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## Students' and Teachers' Attitudes towards the Flipped Classes Model

Case Study : Master two English students of Abbes Laghrou  
Khenchela University

**Thesis submitted to the department of English in Partial Fulfillment of the  
requirements for Master Degree in Foreign Language and Culture**

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## **Dedication**

With all tears running around sprinkled, like a glitter of sadness out of my eyes. I would like to dedicate this thesis to my fathers' pure soul. I miss you and I will always. My man like no other.

To my divinely mother my Allah protects you from all lifes' waves. The heart that i could rely on every single moment. For your love that you gave me each time I got petrified.

To my unique brother Sofienne My second father, My backbone, My precious pearl, The one who lights me up to be here, through the daily motivation. To his wife who spread her inspired tips for me.

To Selma my coworker with whom I cooperated this work with mixture of a good mood and some struggles. My brightening friend, The gorgeous side of this thesis.

To Houda and Khouloud my best friends, i dedicate this work for you for your unwavering support and good time, Even for the words that you remind me with each time I have been stressed.

To my adorable close girls Aya, Khawla, Asma, Ritaj who they animated me, And brought me the sign of happiness after what I have been through.

To my Supervisor Pr. Baghzou Sabrina and all respected English instructors I would like to dedicate to you this dissertation work, because you were here and there, the guide and the source of knowledge.

**Fatima**

## **Dedication**

I dedicate this work to my precious parents who motivated and supported me all over this journey.

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## **ABSTRACT**

The Flipped Classroom Model is a new method that gained popularity in the educational system, especially during Covid-19 pandemic. It enables students to review materials before class in order to make extra time for classroom activities. This current research intends to investigate the attitudes of both teachers and students of Abbas Laghrour Khenchelas' university towards Flipped Classes Model, and answer the four research questions. The researchers applied a mixed method approach to collect both qualitative and quantitative data. The sample of the study consists of 65 Master two students out of total 133 at the English Departement, who were responded to the questionnaire; while out of 28 teachers, 15 of them were selected to conduct the interview. The findings of the research revealed that, the great majority of the students and instructors hold positive attitudes towards this model, because of its benefits and effectiveness. However, there are some of them who had negative views due to the lack of technological devices and time constraints. Finally the recommendations and suggestions for further studies were indicated at the end.

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## List of Abbreviations and Acronyms

<b>FC</b>	Flipped Classes
<b>FCM</b>	Flipped Classes Model
<b>FL</b>	Flipped Learning
<b>EFL</b>	English for Foreign Language
<b>FCL</b>	Flipped classes Learning
<b>ESS</b>	Environmental System and Societies
<b>Covid-19</b>	Corona Virus Disease-19

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# **General Introduction**

## **Introduction**

The 21st educational system focuses on individualized and personalized instruction that cater to the interests and needs of educators. It helps them to learn important skills, such as creativity, critical thinking, communication and collaboration. Moreover it encourages the integration of technology in the process of learning, because it has a massive and significant role in our lives. It is widely used in various domains, especially during the corona virus pandemic, where the usual life changed and became harsh and tough. The educational system got affected too, like many other fields, so the ideal idea was reversing the teaching and learning processes to fit the new situation, to help the learners continue their studies and become adaptable individuals. One of these techniques and methods is the Flipped Classes Model, which is an instructional strategy that enables students to have the lectures on an online platform prior coming to the classroom, allowing more time for activities and discussion during the class time, because it emphasizes self-paced learning, where the teacher provides guidance, and the student take ownership of their learning journey. According to Bargman (2013) the Flipped learning occurs when we move the instructions from learning in groups into working in an individual space. This way of learning allows students to learn at their own pace, as they can pause, and repeat the lecture as needed. Which helps them to expand their knowledge about the topic, understand it easily, reduce stress and increase their achievements. There are a plenty of past studies about the Flipped learning, because it is an innovative and interesting model, but it is necessary to investigate and shed the light on the students' and teachers' attitudes towards it, to enhance the learning experience and the environment for both of them.

## **Definition of the Flipped Classes Model**

The flipped classes is a teaching method in which the students view the lectures at home on an online platform, and use the class time for activities, discussion and more collaborative work. This model enables them to learn at their own pace, and gives sufficient time for both the instructors and the learners.

### **1. Statement of the problem :**

Due to coronavirus pandemic the learning and teaching processes have been switched in Algeria from the traditional method to Flipped Classes Model, because this harsh period imposed on the educators to use technology and modern methods to grant the continuity of learning, and there where the Flipped Classes Model comes in. This study will shed the light on Abbas Lghrou Khenchelas' university students and teachers attitudes towards the Flipped Classes, however this is not the case there are no researches that have been carried out about the implementation of Flipped Classes Model, and no one explored the perceptions and opinions of the students and the teachers. Therefore, it is important to know their different attitudes towards this model.

1. **Research Aim** : to investigate students and teachers attitudes towards Flipped Classes Model.

### **2. Objectives :**

- To determine students and teachers attitudes towards Flipped Classes.
- To determine the students and teachers attitudes towards the technology accessibility.
- To explore the difficulties and challenges that both the teachers and the students face when they apply the Flipped learning.

### **3. Research questions :**

- What are the students and teachers attitudes towards the Flipped Classes ?
- What are the students and teachers attitudes towards the technology accessibility ?
- What are the difficulties and challenges that the teachers and the students faced when they use the Flipped Classes Model ?

### **4. Choice of the method:**

A mixed methods approach using a convergent design are suggested for this research, because this method combines both qualitative and quantitative data, which enables the researchers to describe and count statistics at the same time frame to get in the depth of the research and yield a complete picture of the study.

### **5.1 Sampling procedures**

Teachers and Master two students of English departement at Abbas Laghrour Khenchela's university are the sampling of this study. 133 students and 28 teachers represent the whole population. The sampling encoumpasses of 65 educators and 15 instructors who were selected using purposive sampling strategy.

## **5.2 Data instruments**

The data gathering tools of the study were a questionnaire and a structured interview to have valid and significant responses about the four questions and to achieve the objective of the research. The questionnaire was designed for the students, while the interview was administered to the teachers.

### **5. Significance of the study:**

The significance of this study comes from the researchers' experience and the fact that this is the first time that this study will be carried out in the English language department of Abbas Lghrouk Khenchela's university. It is essential to explore the attitudes of the students and teachers towards the Flipped Classes Model. This research and its findings will be beneficial for :

- The students who experience this model to be familiar with it and to improve their skills.
- The teachers who use the Flipped Classes model to know how to apply it in an effective way, to know the strength and weakness of this approach and to understand their students.
- The researchers that are interested in this study .

## **7. Structure of the dissertation**

This current study is constructually organised into two main chapters, the first one entitled the previous studies and the second is about the practical part. Starting with the first chapter which is comprised of two main sections : the first one consists of general introduction of the study, and section two consists of previous studies, moving to the second chapter that includes

two sections, the first musters research methodology, section two musters data analysis, interpretation and the discussion of the findings, follows by recommendations and Suggestions for further studies, and the conclusion avowed at the end.

## Chapter one: Previous Studies

There has been numerous past studies about the Flipped Classes Model and a combination of different prospective and insights towards this strategy. In order to filter the whole picture of this research, Here are some of the prior studies done by researchers and scholars about the flipped classes model to determine whether its beneficial or detrimental for both instructors and students.

One of this studies is entitled the effect of the classroom flip on the learning environment. A comparison of learning activity in a traditional classroom and a flip classroom that used an intelligent tutoring system by Jeremy.F.Strayer in 2007, in order to compare between flipped classroom method and traditional lecture / homework structure in two different classrooms at university level, as well to measure their learning environment and learning experiences. The study consists of a mixed method approach. Quantitative data were examined using T-Tests and MANOVA, However the qualitative data were studied using grounded theory method.

The participants were over 1000 students, 58% were female, 90% were from Ohio, and 96% were white. The researcher collected data by using two different statistics class, the first one was structured according to the flipped classroom model, and the second was structured according to the traditional class method. The quantitative data gathering tool was the college and university classroom inventory questionnaire to get the students' and teachers' perceptions and opinions, and a descriptive and analytic approach for understanding the participants' perspectives. The qualitative data were analyzed from both the multiple analysis of variance and the grounded theory traditions .

The findings of this study revealed that the students who experienced the flipped classes method were less satisfied with the learning activities, because there were no instructions to guide them, and in the other hand they were most likely to work with teams, engage with others and participate in the tasks. When it comes to comfortability the students must have

extra time to adopt the context of this model, and take into consideration their personal growth, the learning environment and learning activities.

A study entitled the effect of Flipped Classroom on students achievement and stress, by Cara A. Marlowe in 2012. It seeks to measure the effect of FCL on the learners achievement and stress level. This study carried out qualitative and quantitative mixed method in order to get in the depth of the study via interview and questionnaire. The impact of FCL was applied on the 19 students in the environmental system and societies (ESS) course in 2 years. The participants were about 19 student (14 females, 5 males) divided into 2 main groups, the first one taught by traditional method however the second one taught by flipped classes model.

Data analysis takes place, about 58% changes after the treatment in the content vocab(N=19), students differ from one semester to another (N=19) they increased in the second semester, before to begin the treatment learners asked to complete a survey. the outcome of pre-and post survey where 42% strongly agreed that they complete their assignment while after this number fell to 16% in the other hand before 16% claimed that they did not complete homework on all occasions, while after this number fell to zero. also, in the flipped classroom students had lower stress level comparing to traditional strategy. Data analysis takes place, students have a high degree in the content knowledge, the grades of the first semester was great than the second semester, even different topics was filtered much more better in semester one comparing to the second one.

Finding explored that students feel jubilant with choosing their own assignment since it became very practical to them. more than that via FCL students achievement increased with lower stress comparing to traditional method, in traditional method learners spent time for understanding the lesson with doing homeworks by their own however in the flipped classes

method students spent more time with doing practices inside the class. The result revealed that learners had positive perceptions .

Another study focused on the implementation of a flipped classroom in foreign language teaching, by Dr, Ahmet Basal in 2015. for the sake of understanding the perceptions of potential english language teachers at the Turkish state university on flipped classroom, and to present the implementation of a flipped classes into an English language classroom. So the researcher carried out a qualitative research desgin and found that the prospective English language teachers had positive perceptions towards the flipped classes model.

This study included 47 pre-service English language teachers , 63.5% (n=30) were female and 36.1% (n = 17) were male students, they answerd the open-ended research questions during 5 days. The data were measured with thematic categorization, two researchers coded and grounded the replies in order to determine the common themes, than another two researchers compared and discussed the content. The flipped classroom method took place during 2012 – 2013 fall and spring semesters and at the end the participants were asked about the benifits of using videos in reading and writing lectures, 35 replied to the question, the data were collected via the use of ‘’ Padlet.com’, a web2.0 tool.

The results showed that the participants had positive perceptions towards applying the flipped classes model in the English language teaching, they pointed that it has several benefits such as: learning at one’s own space, free class time, advance students’ understanding and increase their achievements and motivation.

Furthermore, a research titled the flipped classroom: for active, effective and increased learning – especially for low achievers, by Jalal Nouri in 2016 in order to examine students' perceptions of learning through flipped classroom. To achieve this aim the researcher carried out a mixed method approach and used a quantitative data analysis of the questionnaire that was consisted of 4 sections with 58 items, to get insights about the undergraduate students' perceptions and experience of learning via this method.

The participants were 240 students at Stockholm university in Sweden , 76 females and 164 males, aged between 20 to 43 years, and only 23 students had previous experience of flipped class, they took their last year course Research Methods and Communication to prepare them for a bachelor thesis, and the lectures were supported by many videos, traditional lectures and interactive flipped classes where the students used their smart phones to answer questions, and the teachers provided them with feedback and explanation when they needed .After the factor analysis, the cronbach's Alphas were 78 for the flipped classroom scale, 82 for the video scale and 84 for the LMS scale.

The final results showed that many participants appreciated the flipped classroom model , 180 from them reacted positively about the implementation of the model, and the low achievers believed that it is much easier and beneficial to learn with the flipped classroom method because they can pause and rewatch the video lectures for a better understanding , and that they feel confident and motivated.

Besides there is a study titled the impact of the flipped classroom model on students academic achievement by Emine Cabi in 2018, it aims to investigate the impacts of the flipped classroom model on students academic achievement, and extract the relation between two independent variables which are: the flipped classes model and traditional teaching approaches, the dependant variable is the academic achievement. The research included two groups; the first one is the experimental group in which the students were taught in a blended learning context where the flipped classroom model was applied, the second group is the controlling group, were carried out through traditional blended learning. After four weeks of adopting the FC method, the results showed that there were no statistically significant differences between the total marks of the two groups.

The participants of the research consists of 59 pre-service teachers studying in English language teaching and Turkish language teaching programs, and 59 students; 28 from them participated in the experimental group, and 31 were in the control group. The study was conducted using mixed method approach in order to get a complete picture of the study, the quantitative data measured through an achievement test while the qualitative data studies collected via focus group interview to increase the validity of the research.

The volunteers who experienced the flipped classes model come to class prepared and have a background about the lectures than they discussed it during the class time, so according to the analysis of the pre-post test and after the after treatment the final results showed that there are no statistically significant difference between the students academic achievements

A study titled « flipping teaching Iranian students' and teachers' perception, by Ramin Vaezi, Akbar Afghani and Ahmadreza Lotfi, in 2019 . The study seeks to examine EFL students' and teachers' perceptions about the role of implementing Flipped teaching in the university context. There were 80 Iranian advanced EFL learners and 204 Iranian EFL experienced instructors contributed in the study. They answered the Questionnaires, then 8 students and 20 teachers participated in the interview.

The researchers employed mixed method approach to get in the depth of the study, they administered two developed questionnaires to measure the students and teachers perceptions about the new method, to yield a deep answers and to support the results of the research. Then they decided to pilot the questionnaires again and submit it to two other experienced university teachers. they used a semi-structured interview for the sake of gathering more input , it consists of 8 questions for the students and 11 questions for the teachers. the participants were given videos, screencats or powerpoint files before coming to the workshop every week . All the statistical analysis were conducted using SPSS software, a descriptive statistics were used to determine the students and teachers perceptions about flipped classroom model.

According to the analysis of the data gathering tools, the final outcomes confirmed that more than the half of the students and instructors believed that the flipped approach is beneficial, it helps them to study more , feel relaxed and confident in the classroom , so the majority of the volunteers had positive perceptions and attitudes toward this method of teaching. However the study faced some limitations due to certain difficulties. The participants were interviewed concurrently and in the same context, this may affect the results of the research .

A further research entitled the Effect of Using Flipped Classroom Model to Improve Iraqi EFL Learners' Pronunciation in English at University Level in 2020 By Khaldoun Waleed Husam Al-Mofti. the aim of this study is to investigate the effectiveness of using the flipped classroom model in the Iraqi EFL classroom in teaching pronunciation over the traditional way of teaching, to identify the perception and feedbacks of the Iraqi EFL learners on the use of flipped classroom techniques for learning English. The research consists of 2 main groups, group one was the control group and the second one was the experiential group, they are equal in number (N=30) with sharing the similar educational background and the same educational knowledge.

The participants of the research was about 60 students, male and female besides the design handled is Quasy experiment, This research occupied a mixed method of both quantitative and qualitative in order to reach reliable and valid answers to the research questions increased in this study. The quantitative data analysis takes to answer its questions that were derived from the stated objectives. The data analysis of the effects of using flipped classroom on Iraqi students pronunciation explored that: according to pre-test there is no difference between the 2 groups before applying FCM (4.78 and 4.44), however, post-test showed after the application of FCM on both groups that the experiential group increased with 2.11 values. Moving to the students' perception of the FCM learners agree that FC is more effective than the traditional model with 4.00 value despite some of them.

Findings explored that students get motivated via the flipped classes model, they feel active independent, their performance got increased and the pronunciation aspects, rules of phonetics and phonology promoted effectively. So the results revealed that the students had positive opinions and perspective towards the new method of learning.

The previous study entitled investigating the impact of flipped classroom on Dual language learners' perceptions and grammatical performance By Nurliana Dalila Shaari, Azianura Hani Shaari, Mohammad Ridhuan Abdullah in 2021, to explore dual language learners' perception towards flipped classroom model in learning English tenses as well as their learning.

The participants were about 133 intermediate learners (age 18 to 25) where data was collected using one group and experimental research that carried out mix-method approach, pre-test-post test design, questionnaire and interview. Pre-test and post-test grammar questions were given before and after a six-week intervention program to identify the effectiveness of the materials and instruction. To hold up the quantitative findings, three students were selected for the research interview. The three students were picked up according to their post-test outcomes. The interview data was gathered using audio- or video-taping, The interview consists of seven questions about the students' perception of the videos, flipped classroom teaching models, and activities

The findings of this study method revealed that the flipped classroom model can increase students' grammar knowledge and understanding through activities and participation inside and outside the classroom. Flipped classroom model has allowed knowledge to be acquired through active and constructive processes. The instructional strategy in flipped classroom model gives learners the ownership to detector their learning progress also it supports students of all abilities to excel in learning. Besides, flipping enables students to repeat recorded lectures, overcome learning anxiety, so learners' reacted positively Towards the Flipped Classroom Model .

There is another research about flipped classroom in higher education in Algeria , during the period of covid-19 : challenges and difficulties , by Fatiha Guessabi, in 2021. It aims to explore the use of flipped classroom in higher education in Algeria by investigating its current situation and evaluating its pedagogical feasibility: identifying different options for implementing the flipped classroom and their associated advantages. To achieve this purpose the researcher used a questionnaire with a 100 license degree students, and an interview with 20 teachers from the English department of Bechar university. A survey revealed that both the students and teachers have negative attitudes towards the flipped calssroom and they prefer the traditional method of teaching .

The researcher carried out the study with a mixed approach, and submitted the questionnaire to students in order to figure out the approval of the flipped calsses model , the teacher's interview seeks to investigate their oppinions. the data analysis procedures revealed the different perceptions and attitudes in graphs, the first one showed that there are only four teachers who use the presentations and communication technologies in their lectures because of the lack of the materials, and four graphs indicated that the majority of the students agreed on using recorded lessons before coming to class, while others prefer the handaouts rather than the use of data show.

After the analysis of data procedures the findings were that both the students and teachers are against the flipped classes model and they prefer the traditional method . They figured out that the use of technology has positive effects on the education system and the flipped classes facilitates the teaching and learning process, but there are challenges such as the electricity socket , lack of the internet and deficiency of the materials .

A similar research titled flipped classroom in the educational system: trend or effective pedagogical model compared to other methodologies? by Héctor-Galindo in 2021. It aims to analyze whether flipped classes model is a more effective methodology than other methodologies, for this purpose the researcher carried out a systematic review. Certain national and international databases were used in the situation, some researchs had to follow a quantitative methodology that included a pre-post and a control group .the findings showed that the flipped classroom is effective in comparison with other methodologies.

The selected studies included a quantitative methodology that contains a control and experimental groups in order to compare and extract conclusions, also to give a valid comparison. With regard to data interpretation the content of the studies were analyzed using SPSS statistics 23.3 in order to gather variables from 61 chosen studies . and then carried out with an inductive analysis to classify the constructs, after that the descriptive analysis was used. Finally the repeated measures ANOVA was carried out to perform a comparison between the control and experimental groups.

The research included 31 studies, 3 of them focused on primary education, and 9 studies focused on middle school education, and 19 studies focused on university learning and teaching systems, and others analyzed the impact of the flipped classroom on the academic achievements and performance. The results demonstrated that the flipped classroom could be more effective and beneficial than other methods.

Other study titled integrating flipped learning pedagogy at Algerian higher education during covid 19, students perceptions and teachers attitudes, by Mohamed EL Amine kourak and Abdeallh Kadi in 2021 .in order to explore the attitudes of students' and teachers' towards the effectiveness of flipped classroom model, and examine its adequateness. the researchers adopted a mixed method approach and used a two structured questionnaires submitted to 80 first year LMD students and 10 teachers of Ibn Khaldoun university of Tiaret, Algeria. the outcomes showed that both of them had positive perceptions towards this model.

The investigators used a mixed method approach, combining qualitative and quantitative methods to gain reliability, and they opted for a plan of procedures design to answer questions effectively, objectively and precisely . the data collection were two questionnaires, the first was addressed to 80 first year students aged between 18 and 21 years old, while the second one was submitted to 10 teachers of Ibn Khaldoun, Tiaret university to get their opinion about integrating the flipped classes model in the Algerian higher education. For the data interpretation the researchers used a descriptive statistics and a critical synthesis of the findings, also they conducted a pilot study to get valid and profound understanding of the questionnaires.

The results revealed that the students and teachers had positive attitudes towards the flipped classroom approach, and that they do not have a preferred method of teaching, some prefer the traditional way and others do not.

One of the recent studies entitled Exploring the effectiveness of flipped learning approach in the Nepalese classroom:A descriptive study By Hiranya Lal Lamsal in 2022.the aim behind this study is to investigate how english teachers applied self learning staregy in secondary school to lay out the quality of education system, showed the role of teachers, students and materials. The researcher picked up 8 English teachers from 4 secondary school (1 community and 3 institutional schools) as a case study concerning their fashionability, then they set up for open ended question after explaining the objective of the study to the educators.

This study consists of Qualitative descriptive narative research design using open ended questions submitted to the teachers that they were selected from each school. The teachers found problems in usingflipped classroom since they have no face to face interaction with the learners, also,some students suffered from the lack of materials, and others needed certain tools and even extra time for preparing and watching the video lecture.

The finding of this research explored that both of them had positive attitudes,the teachers got motivated and students preferred learning via this new method specially for those who have materials and network.

The above studies focused their interests on the perceptions of students and teachers towards the flipped classes model, the challenges and difficulties, its' impact on the students performance and academic achievements also they compared the flipped classes to other methodologies. The researchers detected that there are various opinions and perspectives, some participants were with implementing this method and had positive perceptions, while others were opposed to it and had negative attitudes due to several issues.

Concerning what have been found and said about the flipped classroom model , there are multiple studies and researches about it from different universities around the world, even in the Algerians' states, except Abbas Laghrour Khenchela university, there are no studies about this method in the university either in the three educational phases.

This research aimed to shed the light on the students and teachers attitudes towards the flipped classes model and to determine their attitudes towards the technology accessibility at Abbas Laghrour Khenchelas' university, among master two students, using a convergent parallel mixed methods design, and two data collection procedures which are a questionnaire and a semi-structured interview to yield a deep and valid answers.

**Research  
methodology and  
data analysis**

## **Chapter Two : Research Methodology and Data Analysis**

### **Introduction**

This chapter is devoted to the practical part of the research. It contains two sections, the first provides a clear description of the methodology which used in order to answer the research questions, including the data gathering tools, population and the sampling that were chosen. The second one is allocated to the data analysis, discussion and interpretation

### **Section One : Research Methodology**

#### **2.2 Research methodology**

The researchers has opted for a mixed method approach, which is a combination between the qualitative and quantitative methods to supply an accurate results, using a convergent design to provide a comprehensive analysis of the study, to develop a better answer to the research problem, moreover to save time and efforts.

#### **2.3 Population of the study**

The participants of the study are master two students and the teachers of the English department at Abbas Laghrour khenchela's university. The questionnaire was delivered online via a website to 133 students using a purposive sampling strategy because all of them dealt with both methods of teaching the traditional one and the Flipped Classes Model. As for the interview which is the second data instrument was with experienced teachers to investigate their opinions about this new model.

#### **2.4 Research methods and instruments**

In order to investigate the students and teachers attitudes towards the Flipped Classes Model and to solve the research problem, a single questionnaire and an interview were used as data instruments. 65 students out of 133 participated in answering its questions. The interview was addressed to 15 teachers out of 28, to provide valid and exact findings.

#### **2.5 Description of students' questionnaire**

The questionnaire is divided into three sections, the first is about the Flipped learning with YES/NO questions, aims to know the students' view about the flipped classes model . The second one deal with the advantages and disadvantages of the FC in the form of a five-point likert scale in which the students answer each statement by selecting one option ( strongly disagree, disagree, neutral, agree, strongly agree). The last section is related to the students'

personal experience in the shape of a short paragraph to give them the opportunity to express their thoughts and opinions.

## **2.6 Description of teachers' interview**

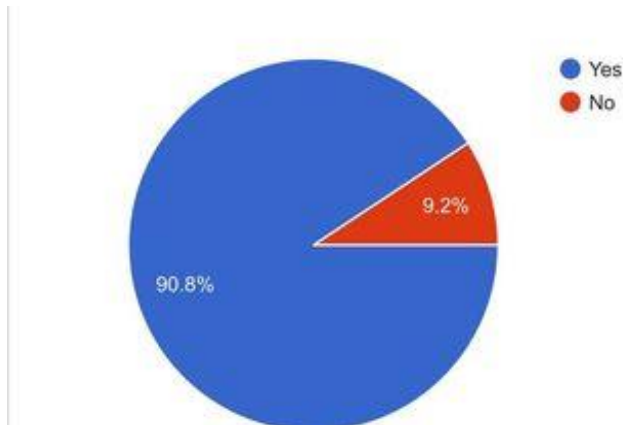
The interview consists of six questions to investigate the teachers' of the English department at Abbas Laghrour Khenchela's university attitudes towards the implementation of the Flipped Classroom model. It is a structured interview with 15 experienced teachers out of 28, to gain accurate and reliable responses.

## Section two : Data analysis and Interpretation

### 3 Data analysis and Interpretation

#### 3.1 Questionnaire results :

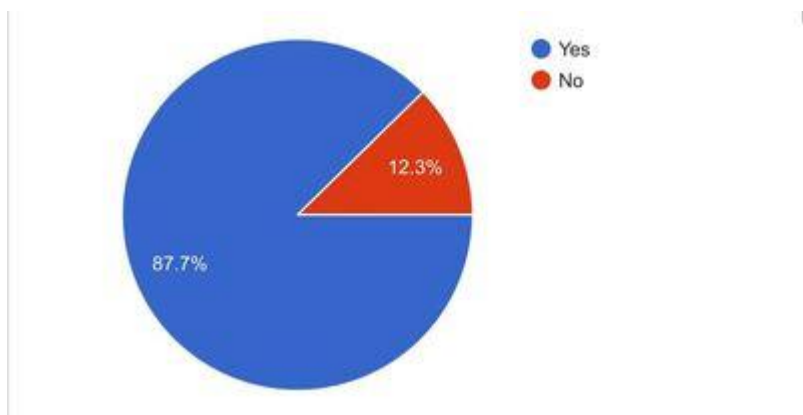
QST1 : Are you familiar with the Flipped Classes Model ?



**Figure 1 : Students' acquaintance with FC Model**

The students were requested to answer whether they are familiar with FC model. 90.8% of the participants indicates that they are apprised with FC model, while few of them 9.2% said that they are not familiar with this new way of learning.

QST 2 : Have you experienced the flipped classes ?



**Figure 2: Students 'experience with FC model.**

As it is presented in the figure 2 and according to the results The majority of the participants 87,7% experienced the Flipped Classroom Model, while 12.3% of them have no experience with it.

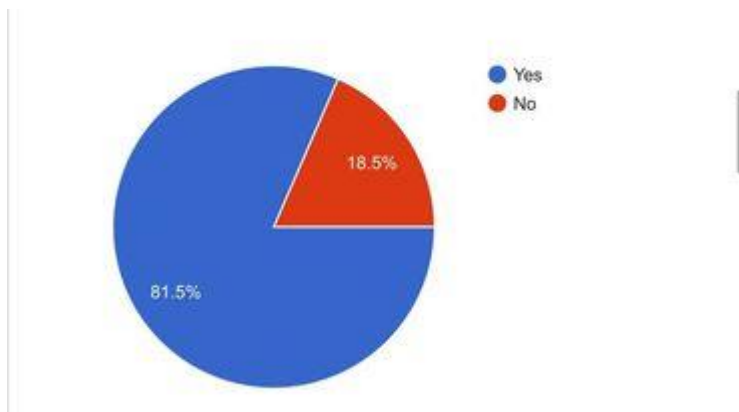
**QST 3 :** Do you think that the implementation of Flipped Classes is beneficial?



**Figure 3: Students ‘ overview about the implementation of the FC**

The responses of the students on this question shows that they have positive attitudes towards the implementation of the Flipped Classes, The great number of respondents 95,4 % said yes, However few of them (4.6 %) chose NO, indicating that the FC model is not beneficial, because of the inequality of students learning: students with different learning styles may not benefit equally from the flipped classes.

**QST 4 :** Do you think that the Flipped learning has more advantages than disadvantages ?



**Figure 4: Students ‘ responses on The advantages and disadvantages of the FC model.**

As for the students’ perceptions towards the flipped classroom the majority 81.5% agreed that the Flipped Classes has more advantages than disadvantages. but 18.5% of informants mentioned the reverse which is the FC model has less advantages. the main reason of their negative views were that they do not have a regular access to the internet.

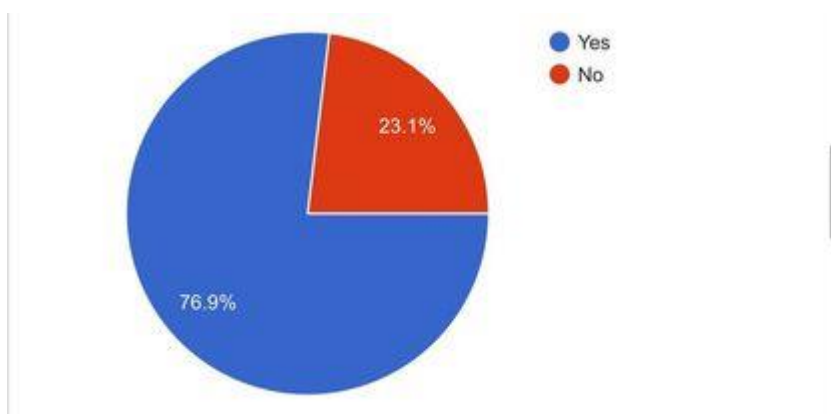
**QST 5 :** Do you think that technology has a role in the success of the Flipped Classes Model ?



**Figure 5 :** Students ‘ preferences regarding the role of technology in the FC modal.

The majority of the students 96.9% reported that the technology have a massive role in the success of the Flipped Classroom model. While the minority with the percentage of 3.1% said NO it has not. Without the use of technology, the Flipped learning will be hard to achieve.

**QST 6 :** If you have the choice would you continue learning with the Flipped Classes ?



**Figure 6:** Students ‘ possibilities in learning via FC model .

The students responses on whether they prefer learning via the Flipped Classes or not are presented in the figure (6) .76,9% of them said yes they will continue their learning with the FCM. Whereas 23.1% of respondents answered NO, they do not want to learn with this model. The participants are divided into supporters because they can learn individually and master

the content of the lectures before the class time. and opponents due to the lack of instruments and equipment.

**Statement 07:** Flipped learning encourages students to become responsible for their learning.

QST 12	SD	D	N	A	SA
RESPONSES	3.1%	3.1%	9.2%	55.4%	29.2%

**Table 1 :Flipped learning motivates students to become responsible for their learning.**

This statement aimed at establishing the view of the participants about whether the Flipped learning encourages students to become responsible for their learning or not. 84.6% informants express their consent and 9.2% of them mentioned neutral , however 3.1% of the participants indicate that they disagree. besides 3.1% express their strongly disagreement with the statement. So, the majority believed that the Flipped learning help the students to become more invested and motivated in their education.

**Statement 08 :** Students get better achievements when they have the lectures before coming to class.

QST 8	SD	D	N	A	SA
RESPONSES	0%	1.5%	4.6%	35.4%	58.5%

**TABLE 02 : Students' views about whether the FC enhances their achievements or not**

As it is presented in the table, the majority of the students 58.5% + 35.4% making up 93.9% of them agreed that students achieve better results when the teacher send the lectures before coming to the classroom. Whereas 3 participants with the percentage of 4.6% choose to be neutral and only one student 1.5% disagree.

the great number of the students prefer the Flipped Classes method of learning because when the teacher send them the lectures on an online platform before attending the class sessions they feel more confident and prepared for class, additionally this can lead to a deeper understanding of the material.

**Statement 09 :**The Flipped Classes model provides sufficient time for understanding the lectures.

QST 9	SD	D	N	A	SA
RESPONSES	0%	3.1%	7.7%	41.6%	47.7%

**TABLE 03 : The Flipped Classes provides sufficient time**

According to the results 47.7% respondents express their strongly agreement concerning the statement, 41.6% also agreed. 7.7% students did not give an obvious response and choose to be neutral, while 3.1% indicates their rejection .

The participants who agreed on the statement justified their answer saying that: with the Flipped Classes Model students can watch and read the lectures at their own pace as many times as they need.

**Statement 10 :** Students can not manage their time at home

QST 10	SD	D	N	A	SA
RESPONSES	13.8%	23.1%	10.8%	44.6%	47.7%

**TABLE 04 : Students have struggeles with time management**

In the opinion of the majority of the participants 44.6% +47.7% equals 92.3% the students face difficulties in managing their time at home, 10.8 informants do not have a clear overview and satyed neutral. The mainority which represents 36.9 express their disapproval about the statement.

The statistics were close beacuse it depends on the individuals and their learning style. Some students struggle with time management, while others find it easy.

**Statement 11** : All the students have technology accessibility such as smart phones, laptop or internet.

QST 9	SD	D	N	A	SA
RESPONSES	10.8%	10.8%	15.4%	41.5%	21.5%

**TABLE 5 : All students have technology accessibility**

As it is reported in the table the participants with the percentage of 41.5% and 21.5% agreed that not all the students have access to the technology. 15.4% preferred to stay neutral whereas 21.6 % of them choose to disagree caliming that not all the educators have digital devices or network .

**Statement 12** : The Flipped Classes way of learning is better than the traditional one.

QST 12	SD	D	N	A	SA
RESPONSES	6.2%	7.7%	15.4%	46.2%	24.6%

**Table 6 : The Flipped Classroom is the most preferred model between the learners**

A highest number of the informants 46.2% and 24.6% making up 70.8% agreed with the statement, they prefer the FC model more than the traditional method of teaching. Yet only a few number of them represent the percentage of 15.4% opt for the option neutral. On the other hand, 13.9% of the participants reveal their disagreement.

The Flipped learning can be a useful model for promoting active learning and students engagement, however there is no best method of learning, each one can be effective for different educators, modules and subjects.

### **Section three : The student's personal experience with the Flipped Classes Model**

#### **QST 1 : What are the challenges and difficulties that you faced when you experienced the Flipped Classes ?**

The respondents talk about their challenges and difficulties when they experienced the Flipped learning, the most shared and recurrent answers were about the lack of instruments, bad connectivity, digital literacy and technology accessibility. Also because there are various resources on the internet they get confused, and some students stated that they can not understand the lectures without the explanation of the teacher.

#### **QST 2 : How has the Flipped Classes affected your achievements ?**

The majority of the students said that the Flipped Classes Model affects their achievements positively, they become more active and responsible on their learning which helps them to achieve better results. On the other hand some participants did not notice any remarkable changes in their achievements, whereas a few number of them said that due to the Flipped Classroom they become lazy and careless, so their results got worse and increased.

#### **QST 3 : What is your perception about the Flipped Classes Model ?**

A large number of the students have positive attitudes towards the Flipped Classes Model and stated that it facilitates the learning process and give them the opportunity to achieve higher results, furthermore it motivates and encourages them to rely on themselves to become learner-centered. The minority of the informants have negative attitudes claiming that the FCM is not beneficial because it has many disadvantages unlike the traditional method that allow them to ask the teacher immediately and discuss their thoughts with their colleagues for better understanding.

### **3.2 Conclusion**

Overall, the findings gathered from the questionnaire revealed that the students of Abbas Laghrour Khenchela's university have positive attitudes towards the Flipped Classes Model, the majority of them stated that the use of the Flipped Classroom may produce various benefits and better achievements because of its advantages and effectiveness.

The majority of the respondents expressed their strong agreement on many questions such as: if they prefer to pursue their learning with the Flipped Classes, and whether Flipped Classroom enhances their achievements. On the other hand a few participants pointed that they prefer the traditional method because it is an easy method to deal and learn with.

### 3.3 Results of the interview

The interview conducted was chiefly face to face with 10 instructors from the English department of Khenchela's university, while according to some conditions that will be mentioned in the limitations, an online interview with 5 other teachers was headed instead. The respondents were asked about 8 questions in order to harvest their attitudes and perceptions about the model. The results can be summarized as follows: the majority of the interviewees 87% were familiar with the flipped classroom except for a few with the percentage of 13% who did not recognize the term. For the second question which is about whether the teachers applied the FCM, the whole community 100% said yes they did.

The third question: what are the notable advantages and disadvantages of the Flipped Classes ?

For the advantages of using the Flipped Classroom, the majority of the responses were convergent on that:

- The Flipped Classes gives the educators an opportunity to have a background about the lectures before coming to the class. For example, one of the participants mentioned that: "this model obliged in a way the students to prepare and expand their knowledge by searching in the internet or reading books".
- Increased engagement and interaction between students and teachers.
- The Flipped Classes is a kind of a time and effort savior.
- Via the use of the Flipped Classes Model the learners will be able to reach the lectures at anytime. One of the reporters said that: "the major advantage is the availability of the courses which is allocated for the process of revision, analysing and discussing it's content".
- Students will be more active and independent in their leaning.
- The Flipped Classes helps the students to become confident. Doctor Z mentioned that: "students can own the knowledge they acquire when participating in their leaning, and this boosts their confidence."

The disadvantages of using the Flipped Classes approach include:

- Accessibility issues. For example one of the interviewees reported that : "we've got technical problems like the internet coverage ". and another one said that : "difficulties when it comes to technology accessibility, there are some students who do not have internet or digital devices".
- The Flipped Classes makes it difficult on the instructors when it comes to the process of the assessment. One of them mentioned that : "it has difficulty in tracking students progress due to lack of structured assessment".
- Some of the students do not check the lectures that the teacher post . A doctor said: "i believe that Flipped Classroom rely 100% on students participation, it is necessary to trust students to study at home. Unfortunately, there is no way to guarantee that,and this is the main problem related to the flipped classroom.
- Students get confused since they receive too much lectures of different modules at once because of many data that need to be transmitted.
- Students have different learning styles. As one of the respondents said: "there are some students who can not understand if they were on laptop or mobile phones, they can only understand things if they were discussed , there are other who can not read unless they read from their notes".
- Mr G,claimed that:"when the teacher post an online assignment,the students will copy and paste information from Google". In this way students will not benefit.

The Fourth question were about the challenges and difficulties that the instructors faced . The results showed that the participants agreed on that:

- Developing the lessons is the hardest. One of them explained that : "maintaining students engagement , especially during longer video lectures is a key challenge for the Flipped Classroom . Teachers need to find creative ways to ensure that students remain engaged throughout the duration of the online lecture ".
- Low connectivity and that the students can not always reach the online platforms .

- The large number of the students. One of the respondents said that : "it is difficult to manage a large number of the learners at home ".
- Lack of motivation , as a teacher said:"students can not be motivated online".
- Lack of availability and reliability of the technology devices.

The Fifth question : to which extent do you see that the Flipped classes is purposeful and useful ?

The majority of the interviewees supported the Flipped learning and said that it is highly beneficial because when the students come with a good background, then the teacher will exemplify and discuss more with the learners, in this way they develop that kind of critical thinking and become more active. one of the participants stated that:Fc seeks for self learning or autonomous learning so, it is very effective. "However some of them calimed that it is not useful because some modules need to be presented in the classroom better than online platforms. Moreover the students will rely on the digital resources and do not attend the discussion at the university which makes their achievements decrease.

The Sixth question: do you face any difficulties when it comes to technology accessibility ?

The great number of the participants 80% responded with no to this question saying that they have the internet and an easy access to google classroom .One of them stated that : "i did not , but the students do".On the other hand some instructors with the percentage of 20% reported that the bad connectivity in the campus and the lack of instruments are challenging.

For the Seventh question which is: as a teacher who experienced both methods the traditioanl one and the Flipped Classroom Model, which one do you consider to be the best ? why ?

There is not a definitive response as to which type of classes environment is more efficient. Most of the instructors believed that the traditional method and the Flipped Classroom should go in parallel, one of them pointed that : "there is no best method, both of them complete each other ". Another one said:"Actually, I believe it is better to flip some lessons only and not the entire class ". While other participants voted for the Flipped Classes claiming that is more effective , one of the interviewees stated that : "i think flipping the classroom may provide an improved learning experience for students due to its structure and emphasis on active

learning ". an additional, instructor M said : "i think the FC is the best method because it is kind of a combination between the two ".

The last question: do you encourage other instructors to work with the Flipped Classes Model ?

The outcome stands out that all the participants (100%) responded yes ,they do encourage other instructors to use the FCM because of its considerable potential to both students and teachers, it helps the students to achieve better results and facilitates the teaching process. Allowing the instructors to work smoothly and focus on helping the learners understand the material rather than lecturing. In this way they will act like a director more than being a facilitator of every single detail concerning the lessons. One of the participants pointed that : " yes, i would highly recommend the integration of this model in the field of English as a foreign language in our department , because it is quite interesting and useful". Another one explained that: "Flipped Classroom present several advantages for teachers professionally . Through Flipped learning, teachers are able to have more meaningful conversations with their students in the class and build relationships with them . Moreover, FCM can create a more positive work environment for both the teachers and students". Furthermore some professors claimed that : "I encourage that if it were done in a correct way, most of the teachers don't even know what we mean by Flipped Classes Model. Another one mentioned that:" if you want to apply FC you should know what to send and what to reach in the class ".

### **3.4 Discussion and interpretation of the findings**

This study focused on shedding light on the affects of Flipped Classes Model on both students and teachers, and aimed to investigate their attitudes towards it. In this regard the researchers tried to answer the research questions and know whether they hold positive or negative attitudes.

A single questionnaire and an interview were used as data gathering tools with the educators and the instructors of the English department. The results of the questionnaire revealed that the students with the percentage of 95.4%, their answers were greatly optimistic and encouraging the implementation of the FC in the teaching process, similarly the teacher's interview demonstrated a hopeful echos, where 100% of them supported and encouraged other instructors to apply this new method with the EFL students, and expressed highly positive responses.

However, a few number of the learners 4.6% showed a negative perceptions towards the use of the FCM .

The findings of this survey pointed out a positive attitudes from both of them. The majority believed that the FC has a verity of features such as flexibility in learning, enhance engagement and participation and improve higher order thinking skills. While the minority expressed their disagreement because of certain drawback like; the limited access to technology and difficulties in assessing the students' achievements. Large and by the implementation of the Flipped Classroom can be generalized regarding the benefits harvested in this paper, and adding a literature value a long with suggesting directions for further studies.

# **General Conclusion**

## **Conclusion**

This present study has dealt with the Flipped Classroom, it aimed to investigate the students and teachers attitudes towards the Flipped Classes Model, and answered the research questions. This research is composed of two chapters, the first one for the theoretical part that stated a review of previous studies. The second was devoted to describe methodology, instruments, interpretation of the data collection .then the recommendations and suggestions for further studies are point at the end.

The results of this study revealed that:

- Both the students and teachers have positive attitudes towards the Flipped Classes Model, and they consider it as a useful and effective way of learning . Moreover they encourage other instructors to apply it systematically for better achievements.
- The teachers have no difficulties when it comes to technology accessibility, but there are some students who struggles with access to the internet and in providing digital devices.
- When applying the Flipped Classes the learners encountered challenges and difficulties such as, difficulty with time management, self-motivation and lack of the internet and technology access, while the teachers faced difficulties in evaluating and assessing the students achievements and in creating high-quality video content. Additionally, they require more planning and preparation.
- There majority of the students like better the Flipped Classes Model, but the teachers said that the best approach may vary depending on the specific context and needs of the students and teachers involved. So, there is no preferred method, both of them should go simultaneously.

## **4.2 Limitations**

Nothing is fully perfect, in every single dissertation there are some challenges and obstacles for instance there are some limitations concerning this present one. The first is about: not all the teachers were available to be interviewed, because they were busy, more than that a part of the students were not willing to respond to the questionnaire since they did not have an access to the internet. furthermore, the topics of the dissertations were available at the end of

the semester, so it was challenging to get the master two students' responses, by the same token there are some of them who did not get touched with the online posted questionnaire.

### **4.3 Recommendations for the future**

Depending on what the study has established as findings, a few recommendations are suggested:

- Instructors should be acquainted with the Flipped classes model, and apply it correctly.
- Students must be motivated, take their learning seriously, prepare the lectures at home and interact with the teacher in the discussion during the class time.
- Teachers and students should learn about how to use technology and how it works.
- The ministry of education needs to strengthen the online platform.
- Awareness should be spread among the students about the Flipped Classroom and about how they adopt for changes.
- The administration should provide workshops to encourage the students and implement the Flipped Classroom effectively.
- The administration should provide the networking in the campus, and all the instruments that are needed to make the use of this model succeed.
- The Flipped Classes should be applied in the middle and high schools, to gain more benefits and higher achievements.

### **4.4 Suggestions for further studies**

- Future studies should investigate the Flipped Classroom Model experimentally, to provide validity and confirm the data.
- The research conducted a single questionnaire and an interview because of the lack of time, the use of additional instruments could be more effective and appropriate.

- The study suggests investigating the students and teachers attitudes towards both the traditional method and the Flipped learning.
- Deeper studies should be done about the learning tasks and strategies.
- Further research should investigate whether the programs and the lectures are suitable for the use of Flipped Classes or not.

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# Appendices

## Appendix : Students' Online Questionnaire

Students' Online Questionnaire

Questionnaire for Master two students

Hello, this questionnaire is part of a research survey designed to investigate the students attitudes towards the Flipped classes model. You are kindly requested to tick the option or provide a written answer when necessary.

Thank you

### Section one: The Flipped learning

- **Answer the following questions with Yes or No**

1. Are you familiar with the Flipped Classes Model ?
2. Have you experienced the Flipped Classes ?
3. Do you think that the implementation of the Flipped Flases is beneficial ?
4. Do you think that the Flipped learning has more advantages than disadvantages ?
5. Do you think that technology has a role in the success of the Flipped Classes Model ?
6. If you have the choice would you continue learning with the Flipped Classes Model ?

### Section two: the advantages and disadvantages of the Flipped Classes Model

- **Tick ( ✓ ) in the statements that you agree with**

**SD:** strongly disagree; **D:** Disagree; **N:** Neutral; **A:** Agree; **SA:** Strongly Agree

	Statements	SD	D	N	A	SA
<b>01</b>	Flipped learning encourages students to become responsible for their learning.					
<b>02</b>	Students get better achievements when they have the lectures before coming to class.					
<b>03</b>	The Flipped Classes Model provides sufficient time for understanding the lectures.					
<b>04</b>	Students can not manage their time at home.					
<b>05</b>	All the students have technology accessibility ,such as smartphones, laptop or internet.					
<b>06</b>	The Flipped Classes way of learning is better than the traditional method.					

### **Section three : Students' Personal Experience**

1. How has the Flipped Classes Model affected your achievements?
2. What are the challenges and difficulties that you faced when you experienced the Flipped Classes Model ?
3. What is your perception about the Flipped Classes Model?

We appreciate your help

## **Appendix : Teachers' interview**

Hello, this structured interview is part of our dissertation which is titled the students and teachers attitudes towards the Flipped Classes. you are kindly requested to answer each question. Thank you .

1. Are you familiar with the Flipped Classes Model ?
2. Did you apply it before ?
3. What are the notable advantages and disadvantages of the Flipped Classes ?
4. What are the challenges and difficulties that you faced ?
5. To which extent do you see that the Flipped Classes Model is purposeful and useful ?
6. Do you face difficulties when it comes to technology accessibility ?
7. As a teacher who experienced both methods the traditioanl one and the Flipped Classroom Model, which one do you consider to be the best ? why ?
8. Do you encourages other instructors to work with the Flipped Classes Model ?

Thank you for your contribution

## المخلص

يعد نموذج الفصل الدراسي المقلوب طريقة تدريس فعالة تم اعتمادها بشكل متزايد من قبل النظام التعليمي، خاصة أثناء جائحة COVID-19. اذ تمكن الطلاب من مراجعة الدروس قبل الحصص الدراسية من أجل كسب المزيد من الوقت للأنشطة التطبيقية.

يهدف هذا البحث إلى فهم موقف كل من الاساتذة والطلبة في جامعة عباس لغرور تجاه الفصل الدراسي المقلوب والإجابة على أسئلة البحث الأربعة.

اعتمد الباحثون منهجا متجانسا لجمع البيانات النوعية والكمية. وقد اشتملت عينة الدراسة على 65 طالباً وطالبة أجابوا على الاستبيان من بين 133 طالباً مستوى ماستر 2 في قسم اللغة الإنجليزية.بالإضافة إلى ذلك ، تم اختيار 15 أستاذ من أصل 28 لإجراء المقابلات المباشرة.

توصلت نتائج الدراسة الى أن معظم الطلبة والاساتذة ينظرون إلى نموذج الفصل الدراسي المقلوب بشكل إيجابي، لما له من فوائد وآثار. ومع ذلك، وبسبب نقص المعدات التقنية والحاجة طويلة المدى للوقت من الطلبة والاساتذة، فإن البعض لديهم موقف سلبي تجاه نموذج الفصل الدراسي المقلوب.

كما توصل البحث في الاخير الى مجموعة التوصيات والاقتراحات لمزيد من الدراسات قد ادرجت في الاخير.

## Résumé

On considère le prototype de classe inversée comme une méthode d'enseignement efficace qui a été adoptée par le système éducatif, en particulier pendant la pandémie de COVID-19. Elle permet aux étudiants de réviser les leçons avant les cours afin de gagner plus de temps pour les activités pratiques. Cette recherche vise à comprendre l'attitude des enseignants et étudiants de l'Université Abbas Lagharour envers la classe inversée, et de répondre aux quatre questions de la recherche.

La recherche a adopté une double approche pour recueillir des données qualitatives et quantitatives. L'échantillon de l'étude comprenait 65 étudiants et étudiantes qui ont répondu au questionnaire parmi 133 étudiants du Master 2 au niveau du département de langue anglaise. De plus, 15 professeurs sur 28 ont été sélectionnés pour des entretiens directs.

Les résultats de l'étude ont montré que la plupart des étudiants et des enseignants ont une vision positive sur la classe inversée, en raison de ses avantages et effets. Cependant, en raison du manque d'équipement technique, d'un besoin à long terme de temps de la part des étudiants et des enseignants, certains ont une attitude négative envers le prototype de la classe inversée.

Enfin, la recherche a abouti à un ensemble de recommandations et de suggestions pour plus d'études qui ont été incluses en dernier.