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# Integrating Flipped learning pedagogy at Algerian Higher education during COVID-19

## Students' perceptions and Teachers' attitudes

Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in Linguistics

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# *Dedication*

## *I dedicate this work to:*

**My Father and Mother may Allah bless them.**

**To all my large Family**

**To all my Friends**

**To all my Teachers**

***Kourak Mohamed El Amine***

# *Dedication*

***I dedicate this work***

***To my parents for their unwavering support throughout my research***

***To my dear brothers***

***To all those who love me***

***Kadi Abdellah***

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**All praise is due to Allah**

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## Abstract

The academic research sheds an important light on the integration of flipped classroom pedagogy in Algerian universities. It at hand aims to probe into students' and teachers attitudes towards the effectiveness of flipped classroom model as an alternative approach of teaching/learning, have better understanding of its standards, and examine its adequateness especially during the COVID 19 pandemic. To this end, this research opts for a mixed method, combining quantitative and qualitative approaches, and using two structured questionnaires distributed to students and teachers respectively. The first questionnaire is administered to eighty (80) first year LMD students at Ibn Khaldoun University of Tiaret, Algeria, while te second one is directed to ten (10) teachers of English language at the same research setting. The findings of this research reveal that teachers and students perceive this approach positively, at the same time they stress the importance of having face to face mode of learning. Further, it seems there is hope of applying flipped classes as a whole approach as the majority of learners and teachers do not show positive attitudes towards the integration of online learning due to many factors.This research ends up with recommendations and implications for further research

**Keywords:** ICT, flipped Classroom, E- Learning, learning modes,blended Learning

## List of Abbreviations and Acronyms

**CBA:** Competency Based Approach.

**CBL:** Computer-Based Learning.

**CBT**: Computer Based Training.

**EFL:** English as a Foreign Language.

**FC:** Flipped class

**F-L-I-P:** Flexible environment, Learning culture, Intentional content and Professional

**IBT:** Internet-Based Training

**ICI:** Information and Communication Infrastructure

**ICT:** Information and Communication Technology

**IT:** Information Technology

**LMD:** License Master Doctorate

**LMD:** License-master-doctorate

**MNE:** Ministry of National Education

**Mod E:** Modern English

**MPITC:** Ministry of Post, Information Technology and Communication

**MTC:** Medium Teaching Certificate

**PCs:** Personal Computers

**Q:** Question

**WWW:** World Wide Web

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# General Introduction

## General Introduction

The year 2020 brought remarkable changes to Algerian higher education system. Due to COVID-19, universities needed to change their teaching practices to ensure the continuity of academic activities. In response to this, concepts like 'online learning/teaching' and 'blended learning/teaching' with their different forms have often been present in their discussions. One form of the blended learning/teaching is 'Flipped Classroom Model", in which the effective use of inside and out-of-class time is seen. This model is used to define the interchange of homework and classroom activities, it enables learners reach the contents individually out of class and have an active role in class. In other words, students learn content online by watching video lectures, usually at home, while homework is done in class with teachers and students discussing and solving questions. Flipped classroom model has been suggested as an effective option for educators, whose interaction with students is only guidance instead of passive lecturing, to respond to learners' needs and expectations. However, it is believed that such change and shift to flipped classroom model as a new method of teaching cannot be effective and successful only if students' and teachers' beliefs, their knowledge and attitudes are taken seriously into account. In this regard, the present research work is an attempt to examine students' perceptions and teachers' attitudes towards the effectiveness of flipped classroom model in Algerian universities

### 1. Research Aims

The research work at hand is designed to probe into their attitudes towards the effectiveness of flipped classroom model in Algerian universities. This study also aims to investigate the factors affecting the respondents' perceptions and attitudes. In addition to this, it aims at providing practical recommendations and further pedagogical implications.

### 2. Research Questions

In the pursuit of the aforementioned aims, it is of consequence to answer the following array of research questions:

1. How do EFL students and teachers perceive flipped classroom model?
2. What are the advantages and disadvantages of adopting this model in Algerian Universities?
3. Is flipped classroom model an effective learning option to meet EFL students' needs?

### 3. Research Hypotheses

The following hypotheses have been put forth as anticipated answers to the research questions above:

1. EFL students and teachers have positive attitudes towards flipped classroom model.
2. Flipped classroom model helps students develop their learning autonomy but there are some constraints such as technological device ownership.
3. Perhaps flipped classroom model is at such an extent an effective form of teaching/learning.

### 4. Significance of the study

Such a study points the importance of studying and reporting students' and teachers' attitudes towards online learning. The findings of this study might help Algerian authorities, universities and the academic staff to develop appropriate models and forms of blended learning to meet the students' needs.

### 5. Research metholodology

In order to check the validity of the set hypotheses and achieve the objectives of this research, we have opted for a mixed methodology of both quantitative and qualitative approaches. For the quantitative approach, a structured questionnaire is distributed to a random sample consisting of eighty first year LMD students at Ibn Khaldoun University. Also a structured questionnaire is addressed to ten teachers at the same research setting. These teachers are believd to have already experienced flipped classroom learning pedagogy.

### 6. Research Structure

The present dissertation is divided into two parts; the theoretical part and the practical part. The theoretical part consists of two chapters. The first chapter starts with a review of literature in which the main theories related to the topic are critically cited. It is devoted to reviewing literature about the integration of ICT in education in Algeria. The second chapter is about new learning modes. The third chapter presents the practical part, it presents the characteristics of the target population and the data collection instruments used in this research, including two questionnaires. It is also devoted to the analysis of data obtained and the discussion of the findings.

**General Introduction**

The dissertation at hand ends with a general conclusion, which synthesises the various procedures being opted for during the conduction of this research. In addition to this, a list of references and two appendices are provided. At last, it is worth mentioning that the whole work is written following the APA style 6th edition

# I.Chapter One

The Intergration of ICT at Algerian Education

## 1. .Introduction

Nowadays, all countries in the world try to cope with the expansion of information and communication technology. ICT has touches every field, and education is one of the fields affected by the progress of technology. Many advanced tools can be used to help teachers and facilitate the task of learning for students. Recently, developing countries, such as Algeria has started to benefit from these technological tools by incorporating them into its educational system.

The chapter at hand sheds light on the traditional methods used in Algeria. It tackles the definition of ICT, the evolution of ICT in education and its implementation in Algerian Education. This chapter also deals with the benefits of ICT ue in EFL classrooms along with the challenges followed by a discussion of the the impacts of ICT on student's academic achievements.

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## 1.2. Traditional Methods of Teaching in Algeria

The traditional teaching style in Algeria was based on the teacher as an essential element in the classroom. In traditional classroom; teachers made all the decisions concerning the curriculum, and the students become just recipients of teacher's knowledge. Moreover, the learners passively receive information and the teacher's role was primary information evaluator and provider.

The role of the teacher inside the classroom may change from one activity to another and these roles are adopted by teachers to help students learn easily. The teacher may take the role of controller when he gives instructions to his students during the activities. Another role of teachers is that of organization. That is to say, after choosing the activity, the teacher explains to his/her students how they are going to do the activity. Further, the teacher also performs as an assessor. At this stage, students expect help from their teacher in order to pass to the next level and the teacher should inform his students at the beginning of the lesson about what they have to know. So, they will have a clear idea about what they need to concentrate on (Harmer, 2003).

In addition, the teacher plays the role of the prompter when a student found himself in a situation where he forgets or loses a word in a conversation activity. In this case, the teacher has to encourage and motivate his/her students to think creatively rather than to provide him/her with vocabularies.

## 1.3.Definition of Information and Communication Technology (ICT)

In recent years, ICT has changed the way people learn, teach, work, and live. It has influenced almost every field in human life and particularly education. ICT is used as an umbrella that includes two technologies: Information Technology, Information and Communication Technology. The former is defined consistent with Anderson and Weert (2002) as follows: "Informatics Technology is defined because of the technical applications (artifacts) of informatics in society " (p.13). In other words, it refers to the system and the software. The latter is described as all technical means that are used to handle information and aid communication, including both network and computer hardware ("Educational Technology", 2015).

Another definition is given by Sarkar (2012):

"ICTs are often divided into two components: Information and Communication Infrastructure (ICI) and knowledge Technology (IT). The former refers to a physical telecommunications system and network (Cellular, voice, mail, radio, and television) while the latter refers to hardware and software of data collection, storage, processing, and presentation " (p.30- 31).

## 1.4. E- Learning Trends

### 1.4.1. Blended learning

Blended learning did emerge as one of the most popular platform in the field of education. This refers to learning models that combine traditional classroom practice with technology learning environment. Blended learning has been described in Osguthorpe and Graham"s (2003) definition on blended learning as follow:

"Blended learning combines face-to-face with distance delivery systems… but it is more than showing a page from a website on the classroom screen…those who use blended learning environments are trying to maximize the benefits of both face-to-face and online methods." (p. 4).

This model of learning allows students to get into discussions with their classmates and their teacher to reach their courses online and participate in a form of presentations. Moreover, blended learning environment offers opportunities for students to develop their autonomous abilities through engaging them independently in their studies. Blended learning provides a greater flexibility to learning by combining face-to-face interaction and online

learning. As a result, it enables students to benefit from the online learning efficiently and being successful in their learning process. Besides, it creates for students a comfortable learning environment to function well in their study.

### 1.4.2. Flipped Classroom

Within a blended approach to learning, a new model of classroom instruction has emerged known as the flipped or inverted classroom. This inversion is in terms of roles, what is introduced as content in the classroom is instead, done at home through distant learning. The major difference between instruction in flipped learning and blended learning is that asynchronous learning is before what takes place synchronously (Bouguebs, 2019). Significantly, the flipped classroom model being part of the blended learning approach has garnered major attention of researchers, it is considered as one of the most innovative approaches to learning which fuses technology and sound pedagogy that it became extremely compatible with today's learners' profile in the globalized learning (Sebbah, 2019).

After having reviewed several studies within the context of English departments, most researchers have dealt with the flipped/blended classroom in terms of students and teachers perceptions and attitudes towards the adaptation of such model; whereas, little research has been conducted to concretely test the workability of a flipped classroom model in EFL teaching.

Talbi (2007) conducted a study at the level of Oum el Bouaghi University to investigate first-year Master teachers' and learners' attitudes towards the Flipped Learning approach. The study revealed that teachers stress the importance of lecturing even though they believe that flipped learning does not threaten the role of the teacher in the classroom, they do not believe that students can lead their own learning and that teachers' leadership is much needed. Moreover, teachers' reliance on videos and online documents is due to the factor of time restrictions and not actually flip the classroom. Certainly, the teachers agreed that students in flipped classrooms become more confident since they are familiar with the content to be discussed in the classroom; nonetheless, teachers advocate that students use the model as an additional tool at home to save time but not as a central learning approach to avoid lectures

In conclusion, the massive shift occurring in the traditional learning environment led education to a new level with the integration of ICT. The emergence of E-learning trends

(blended and flipped) has created a strong foundation for education. Consequently, there are great potentials that are offered with the two learning environments where both the traditional and online learning

environments are mixed to create a comfortable learning/teaching environment for both students and teachers.

## 1.5. ICT in Education

### 1.5.1. The Evolution of ICT in Education

Before the development of information and communication technology, the teachers were using chalk and blackboards to illustrate the lessons for students. Then, students were using papers and slates to copy what their teacher has written on the board. ICT has developed gradually through time and it has made people's life easier and comfortable. In the domain of education, various machines, computers, telephones, the internet, teleconferencing, and others were invented to facilitate the task for students to learn.

The development of ICT can be divided into significant periods of time and each span illustrates the main technological development in the field of education:

**a. Late 1970 - early 1980: Programming, Drill, and Practice**

The 1970s and 1980s saw notable contributions in Computer-Based Learning (CBL). By the mid-1980s, American students access to the courses from any college library; then, the educational institutions began to take advantage of the new technology by offering distance learning courses using computer networking for information ("History of ICT", 2010).

**b. Late 1980 - early 1990: Computer Based Training (CBT) with Multimedia**

The advancement of graphics and sound created the golden era of CD-ROMs and multimedia computers. This combination was expected to have a serious impact on the ways we learn. Students can learn better by watching documentaries, movies, animations, and listening to audio ("History of ICT", 2010).

**c. Early 1990: Internet-Based Training (IBT)**

The third wave of using computers in education came with the rise of the World Wide Web (WWW). It is based on the software to create website courses with simple sets of instructions for students to follow ("History of ICT", 2010).

**d.Late 1990 - early 2000: E-Learning**

E-Learning was the delivery of teaching and learning on the internet and intranet. Put simply, learning took place through the internet, intranet, or storage media. Compact Disc Read-Only Memory (CD ROMs) and Digital Versatile Disc (DVDs) were considered to be a part of e-learning (History of ICT, 2010).

**e. Late 2000: Social Software and Open Content**

Internet-enabled new schemes of communication with multimedia and webcams.
Further, blogs and wikis have open content, and they are accessible and even editable. So, people can modify and share their ideas with each other without any difficulties ("History of ICT", 2010).

### 1.5.2 Implementing ICT in Algerian Education

Algeria is encouraging and promoting the utilization of ICT to enhance the event process generally and therefore the educational system especially . The Algerian government gives the Ministry of Post, Information Technology and Communication (MPITC) the responsibility of implementing and managing the national ICT policy within the Algerian educational system ("Study in Algerian Education System Arabian Campus", 2016).

In June 2002, the Algerian government conducted the ICT policy to integrate ICT within the tutorial system with a sum of three billion dinars. Besides, the Ministry of Education has provided no effort to use ICT in every institution and faculty (Hamdy, 2007, p.05).

Within the case of grade school , the utilization of ICT is restricted to the administration. In addition, the existence of technology like computers at this level was due to the contributions and therefore the donations of oldsters and community members. However, universities are equipped with computers and other ICT tools. These computers are connected to the internet and students can access them easily; furthermore, students in some faculties

like Sciences and Technology got to practice their activities on computers as a neighborhood of the learning process (Hamdy, 2007, p.05).

In 2003, the Algerian government has attempted to form computers in every home and make sure the access to Internet anywhere. Moreover, the govt has designed different projects to help the tutorial system to enter into the planet of data and Communication Technology. These projects are:

**a.** The project of the Ministry of Education to equip all schools with computers by 2005.

**b.** the space Education Project.

**c.** The Virtual University Project.

**d.** The research network to be put in situ by the Ministry of upper Education and research project (Mansouri, 2014, p.17).

Amr Hamdy (2007: 05 06) in his article "Survey of ICT and Education in Africa " lists variety of initiatives that are adopted by the Algerian government to realize better quality in teaching and learning under the heading of e-learning:

**a.** Promoting the event of e-learning resources.

**b.** Facilitating public-private partnerships to mobilize resources so as to support e-learning initiatives.

**c.** Promoting the event of an integrated e-learning curriculum to support ICT in education.

**d.** Promoting distance education and virtual institutions, particularly in education and training.

**e.** Promoting the establishment of a national ICT center of excellence.

**f.** Providing affordable infrastructure to facilitate dissemination of data and skill through e-learning platforms.

**g.** Promoting the event of content to deal with the tutorial needs of primary, secondary, and tertiary institutions.

**h.** Creating awareness of the opportunities offered by ICT as an academic tool to the education sector.

**i.** Facilitating sharing of e-learning resources between institutions.

**j.** Integrating e-learning resources with other existing resources.

## 1.6. ICT Development in Schools

## 1.7. Approaches to ICT Development

With the development of technology, different approaches are used to facilitate the integration of the new technology in the sector of education. Each school is going to choose fromthe following approaches that suit and fit the needs of the school.

### 1.7.1. The Emerging Approach

Theemerging approach means the varsity is simply beginningto conductinformation and communication technology within the curriculum. In addition, Teachers and administrators begin to explore some computing equipment and software, and the major possibilities and effects of adding ICT into the curriculum. This approach often involves teachers' personal use of ICT; for instance, the use of word processing to prepare worksheets or communicating with other teachers, friends, and family by email. Therefore,the teacher is unaware yet of the efficiency of using ICT tools within the school curriculum (Anderson, 2002, p.26).

### 1.7.2 .The Applying Approach

In this approach, information and communication technology is a part of the curriculum and each school is in a position to use a given technology. It often involves teachers using ICT to teach specific subject skills and change their methodology in the classroom.

English teachers may use different technologies in their lectures; for instance, the teacher uses audio technology in a listening session to test the student's listening skills, or he may use videos and documentaries to assist him in explaining the lesson. Furthermore, students can benefit and have access to ICT through classroom computers or computer labs (Anderson, 2002, p.30).

### 1.7.3 The Infusing Approach

The infusing approach shows how information and communication technology is integrated within the curriculum. Therefore, ranges of computers and various technologies are founded everywhere in schools such as laboratories, classrooms, and administrative

areas. Moreover, English teachers use ICT to develop their performance by exploring new ways and methods to benefit from ICT tools inside the classroom. In this approach, teachers fully integrate ICT in all aspects of their professional lives to improve their own levels and teach their students in an effective way (Anderson, 2002).

### 1.7.4 The Transforming Approach

In this approach information and communication technology is regarded as a natural part of the everyday life of everyone at school. The latter is transformed to cope with this new technology; besides, students are taught ICT as a separate subject within the curriculum. The main focus of the curriculum is now much more learner-centered than teacher-centered. For example, students may use ICT tools to work and connect with their teachers and administrators to solve a given inquiry or problems by accessing, reporting, and presenting information with each other (Anderson, 2002).

## 1.8. ICT: The Integration in Algerian Education

Research on the integration of ICT in teaching languages has been the topic of discussion for the past two decades; a considerable amount of literature has established how it can make the learning and teaching experience more positive and greatly effective. However, within the process of integrating ICT, teachers are often expected to adjust their perceptions regarding their roles and develop skills that are specific to an ICT-supported learning milieu.

"The use of information and communication technology in the educative process has been divided into two broad categories: ICTs for education and ICTS in education, ICTs for education refer to the development of information and communication technology specifically for teaching/learning purposes, while ICTs in education involves the adoption of general components of information and communication technologies in the teaching-learning process." (Syed, 2005, p. 02)

This goes on to show that the integration of ICTs can be as broad as developing tools that are exclusively meant to enhance education, creating a totally new flexible learning model. Therefore, it is crucial to consider skills, learning activities, and issues that may be generated from a learning activity to decide the type of ICT tool to use.

However, ICT integration is not an easy task since it requires considerable efforts and challenges to overcome in the process, whether cultural, environmental, or educational. Therefore, it is necessary that instructors and policymakers understand how technology and the educational system reciprocally interact so that authorities ensure that the integration is felicitous. Of the major reasons behind the unsuccessful integration of ICT is not integrating the educational system's

functions and procedures adequately; hence, the failure in assisting, and distributing knowledge, and reaching application outcomes. There exist multiple techniques on paper defining the various ICT tools for effective integration, yet it remains difficult to apply the literature (Patel & Patel, 2017).

### 1.8.1 ICT in Algerian Education

ICT in today's world has affected not only most sectors of life but the ways in which people live and go through daily activities; this made research in ICT an ongoing and dynamic process. Countries are keen on exploring the latest updates within the board-natured field of ICT and are in a rush to adopt the latest innovations to make them part of society in general and education in particular. It is no different within the Algerian context, efforts endeavor at disseminating the use of ICT and integrating it especially for educational purposes.

According to the BddeComm's Telecoms Maturity Index published ranking in 2019, Algeria is the second leading telecom and internet market in Africa due to its telecommunication infrastructure and partnership with its largest mobile operator Mobilis and China's Huawei to introduce the first fifth-generation (5G) network in the country and its Telecom infrastructure projects, along with the strategy it implemented in terms of the deployment and extension of fiber network used for internet and the fixed telephony server (LTE) for connecting most regions to broadband internet (TFFX) (Chakib32, 2019).

In Algeria, connection to the internet started with an email in 1993 through the effort of two groups, the first was called DZNET based abroad in 1989 and composed of devoted internet users who made tremendous efforts to contact multiple network organizations, such as EARN and NFS-NET for help. They approached Algerian officials and worked on convincing them about how necessary it is to connect the Algerian scientific institutions to the outside world

through email. The second group was based inside Algeria and was composed of the Algerian Unix users group (ALUUG) and a governmental academic organization called the center of information science and research (CERIST) established in 1985 to enhance networking nationally, to link with researchers abroad, and promote the scientific and technical information technologies. After a series of failed trials, the ALUUG successfully connected through what is known as dial-up lines to the central European EUnet in Amsterdam. The CERIST on the other hand, successfully connected to CNUCE in 1995 which was a research institute in Pisa, Italy through a 9600-baud leased line under sub-project by the UNESCO known as RINAF (Regional informatics Network for Africa) (Djoudi, 2018).

Notably, the 2001 reforms of the telecommunications sector are one of the defining factors of today's ICT status in Algeria, it was one of the government's main programs concerning policies of economic openness and liberalization. They resulted in the agreement of mobile operators of foreign companies Djezzy and Ooredoo and the emergence of two institutions Algeria Telecom and its operating branches (Mobilis, Djaweb internet services) and the public institution Algeria Post. Currently, three operators exist in Algeria Algerie Telecom for mobile and fixed lines, Orascom (Djezzy and TeLacom for fixed lines), Alwataniya (Ooredoo and internet access with mobile phones). Regulations within the reform were aimed at promoting communication as the main economic engine of the country, the objective of these reforms was to enhance services and push the sector of telecommunications to become a leading one in Algeria (Benelkadi, 2003 as cited in Lahmar & Benzidane, 2019). The objectives of the reforms, in general, were to: supply the postal and telecommunication sector with improved diverse services and an improved network in competitive prices, financial post services, promote national savings and make telecommunication a key economic sector in Algeria (Lahmar & Benzidane, 2019; Hamdy, 2007).

### 1.8.2.Algeria and the use of ICT in education

Educational systems round the world are under increasing pressure to use the new information and communication technologies (ICTs) which include radio and tv , also as newer digital technologies to teach students the knowledge and skills they have within the 21st C.

Since the implementation of the competency-based approach in secondary education some 5 years ago, we have witnessed a dramatic change in our educational system. The

Ministry of Education (MOE) recognizes that ICTs have an important role to play in improving the standard of education. So, we may say that Algeria's policies for ICT use in education are the middle of the nation‟s efforts for innovation in education. At the initial stage of ICT introduction in education, Algeria mainly focused on computer use; the main target at the start of the reform was providing the physical infrastructure of ICT use and hiring ICT teachers. So, the supply of hardware and basic skills to learners was the priority of the MOE.

In a drive towards modernity, this policy aims to enable ICT access, provide ICT infrastructure and tools, and help develop ICT skills on a large scale in all sectors of the community.

However, its main purpose is to use ICT as the instrumentality of modernity to improve and enhance the quality of Algerian education through:

**a.** Adopting modern, technology-assisted educational techniques and methods;

**b.** Supporting the scientific community to get involved in research within the general Algerian population;

**c.** Encouraging the private sector to engage in funding higher and specialist education;

**d.** Developing open and distance learning;

**e.** Boosting the profile of higher education.

Consequently, we notice that ICT removes problems of space and time. The students can communicate anywhere, any time, and can contact the teacher anywhere, any time. They can collect and exchange information anywhere, anytime More than that, the students can draw on a global pool of knowledge and can individually and/or together create records of notes and presentations (portfolio) The Teacher facing ICT To increase the likelihood of successful initial computer training we considered teachers‟ anxiety about the change, learning and computer. Initial sessions aimed to build „computer comfort, not high-level skills. Teachers were asked to find out by doing, to not learn by listening. . The aim, in fact, was computer literacy We wanted to form them feel that they need to vary otherwise they're going to be left behind. Teachers‟ concerns around technology and their willingness to use it depend upon a number of factors:

**1.Complexity:** a teacher may feel more anxious about a computer, which is a complex tool, versus a radio for example.

**2.Support:** teacher ability to implement an innovation depends upon the quantity of obtainable support

**3.Expectations:** the more dramatic the expected change, and the more intense the teacher concerns, the more help teachers will need. If ICT is kept simple, expectations are modest and ongoing support is provided, teachers are more likely to implement innovation at the varsity level and thus register their progress and use it for exams.

### 1.8.3 ICT policy in Algeria

The Algerian national ICT policy management and implementation have been directed by the Ministry of Posts, Information Technology and Communication (MPTIC). Of the first critical implemented policies were the establishment of the post and telecommunications regulatory

authority (ARPT) and the separation of Algeria Posts and Telecommunications into two split companies, one of them became the current operator Algeria Telecom (AT). The ARPT is assigned several tasks such as: managing postal services, regulating the telecommunications sector, operating licenses, and settling price regulations of the services available to the public, it is also responsible for ensuring that license conditions are executed. In 2005, MPTIC was part of the Internews Network Global Internet Policy Initiative (GIPI), financed and guided by the United States of America, its objectives were to guide policy and manage actions that address limitations of internet access and use in Algeria. Moreover, the MPTIC and ARPT concentration has been on regulatory policies which liberalize the telecommunications sector to spread access to the internet. Additionally, the Ministry of Higher Education was also an important contributor to the field of ICT especially through the Center of Scientific and Technical Information Research (CREIST) which was the sole internet service provider (ISP) before liberalizing the market (Djoudi, 2010).

According to Hamdy (2007) a number of related policies were issued in order to: expand e-learning material and promote public and private collaborations to promote e-learning resources; develop an ICT supported and e-learning integrated curriculum; endorse virtual and distance learning institutions mainly for higher education training; help knowledge and

skill distribution via e-learning platforms through providing affordable infrastructures. Table.03 below has been adapted from Hamdy (2007) which summarized factors influencing ICT policy in Algeria.

**Table 1 Factors Influencing ICT adoption, Adapted from Hamdy (2007, p. 07)**

| Factors | Features |
|---|---|
| -Humanresource development: Professional ICT training programs. | -The multilingual base in Algeria poses a major hurdle to unify or implement programs at a large scale. Professional programs & teachers' training are limited to basic ICT training with no relevance to integration into the educational process. Professional programs in ICT lack connection with curriculum development in a manner that allows for proper implementation of reform. The disconnection among the different development programs impedes proper impact & progress. |
| -Sustainability: The political arena has stabilized somewhat in Algeria, thus setting the grounds for proper implementation of the development programs and allowing for a more sustained reform effort. The political stability leading into economic reform allows for attracting investment & support locally and internationally. | -Several projects and initiatives have been underway, but due to the obstacles posed by the political unrest, many of them have been discontinued. |
| -Policy Framework: A national ICT policy for educational development has been set in 2002. | -Successful implementation of the ICT policy requires strong infrastructure and resources. However, vast areas of Algeria are still lagging behind in basic needs. |
| -Rural/Urban divisions: The concern of the ICT policy is provision of | -Few schools and even fewer universities/higher institutions are available |

| | |
|---|---|
| access and connectivity to all areas of the country. | in rural communities. |

**Table 1 Factors Influencing ICT adoption, Adapted from Hamdy (2007, p. 07)**

To facilitate the entry of Algeria into the information society, the following national ICT initiatives have been designed:

**a.** The project of the Ministry of Education to equip all schools with computers by 2005.

**b.** The distance education project.

**c.** The virtual university project.

**d.** The research network to be put in place by the Ministry of Higher Education and Scientific Research.

**e.** The health network developed and maintained by the National Health DevelopmentAgency (ANDS).

**f.** The Djaweb Internet platform.

### 1.8.4.ICT setting in education

The government is committed to line forth a policy for the mixing of ICT within the educational system. The reform of the tutorial process and inclusion of ICT with a group structure was formally included within the country's formal ICT policy in June 2002 with anallocation of three billion dinars.

The Ministry of Education is functioning on building the infrastructure for enabling the ICT environment. All secondary schools were equipped with computer labs (15 computers: 10 for students, five for teachers) connected to the Internet through ADSL, and 30% of this foundation had Internet access via cable modem. Half of the center schools have adopted ICT as an integral a part of the tutorial program.

In the case of primary schools, the ICT policy remains limited to the administrativeprocess and teacher training. The existence of computer labs at primary schools remains subject to local contributions and donations by parents and community members. All universities have computer labs and Internet access for faculty, students, andadministration additionally to the supply of digital libraries. Each university has itsown ICT policy to accelerate the tutorial process and offer better learningopportunities in virtual universities and with distance and open learning.

Within the framework of enhancing the level of ICT penetration and usage in education, the government has signed variety of agreements with international organizations. Forexample, UNESCO is undertaking variety of initiatives for the right integration ofICT within the Algerian education system, and therefore the Japanese government has providedfunding for teacher-training programs totaling USD$750,000.

There are variety of initiatives that are adopted in an effort to enhance thequality of teaching and learning. The related strategies, under the heading of e-learning,were set forth to:

**a.** Promote the development of e-learning resources.

**b.** Promote the development of an integrated e-learning curriculum to support ICT in Education.

**c.** Promote distance education and virtual institutions, particularly in higher education and training.

**d.** Integrate e-learning resources with other existing resources.

**e.** Facilitate sharing of e-learning resources between institutions.

**f.** Create awareness of the opportunities offered by ICT as an academic tool to the education sector.

**g.** Promote the event of content to deal with the tutorial needs of primary, secondary, and tertiary institutions.

### 1.8.5 Benefits of ICT Use in EFL Classroom

In the twenty-first century, the traditional learning/teaching environment has witnessed remarkable changes. A number of research studies argue that the use of Information and Communication Technologies (ICTs) in English foreign language classrooms now holds an increasingly important role in supporting and developing the Algerian educational system in the different levels among them university. Both the learning and teaching processes have become more effective with the implementation of ICTs .The latter has provided many opportunities for EFL students to learn and for their teachers to teach effectively in nowadays‟ classrooms.

The integration of ICTs into the classroom help students to become more knowledgeable and promote collaborative learning through the use of ICT communication tools and social networking such as emails, discussion groups, Facebook, blogs, and wikis.

These tools which conduct activities that require discussion and exchange of ideas help them to communicate and work as a team. This increases the potentials for student interaction and decision-making. This interaction has covered the different levels of learning styles through providing great efforts in facilitating the acquisition of constructive thinking skills. Anderson (2010) claimed that "ICT creates new teaching and learning environment. In creating this new teaching and learning environment, ICT offers numerous advantages and provides opportunities to facilitate learning for young learners who have different learning styles and abilities, including slow learners, and to make learning more effective, involving more senses in multimedia context".

ICT integration facilitates for teachers to prepare their lessons by selecting the appropriate materials to meet the lesson objectives and to make the learning process more enjoyable. Besides, teachers can use a wide range of teaching tools such as computers, videos, and smartphones. Projectors are a tool for effective delivery of class syllabus; this equips provides students with high-quality lessons through collaboration with teachers.

In addition, the ICT environment attracted the student's focus and helps them maximize their critical thinking skills and cognitive performance. Furthermore, it increases the flexibility of the delivery of lessons, so that teachers and students have easy access to information about anything at any time and from anywhere. This process enables them to prepare and present knowledge in a variety of forms and compose their work more effectively.

It is argued that using ICT in EFL classrooms allows teachers and students to communicate their thoughts and ideas in specific topics that reflect real-life situations and problems; this new learning environment motivates students and engages them in the process of learning. Eventually, it contributes to increasing students‟ self-confidence, awareness, and self-esteem because most students feel relax and comfortable with the integration of the different ICT tools into the curriculum. Papaioannon & Charalambous (2011) stressed that Information and Communication Technology in school can motivate students, stimulate their interest, increase their self-esteem and self-confidence, increase their creativity, allow greater interactivity, enhance their critical thinking and increase their attainments among other benefits.

Information and communication technology is a useful aid that has provided many effective opportunities for both teachers and students through improving the relevance and quality of education in various ways. Dawes (2001) stated that Information and Communication Technology has the power to support teaching and learning, and provide new enhanced approaches for doing the required tasks in ways that have not been possible before.

To conclude, Information and Communication Technologies have many beneficial roles in education and proved to be fruitful. It is regarded as a powerful tool that has potentially enhanced the quality of the teaching and learning processes. The integration of ICTs in education in Algeria is still not at a very advanced stage and there are many challenges facing both teachers and students in implementing ICTs successfully and effectively into EFL classes.

### 1.8.6 Challenges of ICT

The use of ICT in the teaching process is one of the most discussed topics in education for the past twenty years, but its implementation in this field has faced challenges included unstable Internet connection, lack of training, and lack of time among other factors. By and large, the key issues and challenges found to be significant in using ICT tools by teachers were: limited accessibility to network connection, limited technical support, and lack of teacher's competency. Much literature has been published on barriers and constraints that impede felicitous ICT implementation, especially in educational sectors. It is said that"…increasing investment in technology infrastructure has not been matched by an investment of time and resources to develop new ways of learning and teaching" (Hennessy, Ruthven, & Brindly, 2005 p. 06). These barriers can be lack of time allocated to training or training programs on the use of ICT, insufficient competence to use ICT, and support for ICT usage…etc.

According to Behar and Mishra (2015): "the main reason for the lack of success of these highly promoted projects (ICT integration into education) is that they have ignored the single most important person in the education and learning of the child: the teacher." (p. 73). Accordingly, it is important that the focus should also be on supporting the teacher when implementing ICT projects, if teachers are not aware of ICT importance in education, integration would not be as successful as it was intended to be.

Algeria's efforts to ensure the successful ICT adaptation cannot be overlooked. Not only did the government initiate multiple measures to carry with the reforms but the state has also contributed to the telecommunications sector by developing a framework to support ICT activities. Admittedly, Algeria still faces a shortage of infrastructure hindering its ICT integration and creation of a digital economy.

Kouninef et al. (2013) concluded that the challenges that lay ahead of ICT development in Algeria are twofold. Initially, a difficulty is within the academic program reviews and the update and control procedures. ICT can solve several problems within the educational sector in Algeria such as the high number of students, crowded classrooms, and communication resources. For these reasons, Algeria was pushed to delve into the digital environment and thrive to make ICT part of the educational sector while making a considerable amount of investments. Deterioration in the status of education has created a necessity for institutions to reconsider the educational organization and the roles of teachers and learners.

Lahmar and Benzidance (2019) in their article 'ICT in Algeria' provided a thorough account of its reality and prospects, addressing the constraints from a broader perspective. They state that ICT does not contribute to the Algerian economy, it is heavily dependent on its oil industry where technical developments do not represent the drive for development strategies, explaining the reason Algeria falls behind in the digital market and affecting its digital readiness. In spite of the e-Algeria projects, the ICT sector's contribution to the economy is very limited that it is not capable of establishing a digital economy. Within this regard, annual reports of post and telecommunication regularity authority indicate that ICTs contribute 2.9% to the national GDP (Gross Domestic Product), compared with the global average of 7%, which is a very low ratio (p. 158). Most importantly, Algeria has invested five billion dollars in the ICT sector within 2012 and 2016, yet it could not develop its economic sector strategy. Figures by the Federation of Financial and Accounting Frames indicated that 13.85% of the Algerian public possesses a fixed-line which does not help build the necessary rules of the information society. The backwardness of Algeria's position being weaker than its material potential is apparent in its fields of innovation, development research, infrastructure, legal framework, economic, and the area of economic stimulus.

The 160 Reforms in the telecommunications sector failed to fulfill its intended objectives, Algeria remained far behind other countries that succeeded in turning the sector from a stock of opportunities into a major contributor to their development strategy. Consequently, Algeria had to escalate its measures to carry on with the reforms (Strategy and (Development Review, 2019. as cited in Lahmar & Benzidane, 2019, p. 160). Lahmar and Benzidane (2019, p. 159) point out the main factors that inhibit the digital economy in Algeria summarized below:

**a.**The structural backwardness of the economy in Algeria and its only source of revenue is the oil industry

**b.**Unstable telephone services, insufficiency, and weakness in communication infrastructure and capabilities

**c.**The unconventional use of electronic signatures and lack of confidence in online payments

**d.**Insufficient legal supervision on the rules which govern electronic transactions and their compatibility with the digital requirements

**e.**Weak protection laws on electronic payments and evidence on special credit cards.

**f.**Ignorance of the fact that ICT integration requires the observation of how it interacts with the digital economy.

### 1.8.7. The Struggle between Educational Development and Reform

Since the implementation of the License Master Doctorate system, EFL teaching and learning have encountered a considerable amount of constraints. Universities are struggling to respond to the LMD systems requirements and to meet students' needs. That being the case, the process of learning within the system is lagging behind and failing to fulfill the system objectives such as autonomy, self-directed learning, and macro skills mastery…etc. Language researchers established that such a gap can only be bridged through the use of Information and Communication Technologies as a catalyst tool to support innovation and novelty in EFL teaching. Indeed, the Algerian university still grapples with the demands of the LMD system especially in terms of resorting to ICTs in the EFL classroom; overall, not allowing for students to behave as lifelong learners (Ghemmour & Sarnou, 2016).

Such reform called for new pedagogical visions followed by necessary acts, this vision must integrate relevant realities into concrete knowledge. Sarnou et al. (2012) argued that the shift from an annual system to a semi-annual system that allows for qualifying to the year ahead with debts is controversial and it demands individualized management of students, escalating the rate of difficulty of implementing the system. Moreover, the provisional co-habitation between the systems until the classical system completely vanishes impedes the

organization of the system and interferes with the student's assessment, progression, and orientation in the LMD system. Additionally, some teaching units being similar to the units taught under the classical system still requires a change of material, program, and pedagogy which was not the case in most faculties.

Observing how the Algerian university still struggles to accomplish various objectives within the pedagogical principles of LMD, it is worthy to observe how the students are receiving learning in light of the reform. Ahouari-Idri (2005) conducted an analytical study about teaching and learning in the LMD system while directing its research emphasis on the students' view of the LMD program. She concluded that it was limited to its form rather than its content. The lack of students' awareness about its objectives, goals, and outcomes created a narrow perception within them, that they hardly value the concept of tutoring sessions and barely attend them. Instead, their concentration was on the extent of difficulty they will face in studying an immense amount of subjects. With regards to the subject of the huge number of students and crowdedness in the educational sector in Algeria, it created a hurdle in controlling the situation in general both academically and administratively. Moreover, Ahouari-Idri explained that the nature of the LMD system especially in language teaching and learning is supposed to incite students to guide the course, become active participants and input generators; however, due to the little cooperation between instructors and students, a teacher-centered approach is still adapted within the classroom and reliance is chiefly on what the teacher provides as content and knowledge (Ahouari-Idri, 2005, pp. 07-09).

### 1.9. The Impacts of ICT on The student's Achievement

Information and Communication Technology tools are common resources usedwithin learning environments worldwide. This technology may affect and impact thestudent's achievement either in a positive or a negative way depending upon how teachersuse this technology in the classroom.

#### 1.9.1. Positive Impacts

Students at Buea University in Cameroon feel that the appropriate use of ICTswould have a positive impact on their study habits, and can help them improvetheir academic performance. For instance, learners can improve their poor handwritingand languages skills through word

processing. ICTs facilitate information access and easilyavailable and they can improve managerial and professional skills in using technology.Besides, teachers and students are exploring the new possibilities given by thesetechnologies and constructing capabilities concerning learning through ICT. Buildingcapabilities concerning ICT usage in education becomes an essential element amongdifferent universities in the world. Furthermore, the use of information and communicationtechnology inside the class will be beneficial for students to acquire e-skills and newcompetencies in terms of utilizing technology (Tah Babila, 2010).

### 1.9.2. Negative Impacts

The use of technology in the classroom can have a negative impact on the student'sachievement. Students may not have enough time to discuss the topic or to ask questionsabout it; because time has been wasted on technical problems. In addition, the overuse ofICT has a bad effect on students since they can learn using face-to-face interaction with their teachers. Another impact of using technology is that students reduced unwillingly theirabilities to take notes effectively. To illustrate, they are likely to listen, to follow, and to grasp the message then students have to take notes using the appropriate information (Mbah,2010,p.109).

## Conclusion

The present chapter aims at providing a general overview of ICT in the field of education. In a nutshell, we think that integrating information and communication technology at Algerian schools needs to have an appropriate curriculum to support ICT development. The Algerian government is aware of the sensitivity and importance of this process. Hence, to implement this technology in teaching, schools have to be equipped with the necessary materials and training teachers to use these tools effectively. In other words, this technology may have positive or negative impacts on the student's achievement depending on how teachers use this technology in the classroom.

# II. Chapter Two

New Modes of Learning

## 2. Introduction

The current chapter shows that students have different ways, "learning styles", to learn such as seeing, listening, reflecting, acting, reasoning logically and intuitively. Teachers also have various "teaching styles". Some deliver lectures, others demonstrate, explain or discuss; some focus on conventions and others on examples; some focus on memory and others on understanding. Students perform and respond differently to the lesson's content, and the extent to which a particular learner learns is controlled, in some way, by the matching of his/her distinctive method to learning and the teacher's distinctive method of teaching. It is claimed that serious incompatibility may appear between the teaching styles, and the learning styles in a classroom, which may cause a disappointment with the lesson, demotivation, and underperformance.

The benefit of teaching performance is to categorize learners into groups similar to their learning preferences. The suggestion is that teachers must use different methods within the same classroom lecture. These procedures make learning testable and interesting. Mismatches often occur between the learning styles of students in a language class and the teaching styles of the instructors, with effects on the quality of the students' learning and their attitudes toward the subject.

### 2.1. Learning styles Vs. Teaching Styles

Teaching styles can be categorised as follows: (1) Direct learning from teachers; (2) Telephone assistance for personalised learner support; (3) Live events, such as virtual classes by means of a computer-based video conference, in which the teacher explains detailed learning subjects to the group and students ask further questions. This might also include teacher-led learning actions in which all students participate; (4) Interaction between students and the teacher, and between the students themselves, to stimulate group learning. Tools might include e-mail messages, threaded discussions and online chat; (5) Learning experiences at each student's own speed and in his own time, which the learners finish individually, like interactive, Internet-based or CD-ROM training, (6) Support and query lines for topics in learning management (enrolment LMS platform problems etc.); (7) On-the-job orientation materials that improve learning retention and transmission, containing PDA downloads and PDFs;
(8) Measurement of students' knowledge through examinations.

Pre-assessments arise before live or self-paced events, to define previous knowledge, and post-assessments may take place after scheduled or online learning actions, to asses learning transfer; (9) The presentation of a certificate or diploma that confirms having taken or passed the course (Alonso et al. 2005; Thomas and Reinders 2010).

### 2.1.1. Teaching Styles

Students learn in a variety of learning styles such as: seeing, hearing, memorizing, rereading, taking notes, visualizing, and reasoning among many others. How do these ways impact learning in a college classroom? This basic question underlies the vast majority of learning styles research. A sizable body of empirical research suggested that students learn best when they are taught in ways that match their way of learning (Lovelace, 2005). Does this mean that we should adapt our teaching to fit student learning styles? This study addresses that question to achieve the development of students' speaking.

There is a broad array of models describing learning styles. Stevenson and Dunn 2001, cited in (McMahon, 1999) defined learning style as a way each individual prefers to learn. These models have been conceptualized by using external conditions and internal traits (Felder, 1995). The most commonly referenced includes the instructional and environmental preferences in which social interaction will be developed. Of particular interest in this study are teaching Instructional styles "methods and procedures" matched with learning styles according to students' preferences.

This teaching instruction leads us to the theory of Jung 1976, as cited in (Felder, 1995), who suggested that individuals perceive the world in two ways: "sensory" and "intuitive". The sensory approach is the way individuals use their senses to observe, collect, and learn information from their environment. Intuition refers to the way in which individuals access memory, speculate and perceive information.

Lenehan, Dunn, Ingham, Murray, and Singer (1994), reported that students with learning preferences that match that of the instructor tended to have higher grades. In fact, Stevenson and Dunn 1995, cited in (Omyma, 1999), suggested

that many students can master easy information in the "wrong" learning preference for them, but they can learn more efficiently and rapidly when they use their own learning preference. That means the students master wrong information when teaching styles do not match their preferences at the same time the degree of rapidly would be different when instructors match teaching with learning styles. Miller and others 2001; as cited in (Brown, 2001, p:25), reported that students' learning styles and achievement usually improved when the learning and teaching styles match. Conversely, Jensen (1987, p:181), assessed the effects of matching instructor and student learning styles to enhance learning and found no difference between college students who received learning styles matched with teaching styles and vice versa. This result with our respect to the researcher has not guided us to specific understanding, because most of the linguists till now have to try to answer questions related directly to teaching performance and learning preferences.

Keri (2002) investigated whether congruities between students' learning styles and instructors' teaching styles related to student satisfaction and found no statistical differences in the satisfaction of students whose learning styles were congruent to their instructors' teaching styles as compared to those students whose styles were not. We observe that most of the researchers support the importance of matching teaching and learning styles in this literature. Similarly, Garton, Spain, Lamberson, and Spiers (1999) also found no practical relationship between students' learning styles and teaching styles. This finding is also supported by Huxland (2000) who reported no difference between students grouped by learning style preference and those randomly selected for groups for a visual assessment activity at the college level. This suggests that using a preferred learning style results in no specific gains.

### 2.1.2. Learning Styles

The term learning style may include more than 70 different models with conflicting assumptions about learning, and with different designs and starting points Coffield 1990, as cited in Grasha (1996), there are many different theories and models of learning styles with varying dimensions and variables. They specialise in different aspects, cognitive processes, skills, sensory modalities, learning processes, thinking

styles, etc. Theories of learning style simply assume that everybody can learn but in several ways and levels. The area is comprehensive and addresses both individual and group level, but also affect organizations as a whole, ex. how the theory can be put into schools with parents, students, and staff in collaboration.

We focus on learning styles which meant skills, especially speaking that we investigate in this research through matching learning and teaching styles. "As we each have a unique and individual style of learning, thinking, and communicating, it's desirable that we interact differently with information. Society needs all types of thinkers each of them expressing different mental strengths" Conner 2008, (cited in Dornyei, 2011), however this information that Conner submitted during this quotation, the environment that Sudanese students come from different linguistics environments Arab and non-Arab students study in the same classroom at Nyala University, in spite of these varieties but they are not able to introduce deferent mental strengths inside the classroom like speaking fluency. Another definition of learning styles is proposed by Conner 2008, cited in (Dornyei, 2011, p:50), is as individual and unique as our fingerprints. Different interpretations are forged with an equivalent content. Learning styles are interconnected with how our mind works and each of us have our own mind and our own way of interpreting information. A comfort zone is assumed to be an imaginary boundary that humans have drawn between what they are accustomed to and what has never been attempted. It has created such a defining impact on our lives.

## 2.2. Learning Modes

Oxford (1991) argued that sensory preferences consist of four stands: visual, auditory, kinesthetic (movement oriented), and tactile (touch-oriented). Each one of these stands refers to the physical and perceptual learning ways with which a student feels at ease to perform a task. Visual learners learn more from seeing words on books and blackboards, and so, they benefit from reading, as they can understand information and directions much more than hearing them. They feel confused with classroom interactions that have no visual support. On the contrary, auditory students get a great deal from hearing words and from oral conversations, explanations, and instructions. However, for the kinesthetic and tactile students, we find that they enjoy movements and work with concrete objects. Therefore, they learn best from being

involved to experience things.

Extrovert learners get their energy from their outside world. They are interaction-oriented in terms of being active and taking part in conversations. They have lots of friendships and interests and tend to reflect later. Whereas introverts obtain energy from their inner world. They tend to be lonely and have fewer interests and friendships but deep ones.

Intuitive-random learners prefer abstract terms and look for possibilities and theories. They focus on the future and tend to guide their learning. However, sensing sequential students like to work systematically following instructions given by the teacher. They are, also, sensory-oriented and focus on the here and now.

Thinking students get used to saying the unpleasant fact even if it harms the people's emotions. They like to be regarded as competent and avoid praising other people even if they are willing to be praised. In contrast, feeling students appreciate others in a personal manner. They have the ability to understand people and show sympathy through conversation and utter any word that may lessen the situation's difficulties.

The main interest of Closure-Oriented learners who are known as decision-makers is to get at the answers as soon as possible. They are studious persons who prefer to be given written work. In comparison, open-oriented learners (known as information gatherers) view learning a second language as a fun game that makes them enjoyed, and so, they are less serious than Closure-Oriented students.

Modes of learning are set of guidelines that describe the methods,humans use to acquire ,process ,and maintain knowledge ,individuals differ in how they learn most effectively most people favor different combinations of visual ,auditory ,reading ,our learning modes are used to learning through making clear expections of behaviour durning lessons these modes cover all aspects from group work to independent work by being employed in every classroom it means all students are aware of the expectation and improves concemtration and foucs ,this have four learning of modes ,respectiful learning students track the speaker ,listen intently to what is being tought and answer all questions independent slient study ,this is used for students to work on

their owen in order to embed the skills and knowledge that are key to success in the lessons ,also quet portners ,students discuss the learning with their peers on either side of their seat ,moreover polite table croups,students discuss the learning with peers in a larger group ,this made of learning have on idea of different learning styles started to gain popularity in the mid to 70s,and since then the notion has influenced the way education and learning ,is perecieved ,just like there are different teaching methods ,many individuls also believe there are diffenent ways to learn and understand new information ,despite criticism ,many people started looking into the different ways of learning and assessing their own student's preferred learning method ,many parents of struggling students who are looking into homeschooling as an educational alterantive for the first time usually start out by learning more about the types of learning styles and how students learn best . Every student have different learning preferences, among the different ways of learning, some prefer to learn by hearing, some by seeing, others by doing, some by reading, and others by asking questions, one thing all students have in common is that they all learn best when they can incorporate items and topics that interest them into their studies.

### 2.2.1. Face to face learning

Face to face learning is an instructional method where course content and learning material are thought in person to a group of students ,this allows for a live interraction between a learner and an interaction ,learners from a greater level of interaction with their fellow student are held accountable for their fellow ,students at universities as well ,in face to face learning ,students are held accountable for their progress at the class's specific meeting data and time face to face learning ensures a better understanding and recollection of lesson content and gives class memebers a chance to bond with one another ,face to face learning is essentially ateacher centered method of education ,and tend to vary widely among cultures ,many modern education systems have largely shifted away from traditional face to face froms of educational instruction ,in favor of individual students needs. this is where the teacher and the student meet in a set place for a set time ,for either one _on one learning or ,most commonly ,in group class lessons similare to what happens in school ,face to face learning is a really effective way of learning including writing ,reading ,discussion ,presentation ,projects,group work ,film clips ,demonstration and practice,face to face

learning have advantages ,student will be able to concentrate harder on your learning becouse there will be less distraction than if you were at home,you can gain greater understanding ,stories and real _world examples from teachers and other students ,also you greater chance of completing your course successfully by doing it in a classroom sitution ,completion rate of teacher ,led classes is almost 5 highter than that of on line learning ,you may feel more information and richer understanding through teacher and other studen's body language and voice ,you have the opportunity to connect with problem _solve ,and network with other students from a wide range of backgrounds.

### 2.2.2. Distance learning

Distance learning also called distance education,e_learning, and online learning form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student _teacher and student communication distance learning traditionally has focused on nontraditional students, such as full _time workers, military personnel and nontraditional students, such as full_time workers, however, distance learning has become an established part of the traditional world, with trends pointing to ongoing growth in u.s higher education alone, more than 5,6millon university students were enrolled in at least one online course in the autumn of 2009, up from 1,6 million in 2002,in the increasing number of universities that provide distance learning opportunities, a pioneer in the field is the university of phoenix, which was founded in Arizona,1976 and by the first decade of the 21st century had become the largest private school in the world, with more than 400,000, enrolled students, it was one of the earliest adopters of distance learning technology, although many of its students spend some time in the classroom on one of its dozens of campuses within the us and Canada ,students and instutitutions embrace distance learning with good reason universities benifit by adding students without having to construct classrooms and housing ,and students reap the adventages of having the ability to figure where and once they choose ,public school systems offer specialty coureses like small enrollment languages and advanced placement classoorms ,in addition homeschooled students gain accses to centralized instruction.

One of the major distance learning programs advantages is the fact that learners can connect any time into an e_learning environment and learn at their own pace, most e_learning programs are asynchronous, however, they often include synchronous tools

that allow learners to interact face to face and collaborate at scheduled times because most of the e_learning environment are generally self-paced students must be very committed to review by themselves and manage their time effectively, shared social spaces within the sort of blogs and collaboratively edited documents also are utilized in educational settings.

### 2.2.3. Online learning

Online learning is education that takes place over the web , it's often mentioned as e_learning among other terms, however, online learning, is simply one sort of distance learning, the umbrella term for any learning that takes place across distance and not in a traditional classroom, online learning and courses programs continue a grow in higher education settings, students are increasingly demanding online access, and universities colleges are working to meet the demands, yet many questions remain the viability and veracity of online learning particularly from the learner perceptions of online learning, seventy-six 76 graduate students were surveyed to identify helpfully.

One of the foremost terms after the pandemic is that the term "new normal", this in education is that the increased use of online learning tools, the covid -19, pandemic triggered new ways of learning all around the world, educational institutions are looking toward online learning platforms to continue with the process of educating students, the new normal online education now is transformed the concept of education with online learning at the core of this transformation, today digital learning has emerged as a necessary resource for students and schools all over the world, for several educational institutes, this is often a completely new way of education that they need had to adopt online learning is now applicable not just to find out academics but it also extends to learning has risen significantly, and it continues doing so in the future as with the most teaching methods ,online learning also has its own set of positives and negatives decoding and understanding these positives and negatives will help institutes in creating strategies for more efficiently delivering the teachings ,ensuring an uninterrupted learning journey for college kids.

From the adavanges of online learning ,efficiency,online learning offers teachers an efficient way to deliver lessons to students ,online learning has a number of tools

such as videos ,pdf,poducasts,and teachers can use all these tools part,of their lesson plans ,by extanding the lesson plan beyound traditional textbooks to include online resources teachers are able to become more efficient educators another adventage online education in is accessiblity of time and place that is allows students to attend classes for any location of their choice,it also allows schools to reach out to a more extensive network of students ,instead of being restricted by geographical boundaries ,addionlly ,online lectures can be recorded ,archived ,and shared for future reference ,this allows students to access the learning material at a time of their comfort,thus online learning offers students the accessibilty of time and place in education,affodability another advantage of online learning is reduced financial costs ,online education is way cheaper as compared to physical learning this is often because online learning eliminates the value points of student transportation ,student meals ,and most significantly ,real estate,additionlly,all the course or study materials are available online ,thus creating a paperless learning environoment which is more affordable,while also being beneficail to the environment.

### 2.2.4. Blended learning

The term blended learning is usually applied to the practice of using both online and in-person learning experiences when teaching students, during a blended learning course, for instance , students might attend a category taught by the teacher during a traditional classroom setting, while also independently completing online components of the course outside of the classroom, within the case, in class, time may be either replaced or supplemented by online learning experiences and students would learn about the same topics online as they do in class _i.e, the online and in-person learning experiences would parallel and complement one another also called hypird learning and mixed _mode learning blended learning experiences may vary widely in design and execution from university to university ,for example,blended learning may be provided in an existing university by only few teachers or it may be the dominant learning delivery umodel around which a universities acadimic program is depsigndned ,online learning may be a minor component part of classroom based course ,or video_recorded lectures ,live video and text chats ,and other digitally enabled learning activities ,in some cases,students may work independently on online lessons ,projects ,and assignments at home or else where ,only periodically meeting with work ,ask

questions,or recieve assistance with difficult cocepts.also,students may spend their entire day in traditional univesity building ,but they will spend more time working online and independently than they do receiving instruction from a teacher ,again the potentail are numerous.

### 2.2.5. Cooperative learning

Cooperative learning is a model of teaching where students work together with others in order to reduce the negative outcomes and increase the contentment that comes through the operation at a high level of the group's execution. Cooperative learning is an effective learning model in higher education. This type of learning provides many advantages for students: for example, cooperatively instructed learners want to demonstrate higher academic accomplishment, improved high-level reasoning, and critical thinking skills, and encourage more positive behavior in the direction of topic fields and advanced self-esteem, deeper understanding of learned subjects, additional positive and supportive interactions with colleagues, increased time spent on tasks and reduced problem behavior in the classroom, improved inherent motivation toward teaching and greater power to consider situations from others' perspectives and reduced levels of anxiety and stress (Felder and Brent 2007).

Cooperative learning is a component of a team of education/learning methods, whereas learners co-operate with each other in order to gain objectives and to address mutual learning objectives. Cooperative learning is significantly more than placing learners together in sets and hoping for the best. It is an extensive official means of arranging actions in a learning environment that contains particular factors aimed to provide the potential for effective and pure study for the learners. The essential advantage of cooperative learning is its ability to deal with different circumstances in an orderly manner and that makes it easier for learners to move from one phase to another. In addition, Cooperative Learning models comprise the following basic rules (Macpherson 2008):

- Designing the group tasks in order to be convenient for group work.
- Building positive interdependence and cooperation, which are vital for students to succeed.
- Giving class time and attention to the development of interpersonal/cooperative skills.

- Encouraging students to learn from each other in small groups (2-5 members).
- Asking questions individually for learning and participation.
- Changing the mission of teachers so as to act as an educational facilitator
- providing guidance to students to interact with each other.

However, Tsay and Brady (2012) argued that the effectiveness of peer evaluation can be limited if the learners feel a sense of competition toward one another, as this can adversely affect the reliability of feedback. Moreover, students may still worry about the way they and their colleagues are ranked. In order to address such concerns, moving learners away from their team once teams' examinations have been completed will probably lead to more reliable reactions. An additional factor that might increase competition and motivation for cooperation is to apply a principle referenced ranking system to assess teamwork instead of rating on a curve.

### 2.3. Flipped Classroom Model

The Flipped Classroom strategy is a teaching method that is considered as a reverse process in which assignments are changed. This strategy demand two main steps: delivering the content at home through websites in the shape of video and practicing the assignments that mean the homework in class.

Bergman and Smas (2012) explain the Model as "what is traditionally wiped out class is now done reception, which which is traditionally done as homework is now completed in class". It is known that pupils were receiving lessons in class and they did their homework at home. However, flipped classrooms are changing the way of lecturing, in which the pupils recognize the lesson at home and prepared with a theoretical part in the format of videos, while the practical part will be discussed in class with a teacher.

Moreover, Walsh (2013 as cited in Abdelbaki, 2017) noted that the flipped classroom is not replacing the role of teacher with videos but it is just done to facilitate his work on which become more 'proactive' and 'personalized'. He added that the Flipped Classroom is not a synonym for online videos and online courses since online course videos in Flipped Classroom Model are just means of transmitting the content of the lecture and freeing up face-to-face class time by inverting what is being done at

home and what is being done at class. Moreover, kang (2015) stated that pupils' preparation of the lecture at home is no more a new idea, but the new and difference is that teachers' role becomes more individualized and dynamic and pupils become engaged since class time is allotted for practicing rather than lecturing (As cited in Al-Harbi and Alshumaimer, 2016).

Furthermore, Bishop (2013) claims that the notion of the flipped classroom is defined "as an educational technique that consists of two parts: interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom" (as cited in Abdelbaki, 2017, p. 05) it is meant that the classroom is not an area for explained the lecture and spoon-fed the pupils but it is about making an active leaner in an interactive environment, sharing and practicing the varied content that has been received from outside via online courses. In addition, Dickenson (n.d) mentioned that whenever the lecture is delivering outside the classroom through online videos and the assignments discussion, and activities are done in class time this process is called "flipped". She added that the flipped classroom is a place for peer work, problem-solving, and project-based learning rather than an environment of lecturing.

In fact, although the technology has provided facilities in life and the different areas, for example, social media is part of it; people used to chatting, texting to each other, and express their personal purposes, but it missed the interaction of face-to-face and do not use their time to meet personally. In the situation of the "Flipped Classroom", technology is separating pupils outside the classroom, each pupil watches videos individually, and that is normal, but inside the classroom, there is a close and active interaction between teacher and pupil and among pupils (Houston & Lin, 2012).

Additionally, a video of the lecture is still a lecture even if it is a part of Flipped Classroom and that latter is about watching the lecture through video outside the classroom. However, it focuses on moving beyond the reliance on the traditional way of the lecture that considers as the first and only source of information, and it provides the instructor with ways to enhance the learning process by presenting an active learning strategy that aims at putting the learners in the center of the learning experience (Honeycutt and Garrett, 2013, as cited in Bart, 2014). Furthermore, Brame

(2013) mentions that:

> By providing an opportunity for students to use their factual knowledge while they have access to immediate feedback from peers and the instructor, the flipped classroom helps students learn to correct misconceptions and organize their new knowledge such it's more accessible for future use. Furthermore, the immediate feedback that occurs in the flipped classroom also helps pupils recognize and think about their own growing understanding (as cited in Schwartz, n.d.p.1).

The Flipped Model aids in developing the previous knowledge of pupils and facilitates understanding. Also, it helps in clarifying unusual concepts and avoids ambiguity. In addition, it gives the prospect to the teacher listening to all or any pupils. Wolf and Chan (2016, p.13) mean that the Flipped Classroom Model has no single definition; they need to introduce a definition that's within the same line with the most know concept of Flipped Classroom. According to them, wolf and Chan (2016), the flipped classroom is "Any teaching model which replaces in-class lecture modules with video or audio lectures with the goal to use the freed in-class time for interactivity" (p.13). It means to create in an interactive environment; the flipped strategy is taking lecture to another setting out of the classroom via video or audio.

To sum up, all researchers see that flipped classroom model is a traditional classroom that deals with lectures outside the classroom.

## 2.4. Online Collaborative Learning

Collaborative learning can be made available through certain technologies, such as e-mail, weblogs, message boards, chats, and teleconferencing (Ruiz et al. 2006). There are several advantages of collaborative learning: for example, collaborative learning allows the fostering of a spirit of cooperation among the students, enhances the potential of the students, and increases their ability to debate. In addition, the mission of the collaborative learning design is to provide opportunities for students to communicate effectively to encourage mutual support in order to master the purpose of the lesson. Bower and Richards (2006) stated that there have been some skills benefits,

which have had an outsized impact on collaborative learning pressure, just like the evolution of overall connection influences, sympathy, and cooperation. This pressure depends on the teacher not because of the major supplier of data or control but as a facilitator.

## 2.5.Functions of Online tutors

As identified by Vlachopoulos (2008), the role of an online educator has been defined in a wide range of ways including tutor, teacher, facilitator, promoter, manager, discussion leader, negotiator, and E-moderator. Whatever name is given, the role may be a complex one and therefore the challenges shouldn't be underestimated. Many tutors who are new to online teaching, without relevant background or experience of online pedagogy are often asked to contribute to the development and delivery of courses (Vlachopoulos, 2008). There is a true danger that these members of staff are being asked to run before they will walk without a transparent picture of what the role seems like and whether it's very different from what they need previously experienced. VanLehn, Siler, Murray, Yamauchi, and Baggett (2003) argue that learning opportunities are just that – opportunities to learn and that not all students learn when provided with those opportunities. Tutors have to establish whether a different approach is to be adopted or if their familiar strategies will be effective in the development of learning.

Many researchers offer contributions to the research of online learning. Salmon (2003) describes the method as developing over five stages: access and motivation; socialization; information exchange; knowledge construction; and development with each stage demanding different tutor skills. Collison, Erlbaum, Haavind, and Tinker (2001) believe that the role of the tutor is to guide and moderate. Facilitation of learning rather than leading is developed through appropriate communications.

Berge (2006) identifies four categories: social (where students are encouraged in a friendly, social environment with teachers affirming and recognizing input and providing opportunities for group cohesiveness to develop); managerial (provision of objectives, setting of timelines, and defining of rules and roles); technical (ensuring all participants develop confidence in the network systems and software) and pedagogical

(where teachers provide insights from their subject knowledge and knowledge using questions and probes to encourage student responses). Similarly, Hootstein (2002) suggests a model where tutors put themselves in four different ―pairs of shoes‖ those of the instructor – providing informative feedback; social director – fostering collaborative learning; program manager – developing and providing study guides, and technical assistant – helping the learners to become proficient with the technology.

This research identifies what online tutors consider because the significant aspects of their individual roles specifically concerning interaction.

## 2.6.Online courses design

A set of instructional experiences using the digital network for intraction ,learning and dialogue ,an online course does not require any face to face meetings in physical location ,simllare couses such as web_centric courses (also called hybirid of blended courses),are simillar to online courses ,but require regular scheduted face to face classes or meetings ,also courses delivery of a series of lessons on a web browser of mobile device ,which can be accessed any time and any place ,it is designed as an online environment for convenient learning asynchnonously ,this type of courses does not provide for any in person teaching or or learning with other students or faculty ,the structure of on oline classroom varies ,experts say,but generally online students regulary log in to leaning management system ,or a virtual partol where they can view the syllabus and grades ,contact professors ,classmates and monitor their progress and lessons ,they will ,also likely need a strong internet connection and any requied sof ware ,such as word processor ,one important ditinction that experts not is that colleges sow this spring due to the coronavirus is not typical of online eduction ,what student are experiencing ,in online format as a result of pandemic is emergency this online learning forces faculty that have planned thier semester in ather face to face or blended enviromment to be carried out fully online ,and it forces students that were not necessarily expecting to complete coursework and thier own time but still need to meet weekly deadliness a formd that offers flexibilty for students,some online classes may require student to attenda residency on the schools compus before or durning the program ,the lingths and details of these requirements vary ,in considiration online srudent servicer between work ,familly ,obligation and education ,online students often stay busy ,experts say it is essential that a progrmme offer robust student services to help them juggle those responsiblities and ultimately boost theis ,through advising and networking . 《U.S NEWS world report》.

### 2.6.1. Students' readiness to new modes of learning

Learning readiness refers to how likely a person is to seek out knowledge and participate in behavior change and so on,many factors influence a patient's readiness to learn ,anything that effects physical or psychological comfort such as pain ,fatigue,anxiety ,or fear,can effect a persons obility and motivation to learn ,in flipped classroom model of instraction among frequently observed problems,and these problems could reduce the effciency of fc model ,it is behieved that the problems related to the e-learning readiness of the students the purpose of the current study was to explore the impact of the e-learning readiness of student,wascarried out with 236 undergraduate students taking computing class tought using fc model of instruction,data were collected from there self report instuments ,e_learning readiness ,online communication ,self efficacy ,self directed learning ,learner control and motivarion towards e_learning ,the results showed that there were no statistically significiant differnces between the scores of the two groups coming to classes prepared and completing ,the assignment in class,so that students did not need to,do assigmients at home ,were among the positive aspects of the fc model,the problems encounted in this model ,however,are categorized under three main titles,motivation content ,and learning ,at the end of the srudy ,the adevantages and dis adevantages of the fc model are identified in accadamic with the participants opinions ,and necessary suggestions made ,more over ,the age need the grades of students the responds on the mades of learning were noted to be strong predictors in OLR,these findings would be helpfule for libarary ,schools ,universities ,and faculty members to improve the quality of online education.《COMPUTER IN HUMMAN BEHAVIOR ,70,251 260,2017》.

### 2.6.2.Teachers' readiness to new modes of teaching

Teachers as defined by the ACE approach ,as assocaited with effective teaching and improvement ,in student outcomes ,the study also drew attention to idea that ACE focused leadership within a school has ,more impact on student achievement outcomes than external readiness to teach online can be broadly defined as the state of faculty preparation to teach online ,therefore,teachers preception of thier ,Covid-19 pandemic has forced a shift to online teaching and learning (OLT),,in colleges and universities across the globle requiring teachers

to adopt thier teaching in a very short time ,independent of whether they were prepared

,drawing from an internation sample of N=739,higher education teachers in 58 coutres ,the present study sheds high teachers readiness for OTL,the time of pandemic ,by identifying ,teachers probiles based on a set of key dimensions of rediness,explainning profile memberchip by individual teacher chrarcteristics ,contextual aspects of the sfift OLT,and country level indictors repersnting educational innovation and cultural orientation ,we conducted latent profile analysis and indentfied three teachers profils or an inconsisted readiness profile hence ,teachers in higher education are not hemogeneous group ,importantly,key individual and contextual variables ,such as teachers gender and prior OTL,experience ,the context of the OLT,sfift ,innovation,explained profile membership,we discuss this findings with respect to the nature if the profiles ,how they can be understood ,with respect to key determination ,and their implications for OLT,in higher education ,how over,teaching styles or educational pedogogies used are ,there fore,direct instruction inquiring based learning and coperative learning through these three teaching methods ,teachers are able to gain a better understanding of how to govern their classroom ,implement instruction and connect with thier students ,however teachers comptencies are vital part of teaching online which has become the need of the hour in this covid-19,out break because of the need for emergency response and strategies to minimize learning disruption at higher education ,the study indentfies the online teaching readinees competencies possessed by the online teaching communities and provides guideliness to enhance their capacity to build up the longer term resilience of education systems ,the study will be a ready reckoner for online training need analysis to make each teacher highly comptent to import knoweledge using online teaching platforms as results showed that online teaching of teachers in universities has gaind a permanent ststus on the preferred mode of teaching ,even for post pandemic period ,although it was initially ,an option to imtigate the effects of the pandemic.

## 2.7.Factors behind the failure of blended learning

Blended learning (BL),also knows as hybird learning is a way of teaching that combines traditional face to face classrooms methodes (with technology mediated ,and on line educational materail this is allows students to have access to teaching material ,even after the lesson is finished and provides them with more personalize learning enviroment ,blended learning diffrrs from other on line methods in the aspect of counting on face to face teaching methods as well ,it also provides a shit from traditional teaching to a more interactive one

,where teachers act more as guides and supervisors establishing a more personal relation with

thier students,than simply act as the ones who deliver knowledge to a large oudience ,learnings on the other side becomes more interactive than passive as students become more intractive togther and with their teacher ,blended learning classes can statisticlly produce better results thier face to face non hybird equivalents ,this is probably happning since teachers sfift thier rol to managers and facilitators and becouse students learning experiences can be expanded ,it could be argued that there are many blended learning models available that there are many blended learning models available which can be adopted by schools and institutions ,this can depend on content ,scale teachnology ,learning spaces,students age ...,the most commonly types of blended learning suggested by some researchers and educational think ,than which for most part ,are not mutually exclussive include,within this study ,the least influential factors perceived to influence the implementation of blended learning included presserivice experiences parent support ,class size ,and previous failure ,the most influential factor perceived to influence the implemntation of blended learning was access 2019 /4/27to the internal ,the type of universities and schools ,the arrangement and management of a classroom ,the resoures available to the teacher and student at school ,teacher instructionnal style ,teacher student relationship,and the resources available to the parent and child outside of shool ,inblended courses ,therby our objective is to identify wether factors related to the e_learning part have contribution to the risk of student's failure in blended courses ,our research is being directed into examining whether the student behaviaral , engagement data related to the e_learning part ,as it has been reported in the studies ,have significant correlation to students failure ,the risk factors,"identification" procces is part of a risk analysed in order to come up with a risk model which identifies the risk factors and prioritizes them in propartion to thier contribution to the reducation of the probability of the risk to occurrence ,insprirt of the work referred in the study we developed a framwork to identify risk fectors of student failure in blended coureses ,the framwork ,includes phrases data collection risk of manegent resorces,in most of the cases ,the risk control process assums the generation of a worning system for

those who might be affected by risk ,then the risk of analysis this risk it it can be take to failure ,it can analyst uses the preparation phase outcome to come up with a model for risks factors identification and prioritization more over the risk control also analys delivers the warning system ,product to the decision maker who puts the worning system into action in order to validation it .

**2.8.Factors behind the success of blended learning**

In the case of this study ,on effective blended learning classroom and mondates definite understanding of course goals before educators start creating content ,the objectives serve as a roadmap ,helping ,everyone undrstand where learning is headed and topics that need to be coverd to successfully achieve course objectives ,as online learning takes over education ,a new appoache to learning is emerging in classroom acroses the world ,blended learning integrates face to face instruction with digital education to give rise to a powerful learning experience ,it calles for a significant departure from two individual methods and constitutions ,a fundamental ,re_orientation of teaching practices ,of the classroom while learning at their own pace ,owing to the adaptive and personalized nature of online learning ,educators must then focus on devloping blended learning courses that can effectivelly merge these two techniques to creat informative and interactive learning environments ,building ,effective blended learning classroom requires carfule planing and preparation ,manegement system is a factor help in a blended learning (LMS),is a prerequiste for creating an a massive learning enviroment ,it should serve as a central repositary of information cour materail ,assigments ,web resoures ,open for access and ,use to to,all students,it also acts as simple system to assess student progress through assignments ,a good (LMS),offers flexibility ,ease of use and unhindered accessibility ,it should also make it easy for both students and educators to access,stermline ,and track course _related information ,a well _defind course outline ,at the very outset ,teachers must prepare a difinit course outline to guide learners ,they must lay out coure content and structure and the tools to be amplayed for instructure ,the course outline should include coure resources ,objectives ,assigment details ,assessments ,and thier grading percentage ,teachers must also ,clearly define the parts of the material that would be covered online and those that would from part of classroom meetings ,they must also clearly state hard ware and sof ware requirmenent ,as well ,defind course outline helps student keep track of course progress and pace ,a suitabale assessment strategy will help teachers indentify imporvement areas and work on them to achieve improved learning outcomes ,educators must also plan suitable assessment strategies to creat a holistic blended learning program ,determining the optional strategy to test learning outcomes and tracking course progress is essentail they have the option of conducting online quizzes in class

objective or subjective assignments classroom disussions etc,teachers must indentify and define clear learning objectives to help students understand what they can expect from a

course ,an effective blended learning classroom mandates a definite understanding of course

goals before educators start creating content ,the objective serve as a roadmap,helping everyone understand where learning is headed and the topics that need to be coverd to successfully achieve course objectives ,there could be adequate clarity in establishing how to blend online with the established methods of teaching ,to determine course objectives ,teachers must indentify the skills that the learners should develop during the couse ,the information ,to be included and types of training tools and activities that from part of the teacher and students needs to be established to achieve improved learning out comes in a blended learning program ,teachers can provide thier contact information and encourage students to communication in case queries and concerns to estabish a favorable rapport ,toward the end of a course they can also engage learners in live or online surverys,evaluations,and opinions on the quality of the course and its delivery ,there can be no denying the fact that online learning is here to stay ,the important of blended classrooms in this context becomes clear ,in ahyper connected world ,both physical and virtual learning spaces matter ,educators must catch up with this trend and help students succeed through an effective factores of blended learning (modele credentail integration Better certificates and badges).

## 2.9.Recent research on perceptions of flipped classroom model

The flipped classroom ,a servery research recent advances in technonlogy and in idealogy have unlocked entirely new directions for educarion research ,maunting pressure from incersing tuition costs and face ,online course offerings in opening discussion and catalyzing change in the physical classroom ,the flipped classroom is new pedagogy methods ,which emplays asynchronous video lectures and practice problems as homework and active ,flipped or inverted classrom have become increasingly popular,and somtimes contraversail ,within, highter education many educators have touted the potentail benfits of this model and intial research regarding ,implementation has been primarly positive ,the rationale behind the flipped classroom methodology is to increase student engagement with content ,increase and improve faculty contact time with student ,and enhance learning this paper presents a summary of primary literature regrading flipped classroom ,discusses concerns and unanswerd questions from both a student and faculty member perspective implementation, it seen that most of students have positive perception on this flipped learning simillary,and some of them found that the students had high perception to flipped classroom,so,it can be

said that flipped classroom are suitable to implement to the students in their teaching and

learning process,because positive pereception can increase motivation to learn.

## Conclusion

The tackled chapter provides an overview of flipped classroom model, the most common related concepts, topics and definitions in the literature review. Flipped classroom, the inovative stratgy used in higher education, may suit the demands of students at a university level in developing countries. We then, in the next chapter, extend this discussion by drawing attention to how such issues frame the practical part.

# III.ChapterThree

ResearchMethodology, Data Analysis and Interpretation

## 3.1.Introduction

So far, we have been discussing a review of related literature on flipped classes or flipped learning. The practical part is that the next step of this research. Its aim is to bridge the gap between the theoretical and the practical frameworks paying attention and adhering to the appropriate methodological and conceptual terms that were mentioned previously. The present chapter provides a clear description of the methodology used to conduct this research, including a description of the setting, sample, how it is selected, how data are collected, what questions are asked, and how they are analyzed. This chapter also gives considerable importance to the code of ethics respected in all the steps of this study.

## 3.2. Research Design

A research design is a 'procedural plan' that the researcher adopts to answer questions validly, objectively, accurately, and economically, it comprises all the planned procedures to use and the tasks to be performed so as to seek out answers to the research questions. A research design specifies everything clearly so that the researcher can easily know how to follow them (Kumar, 2019).

As a research design, a case study was the most compliant to our research. Kumar (2019) argues that a case study design is a "…very useful design when exploring an area where little is known or where you want to have a holistic understanding of the situation, phenomenon, episode, site, group or community" (p. 100) which has shaped our choice of such design. Moreover, Kazdin (1982) said that through case studies "information is very detailed, comprehensive, and typically reported in narrative form as against the quantified scores on a dependent measure. They attempt to convey the nuances of the case, including specific contexts" (as cited in Geoffery et al., 2010). This led us to consider several factors within the research given that it is an exploratory study in nature, a case study would serve to derive rich yet precise information, as stipulated by Kumar (2019) a case study design is greatly relevant when the focus of a study is mainly on exploring and understanding rather than confirming and quantifying since it provides an overview and in-depth understanding of a case within a unit of study.

In a nutshell, given the research nature and so as to supply an accurate and complete description of the matter under investigation, and as illustrated by Griffe (2018) "design is to the skeleton as data is to the flesh Thus, just as the flesh interacts with the skeleton, data interacts with the design to form typical or characteristic contours" (p. 131), a case study would adequately serve to reach such objectives and answer questions raised by our study. Particularly, the details of the research design adopted in the present study are demonstrated in figure.1.below:

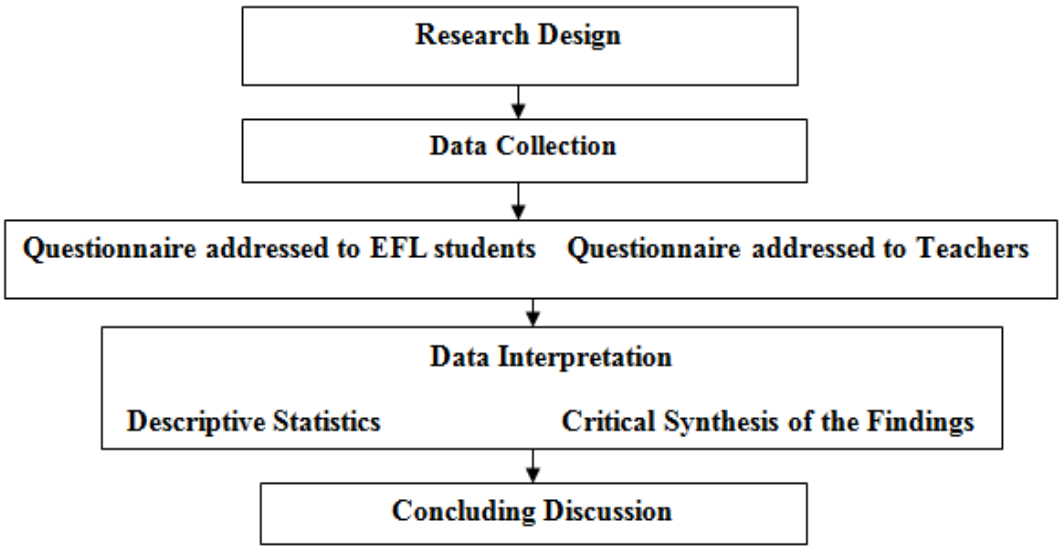


**Figure . 1 : The research Design of the Present Study**

### 3.2.1. Triangulation

A method used to increase the credibility and validity of research finding credibility refers to trustworthiness and how believable a study is validity in concerned with the extent to which a study accurately reflects or evaluates the concept or ideas being investigeted ,tianglution by combining theories ,methods or observes in a research study can help ensure that fundmental biases arising from the use of single method or a single observer are overcome ,triangulation is also, an effort to help explore human behaviour using a variety of methods to offer a more balanced explanation to readers ,it is a procedure that enables validation of data and can be used in both quantitave and qualitative studies,triangulation can enrich research as it offers a variety of datasets to explain differing aspects of a phenomen of interest ,it also helps refut where one

dataset invalidates a supposition generated by another ,it can assist the confirming of hypothesis where one set of findings confirms another set ,finally ,triangulation can help explain the results of a study ,central to triangulation is the notion that methods leading to the some results give more confidence in the reaserch findings.

In this research work, triangulation involves deploying a questionnaire addressed to students and a questionnaire addressed to teachers. It was our aim to use another method which is observation but we discovered that, due to many reasons, employing more than two methods is hard to apply.

### 3.2.2. Data Collection Methods

This study has opted for a method that combines quantitative and qualitative approaches to gain reliability for this work. Two questionnaires were distributed to gather data. The first is dedicated to the students, and the second is for teachers to get their opinions about the Integrating of Flipped Classroom Model in Algerian Higher education. The mixed-method is used in the analysis of the data, that is to say, quantitatively with closed questions and qualitatively with open-ended questions.

## 3.3. Setting, Population, and Sampling of the Study

### 3.3.1. Setting

"One of the important tasks for a researcher is selecting the setting and negotiating access to participants" (Steyn & Van Wyk, 1999. p38).

In fact, it is very necessary to describe the setting where this research takes place. Tiaret or the Berber name Tihert (Lioness), is a major city in central Algeria, it is located in the south-west of the capital of Algiers in the western region of high plains, in the Tell Atlas,and about 150 km from the Mediterranean coast, with the population, estimated to be 1,000,755 in 2011. It is mentioned in the " Britannica encyclopedia" that Tahart was an Arab town of note in the 7th century, it became the capital of "Ibadiyyah" kingdom of " Abd al-Rahman ibn Rustam "in 761. Tiaret is a major agriculture center, Tihert was attacked by the "Fatimids" and the "Ibadis" withdrew to the Sahara to found "Mzab", then passed through "Turkish" control and was taken by the French in 1843.

The research at hand is done at Ibn Khaldoun University of Tiaret, Algeria, and; more precisely, a section of English Language. Ibn Khaldoun University is a non-profit public higher education institution located in a small city named Tiaretin the south-west of the capital of Algiers, in the western region of high plains and about 150 km from the Mediterranean coast.

### 3.3.2. Population and Sampling

According to Dorneyi (2007), "convenience or opportunity sampling The most common sample type in L2 research is the 'convenience' or 'opportunity sample', where an important criterion of sample selection is the convenience of the researcher" (p.98). He also explained that of the defining features of this sampling strategy "is that it usually results in willing participants, which is a prerequisite to having a rich dataset. On the other hand, saturation may not happen at all." (p. 129). Hence, the convenience sampling technique appeared to be the most compatible with our research, based on such a technique. Dorneyi (2007) also explained how "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" (p. 98)

In view of this and for the methodological clarity of this research, we limited our sample to both EFL first-year university students at Ibn Khaldoun University of Tiaret and teachers of English at the same research setting. We choose a group of first-year students randomly with different ages and genders, to illustrate, 26 males and 54 females aged between 18 to 21 years old, are selected. All of them are native Arabic speakers and have studied the English language since middle school.

Concerning the second sample, ten (10) teachers participate in this study. They teach the first-year level and they are supposed to know more about their students' abilities and provide us with more information and explanation about the research topic.

### 3.4. Data Collection Instruments

To gain reliability for this work, two questionnaires were distributed to gather data. The first is dedicated to the students, and the second is for teachers to get their opinions about the integration of information and communication technology in teaching the English language in Higher education.

#### 3.4.1. Description of the Questionnaire

##### 3.4.1.1.Description of Students' Questionnaire

The questionnaire was given to the first years of EFL students during the academic year 2020-2021 to provide information about their abilities to use technology in learning English as a foreign language, and how they can benefit from ICT. Moreover, it aims to know the student's reactions towards the Flipped learning inside the classroom. Students addressed questionnaire involves 14 items (see Appendix 01) . It contains four sections and each section has an objective to be attained and it is designed to provide us with a particular set of information.

##### 3.4.1.2.Description of Teachers' Questionnaire

In order to round up the objectives of this research work, to investigate the integration of ICT in teaching the English language, a questionnaire is used to determine the efficiency of using technologies in teaching. Foreign language teachers have the chance to use different ICT tools to facilitate the task of teaching and explaining their lessons, it is directed to (10) university teachers of English, it contains (18 ) questions and it involves two types of questions, closed questions and open-ended questions. In the former, teachers are asked to answer either by "Yes" or "No, they are required to state their personal opinions or background information about the intended subject.

### 3.5. The Pilot Study

Based on Kothari (2004) "it is usually advisable to conduct 'pilot study' (Pilot Survey) for testing the questionnaires…the significance of pilot survey is felt considerably . The pilot survey is in fact the replica and rehearsal of the main survey." (p.97) Thus, in order to validate the clarity and comprehensibility of the questionnaire, before administering it to the sample and ensure the feasibility and efficiency of the approach being utilized, we distributed the questionnaire to ten students so that they would check for intelligibility and clarity, they are ought to be experienced in the field of our topic. The questionnaire went through several changes before stabilizing in its final controlled trial.

### 3.6. Data Analysis and Interpretation of the Findings

As the title suggests, within this section we aim to analyze and interpret the data generated by the questionnaire, which has been submitted to teachers and students in fulfillment of the current study. The analysis of data was to undergo a content analysis; in addition, we have resorted to basic descriptive statistics, in order to present the data in an orderly and clear manner to easily interpret it and present it for readers and back up the results of our analysis.

#### 3.6.1. The analysis of the students addressed questionnaire

**1. Section One: Personal Information (Q 01-02)**

This section examines whether the sample is homogeneous in regard to the following characteristics: students' gender .Question 2 seeks to get an answer about students location whether they are from rural or urban.

| 1. What is your gender? | |
|---|---|
| **Gender** | **Number** |
| **Male** | **26** |
| **Female** | **54** |
| **Total** | **80** |

**Table 01: Student's Gender**

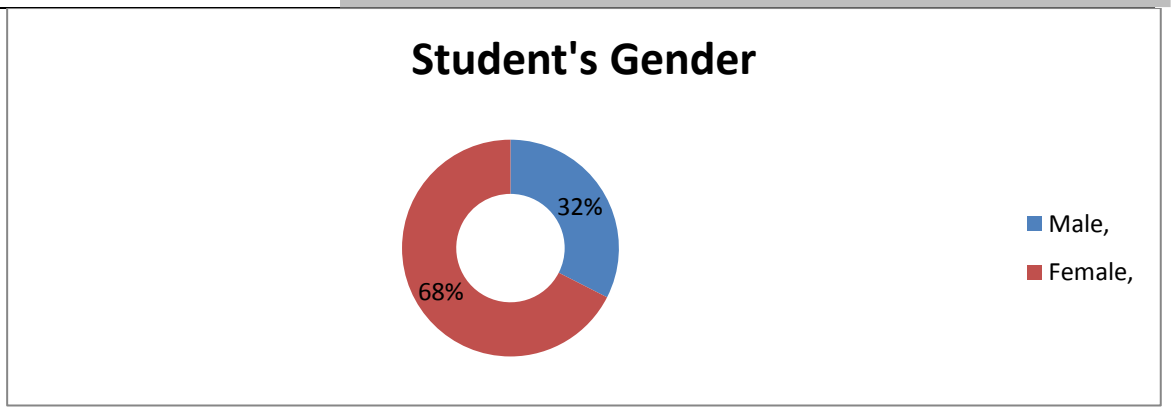


**Figure 2: Student's Gender**

The table and graph **(01)** show that the majority of our respondents are females **(54)**. It illustrates that, they are much more in English languages Department than males **(26)**.

| 2. Location | |
|---|---|
| **Rural** | **Urban** |
| **17** | **63** |
| **Total 80** | |

**Table 02: Student's Location**

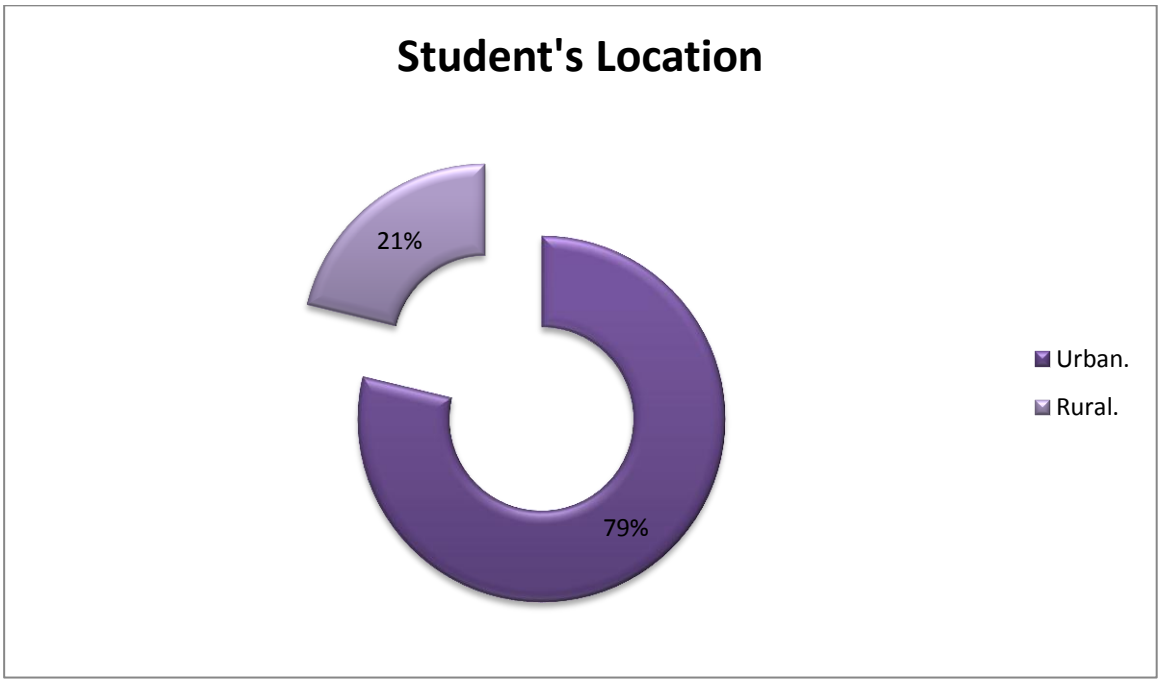


**Figure 3: Student's Location**

The result in the graph above shows that **(63)** students are located from Urban place. Whereas; **(17)**students are from Rural place

## 2. Section Two: Perceptions of Flipped Classroom Model (Q3-Q6)

This section seeks to know the students perceptions towards Flipped classroom and what their preferred type of learning whether face to face learning or online learning or blended (hybrid) learning. Question 4 seeks toknow if that students can learn the language through watching videos outside classrooms is a useful strategy .Question 5 is as a complementary item for the question four, which seeks to getan idea about doing activities inside classroom(with the help of teacher) contributes more to your learning.

| **3.What is your preferred type of learning?** | |
|---|---|
| **Answers** | **Numbers** |
| **Face to face learning** | **42** |
| **Online learning** | **23** |
| **blended (hybrid) learning** | **15** |
| **Total** | **80** |

**Table 03: Student's preferred type of learning**

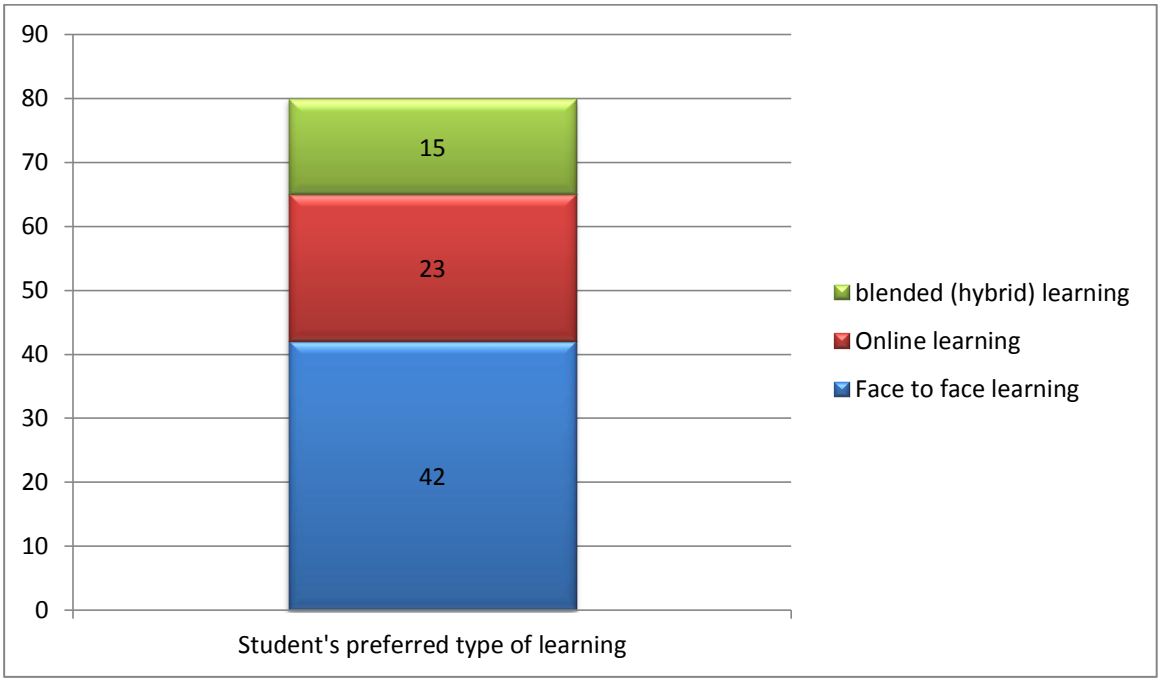


**Figure 4: Student's preferred type of learning**

Students are asked to say whether they prefere type of learning majority of theme **(42)** chose face to face learning ,and**(23)** like more online learning, While **(15)**choose blended (hybrid) learning.

| 4.Do you think that viewing instructional videos outside classrooms is a useful strategy for learning English language? | |
|---|---|
| **Answers** | **Numbers** |
| **Yes** | **66** |
| **No** | **14** |
| **Total** | **80** |

**Table 04: The Use of Technologies Outside Classrooms**

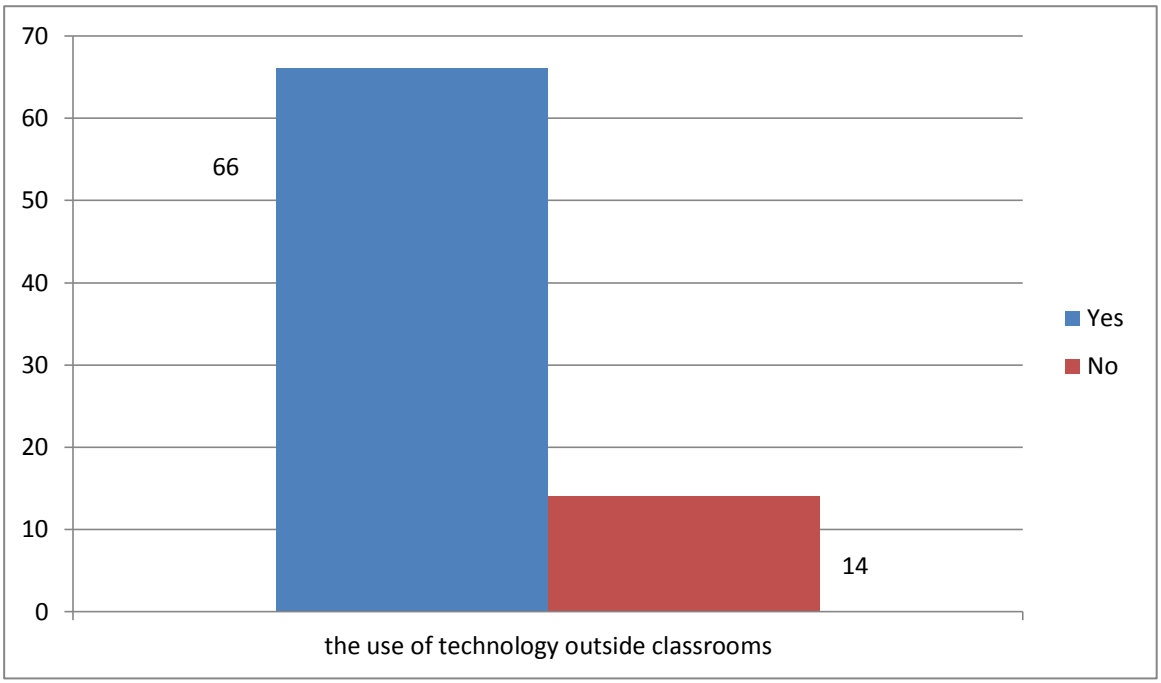


**Figure 5: The Use of Technologies Outside Classrooms**

Table above reveals that **(66)** students have answered "Yes" they think that viewing instructional videos outside classrooms is a useful strategy for learning English language. While **(14)** students have stated that do not think that is a good strategy for learning English language from the total sample.

| 5. Do you think that doing activities inside classroom (with the help of teacher) contributes more to your learning? | |
|---|---|
| **Answers** | **Numbers** |
| **Yes** | **71** |
| **No** | **09** |
| **Total** | **80** |

**Table 05: Doing Activities Inside Classrooms for better Learning**

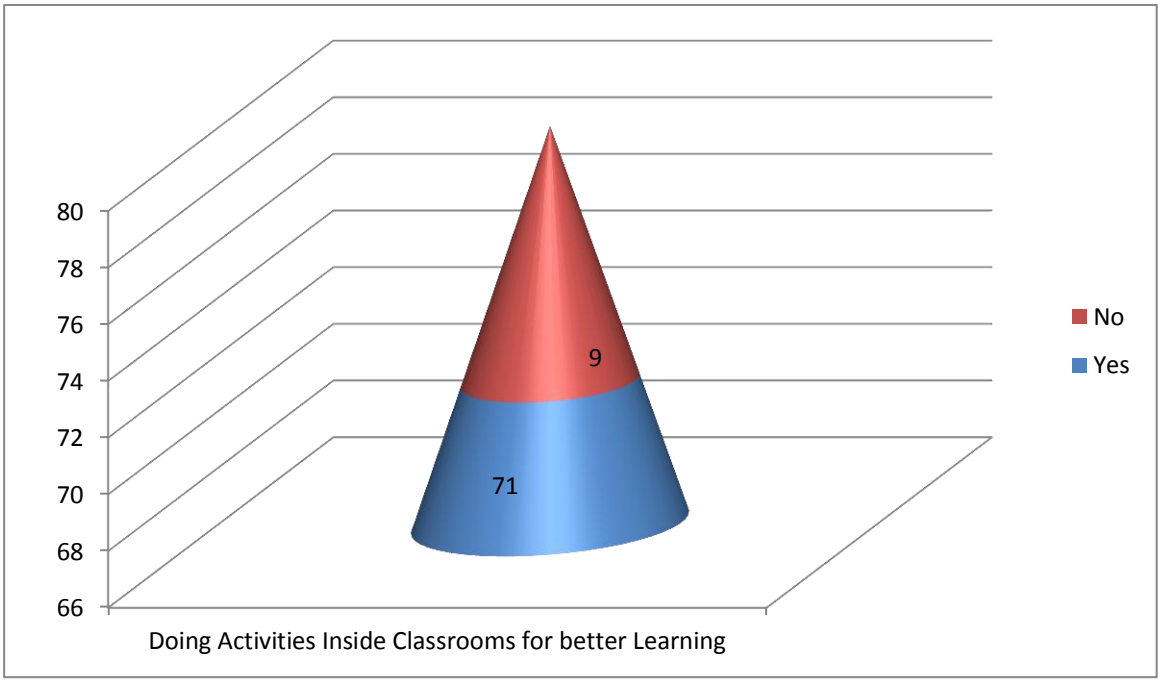


**Figure 6: Doing Activities Inside Classrooms for better Learning**

The aim of this question is to know whether doing acitvities inside classroom is helpful for students to learn English. The results reveal that **(71)** participants choose "Yes, it is helpful" and **(09)** students state that "No, it is not".

| **6. Have you ever been asked to complete reading at home in order to do activities to inside classroom (Flipped classroom Model)?** | |
|---|---|
| **Answers** | **Numbers** |
| **Yes** | **43** |
| **No** | **37** |
| **Total** | **80** |

**Table 06: Reading at home to do activities to inside classroom**

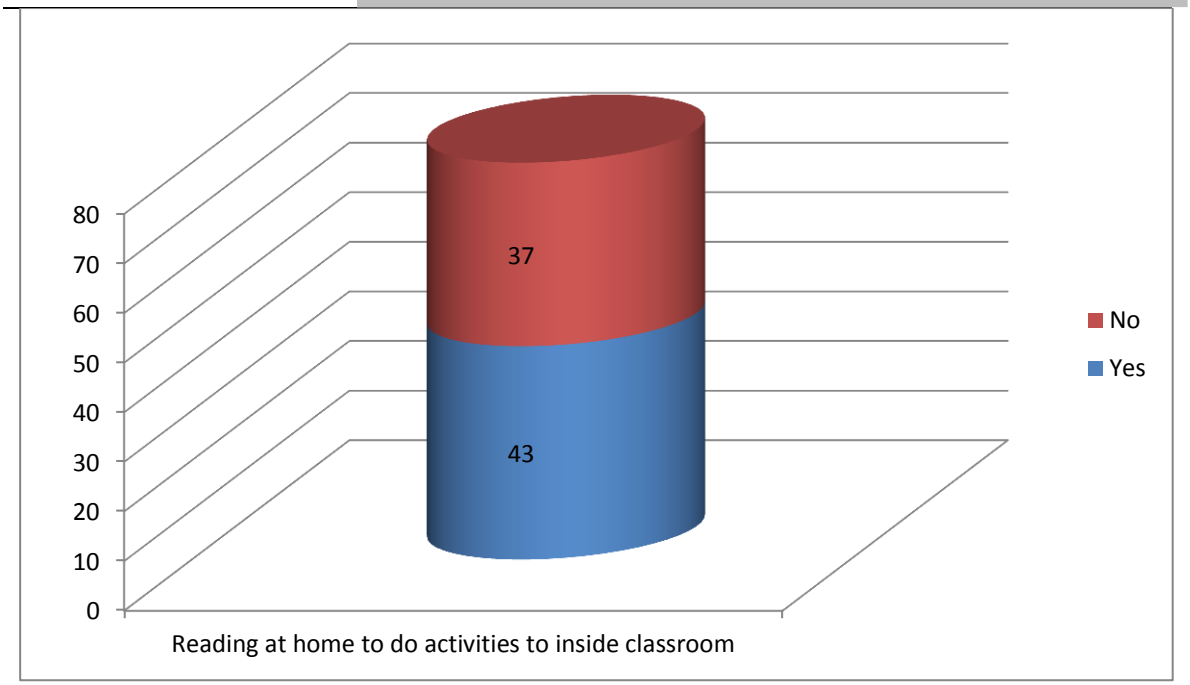


**Figure 7: Reading at home to do activities to inside classroom**

The table and the graph indicate that **(43)** students have been asked to complete reading at home in order to do activities to inside classroom (Flipped classroom Model), only **(37)** of them say 'No' they have not.

### Section Three: Advantages and disadvantages of Flipped classroom Model (FCM)
**(Q 7-Q 11)**

This section aims at knowing about the advantages and disadvantages of Flipped classroommodel and if it is helpful or not helpful way more to learn language.

| **7. Do you think that learning a concept before coming to class help more in English language learning?** | |
|---|---|
| **Answers** | **Numbers** |
| **Yes** | **76** |
| **No** | **04** |
| **Total** | **80** |

**Table 07: Learning a concept before coming to class.**

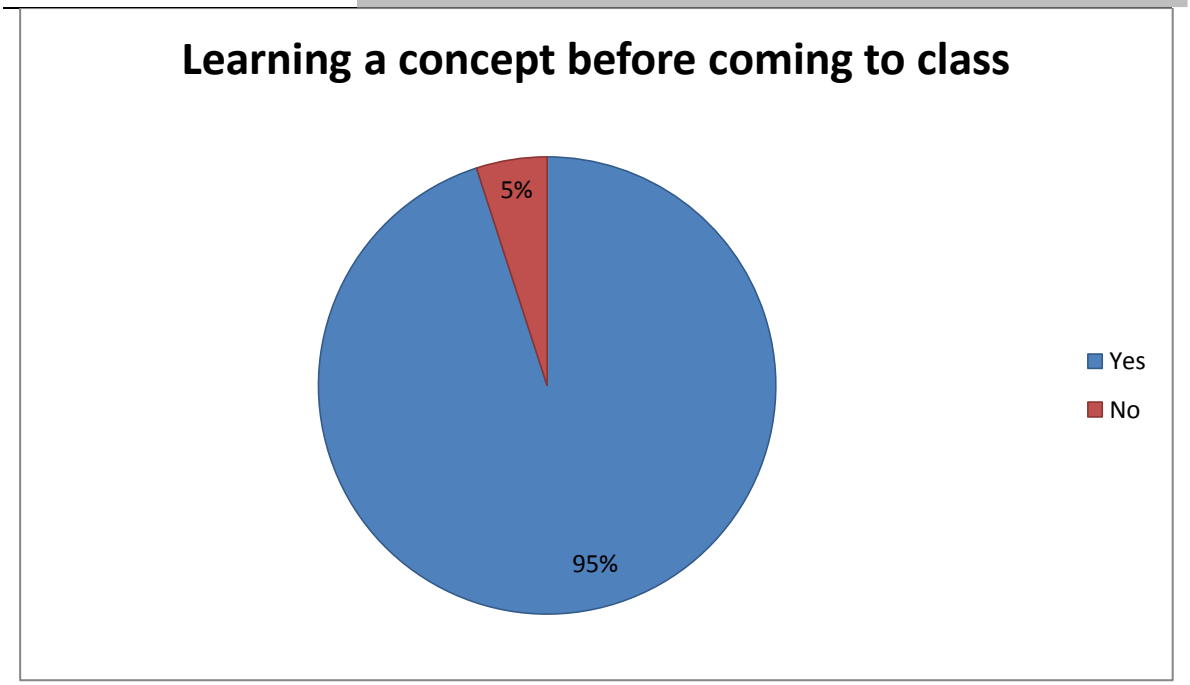


**Figure 8:Learning a concept before coming to class**

The result obtained from the table and the graph above shows that **(76)** students answer "Yes" it is helpful way ;whereas, **(04)** students say "No" it is not helpful way.

| | Agree | Neutral | Disagree |
|---|---|---|---|
| ❖ Flipped classroom help me be more responsible for my own learning. | **45** | **28** | **7** |
| ❖ Flipped classroom is more engaging than face to face | **19** | **12** | **49** |
| ❖ Flipped classroom saves time | **27** | **29** | **24** |
| ❖ Completing reading at home helps me ask pertinent questions | **33** | **29** | **18** |
| ❖ Doing | **28** | **08** | **44** |

| | | | |
|---|---|---|---|
| works in class helps me understand well | | | |
| ❖ Flipped classroom encourage me to come prepared to class | **57** | **09** | **14** |

**Table 08: Students' perceptions of some approaches to FCM use**

We have added this question is order to closely assess how the students perceive some approaches to Flipped classroom Model use, and the extent to which they relate to some of these approaches Students seem to agree that Flipped classroom Model help more to be responsible for their own learning, 54% were to agree and 21% (28 out of 80) choose to be nautral Moreover, 62% of the student (49 out of 80) believe that that Flipped classroom Model is less engaging than face to face learning.and student were neutral when they asked about that Flipped classroom saves time (29 out of 80) and (27 out of 80) were agreed. In addition, general agreement exists regarding the fact that Flipped classroom encourage the students' to come prepared to class as can be seen from the table 78% supported the claim.

| **9. According to you, which of the following items can a constraint to flipped classroom model?** | |
|---|---|
| **Answers** | **Numbers** |
| **The lack of learning materials** | **31** |
| **Lack of teaching resources** | **33** |
| **Lack of motivation** | **16** |
| **Total** | **80** |

**Table 09: items can a constraint to flipped classroom model**

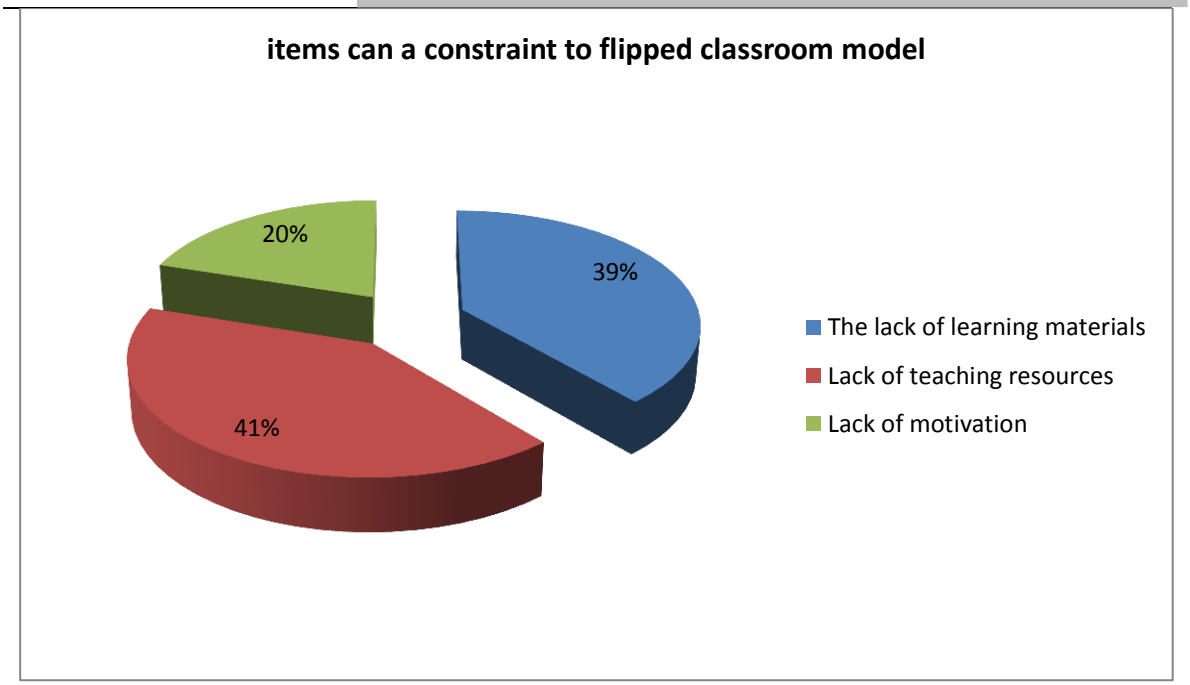


**Figure 9:items can a constraint to flipped classroom model**

This question indicates that **(33)** of learners in the department of English Think that lack of teaching resources is a constraint to flipped classroom model to study using, yet **(31)** of them think that it is up to the lack of learning materials ,and**(16)** of them say it is lack of motivation.

.

**Section Four: Effectiveness of Flipped Classroom model**

This section aims at discovering the effectiveness of Flipped Classroom model in enhancing students‘ level of learning English language and also aims to explore the students‘ comments or suggestions related to our topic..

| **12. Do you think Flipped classroom is effective for learning English language skills?** | |
|---|---|
| **Answers** | **Numbers** |
| **Yes** | **54** |
| **No** | **26** |
| **Total** | **80** |

**Table 10: Effectiveness of flipped classroom model for learning English language skills**

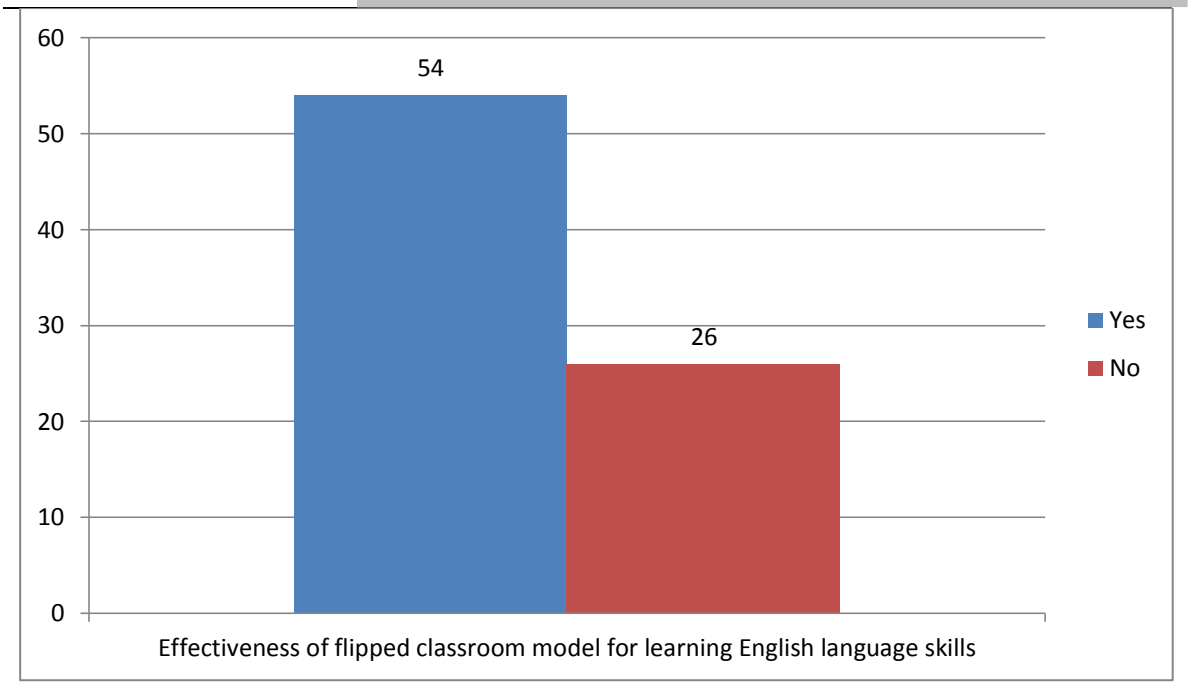


**Figure 10:Effectiveness of flipped classroom model for learning English language skills**

The above table and graph declared that the majority of students **(54)** strongly agree that they think that flipped classroom can be an for learning English language skills. Whereas, **(26)** students say "No" it is not an effective for learning English language skills.

| **13. Do you think it can replace face to face learning?** | |
|---|---|
| **Answers** | **Numbers** |
| **Yes** | **33** |
| **No** | **47** |
| **Total** | **80** |

**Table 11: Flipped classroom model replace face to face learning**

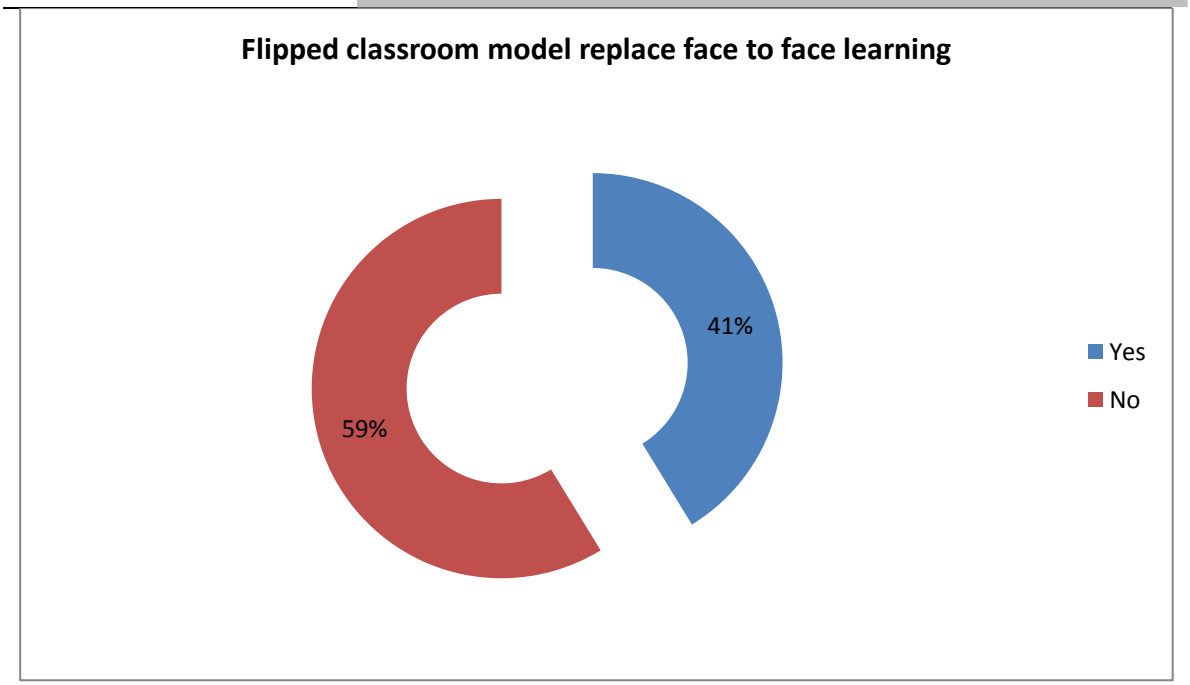


**Figure 11:Flipped classroom model replace face to face learning**

Looking at the table above shows that **(47)** participants affirmed with "No" they cannot learn without face-to-face interaction. However, **(33)** students answer "Yes" they can learn English using technologies.

### 3.6.2. Discussion of the questionnaire's Results

The collected answers from the students' questionnaire affirmed that the majority of students declared that they preferred type of learning is face to face learning, also find videos useful strategy when they presented the lectures. Besides, participates were satisfied andpleased in learning with ICT because they find them funny and enjoyable. We notice from the results obtained that students of English prefer face-to-face contact with their teachers, and they think that the presence of teacher encourage and motivate them to learn English. However, they do not reject that using ICT is helpful for them to learn foreign language and especially English, because they see that using technology in their learning improve their skills and abilities in English language and keep them in touch with other cultures.The findings demonstrated that technology had a great effect on English students and ; therefore, flipped classroom model have a positive reaction on their achievements in the class. Moreover, it is observed from the data that the great number of learners do not have no idea about what is flipped learning; therefore, students at the English department did not think that using this approach can help them to put theircompetences into practice, and the they are the core of the learning process.

### 3.6.3. The analysis of the teacher's addressed questionnaire

**Section One: Personal Information**

| 1. Gender | |
|---|---|
| **Gender** | **Number** |
| **Male** | **04** |
| **Female** | **06** |
| **Total** | **10** |

**Table 12: Teacher's Gender**

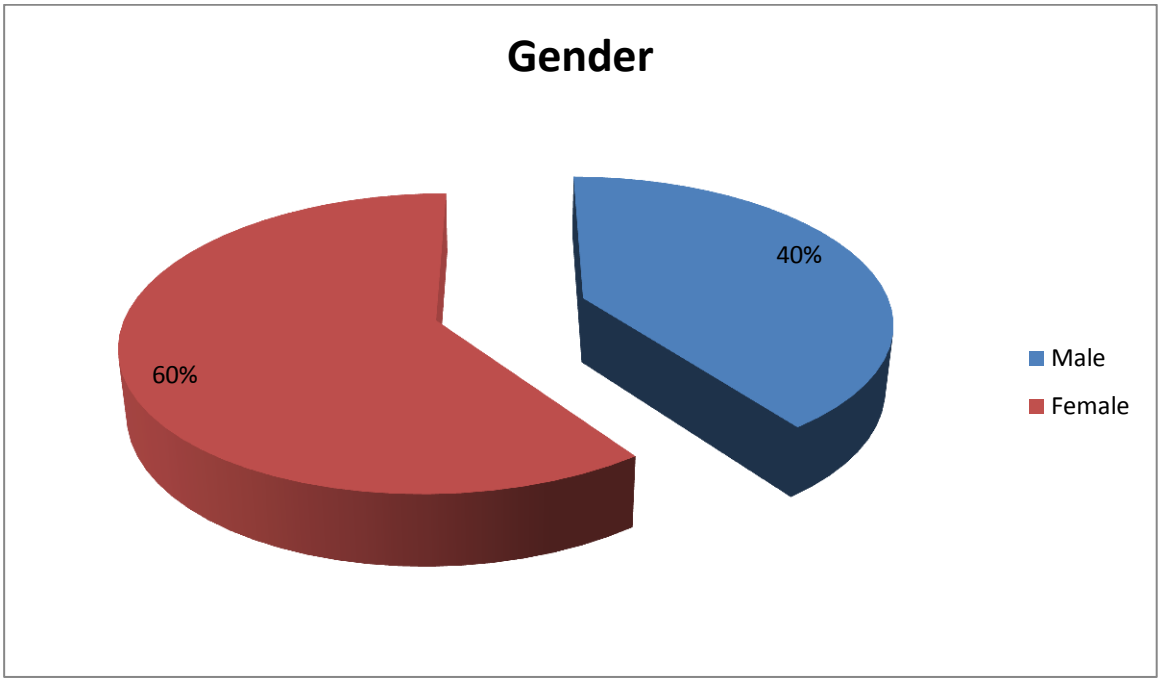


**Figure 12: Teachers' Gender**

| 2. Degree(s) | |
|---|---|
| **License** | **0** |
| **Master/ Magister** | **8** |
| **Doctorat** | **2** |
| **Total** | **10** |

**Table 13: Teacher's Degree(s)**

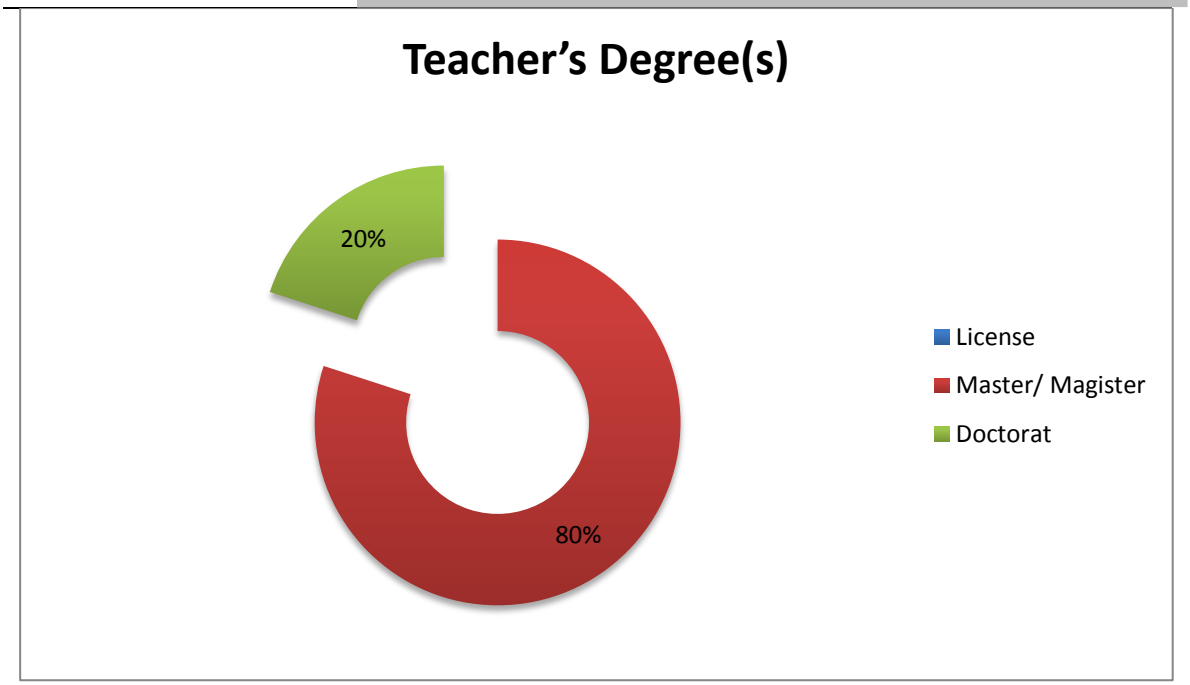


**Figure 13:Teacher's degree(s)**

As the graph and table above indicates, most of the teachers (80%), have Magister/master (MA) degree while (20%) of teachers have Doctorate degree (PHD).

| 3.Teaching experince | |
|---|---|
| **2 years** | **2** |
| **3 years** | **4** |
| **More than 5 years** | **4** |
| **Total** | **10** |

**Table 14: Teaching experince**

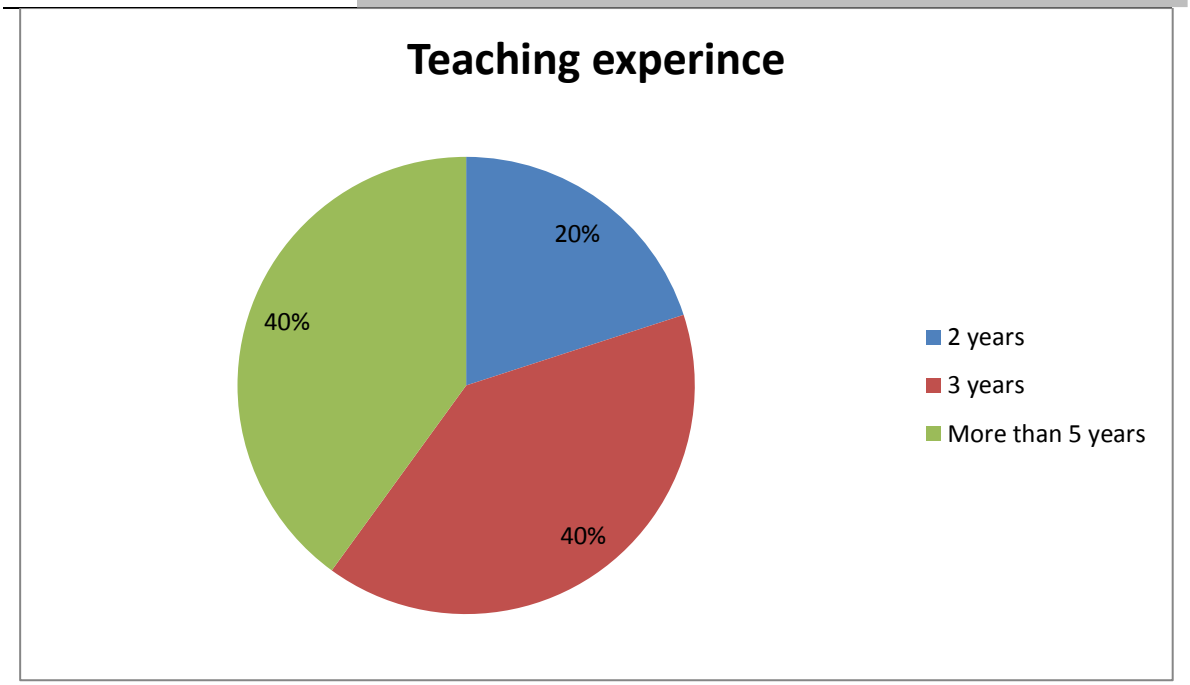


**Figure 14:Teaching experience**

Among the ten teachers questioned, **(02)** teachers have been teaching English between (01to02) years. Whereas, **(04)** teachers state that they have been teaching English

between (02 to 03) years.and **04)** teachers have been experienced more than 05 years.

**Section Two: Perceptions of Flipped Classroom Model**

| **4.What type of teaching method do you use, is it more computer-assisted or traditional oriented? Please elaborate** | |
|---|---|
| **Computer-assisted** | **3** |
| **Traditional oriented** | **4** |
| **Both of them** | **3** |
| **Total** | **10** |

**Table 15: Teaching Method**

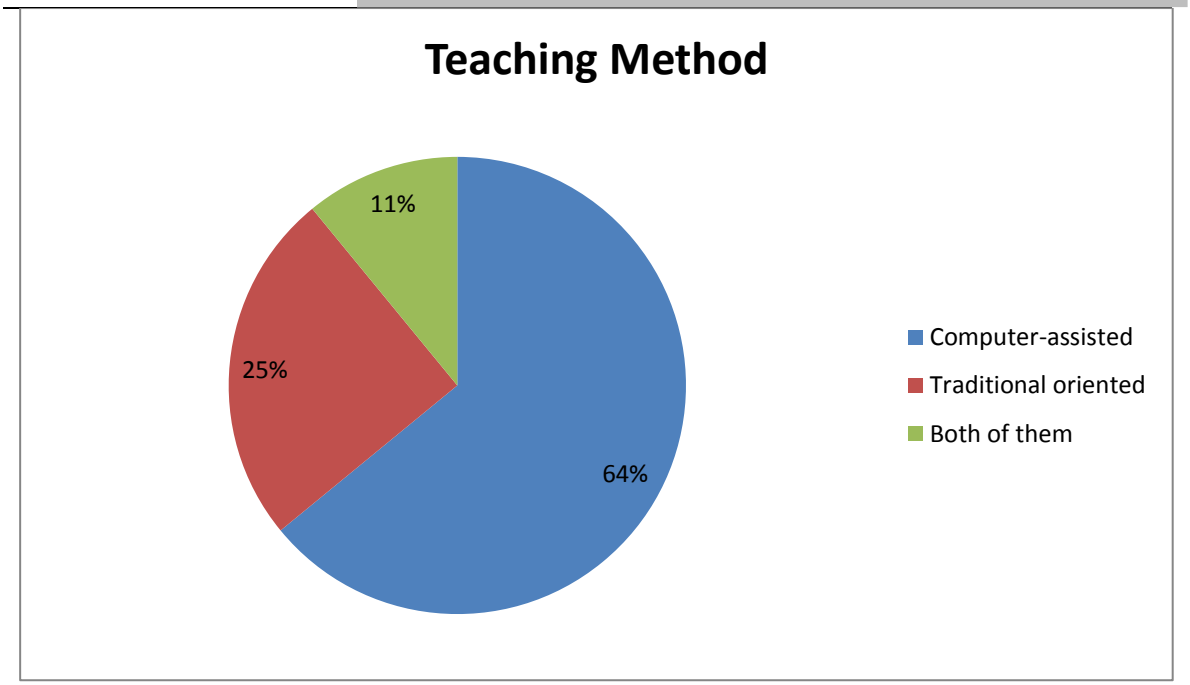


**Figure 15:Teaching method**

This question was used to set the ground for the upcoming questions in the section through which we aimed to have an idea about the predominant method teachers have adopted to teach. It appears that 40% of the teachers (04 out of 10) adopted a traditional method which constitutes the great majority of the sample; a teacher commented that it was the lack of equipment in the faculty and the university policy of pedagogy being some of the reasons their approach was more traditional, another teacher stated that a computer-assisted teachingrequires certain skills to use the materials needed. 30% (03 out of 10) seemed to mix between both methods a teacher said that she/he uses the computer at home but comes over to class with sheets in hand. Whereas the remaining 30% constituting the least minority of the sample, were to adopt a more computer-assisted method "*I try to keep up with new methods of teaching that meet students' expectations and satisfy their learning needs*" commented a teacher.

| **5. As an EFL teacher, what online utilities do you rely on most to support teaching/learning?** | |
|---|---|
| **E-mails** | **5** |
| **Social Media Network(Facebook.Youtube.Skype…)** | **3** |
| **The Open-Source Platform (Moodle)** | **2** |
| **I do not rely on online tools** | **0** |

**Table 16: Teacher's online tools using**

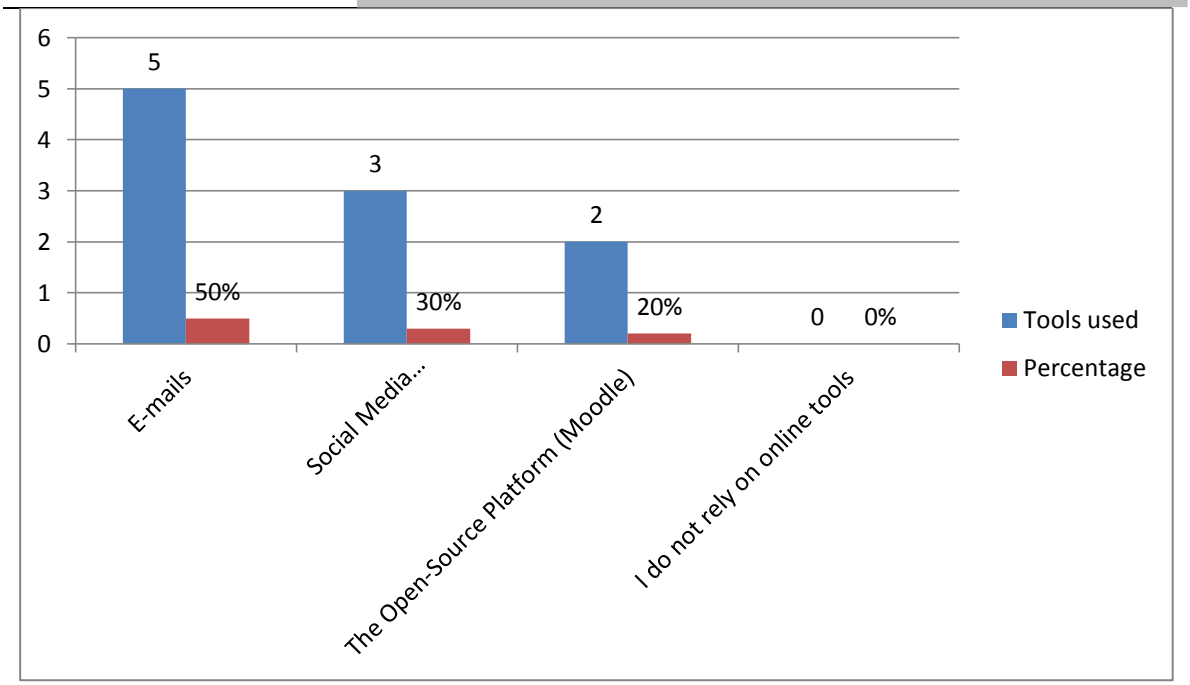


**Figure 16: Teacher's online tools using**

This question was to explore the online tools teachers often use to support their teaching method, out of the various tools available to them online, we attempted to understand the kind of tools they would use the most which would to some extent, reflect their teaching approaches. E-mailing was the frequently chosen item with 05 teachers relying on e-mails constituting 50%. As the table shows, teachers also rely on social networking sites such as Facebook and skype to perform teaching tasks with 30% (03 out of 10) relying on such online utilities. However, two teachers were to rely on other online tools namely "The Open-Source Platform (Moodle)" and a database from which he/she downloads books and articles.

**Section Three: Advantages and disadvantages of Flipped classroom Model (FCM)**

| **6.Do you have a knowledge about the Flipped classroom model** | |
|---|---|
| **Yes** | **9** |
| **No** | **1** |
| **Total** | **10** |

**Table 17: knowing about the Flipped classroom model**

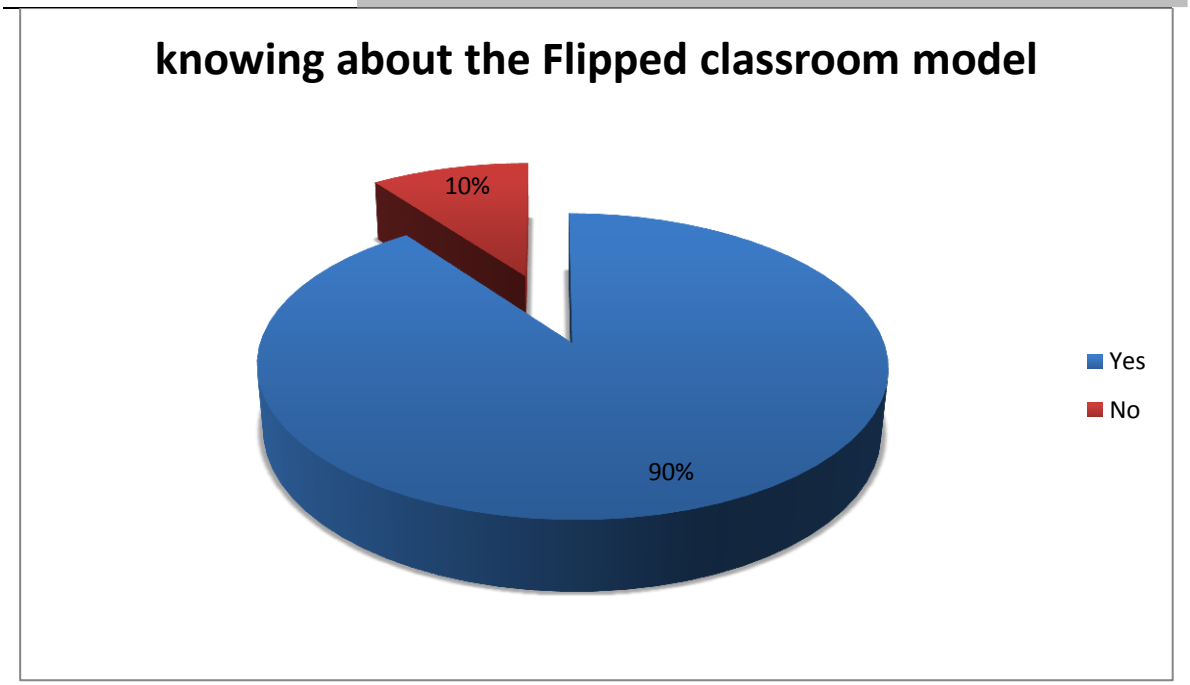


**Figure 17:knowing about the Flipped classroom model**

This question aimed at knowing whether the teachers are familiar with the flipped classroom model or not. From Table 06 and Graph 06, we notice that only (90%) part of teachers‘ do know about the flipped classroom model, whereas (10%) of teachers say they do not know about it.

| 7.Have you ever tried this teaching model? | |
|---|---|
| **Yes** | **6** |
| **No** | **4** |
| **Total** | **10** |

**Table 18: Trying Flipped classroom model**

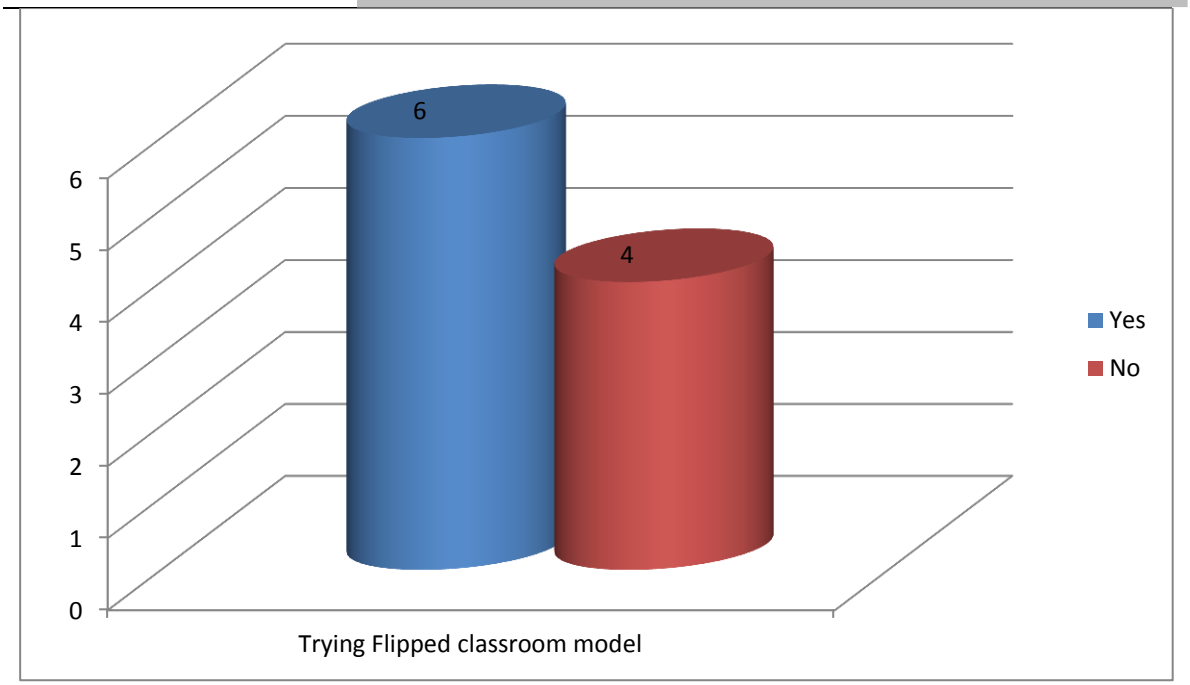


**Figure 18:Trying Flipped classroom model**

The point of asking this question is to measure the importance of trying Flipped classroom model according to teachers, and this question is related to flipped classroom principle which stands for"un acceptance of lectures‖ inside flipped classrooms. Noticing Table 07 and Graph 07. (60%) the proportion of teachers try flipped classroom models inside English foreign classes, while (40%) of teachers said that they did not try it.

Just 10 teachers answered this question, in which teachers who never try flipped classroom model, argue that —I did"t think that it would help‖ .A second teacher added that—I don"t think they will check it‖. Whereas, teachers who answered with —Yes approved their answers with —Since we do not have enough time in the classroom, I asked them to watch videos and listen to audio tracks about topics we deal with".A second teacher adds —I use videos in my class, but due to time restrictions. I resort to asking my students to watch those recommend at home". Another teacher claims that —I use videos inside the classroom

because are too motivated for students". So, some teachers are aware of the importance of flipped learning and are using them for saving classroom time, and this is the main reason behind the appearance of flipped classes, but teachers who do not use the videos are being stereotyped. Thus, they cannot determine whether it helps or not, or their students will

check it or not before trying it.

| 8.According to you, is this approach useful to teach English language in general? | |
|---|---|
| Yes | 10 |
| No | 0 |
| Total | 10 |

**Table 19: The useful of Flipped classroom model approach**

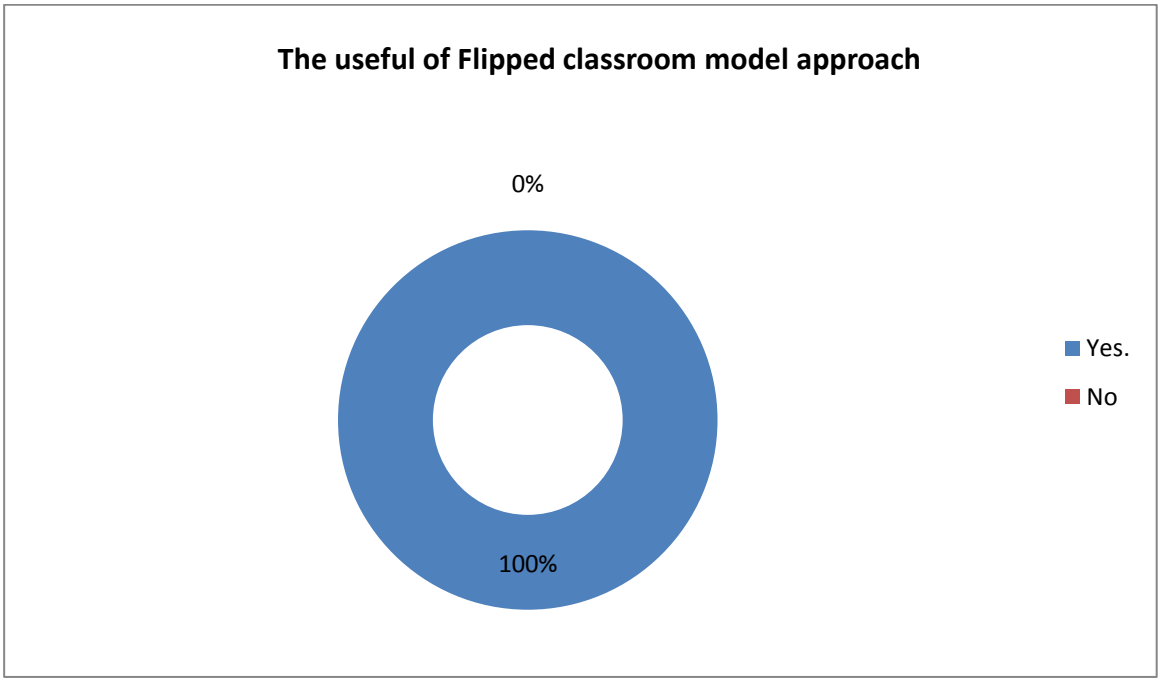


**Figure 19:The useful of Flipped classroom model approach**

**(10)** English teachers who answered this question thaught that "Yes " using Flipped classroom model is useful and a helpful tool for their students to learn English language. None of the respondents say "No " it is not practical in learning English.

| 9.Which language skill(s) is recommended to be taught using the Flipped Classroom model? | |
|---|---|
| Speaking | 4 |
| Listening | 2 |
| Writing | 2 |
| Reading | 2 |
| Total | 10 |

**Table 20: skill(s) recommended to be taught using Flipped classroom model**

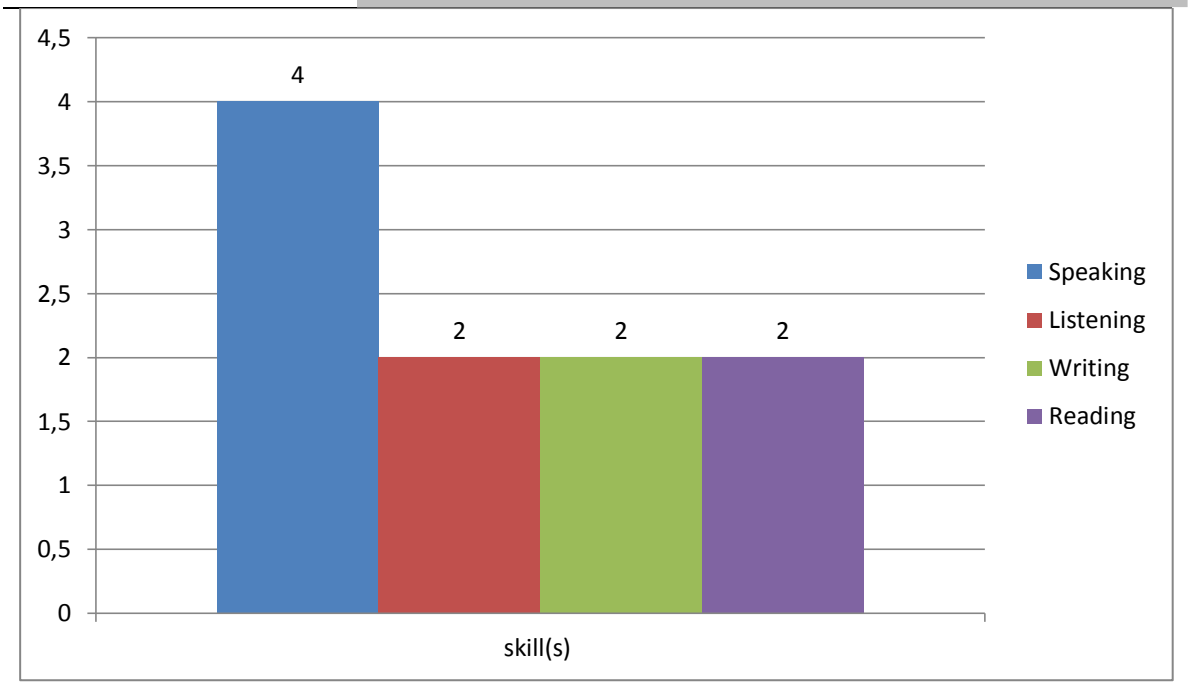


**Figure 20:Skill(s) recommended to be taught using Flipped classroom model**

Among 10 teachers that are questioned ,4 of them recommended to tought using the flipped classrom model is speaking ,while, 2 of them recommended of listening ,2 of them say writting is the best way to tought,and 2 respond of reading as a way of tought

**Section Four: Effectiveness of Flipped Classroom model**

| **10.During the COVID-19 pandemic, have you relied on the Moodle platform to carry on with the teaching/learning process?** | |
|---|---|
| **Yes** | **10** |
| **No** | **0** |
| **Total** | **10** |

**Table 21: Reling on the Moodle platform**

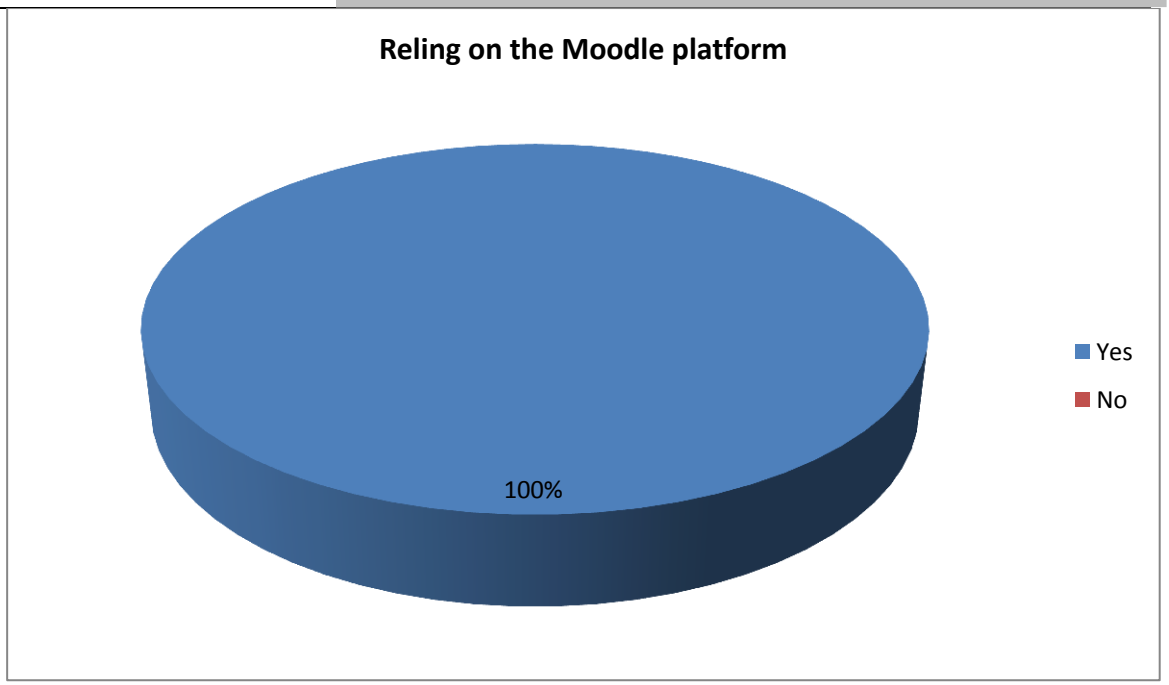


**Figure 21:Reling on the Moodle platform**

We made sure that we added this question given the current situation that led to an excessive reliance on Moodle as a tool to teach at distance. The main aim was to know the extent of teachers' reliance on the platform in order to ensure the good course of learning during the virus outbreak. As expected, teachers appeared to be 100% reliant on the platform in order to supply students' with the necessary instruction.

Although the aim of this question was that teachers mention the alternative tools they have used in the case of not using Moodle, however, since several teachers provided answers to the question we decided to include them given underlying study aims. Along with Moodle, teachers have also relied on several online tools in order to keep their students up to date with learning such as Social media, students' Facebook pages.

| Item | Choice frequency | Percentage |
|---|---|---|
| **Interactivity (interactive, videos, presentations,...etc.)** | **01** | **08%** |
| **Testing** | **01** | **08%** |
| **Uploading courses** | **12** | **100%** |

**Table 22: The frequently used on Moodle**

It is important that we know the purpose to which teachers have performed processes on the platform in order to measure the extent to which the different utilities of the platform are used by teachers. Fundamentally, this reflects how skilled teachers are with surfing the platform and how well they are able to effectively use the various Moodle tools. 100% constituted answers in favor of uploading courses, 08% for interactivity and 08% for conducting tests.

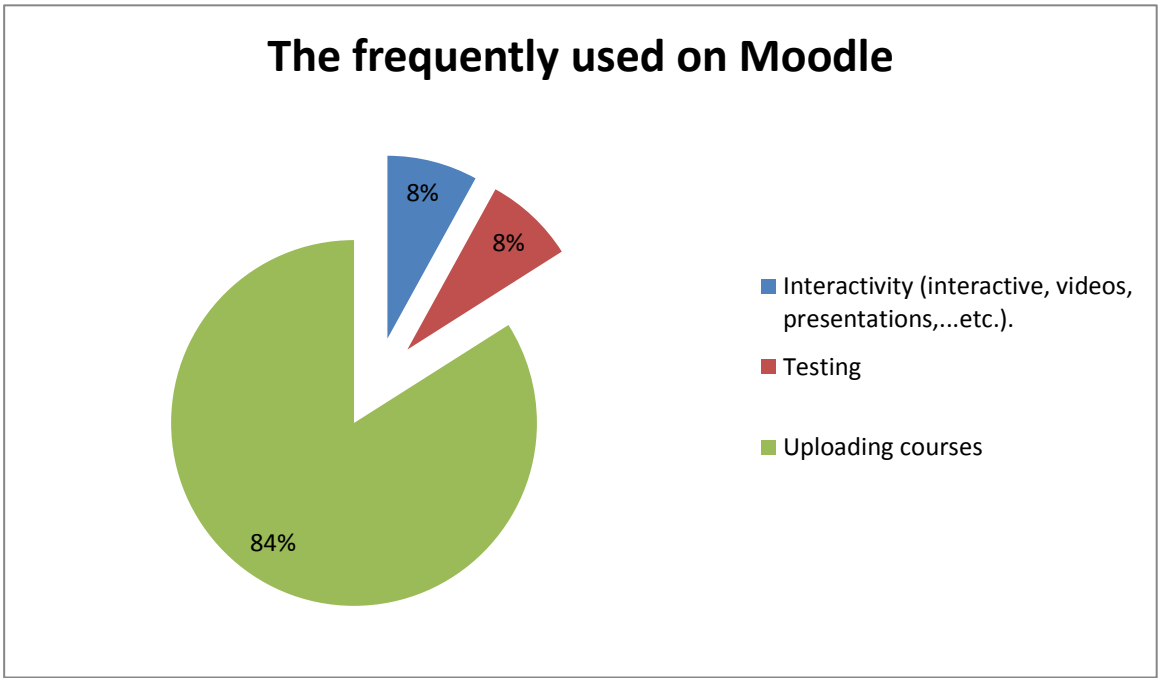


**Figure 22:The frequently used on Moodle**

| **11.Do you think that the students can lead their own classroom, if they have watched videos at home about the concepts being presented in the class?** | |
|---|---|
| **Yes** | **2** |
| **No** | **8** |
| **Total** | **10** |

**Table 23: Reling on the students‘ capacities**

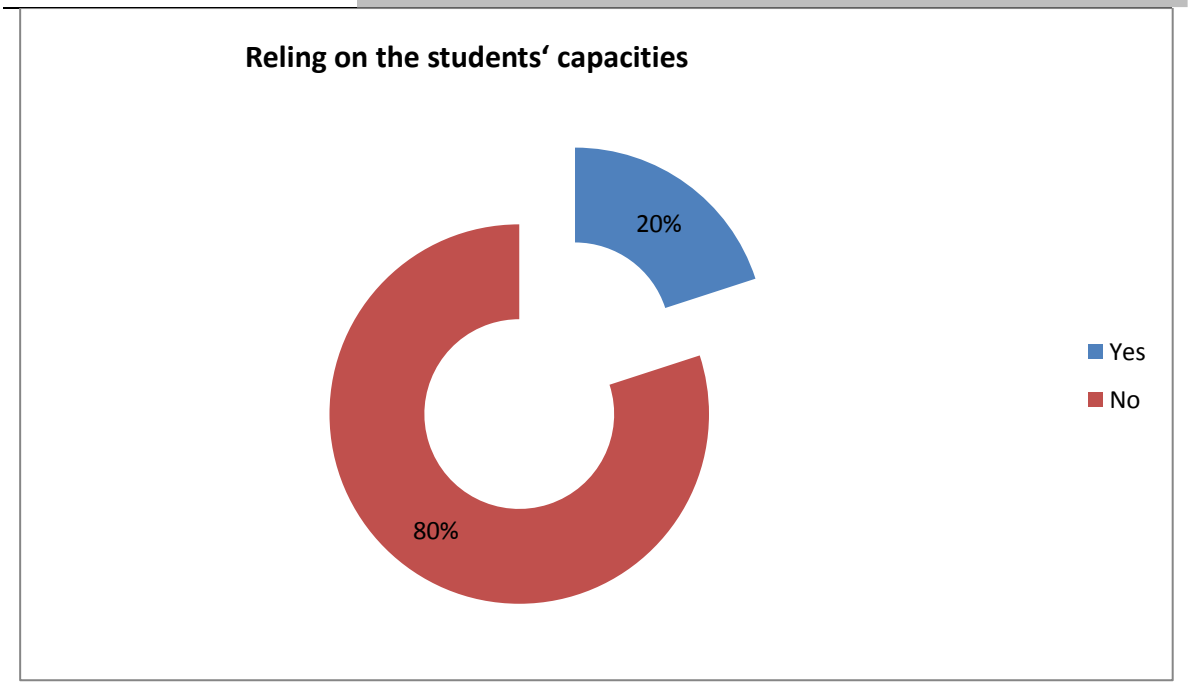


**Figure 23:Reling on the students‘ capacities**

Most of teachers disagree that applying flipped classes do not threaten the authority of teachers inside the class although, they disagree that the students can lead their own class depending on background they constructed at home .Further, (80%) represents those teachers, and only (20%) of teachers agree on the previous idea.From Table12 and Graph 311 ,we notice that the teachers do not believe in their students‘ capacities and they still believe on the leadership of the teacher inside the class , and they did not even gave them the enough chance to test that.

| 12.Do you think that applying Flipped classes needs competent and skillful teachers to achieve successful learning? | |
|---|---|
| **Yes** | **10** |
| **No** | **0** |
| **Total** | **10** |

**Table 24: The need of Competent Teachers inside Flipped Classrooms**

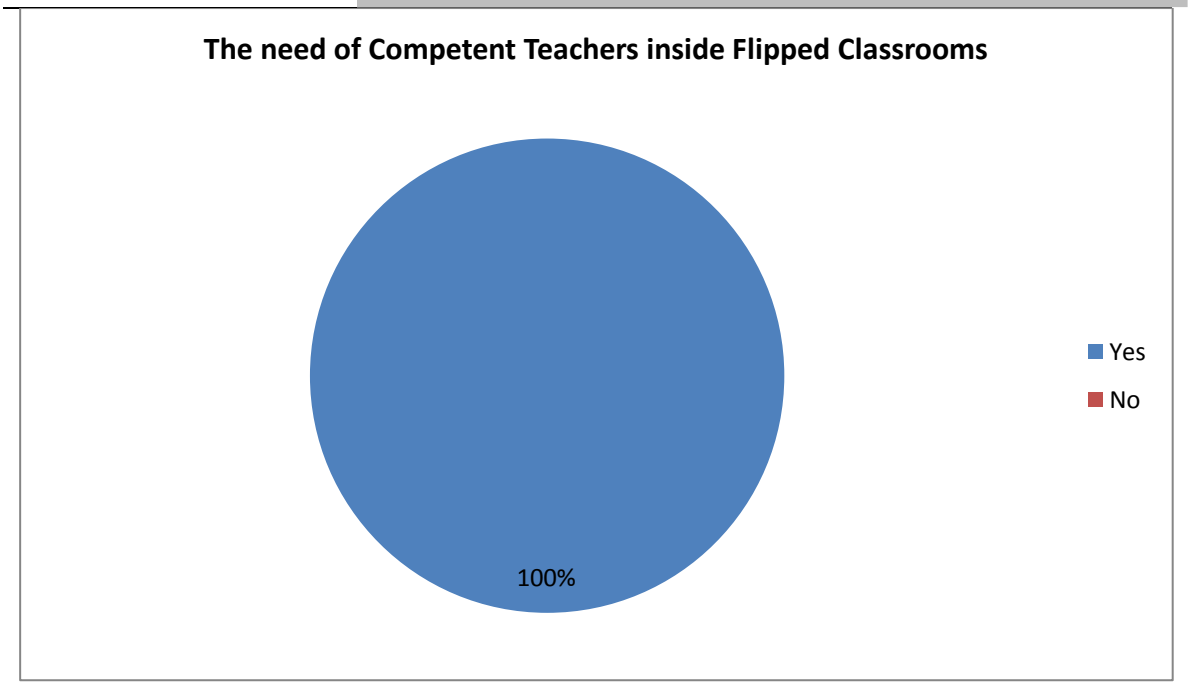


**Figure 24:The need of Competent Teachers inside Flipped Classrooms**

All teachers (100%) stresses the point of that flipped learning needs competent and skillful teachers to be applied successfully. Moreover, to flip the class we need teachers who are competent enough to provide their students with videos and keep sure that they will watch them at home, and that can be seen during discussions, asking – answering approach, presentations, and all different activities inside classes.

| **13.Do you think that Flipped Classrooms are suitable in the Algerian universities?** | |
|---|---|
| **Yes** | **7** |
| **No** | **3** |
| **Total** | **10** |

**Table 25: Suitability of Flipped classrooms in Algerian universities**

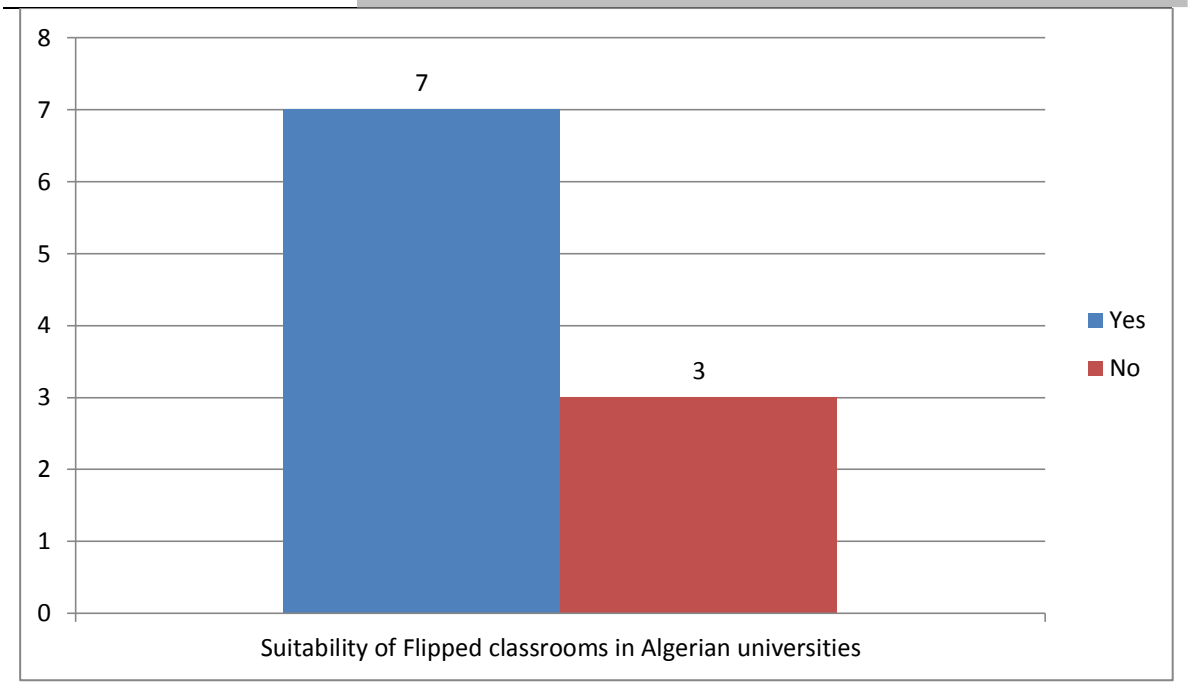


**Figure 25:Suitability of Flipped classrooms in Algerian universities**

Most teachers (70%) agree that flipping can be applied in Algerian universities, but (300%) of teachers disagree with the proposed idea .for sure, teachers who disagree with

that are satisfied with the application of traditional methods.

- Please, explain your answer…

Only three (3) teachers did not answer this question. Teachers argued their responses like the following: "Flipped classroom can be suitable for any university students if the students take it seriously and work hard to improve their skills‖. Another teacher adds that ―At this level, learning is more learner-centered. So; students at this age can manage the method.

A third teacher states that ―The use of such technique has been applied along time ago in the western universities so yes; I think it would suit the Algerian university".A fourth teacher says "Students should rely on themselves and should take control over their own learning (student-center-learning)‖. The last teacher asserts that "The use of flipped classroom would improve both learning and teaching‖, but teachers who disagree about the suitability of flipping in Algerian context argue that ―This method demands effort from the part of students, students are not willing to do so‖. A second teacher says that ―They suit any English foreign class if the tools are provided".Thus, such an approach can be used and what it needs is the tools to be provided to the students and competent teachers to manage such classes.

### 3.6.4.Discussion of the questionnaire's Results

The primary aim of the questionnaire is to reveal whether Algerian higher education students are ready to learn English online. The findings gathered from the questionnaire denote that there are similarities between the respondents' answers on many questions; there is a minor discrepancy in the participants' responses. It is revealed that there is no preferred teaching mode, some prefer online learning, and others do not due to many reasons. Among the teachers who have taught an online course during the lockdown, the majority have encountered difficulties when using online learning. Additionally, the participants' perceptions of online teaching effectiveness show that key factors are contributing to the ineffectiveness of online teachings such as technological constraints, learners' unpreparedness, and health issues. For some practical suggestions, teachers believe that measures should be undertaken to train teachers and students to teach/learn online and spread the culture of online learning.

## 3.7. Synthesis of the Main Findings

In brief, through our exploratory study, we had the objectives of bringing to light the impeding factors which make it a challenging process to integrate the flipped classroom model, as an extension and a supporting tool to face-to-face learning. Thus, the study sought to highlight the type and sources of hurdles underlying the difficulty in effectively using it to cope with myriad existent deficiencies within our department, that teachers are unable to integrate it into their pedagogics . By adopting a quantitative research approach and a case study design, we were honored by the participation of 10 teachers in answering our data collection tool the survey questionnaire, to find adequate answers to the four main sections posited by our study.

Through our analysis of the value collected data, we have reached interesting conclusions that further confirm and add to what we have already found in the proposed literature. Findings mainly imply that teachers adopt a traditional approach to the teaching given the prevailing circumstances within the English Department, as imposed by the overall lacking condition of ICTs in the Algerian educational sector; oftentimes, teachers resort to their personal equipment to perform some of the main teaching tasks.

In essence, based on the findings of our study it is safe to conclude that there is a lack of awareness about the importance of FCM among the teaching and administrative staff; in addition to the absence of methods that motivate teachers to explore the platform Moodle. Despite the Ministry's efforts to connect all higher education intuitions to the internet, the flow remains weak within the distance learning cells compared to the kind of tasks assigned to them, which does not permit the good course of using most of the services on Moodle as a tool to support classroom instruction.

### 3.8. Recommendations

In light of what the study has established as findings, we offer few humble recommendations for the future integration of flipped classroom model in Algerian higher education level:

a. Teachers should read about this new approach and try to apply it all to reach learners as a center of their learning. Moreover, teachers who need to apply such an approach as a whole may need special training in order to teach without any lectures.

b. Teachers should understand the importance of collaboration with other professionals or colleagues to master the different skills related to e-learning and ICTs in general.

c. The academic faculty should provide ongoing pedagogical and technical support systems to effectively implement FCM and ease its use for both teachers and learners.

d. The administration should devote monthly workshops for the teaching staff and students to encourage them to devote time for developing their knowledge of the ICTs to become well-versed about its different uses.

e. The administration should make use of the e-learning portal in devoting forums to encourage teachers to use such utilities.

f. Authorities should consider developing pre-tertiary education curricula that incorporatemodern teaching approaches to prepare students scientifically and technically to deal with the approved new technologies.

g. Policymakers in higher education at the different national jurisdictions should allocate special funds to target the deficiencies that flipped learning faces in the educational sector.

### 3.9. Suggestions for further research

For Students, 12 responded to this question. One student said ―As a student, I prefer watching videos with written text explanation, not just talking".A second student adds,―this approach is helpful especially for audiovisual learners, especially in oral expressionsessions", but another student declares that ―this approach is somehow difficult to use,it needs competent teacher"; Whereas, the remainder of scholars approval the appliance of thisapproach, if not a minimum of teachers provide videos as a sum from the teachings.For teachers, just two (2) adds further suggestions and comments. One teacher states that―you should take into consideration the scholars and their willingness to try to do that".So,applying the flipped classes officially needs the will of students. A second teacher suggeststhat ―EFL students should not depend on their teachers all time. They are supposed towatch videos, hear audio tracks, prepare before having lectures with their teachers forsaving time and benefiting more". Further, the suggestion of this teacher shows that thevideos should be considered as an additional tool employed by students reception for saving time, butnot as a center of learning in order to avoid lecturing and following learners –centeredapproach.

#### 3.9.1. Limitations

Nothing is perfect, and so does this research which contains many pitfalls that may drive us to mislead some conclusions from the results. Among these was very challenging to get both teacher's and student's responses for several reasons. In addition to that, my methodology could have gained more depth in information if I included classroom observation which could have enriched this study.

## Conclusion

To sum up, all that has been discussed in this chapter, Integrating Flipped Classroommodelin Algerian education is helpful for both English teachers and students. Generally, it provides clear answers to the research questions and confirms our hypotheses. Moreover, the findings demonstrated that teachers and students sampled in this study held positive beliefs about the effectiveness of flipped classroom model in teaching and learning the English language. Besides, the uses of FCM among teachers depend on such variables as the module being taught. However, no matter how much one analysis and describes a field, something of its essential nature remains unsaid.

# General Conclusion

## General Conclusion

First, it is becoming an important step for all Algerian universities to intergrate the most suitable approaches to encourage and support students in their learning. As this study has demonstrated, flipped learning represents one of the effective approaches that should be introduced. However, a suitable environment must be put in place to facilitate this intergration. Teachers play a significant role, as seen in the present study. The aim of this dissertation as formulated at the outsetofthestudy isto find theattitudes towards the effectiveness of flipped classroom model in Algerian universities.also aims to investigate the factors affecting the respondents' perceptions and attitudes.

The dissertation includes a theoretical part devoted to two chapters; the first oneprovidesthe integration of ICT in education in Algeria, the second chapter presents the new modes of learning. The last chapter is devoted to the practical part and it includesthe methodology and the analysis of the findings. This study employs a method that combinesquantitative and qualitative approachestodemonstrate theemergence of the integrating of flipped classroom model in Algerian Higher education**,**and to analyse EFL Students' perceptions and Teachers' attitudes**.**On the one hand**,** quantitative approach is used for the sake of gathering data ofteachers and students**.** two questionnaires is distributed to a random sample of **(**80**)** participants from first year LMD students in Ibn Khaldoun University at Tiaret**.** It aims to provide information about their abilities to use technology inlearning English as a foreign language, and how they can benefit from ICT. Moreover, toknow the student's reactions towards the Flipped learning inside the classroom.students'**.** On the other hand, for the seconde questionnaire, which isdirectedto ten**(**10**)** teachers having significant experience at teaching language studies at Ibn KhaldounUniversity of Tiaret of English**.**

Relying on the results obtained about our hypothesis which states that the EFL students and teachers have positive attitudes towards flipped classroom model was validated. Based on the observational session we noticed that both teacher and pupil are appreciation and have a positive attitudes about it. Also we find that Flipped classroom model helps students develop their learning autonomy. Also students in Algerian University see flipped learning as appropriate for some tasks, but in other contexts they prefer individual work. This is related to culture and the way they have been raised by their families and schools.

A further important conclusion is that the combination of collaborative learning and e-learning environments has a good and positive effect on students, as they become more enthusiastic and interested. This sheds light on the importance of combining technology with modern education strategies.

Another element that was observed to have a positive impact and really make a difference in collaborative learning was the students' learning style, which reflects a cornerstone in affecting their behaviour when they work together, and thus affects their achievement. In future, this could be a turning point for e-learning and other learning strategies.

Therefore, the best approach for improvement is to continue to evolve through improving the understanding of such strategies in order to identify the strengths and weaknesses in the application of the e-learning approach. These factors are also important in addressing the contents of the entire system, such as teaching presence, distance education, collaborative pedagogy and critical thinking.

To conclude, with flipping classroom the process of learning and teaching is becoming more flexible and easy; it considered as an effective strategy that help and give the opportunity to pupils overcome their difficulties, also we invite teachers to adopt it in future.

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# Appendices

# Appedix 1

Students Questionnaire

Dear students,

You are kindly requested to fill in the following questionnaire that serves as data collection tool forour academic researchtitled‘**Integrating Flipped Classroom Model in Algerian Higher education”**. We will be thankful if yousparse a moment to answer it. Your cooperation and contribution are highly appreciated andstrongly needed.

P.S. **a flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at school**.

Section One: Personal Information

1. Gender Female ☐ Male ☐
2. **Location** : Rural ☐ Urban ☐

**Section Two: Perceptions of Flipped Classroom Model**

3. What is your preferred type of learning?

a. Face to face learning ☐ b. Online learning ☐ c. blended (hybrid) learning ☐

4. Do you think that viewing instructional videos outside classrooms is a useful strategy for learning English language?

Yes ☐ No ☐

5. Do you think that doing activities inside classroom (with the help of teacher) contributes more to your learning?

Yes ☐ No ☐

6. Have you ever been asked to complete reading at home in order to do activities to inside classroom (Flipped classroom Model)?

Yes ☐ No ☐

**Section Three: Advantages and disadvantages of Flipped classroom Model (FCM)**

7. **Do you think that learning a concept before coming to class help more in English language learning?**

Yes ☐ No ☐

8. **What do you perceive about the following statements:**
   a. Flipped classroom help me be more responsible for my own learning
      Neutral ☐ disagree ☐ agree ☐

   b. Flipped classroom is more engaging than face to face
      Neutral ☐ disagree ☐ agree ☐

c. Flipped classroom saves time
Neutral ☐ disagree ☐ agree ☐

d. Completing reading at home helps me ask pertinent questions
Neutral ☐ disagree ☐ agree ☐

e. Doing works in class helps me understand well
Neutral ☐ disagree ☐ agree ☐

f. Flipped classroom encourage me to come prepared to class
Neutral ☐ disagree ☐ agree ☐

**9. According to you, which of the following items can a constraint to flipped classroom model?(you can tick more than one answer):**

☐ The lack of learning materials
☐ Lack of teaching resources
☐ Lack of motivation

**10. Others, please specify?**

**.....**

**11. Would you please explain why flipped classroom Model is helpful/not helpful,**

**……**
**……**

**Section Four: Effectiveness of Flipped Classroom model**

**12. Do you think Flipped classroom is effective for learning English language skills?**
Yes ☐ No ☐

**13. Do you think it can replace face to face learning?**
Yes ☐ No ☐

**14.** Would you please suggest practical recommendations for the successful integration of flipped classroom model in Algerian universities?

……
……

*Thanks for your help and cooperation.*

# Appedix 2

Teachers Questionnaire

Dear teachers,

You are kindly requested to fill in the following questionnaire that serves as data collection tool forour academic researchtitled‘**Integrating Flipped Classroom Model in Algerian Higher education”**. We will be thankful if yousparse a moment to answer it. Your cooperation and contribution are highly appreciated andstrongly needed.
Thank you in advance for your time, effort and cooperation.

## Section One: Personal Information

1. **Gender** Female ☐ Male ☐
2. **Degree(S)** : license ☐ Master ☐ Magister ☐

Other(please specify):……
……

3. **Teaching experince**

**.....**

## Section Two: Perceptions of Flipped Classroom Model

4. What type of teaching method do you use, is it more computer-assisted or traditional oriented? Please elaborate.

…….
…….

5. As an EFL teacher, what online utilities do you rely on most to support teaching/learning?
   A. Social Media Network(Facebook.Youtube.Skype…)
   B. E-mails
   C. The Open-Source Platform (Moodle)
   D. I do not rely on online tools

   Others**:…….**
   **…….**

## Section Three: Advantages and disadvantages of Flipped classroom Model (FCM)

6. **Do you have a knowledge about the Flipped classroom model**

   Yes ☐ No ☐

If yes, What do you know about it?.....
…….

7. **Have you ever tried this teaching model?**

   Yes ☐ No ☐

If yes, How was the experience,and the the students' feedback?
……
……
If no, Why?.....

**8.** According to you, is this approach useful to teach English language in general?

Yes ☐ No ☐

Others**:……**

……**……**

**9.** Which language skill(s) is recommended to be taught using the Flipped Classroom model?

Speaking ☐ Writing ☐

Listening ☐ Reading ☐

Please justify your answer ……..

……

**Section Four: Effectiveness of Flipped Classroom model**

**10. During the COVID-19 pandemic, have you relied on the Moodle platform to carry on with the teaching/learning process?**

Yes ☐ No ☐

If yes, Which Moodle utility have you opted for most?

A. Uploading courses ☐
B. Testing ☐
C. Videos ☐
D. Presentations ☐
E. Others ☐

If no, you are kindly requested to mention what other learning management systems/means/tools you have relied on:

……..

**11. Do you think that the students can lead their own classroom, if they have watched videos at home about the concepts being presented in the class?**

Yes ☐ No ☐

**12. Do you think that applying Flipped classes needs competent and skillfulteachers to achieve successful learning?**

Yes ☐ No ☐

**13. Do you think that Flipped Classrooms are suitable in the Algerianuniversities?**

Yes ☐ No ☐

**please specify?**

**.....**

**14. Would you please suggest practical recommendations for the successful integration of flipped classroom model in Algerian universities?**

……
……
.....

***Thanks for your help and cooperation.***

**الملخص**

حاولنا في هذا البحث تناول موضوع "دمج نموذج الفصول المقلوبة في التعليم العالي الجزائري ", حيث كان الاعتماد على خطة مكونة من مقدمة ثلاثة فصول و خاتمة.

فجاء الفصلين الأولين لتعريف المفاهيم الأساسية للدراسة, و الفصل الأخير للاطار المنهجي و مناقشة النتائج اختارت هذه الدراسة المقاربة الكمية ، لاكتساب الموثوقية لهذا العمل ، تم توزيع استبيانين لجمع البيانات. الأول مخصص للطلاب 80 طالب سنة أولى جامعي ، والثاني لعشرة من المعلمين للحصول على آرائهم حول دمج نموذج الفصول المقلوبة في التعليم العالي الجزائري.و تم ذلك بجامعة ابن خلدون بتيارت, حيث أشارت النتائج أن دمج نموذج الفصول المقلوبة في التعليم الجزائري مفيدًا لكل من معلمي اللغة الإنجليزية والطلاب. بشكل عام .و كشفت اغلبية العينات ان لديهم معتقدات إيجابية حول فعالية نموذج الفصل المقلوب في تعليم وتعلم اللغة الإنجليزية في التعليم العالي الجزائري.

**الكلمات المفتاحية:**دمج نموذج الفصول المقلوبة،الفصول المقلوبة،تكنولوجيا المعلومات والاتصالات الفصل المقلوب ، التعلم الإلكتروني ، أوضاع التعلم ، التعلم المدمج ، التعليم العالي الجزائري ، جامعة ابن خلدون

.

## Abstrait

Dans cette recherche, nous avons essayé d'aborder le thème de « l'intégration du modèle de classe inversée dans l'enseignement supérieur algérien », où il s'est basé sur un plan composé de trois chapitres introduction et conclusion.

Les deux premiers chapitres sont venus définir les concepts de base de l'étude, et le dernier chapitre était pour le cadre méthodologique et la discussion des résultats.

Cette étude a choisi l'approche quantitative, pour gagner en fiabilité pour ce travail, deux questionnaires ont été distribués pour collecter des données. La première s'adresse à 80 étudiants de première année universitaire et la seconde à dix enseignants pour avoir leur avis sur l'intégration du modèle de classe inversée dans l'enseignement supérieur algérien, ce qui a été fait à l'Université Ibn Khaldoun de Tiaret, où les résultats ont indiqué que

L'intégration du modèle de classe inversée dans l'éducation algérienne est bénéfique tant pour les enseignants d'anglais que pour les étudiants. En général, la majorité des échantillons ont révélé qu'ils avaient des croyances positives quant à l'efficacité du modèle de classe inversée dans l'enseignement et l'apprentissage de l'anglais dans l'enseignement supérieur algérien..


**Mots clés :**Intégration du modèle de classe inversée, classe inversée, TIC,Classe inversée, e-learning, modes d'apprentissage, blended learning, enseignement supérieur algérien, Université Ibn Khaldoun.