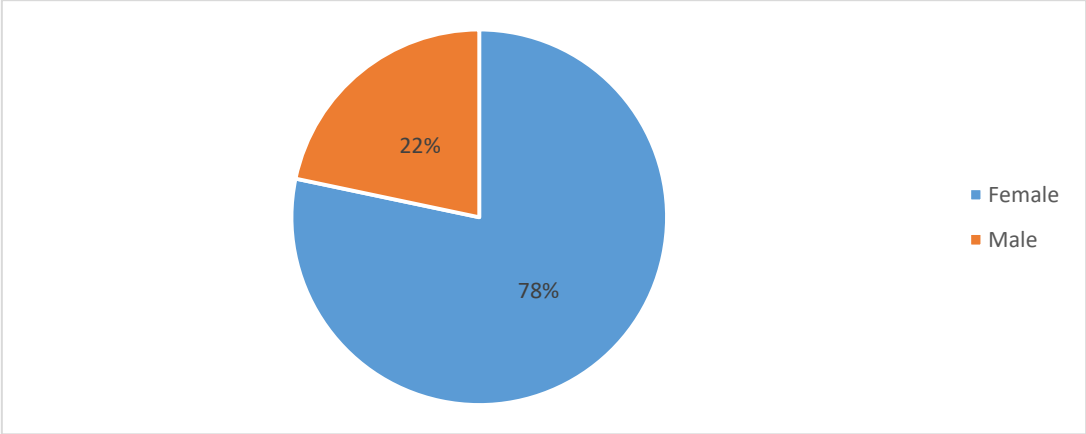


Figure 6: Students' gender

Figure 6 present the participants gender there are 13 students are male with the percentage of 21,7% from the whole population. However, 47 students are female with the percentage of 78,3%. Consequently, the majority of participants in the research are female.

Q2. what is your age?

Table 3: Students' age

what is your age?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 years	35	58.3	58.3	58.3
	21 years	12	20.0	20.0	78.3
	22 years	13	21.7	21.7	100.0
	Total	60	100.0	100.0	

The previous table shows the age of the study sample, The sample consisted of 58.3% who are 20 years, 20.0% are 21 years and 21.7% are 22 years.

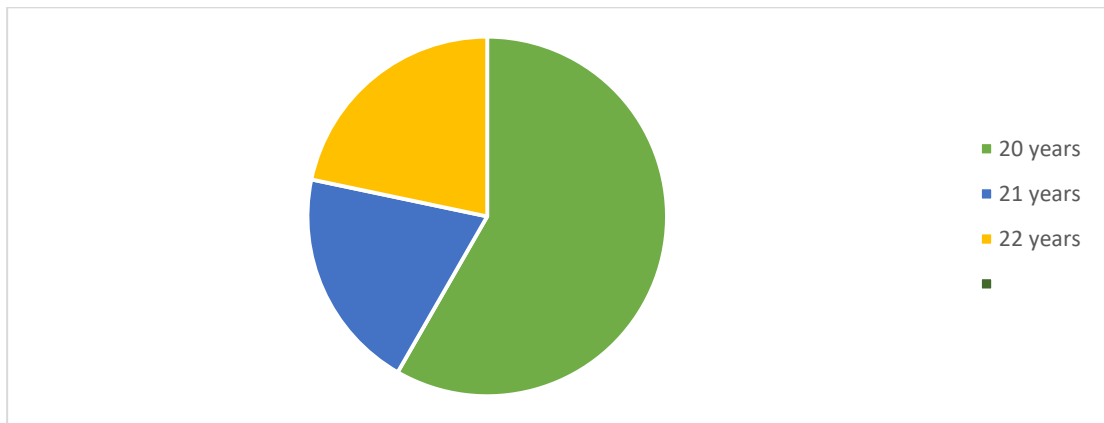


Figure7: Students' age

Figure 7 represent the participants age. 35 students are 20 years with the percentage of 58,3% and 12 students are 21 years with a percentage of 20% and 13 students are 22 years with the percentage of 21,7%. Consequently, Age of the majority of second year students is 20 years.

Q3. What is your level in vocabulary?

Table 4: Students' levels in vocabulary

what is your level in vocabulary?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	good	28	46.7	46.7	46.7
	average	30	50.0	50.0	96.7
	bad	2	3.3	3.3	100.0
	Total	60	100.0	100.0	

in According to the previous table, 50. 0% of study sample are average in vocabulary, 46. 7% are Good vocabulary and 3. 3% are bad in vocabulary

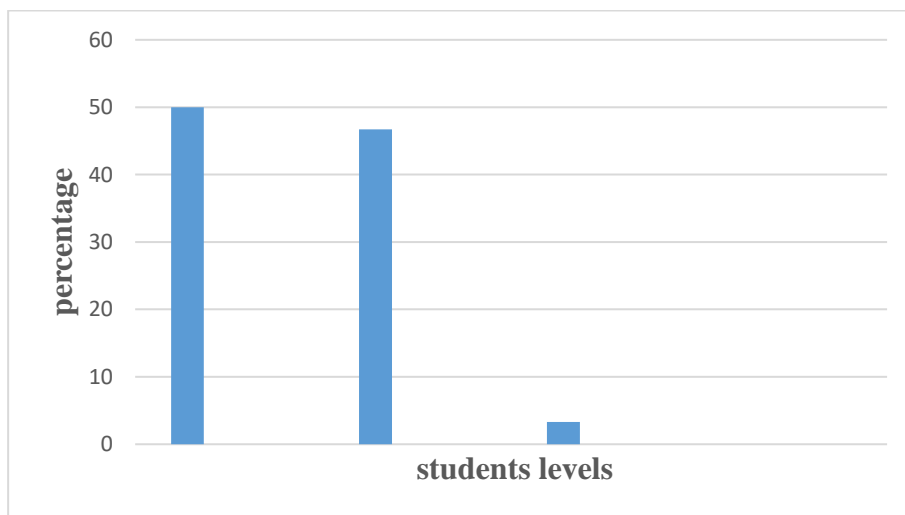


Figure 8: Students' levels in English vocabulary

Q4. Re-order these types of vocabulary according to your level in vocabulary

The following tables show the types arranging of vocabulary according to the study sample level in vocabulary, the first level is listening vocabulary then writing vocabulary, then speaking vocabulary and the last level is reading vocabulary.

About listening vocabulary 41. 7% of study sample ranked it as the first, 20. 0% ranked it as the second, 23. 3% ranked it as the as the third, 15. 0% ranked it as the fourth.

About reading vocabulary 18. 3% of study sample ranked it as the first, 8. 3% ranked it as the second, 43. 3% ranked it as the as the third, 30. 0% ranked it as the fourth.

About speaking vocabulary 18. 3% of study sample ranked it as the first, 35. 0% ranked it as the second, 20. 0% ranked it as the as the third, 26. 7% ranked it as the fourth.

About writing vocabulary 21. 7% of study sample ranked it as the first, 36. 7% ranked it as the second, 13. 3% ranked it as the as the third, 28. 3% ranked it as the fourth.

Table 5: Listening vocabulary

listening vocabulary					
ARRANGING	Frequency	Percent	Valid Percent	Cumulative Percent	
	1. 00	25	41. 7	41. 7	41. 7
	2. 00	12	20. 0	20. 0	61. 7
	3. 00	14	23. 3	23. 3	85. 0
	4. 00	9	15. 0	15. 0	100. 0
	Total	60	100. 0	100. 0	

Table 6: Reading vocabulary

reading vocabulary					
ARRANGING	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1. 00	11	18. 3	18. 3	18. 3
	2. 00	5	8. 3	8. 3	26. 7
	3. 00	26	43. 3	43. 3	70. 0
	4. 00	18	30. 0	30. 0	100. 0
	Total	60	100. 0	100. 0	

Table 7: Speaking vocabulary

speaking vocabulary					
ARRANGING	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1. 00	11	18. 3	18. 3	18. 3
	2. 00	21	35. 0	35. 0	53. 3
	3. 00	12	20. 0	20. 0	73. 3
	4. 00	16	26. 7	26. 7	100. 0
	Total	60	100. 0	100. 0	

Table 8: Writing speaking

writing vocabulary					
ARRANGING		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1. 00	13	21. 7	21. 7	21. 7
	2. 00	22	36. 7	36. 7	58. 3
	3. 00	8	13. 3	13. 3	71. 7
	4. 00	17	28. 3	28. 3	100. 0
	Total	60	100. 0	100. 0	

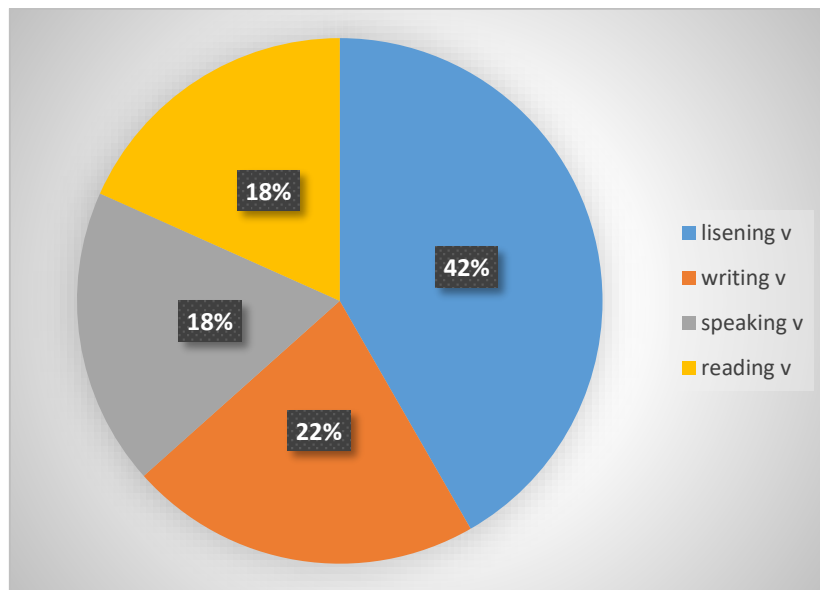


Figure 9: Types of vocabulary according to the students' level in vocabulary

Figure 9 show the students' level in learning a foreign language according to the five types of vocabulary. The majority of second year students have a difficulties in listening vocabulary and they forming 41,7% from the whole population and 21,7% have a difficulties in writing vocabulary and 18,3% have a problems in learning reading vocabulary. The reset of the participants have difficulties in speaking vocabulary with a percentage of 18,3%. As a result, the majority of second year students have difficulties in learning listening vocabulary.

Q5. Does flipped classroom a better way of learning?

Yes

No

Table 9: Students' opinions about the use of flipped classroom

Does flipped classroom a better way of learning?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	49	81.7	81.7	81.7
	No	11	18.3	18.3	100.0
	Total	60	100.0	100.0	

According to the previous table, 81.7% of study sample thinking that flipped classroom is a better way of learning, while 18.3% do not think that.

Q6. Is flipped classroom makes students responsible in learning English vocabulary ?

Yes

No

Table 10: Flipped classroom and students' responsibility

Is flipped classroom makes students responsible in learning English vocabulary?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	53	88.3	88.3	88.3
	No	7	11.7	11.7	100.0
	Total	60	100.0	100.0	

According to the previous table, 88.3% of study sample thinking that flipped classroom makes students responsible for their learning vocabulary, while 11.7% do not think that.

Q7. In a flipped classroom, do you need the teacher present for solving problems?

Strangely agree

Agree

Disagree

Table 11: The role of teachers in flipped classroom

in a flipped classroom, do you need the teacher present for solving problems?.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strangely agree	17	28.3	28.3	28.3
	agree	37	61.7	61.7	90.0
	disagree	6	10.0	10.0	100.0
	Total	60	100.0	100.0	

According to the previous table, 28.3% of study sample strangely agree about “**in a flipped classroom, student do not need the teacher present for direct instruction, but student need the teacher present solving problems**”, 61.7% are agree and 10.0% are disagree.

Q8. Which type of technology do you use in Flipped classroom?

Videos and records

Document cameras

Table 12: The use of technology in flipped classroom

Which type of technology do you use in flipped classroom?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Videos and records	57	95.0	95.0	95.0
	Document cameras	3	5.0	5.0	100.0
	Total	60	100.0	100.0	

According to the previous table, 95. 0% of study sample thinking that technology videos and records are the appropriate technology in flipped classroom, while 5. 0% think that documents cameras are the suitable technology to flip a classroom.

Q9. Have you experienced FCM with your teacher?

Table 13: The students experience of flipped classroom in learning English vocabulary

Have you experienced FCM with your teacher?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	53	88. 3	88. 3	88. 3
	No	7	11. 7	11. 7	100. 0
	Total	60	100. 0	100. 0	

According to the previous table, 88. 3% of study sample experienced flipped classroom with EFL teacher in learning English vocabulary, while 11. 7% do not experienced that.

Q10. do you prefer using:

Traditional classroom

Flipped classroom

Table 14: Traditional classroom and flipped classroom

do you prefer using!					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	traditional classroom	24	40. 0	40. 0	40. 0
	flipped classroom	35	58. 3	58. 3	98. 3
	BOTH	1	1. 7	1. 7	100. 0
	Total	60	100. 0	100. 0	

According to the previous table, 40. 0% of study sample prefer using traditional classroom, 58. 3% prefer using flipped classroom and 1. 7% think that both are good. Table 14 : traditional classroom and flipped classroom

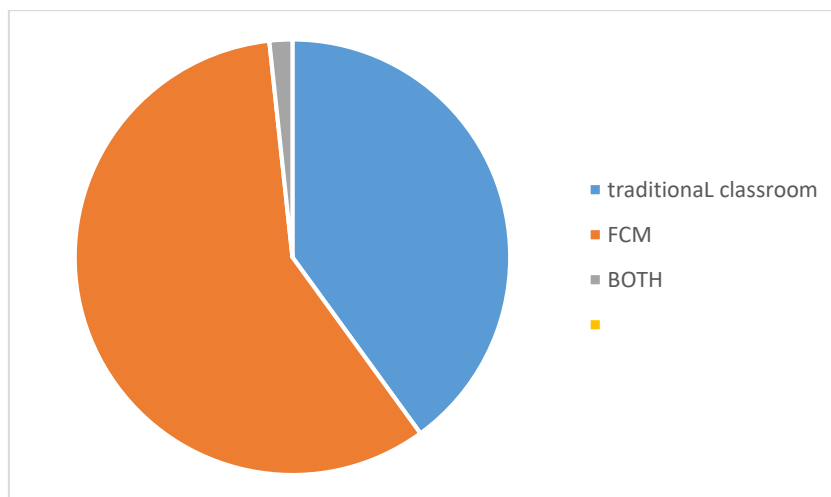


Figure 10: Traditional classroom and flipped classroom

3.6. Summary of the questionnaire results

Based on the analysis of the questionnaire results, the data provided by the students are utmost important in interpreting and synthesizing the results of the semi-structured questionnaire. The questions of the students' questionnaire deals with several outcomes and conclusions related to the present study. The obtained data reveals that the majority of second year students of English at Biskra University display great interests towards the implementation of flipped classroom to develop EFL learners vocabulary knowledge. This study concerned with those sixty participants whom are 47 females and 13 males is due to the whole population of second year students in which the number of females over the males, the half of the total number of participants consider their level in English vocabulary as good where the other half deem themselves as average and bad. Thus, the majority of participants have a difficulties in listening vocabulary rather than reading, speaking, and writing vocabulary. All the students second year of English at biskra University agree that flipped classroom is a better way of learning, A greet number of the participants suggest that in flipped classroom students have a sense of responsibility for their learning vocabulary. Furthermore, The majority of participants agree that in

flipped classroom students do not need teacher for direct instruction, students need the teacher present for solving problems, and they show that the use of technology in flipped classroom is an essential part, At the end, Second year students of English At Biskra University prefer using flipped classroom rather than traditional classroom because it impact EFL students' vocabulary.

3. 7. Analysis of the teachers' interview

3. 7. 1. Description of the interview

According to Easwaramorthy & Fataneh (2006. p, 1) “ An interview is a conversation for gathering information. A research interview involves an interviewer who coordinates he process of conversation and asks questions. and an interviewee who respond to those questions. Interviews can do it face to face or using the telephone. ”the interview as a qualitative data gathering tool aims to collect data in order to confirm the hypotheses of he study.

In this research, A semi-structured interview was used with five teachers. It consist of (11) questions concerning the themes of the study which are learning vocabulary and the use of FCM in developing English vocabulary. Teachers' interview aims to investigate he influence of FCM in developing EFL learners vocabulary knowledge. It divided into wo types of questions; three open-ended questions and six close-ended questions, The pen-ended questions deals with the use of flipped classroom and the close-ended questions send for conducting the teachers' techniques to use FCM in order to enhance EFL earners vocabulary.

3. 7. 2. Administration of the teachers' interview

The semi- structured interview was used with five teachers of English at the department f English and literature at Biskra University. It divided into two types of questions; three pen-ended questions and six close- ended questions, The open- ended questions deals with he use

of flipped classroom and the close- ended questions used for conducting the teachers’ techniques to use FCM in order to enhance EFL learner vocabulary.

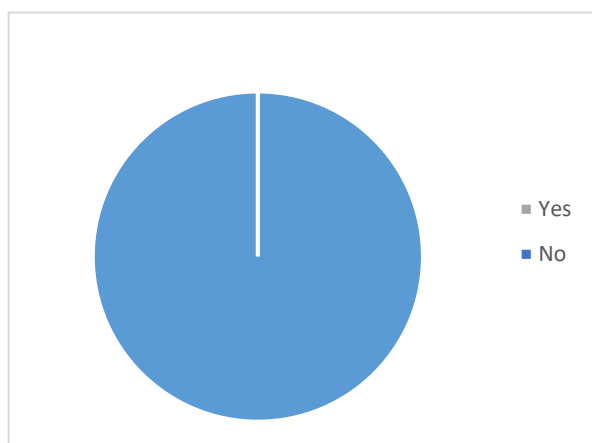
3. 8. Analysis of the teachers’ interview results

Theme 1:The teachers views about the use of flipped classroom model.

Question1: Do you think that flipped classroom a better way to teach foreign language vocabulary?

All the participants in the interview respond that FC is a better way to teach a foreign language vocabulary

Table 15: Teachers’ opinions about flipped classroom:



Choice	Frequency	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

Figure 11: Teachers’ opinions about flipped classroom

Question2: Is the role of teacher in flipped classroom as a teacher in traditional classroom? All the teachers of English of second year that participate in this interview answered with “No”.

Table 16: Teachers’ opinions about the role of teacher

Choice	Frequency	Percentage
Yes	0	0%
No	5	100%
Total	5	100%

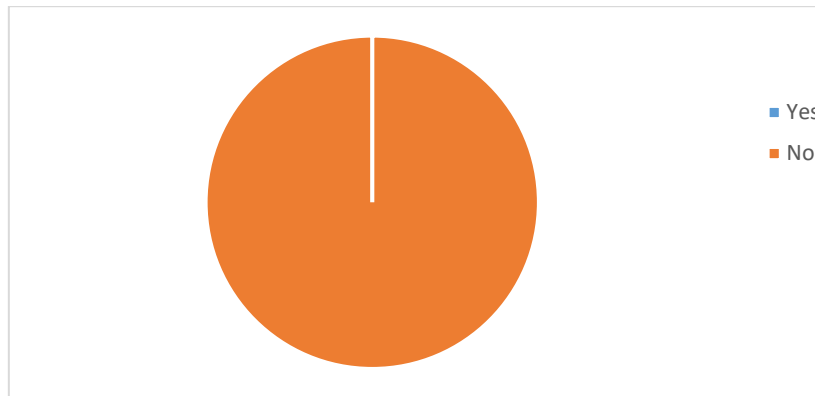


Figure 12: Teachers' opinions about the role of teacher

Question3: What is the main purpose of flipped classroom?

It is a multiple choice question, three teacher out of five respond that flipped classroom aims to enable students to learn at their own pace. And two teachers said that the purpose of flipped classroom is to make the classroom an active learning. It implemented to enable students to learn at their own pace.

Question 10: Do you think you could be motivated to enhance English vocabulary more autonomously through your flipped learning model?

The five teachers answer with "Yes". They can enhance their English vocabulary autonomously.

Theme 2: The teachers' plannification of FCM and which technology should use.

Question 4: How can you plan flipped classroom session?

Two teachers plan a flipped classroom session by designing a syllabus and select the appropriate instructional material and prepare pre-class assignments. The other teachers starting by making the lecture in a record or video then send it to the students.

Question 5: How do you organize material and content?

The first teacher said that "I organize the material and content according to what is planned in the syllabus". The second teacher said that " I have not do it before", The other three

teachers emphasize that they can organize material and content in various ways to effectively deliver instruction depending on the objectives of the lesson and the level of the learner.

Question 6: How do you design class activities?

Three teachers out of five did not answer this question, One teacher said that “ I design class activities to apply what has been studied theoretically. The last teacher respond that there are so many techniques that depends on the learning objectives and the type of he activity and the students interests and abilities.

Question 7: What tools do you use to make your videos?

Two teachers did not respond to this question, And the rest of the teachers used the various tools that make an online lecture such as: camera. microphone, and lights.

Question 8: What technology will students need to participate in a flipped classroom ?

A Four teachers agree that there are numerous technological tools which can used to flip a classroom for instance : mobiles, smartphones, tablets. and laptops. One teacher prefer o use some specific applications, Software that the teacher recommended. and the internet connection.

Question 9: What problem does flipped classroom attempt to solve?

The first teacher in the teachers’ interview said that the FCM attempts to address several challenges and problems associated with traditional teaching methods such as:

passive learning. limited class time, and home work challenges. The other four teachers aw that this new methodology attempts to constraint time, place, and autonomy. Question 1: Do you think that the participation in flipped learning activities and discussion could increase interaction between students and instructor?

All the participants respond with “Yes”, The participation in flipped learning activities and discussion can significantly increase interaction between students and the instructor.

The flipped learning model is designed to promote active engagement and collaboration, And it creates opportunities for increased Interaction and communication.

3. 9. Summary of interview results

The teachers' interview gathered data concerning the teachers views about the use of flipped classroom to develop EFL learners' vocabulary. Most of teachers respond the questions and they did not answered a few questions because they did not designed a language require the appropriate methods of teaching and learning. In order to change the way of teaching and learning. this study aimed flipped classroom before. Learning a new vocabulary learning knowledge of a foreign to encourage teachers with using flipped classroom model to enhance their learners' vocabulary.

The analysis of the obtained data and its results of the research confirmed the hypothesis that suggests the use flipped classroom has an influence on developing EFL learners' vocabulary knowledge. Therefore, the use of flipped classroom is a beneficial method that facilitate teaching and learning English vocabulary. Most of the participants in the study supported the implementation of FCM in their studies because they view that it is a practical and active method rather than the traditional ones.

3. 10. Interpretation of the results

The students' questionnaire and the teacher's interview collected a data from the students and teachers of English foreign language at Biskra University as attempt to investigate the implementation of flipped classroom model in developing EFL learners vocabulary. Students learned for years but still have a poor English vocabulary and they suggest to change the way of teaching and learning to increase their levels. The research get a clear insight to the

significance to use the flipped classroom model as a methodology in teaching and learning, It improve learners levels and capacities in their learning process.

Moreover, Teaching English as a foreign language is a challenge for both teachers and students, flipped classroom considered as an effective and useful method to make the learning process more active and productive, It promote learning and develop students' abilities and skills and it contribute in solving various problems which make an obstacle in learning foreign language vocabulary. Therefore, flipped classroom model is a helpful way to engage students' with technology development because nowadays the use of technology became a necessary component in learning.

Besides, designing a flipped classroom as a teaching – learning approach is an effective and practical strategy. The use of suitable in the right way, learners can develop their skills and the four types of vocabulary listening, speaking, writing, and reading vocabulary. In short, investigate the implementation of flipped classroom model in developing EFL learners vocabulary throughout this questionnaire highlight its impact as new methodology in learning and teaching a foreign language to improve and strengthen students' vocabulary learning. taking into consideration that designing a flipped classroom would motivate students to learn new notions.

Conclusion

The chapter discussed the data gathered, the data collection method, the analysis of the data and its results. The semi-structured questionnaire collected the students' opinions and views about the implementation of flipped classroom to develop EFL learners vocabulary, The interview show the teachers attitudes towards the engagement of such method in learning English language as a foreign language. The results of students' questionnaire and the teachers' interview were statistically analyzed and interpreted in a descriptive and inferential manner using the SPSS program. Finally, all the findings were interpreted and discussed in order to answer the research questions and prove the hypothesis.

General Conclusion

General conclusion

Researchers in the field of English language as a foreign language contribute to solve a numerous issues by providing solutions and recommendations for further studies and researches. This research was undertaken to highlight the impact of flipped classroom in developing English foreign language students' vocabulary.

The presented dissertation is qualitative and quantitative in nature in which we tried to answer the research questions does flipped classroom has an influence in developing EFL learners' vocabulary and what are the teachers' and students' attitudes towards the implementation of FCM to develop EFL students' vocabulary. Also, to confirm the hypotheses that suggests the use of flipped classroom has an influence in enhancing EFL learners' vocabulary and the implementation of this method in learning and teaching a foreign language is a helpful way to develop the learners' four skills.

The conducted research is divided into three main chapters : The first and second chapters deal with the theoretical background including the literature review. Whereas the third chapter is about the fieldwork. Chapter one entitled vocabulary that include the definitions of vocabulary and its types, aspects, importance, teaching vocabulary in EFL classroom. Chapter two flipped classroom shed light on the definition of flipped classroom, historical background, pillars of flipped classroom, flipped classroom versus traditional classroom, advantages and disadvantages of flipped classroom and the main steps to flip a classroom. Besides, Chapter three is the fieldwork in which data analyzed and interpreted.

As data collecting tools for this research, A semi- structured questionnaire was administered directly to second year students' of English foreign language at Biskra University. Based on the data obtained, the research questions were answered and the alternative hypothesis proved as well. The results showed the positive attitude of the participants towards the implementation of flipped classroom to be a method teaching – learning English foreign language at university. Also, It is proved that the use of flipped classroom would facilitate

learning and teaching English vocabulary for both students and teachers considering vocabulary as the foundation of any language.

Limitation for the study and suggestions for further studies

Conducting this research face many obstacles, challenges and complications that slowed down the rhythm of the study progress. Time management that affected negatively the research work and we could not organize well the planning of the research because the lack of experience in doing such works. Teachers of Biskra University not accepted the interview because they did not have time to do it.

Students also refused to answer the questionnaire questions. yet we did efforts to collect the data needed to rich the fieldwork. This research was limited as only a specific number of participants from the department of literature and foreign languages at Biskra University were answered the questionnaire and the interview.

Moreover, this qualitative and quantitative research can be followed by experiment to see the effect of the flipped classroom on developing English vocabulary.

Recommendations for teachers and students

Recommendations for teachers

- ✓ Teachers are advised to adapt to the new teaching and learning models and should use technology in order to facilitate learning.
- ✓ Teachers should be encouraged to teach their students with flipped classroom model to enhance EFL learners' vocabulary.
- ✓ Teachers are advised to change the way of teaching and learning from the ancient ones to a new ones in order to solve various problems.
- ✓ Teachers should be take the flipped classroom advantages as helpful and successful techniques to teach their students.

- ✓ Teachers need to be acquainted with the flipped classroom model because it is an aid and active method to enhance EFL learners vocabulary.
- ✓ Teachers are advised to engage their students in such models of teaching and learning and try to equip them with new technology for promoting autonomy.

Recommendations for students

- ✓ Students should be encouraged on the use of flipped classroom to learn English vocabulary since it is student centered- approach interactive method.
- ✓ Students should be encourage to use the technology tools in their learning because it foster learners autonomy, and make them responsible in their learning.
- ✓ Students should take flipped classroom methodology of teaching and learning in the learning process which they can interact, assess, evaluate and develop their learning vocabulary knowledge.
- ✓ Students should maximize the implementation of flipped classroom instruction for solving a various problems that the face in traditional classroom.

In short, any attitude towards the implementation of flipped classroom is of great advantageous to the development of English vocabulary learning. Thus, the flipped classroom model is an example of the new methodologies through which EFL learners' are able to develop their vocabulary learning and language skills.

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Appendices

Appendix 1: Students' questionnaire

Questionnaire

Investigating teachers' and students' attitudes towards the implementation of flipped Classroom to develop EFL student's vocabulary. The case of second year students of English at Biskra University.

Q1: What is your gender?

Male

Female

Q2: What is your age?

20 years

21 years

22 years

Q3: What is your Level in vocabulary?

Good

Average

Bad

Q4: Re-order these types of vocabulary according to your level in vocabulary.

Listening vocabulary

Reading Vocabulary

Speaking vocabulary

Writing Vocabulary

Q5: Does flipped Classroom a better way of learning?

Yes

No

Q6: Is flipped classroom makes students' responsible in learning vocabulary?

Yes

No

Q7: In a flipped classroom, do you need the teacher present for solving problems?

Strongly agree

Agree

Disagree

Strongly disagree

Q8: Which type of technology do you use in flipped classroom?

Videos and records

Documents cameras

Q9: Have you experienced FCM with your teacher?

Yes

No

Q10: What are your attitudes about using technology in the flipped classroom to develop EFL Learner's vocabulary?

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

Q10: Do you prefer using :

Traditional classroom

Flipped Classroom

Justify your answer:

.....
.....

Appendix 2: Teachers' interview

An Interview

- **The Research title:**

Investigating teacher's and student's attitudes towards the implementation of flipped classroom to develop EFL student's Vocabulary

The case of second year students of English at Biskra University.

- **Teacher's Name :**

1. Do you think that a flipped classroom a better way to teach foreign language vocabulary?

yes

No

2. Is the role of teacher in flipped classroom as a teacher in traditional classroom?

Yes

No

3. What is the main purpose of flipped classroom ?

-To make the classroom an active learning

-To enable students to learn at their own pace

-To give the instructor more time to teach

4. How can you plan a flipped classroom session ?

.....
.....

5. How do you organize material and content ?

.....
.....

6- How do you design class activities ?

.....

7. What tools do you use to make your videos ?

.....
.....

8. What technology will students need in order to participate in a flipped classroom ?

.....
.....

9. What problem does flipped classroom attempt to solve ?

.....

11. Do you think you could be motivated to enhance English vocabulary more autonomously through your flipped learning model ?

.....
.....

11. Do you think the participation in flipped learning activities and discussion

Could increase interaction between students and instructor?

.....

الملخص:

يواجه العديد من الطلبة صعوبات في تعلم اللغة الإنجليزية كلغة اجنبية خاصة في تعلم مصطلحات هذه اللغة. لهذا السبب سعى الباحثون الى تغيير نمط التدريس رغبة في تسهيل و تبسيط عملية تلقين هذه المادة و من بين هذه الأنماط التعليمية المدرجة التعليم المعكوس، تهدف الدراسة الحالية الى ابراز الدور الفعال لهذا النظام و مدى فعاليته في تطوير مهارات تعلم مصطلحات اللغة الإنجليزية و هذا الأخير يتمثل في تلقي المتعلم الدروس المبرمجة في المنهاج خارج الوقت الرسمي للدراسة عن طريق تسجيل المحاضرات والدروس باستعمال وسائل التكنولوجيا الحديثة التي يتم ارسالها للمتعلمين في حين انها تمكنهم من اجراء الجانب التطبيقي في أوقات الدراسة. هذا البحث ذو طبيعة استكشافية و يندرج ضمن المنهج النوعي و الوصفي و لتحقيق فرضية البحث فان ادراج نظام التعليم المعكوس من شأنه ان يساهم في تطوير مستوى تعلم مفردات اللغة الإنجليزية كلغة اجنبية.

يحتوي الاستبيان الشبه المنظم المطبق في هذه الدراسة على مجموعة من الأسئلة المفتوحة والمغلقة لجمع وجهات النظر و اراء كعينة من السنة الثانية ليسانس في قسم الإنجليزية في جامعة محمد خيضر بسكرة اما الاستجواب الذي نظم مع أساتذة اللغة الإنجليزية كلغة اجنبية في جامعة بسكرة أيضا يهدف الى جمع مواقفهم تجاه مساهمة التعليم المعكوس في رفع المستوى التعليمي لطلبة اللغة الإنجليزية. نتيجة لذلك اثبتت النتائج ان المعلمين والطلاب يدعمون بشدة و يؤكدون على فعالية التعليم بالعكس في تطوير تعلم مفردات اللغة الإنجليزية كلغة اجنبية.