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DALI ALI Ramia

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Implementing Grammar-Based Flipped Classroom to Improve English Foreign Language Learners' Writing Skill : A Case Study of BACHA School Beginners

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Board of Examiners:

Dr.	RABEHI Salima	MCA	Biskra	Chairman
Dr.	MEDDOUR Mustapha	MCB	Biskra	Supervisor
Mrs.	AICHAOUI Theldja	MAA	Biskra	Examiner

Academic Year 2019-2020

Declaration

I, DALI ALI Ramia, declare that the project dissertation entitled '' Implementing Grammar-Based Flipped Classroom to Improve English Foreign Language Learners' Writing Skill'' submitted to the department of foreign languages, English division, is accomplished by my own efforts and it has not been submitted to any other university or institute for the award of any degree or diploma.

This work was conducted at BACHA School, Biskra for the fulfilment of Master degree in English: Applied Linguistics

Certified by:

Miss. **DALI ALI Ramia**

Master student, Section of English.

Dedication

To my parents, Tarek and Zoubida

The reason of what I become today

Thank you for your continuous care.

To my beloved little brothers

Ayman and Abderrahmane, I'm blessed to have you

To my dear family

My grandparents, uncles, aunts and cousins.

To the joy of my life,

My close friends

Khalida, Yasmine, Manar,

IKram, Sana, Melissa and Imane

In memory of aunt **Karima** and Grandfather
Mohamed El-Madani.

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Abstract

Recently, many scholars regard learning as a challenge perceived in numerous fonts as it is no longer confined to the classroom settings. Henceforth, learning opportunities have to be dynamic, interactive, take place inside and outside the school setting in order to boost learners' performance. On the other side, in EFL context, productive skills namely writing is seen as the most demanding task. It requires accuracy and correct patterns related to grammar in order to deliver effectively the intended messages. In the light of what is pre-mentioned, the purpose of the current study is to inquire into the effect of integrating grammar-based flipped classroom in order to improve EFL learners' writing skills. In accordance with our research objectives, our research questions proceeded to disclose the extent to which the flipped model will be significant and to reveal the reasons behind EFL learners' incorrect and inaccurate writing pieces despite undergoing seven years of learning English including grammar instruction. As a result, we hypothesized that the employment of the flipped model may have a significant impact on EFL writing performance as it may not contribute in the improvement of the latter. Based on a mixed-methods approach, 10 second high school learners at Bacha School were selected to participate in this quasi experimental study and to answer the semi-structured questionnaire. Ultimately, the achieved results confirmed that integrating flipped classroom into grammar teaching played a major role in the improvement of EFL learners' writing production. Again, it increased the chances for differentiated learning, learners-teachers interaction and personalized feedback.

Keywords: grammar-based flipped classroom, writing skill, EFL learners, personalized feedback, differentiated learning, interactive classroom.

LIST OF ABBREVIATIONS AND ACRONYMS

EFL: English as a Foreign Language

GA: Grammatical Competence

GC: Grammar Accuracy

CWF: Corrective Written Feedback

CF: Corrective Feedback

FCr: Flipped Classroom

FCrM: Flipped Classroom Model

BPS: Bacha Private School

ESL: English as Second Language

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Writing, as a general term, refers to the process of forming a set of symbols shared among certain members of society which enables them to communicate and express themselves effectively. According to Norton (1997) ''writing is the act of putting down the opinions that the individual would like to share after structuring in mind several contents such as emotion, idea, dream, experience and memory. '' (cited in Tavsanli and Bulunuz 2017 p.05). However, due to the recent age of technology and information, *writing becames a lost art.*

Grammar, as the framework of language, holds an important level in the linguistic system and it is vital to foreign language learning; therefore, English teaching had more emphasis on the usage of the grammatical skills. However, the current English grammar teaching is rather traditional (i.e. the teacher is the centre of the classroom and learners' are supposed to study and memorise different patterns, without catering for deep discussions that concern those complex rules. Furthermore, the school testing system opts for recitation assignments). Jackson (2017) described those traditional methods as "chalk and talk". She stated that the conventional techniques of teaching are considered to be inferior. Meanwhile, the boundaries between the teacher and learners should be restricted. However, Learners' interaction, decision-making skills and problem-solving skills must be encouraged (cited in Perse, 2017).

Today, education in the globalised world is about adapting to the world's changes. In order to sustain technology, educational strategies and methods also need to be revised and updated. One approach to achieve a deep and meaningful learning is through flipping the classrooms which alters the traditional way of teaching by changing what students do in school and at home. Unlike traditional classrooms which

are not effective in terms of time and they are teacher-centred, flipped classrooms (FCr) move towards being learner-centred; in addition, they foster learners' autonomy and collaborative learning.

1. Statement of the Problem

The ultimate aim of learning a language is to master the four pillars that construct that language (speaking, listening, reading, and writing). Of all language skills , writing as a major concern and interest to teachers , students and researchers is considered to be a challenge for them because the rate of practicing writing in English is limited to school's assigned practices. It is important to consider that grammar conventional instruction has often been questioned as an effective and as an engaging approach to improve students' fluency and accuracy with their written language. As initial evidence, a preliminary study was conducted where pieces of writing of third year students at Biskra University were corrected, in order to determine if our research problem worth to be investigated or not

Within this respect, the present study suggests the use of flipped classroom model based on grammar teaching to improve EFL learners' writing skill.

2. Research Questions

RQ1: In what way does the implementation of grammar-flipped method foster EFL learners' writing skill?

RQ2: Why do EFL learners' still produce incorrect, inaccurate pieces of writing though they have undergone a grammatical instruction for seven years?

3. Research Hypothesis

H0 (The null hypothesis): Being exposed to grammar-based flipped classroom will not have a significant influence on EFL learners' writing skill.

H1 (The alternative hypothesis): The implementation of flipped method in grammar teaching will improve EFL learners' writing skill

4. Aims of the Research

The general aim of this study is to contribute in the improvement of EFL learners' writing skill through flipping grammar classes. That is, it aims to investigate the influence of flipped classroom-based grammar teaching as an active learning strategy on the writing performance of learners in EFL context

More specifically, this study aims at:

1. Improving EFL learners' writing skill

2. Seeking to develop the active learning strategy outside and inside classroom.

3. Suggesting a new learning strategy which is flipped classroom

4. Breaking the conventional method of teaching grammar and making the learning environment enjoyable and motivating.

5. Research Methodology

This section includes the research methodology of the current study and it is divided into subsections

5.1. Research Approach

Seeking to investigate the role of grammar based flipped classroom to improve EFL learners' writing performance , the present study employs a mixed methods approach which enables researchers to collect , analyse and interpret quantitative and qualitative data simultaneously in single study. According to Johnson et., al (2007 p.23) " Mixed methods is a term that is usually used to designate combining qualitative and quantitative research methods in the same research project." Tashakkori and Teddlie

(2008) added " Studies which are products of the pragmatist paradigm combine the qualitative and quantitative approaches within different phases of the research process(cited in Steven,2012). Opting for quantitative and qualitative methods might boost the chances for research validity ; in addition , they will consolidate the investigation and obtain a clearer picture of results .

5.2.Research Design

Based on the research approach, type and research objectives ; henceforth, the used design for this study is a case study which concerns Bacha School beginners and a quasi-experimental study (which is suitable for the case of social sciences were randomization is not fulfilled and there is no controlled group). According to Cook and Campbell (1979) "quasi-experimental research is research that resembles experimental research but is not true experimental research. Although the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions'' (cited in I-Chant ,Chiang, Rajiv and Price 2016 p. 7)

5.3.Data Collection Method

Relying on the type of the present study , a test (pre-test and post-test) was implemented to inspect the effectiveness of teaching grammar-based flipped classroom in order to improve EFL writing skill alongside to a questionnaire which was administered to learners. The obtained data were analysed through descriptive and inferential statistics (SPSS) in order to confirm or disconfirm the stated hypothesises.

6. Population and Sample

In the present study, the implemented population and sample are the same because it includes beginner learners of Bacha private school (the participants are selected from different public high-schools). We have selected this sample since learners have a basic

grammatical level and they are considered as beginners in EFL context due to the fact that they do not completely grasp the different language skills.

6.1. Sampling Techniques

We opted for convenience sampling as it suits the type and the objectives of the study and it does not rely on randomization (does not fit the context of social sciences); in addition to, the facility of accessibility to the population which meets the needed criteria (beginners). According to Dornyei (2007, p.17)

> convenience samples are rarely completely convenience-based but are usually partially purposeful, which means that besides the relative ease of accessibility, participants also have to possess certain key characteristics that are related to the purpose of the investigation

In order to investigate the influence of grammar-based flipped learning a sample of EFL learners beginners consists of n=10 were selected.

7. Significance of the Study

The present study attempts to focus on an important issue, which is that of writing proficiency in EFL context through being exposed to grammar course-based flipped classroom. Learners must be aware of the fact that being exposed to such method of learning will enable them to master one of the difficult language skills. In addition, it will help them to express themselves appropriately and accurately.

8. Structure of Dissertation

The present dissertation consists of three main chapters, in which they are divided into to two parts: A theoretical part and a practical one. The theoretical part includes two chapters; whereas, the third chapter is devoted to the practical part

1. **Chapter One** reviews the literature about two concepts: writing skill and grammar accuracy.

2. **Chapter Two** represents an overview about flipped classroom and it reviews its major aspects .

3. **Chapter Three** analyses and interprets the obtained data from test (pre/post-test) and questionnaires.

CHAPTER ONE: GRAMMAR ACCURACY: A BRIDGE TO WRTING SKILL.

Introduction

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Introduction

      This chapter describes and demonstrates the relationship between grammar accuracy and the writing skill. It seeks to investigate the way in which grammatical competence may influence writing performance. Accordingly, the chapter provides two sections in which the first one is about grammatical competence and some guidelines toward accuracy; whereas, section two reports the basic elements in writing proficiency (i.e. students' major factors affecting their writing performance). Also, it discusses the prominent approaches in writing besides the types of reformulation tasks in writing skill and their major stages.

1. Grammar Accuracy (GA)

      Accuracy and fluency are two factors that may determine learners' success in any target language. Grammar accuracy refers to the knowledge of any language system in relation to the ability to perform those rules in a certain social context for the sake of communicating thoughts and ideas appropriately and effectively.

1.1.Grammatical Competence (GC)

      It refers to the grammatical knowledge of language users including syntax, morphology, phonology and orthography (i.e. how to build morphemes into words and how to chain words into meaningful clauses). Millrood (2014) pointed out that Chomsky (1965) defined grammatical competence as theoretical and practical knowledge of a limited number of grammatical rules, which allow generating an unlimited number of correct sentences (p.02). Furthermore, grammatical competence is not always about syntax and morphology but it entails the potential to recognize and produce a comprehensible discourse as it deals with the literal meaning. According to Fikron (2018) ''Radford (1988) suggested that grammar refers to the set of rules or

principles that contain how to construct, pronounce, and understand phrases and sentences in the language concerned". (p.6)

1.2.Accuracy: An Overview

Accuracy is a crucial aspect in foreign language leaning, communication and precisely in productive skills such as writing. It is manifested in the correct production and use of language structure according to grammar rules, rules of mechanisms and the choice of appropriate vocabulary (British Council, 2020). As stated by Richards and Schmidt (2002), "accuracy is the ability to produce grammatically-correct sentences, but it may not include the ability to speak or write fluently" (cited in Ahangari & Barghi, 2012). Moreover, in a general sense, it entails the freedom from making mistakes and committing errors. According to Hattingh (2011, p.4)

> Accuracy level depends on a learner's linguistic competence, i.e. the degree of accuracy of the language representation itself, the strength of interference from the L1 or earlier stages of L2 development, and the degree of automating that has taken place. The goal is to produce as few errors as possible.

In essence, opting for grammar accuracy approach helps to detect the interference of the first language (L1) patterns on the second language (L2) production and it attains for adequate second language learning by judging the understanding of L2 grammar rules ;henceforth, the correct production of the messages. As asserted by Cummins (1976) '' the grammar global accuracy is a major tool that measures the degree of conformity to L2 norms. The L1 interference occurs when the learner overgeneralizes grammar rules of L1 to produce L2 in a negative transfer process" (cited in Chaaraoui, 2017, p.4)

1.2.1. Guidelines Towards Accuracy

The crux of this matter is that learners' accurate language and the acquisition of correct language forms is increased by imitating the authentic, reliable sources by means of reading, listening and teacher's appropriate instruction.

To start, reading is a crucial skill to foster learners' writing performance since it instigates their ability to notice the correct forms; in addition, it provides an opportunity for them to learn the appropriate language structure. According to the British council website (2020)

> Aside from taking a course, one very easy way to improve your accuracy in English is to read any type of English material on a daily basis. Whether it's a novel, a non-fiction book, a newspaper or magazine, reading is an easy yet effective way for you to absorb the nuances of English grammar and punctuation.

Second, teacher's instruction alludes to teacher's explicit and implicit instruction to certain grammatical forms and patterns. In more details, the teacher explicitly instructs his/her learners through elucidating and highlighting particular input (Cross, 2002 cited in Noonan III, 2004). However, s/he may opt for implicit style through performing variety of activities. According to Richards (2017) activities involves three different stages:

Stage one emphasises on providing prior support to the activity. It includes the pre-teaching of certain linguistic forms, reducing the complexity of perceptible tasks and providing the appropriate time to plan for those activities. In sum, this stage triggers learning brainstorming procedure as it provides language support that can be

used in completing tasks throughout clarifying the nature of those tasks in order not to divert their perception to structure and management of the task itself.

Stage two focuses on providing support during the activity. It stresses learners' engagement in teaching-learning process. It seeks to make them involved in classroom tasks, being able to interact with their peers under teacher's guidance. Moreover, this stage accentuates on the outcomes of learners written production.

Stage three highlights the idea of providing support after the activity is accomplished. By the same token, it promotes learners' accurate grammar production through making public repeated performance. Nation (1989, cited in Richard 2017, pp.6-8) explained that the same activity might be repeated with some elements modified, such as the amount of time available. He added ''improvements in fluency, control of content and, to a lesser extent, accuracy when learners repeat an oral task under time constraints.''

Additionally, listening involves learners' exposure to authentic examples to enhance their understanding to the target structure and form. Moreover, the listening strategy triggers learners' cognitive skill to perceive properly the target input. (Noonan, 2004)

1.3.Grammar Accuracy and Written Feedback

Feedback denotes teacher's information on learners' performance. It encourages them to improve their learning and precisely their accurate language output through taking corrective-actions. Teacher's feedback focuses on learners' production be it a structural form or content. Akiah and Ghazali (2015) noted that the receiver's (reader or listener) attention can be digressed from the main focus of the content due to the incorrect grammar knowledge. (p.2). Again, as maintained by Richard and Lockharts

(1996) '' Error correction is a response either to the content of what a student has produced or to the form of the utterance '' (cited in Jimena, Herwindy, Meng, 2005)

1.3.1. Teachers' Corrective Written Feedback (CWF)

Teacher's corrective feedback (FC) comprises three elements namely: form-focused feedback, content-based feedback and integrated feedback.

1.3.1.1.Form Focused Feedback

There was not a consensus on how, where, when and who should provide the feedback when it comes to learners' grammatical structure output. Within this regard, many scholars assumed that form-focused feedback has considerable effects on learners' outcomes in most language classrooms. For example, providing a form-focused feedback on learners' output draws their attention on the correct form of the target structure, hence the appropriate application of language features in given context. Consequently, it makes their written product understandable as they will be able to communicate their written ideas and thoughts effectively.

Truscott (1996) concluded that correcting certain grammatical output by L2 teachers can be ineffective and harmful, owing to the fact that there were no standard rules which prescribe or describe grammar correction; besides, the use of complex grammatical items is often avoided due to EFL learners' poor level. Similarly, Dulay and Burt (1973, 1974) claimed that the ignorance of the natural learning process might hinder learners' ability to acquire appropriate linguistic knowledge. In the same preface, Knoblauch and Brannon (1981) showed that many teachers are incompetent in L1 grammar patterns, the same regard could be considered in L2 learning aspects. In other words, teachers' grammatical competence plays a major role in learners' learning of the appropriate grammatical features. (Cited in Park, 2006)

Contrarily, several scholars such as Fems, Harvey and Nuttall (1998) , Ferris (1996, 2001) dismissed Truscott's point of view inferring that his work is precocious and lacks in-depth studies. In this respect, Ferris (1996, 2001) stated that Truscott's work relied on the theoretical perspective of grammar correction flaws rather than the practical outcomes.   Based upon Chandler's experiment (2003), teacher's error correction (i.e. feedback) had a significant result on learners' writing performance. Again, it contributed in the improvement of both fluency and accuracy. (cited in Park 2006).

1.3.1.2. Content-based Feedback

Content-based feedback is also known as meaning-based feedback. It emphasizes on the organisational items (i.e. coherence and cohesion) and content's quality. Teacher provides comments on learners' logical misconception without indicating grammatical errors. Semke (1984) and other researchers examined different learners' compositions which received different feedback types. They concluded that the group of learners who were treated with only content feedback outperformed the other groups which were exposed to other types of feedback (cited in Park, 2006).

1.3.1.3. Integrated Feedback

Integrated feedback implies a combination of form-focused feedback which converges on grammar correction and content-based feedback that focuses on the meaning of the output. Several researchers asserted that integrating both types of feedback is beneficial for learners to produce a comprehensible, and accurate composition.(Park,2006 p.8)

1.3.2. Peer Corrective Feedback (CF)

Peer corrective feedback is also known as peer review or response. It depicts learners' ability to learn from one another. In essence , fear of making mistakes in front of classmates , anxiety and shyness are factors which may restrain EFL learners from interacting with the teacher or seeking his/her feedback. As a result, peers' feedback works as an alternative for them. Moreover, lack of in-class time may prevent the teacher from giving personalised feedback. According to Ellis (1991) ''peer CF may help students to learn from one another on how to notice errors and gain more confidence that they are able to do it without having to resort to teachers' feedback every time ''(Cited in Akiah and Zawiah, 2015 p.3). Within the same debate, Hyland (2000) stated that opting for peer feedback makes the classroom less teacher-centred. Besides, peer feedback helps learners to be aware of the gap between them and their peers in perceiving their writing editing skills, and developing self-reflection. (Cited in Akiah and Zawiah, 2015, p.5)

1.3.3. Major Strategies of Corrective Feedback

Corrective feedback is a response to learners' output that contains errors through supplying them with negative evidence which comprises comments and information about their L2 incorrect production. According to Ellis (2009) ''CF constitutes a type of negative feedback in the form of a response to a learner utterance containing a linguistic error, and revised the controversies regarding CF''. It encompasses three major strategies which are indirect corrective feedback, direct corrective feedback and meta-linguistic corrective feedback.

1.3.3.1.Indirect Corrective Feedback

Indirect corrective feedback is referred to as coded-implicit feedback since it beholds certain shapes and symbols to indicate common errors of certain group of learners without providing the alternatives ''Coded feedback does not only indicate where errors are located, but also types of mistakes by using a correcting code'' (Bartram and Walton, 1991, Cited in Shanxi n.d). Despite, it helps learners to improve their writing accuracy and take responsibility for their self-corrective action , it still a difficult task for leaners with low level taking into account the misinterpretation of the codes. (Cited in Shanxi et al, n.d)

1.3.3.2.Direct Corrective Feedback

Direct corrective feedback is also known as explicit feedback since it supplies learners with alternatives to their errors. As was stated by Ellis (2009) ''explicit CF occurs […] when the corrector indicates an error has been committed, identifies the error and provides the correction" (p.9). Moreover, Ferris and Robert (2001, as cited in Ellis. 2009) suggested that direct corrective feedback is probably better than indirect corrective feedback with learners with low level of proficiency.

1.3.3.3.Metalinguistic Corrective Feedback

The teacher provides learners with clues or hints about the error either by using error codes on the margin without suggesting the alternative or through providing a brief description without locating the error nor offering the correct form. According to Lyster and Ranta (1997) '' Metalinguistic feedback contains either comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form. '' (cited in Cajas and Tamayo, 2017, p.9). Furthermore, as claimed by Junaidi (2017) '' two forms can shape metalinguistic

corrective feedback: a) the use of error code, and b) the use of metalinguistic explanation of the errors''.(p.6)

1.4. Grammar Accuracy and Learners' Autonomy

As a way to empower the learning process and with the emergence of constructivism ideology the concept of autonomous learning had been recognised. It demonstrates that learners should take control over their learning under the teacher's monitoring (i.e. it moves learning from being teacher-centred to learner-centred). In more details, ''once the principles of constructivism are followed, the educational context turns into a learning workshop where learners become active researchers, taking part in the collection, analysis and development of knowledge.'' (Burkert, 2011 cited in Tavakoli, Jafari and Ketabi 2016, p. 4).

Withal, being exposed to authentic materials, or going through intensive reading, sometimes makes learners notice that there is a mismatch between the correct, appropriate language and what they have produced. As a future step, they tend to edit and make modification (i.e. learn the correct linguistic items). According to Vickers and Ene (2006), ''Qi and Lapkin (2001) noted the ability of ESL writers to notice grammatical errors in their own written output when comparing those errors to reformulations of their written texts by native speakers.''(p.3)

2. Writing Skill

Writing is a form of communication that allows students to convert their knowledge and beliefs into convincing arguments, and to convey meaning through a better-constructed text.

2.1. Writing Proficiency

Teachers, students, researchers or any career seeker must demonstrate the ability to evaluate different points of view, to support their claims and to write analytically by meeting the writing proficiency requirements (i.e. critical reading, reasoning, writing skills, methods and approaches). In other words, "composing an academic essay or filling out a job application depends on the ability of the individual to accurately absorb information through reading and to impart information through writing."(Hamel, n.d).

2.2. Major Writing Approaches

For a proficient writer much of procedure is not required, the process is done automatically and it is circumspect; however, from a novice writer's perspective, there are several elements to be deemed.

2.2.1. The Product Approach

In EFL context, the writing product approach dominated during the behaviourist era since it stresses the idea of learners' familiarisation with the writing sample to produce a correct accurate piece. Again, it focuses on the final product where learners become aware of the text features and linguistic structure pattern through being exposed to different text models. Referring to Klimova (2014)

> The product approach to writing usually involves the presentation of a model text, which is discussed and analysed. According to this model text learners construct a similar or a parallel text. This might seem a mechanical task; however, learners can discover the structure of the given discourse, its linguistic features and how its ideas are organized (p.08)

Additionally, Pincas (1982) enunciated that writing is mainly related to linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices (cited in badger and white 2000, p.1). According to Steele

(2004 cited Kamrul and Akhand 2010, pp.78-79); besides to, Badger and White (2000; pp.153-154) the product-oriented approach procedures are divided into four stages which are summarised as follows:

Stage one (i.e. familiarisation stage): leaners have to spotlight the main writing traits of specific genre by means of scrutinizing a certain text model.

Stage two (i.e. controlled stage): the highlighted features of certain genre are practiced thoroughly in isolation.

Stage three (i.e. guided writing stage): it concerns the outlining and the organisation of ideas rather than the content of the idea itself. Moreover, the main focus is on the smooth flow of ideas and how the general idea will be introduced.

Stage four (i.e. free writing stage): learners start to produce their own pieces of writing by means of comparing. They tend to compete with the authentic output level they are exposed to, in order to achieve a correct accurate final product.

A considerable number of criticisms have entailed the product approach. Campos (n.d) reported that this approach does not encourage learners to write independently since the output is due to text model imitation; as a result, it depreciates their individual creativity, personal and linguistics potential. In addition, the final product is given a strong emphasis rather than the process in itself which may disregard the core of writing skills (Thanh, n.d).

2.2.2. The Process Writing Approach

The process approach arose in the early 1970's as a reaction to the product approach. According to Kroll (1990) "The introduction of the process approach to

writing seems to have been motivated by dissatisfaction with the product approach and current approaches". (Cited in Djidel, 2015 p.21).

In essence, the process approach was defined as a set of stages that makes writers move from the stage of collecting information to the stage of publishing the final work.

Recently, the teaching of writing task has begun to move away from a concentration on the writing product to an emphasis on the process of writing. Writers ask themselves not only questions about the purpose and the audience, but also the crucial questions: how do I write this? How do I get started? (Raimes, 1938, p.10)

Moreover, the process approach focuses mainly on stages of writing rather on the final product. In other words, its central concern is not on the finished work rather on the steps that construct the writing act. Badger and Goodith (2000) stated that the process approach entails the linguistic skills which are pre-writing (brainstorming); composing /drafting; revising and editing, rather than the linguistic knowledge such as grammar rules or content. The process approach considers writing as cyclical (recursive) process since writers constantly review and modify their works as they write, they may produce many drafts before producing the final one. Raimes (1938, p.10) stated that the process writing approach highlights the idea that writers should not expect the first draft to be perfect. Sometimes, learners need enough time and feedback from a teacher to achieve an acceptable piece of writing.
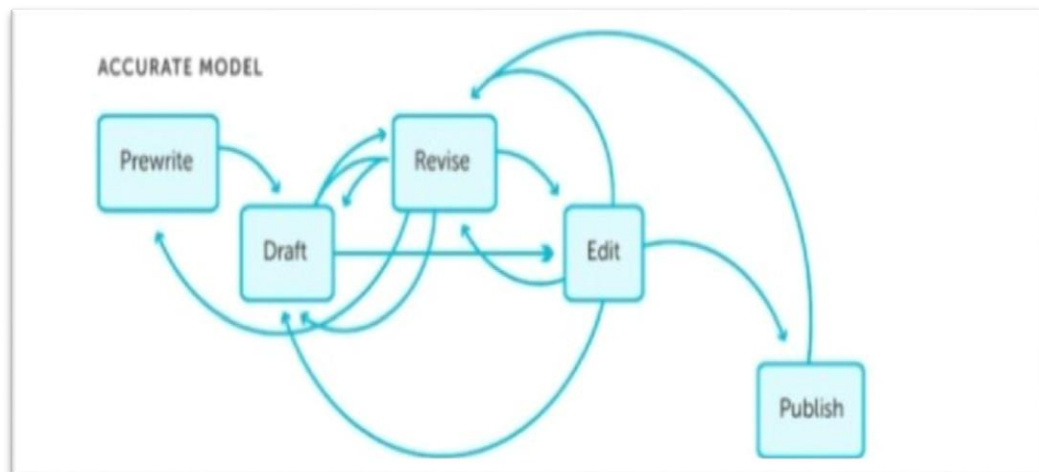
Figure 01 The process approach is recursive, illustrated by Badger and White(2000). This model demonstrates the recurrence of the linguistic skills in writing process.

Badger and Goodith (2000) pointed out that the process approach had been criticized as being a monolithic view since it does not differ between writers' writing styles and what they write ; in addition, the process approach disregarded the role of social context in which the piece of writing is being produced ; in contrast , Hedge (1988, as cited in Badger & Goodith , 2000) presented four components of context that should be considered in pre-writing : the audience ; the generation of ideas ; the organization and purpose of the text.

2.2.3. The Genre Approach

Etymologically, the term ''genre'' is attained from the French language meaning type or kind. Gradually, the word genre becomes utilised in different aspects of life such as literary works, artistic products, biological and social sciences.

The genre writing approach emerged in 1980's emphasising on the importance of the social context and how does the language function in specific situation. As defined by Husan and Akhan (2010) "Genre-based approach considers writing as a

social and cultural practice. The purpose of this writing involves the context where the writing occurs, and the conventions of the target discourse community" (p.81) Moreover, Thoreau (2006) added that the genre writing approach encompasses the typical style of the writer, the objectives from the writing act and the receiver (i.e. the reader). (Cited in Dirgeyasal, 2016 p.2). In other words, the genre writing indicates the choice of words and how the ideas are introduced or explained; besides, to the effect of the written output on the reader.

The genre-oriented approach is described as cyclic strategy in learning since the stages that construct its procedure are dependent on each other. Firkins, Forey, and Sengupta (2007) elaborated three main elements namely:

Modelling a text: it refers to learners' needs, in which the teacher selects a certain type of text in order to expand the classroom activities. As a second step, they (i.e. teacher and learners) operate, decipher or even modify the text to understand its function in relation to communicative purposes. As a final procedure in this stage, learners are guided and assisted to study the vocabulary usage and structural pattern of that genre.

Joint construction: in this stage the teacher and learners collaborate by means of paraphrasing, summarising and implementing what they have learnt as vocabulary, grammar pattern or textual devises to construct writing sample (e.g. using the white board). Furthermore, the teacher permanently monitors his/her students and supplies them with constructive feedback.

Independent construction: relying on a given genre and its main features, students apply what they have learnt independently in their own writing pieces.
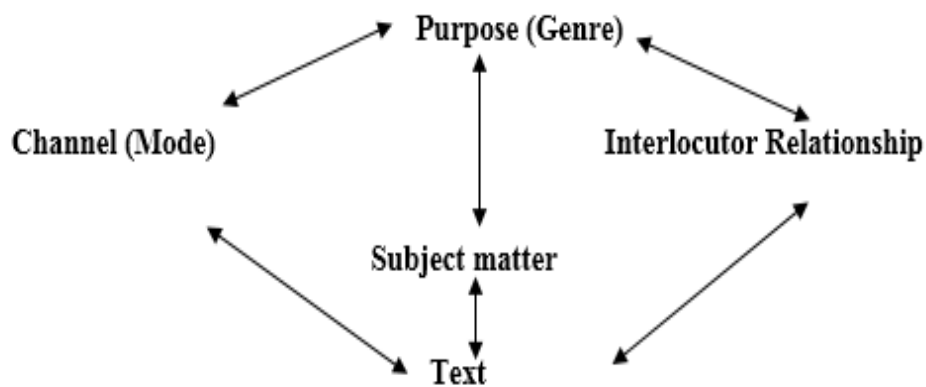
Figure 2: Martin's models of genre (adapted from Badger and White, 2000, p.155)

This model shows the cyclic relationship among the elements that construct the writing procedure.

2.3. Reformulation Tasks in Writing classes

The reformulation task is a new technique that was found in 1970's to construe learners' errors. It allows learners to take readjustment actions on their writing products to improve their writing proficiency. As defined by Farsi (2016)

> Reformulation is a pedagogical technique that provides a special kind of input. Writers compare their original work with a new version that has been reformulated by a native speaker, and subsequently revise their own work. It provides immediate and focused input where learners can find ways to resolve their communication problems. (p.54)

2.3.1. Reformulation Tasks Stages

The reformulation task techniques and procedures are illustrated in four stages which were elaborated by Allwright (1986 cited in Farsi; 2016)

The First stage: based on teacher's instructions, learners are required to achieve an identical written assignment in terms of ideas and organisational patterns in which the final drafts have to be alike among all learners.

The Second stage: teachers consult and review the delivered drafts to depict the inconvenient grammatical and organisational patterns.

The Third stage: the instructor selects one draft as a sample; afterward, he makes certain reformulations on it according to the appropriate grammar framework.

The Fourth stage: the main text and the text with reformulations are duplicated and given to learners. With teacher's guidance, learners are supposed to work in pairs or in groups to analyse and identify those changes by means of comparing and noticing in order to acquire the accurate language ; henceforth, to improve their writing proficiency .

2.3.2. Types of Reformulation Tasks

Within the limitation of reformulation tasks techniques, learners receive their compositions just as they were originally written (no correction provided) then, with the help of the teacher, they have to spotlight their errors and correct them by means of:

Comparison tasks: this intervention allows students to depict and portray mistakes and errors in their drafts to acquire the correct language. According to Farsi (2016) "students will negotiate together about the differences between the original text and the model text of short stories. At the final step in comparison, the students are asked to write their short stories by themselves"

Paraphrasing tasks: As stated by Keck (2010) "L2 writers can add new words, delete words, or change with synonyms words". In social sciences field, paraphrasing is a strategy used to re-explain concepts or passages in different ways to avoid plagiarism.

Description tasks: are rarely used in second language teaching-learning. Farsi (2016) maintained that learners are exposed to visuals (e.g. short silent videos, pictures, or posters…etc.) so as to form a meaningful passages or short stories by their own. At final step, they have to compare their own output with the original version provided by the teacher to detect their errors or discover new patterns.

2.4.Learners' Common Writing Skill Challenges in High Schools

Unfortunately, the majority of learners still fail to develop their writing skills even after finishing school. The reasons for this are numerous, including:

2.4.1. Lack of Feedback

Regardless of the genre, style or approach of writing, feedback is required to improve students writing skill. Teachers assign writing tasks to students; however they desert to provide them with comments which empower their linguistic knowledge. In sum, quality written content should receive criticism (i.e. be it constructive or corrective feedback).   Scott (2014) asserted that" when high school ends, the time comes for students to write application essays, resumes and personal statements. If they do not develop sufficient writing skills, these few papers will immediately show all the weak points in their writing"(cited in Henderson et al, 2019). Cook (2013) clarified that

> Grading papers is often one of the toughest jobs instructors have. In many ways, it is a balancing act: instructors must provide enough feedback, but not too much; they must identify weaknesses, but also identify strengths; they must use specific language, but also comment on the larger context (p. 15)

2.4.2. Insufficient Word Stock

The desire to express oneself and the intention to deliver thoughts is inter-twined with vocabulary bank of an individual. Vocabulary is essential skill in language learning and communication, in both spoken and written forms. Wilkins (2004) asserted that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. (Cited in Rohmatillah, 2014 p.70). Therefore, in order to become better in writing and succeed in transmitting ideas, learners need to expand their word stock and develop a pragma-linguistic ability (i.e. ability to use different linguistic forms to express one idea). According to Anderson (2017)" Vocabulary is not something a child can learn in a day or by reading the dictionary. If you want to help your child enrich his vocabulary, you can always try having a conversation where you insert new words and phrases"

2.4.3. Lack of Writing Practice

Students' time at school is limited to an inconsiderable number of hours; as a consequence, they insufficiently practice the skills they lack in, under teacher's guidance. Referring to Anderson (2017)" parents must work with their children at home and help them communicate better. Put their argumentation ability to test by raising an issue and see how they cope with it, direct them when necessary till they feel how to be consistent."

2.4.4. Interference of L1

In general, writing encompasses learners' linguistic potential and background knowledge to express their interests effectively. Nonetheless, in EFL context, learners' productive skills (i.e. writing and speaking) are influenced by their native language and culture. In simply input, Mackey (1986) defined language interference as a phenomenon

in which learners use features belonging to their mother tongue so as to communicate(i.e. write or speak) in the target language. (Cited in Gonca; 2016). Magrath (2015) clarified that EFL learners cannot truly master any foreign language until they have also mastered the cultural contexts in which the language occurs.

Conclusion

This chapter sought to demonstrate a theoretical understanding of the relationship between grammar competence and writing skills. Section one introduced an overview about grammar accuracy in connection with grammatical competence. Meanwhile, it investigated the influence of the corrective feedback on learners' accurate output besides to its major stages; whereas, section two focused mainly on writing skill. Initially, it presented an overview about writing proficiency besides to three major approaches in writing. Moreover, it discussed the reformulation tasks in writing classes its types and main stages. Finally, the present chapter sheds-light on the main challenges in writing skill in high schools.

CHAPTER TWO: FLIPPED CLASSROOM

Introduction

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Conclusion

Introduction

Flipped Classroom is one of the trendy instructional strategies and a type of blended learning. Therefore, the present chapter attempts to introduce an overview about flipped classroom. It provides a set of definitions; besides, to its importance, pillars, models and approaches. Furthermore, this chapter discusses how the traditional classroom and flipped classrooms are connected. More precisely, it tackles Bloom's taxonomy for flipped learning design. By the end, this chapter includes a critical view and a synthesis about the role of grammar-based flipped learning method on EFL writing skill.

1. Flipped Classroom: An Overview

The concept of flipped classroom becomes of main focus as it satisfies the requirement of the 21st century learners in different domains since the current era mostly relies on web 2.0 platforms, technological devices and exchangeable programs that support learners to be responsible on their own learning process, as it encourages their interactivity, creativity and sense of innovation.

1.1.Historical Background

The idea begins with the Socratic dialogue method in ancient Greece that suggested the learners-centred approach in which they were involved in variety real-life situations to find different solutions. Luker and Muzyka (2016) stated that '' The time honoured Socratic method aims to actively engage students with instructors asking them questions, leading them down a path where they are encouraged to see the connections between ideas''(p.66)

Moreover, Aristotle and classical realism emphasised the idea that knowledge already existed not only on human mind but also in the physical wold. The role of

learners is to discover the truth through questioning, debating and measuring. According to Ebert and Culyer (2007) "Socrates believed and principles of idealism (Aristotle) asserted that knowledge and truth have always existed in human mind. Knowledge itself cannot be created. In other words, learners' role in education is to discover rather than to create truth and knowledge" (cited in Santos, 2017 p.30).

By 2007, two teachers at the Chemistry Department in Colorado started to post their lessons online for their learners who were unable to attend chemistry class. According to Bermann and Sams (2012), "We began to record our live lessons using screen capture software. We posted our lectures online so our students could access them". They added "we were spending inordinate amounts of time re-teaching lessons to students who missed class '' (p.12)

1.2. Definition of Flipped Classroom

"Practice makes perfect "is the key element when flipping the classroom. Learners' role shifts from being a passive recipient to an active participant. The flipped classroom model enables teachers and learners to target the application and the understanding of the material (i.e. content) deeply where learners are supposed to review the beforehand knowledge (material), then with the help of the instructor, they have to interact actively to apply that knowledge during class (i.e. turn the lecture into an interactive working class). According to Nwosisi (2016) flipped classroom is defined as

> a form of blended learning in which students learn new content online by watching video lectures, usually at home, and what used to be homework (assigned problems) is now done in class with teachers offering more personalized guidance and interaction with students, instead of lecturing.

Musallam (2011) stated that the before handed materials are available for students whenever and wherever they need. In addition, materials such as videos and screencasts help them to play, stop, pause or re-play the lecture to take notes. Learners are even able to re-watch or review that material several times before coming to class in order to be better prepared (cited in The Flipped Learning Network (FLN) 2014).

1.3. Flipped Learning Pillars

Flipped learning and flipped classroom are not interchangeable terms. Flipped learning is an extension of constructivist ideology. It refers to an approach where teachers implement a variety of methodologies based upon four pillars (Flexible environment, learning culture, intentional content, professional educators). Pearson's School Achievement Services (2013) identified the key features, or pillars, of flipped classrooms that allow Flipped Learning to occur adequately.

1.3.1. Flexible Environment

Teachers have to be flexible in their expectations for learners' timeline learning and assessment. For example, teachers have to establish spaces which permit learners' interaction and reflection to be in its high extent (they choose when and where they learn). Furthermore, flexible environment provides a variety of learning strategies to accommodate learners' needs.

1.3.2. Learning a Culture

There is a shift from a direct instruction model to learners-centred learning (i.e. learners take responsibilities for their learning). Learners are exposed to different content of greater depth outside the confinement of the classroom ; whereas , in-class time is devoted to optimise their interaction. As a result, teachers will ensure students comprehension and maximise their synthesis to material.

1.3.3. Intentional Content

Educators assess and create the relevant material to be used directly as an efficient tool to make learners explore certain concepts or learn a particular skill. In other words, to help learners have a better understanding, educators think perpetually about how they should apply the flipped learning model (constantly make modifications). Again, educators use intentional content to arrange a variety of learning strategies like group work or problem based to make the content accessible to all learners and to optimise face-to-face classroom interaction.

1.3.4. Professional Model

The role of teachers when flipping classrooms becomes of substantial paramount and more demanding since it aims to facilitate learners' learning instead of directing them. Furthermore, teachers decide when, where and how to shift between different learning modes. Teachers have to observe learners' performance constantly, provide them with relevant feedback, guide them to master the content and assess their achievement appropriately.

2. Importance of Flipped Classroom

At its best, the flipped classroom model offers the academic community and the instructional stuff members the benefit of greater control over the learning process.

2.1.An Assistant for Absent Students

In traditional learning method, the teacher sometimes used to re-explain the content for those students who missed the class. However, with the implementation of the flipped model, learners become engaged to the material in anytime at anywhere. It makes learning flexible for them. According to The Flipped Learning Network "students today are busy busy busy .Many are over programmed, going from one event

to the next. Our students appreciate the flexibility of the flipped classroom because the main content is delivered via online videos." As a consequence, teachers keep their classes updated and support their learners to shift for autonomous learning mode

2.2.The Teacher-Student Interaction is Increased

Unlike the traditional method which offers one way communication (i.e. teacher delivers lecture and students take notes), the implementation of flipped classroom allows both learners and teachers to discuss deeply the content and questions in mind. referring to Bergmann and Sams (2012) "teachers plays vital role in the lives of their students , they are mentors , friends , neighbours and experts. Having face-to-face interaction with teachers is an invaluable experience for students." (p.52)

2.3.Allowing for Differentiation

Flipped classroom provides opportunities to individualise and personalise students' learning, by negotiating the main content objectives with each student in the class, taking into consideration their individual abilities, styles, and strategies. According to Bergmann and Sams (2012), "one of the struggles in today's schools is accommodating a vast range of abilities in each class". They added '' since we were able to meet with each student every day, we were to individualise instruction to meet the individual needs of learners "(Bergmann & Sams, 2014)

2.4.Students' Ownership of Their Learning

When flipping the classroom, students are able to manipulate their teachers' presentations. Students can stop, pause rewind and play videos which are made by their instructors. Bergmann and Sams (2012) stated

When we give students the ability to pause their teachers, they have the chance

to process at the speed that is appropriate for them. We especially encourage

students who process more slowly to use the rewind button so they can hear us explain something more than one time

They added that pausing help students with time management. They may cut the lecture into short segments to learn on their own schedule (Bergmann & Sams 2014).

2.5.Flipping Influences Classroom Management

Learners who intentionally create disturbance in class are directly influencing teacher's ability to instruct. Learners with disruptive behaviour attempt to gather audience and gain colleagues' attention. However, with the implementation of flipped classroom that disruptive behaviour has been changed. They become immersed and involved in learning. Pearson's School Achievement Services (2013) depicted that

> Students who needed an audience no longer had one. Because class time is primarily used for students to either do hands-on activities or work in small groups, those students who were typically a distraction become a nonissue. They either did not have an audience or they were no longer bored and were willing to dive into the learning.

2.6.An Assistant for Absent Teachers

Several reasons may affect teacher's presence at school: sickness, conferences, pedagogical meeting and so on. However, with the creation of educational online materials, students are no more left behind. Bergmann and Sams (2012) "Creating instructional videos is a great way to prevent students from getting behind. Even if you don't completely flip your classroom, you could create short videos for when you are gone and redeem the time you are out of your classroom '' (p.40)

3. Flipped Classroom Implementation

Flipping the classrooms includes three main steps: planning, production and distribution.

3.1. Planning

Teacher's plans have to be precisely elaborated in order to meet the effectiveness of flipped classroom. According to Lutz and Wolff (2016) "A successful Flipped Classroom requires detailed planning. Understanding the purpose of 'flipping' the classroom is the first important step'' (p.22). They added that it is superfluous to flip the entire course from the beginning. However, the teacher needs to consider students' needs and preferences besides to the outcomes on their perception Mehring(2018) asserted that

> Before you undertake any significant project, it is a good idea to document the point from which you are starting—your baseline. Take the time to gather records such as grades and student evaluations and other data that has an impact on why you want to make changes. Also, take some time to record your own thoughts on what you— and your students—are doing well, what you want to change, and why changes are needed

The content that focuses on basic concepts or straight applications is pertinent for flipping. Furthermore, planning involves decision making about the appropriate tools to be used when flipping the classroom. Again, teachers need to check whether the planned tools (i.e. the material intended to be implemented in order to deliver the lecture) are available or not. According to Lutz and Wolff (2016) "Videos or audio lectures should not be considered as separate structural components from in-class activities but as an integrated part of the design."(p.56)

3.2.Production

Aside from off-line tools such as reading, online lectures involves three mains aspects.

- **Whiteboard approach**

It metaphorically refers to the virtual whiteboard known as smart interactive board. Hutt (2017) described whiteboard as

Instructional tools which allow for computer images to be accurately displayed a board with the help of a digital projector. The elements on the board can then be manipulated by the instructor using a mouse, stylus, pen or his finger.

- **Screen Capture Approach**

It is also known as screen-casting approach. It refers to the process of recording what the teacher is doing on his/her computer, tablet or any virtual screen. Lutz and Wolff (2016) described the screen capture recording as a tool that allows teachers' voices to be recorded separately from the presentation ".

- **Audio-only format**

It is considered as a simple method to flip the classroom, since it is available in variety of devices such as mobile phones, recorders or radios. Moreover, teachers usually have to edit short segments if it is needed. According to Lutz and Wolff (2016) "audio recording is a quick and effective way to deliver a lecture online .It requires a mobile device such as smart phones , message recorder or tablet "(p.81)

Wajeeh (2016) suggested another tool to flip the classroom online through wiki-spaces, which allow teachers to arrange lectures and save them online. She noted that

This tool is being used by a number of teachers and institutions due to its simple interface and flexible use. And being free doesn't hurt, either. If you are a teacher it would be a lot easier for you to use this tool then setting up your own website.

3.3. Distribution

It refers to the accessibility to the uploaded file using a variety of platforms pre-determined by the instructor. Lutz and Wolff (2016) stated that once the video or audio recordings are finalised it is necessary to enable students to access file.

Moreover, distribution can be in form of streaming where students use computer network to receive the data transmitted lively and directly. Referring to Lutz and Wolf (2016) "streaming allows students to view or listen to files while at the same time downloading the file without having to wait for the download to be complete ".

4. Flipped Classroom Model

The ensuing section shares an illustration about three unique models of how a teacher can invert his/her class.

4.1. Traditional Model

It inverses the traditional teaching-learning process. Learners are supposed to take lectures at home through watching recorded videos online; whereas, the in-class time is devoted to students-teacher discussion to ensure their perception to knowledge. Besides, learners are able to practice key concepts by doing a variety of tasks, activities and drills in order to receive individualised feedback. According to Ozdamli and Asiksay (2016)

> In traditional flipped classroom approach students come to class by watching the lecture video of previous night. The lesson starts with short

questions and answers. If there are points in lecture that are not understood, they are explained comprehensively. In the rest of time, the teacher makes activities based on questioning and gives one to one support to students. (p.5)

4.2. The Partial Flipped Classroom Approach Model

It refers to the switch from the traditional method to flipped format within the same course depending on the difficulty level and the importance of the lecture being taught. Springen (2013) described it as only a "partial flip" because it represents only partial implementation of Sam and Bergmann's traditional practice (cited in Bajurny ,2014).

4.3. Holistic Flipped Classroom Model

The classroom would be equipped with variety of educational technology tools and the course structure could be more flexible where the teacher is able to implement different learning aspects (i.e. moves learning outside classroom confinement such as internship and cooperative education which integrates both theory and practice through field based experience). In addition, the four pillars (i.e. Flexible Environments, Learning Culture, Intentional Content, and Professional Educators) of the flipped learning model are interposed within the holistic model. Chen ,Wang ,Kinshuk and Chen (2014) .

Building from the four pillars of F-L-I-P (Flexible Environments, Learning Culture, Intentional Content, and Professional Educators), the proposed research and design model named "FLIPPED" adds three extra letters P-E-D (Progressive Activities, Engaging Experiences, and Diversified

Platforms) to the F-L-I-P acronym. This model was implemented in a "Holistic Flipped Classroom".

To Synthesise, one model does not have a supreme advantages or drawbacks over the other one, since the three of them are integrated similarly. Owing to the fact that the implementation of a certain model is determined by the difficulty level of given lecture and its main objectives.

5. The Flipped Classroom as an Approach

In this blended learning approach, face-to-face interaction is mixed with independent-study usually via technology and it entails four main aspects :

5.1.Flipped Classroom Technology

When implementing the flipped learning design, the classroom moves from being face-to-face lecturing to technology centred environment and more communicative based format. However, the instructor is not supposed to be an expert in technology to flip his/her classroom since s/he can rely on quotidian and simple tools to deliver the content of a given lecture such as e-mails, Facebook, whatsApp and Viber. Ozdamli and Asiksay (2016) asserted that in order to apply the flipped classroom model it is not necessary to be a professional video producer. It is possible to use any source that explains the subject (PDFs , Records Sounds , Websites). Tucker (2012) added that flipped classroom educators do not need to prepare their own videos ; instead , they can search lectures from internet sites as Khan academy , Youtube or TED sections (cited in Ozdamli and Asiksay (2016)). Laurillard (2009) concluded that The pedagogical affordances of technology can foster a new means of intellectual expression and creativity; moreover, "it creates opportunities for personalised learning and feedback'' (Puentedura 2006, cited in Reidsema 2017)

5.2. The Role of Teacher

Teacher's role becomes more important when integrating the flipped classroom model. S/he is not supposed to control everything related to students' learning as they need some freedom in class. In other words, teacher's role shifts from being a controller to a facilitator and observer to increase students' engagement and participation during class time. Carnevale (2020) pointed out that "In a flipped classroom, the teacher does not give direct instruction. Their role becomes one of a facilitator who sets up the content, maps out homework, and provides a welcoming learning space that students can explore in ". Furthermore, to make sure that learners are getting what they need and to optimise their productivity and engagement, the teacher may opt for different strategies through personalising their learning and providing individualised feedback. Fyfe (2020) affirmed that

> Teachers can also look for opportunities to individualize learning by using different groupings in the classroom. Maybe students that need a little extra help can use this opportunity for some one-on-one time with the teachers. Or some small groups can be formed to practice the material and engage further in that high level thinking.

5.3. The Role of Students in Flipped Classroom

Flipped classroom model emphasises on the idea that learners become responsible on their own learning where they are expected to work individually outside the boundaries of classroom through preparing pre-class work i.e. watching lecture videos in order to gain the basic concepts; whereas, class time is devoted to foster learners' productive abilities by making them performing different tasks and be engaged in variety of activities whether in groups , in pairs or individually. Carnevale (n.d) summarised students' role in four main points:

- **Perform tasks outside class time:** through reviewing the assigned online lessons at home.

- **Work on self-guided learning activities during class time:** perform a variety of tasks and activities during in-class time independently.

- **Self-advocated when support is needed:** ask for teachers' guidance or peer help whenever it is needed.

- **Engage in the material on own terms:** it refers to learners' autonomous learning.
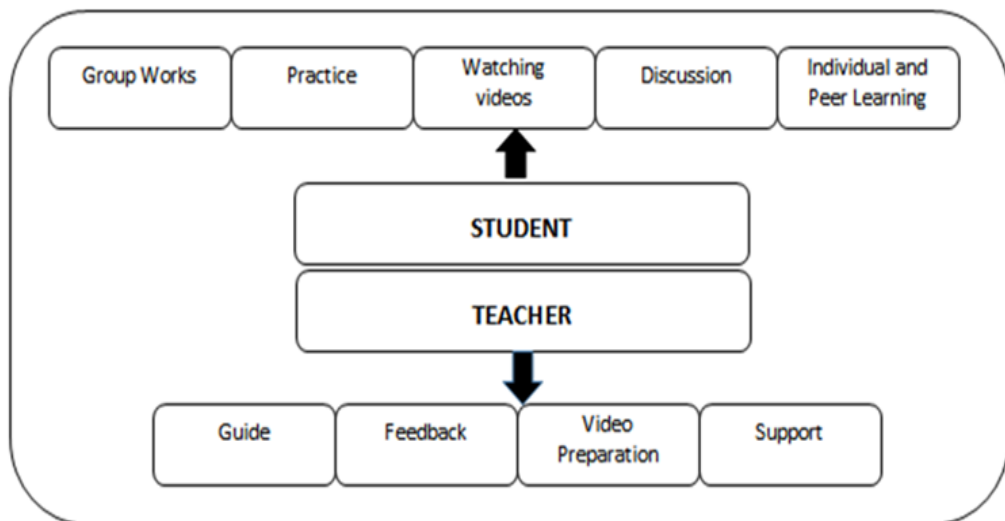
Figure 03 Teachers'-Students' Tasks in Flipped Model. Adapted from Fyfe (2020). This diagram demonstrates that students shift to autonomous learning mode :whereas, teachers have to take responsibility of the lectures' quality while playing the role of the monitor

5.4. Academic Challenges

When shifting the instructional paradigm, teachers need to consider several factors to coordinate adequately with the flipped classroom requirement; hence,

students' effective learning will take place. In essence, lack of assistance, the required equipment and design challenges may constrain the effectiveness of flipped model's implementation. For example, poor quality of video conferencing technology, besides to antiquated ICT materials are the main reasons to impede the success of teachers' lectures delivery (Promethean, 2016). Otherwise , collaboration between teachers and faculty stuff is necessary to assign a pre-work to certain class and to possess a potential ability to learners who cannot cooperate with the flipped classroom due to technical problems such internet easy access and unavailability of advanced devices(Toronto library , 2019)

Moreover, students' discipline toward the flipped model play an important role in the effectiveness of their learning i.e. students' self-commitment to pre-class assignments' reviewing is the major factor to absorb the lecture's aims.

6. Bloom's Taxonomy for Flipped Design

Recently, with the emergence of the flipped teaching model which denoted the idea of inverting the components that constructed the learning environment, the pyramid that arranged the learning aspects suggested by Bloom has also been inverted.

6.1. Bloom's Taxonomy: An Overview

Benjamin Bloom created it in 1956 in collaboration with other researchers to identify the levels of educational activity and to demonstrate how learning is structured from a simple stage to the complex one. They defined three domains of knowledge: cognitive /mental skills, affective /attitudinal areas and psychomotor/physical skills

The cognitive domain (Bloom, 1956)" involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual

abilities and skills'' (cited in Ministry of Electronics and Information technology in India,2019)

The affective domain (Krathwohl et al ,1973) « includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes » (cited in Ministry of Electronics and Information technology in India 2019)

The psychomotor domain (Simpson 1972) "includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. ». Recently, the classification was updated to include six levels to process learners' learning:

Knowledge : it is the simplest unit in the hierarchy known as remembering phase. Its major objective is to store and retrieve information when they are needed Bloom et al (1956) pointed out that it refers to recognizing and recalling relevant knowledge from long term memory

Comprehension: otherwise known as understanding. The core feature of this level is that learners build accurate and appropriate knowledge through participation and communication. Anderson et al (n.d) defined comprehension phase as a process of constructing meaning from oral, written or graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.(cited in Bennett ,2008 , p.02)

Application : is assigned to the use of the acquired concepts and the operation of what has been learnt in new situation. Bloom et al (1956) designated that" students' knowledge application encompasses the use of facts , techniques and different rues to solve problem in new situation " (cited in The Peak Performance Centre (PPC) ,2019)

Analysis: denotes the intertwined relationship among different parts of knowledge, how they interact and function in an overall structure. Bloom et al (1956) delineated the analysis phase as breaking information into different parts to categorise , classify and compare them , to deduce , infer or examine the relationship among knowledge sections.(cited in The Peak Performance Center ,2019)

Evaluation: it assesses the social cultural values, religious or historical absolutes; besides, it judges individuals' justifications. According to The Peak Performance Center (2020) " learner is able to present and defend opinions by making judgments about information or validity of ideas based on a set of criteria"

Creating: its emphasis is on the production of ideas, how learners plan, generate and project their schemas .according to Deller (2019) '' creating something original or substantially new is considered to be the highest level of thinking ''

6.2.Expending Bloom's Taxonomy to Flipped Learning

In the conventional classroom, thus the traditional bloom's model, the teacher tends to present new materials and make learners understand certain concepts. On the same preface, students are responsible for the higher level of information processing and understanding i.e. analysing, creating and applying. On that premise, the flipped learning model provides a fundamental change in the nature of learning process, thus classroom activities, where Learners focus on lower functions (acquisition, remembering and understanding) relying on themselves in which they may define key concepts , review specific topic and identify relevant themes as pre-class tasks ; whereas , difficult skill of analysing , creating and applying are done in-class under teacher's assistance , guidance and feedback. Lutz and Wolf (2016)

In Flipped Classrooms the lower-order learning activities happen outside of classroom when students view the video lectures. The freed-up classroom time

allows teachers to engage in higher-order learning. Higher-order learning activities are of particular importance for law classrooms as they enable students to foster critical thinking skills and practice the skills they acquired through viewing the videos. (p.101)

Synthesis

The flipped classroom model can be an innovative strategy to teach grammar lessons for millennial EFL learners as they grow in digital era. Several studies indicated the effectiveness of flipped classroom model on the improvement of grammatical competence and its significant influence on the writing and speaking performances. This type of teaching method gave rich and meaningful learning activities since it helped the teacher to provide an individualised feedback, enhanced students-teacher interaction and made those learners' less dependent on their teacher.

Conclusion

From a practical perspective, quietly, these blended learning programs vary from school to another; on the other hand, looking from a narrowed angle, flipping the classroom does exactly what it sounds like. It completely reverses the traditional learning dynamics. Recently, it is spreading across more and more educational institutions, as it seems to better respond to the learning needs of children living in today's ever more connected world as well as it promotes flexible, personalized and interactive environment

CHAPTER THREE : METHODOLOGY AND DATA ANALYSIS

Introduction

1. **Research Methodology : Rational and Choices**

1.1. Population and Sample

1.2. Research Approaches

1.3.Research Design

1.4. Data Collection Methods

1.4.2. The Treatment

1.4..1. The Aims

1.4..2. The Structure

1.4.2. The Questionnaire

1.4..1. Piloting and Validation

1.5. Data Collection Procedures

1.6. Data Analysis Procedures

2. **The Results of The Study**

2.1. Tests' Results

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3. **Discussion and Synthesis of Findings**

Conclusion

Introduction

The present study aims to investigate the effect of implementing grammar-based flipped classroom on the improvement of EFL learners writing skills. Hence this fieldwork chapter, initially, elucidates the underlined methodology elements of our study namely research approach, research design, sampling techniques, and data collection tools. Furthermore, it illustrates the collected data which are analysed and discussed attempting to extract the relevant findings and interpretations.

1. **Research Methodology: Rational and Choices**

   1.1.Population and Sample

The choice of learners of English at Bacha private school (BPS) in Biskra as our research population is likely driven by their characteristics (i.e. participants are from different public high schools which made it heterogeneous-based group) ; besides to their level as beginners which suits the present study type.

Based on the convenience sampling technique a group of (10) learners was chosen, as they satisfied our research objectives, in addition to; the facility of accessibility to the population which meets the needed criteria. According to Dornyei (200, p.17)

> Convenience samples are rarely completely convenience-based but are usually partially purposeful, which means that besides the relative ease of accessibility, participants also have to possess certain key characteristics that are related to the purpose of the investigation.

1.2. Research Approach

Any research should be systematic and presented within an organised framework to achieve a valid, reliable and dependable results. Henceforth, the present inquiry employed a mixed methods approach since the main aim was to investigate the effectiveness of grammar-based flipped classroom on EFL learners' writing skill. This research approach was selected in acquiescence with the nature of our study that requires a full understanding of the phenomena. Referring to Denzin (1978)

> The key tenet of mixed methods research, namely that methodological triangulation can help to reduce the inherent weaknesses of individual methods by offsetting them by the strength of another, thereby maximizing both the internal and the external validity.

In other words, the mixed methods approach simultaneously appoints qualitative and quantitative tools to collect and interpret data which contributes to the credibility of research outcomes.

1.3. Research Design

Relying on the nature of the research, its approach and objectives, the adopted research design is a quasi-experimental and a case study. In more details, the quasi-experimental design falls under quantitative strategy which allows testing the effect of grammar-based flipped classroom on EFL learners' writing skills for the reason that it is considerable to be the most symmetric design among the others. According to Rogers and Revesz (2019) "a quasi-experimental studies do not require a true control group, but may include a comparison group. A comparison group is an addition experimental group that receives a different experimental treatment"(p.03). Furthermore, a case study was chosen as a representative to qualitative design for the

sake of describing accurately our limited case. Referring to Kumar (2011) '' the case study, though dominantly a qualitative study design, is also prevalent in quantitative Research'' (p.55). He added ''in a case study design the 'case' you select becomes the basis of a thorough, holistic and in-depth exploration of the aspect(s) that you want to find out about''(p.56). Within the same regard, we are seeking to compensate the advantages and scarcity of each research design to secure the best of both and to gain credibility to the given outcomes.

1.4. Data Collection Methods

To pursue the aim of testing research hypothesises and answering research questions, a targeted data need to be collected, analysed and interpreted to attain specific outcomes. Accordingly, our research involved a pre-test followed by a treatment phase where we examined the role of grammar-teaching based flipped classroom on EFL learners writing skills. At the end, a post-test took place. Besides, a questionnaire was administered to research subjects for the sake of conceiving their perception on flipped classroom model. According to Creswell (2013) '' Objective data result from empirical observations and measures. Validity and reliability of scores on instruments lead to meaningful interpretations of data''(p.29). Moreover Campbell (1963, p.72) asserted that

> For pre-tests and post-tests separated in time by several months, mortality can
>
> be a problem. If both samples are selected at the same time, as time elapses,
>
> more members of the selected sample can be expected to become inaccessible,
>
> and the more transient segments of the population to be lost […] in some
>
> settings, as in schools, records will make possible the elimination of the pre-
>
> test scores of those who have become unavailable by the time of the post-test

1.4.1. The Treatment
1.4.1.1.The Aims

The major intent towards employing a pre-test and a post-test was to examine

the impact of grammar-based flipped classroom implementation on EFL learners'

writing skill.

1.4.1.2. The Structure

It is worth mentioning that the pre-test group and post-test group are the same

(i.e. same participants both experimental groups). The experiment was conducted

during eight weeks and it involved three stages namely: pre-test, treatment and post-

test. The following are the treatment stages that we have applied.

First of all, the pre-test was conducted to diagnose learners' grammatical

competence and how they were able to implement their knowledge into their pieces of

writing. In other words, the purpose of the pre-test was to assess participants' overall

background knowledge on grammar to develop an inclusive idea of their level through

a written test which included a free writing of a medium-length paragraph (maximum

fifteen lines) about specific topics , that is to say sports , food , hobbies , social media ,

travelling , dreams or personal experience. (See Appendix O)

To continue, after arranging the sessions with Bacha school administration and

the principal teacher, we started our first session on the 25th of January 2020 at 8:30

A.M. we had one session, of one hour and half, per week during six successive weeks

in which participants' commitment was remarkable.

The treatment of the study consisted of six grammar lessons (see appendices A-

N) that addressed learners' main weaknesses in grammar. In more details, grammar

lectures were assigned as homework in a PDF format, PowerPoint slides, or videos posted on Instagram , Facebook, or Whatsapp ; whereas, in-class time was devoted to practice , discussion and providing feedback. To remind, the aim through the treatment phase was to make participants, to some extent, develop certain level of competence in grammar. Also, we sought to investigate the effectiveness of the flipped classroom model (FCrM) on grammar learning; consequently, improving the writing skill.

At the end, after we applied the alternative model (FCrM) , we have opted for the post-test (see appendix P) in which our main focus was to measure the changes occurred in participants' skills towards grammar rules; henceforth, to test the efficacy of the alternative model on their writing performance.

1.4.2. The Questionnaire

Students' Questionnaire (see appendix S) was administered online to a heterogeneous group of learners who participated from different high schools (i.e. 10 participants from different school background and being exposed to different teaching methods and tools); however, they shared the same level (i.e. second year high school learners). The questionnaire was designed to investigate learners' perception and attitudes towards the relationship among grammar competence, writing performance and most importantly the flipped classroom modal. Furthermore, it was evolved to gain an insight on the main causes behind EFL learners' inaccurate writing output.

The questionnaire was semi-structured in nature (open-ended and close-ended questions), arranged to include 15 questions divided into five sections (see appendix S), with the objective to extract the necessary information about phenomena under investigation. Before submitting the questionnaire's final draft online, we distributed copies to students for piloting and validation. Accordingly, students' questionnaire structure was as follows:

The first section entitled "learners' learning background" includes five questions which aims to explore learners' background streams (Item 01) in their high schools (e.g. mathematics, experimental sciences, foreign languages …) and to track if the numbers of hours devoted to learn English as a foreign language in their high schools is sufficient to improve their writing performance (Item03). Also, it extracts learners' views towards the unsatisfactory level of grammar (Item 04) and spotlights their learning weaknesses (Item 02) in relation to variety of methods they had been exposed to (Item 5).

The second section incorporates three questions that describe the importance of elaborating accurate grammar knowledge. In more details, the important question focalizes on the connection between acquiring an accurate grammar knowledge and the improvement of the communicative competence (Item 06). Afterwards, the next question (Item 07) seeks to depict the merits of learning grammar according to participants' perception. Finally, the third question intends to identify the utility of receiving a feedback in the improvement of the grammatical competence.

The third section composes of three questions which targeted learners' frequent practices of the writing skill (Item 09) aiming at identifying the major reasons behind their dissatisfaction on the written output (i.e. Item 11 involved the ranking form). In addition, it investigates the main challenges encountered during the production phase.

The fourth section entitled '' Grammar accuracy, a bridge to writing skill'' deals with interrelationship between the mastery of grammar rules in order to achieve accurate written output. It includes two questions in which the first one attempts to portray the effect of intensive grammar practice inside the classroom on the writing performance according to participants' opinions ; whereas, the second question stresses

the importance of receiving feedback when practicing grammar during in-class time, to improve EFL learners' writing performance.

Finally, the fifth section consists of four questions that are exclusively concerned with the flipped classroom model. The first question seek to describe participants' commitment towards online tools (i.e. self-independence, without teacher's assistance) in order to grasp grammar knowledge. Furthermore, both of the second and third questions attempt to demonstrate the amount of effort spent by those learners during in-class time or at home. Ultimately, the last question includes a set of statements that concerns the implementation of the flipped classroom model where participants must identify the extent to which they do agree or disagree with each expression.

1.4.2.1.Piloting and Validation

In order to assess and edit students' questionnaire in terms of content, level of difficulty, nature of items, structure and layout, this version was piloted with three learners from the population, accordingly, we have included an "opinionnaire" section. In more details, the questionnaire was programmed to be handed personally; however, due to the abrupt decision taken by the government to apply the quarantine as a result to COVID-19 pandemic, we had opted for the online version, where we relied on Facebook, Instagram, and Whatsapp to administrate it.

1.5.   Data Collection Procedures

Prior to our tests and based on our request, the experiment was accepted to be held at Bacha private school (BPS). However, it was challenging to oblige the students to participate in our treatment. On the 25th of January 2020 at 8:30 AM, and with the help of the principle teacher at BPS, our participants received a detailed explanation and instructions about how to proceed with the experiment. In more details, the pre-

test was planned to be taken by (28) students from two different groups in two separate sessions; however, due to students' commitment and time restriction, only (10) participants of the same group have answered this test in one hour. After being pretested, the treatment phase started and lasted for six separate sessions (i.e. one session per week).

Accordingly, each session was divided into two phases. The first phase took the form of home activities in which grammar lectures were assigned as homework to participants. Supposedly, the posted lectures (on Facebook, Whatsapp, Instagram and researcher's blog) had to be checked out by learners before coming to class, they have to take notes, prepare question(s) or highlight certain points to be clarified; whereas, in-class time (i.e. second phase) was devoted to clarify and discuss ambiguous points in a given lesson, practice and perform activities (individually, peers, groups) associated with appropriate feedback.

At the end, the post-test was designed to involve the flipped classroom notion in which participants need to review three posted videos (on online platforms/ see appendix N) that treat three different topics. During in-class time, those participants were required to choose one topic and develop a short to a medium length paragraph (maximum 15 lines) about it, taking into account the grammar lessons taught during treatment phase.

However, due to Covid-19 pandemic, the administration of students' questionnaire was delayed for two weeks from the post-test; as a result, we opted for the online version in order to collect qualitative data that concerns participants' perception toward the suggested model (FCrM).

1.6.Data Analysis Procedures

As for the quasi-experimental design, the scores obtained from the tests were analysed and interpreted using equivalent statistical formulas as well as tabulations and graphs. The findings were compared with pre-defined values for the sake of confirming the hypothesis. As for the questionnaire, the resulted answers were summarised in graphs and figures which facilitates reaching a valuable conclusion.

2. The Results of the Study

2.1.Tests' Results

As a final stage of the treatment, learners scores in the pre-test and post-test were summarised graphically (see table 1) and statistically in the following table which displays the main aspects taken into consideration in the correction process. To elaborate, we have focused on learners' grammar usage, the writing techniques and the writing mechanisms (i.e. paragraph organisation and punctuation). However, our main emphasis was on the accurate grammar production.

Table 01

Students' scores in pre-test and post-test

N	Learners' names (initials)	Pre-test scores		Total (/20)	Post-test scores		Total (/20)
		Grammar accuracy (/10)	Writing techniques (/10)		Grammar accuracy (/10)	Writing techniques (/10)	
1	A.R	04	05	09	05	06	11
2	A.Dj	06	07	13	06	07	13
3	I.Ch	07	05	12	08	05	13
4	N.H	03	03	06	05	04	09
5	S.G	07	06	13	08	06	14
6	M.K	5.5	6.5	12	07	07	14
7	M.Z	05	06	11	5.5	5.5	11
8	I.Z	4.5	7.5	12	5.5	6.5	12
9	A.M	05	04	09	4.5	4.5	09
10	N.M	06	06	12	7.5	7.5	15
				Sum Σ=109			Sum Σ=121
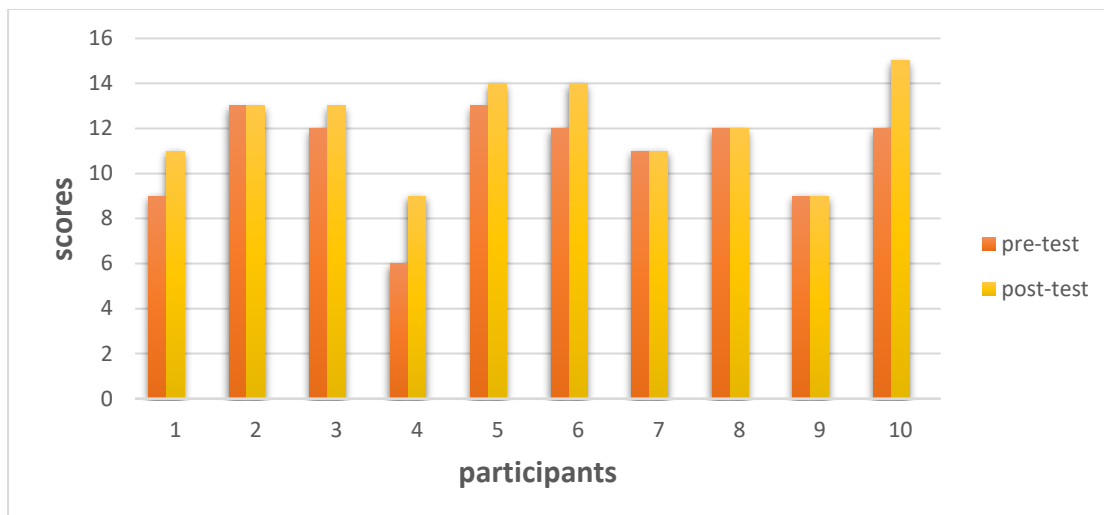
Figure 04 The difference between students' scores in pre-test and post test

Table (01) and figure (04) demonstrate participants' scores in both pre-test and post-test in writing skill before and after integrating grammar based flipped classroom. As a general observation, we have noticed that there is a significant change in participants' results where the highest score in pre-test was 13 (out of 20) obtained by two participants; whereas, the highest score in post-test was 15 (out of 20) scored by one participant , followed by the grade 14 attained by two students. This assumption is reinforced and expressed in the sum of scores (109 vs. 121) with a difference of (12) degrees between both sums.
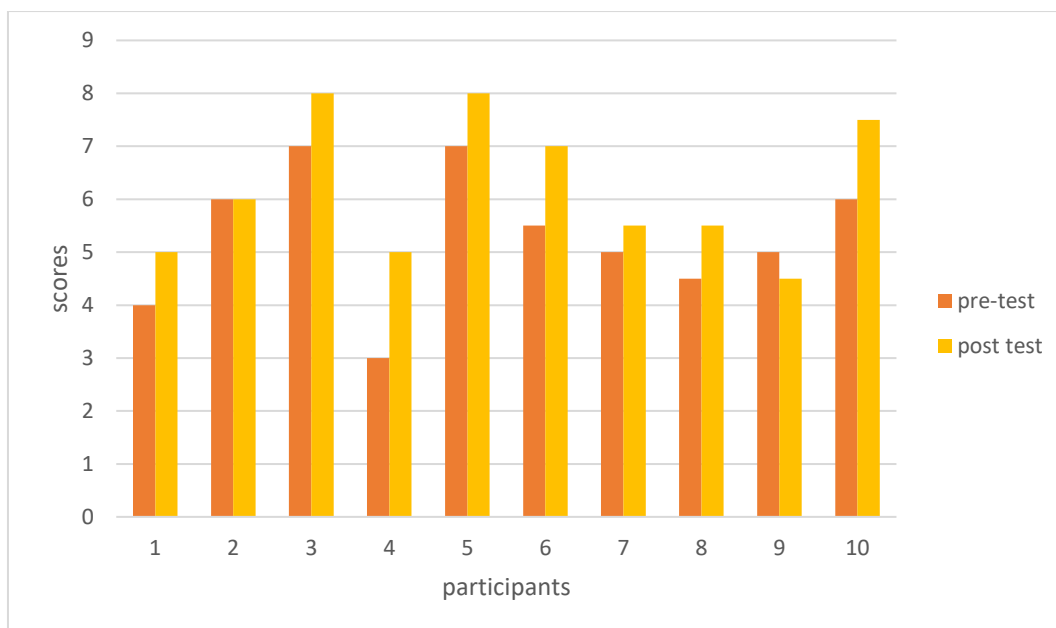
Figure 05 The difference between students' grammar accuracy scores in pre-post

tests
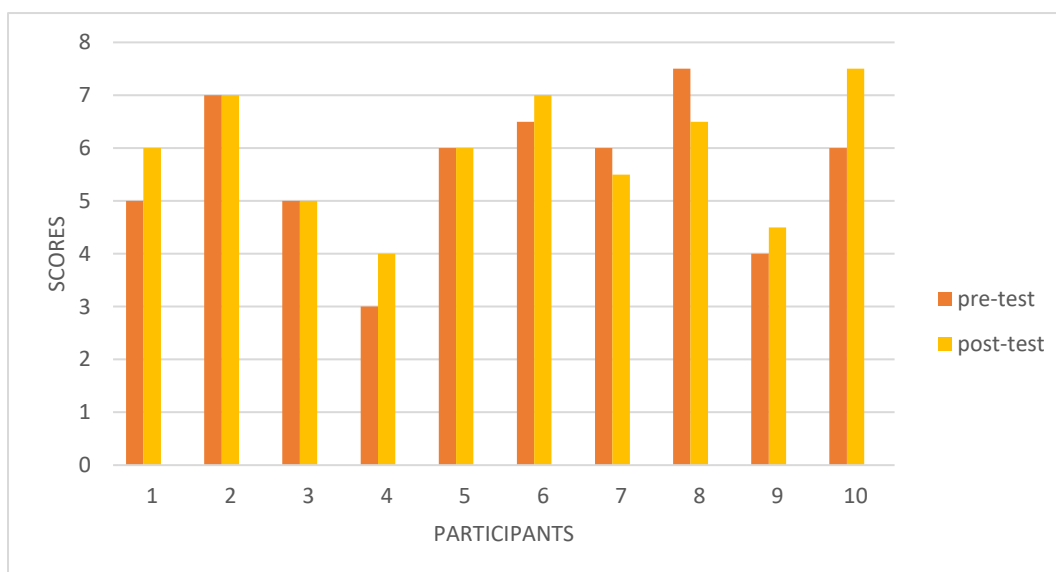
Figure 06 The difference between students' writing techniques and mechanisms

scores in pre/posttest.

In more details, figure (05) shows that there is a noticeable alteration among

grammar accuracy scores between the pre-test and post-test. This difference can be

explained by means of the success of the alternative model of grammar teaching i.e. the

flipped classroom. However, that stability was not observed in writing technique and mechanisms scores (figure 06). As we can notice, the scores changes are varied from one participant to another.

Table 02

Students' scores frequency table pre/post test

Tests	Score interval	Frequency	Percentage %
Pre-test	>16	00	0%
	16-14	00	0%
	14-12	06	60%
	12-10	01	10%
	< 10	03	30%
Post-test	>16	0	0%
	16-14	01	10%
	14-12	05	50%
	12-10	02	20%
	< 10	02	20%

The difference between the pre-test and post-test scores is salient, basically when comparing the highest range scores of both tests. Moreover, for the sake of making postulate relevant implications of the scores values in connection with our treatment, we need to highlight certain points related to range scores.

For the pre-test, we notice that:

- The scores range from 6 to 13 with supremacy of 12 and 13 (60%)

- Three scores (30%) were below the average, on the other hand, there were seven scores (70%) above the average.

- The highest score was 13; whereas, the lowest score was 06

- The highest score frequency interval was (14-12) with percentage of (60%)

For the post-test, we notice that:

- The scores range from 09 to 15 with supremacy of 13 and 14 (50%)

- Two scores were below the average (20%); whereas, eight scores were above the average (80%)

- The highest score was 15 (10%) , on the other hand , the lowest score was 09

- The highest score frequency interval was (14-12) with percentage of (50%)

2.1.1. Calculations

Relying on descriptive and inferential statistics parameters. The following needs to be considered.

2.1.1.1. The Mean

It is represented by $\bar{X}$, and it refers to the average of data set. The mean is found by summing all the values in a data set divided by number of values (Howitt and Cramer, 2005). It is given by:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X}.pr = \frac{109}{10} \qquad , \qquad \bar{X}.po = \frac{121}{10}$$

$\overline{X}$.pr = 10.9 , $\overline{X}$.po= 12.1

2.1.1.2. The Variance

It indicates the extent to which a set of data are dispersed and varied. The variance measures the average squared distance from the mean and it is a necessary companion to standard deviation (Howitt and Cramer, 2005). Moreover, we refer to the variance by σ^2 or S^2 and it is given by $\sigma^2 = \dfrac{\sum(x-\overline{x})^2}{N}$ where:

X= score **$\overline{X}$= the mean** **N = number of scores = 10**

$$\sigma^2 Pr = \frac{\sum(Pr - \overline{x.pr})^2}{N} \quad , \quad \sigma^2 po = \frac{\sum(x - \overline{x.po})^2}{N}$$

2.1.1.3. The standard deviation (SD/σ)

It is considered as the most important measure of variability in an original dataset. It describes whether the obtained values are clustered near the mean or they are widely spread (Howitt and Cramer, 2005). The standard deviation formula is

$$\sigma = \sqrt{\frac{\sum(x-\overline{x})^2}{N}} \qquad \sigma.pr = \sqrt{\frac{\sum(Pr-\overline{x.pr})^2}{N}} \qquad \sigma.po = \sqrt{\frac{\sum(Po-\overline{x.po})^2}{N}}$$

Table3

Participants' Scores and the calculation the difference

N	Pre- test			Post test		
	scores	difference	(difference)^2	scores	difference	(difference)^2
1	9	1.9	3.61	11	1.1	1.21
2	13	-2.1	4.41	13	-0.9	0.81
3	12	-1.1	1.21	13	-0.9	0.81
4	06	4.9	24.01	09	3.1	9.61
5	13	-2.1	4.41	14	-1.9	3.61
6	12	-1.1	1.21	14	-1.9	3.61
7	11	-0.1	0.01	11	1.1	1.21
8	12	-1.1	1.21	12	0.1	0.01
9	09	1.9	3.61	09	3.1	9.61
10	12	-1.1	1.21	15	-2.9	8.41
The sum Σ			**40.49**			**38.9**
The variance$(\sigma)^2$			**4.049**			**3.89**
The standard deviation (σ)			**2.0122**			**1.9723**

Table4

The difference between the measures of variability

Tests	Mean	The variance	Standard deviation
Pre-test	10.9	4.04	2.012
Post-test	12.1	3.89	1.972
Difference	1.2	0.15	0.04

Since we are concerned with participants' performance, the resulted pre-test mean is lower than the post-test mean which is up to the average (1.2). Referring to table (03) and table (04), we inference that there is a significant difference. Obviously, we can assume that the implementation of flipped classroom as a new grammar teaching method had indeed enhanced learners' post-test scores (i.e. writing performance). However, to consolidate this enhancement statistically, we have to proceed with inferential statistics in order to confirm that the predicted effect of the independent variable had actually occurred due to the treatment phase.

2.1.1.4. Paired Samples T-test

Since the pre-test and post-test group was the same we relied on the paired samples t-test; as a consequence, our design allowed for two hypotheses, the alternative hypothesis (H1) states that the implementation of flipped method in grammar teaching will improve EFL learners' writing skill; however, the null hypothesis (H0) states that being exposed to grammar-based flipped classroom will not have a significant influence on EFL learners' writing skill. Henceforth, in this research, other aspects are to be considered

2.1.1.4.1. T-value Calculation

In order to calculate the t-value, these two parameters $\mathbf{d} = \sum \mathbf{(Pr\text{-}Po)}$ and $\boldsymbol{d^2} = \sum$ $\mathbf{(Pr\text{-}Po)^2}$ need to be accounted for in relation to its statistical formula.

$$t = \frac{\sum d}{\sqrt{\frac{N(\sum d)^2 - (\sum d)^2}{N-1}}} \quad , \quad t = \frac{-12}{\sqrt{\frac{136}{9}}} = \textbf{-3.086}$$

2.1.1.4.2. Degree of Freedom (df)

In paired t-test, the number of degree of freedom is given by $\mathbf{df = N\text{-}1}$. As a result, the degree of freedom accounted for this research is: $\mathbf{df = N\text{-}1 = 10\text{-}1 =}$ $\boxed{\mathbf{9}}$

2.1.1.4.3. Alpha Level

Dorney (2007) asserted that in social sciences, we usually account for alpha level $\mathbf{(\alpha)}$ **at 0.05** which denotes that the results of certain researches are due to **5%** of chance; in the other hand, the confidence level is **95% (0.95).** Accordingly, the null hypothesis will be rejected.

2.1.1.4.4. The critical value

Referring to Minitab Express Support (2019) '' in hypothesis testing, a critical value is a point on the test distribution that is compared to the test statistic to determine whether to reject the null hypothesis''. Precisely, if the t-value of the related test is higher than the critical value, the researcher is able to declare the significance of his/her research and reject the null hypothesis.

Since $\mathbf{\alpha = 0.05}$ and $\mathbf{df = 9}$ from Fisher and Yates table (Appendix R) we infer that the **critical t-value is 1.8331**

The calculated **t-value (t= - 3.086)** is greater than the critical value, so the P-value is less than (α) **level p < 0.05.**

2.1.1.4.5. The Statistical Hypothesises

- **Mpr** stands for the mean of the pre-test,

- **Mpo** refers to the mean of the post-test.

Accordingly, we have to consider the following:

$$\textbf{H0} : Mpr = Mpo$$
$$\textbf{H1} : Mpo > Mpr$$

Besides to the above method of estimation and the obtained statistical results, the p-value was calculated by means of SPSS (p-value = 0.006), which indicates the validity of our calculations, subsequently rejecting the null hypothesis H0.

2.2. Questionnaires' Results

A semi-structured questionnaire was administered online to gather the adequate information that serve the objective of the present study.

2.2.1. Students' Questionnaire

For the purpose of obtaining information about our participants' schooling background, their attitudes regarding the suggested method (i.e. the Flipped classroom), besides to their perception towards grammar learning process in relation with the writing skill, students' questionnaire was delivered to 10 participants.

- **Section One: Students' Background**

Question 01: select your school background option
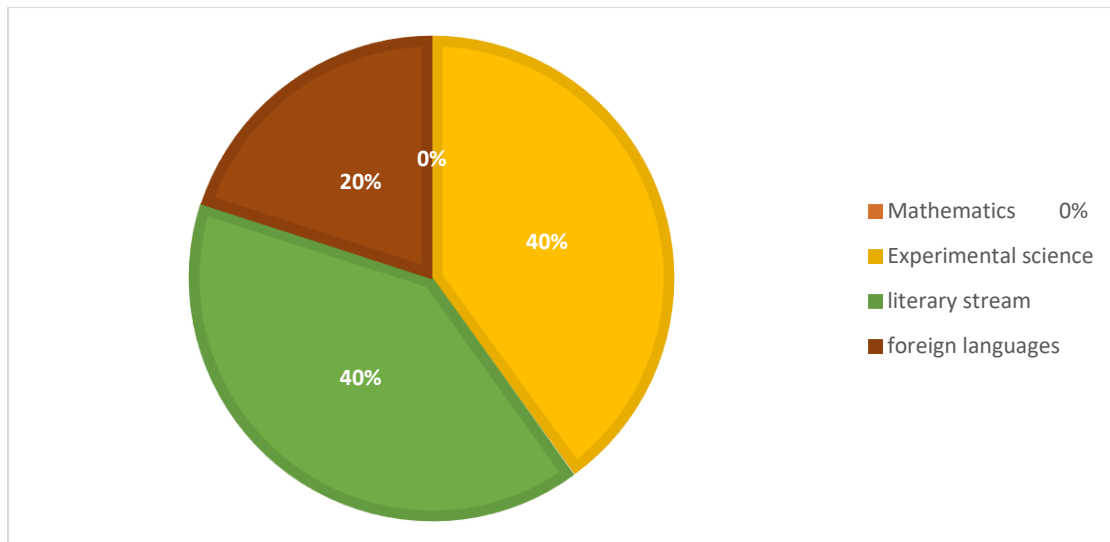
Figure 07 Students' high school background

In this questionnaire, we tried to reveal learners' high school background in order to depict the influence of schooling profile on both grammar skill and writing performance, taken into account that in the Algerian high school context, the number of hours devoted to English teaching in literary and foreign languages streams is higher than those of mathematics and experimental science options. Moreover, the English Algerian syllabus in high school is more detailed for both literary and foreign languages streams comparing to the one of scientific branches (e.g. mathematics, experimental sciences…).

To ensue, figure 07 displays that the number of participants in literary stream is equal to the one of experimental science (i.e. 40% for each option) and they both represent the highest proportion; however, only 20% of the study sample represents the participants' number in foreign language stream. To add, the chosen sample for the current study does not include any student specialised in mathematics.

**Question 02**: which skill is difficult for you?
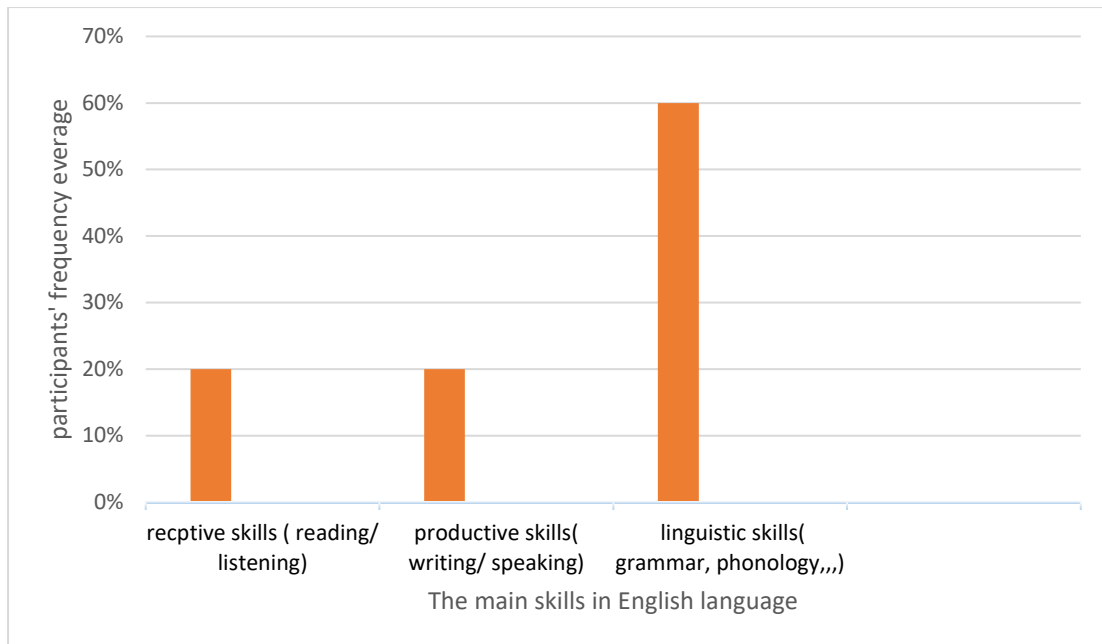
Figure 08 The most difficult skills for students**.**

We aimed to examine students' self-awareness towards one of the most difficult competences in learning English. To clarify, 60% of the sample had selected linguistic skills such as grammar and phonology as the most complex skills. However, the remaining 40% was divided equally between productive skills (i.e. writing and speaking) which are represented by 20% and receptive skills (i.e. reading and listening) which shared the same portion (20%).

Question 03: Do you think that two sessions of English in school is enough for you to improve your level in writing?
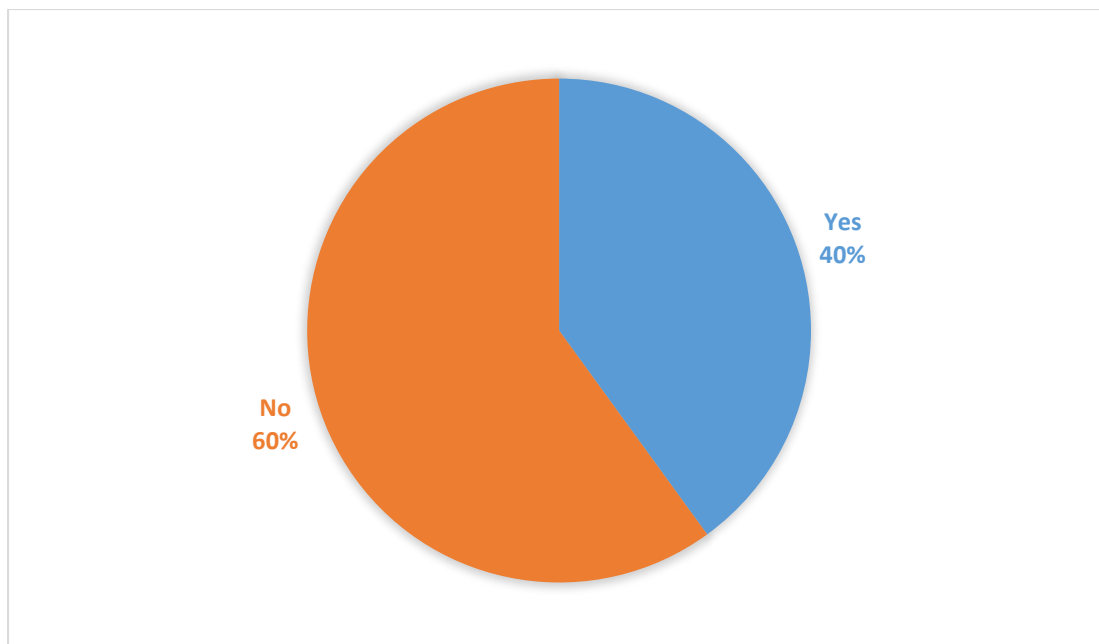
Figure 09 students' perception towards the hourly volume devoted to English teaching

As it is demonstrated in the pie chart, the majority of participants with 60% of responses have negatively answered the question. They asserted that two sessions of English per week is insufficient neither to enhance their writing skill nor to communicate effectively. According to their opinions, the improvement of productive skill is due to consistency, persistence and extensive practice besides to teacher's appropriate feedback and guidance. However, 40% agreed that having a few number of hours per week to learn English is sufficient.

Question 04: In your opinion, students' unsatisfactory level in grammar is due to (four options)
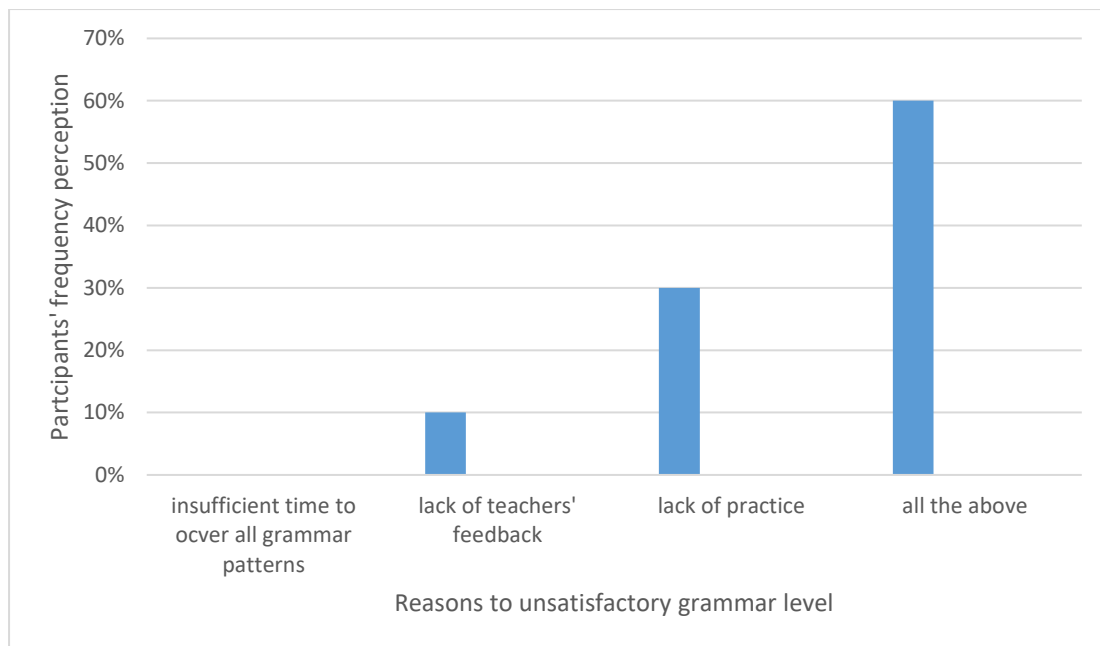
Figure 10 Reasons behind students' unsatisfactory level in grammar.

One crucial issue to be tackled through our study concerns the main reasons behind EFL learners' unsatisfactory level in grammar, despite they had undergone a grammatical instruction for seven years. To proceed, 60% of participants asserted that there were multi-reasons; for example, lack of practice inside classroom assigned with teachers' feedback and guidance are the main reasons to consider; in addition, to the limited time devoted to grammar teaching.

On the other hand, lack of practice took the second place and it was represented by 30%, followed by a low proportion (10%) concerned one student who consider that the unsatisfactory level in grammar is only due to a lack in teacher's appropriate feedback.

Question 05: How have you been taught English grammar at school?

Table05

Grammar teaching methods

Grammar teaching Methods	Frequency	percentages
Audio lingual method (memorisation of rules)	2	20%
Task-based learning method (intensive rules' practice)	2	20%
Suggestopedia (physical exercises through rehearsing and practicing i.e. role plays)	2	20%
Communicative language teaching (Fixing rules through teacher's feedback)	4	40%

According to table 05, the communicative language teaching seems to be the most useful method to teach grammar in high schools where instructors are required to provide constructive appropriate feedback to fix grammatical mistakes and errors committed by EFL learners. The remained 60% was divided equally (20% for each) among three methods namely task-based learning method, audio-lingual method and suggestopedia.

- **Section Two: Grammar Learning.**

**Question 06:** Do grammar lessons help you improve your communicative competence?

Table 06:

The effectiveness of grammar lesson on the communicative competence.

Answer	Frequency	Percentage
Yes	10	100%
No	0	0%

Regarding this question, we sought to investigate students' opinions towards the importance of grammar learning vis a vis communicative competence (i.e. their language accurate production). Relying on the above table, we can notice that all the students agreed upon the necessity to learn grammar since it decreases the chances to commit errors; as a result, it will help them to produce comprehensive structure and explain themselves accurately.

Question 07: In your opinion, what are advantages of accurate grammar learning?
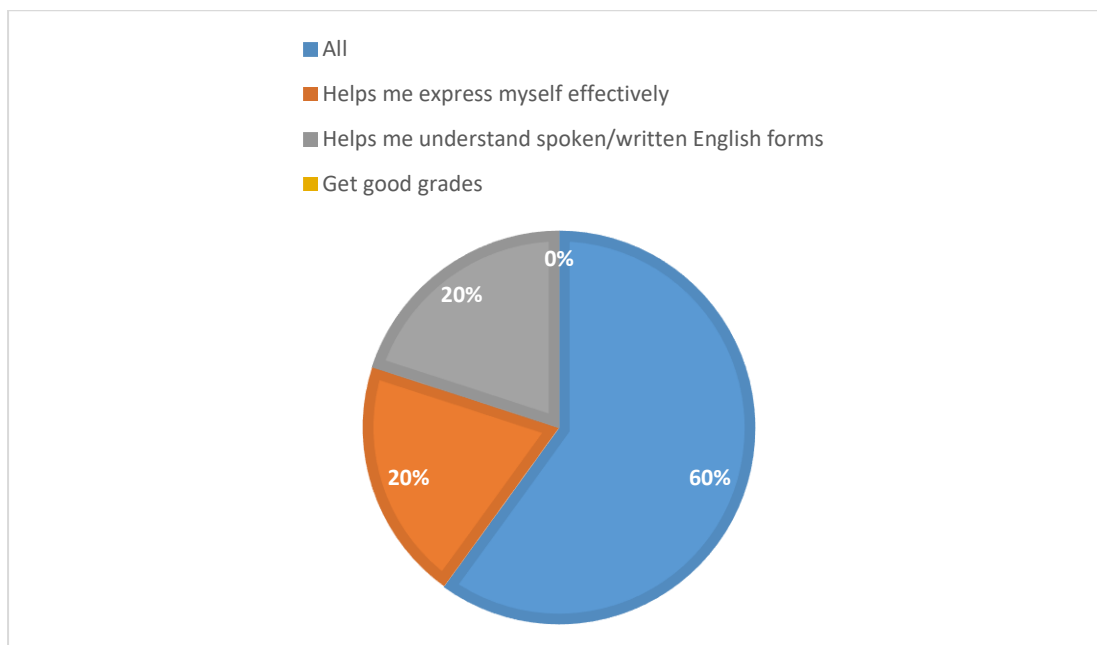
Figure 11 The merits of learning grammar

As far as this question is concerned, we aimed to discover students' perceptions regarding the reasons that make them learn grammar accurate patterns. 60% of responses show that acquiring an appropriate grammar structure will help them understand both spoken and written forms clearly; moreover, it is considered as a medium to deliver ideas effectively and get better grades. Furthermore, 20% of the sample agreed that learning grammar helps them only express their ideas; whereas, the remained 20% assumed that the benefits of grammar learning is to make them understand other's people output, both in speaking and writing.

Question 08: In what way do you think that receiving feedback could be helpful in grammar learning? **(You may choose more than one answer)**

Table 07

Importance of receiving feedback.

Merits	Frequency	percentages
Instigate your cognitive skills	02	20%
Improve your accuracy	04	40%
Improve your fluency	03	30%
Highlights and correct your errors and mistakes	04	40%
All	04	40%

Fundamentally, the above question targeted teachers' individualised feedback and its effect on EFL learners' productivity and performance. Observing table 7, we can infer that the majority of participants agreed on three main merits when receiving feedback. Respectively, highlighting and correcting their errors and mistakes, improving their fluency and boosting their language accuracy.

- **Section three: Writing Skill**

Question 09: How often do you practice your English writing skill inside classroom?
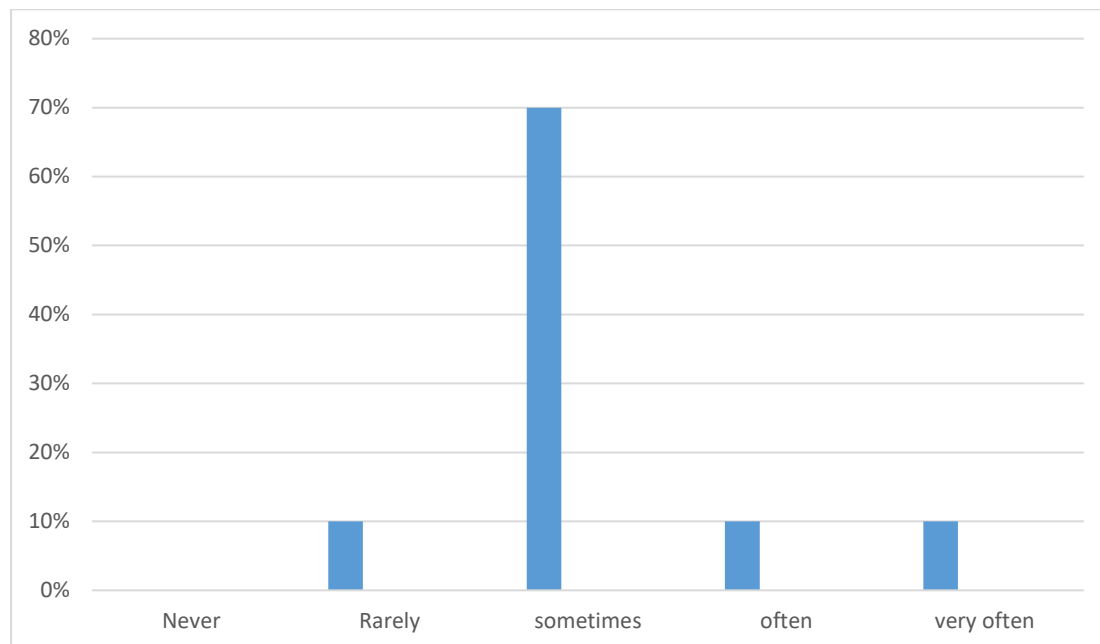
Figure 12 Writing skill frequent practice in high schools.

The ultimate aim of this question was to have an insight on students' frequent practice of writing skill inside the classroom on one hand. On the other hand, we sought to investigate the effect of that frequent practice on their general performance. According to the above histogram, we can notice that the majority of participants (70%) have answered that they are sometimes assigned with writing tasks which means that they only have writing assignments twice or three times per month while 20% of respondents stated that they are frequently in charge with writing activities.

Question 10: what are the challenges you encountered in written expression? (Rank)

Table 08

The major challenges encountered in written expression

Ranking	Items
1st	Generating ideas
2nd	Grammatical Competency
3rd	Fear of making mistakes and errors
4th	Lack of vocabulary

The main objective from this question was to highlight the major challenges that EFL learners encounter when performing writing tasks. To begin with, students' major challenge concerns how to generate ideas. They find a difficulty to construct motifs, thoughts and concepts which fit into the suggested topic; for instance, if any student has a poor background information and knowledge, the latter will affect the quality of the written piece. The second category accounts for grammatical competence. One of the most difficult aspects about English grammar is that although there are rules, there are a number of exceptions to those rules.

Question 11: Those challenges are due to (rank)

Table 9

The main reasons that limit EFL learners' written performance

Ranking	Items
1st	Inappropriate teaching method
2nd	Insufficient practice inside the classroom
3rd	Complexity of grammar patterns

4th	Lack of cooperation inside the classroom
5th	Insufficient grammar use
6th	Lack of feedback

In view of what is displayed in table 9, the leading point which makes learners face certain constrains when writing is the inappropriate teaching method. To explain, teacher's inadequate way of delivering content, lack of knowledge and the implementation of an inconvenient material are the principal reasons that hurdle learners' written pieces to be qualified. Afterwards, the insufficient practice of writing inside the classroom makes the application of those techniques, mechanism and punctuation patterns which are associated with writing skill a difficult task for those learners; as a consequence, it makes their pieces of writing unorganised and incomprehensible. In addition, the choice of inaccurate grammar pattern to be used in their writings may hinder learners' ideas to be conveyed effectively.

- **Section four**: **Grammar a Bridge to Writing Skill**

Question 12: In your opinion, does intensive grammar practice inside classroom helps you develop you writing performance?
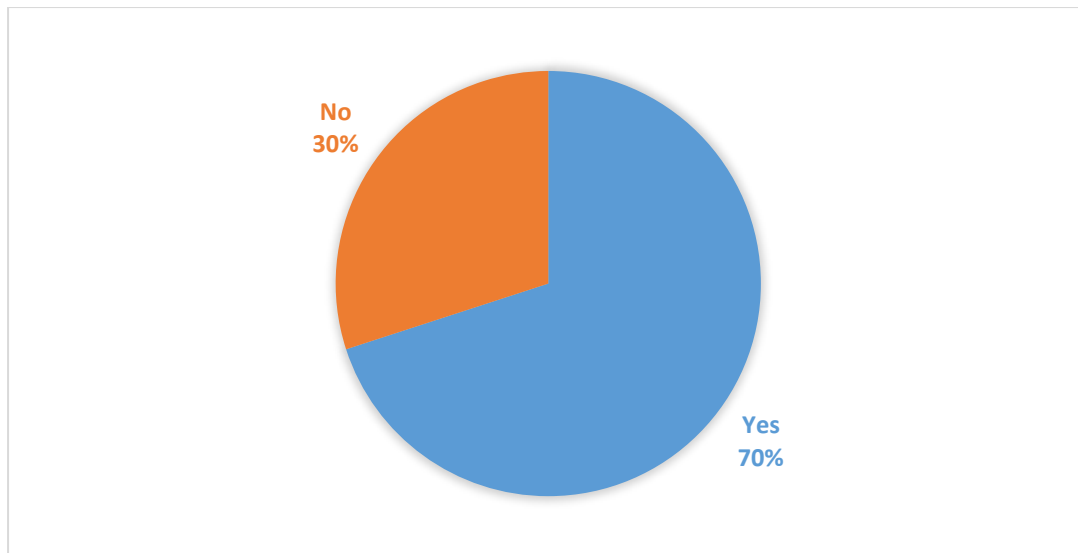
Figure13 The influence of intensive grammar practice on writing skill

As far as the responses on this question are concerned, we can denote that the majority (70%) of participants agreed on the significance of intensive grammar practice to improve their writing performance. They stated that the constant application of grammatical patterns along with constant feedback enable learners to express ideas using different grammatical structures. In addition, participants believed in the idea of '' practice makes perfect", they asserted that the more they put those rules into application the better they master writing skill.

Whereas, only 30% affirmed that even if they can truly understand grammatical rules which they have already mastered through frequent and intensive practice; they will not be able to improve their writing performance due to other several reasons.

Question 13: How has receiving feedback in grammar helped you improve your writing performance? (You can choose more than one answer)
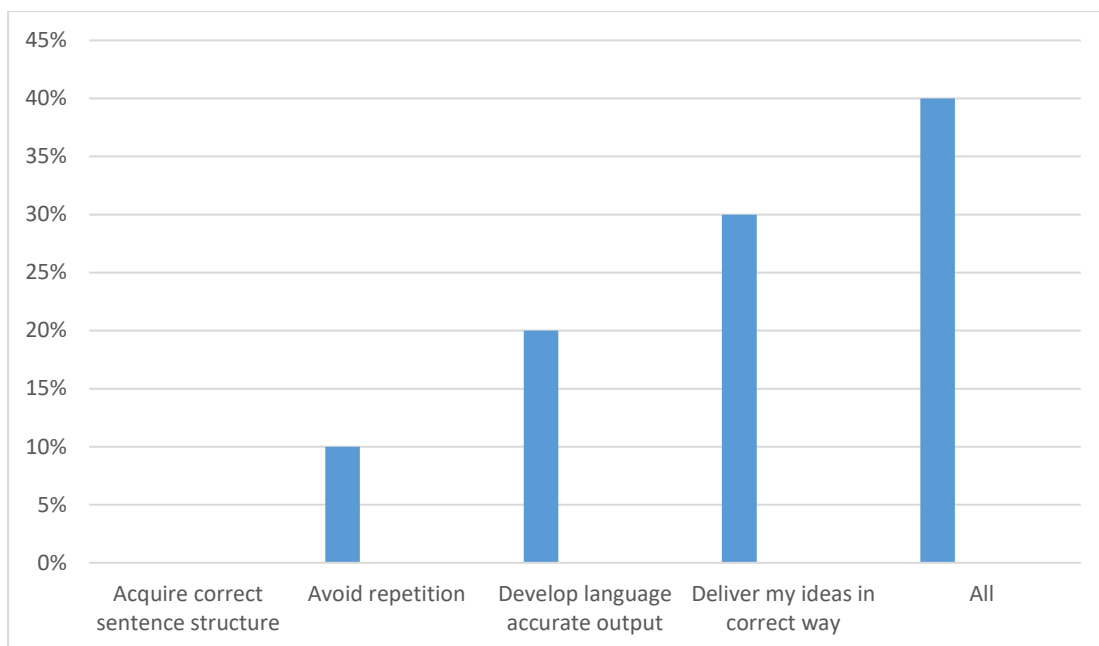
Figure14 The advantages of receiving feedback on learners' writing skill

Regarding this question, we sought to discover students' opinions towards the effect of receiving feedback in grammar to improve the writing performance. Initially, 40% of our participants reported that receiving feedback in grammar contributed to the development of language production in terms of accuracy. Again, it helped them to learn the appropriate sentence structure which allowed to present their ideas in a comprehensible manner and to avoid repetition. Furthermore, 30% confirmed that receiving a feedback played a certain role on the way they should deliver their ideas, while 20% denoted that it only helped in the development of their language accurate production.

- **Section Five: Flipped Classroom**

Question 14: Do you watch the flipped videos on time?

Table10

Participants' commitment towards flipped videos

	Number of answer	Percentages
Always	3	30%
Most of time	3	30%
Rarely	3	30%
Never	1	10%

Through this question, we sought to check out students' commitment and engagement towards the learning process without teacher's guidance where they have to rely on themselves to learn the some important concepts and patterns. According to participants' answers, 60% of our sample is predominately committed and engaged in the new learning method. However, 40% stated that they scarcely watch flipped videos on time which shows that they are learning on their own pace.

Question 15 (A-B): Describe the amount of effort you have been putting in during your time at home and in-class time?
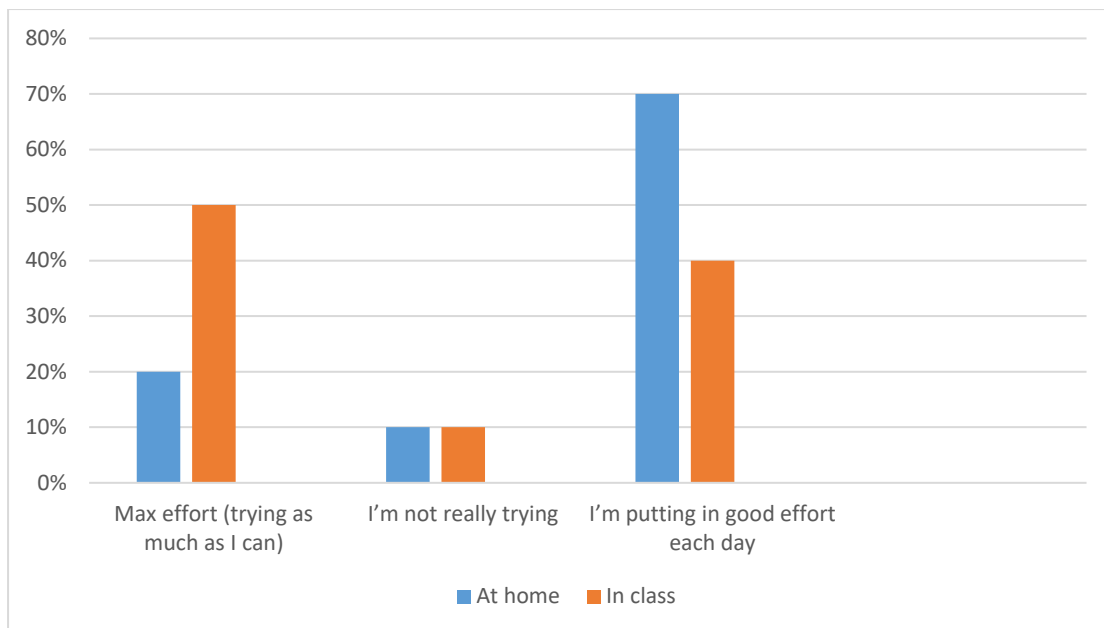
Figure15 Comparison of participants' potentials invested at home and during in-class time

The question was raised to explore participants' perspective regarding the amount of effort spent at home and at school time in connection with the flipped classroom model. To start with, 50% of answers show that EFL learners who were engaged in the flipped model made more of an effort during in-class time; however, only 20% stated that they spent much effort at home focusing on fundamental patterns. Secondly, 10% of our sample declared that they did not cope with the new model whether at home or at school. Eventually, 70% of respondents were putting an acceptable effort to approach the flipped design.

Question 16: In what way does the implementation of the flipped classroom (FCR) help you improve your grammar?

Table 11

The merits of implementing the flipped classroom on improvement of grammatical competence.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
_ FCr gives me more opportunities to communicate with my teacher and colleagues	10%	00%	50%	30%	10%
_ I am more motivated to learn English in FCr	10%	20%	50%	20%	00%
_ FCr customizes and differentiates learning	10%	40%	00%	20%	30%
_ FCr increases students' participation and engagement	30%	10%	30%	10%	20%
_ I would rather watch a traditional teacher led lesson than a lesson video	10%	70%	00%	20%	00%
_ FCr encourages students' ownership of learning	40%	00%	10%	10%	40%

In the essence of table 11, we attempted to discover the main features that qualify the flipped model to be accredited in private schools. Relying on the first item, 40% of respondents agreed on the feasibility of the flipped classroom to enhance interaction opportunities between the teacher and students. On the one hand, 50% of the sample was unsure about the impact of FCr on raising communication opportunities between colleagues and the instructor. In the other hand, the rest of 10% misestimate the effectiveness of the flipped design on interactivity intensification among classroom members.

In the same vein, the second element involved learners' motivation to learn English applying the flipped model. At the outset, the majority of participants (50%) shared neutrality in their opinions. However, 30% of responses were against the idea which denotes the efficiency of the flipped classroom model in boosting learners' motivation to learn English effectively. Yet, the remained 20% represents those participants who agreed on the role of flipped classroom design to motivate them across the learning process.

To proceed, the third statement concerns the flipped classroom model which is associated with the personalised learning. We can observe that 50% of the sample agreed on the influence of the flipped design to reinforce the differentiation of the learning process. Equally, the same proportion (50%) symbolises those who contradicted the statement.

Another point to be covered denotes EFL learners' engagement and involvement in classroom activities. On that premise, 30% of responses were undecided (i.e. neutral); whereas, 30% reported that the flipped classroom model contributed to the improvement of EFL learners' participation during in-class activities, yet 40% of respondents disproved the efficacy of the flipped environment to increase learners' engagement in classroom tasks.

By the same token, the results displayed in the above table demonstrate that 80% of respondents who preferred to take their lessons in video format excelled the one that stood against the suggested teaching method (20%). To explain, the majority of participants voted in favour with lesson videos rather than a traditional class led by a teacher.

Ultimately, we want to discover students' perspectives towards their learning autonomy regarding the flipped classroom. 50% of the sample admitted that flipped design encouraged them to be more responsible for their learning. While 10% of responses did not reveal their opinion clearly (i.e. neutral), the remained 40% opposed that statement.

3. Discussion and Synthesis of the Findings

In accordance with previous results extracted from data analysis, the present section intends to reconsider the focal aims and the findings of the current study. Additionally, we attempt to inspect the bond shared among the present research findings with the findings of the pre-existing works in the literature.

To review, the general objective of this study is to investigate the effect of grammar based flipped classroom on the improvement of learners' writing skill. By the way of explanation, we aimed to contribute in the development of EFL learners' written output through flipping grammar classes. Moreover, we sought to alter the conventional method of teaching grammar by suggesting a new learning strategy in order to make the learning environment more active, motivating and enjoyable.

The scrutiny of the two implemented data collection tools led to the inference of notable, relevant outcomes. Drawing on the tabulation tests' scores and statistical results, we concluded that teaching grammar by means of flipping high school classes had a significant impact on EFL learners' grammatical knowledge. As a consequence, the noticed improvement led to a comprehensible written output. Moreover, the new applied teaching model contributed in modelling a pleasant, collaborative, and interactive atmosphere.

Initially, opting for a quasi-experimental design granted a valuable difference between learners' pre-test and post-test scores. We observed a remarkable lift in the mean from 10.9 to 12.1. A statistically confirmed and sizeable progress allowed to reject the null hypothesis at P= 0.006 (i.e. P< 0.05). Meanwhile, a paired T-test was carried out for the given data and it was proved statistically that T-value is higher than the critical value (α), so at this stage, we are in position to accept and emphasis on the workability of the alternative hypothesis.

For the sake of verifying EFL learners' perception towards the merits of the flipped teaching method and in order to point out the reasons behind their incorrect, inaccurate written output though they have undergone a grammatical instruction for seven years, a questionnaire was delivered to ten (10) students from different high schools (i.e. heterogeneous class). The findings uncovered from our survey revealed worthy information concerning the participants and their attitudes regarding grammar teaching, the writing skill and the suggested model.

To begin with, the questionnaire disclosed that the most difficult skills according to our samples' answers were linguistic skills such as grammar and phonology besides productive competences (i.e. writing and speaking performance). Furthermore, they asserted that learning grammar is considered as a tool used to build EFL learners' communicative competence. In other words, it is an instrument that boosts their adequate understanding of different language forms (written and spoken forms); in addition, it has an effective impact on the way they express themselves.

However, the participants stated that the unsatisfactory level in grammar was due to the insufficient time to cover all grammar patterns (i.e. only two sessions of English per week); as a consequence, they do not have the appropriate time to practice inside

the classroom. Also they affirmed that lack of teachers' feedback is another factor that contributed in raising an unpleasant grammar proficiency. In the same respect, the participants declared that the main impediments encountered when making pieces of writing are namely deficient grammar knowledge and generating ideas. They added that the reasons behind those challenges are inappropriate teaching method, complexity of grammar patterns, and insufficient practice of writing skills inside the classroom under teacher's feedback.

To wrap up, when we referred to participants' answers, we deduced that receiving feedback in grammar contributed in the improvement of their writing performance. Accordingly, it highlights and corrects their errors and mistakes, it boosts their accurate language output; in addition, it allows them to deliver their ideas in effective and correct manner by avoiding repetition and redundancy.

By the same token, the survey revealed that the participants acclaimed for the efficiency of the flipped model. In more details, the answers show that the students are learning at their own pace and they are taking responsibility of their own learning. Referring to the practical perspective, the flipped classroom provided more opportunities for students to interact and communicate with their teachers. They spend much effort in class under teachers' customised supervision and personalised feedback; as a result, it cooperated in the betterment of students' performance. However, the majority of participants had a neutral attitude towards motivation in flipped classroom model. In essence, it did not have a significant influence on learners' engagement and participation.

If one study begins many years prior to a second one, it is distinctly possible that the results of the two works may differ, simply because of the changes related to certain

practical standards that occurred during the time period covered by the two studies. However, relying on another perspective, the majority of individual studies that are conceptually similar arrive at certain common points; therefore a comparative integration will provide an estimate to the truth. Subsequently, the results disclosed from the current study are seen to be close with previous researches' findings. Initially, the improvement acknowledged in students' writing skill for the present research is regarded to be comparable with those studies achieved by Bahruddin (2015) and Angelini and Carbonell (2019). They stated that the students who received flipped-based instruction (experimental group); their English writing skills were improved significantly, primarily in terms of organisation and linking of ideas more than students who attended a regular English course (control group). Furthermore, it proved that students' implicit and explicit knowledge on English grammar was greatly improved by the computer-supported teaching methods and environment.

Conclusion

This chapter demonstrated and discussed the field work of the current study that seeks to investigate the effect of implementing grammar based-flipped classroom on EFL learners' writing skill. Moreover, it was devoted for the analysis and the interpretation of dataset obtained from two distinctive research methods (i.e. a quasi-experimental design and a questionnaire) according to different stages. Initially, the quasi-experimental design involved a pre-test, a treatment phase and a post-test. The numerical collected data was tabulated and analysed by means of descriptive and inferential statistics using the equivalent formulas, excel and SPSS; whereas, questionnaire's data were illustratively scrutinised relying on content-based analysis in order to achieve sufficient and valuable results. To conclude, the decisive chapter

reported that the prior suggested solution had a significant impact on the issue that was tackled in the present study.

Limitations of the Current Study

Limitations of the current study preface avenues for further research works. Markedly, the selected sample consists of (10) learners which is considered as a small size sample; as a result, the findings cannot be generalised.

Moreover, learners' commitment to the attendances is another constrain to the present research; besides none of the teachers collaborated with us in order to answer the online questionnaire sent via e-mail since we were not able to meet them personally due to the current pandemic COVID-19.

Furthermore, the mandatory quarantine made the devoted time for the practical part restricted as it contributed in the delay of the post-test (i.e. it was not held in the planned time); consequently, it may affect the quality of the results.

In the same regard, Lack of sources related research, whether in faculty library or in their availability freely on internet is a restrain to the present study.

Pedagogical Implementation and Recommendations

Since the implementation of the flipped classroom proved its workability in private teaching context and based on the detailed findings drawn from our research, further suggestions could be highlighted in order to proceed with future studies.

- An equivalent research could be implemented to examine its workability at higher educational context.

- Teachers should rely on the flipped model since it helps learners excel their abilities and convert into autonomous learning

- Teachers' perceptions towards incorporating online instruction may help resolve major traditional classes' issues.

- Other studies could be conducted in order to investigate the relationship between flipped classroom and differentiated learning.

- Other studies could be conducted in order to explore the effect of flipped classroom on providing personalised feedback.

- Computer-based sessions are highly recommended to encourage students' ownership of learning and boost their in-doors performance

- The effectiveness of flipped model based web 2.0 aids (i.e. blogs , social media , websites , YouTube … etc.) on classroom management

General Conclusion

Integrating grammar instruction into the features of language production whether it is written performance or a spoken presentation is contested globally since it lays groundwork for effective communication. Eliminating grammatical mistakes and errors from any language output conveys a precise, comprehensible meaning to the audience. However, grammar learning and teaching is conceived to be a challenging task since teachers face a difficulty in having their students achieve an adequate conceptual understanding of the grammatical rules, at the same time, those students see grammar as uninteresting subject.

Accordingly, the present study catered for the implementation of the flipped classroom to create an enjoyable, interactive atmosphere that fits the requirements of the new generation taking into account the improvement of both grammatical competence and writing proficiency. Initially, the adopted approach for the current study was a mixed methods approach that allows for both qualitative and quantitative tools to be employed in order to test the research hypothesis and answer the research questions.

To review, the first chapter sought to demonstrate the role of grammatical competence to achieve an effective writing performance. It attempted to demonstrate certain guidelines towards grammatical accuracy. Again, it covered the prominent writing approaches in relation to the reformulation tasks and its major stages. The second chapter introduces the flipped classroom model, and its fundamental pillars. Moreover, it discussed Bloom's taxonomy for flipped learning design. To explain, it entails the extent to which the conventional classrooms the flipped model are connected.

Based on the quasi-experimental design which entails a pre-test, a treatment phase and a post-test besides to the semi-structured questionnaire, the findings of the current research where summarised, analysed and interpreted in the third chapter. Correspondingly, the results showed that integrating grammar based flipped classroom had a significant effect on EFL writing skills. Moreover, the questionnaire enclosed several advantages of the flipped model on both aspects namely teaching and learning. However, it did not contributed in the improvement of learners' engagement and participation as well as rising their motivation.

In the nutshell, upon the suggested recommendations, the limitations of the current study and the findings, further researches need to be undertaken in order to improve grammar classes; eventually, it triggers EFL learners' ability to express their ideas and communicate their thoughts effectively and accurately.

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Appendices

Conjunction Tools

What is a conjunction ?

are connecting words or linking words: they connect words, phrases and clauses to each other to form complete sentences.

Examples

- Which do you prefer? Red **or** blue ? (red/ blue are words)

- My dog enjoys being bathed .**However**, he hates getting his nails trimmed. (linking two clauses)

Actually there are two types of conjunctions : coordinating conjunction and subordinating conjunctions

conjunction

coordinating
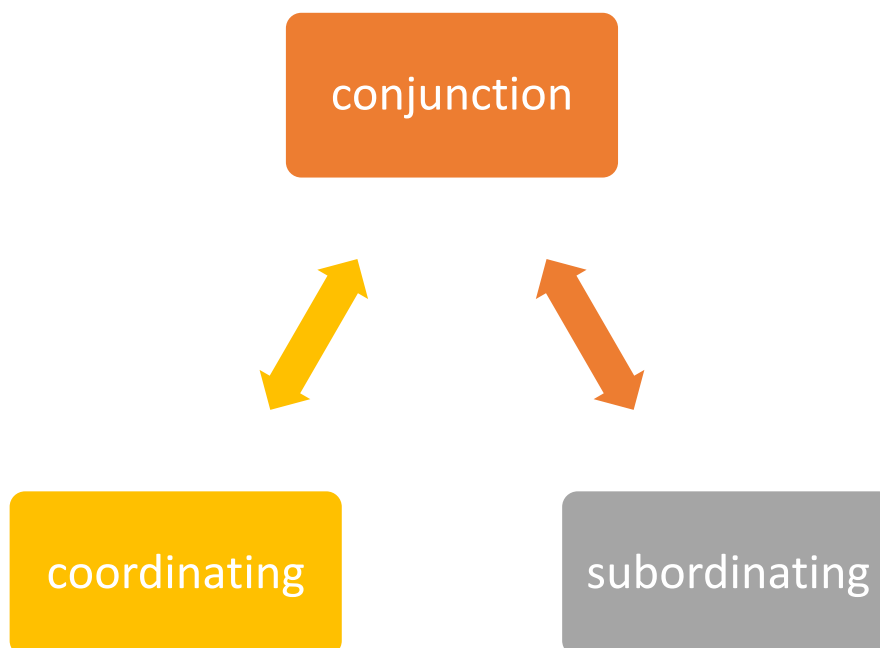
subordinating

Coordinating conjunctions

A coordinating conjunction is a word that joins two elements of equal grammatical rank and syntactic importance. They can join two verbs, two nouns, two adjectives, two phrases, or two independent clauses

And, but, for, nor, or, so, **and** *yet*—these **are the seven coordinating conjunctions. To remember all seven, you might want to learn one of these acronyms:** *FANBOYS* **(it is** optional – **not obligatory – to** place a comma before **a coordinating conjunction)**

F = for
A = and
N = nor
B = but
O = or
Y = yet
S = so
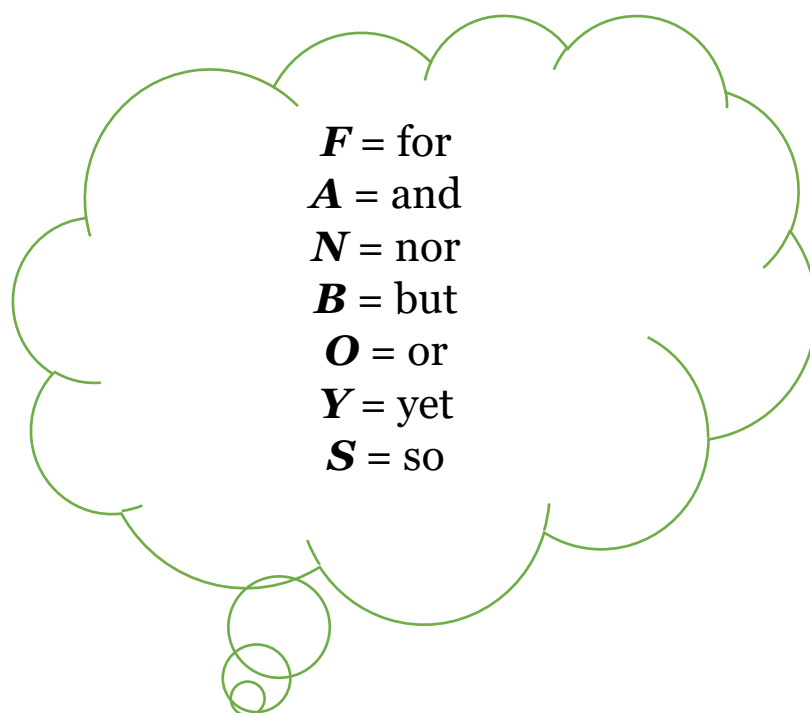
NB1 : coordinating conjunctions can be replaced by alternatives (conjunctions adverbs in which a **semicolon** is placed **before** and the **comma** is placed **after**)

AND : moreover , furthermore , besides , also , in addition

BUT: however, otherwise , nevertheless , nonetheless

SO : therefore , consequently , as a consequence , thus , hence , for example , for instance , in fact , instead , of course .

Subordinating conjunctions

Subordinating conjunction is a word that connects an independent clause to a dependent clause.

An independent clause can **stand alone** as a sentence. In other words, it **does not need any additional information** to operate as a sentence(has a **complete meaning**)

A dependent clause **adds extra** information to the main clause. These clauses **cannot stand by themselves** and their meaning is dependent on the independent clause.(**not completed** in meaning)

Examples

- *After* the basement flooded **,** we spent all day cleaning up.
- I don't want to go to the movies *because* I hate the smell of popcorn

- The link of the video posted in Online Platforms:
https://www.youtube.com/watch?v=IKrRuDWEP68&fbclid=IwAR3iqR7gAxdniCDBmg8mWMpVntop1Dzq3PV3bc9mtmphwKlC4G6afSXQPdk

ᚱᛖᛚᚨᛏᛁᚡᛖ ᛈᚱᛟᚾᛟᚢᚾᛋ RELATIVE PRONOUNS

1. What is a relative pronoun?

A relative pronoun is one which is used to refer to nouns mentioned previously (to avoid repetition) whether they are people, places, things, animals, or ideas.

Subject	Object	Possessive
Who	Who /whom	Whose
Which	Which	Whose
That	That	

Relative pronouns and their equivalents:

Who ➡ when we refer to **people**

Which ➡ when we refer to **things**

Whose ➡ instead of **his/her** or **their**

That ➡ instead of **whom/which**

Examples :

1. a- The cyclist trained hard
   b- The cyclist won the race

a- The cyclist who won the race trained hard

2. a - I bought pants , yesterday
   b- The pants are already stained

b- The pants which I bought yesterday are already stained

DEMONSTRATING THE ANTECEDENT:

(The underlined word is the antecedent)

This is the boy who played rugby.

This is the car which had an accident.

This is the boy whose mother works for the BBC.

c- The link of the video posted on Online Platforms
https://www.youtube.com/watch?v=uF6_FwJ5t6U&fbclid=Iw

AR33gUrx9wETkx1E3C7G8wM_XjasxN9x4vTO5X4K6T9ybIm

bVn17PS3nJWw

Use of the Simple Present

When do we use the *Simple Present*?

The *Simple Present* is frequently used in English. It is also called *Present Simple*.

repeated actions *(every day, always, often, sometimes, never)*

My friend often **draws** nice posters.

I never **drink** orange juice.

We usually **go** to the Baltic Sea in summer.

things in general

The sun **rises** in the east.

Cats **drink** milk.

fixed arrangements, scheduled events (e.g. timetable)

The plane **fl**ie**s** to London every Monday.

We **have** English on Tuesdays and Fridays.

sequence of actions in the present *(first – then, after that)*

First I **get** up, then I **have** breakfast.

After school I **switch** on my computer, then I **check** my emails and after that I **play** my favourite game.

instructions

Open your books at page 34.

Don't shout at me!
with special verbs – which are normally not used with the _Present Progressive_ (These verbs express states, possessions, feelings etc.) _be, believe, belong, hate, hear, like, love, mean, prefer, remain, realize, see, seem, smell, think, understand, want, wish_
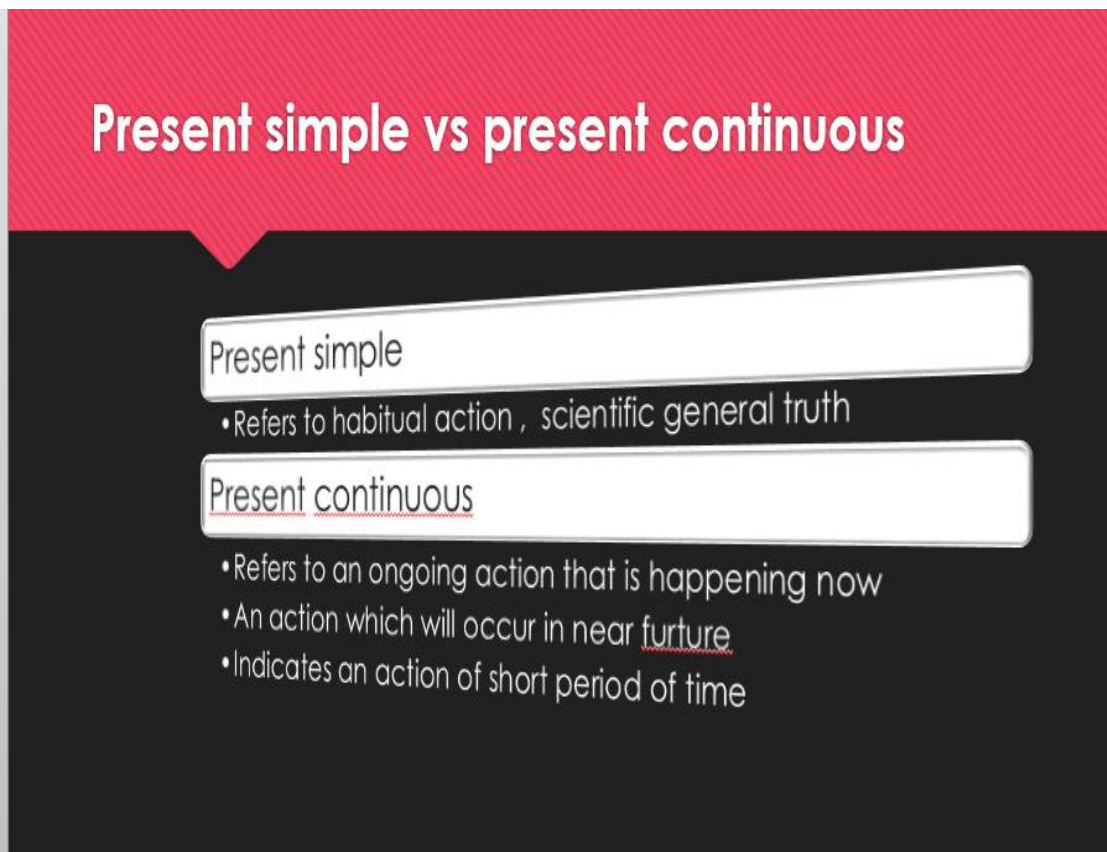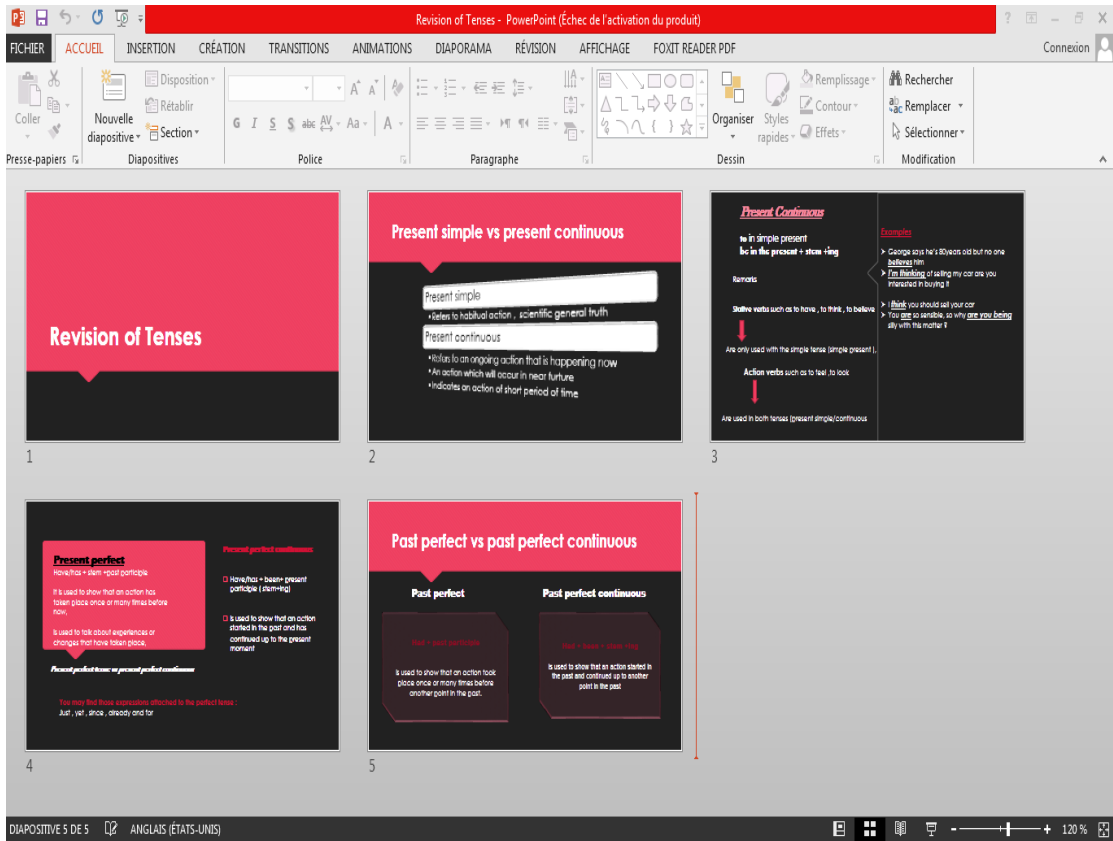
I **understand** English.

He **doesn't like** fish.

She **believes** in life after death.

Do you **prefer** tea or coffee?

Appendix D

Present Continuous

to in simple present
be in the present + stem +**ing**

Remarks

Stative verbs such as to have , to think , to believe

↓

Are only used with the simple tense (simple present),

Action verbs such as to feel ,to look

↓

Are used in both tenses (present simple/continuous

Examples

➢ George says he's 80years old but no one *believes* him
➢ *I'm thinking* of selling my car are you interested in buying it

➢ I *think* you should sell your car
➢ You *are* so sensible, so why *are you being* silly with this matter ?

Present perfect
Have/has + stem +past participle

It is used to show that an action has taken place once or many times before now,

Is used to talk about experiences or changes that have taken place,

Present perfect continuous

❑ Have/has + been+ present participle (stem+ing)

❑ is used to show that an action started in the past and has continued up to the present moment

Present perfect tense vs present perfect continuous

You may find those expressions attached to the perfect tense :
Just , yet , since , already and for

Past perfect vs past perfect continuous

Past perfect

Had + past participle

is used to show that an action took place once or many times before another point in the past.

Past perfect continuous

Had + been + stem +ing

is used to show that an action started in the past and continued up to another point in the past

Past Continuous Tense

The **past continuous** tense, also known as the **past progressive** tense,

d- It refers to a continuing action or state that was happening at some point in the past.
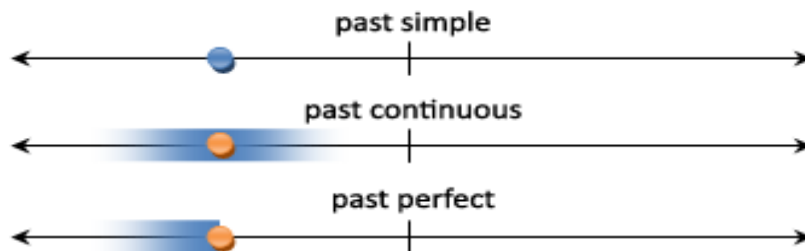
The past continuous tense is formed by combining the past tense of to be (i.e., was/were) with the verb's present participle (-ing word).

There are many situations in which this verb tense might be used in a sentence.

a- It is often used to describe conditions/situations that existed in the past.

Examples :

a- The sun was shining every day that summer.
b- As I spoke, the children were laughing at my cleverness.(parallel action)
c- I was making dinner when she arrived.(interrupting on-going past action)

an on-going past action	
I was eating grapes	
an interrupted on-going past action	
(2nd verb is in the past simple)	
I was eating grapes when she arrived	
parallel actions	
I was writing while she was dictating	
(both verbs in the past continuous)	
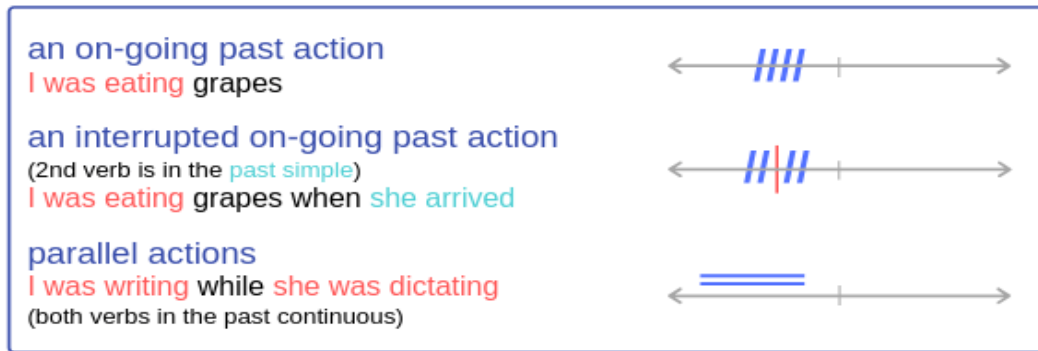
b- The past continuous can shed light on what was happening at a precise time in the past.

Example: At 6 o'clock, I was eating dinner.

.

c- It can also refer to a habitual action in the past.

Example: She was talking constantly in class in those days.

One final caution: Though the irregularities are few, not every verb is suited to describing a continuous action. Certain verbs can't be used in the past continuous tense.

Abstract verbs Be, want, cost, need, care, contain, owe, exist etc.

Possession verbs Own, belong, possess etc.

Emotion Verbs Like, love, hate, dislike, fear, envy etc.;

Exemple   At noon, he was arriving.(Incorrect)

        At noon, he arrived .(correct form)

Retrieved from : https://www.grammarly.com/blog/past-continuous-tense/

a- The link of the video posted on online platforms

https://www.youtube.com/watch?v=UeKZ6Mm-SlY&feature=emb_share&fbclid=IwAR3owO3Or-nTuwju73X3FcuO5R_SW3mY14Zxu3atyScN3byf8YYdMWIplTo

Adverbs of Frequency

a-   Adverbs of frequency is used to say how often we do things or how often things happen.

b-   They stand before main verbs and after TOBE.

a- He **_always_ wakes up** late.

b- He **is _always_ a** good student.

Degree of frequency	Adverbs of frequency	Examples
100%	Always	My dad _always_ takes good care of my family.
80%	Usually	I _usually_ go to the park after school.
60%	Often	My cat _often_ play with her baby in the garden.
30-50%	Sometimes	I am _sometimes_ late for school.
10%	Seldom/ rarely	Jane _rarely_ waters the plants. She's lazy.
5%	Hardly	He _hardly_ calls me. He doesn't love me.
0%	Never	I _never_ clean my room. I hate cleaning.

a- The link of the video posted on online platforms:
https://www.youtube.com/watch?v=VAWo65QwP2c

Writing Techniques and Mechanisms

Video Link:

https://www.youtube.com/watch?v=RPL8iij1X2A&fbclid=IwA
R2PCP3r9FRUxnq2M_LmJfFNtyl_qeRRsW42rxX4o4sNcgkeL
0eifxF5wUQ

Video Link:

https://www.youtube.com/watch?v=L1J9ZPVydrc&fbclid=IwAR08EeLfISG85DXm8S1AbZ0DwvdA4WuJpadt7GlJQQVEO5itJq857jbBook

Worksheet-practice Conjunctions

Task 01 choose the appropriate conjunction

1. I need to work hard ----------------------- I can pass the exam.
2. ----------he was the best candidate, he didn't win the elections.
3. ----------------you come back from your trip, we'll meet to discuss the problem.
4. They said that the movie was fantastic, --------------- I watched it.
5. ------------he was very ill, he didn't take any medicine.
6. I don't know ----------------- I can buy a pair of jeans.
7. She went to the shops ----------------- couldn't find anything that could fit her needs.
8. Everybody likes him because he is nice--------------- helpful.
9. ---------------------he was angry with her, he didn't utter a word.
10. Keep quiet -----------------------go out.

Task two

1. Paula got the job _____ she had no experience.(even tough /as)
2. _____ it was raining, I didn't get wet.(because /although)
3. _____ my wife likes to travel abroad, I prefer to stay at home for my vacations.(since/whereas)
4. Jun couldn't buy any Christmas presents _____ he didn't have any money.(even though / because)
5. I will be late today _____ my car has broken down.(though / because)
6. Jerry passed the exam first time _____ I had to retake it three times.(as/while)
7. I don't drink coffee _____ it makes me nervous.(although/as)
8. _____ Mei Li doesn't speak English, she can't go to university in Canada.(whereas/since)

Relative Pronouns work-sheet Practice

Exercise N° 01

Combine the sentences using the appropriate relative pronouns:

1-

- **The movie was not very good**
- **We saw it last night**

………

2-

1. **The book was good**
2. **I read it**

……….

3-

1. **The taxi driver was friendly**
2. **He took me to the airport**

 ………

4-

- ➢ **The student is from china**
- ➢ **She sits next to me**

 ………..

5-

- **I know the man**
- **His bicycle was stolen**

 ………..

6-

- ➢ **Mr. Catt has a painting**
- ➢ **Its value is inestimable**

 ………

7-

1. **I saw a man**
2. **The man told me to come back today**

 ………

8-

- **The children shouted in the street**
- **The children are not from our school**

……

Exercise N° 02

Underline the relative clause in each sentence. Circle the relative pronoun that introduces the clause.

1. My first novel, which was published last year, was about my family.

2. My father, whom I respect, congratulated me on a job well done.

3. I am always frustrated by people who talk while watching

4. The tallest man who came to the show is my Uncle James

5. The hit song, whose composer won an award, has been playing all day.

6. The building that was scheduled for demolition was knocked down.

Worksheet-practice

Past continuous tense

Exercise 01: Put the verbs into the correct form (past progressive).

- ➢ When I phoned my friends, they (play) .... monopoly.
- ➢ Yesterday at six I (prepare).. dinner.
- ➢ The kids (play) ....in the garden when it suddenly began to rain.
- ➢ I (practice).. the guitar when he came home.
- ➢ We (not / cycle).. all day.
- ➢ While Alan (work).................. ....in his room, his friends (swim)... in the pool.
- ➢ I tried to tell them the truth but they (not / listen) ....
- ➢ What (you / do)... yesterday?
- ➢ Most of the time we (sit).. in the park.
- ➢ I (listen)............................. ....to the radio while my sister (watch)............................. ....TV.
- ➢ When I arrived, They (play).. cards.
- ➢ We (study).. English yesterday at 4:00 pm .

Exercise 02 : Write correct sentences:

E.g : Yesterday at 6 pm your family were doing different things. Write positive sentences in past progressive.

1. My mother / read / a novel..
2. My father / watch / a movie..
3. My elder sister / writing / in her diary..
4. My two brothers / listen / to the radio..
5. My little sister and I / not / watch / a movie..
6. We / talk / about school...

Exercise 03 : (Pair work) **read each situation below and answer the following questions.Use your imagination to answer the questions in the simple past .**

E.g

1. **What was Bob doing when it started to rain ?**
2. **He was walking to work**

1. What was Maria doing when the light went out ?

…………………………………………………………………………………………………

2. What was carla doing when she saw a mouse ?

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

3. What was Kevin doing when he fell off of ladder ?

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

4. What were you doing when you saw the accident ?

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

Task 04: (Group work) **Build five sentences (05) using past continuous tense.**

Appendix K

Activity N° 01: Use the adverb and the correct form of the verbs in brackets

1.   Our teacher, Mrs Jones, ⬜ **(never / be)** late for lessons.

2.   I ⬜ **(often / clean)** my bedroom at the weekend.

3.   My brother ⬜ **(hardly ever / help)** me with my homework.

4.   I ⬜ **(sometimes / be)** bored in the maths lessons.

5.   We ⬜ **(rarely / watch)** football on TV.

6.   You and Tony ⬜ **(never / play)** computer games with me.

7.   You ⬜ **(usually / be)** at the sports centre on Sunday.

8.   The school bus ⬜ **(always / arrive)** at half past eight

Activity N°02: Listen and practice

video link: **https://www.youtube.com/watch?v=A5ld4J3_kTk**

Activity N°03: Lets practice with Duo-lingo phone application

Adverbs of Frequency
Always
Usually
Frequently
Often
Sometimes
Occasionally
Seldom
Rarely
Never

0%
50%
30%
10%
5%
0%

Frequency Adverbs

Adverb of Frequency

ivan169348   📌 10

PIN

LESSONS   **CARDS (16)**

🔊 Frequency

🔊 always

🔊 Almost Always

🔊 usually

🔊 normally

🔊 generally

1:29 PM | 202KB/s   ✈ 📶 (42)

Choose a path   →

Learning English for the first time?
Start from scratch!

Already know some English?
Check your level here!

1. Time for Creativity

ActivityN°4 (pair work): make a conversation with your classmate to describe your routine on weekend using those adverbs of frequency .

Worksheet-Practice

The present simple tense

Task1: Circle the correct form of the verb to complete each sentence.

1. Doctor Moffett love / loves his job.

2. He study / studies ants.

3. A salesperson sell / sells products for a company.

4. You and Anita work / works on weekends.

5. Nurses help / helps people.

6. We write / writes science books.

7. Our office close / closes at 7:00 p.m.

8. She take / takes classes at the business school.

9. You walk / walks to work every day.

10. I start / starts work at 8:00 a.m. every morning.

Task2 : Fill in the spaces with the correct form of the verb in simple present tense.

1) I (be) _____ sixteen years old.

2) Tommy (live) _____ at 107 Pine Lane.

3) Juana (cook) _____ dinner for her family.

4) They (eat) _____ lunch at 12:00.

5) Nina (take) _____ medicine when she is sick.

6) I (like) _____ chocolate.

7) We (want) _____ to see a movie tonight.

8) Mr. Anderson (teach) _____ chemistry at Hill High School.

9) They (study) _____ English at school.

10) I (want) _____ to go home now.

11) Bill and Calicia (drive) _____ to the mountains every year. every year.

12) We (eat) _____ pasta once a week.

13) It (snow) _____ here in December.

14) When Dax (take) _____ a shower, he (wash) _____ his hair with shampoo.

Task3:

1. Sam and Lily ………………………………………… (have) a busy lifestyle

2. Luis…………………………………………………. (have) soccer practice.

3. Carla usually …………………………………. (do) her homework in the afternoon

4. Luis ………………………(go) to bed at 9 :00 P.M

5. Peter and his friends……………………………………. to school by bus. (go)

Task 04 : Write each verb with the correct -s, -es, or -ies ending.

1. Study : studies   2. Fish

3. fix   4. miss

5. watch   6. pass

7. buy   8. fly

9. pay   10. worry

11. Explore   12. Help

13. tidy   14. Enjoy

15. Mix   16. drive

TASk 05: Put the words in the correct order to make sentences.

1. Saturday / to / work / They / need / on   They need to work on Saturday.

2. He / have / lunch / wants / at / 1:00 / to ……………………………………………………………………………

3. tonight / to / need / work / until / 7:00 / You…………………………………………………………………………

4. need / buy / I / to / computer / a / new ……………………………………………………………………………………

5. She / play / to / likes / tennis …………………………………………………………………………………………..

6. want / watch / to / the game / We …………………………………………………………………………………………

7. to / He / study / in the library / likes …………………………………………………………………………………

8. need / I / do / my homework / to ………………………………………………………………………………………..

9. need / I / my / call / mother / to

……………………………………………………………………………………….

Appendix M

Collaborative work:

➢ **With the help of the teacher, the 10 participants have to cooperate with each other's in order to create a short story applying those different tenses depending on the sequence and flows of their ideas.**

Appendix N

The set of Online Platforms used to deliver lectures for the sake of implementing flipped classroom

My Blog:

link: https://rmdali95.edublogs.org

Facebook

Instagram

WhatsApp:

Pre-test

Free Writing Task

Duration: 60 min

Level: second year high school students

Length: from 08 to 12 lines

Write a paragraph from 08 to 12 lines

Selected topics

_Personal experience (In 12 lines , describe a happy personal experience)

_Sports: in 12 lines choose one of the following and answer them

- Have you ever practiced sports? , why did you choose it, what are its benefits
- Describe your favorite player

_Hobby

_Food publicity (talk about publicity when it comes to food, do they have certain advantages and what do you think about Algerian publicities)

_Social Media (in an argumentative paragraph state two advantages of using social media besides to two disadvantages)

_Travelling: do you like traveling? , have you ever travelled abroad?

_Dreams (what are your future career dreams? What do want to have /to be in future?)

* Learners may choose a topic from their own if the pre-mentioned ones did not suit them.

Appendix P

Post-test

Duration: 60 min

Level: second year high school students

Length: from 08 to 15 lines

➢ **choose one of those three posted video and develop a short paragraph in which the number of lines does not exceed 15 lines**

Video N°1: My Hobby

https://www.youtube.com/watch?v=MW2dtfFyc3k&fbclid=IwAR2vpPj1zJA HV8RjMuBQp2ZnglqOIycIujUS7q8h6sNhoLeuxuWoz7hRbL0

YOUTUBE.COM

Learn English Via Listening| Elementary - Lesson 51. My Hobby

Video N°2: Describing people

https://www.youtube.com/watch?v=dgqFsUAuP24&fbclid=IwAR3TAqeCanYEJ Z0W-1CiENvjhgjwNn8tpJWjCEUGTZaw4zpcF82SyJE9b8M

YOUTUBE.COM

Describing People's Appearance and Personality
Conversation

VideoN°3: World' current pandemic _ Corona virus / COVID19 _

https://www.youtube.com/watch?v=R-JbDMYmAQM&fbclid=IwAR2xdYBKQGiyAKqZfT1madn8tp6IIr8VACib01hqaW2TmltEPuHHCuG7kuM

YOUTUBE.COM

CORONAVIRUS | What Is Coronavirus? | Coronavirus
Outbreak | The Dr Binocs Show | Peekaboo Kidz
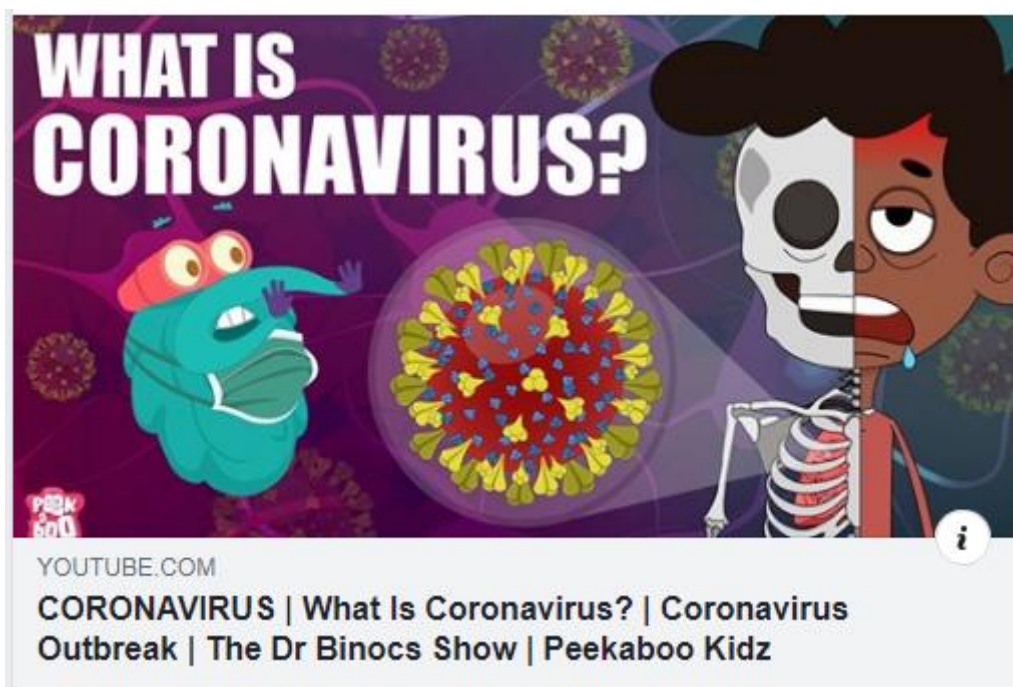
Appendix Q

List of Participants

Students' Names	E-mail	Phone Number	Social Media Account
Zireg Meriem	///	0660435396	FB- ziregmeriem
Maria Kelala	zorazibi@gmail.com	0666127738	Insta- se_mariiii
Rabah Aymen Abdallah	Yazidmerez007@gmail.com	0676158344	FB- Ay Moun Insta- Ay Moun
Mouadh Djabba	///	0697585774	FB-Mouàd DJABBA
Ghecham Samah	///	0665993384	FB- Saamah Ghm
Ziar Imane	///	///	Naya Taya
Hazem Nour Chams El-assil	///	0668290922	FB- No uR FB- Cha Ams
Assala Meridja	///	0662402738	FB- SaSoo San Insta- SoLa._.San
Cedar Islam	chegarIslam@gmail.com	0672482858	FB- Islam
Djaara Amine	Djaaraamine05@gmail.com	0555850217	FB- Djaar Amine

T Distribution Critical Values Table

The critical values of t distribution are calculated according to the probabilities of two alpha values and the degrees of freedom. The Alpha(α) values 0.05 one tailed and 0.1 two tailed are the two columns to be compared with the degrees of freedom in the row of the table.

α (1 tail)	0.05	0.025	0.01	0.005	0.0025	0.001	0.0005
α (2 tail)	0.1	0.05	0.02	0.01	0.005	0.002	0.001
df							
1	6.3138	12.7065	31.8193	63.6551	127.3447	318.4930	636.0450
2	2.9200	4.3026	6.9646	9.9247	14.0887	22.3276	31.5989
3	2.3534	3.1824	4.5407	5.8408	7.4534	10.2145	12.9242
4	2.1319	2.7764	3.7470	4.6041	5.5976	7.1732	8.6103
5	2.0150	2.5706	3.3650	4.0322	4.7734	5.8934	6.8688
6	1.9432	2.4469	3.1426	3.7074	4.3168	5.2076	5.9589
7	1.8946	2.3646	2.9980	3.4995	4.0294	4.7852	5.4079
8	1.8595	2.3060	2.8965	3.3554	3.8325	4.5008	5.0414
9	1.8331	2.2621	2.8214	3.2498	3.6896	4.2969	4.7809
10	1.8124	2.2282	2.7638	3.1693	3.5814	4.1437	4.5869
11	1.7959	2.2010	2.7181	3.1058	3.4966	4.0247	4.4369
12	1.7823	2.1788	2.6810	3.0545	3.4284	3.9296	4.3178
13	1.7709	2.1604	2.6503	3.0123	3.3725	3.8520	4.2208
14	1.7613	2.1448	2.6245	2.9768	3.3257	3.7874	4.1404
15	1.7530	2.1314	2.6025	2.9467	3.2860	3.7328	4.0728
16	1.7459	2.1199	2.5835	2.9208	3.2520	3.6861	4.0150
17	1.7396	2.1098	2.5669	2.8983	3.2224	3.6458	3.9651
18	1.7341	2.1009	2.5524	2.8784	3.1966	3.6105	3.9216
19	1.7291	2.0930	2.5395	2.8609	3.1737	3.5794	3.8834
20	1.7247	2.0860	2.5280	2.8454	3.1534	3.5518	3.8495
21	1.7207	2.0796	2.5176	2.8314	3.1352	3.5272	3.8193
22	1.7172	2.0739	2.5083	2.8188	3.1188	3.5050	3.7921
23	1.7139	2.0686	2.4998	2.8073	3.1040	3.4850	3.7676
24	1.7109	2.0639	2.4922	2.7970	3.0905	3.4668	3.7454

25	1.7081	2.0596	2.4851	2.7874	3.0782	3.4502	3.7251
26	1.7056	2.0555	2.4786	2.7787	3.0669	3.4350	3.7067
27	1.7033	2.0518	2.4727	2.7707	3.0565	3.4211	3.6896
28	1.7011	2.0484	2.4671	2.7633	3.0469	3.4082	3.6739
29	1.6991	2.0452	2.4620	2.7564	3.0380	3.3962	3.6594
30	1.6973	2.0423	2.4572	2.7500	3.0298	3.3852	3.6459
31	1.6955	2.0395	2.4528	2.7440	3.0221	3.3749	3.6334
32	1.6939	2.0369	2.4487	2.7385	3.0150	3.3653	3.6218
33	1.6924	2.0345	2.4448	2.7333	3.0082	3.3563	3.6109
34	1.6909	2.0322	2.4411	2.7284	3.0019	3.3479	3.6008
35	1.6896	2.0301	2.4377	2.7238	2.9961	3.3400	3.5912
36	1.6883	2.0281	2.4345	2.7195	2.9905	3.3326	3.5822
37	1.6871	2.0262	2.4315	2.7154	2.9853	3.3256	3.5737
38	1.6859	2.0244	2.4286	2.7115	2.9803	3.3190	3.5657
39	1.6849	2.0227	2.4258	2.7079	2.9756	3.3128	3.5581
40	1.6839	2.0211	2.4233	2.7045	2.9712	3.3069	3.5510
41	1.6829	2.0196	2.4208	2.7012	2.9670	3.3013	3.5442
42	1.6820	2.0181	2.4185	2.6981	2.9630	3.2959	3.5378
43	1.6811	2.0167	2.4162	2.6951	2.9591	3.2909	3.5316
44	1.6802	2.0154	2.4142	2.6923	2.9555	3.2861	3.5258
45	1.6794	2.0141	2.4121	2.6896	2.9521	3.2815	3.5202
46	1.6787	2.0129	2.4102	2.6870	2.9488	3.2771	3.5149
47	1.6779	2.0117	2.4083	2.6846	2.9456	3.2729	3.5099
48	1.6772	2.0106	2.4066	2.6822	2.9426	3.2689	3.5051
49	1.6766	2.0096	2.4049	2.6800	2.9397	3.2651	3.5004
50	1.6759	2.0086	2.4033	2.6778	2.9370	3.2614	3.4960
51	1.6753	2.0076	2.4017	2.6757	2.9343	3.2579	3.4917
52	1.6747	2.0066	2.4002	2.6737	2.9318	3.2545	3.4877
53	1.6741	2.0057	2.3988	2.6718	2.9293	3.2513	3.4838
54	1.6736	2.0049	2.3974	2.6700	2.9270	3.2482	3.4800
55	1.6730	2.0041	2.3961	2.6682	2.9247	3.2451	3.4764
56	1.6725	2.0032	2.3948	2.6665	2.9225	3.2423	3.4730
57	1.6720	2.0025	2.3936	2.6649	2.9204	3.2394	3.4696
58	1.6715	2.0017	2.3924	2.6633	2.9184	3.2368	3.4663

59	1.6711	2.0010	2.3912	2.6618	2.9164	3.2342	3.4632
60	1.6706	2.0003	2.3901	2.6603	2.9146	3.2317	3.4602
61	1.6702	1.9996	2.3890	2.6589	2.9127	3.2293	3.4573
62	1.6698	1.9990	2.3880	2.6575	2.9110	3.2269	3.4545
63	1.6694	1.9983	2.3870	2.6561	2.9092	3.2247	3.4518
64	1.6690	1.9977	2.3860	2.6549	2.9076	3.2225	3.4491
65	1.6686	1.9971	2.3851	2.6536	2.9060	3.2204	3.4466
66	1.6683	1.9966	2.3842	2.6524	2.9045	3.2184	3.4441
67	1.6679	1.9960	2.3833	2.6512	2.9030	3.2164	3.4417
68	1.6676	1.9955	2.3824	2.6501	2.9015	3.2144	3.4395
69	1.6673	1.9950	2.3816	2.6490	2.9001	3.2126	3.4372
70	1.6669	1.9944	2.3808	2.6479	2.8987	3.2108	3.4350
71	1.6666	1.9939	2.3800	2.6468	2.8974	3.2090	3.4329
72	1.6663	1.9935	2.3793	2.6459	2.8961	3.2073	3.4308
73	1.6660	1.9930	2.3785	2.6449	2.8948	3.2056	3.4288
74	1.6657	1.9925	2.3778	2.6439	2.8936	3.2040	3.4269
75	1.6654	1.9921	2.3771	2.6430	2.8925	3.2025	3.4250
76	1.6652	1.9917	2.3764	2.6421	2.8913	3.2010	3.4232
77	1.6649	1.9913	2.3758	2.6412	2.8902	3.1995	3.4214
78	1.6646	1.9909	2.3751	2.6404	2.8891	3.1980	3.4197
79	1.6644	1.9904	2.3745	2.6395	2.8880	3.1966	3.4180
80	1.6641	1.9901	2.3739	2.6387	2.8870	3.1953	3.4164
81	1.6639	1.9897	2.3733	2.6379	2.8859	3.1939	3.4147
82	1.6636	1.9893	2.3727	2.6371	2.8850	3.1926	3.4132
83	1.6634	1.9889	2.3721	2.6364	2.8840	3.1913	3.4117
84	1.6632	1.9886	2.3716	2.6356	2.8831	3.1901	3.4101
85	1.6630	1.9883	2.3710	2.6349	2.8821	3.1889	3.4087
86	1.6628	1.9879	2.3705	2.6342	2.8813	3.1877	3.4073
87	1.6626	1.9876	2.3700	2.6335	2.8804	3.1866	3.4059
88	1.6623	1.9873	2.3695	2.6328	2.8795	3.1854	3.4046
89	1.6622	1.9870	2.3690	2.6322	2.8787	3.1844	3.4032
90	1.6620	1.9867	2.3685	2.6316	2.8779	3.1833	3.4020
91	1.6618	1.9864	2.3680	2.6309	2.8771	3.1822	3.4006
92	1.6616	1.9861	2.3676	2.6303	2.8763	3.1812	3.3995

93	1.6614	1.9858	2.3671	2.6297	2.8755	3.1802	3.3982
94	1.6612	1.9855	2.3667	2.6292	2.8748	3.1792	3.3970
95	1.6610	1.9852	2.3662	2.6286	2.8741	3.1782	3.3959
96	1.6609	1.9850	2.3658	2.6280	2.8734	3.1773	3.3947
97	1.6607	1.9847	2.3654	2.6275	2.8727	3.1764	3.3936
98	1.6606	1.9845	2.3650	2.6269	2.8720	3.1755	3.3926
99	1.6604	1.9842	2.3646	2.6264	2.8713	3.1746	3.3915
100	1.6602	1.9840	2.3642	2.6259	2.8706	3.1738	3.3905
101	1.6601	1.9837	2.3638	2.6254	2.8700	3.1729	3.3894
102	1.6599	1.9835	2.3635	2.6249	2.8694	3.1720	3.3885
103	1.6598	1.9833	2.3631	2.6244	2.8687	3.1712	3.3875
104	1.6596	1.9830	2.3627	2.6240	2.8682	3.1704	3.3866
105	1.6595	1.9828	2.3624	2.6235	2.8675	3.1697	3.3856
106	1.6593	1.9826	2.3620	2.6230	2.8670	3.1689	3.3847
107	1.6592	1.9824	2.3617	2.6225	2.8664	3.1681	3.3838
108	1.6591	1.9822	2.3614	2.6221	2.8658	3.1674	3.3829
109	1.6589	1.9820	2.3611	2.6217	2.8653	3.1667	3.3820
110	1.6588	1.9818	2.3607	2.6212	2.8647	3.1660	3.3812
111	1.6587	1.9816	2.3604	2.6208	2.8642	3.1653	3.3803
112	1.6586	1.9814	2.3601	2.6204	2.8637	3.1646	3.3795
113	1.6585	1.9812	2.3598	2.6200	2.8632	3.1640	3.3787
114	1.6583	1.9810	2.3595	2.6196	2.8627	3.1633	3.3779
115	1.6582	1.9808	2.3592	2.6192	2.8622	3.1626	3.3771
116	1.6581	1.9806	2.3589	2.6189	2.8617	3.1620	3.3764
117	1.6580	1.9805	2.3586	2.6185	2.8612	3.1614	3.3756
118	1.6579	1.9803	2.3583	2.6181	2.8608	3.1607	3.3749
119	1.6578	1.9801	2.3581	2.6178	2.8603	3.1601	3.3741
120	1.6577	1.9799	2.3578	2.6174	2.8599	3.1595	3.3735
121	1.6575	1.9798	2.3576	2.6171	2.8594	3.1589	3.3727
122	1.6574	1.9796	2.3573	2.6168	2.8590	3.1584	3.3721
123	1.6573	1.9794	2.3571	2.6164	2.8585	3.1578	3.3714
124	1.6572	1.9793	2.3568	2.6161	2.8582	3.1573	3.3707
125	1.6571	1.9791	2.3565	2.6158	2.8577	3.1567	3.3700
126	1.6570	1.9790	2.3563	2.6154	2.8573	3.1562	3.3694

127	1.6570	1.9788	2.3561	2.6151	2.8569	3.1556	3.3688
128	1.6568	1.9787	2.3559	2.6148	2.8565	3.1551	3.3682
129	1.6568	1.9785	2.3556	2.6145	2.8561	3.1546	3.3676
130	1.6567	1.9784	2.3554	2.6142	2.8557	3.1541	3.3669
131	1.6566	1.9782	2.3552	2.6139	2.8554	3.1536	3.3663
132	1.6565	1.9781	2.3549	2.6136	2.8550	3.1531	3.3658
133	1.6564	1.9779	2.3547	2.6133	2.8546	3.1526	3.3652
134	1.6563	1.9778	2.3545	2.6130	2.8542	3.1522	3.3646
135	1.6562	1.9777	2.3543	2.6127	2.8539	3.1517	3.3641
136	1.6561	1.9776	2.3541	2.6125	2.8536	3.1512	3.3635
137	1.6561	1.9774	2.3539	2.6122	2.8532	3.1508	3.3630
138	1.6560	1.9773	2.3537	2.6119	2.8529	3.1503	3.3624
139	1.6559	1.9772	2.3535	2.6117	2.8525	3.1499	3.3619
140	1.6558	1.9771	2.3533	2.6114	2.8522	3.1495	3.3614
141	1.6557	1.9769	2.3531	2.6112	2.8519	3.1491	3.3609
142	1.6557	1.9768	2.3529	2.6109	2.8516	3.1486	3.3604
143	1.6556	1.9767	2.3527	2.6106	2.8512	3.1482	3.3599
144	1.6555	1.9766	2.3525	2.6104	2.8510	3.1478	3.3594
145	1.6554	1.9765	2.3523	2.6102	2.8506	3.1474	3.3589
146	1.6554	1.9764	2.3522	2.6099	2.8503	3.1470	3.3584
147	1.6553	1.9762	2.3520	2.6097	2.8500	3.1466	3.3579
148	1.6552	1.9761	2.3518	2.6094	2.8497	3.1462	3.3575
149	1.6551	1.9760	2.3516	2.6092	2.8494	3.1458	3.3570
150	1.6551	1.9759	2.3515	2.6090	2.8491	3.1455	3.3565
151	1.6550	1.9758	2.3513	2.6088	2.8489	3.1451	3.3561
152	1.6549	1.9757	2.3511	2.6085	2.8486	3.1447	3.3557
153	1.6549	1.9756	2.3510	2.6083	2.8483	3.1443	3.3552
154	1.6548	1.9755	2.3508	2.6081	2.8481	3.1440	3.3548
155	1.6547	1.9754	2.3507	2.6079	2.8478	3.1436	3.3544
156	1.6547	1.9753	2.3505	2.6077	2.8475	3.1433	3.3540
157	1.6546	1.9752	2.3503	2.6075	2.8472	3.1430	3.3536
158	1.6546	1.9751	2.3502	2.6073	2.8470	3.1426	3.3531
159	1.6545	1.9750	2.3500	2.6071	2.8467	3.1423	3.3528
160	1.6544	1.9749	2.3499	2.6069	2.8465	3.1419	3.3523

161	1.6544	1.9748	2.3497	2.6067	2.8463	3.1417	3.3520
162	1.6543	1.9747	2.3496	2.6065	2.8460	3.1413	3.3516
163	1.6543	1.9746	2.3495	2.6063	2.8458	3.1410	3.3512
164	1.6542	1.9745	2.3493	2.6062	2.8455	3.1407	3.3508
165	1.6542	1.9744	2.3492	2.6060	2.8452	3.1403	3.3505
166	1.6541	1.9744	2.3490	2.6058	2.8450	3.1400	3.3501
167	1.6540	1.9743	2.3489	2.6056	2.8448	3.1398	3.3497
168	1.6540	1.9742	2.3487	2.6054	2.8446	3.1394	3.3494
169	1.6539	1.9741	2.3486	2.6052	2.8443	3.1392	3.3490
170	1.6539	1.9740	2.3485	2.6051	2.8441	3.1388	3.3487
171	1.6538	1.9739	2.3484	2.6049	2.8439	3.1386	3.3483
172	1.6537	1.9739	2.3482	2.6047	2.8437	3.1383	3.3480
173	1.6537	1.9738	2.3481	2.6046	2.8435	3.1380	3.3477
174	1.6537	1.9737	2.3480	2.6044	2.8433	3.1377	3.3473
175	1.6536	1.9736	2.3478	2.6042	2.8430	3.1375	3.3470
176	1.6536	1.9735	2.3477	2.6041	2.8429	3.1372	3.3466
177	1.6535	1.9735	2.3476	2.6039	2.8427	3.1369	3.3464
178	1.6535	1.9734	2.3475	2.6037	2.8424	3.1366	3.3460
179	1.6534	1.9733	2.3474	2.6036	2.8423	3.1364	3.3457
180	1.6534	1.9732	2.3472	2.6034	2.8420	3.1361	3.3454
181	1.6533	1.9731	2.3471	2.6033	2.8419	3.1358	3.3451
182	1.6533	1.9731	2.3470	2.6031	2.8416	3.1356	3.3448
183	1.6532	1.9730	2.3469	2.6030	2.8415	3.1354	3.3445
184	1.6532	1.9729	2.3468	2.6028	2.8413	3.1351	3.3442
185	1.6531	1.9729	2.3467	2.6027	2.8411	3.1349	3.3439
186	1.6531	1.9728	2.3466	2.6025	2.8409	3.1346	3.3436
187	1.6531	1.9727	2.3465	2.6024	2.8407	3.1344	3.3433
188	1.6530	1.9727	2.3463	2.6022	2.8406	3.1341	3.3430
189	1.6529	1.9726	2.3463	2.6021	2.8403	3.1339	3.3428
190	1.6529	1.9725	2.3461	2.6019	2.8402	3.1337	3.3425
191	1.6529	1.9725	2.3460	2.6018	2.8400	3.1334	3.3422
192	1.6528	1.9724	2.3459	2.6017	2.8398	3.1332	3.3419
193	1.6528	1.9723	2.3458	2.6015	2.8397	3.1330	3.3417
194	1.6528	1.9723	2.3457	2.6014	2.8395	3.1328	3.3414

195	1.6527	1.9722	2.3456	2.6013	2.8393	3.1326	3.3411
196	1.6527	1.9721	2.3455	2.6012	2.8392	3.1323	3.3409
197	1.6526	1.9721	2.3454	2.6010	2.8390	3.1321	3.3406
198	1.6526	1.9720	2.3453	2.6009	2.8388	3.1319	3.3403
199	1.6525	1.9720	2.3452	2.6008	2.8387	3.1317	3.3401
200	1.6525	1.9719	2.3451	2.6007	2.8385	3.1315	3.3398

Appendix S

Students' Questionnaire

Dear participants,

You are kindly requested to answer the present questionnaire which serves as a data collection tool for a master degree in Applied Linguistics. Your answers will be very helpful for our research entitled "Implementing grammar-based flipped classroom to improve EFL learners' writing skill".

We deeply appreciate your efforts. Thank you for your cooperation.

Ramia DALI ALI

Email: rmdali91@gmail.com

Mohamed Khider University of Biskra

Faculty of: **Foreign Languages**

Section of: **English**

Section one: student's background

Q1_ School background options:

- Mathematics ☐

- Experimental science ☐

- Foreign languages ☐

- Literary stream ☐

Q2_ Which skill is difficult for you?

- Receptive skill (reading listening) ☐

- Productive skills (writing and speaking) ☐

- Linguistic skills (grammar ...) ☐

- All ☐

Q3_ Do you think that two sessions of English in school is enough for you to improve your level in writing?

Yes ☐   ☐
No

If no, give a Suggestion

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

Q4_ In your opinion, students' poor level in grammar is due to: (unsatisfactory)

- Insufficient time to cover all grammar patterns ☐

- Lack of practice ☐

- Lack of teacher's feedback ☐

- Other ☐

Please specify

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

Q5_ How have you been taught English grammar in school?

- Audio lingual method (memorisation of rules)

- Task-based learning method (intensive rules' practice)

- Suggestopedia (physical exercises through rehearsing and practicing i.e. role plays))

- Communicative language teaching (Fixing rules through teacher's feedback)

Section two: grammar learning

Q6_ Do grammar lessons help you improve your communicative competence ?

Yes ☐   No ☐

Explain…………………………………..…………………………………………………………
…………………………………………………
………
……………………………………………………..

Q7_ In your opinion, what are the merits of an accurate grammar learning?

- Helps me express myself effectively ☐

- Helps me understand spoken/written English forms ☐

- Get good grades ☐

- All ☐

Q8 _ In what way do you think that receiving feedback could be helpful in grammar learning?

- Instigate your cognitive skills ☐

- Improve your accuracy ☐

- Improve your fluency ☐

- Highlights and correct your errors and mistakes ☐

- All ☐

Section three: writing skill

Q9_ How often do you practice your English writing skill inside classroom?

Very often ☐　　　often ☐　　　sometimes ☐　　　rarely ☐　　　☐
never

Q10 _what are the challenges you encountered in written expression? (Rank)

- Generating ideas ☐

- Lack of vocabulary ☐

- Grammatical competency ☐

- Fear of making mistakes or errors ☐

Q11_ those challenges are due to (rank)

☐ Complexity of grammar patterns

☐ Inappropriate teaching method

☐ Insufficient practice inside the classroom

☐ Lack of feedback

☐ Lack of cooperation inside the classroom

☐ Insufficient grammar use

Section four: Grammar a bridge to writing skill.

Q12_ In your opinion, does intensive grammar practice inside classroom helps you develop you writing performance. ?

Yes ☐   No ☐

Explain

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

Q13_ How did receiving feedback in grammar help you improve your writing performance?

- Acquire correct sentence structure

- Avoid repetition

- Develop language accurate output

- Deliver my ideas in correct way

- All

Section five: Flipped classroom

Q14_ Do you watch the flipped videos on time?

Always   rarely   most of time   never

Q15/A _ Describe the amount of effort you have been putting in during your time at

home

- Max effort (trying as hard as I can)

- I'm not really trying

- I'm putting in good effort each day

Q15/B_ Describe the amount of effort you have been putting in during your time in class

- Max effort (trying as hard as I can)

- I'm not really trying

- I'm putting in good effort each day

Q16_ In what way does the implementation of flipped classroom (FCr) help you

improve your grammar ?

	Strongly disagree	disagree	Neutral	Agree	Strongly agree
FCr gives me more opportunities to communicate with my teacher and colleagues					
I am more motivated to learn English in FCr					
FCr customises /differentiates learning					
FCr increases students' participation and engagement					
I would rather watch a traditional teacher led lesson than a lesson video					
Encourage students' ownership of learning					

Appendix T

Teachers' Questionnaire

Dear Teachers,

You are kindly requested to answer the present questionnaire which serves as a data collection tool for a master degree in Applied Linguistics. Your answers will be very helpful for our research entitled "Implementing grammar-based flipped classroom to improve EFL learners' writing skill".

We deeply appreciate your efforts. Thank you for your cooperation.

Ramia DALI ALI

E-mail: rmdali91@gmail.com

Mohamed Khider University of Biskra

Faculty of: **Foreign Languages**

Section of: **English**

Section one: Teachers' Teaching Background

Q1_ How long have you been teaching English at university/ school?

1-5 years	6-11 years	12-17 years	17-20 years	More than 20 years
⬭	⬭	⬭	⬭	⬭

Q2_ How long have you been teaching written expression?

1-5 years	6-10 years	11-15 years	More than 15 years
⬭	⬭	⬭	⬭

Q3_ How long have you been teaching grammar?

1-5 years	6-10 years	11-15 years	More than 15 years
⬭	⬭	⬭	⬭

Q4_ According to your teaching experience, which of the following ICTs are mostly preferred by learners (Rank them from 1 to 5) ?

	Internet
	Mobile smart-devices
	Radio or tape recorder
	TV /videos
	Data show / Slides

Section Two: Grammar Teaching

Q5_ Do you think that your students are motivated by the grammar teaching method you are currently using in the classroom?

Yes [   ]   **No** [   ]

In both cases , please justify your answer

……

……….

Q6_ How often do you opt for:

	Always	Sometimes	Rarely	Never
Grammar translation method				
Direct Method				
Audio lingual method				
Communicative language teaching				
Teaching grammar in context				

Q7_ To what degree do you agree with these statements?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teaching linguistic forms (i.e. a meaningful unit of speech such as words , sentences) helps learners produce right grammar					
Learners can improve their grammatical accuracy through regular structure drills					
Separate grammar teaching cannot help students to use linguistic knowledge in natural communication					
Teachers should not correct students 'grammatical errors in class unless these errors interfere with comprehensibility					
When my students make grammar mistakes when talking , I will stop to repeat what they have just said in a corrected version to indirectly raise their awareness about mistakes					
When my students make grammar mistakes when talking, I will ignore them so that they can be more confident and fluent					
When my students make grammar mistakes when talking, I will immediately correct them so that they can be more accurate and easier to understand.					
Learners should be consciously aware of the forms and function of structures before using them sufficiently.					

Non-contextual structure drills play a certain role in the language learning process					
Grammar is best taught through communicative activities					
Teachers should only correct language forms which hinder communication					
Comparison and contrast of individual structures is beneficial to leaners' grammar learning					

Section three: written expression

Q8_ In EFL context, writing proficiency is required due to several reasons. To what extent do you consider the importance of each element?

	Not important	Fairly important	important	Very important
A tool for effective communication in modern globalised world				
A requirement for future academic studies and researches				
Students' academic success				
A requirement for occupational purposes				

Q9_ Which Approach do you often use to teach writing expression?

- The product approach
- The process approach
- The product process approach
- The genre approach
- The process genre approach
- The product process genre approach
- I am not using any approach

Section Four: Flipped Classroom Model (FCrM)

Q10_ Have you ever opted for flipped classroom strategy (FCrS) ?

FCrS is instructional strategy and a type of blended learning that focused on students engagement and active learning, giving the instructor better opportunities to deal with mixed levels, student difficulties, and differentiated learning styles during in-class time.

Yes ☐   **NO** ☐

If No, Why?

....
....

If yes, what do you think you can do to improve your flipped classroom?

....
....

Q11_ To what extent, do you believe that learners will attain target learning objectives better with flipped classes?
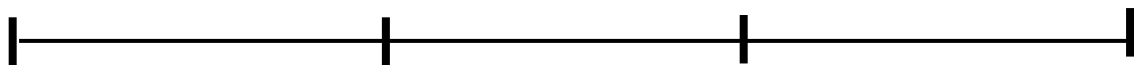
Definitely   Somewhat   Not really   Definitely not

Q12_ To what degree do you agree with these statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
The teacher will be able to teach more content and concepts with flipped teaching method					
FCr will give students more/ appropriate time to perform activities and tasks during tutorial classes					
Social Media is important in students' learning					
FCr will give you more opportunities to communicate with students (i.e. provide them with appropriate feedback)					
Students will be motivated to learn grammar through the flipped classroom					
In FCr model , students will have better opportunities to interact with each other					
Students will be in charge of their learning through flipped instruction					
Shifting to student-centred classroom approach will boost their knowledge perception					
Teachers will spend less time working on students homework (since everything is done in class , i.e. students collaborate with each other)					

Opinionnaire

Q1_ What do you think of the questions in general ?

……………………………………………………………………………………………

…………………………………………………………………………………………….

Q2_ Have you noticed that any of the question seem to be strange or unusual?

Yes ☐   No   ☐

If yes, please specify which question (s)?

……………………………………………………………………………………………

………………………………………………………………………………………

Q3_ Have you identified any question that are unnecessary and should not be asked?

Yes ☐   No   ☐

If yes, please specify which question (s) you think should be omitted

……………………………………………………………………………………………

………………………………………………………………………………………

Q4_ Have you spotted any question that have been unnecessarily repeated as asking the same thing?

Yes ☐   No   ☐

If yes, please specify which question (s) you think should be omitted

……………………………………………………………………………………………

…………………………………………………………………………………………….

Q5_ What do you think of the order of questions?

……………………………………………………………………………………………

……………………………………………………………………………………………..

Q6_ How much do think the response categories were appropriate ?

……………………………………………………………………………………………

……………………………………………………………………………………………..

Q7_ If you have any suggestions to help us improve this questionnaire in terms of introduction, question and language, please comment below

……………………………………………………………………………………………

……………………………………………………………………………………………

الملخص

حديثا يعتبر التعلم تحديا ينظر اليه من عدة نواحي على انه لم يعد ينحصر ضمن إطار القسم وفقط، وبالتالي فقد أصبح التعلم عملية ديناميكية تفاعلية تتموقع داخل القسم وخارجه من اجل تعزيز أداء التلاميذ ضمن سياق اللغات الأجنبية وتلقين اللغة الإنجليزية. بالمقابل وبالاعتماد على نفس السياق، فان المهارات الإنتاجية للتلاميذ كالكتابة مثلا تعتبر من أكثر المهام الصعبة حيث انها تتطلب القواعد اللغوية المضبوطة والصحيحة لكي يكون نقل الرسائل ناجعا وفعالا.

وفي ضوء ما تم ذكره سابقا، فان هذا البحث يحقق في فعالية ومدى تأثير تدريس القواعد اللغوية بالاعتماد على نموذج الفصل المعكوس لتحسين المهارات الكتابية لدى المتعلمين في إطار تدريس اللغات الأجنبية عامة واللغة الإنجليزية خاصة.

وفقا لأهداف هذا البحث، فان الأسئلة البحث المطروحة سلفا تهدف للكشف عن مدى أهمية نموذج الفصل المعكوس بالإضافة للأسباب التي ساهمت في تدني مستوى الكتابة لدى متعلمي اللغة الإنجليزية من حيث التدقيق اللغوي والأخطاء المرتكبة مع العلم انهم كرسو ما يقارب السبع سنوات لتعلم اللغة. لقد افترضنا ان اعتماد الفصل المعكوس كمنهج لتدريس القواعد اللغوية للغة الإنجليزية قد يساهم بشكل إيجابي في تطوير المهارات الكتابية لدى التلاميذ، بالمقابل هذا التأثير قد لا يكون فعال بشكل هادف. بالاعتماد على منهج الأساليب المختلطة، فان 10 طلاب من السنة الثانية الثانوي من مدرسة باشا الخاصة قد وافقوا خوض التجربة وكذا ملء الاستبيان في النهاية.

في جوهر البحث، اسفرت النتائج عن التأثير الإيجابي للفصل المعكوس على المهارات الكتابية لطلاب اللغة الإنجليزية كما ساهم هذا النموذج من رفع حظوظ التدريس المتمايز حسب قدرات الطلاب وكفاءاتهم، مدى تفاعل الطلاب مع الأساتذة وكذا التقييم الشخصي لكل طالب.