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The Use of Flipped Classroom Pedagogy to Improve Master One Didactics Students' Speaking Skill

Dissertation submitted in partial fulfilment for the requirements of the degree of *Master in*
Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that; it contains no material previously published or written by another person nor material, which has been accepted for the qualification of any other degree or diploma of University or other.

DEDICATION

I dedicate this work to

To my dearest parents, the light of my life and the source of my happiness.

To my unique best friends Aicha, Amira, Cheikh.

Special gratitude to all those extraordinary people who have stood by my side

in every hard moments Nacer, Manel , Hadjira , Dhiaa , Oussama ,

To all my teachers.

To all those who love me.

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Abstract

The study sheds light on a new approach of teaching known as Flipped classroom, in which students receive the lessons' content and the instructions online, i.e. outside the class. While, the class time is spent for more active learning doing exercises, projects, and discussions. In this way, the teacher becomes less of a "sage on the stage" and more of a "guide on the side" with the flipped classroom concept. The main objective of this research is to explore EFL students' and teachers' attitudes towards the use of this approach to enhance Master one didactics students' speaking skill. For this purpose, a case study was conducted at the department of English Language of Saida University as research fieldwork. Two questionnaires were addressed for 42 master 1 didactics students and 10 teachers. The data collected were analysed quantitatively. The main results obtained revealed that learners perceive this approach positively while teachers emphasize that they are satisfied with the traditional method of teaching. Therefore, the researcher suggested some recommendations and suggestions for teachers that are willing to apply the flipped classroom approach.

KEYWORDS: Attitudes, EFL, Flipped classroom. Speaking skills.

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List of abbreviations

AP: Advanced Placement

EFL: English as a foreign language

F-L-I-P: Flexible Learning Environment, Learning Culture Shift, International
Content, Professional Educators

Q: Question

PLCs: Professional Learning Communities



General Introduction

1. General Introduction

Since the development of communicative competence is a precondition for learning a language, exposure to communicative practices is the key element for successful English teaching and learning. EFL students are usually exposed to English in classrooms with limited teaching time and large class sizes. Thus, speaking is a difficult skill to be taught and learned through these settings. Furthermore, traditional classes are no longer effective for undermining students' communicative competence due to insufficient interaction and teacher authority in the classroom, and it does not fulfill the learners' needs. As a result, various pedagogical approaches must be used to improve learners' oral proficiency in EFL classrooms. Therefore, the use of flipped classroom as a modern instructional model may help students to improve their speaking skill because it allows them to gain more language exposure both online and in the classroom. Moreover, the pre-class activities help students to prepare themselves to deal with in-class activities. In addition, it helps in the reduction of students' anxiety when speaking English as well as the development of their cognitive thinking level while speaking.

The present research work aims to have a better understanding of a new teaching method known as the flipped classroom, as it aims to know the real attitudes of EFL students and teachers towards the use of this approach to enhance EFL students' speaking skills. To achieve this purpose, two major questions are worth asking:

- 1) What are the attitudes of both EFL students and teachers towards the use of flipped classroom approach to improve EFL learners speaking skill?
- 2) Is the use of flipped classroom positive in EFL learning?

Concerning the first research question, this research hypothesizes that:

- Students' attitudes are positive towards the flipped classroom approach while teachers' attitudes are negative.

Concerning the second research question, this research hypothesizes that:

- The use of flipped classroom may has a positive outcome in EFL learning.

To carry out this study, the researcher opted for one research instrument to obtain relevant data. The students' questionnaire consists of close-ended questions (yes/no, multiple choices questions) that were administered to (42) master one didactics students at

the English department of Dr. Molay Taher university. The students' population has been selected randomly. The second questionnaire was addressed to ten (10) teachers from the same department.

The present research is divided into three main chapters, the first chapter is devoted to the theoretical background and it entails two sections. Section one for flipped classroom approach and section two for speaking skills. The first section provides an overview of flipped classroom pedagogy, definitions, and principles. The second section deals with the speaking skill main definitions, types, and difficulties. Chapter two tackles data collection, the analysis, and the results of teacher and students' questionnaires.

The last chapter displays some practical suggestions and recommendations that may help the teacher to flip his classroom and enhance his students' speaking skill.

This study is significant, as it aims to reveal the real attitudes of students and teachers towards the use of flipped classroom approach since the spread of technology and Covid 19 has imposed blended learning.



CHAPTER ONE

THEORETICAL BACKGROUND

2. Introduction:

Speaking has always been one of the most difficult skills that EFL learners struggle to master competently. There are many reasons behind that difficulty among which is the insufficient exposure and interaction. Therefore the need for a new effective approach to enhance EFL students speaking skill is crucial and urgent. The flipped classroom then is an instructional strategy that allows students to have more time in practicing English as well as improve their oral proficiency. For this reason, the present chapter is designed to deal with the theoretical background. Starting with the definition of the flipped classroom, the history and shedding light on the main principles of this approach. Then, clarifying the difference between flipped classroom approach and the traditional model. Moving to the definition of speaking, its importance, and the difficulties encountered by EFL learners in speaking.

3. Flipped Classroom Approach:

Flipped classroom approach is a type of blended learning, in which the common concept of classroom work and homework are reversed. In this model teachers make students first engaged with the new learning material in form of recorded lectures, reading assignments, and online videos at home. While, the in-class time is reserved for more active learning and discussions and all this with the guidance of the teacher to answer students' questions and to add clarification. In this sense, the flipped classroom is defined as:

A pedagogical technique in which direct teaching instructions shift from the collective learning to the individual learning space, converting the resulting group space into active, engaging learning atmosphere where the instructor directs students as they apply concepts and collaborate creatively in the subject matter. (The Flipped Learning Network, 2014,p.221).

In recent years, the flipped classroom has emerged as one of the most promising educational technologies, with the potential to become a standard of teaching-learning practice to promote students' active learning in higher education. (Hamdan et al, 2013). The flipped classroom is a method of teaching and learning in which students watch a video lesson outside of class via distance learning and interact in hands-on activities in class. According to Halili and Zainuddin (2015), the flipped classroom or reverse classroom is a form of blended learning that combines face-to-face learning in the classroom through group discussions with distance learning outside the classroom through asynchronous video lessons and online collaboration. One of the main contributions of flipped Learning is that it

moves the classroom from a passive to an effective learning environment, based on booting thinking skills such as assessing, analyzing, to involve students in learning. Students are offered chances to take more responsibility for their learning. The emphasis in class is on the discovery, context, and application of information. Teaching is most concerned with offering significant learning experiences, providing input through a combination of pedagogical methods, and maintaining comprehension.

4. Flipped Learning:

In the flipped classroom, the core of attraction is to fulfill the individual needs as opposed to traditional methodologies. According to Person School Achievement Services (2013), these needs are defined in terms of the four pillars of F-L-I-P: *flexible* learning environment, *learning* culture shift, *international* content, *professional* educators.

4.1 Flipped Learning Needs A Flexible Environment:

A flexible learning environment requires the teacher to create flexibility in the classroom in a variety of ways. First and above all, a flexible classroom is crucial. The classroom setup must be adaptable to accommodate a variety of learning activities and student learning styles. In the classroom, various groupings must be used. One-on-one attention is essential. This model emphasizes and provides one-on-one attention, as well as small group and large group instruction. We want to ensure that all of our students' needs are met, and to do so, we must provide a variety of flexible groupings in all of our activities. Educators provide important evaluation techniques that are accepted by both teachers and students. As a result, a flexible environment allows students to act as much as they want while remaining comfortable with their learning process. (Flipped Learning Network, 2016, p.427).

4.2 Flipped Learning Allows a Shift in Cultural Learning:

In traditional teaching, the educator is the core of the class or he is “the sage on the stage” (king, 1993, cited in, Hamdan et al , 2013), the teacher is the main source of knowledge in the classroom is the one who provides information to learners. Therefore, the Flipped Learning model transfers instruction to a learner-centered approach in which class time is devoted to delving deeper into topics and providing rich learning opportunities. Students actively engage in the creation of information by participating in and evaluating their learning in a way that is personally important to them.

4.3 Flipped Learning Needs Intentional Content:

Flipped classroom educators decide what they need to teach and determine what tools students need to explore on their own to help students improve both conceptual and procedural fluency. Therefore, depending on the student's level and subject matter, educators use Intentional Content to optimize classroom time to implement student-centered, active learning strategies. (Hamdan et al., 2013, p. 6).

4.4 Flipped Learning Needs Professional Educators:

In Flipped learning, professional educators are needed, often more urgently, than, in traditional classrooms, they have to determine when and how to move from direct instruction group space to independent study space. Moreover, the important question to be asked in this case is not whether FTC adaptation it should be done or not, but how can it be used to help students understand? Separate concepts and skills. In addition, teachers constantly adjust their, learners, with the right feedback at the moment and regularly helping them with their work. Professional educators are prudent in their practice and are prudent in achieving their profession interconnected, obtain productive criticism and enable a flexible environment. (Hamdan et al., 2013).

5. The Appearance of Flipped Classroom:

In 2007, two chemistry teachers in Colorado, named Bergmann Jonathan and Aaron Sams, pioneered the flipped classroom they discovered a software tool that allowed them to record PowerPoint presentations. They saved their lectures with this tool and posted them as video tutorials online, so students who missed lessons could catch up. Both Bergmann and Sams started their creation of this new system of teaching through their observation that many students are faced with challenges such as translating various lecture information into meaningful concepts, which enable them integral their homework.

Both Bergmann and Sams started their creation of this new system of teaching through their observation that many students are faced with challenges such as translating various lecture information into meaningful concepts, which enable them integral their homework. Aaron (2012) stated,

The time when students need me physically present is when they get stuck and need my help. They don't need me there in the room with them to yak at them and give them content; they can receive content on their own. (page number)

He then wondered, “what if we prerecorded all of our lectures, students viewed the videos as 'homework' and then we used the entire class period to help students with the concepts they don't understand?” (Ibid, 2012) ...Therefore, flipped classrooms are ingenerated. As a starting point, they started by prerecording both chemistry and Advanced Placement (AP) chemistry lectures (AP is a program that is applied in both countries the US and Canada designed by college board that offers college-level curricula and examination to high school learners). The work has been distributed regularly in which the first unite concerning Chemistry is prerecorded by Bergmann and the unite concerning AP chemistry is pre-taped by Sams. Later, they exchanged off for each sub- classified unite. Along, students watch the recorded videos at night as homework and 95 minutes are advocated for every other day in the class. Students took notes and raised questions about the subject matter dealing with. This process of learning has been followed commonly by teaching science courses including the laboratory experiments that they always had. As a result, more time is advocated for both labs and problem-based learning. The results were not expected; the students able to continue their work with 20 minutes left in the class. This model is effective than lecturing and attributing homework. Moreover, the basis of such a model is that there is no use of exclusive lectures before flipping (cited in, Talbi, 2016).

On the other hand, Salman Khan a financial analyst began to create video tutorials in mathematics to help his nephew, which he posted on YouTube. Later his videos quickly grow a larger following of students who needed math videos, Khan left his job, establishes the khan academy, and created a large number of video tutorials in all disciplines. Since then, the flipped classroom has grown in popularity, attracting the attention of many scholars and educators.

6. Mastery Learning:

Although mastery learning was first proposed in 1920, Benjamin Bloom popularized it in 1960. In a mastery learning environment, students are considered to have reached the level of mastery if they achieve at least an 80 percent score when answering evaluation questions in a specific unit, and that student is eligible to proceed to the next unit; however, if the student does not achieve an 80 percent, the student must go through the recovery or corrective process.

According to Bergmann and Sams (2012), the role of the teacher in the flipped classroom is to help students rather than just convey information, and mastery learning emphasizes the

role of the teacher as a facilitator, in which teachers will carefully work with students to achieve the learning objectives. Students nowadays do not have a problem with video instruction because they grew up with internet access, YouTube, Facebook, and a variety of other digital sources. The Flipped Mastery Classroom is expected to produce students with high-level thinking skills and the ability to effectively achieve learning objectives.

7. The Main Reasons behind Flipping:

In 2009, the Byron high school District near Rochester faced academic and financial challenges. The urgent needs to organize a new high school math textbook on one hand and the lack of funds on the other hand. Furthermore, as a solution to the problem, K. P. Fulton proposed ten reasons to flip the classroom; they use the pioneering flipped classroom concepts of Bergmann and Sams (2013), but they develop their ways to meet the demands of both the teachers and the students.

7.1 Students Move at their Own Pace:

Following the traditional way of teaching, math is no longer effective because the teacher is the center and the student is just passive listeners to the courses provided furthermore, traditional classes devote the classroom time to solve mathematic problems, which some students believe is appropriate and sufficient for them to absorb the materials. However, the long duration of the classroom period is not enough for some that have difficulty with mathematical concepts. In this case, the students' solution is to plan a meeting with his teacher after class to gain further explanation or however, the teacher will not be always available to answer their inquiries or spend exasperatingly lengthy periods at home attempting to remember and make sense of what was said in class. Students attend each lesson via the homework video when classrooms are flipped. A strong student can breeze through it; others can watch it as many times as necessary until the concepts are clearly understood, the availability of videos enables students to review and preview their fitness for their academics. (Fulton, Ten reasons to flip, 2012).

7.2 Doing "homework" in class gives teachers better insight into student difficulties and learning styles:

Usually, teachers in the traditional class notice that their students' strife when they turned back their homework papers incomplete or full of mistakes, but with flipping the classroom the teacher is present, watching over students' shoulders as they work on problems in class, where struggles are visible, and mistakes can be tamed. This point is illustrated by Fulton

(2012) for example, in his precalculus class, teacher Troy Faulkner moves from student to student, cluster to cluster, watching, listening, noting who needs help, and working with students as needed. If several students are stuck on a problem, he might work through more examples on the board at the front of the class. Moreover, just to be sure, there are daily spot quizzes, often using an interactive clicker to grade as they go. The instantaneous feedback allows for group discussion and peer instruction on problems that many students are struggling with and helps Faulkner and his colleagues target and revise instruction on concepts that students find difficult. This flexibility and real-time analysis allow for a true and immediate response to student needs (Ibid).

The use of the new model, therefore, aids in solving tasks as well as provides a true sense of learning and teaching as it is based on real-world practice rather than theoretical knowledge.

7.3 Teachers Can Customize and Update the Curriculum, and Provide it to Students 24/7:

Despite the fact, that many teaching videos are available free online through open sources such as YouTube or Khan Academy, However when teachers create their videos, they ensure that the content is appropriate, that it is accurate, and that each student is connected. Students enjoy having the voice of someone with whom they have a personal relationship behind the lesson. As a result, this link increases the teacher-student relationship, which is crucial for the learning process. Furthermore, Byron teachers develop their curriculum based on themes that most students found interesting, rather than focusing on recognized skills. Based on collaborative student analysis, the teachers regularly update and check homework videos and add a variety of other resources to their curricula. Another advantage of the 24/7 teaching lessons is a new way of dealing with absenteeism. Whatever the reason for a student's absence from class - illness, sports, vacations, etc. - their ability to access course materials at any time and from any location means they can remain updated. When students return from an absence, they are not behind, and they do not need more instruction on missed material before or after school. This also liberates teaching time: It is now possible to deal directly with students on content with time spent previously developing lesson plans for unexpected absences and/or re-teaching absent students. [Fulton, k.P.Ten reasons to flip \(2012\)](#)

7.4 Students Have Access to Multiple Teachers' Expertise:

Using the lectures included in videos of a particular teacher is not understood by all the students. Furthermore, in flipped learning, the lectures are videotaped by multiple teachers from the same discipline. Therefore, if a student is having difficulty understanding a concept presented in the homework video, he is no longer limited to his teacher's explanation. Rather, he can watch a video lesson from one of the other teachers. Since teachers design a library of all BHD teachers course videos, most people prefer to watch their own teacher's video lessons, but some people find it useful to watch a different teacher's video lesson for review or to gain insight into a new perspective on a difficult concept. While all of the videos are about the same content and are part of the same curriculum, the examples and explanations of the same lesson differ. [Fulton,K.P Ten reasons to flip,\(2012\)](#).

7.5 Teachers Flip Professional Development by Watching Each Other's Video and Learning from Each Other:

For many years, professional learning communities (PLCs) have been a part of the Byron culture. However, the weekly PLCs sprang to life when teachers started using this time to construct and revise flipped curriculum lessons; create shared evaluations and class notes, and share challenges and successes. They check each other's recordings to observe how their colleagues taught the subjects as they examine student work, noting which students are effective in which areas. This gives them a window into each other is teaching. The open classroom provided by online resources allows students to "visit" each other's classes, which is an uncommon opportunity during a busy academic day. [\(Fulton,Ten reasons to filp,2012\)](#).

7.6 Classroom time can be used more effectively and creatively:

Instead of lecturing, teachers in flipped classes spend all their time facilitating and opening pathways to deeper understanding. Therefore, Students are actively learning through a variety of activities. They are no longer isolated at home and without a guide; instead, teachers use class time to provide their students with the assistance and demonstration they needed. Furthermore, the teachers shift from doing homework to doing new things, including more activities and problem-based learning. [\(Fulton,Ten reasons to flip,2012\)](#).

7.7 Parents Have a Window into the Coursework:

Many parents find it difficult to remember and recall what they learned many years ago, and they are unable to assist their children who are required to finish the assignment at home.

The fact that the duty of displaying and explaining is done in school is appreciated by parents. As one parent claimed,

Since my math skills are a little rusty since I was in high school, I appreciate that any homework questions can be asked in the classroom rather than at home. That approach is much more helpful to students. Less frustration for all of us!
K.P.Fulton,(2012).

Furthermore, with flipped classes, parents can discuss and view videos with their children to refresh their knowledge of the ideas featured in the course. J. Green, a BHS teacher, stated again that she had a young man who was suffering at the start of the school year. When he and his grandfather began watching the recorded videos at home together, they developed a deeper understanding of geometry and increased their confidence in the usage of mathematical concepts. Fulton (2012) claimed,

In a survey of parents, 84% said the flipped classroom is the appropriate method of delivering instruction to their children. As a result, flipped learning encourages both parents and students to assist their children in their learning. P.23

7.8 Student Achievement is increasing:

The results were promising since flipped classes help students become more involved and a part of the lesson rather than just receiving data presented by the teacher, as opposed to baseline data on the same lessons taught in traditional classes with the same grading system.

7.9 Learning Theory Supports the New Approaches:

The flipped classroom brings together several teaching techniques supported by research into the theory of learning. Basic video capability uploaded. This means that the content is divided into meaningful, comprehensible units. How many times do they decide to watch a video lesson. Students must first assess their understanding of the materials and build critical thinking. With the adaption of class time, the students receive quick feedback on their work, watch videos, work in groups, and learn via peer tutoring method as an important principle of social learning theory, to eliminate impediments. For example, the type of interactional characteristics formed for more practical questions within flipped lessons was used to be referred to as 'peer training' by educator Mazur (1966), when he discussed how technology is used inside the class to help students respond and the teacher gave feedback during the peer-instruction session. In addition, using peer instructions, students can assess their misunderstandings by using logic. Mazur noted that "Once you engage the students 'minds, there's an eagerness to learn, to master" (Cited in Berrett, 2012).

Bloom (1984) had previously observed that continual feedback and ongoing correction during one-on-one conversations considerably boost student engagement and participation. Before Mazur, teachers were engaged in one-on-one connections because they were focused on bloom's outcomes. Therefore, Flip classroom facilitates the use of a student-centered strategy, assigning a lecture portion of traditional classes at home, and enabling one interaction while the teacher is present to help integrate and apply the content of the course.

7.10 The Use of Technology is Flexible and appropriate for 21st-Century Learning:

Teachers in Byron are aware that their students have access to technology. J. Green (teacher at Byron school) states that “we need to reach out to the students where they are”. “She and her fellow teachers insist on using this technology for academic purposes and professional careers and accessing information 24_7”. Claiming that learning can take place at any time and in any place. The "Bring your own technology" approach has been adopted. This saves the district money about \$185,000 a year since students can take classes and use any technology they already have: tablets, smartphones.

Students may be unable to log in to watch and view lectures for a variety of reasons, including a lack of internet access on that particular day, or because the device they typically use is required by a family member. For these purposes, students can use a range of solutions, download material from the school on CDs or flash drives, open computer labs and additional devices in classrooms, Furthermore, according to a Fulton survey, 97 percent of students have access to the internet, while the remaining students are given DVDs, CDs, and Flash drives. Students who do not have access to the internet are typically asked to watch videos before class or during lunch so that they are familiar with the subject being discussed in class.

8. Traditional Flipped Classroom Model:

According to Bergmann and Sams (2012), the traditional flipped classroom model is "what is done at school done at home, homework done at home completed in class". Students in a traditional flipped classroom approach arrive to class after watching the previous night's lecture video. The lesson begins with a series of short questions and answers. If there are any points in the lecture that are not understood, they are thoroughly explained. During the remaining time, the teacher creates activities based on questioning and provides one-on-one assistance to students. Lessons in this type of class structure are always delivered in lecture video format outside of class time, and the teacher never teaches the lesson. As a result,

students are allowed to learn through discussion. This approach calls for a student-centered class rather than a teacher-centered class, with the teacher serving only as a guide. Time is restructured in the flipped classroom approach. However, in the traditional approach, subject teaching consumes the majority of course time (Ibid). Table 1 shows class activity periods in Bergmann and Sams's (2012) traditional approach and class activity periods in the flipped classroom approach.

TABLE 1: a Comparison of Traditional and Flipped Classroom Activity Periods within Class

Traditional classroom	Time	Flipped Classroom	Time
Warm-up	05min	Warm-up	05min
Checking previous lesson homework	20min	responding To Lecture Video questions	10min
The teaching of new subjects	03-45min	-	-
Exercising or using laboratory applications	20-35min	Exercising or Using Laboratory Applications	75min

Bergamaan&Sams,Flip your classroom,2014,P.15

9. Advantages of Flipped Classroom

The benefits of using a flipped-classroom approach are numerous. The most essential benefit is that it extends the class's interactive time (Fulton, 2012). Rather than instructing, the teacher uses lecture videos to facilitate interaction between the teacher and the students. As a result, the teacher will have more time to meet the learning and emotional needs of the kids (Goodwin & Miller, 2013). Students can have discussions with their teachers in a flipped classroom, which is not possible in a typical classroom setting (Bergmann & Wadell, 2012)

10. The Role of the Teacher:

The flipped classroom approach transforms the student from a passive receiver of knowledge to an active promoter of knowledge. Students' roles in this approach are outlined below:

- Taking charge of their education (Bergmann & Sams, 2012).
- Watching lecture videos and preparing for the course with learning materials prior to the course (Milman, 2012).

- Making necessary interactions with his teacher and friends, as well as receiving and providing feedback (Tucker, 2012).
- Participating in class discussions (Overmyer, 2012).
- Working together as a team (Formica et al , 2010).

11.The Student's Role:

The flipped classroom approach transforms the student from a passive receiver of knowledge to an active promoter of knowledge. Students' roles in this approach are outlined below:

- Taking charge of their own education (Bergmann & Sams, 2012).
- Watching lecture videos and preparing for the course with learning materials prior to the course (Milman, 2012).
- Making necessary interactions with his teacher and friends, as well as receiving and providing feedback (Tucker, 2012).
- Participating in class discussions (Overmyer, 2012).
- Working together as a team (Formica et al, 2010).

The flipped classroom is a valid paradigm that can be applied in English foreign classrooms to improve learners' speaking skills. It introduces a new methodology and mode of teaching and learning that requires instructors to relinquish their front-of-the-class position in favor of a more cooperative and collaborative contribution to the learning process. Moreover, introducing and presenting the many different aspects of the speaking skill should be able to give us more insight into the whole process.

12.Speaking Skill

14. The Nature of Speaking Skill:

Speaking is one of the four basic language skills (reading, writing, speaking, and listening), it is a means via which learners express their ideas and opinions and communicate with each other. Speaking skill is regarded as one of the most important skills to be developed by EF learners: both foreign language teachers and learners emphasized speaking skill because it is the core of the learner's competence in a foreign language since it is based on communication and interaction. Moreover, speaking is not a simple skill because it combines various types of knowledge of the target language. According to Luoma (2004),

"speaking in a foreign language is very difficult, and competence in speaking takes a long time to develop". P.1.

13. Definitions of Speaking Skill:

There are several definitions of speaking skills that have been proposed by many experts; speaking, according to Bailey (200?), it is a process of interaction in which speakers attempt to construct meaning via producing, receiving, and processing information. According to the Oxford pocket dictionary (2009), speaking is "*the action of conveying information or expressing one's thoughts and feelings in spoken language*". Chaney (1998) defines speaking skill as "*the process of building and sharing meaning through the use of verbal or non-verbal symbols, in a variety of contexts*" P.13. It means that speaking is the most used form of communication in daily life as well as in the classroom context. Byrne (1997) noted that speaking is a two-way process that involves both the productive skills of language and the receptive skills of understanding. This is consistent with Widdowson (1996) who claimed that speaking entails both receptive and productive participation. Hedge (2006) says that speaking is "*a skill by which they (people) are judged while first impressions are being formed*" P.261. That is to say, that speaking needs more attention in both first and second language because it demonstrates peoples' thoughts and personalities

14. Aspects of Speaking Skill

14.1 Interaction Skill:

The interaction between the listener and the speaker is a complex process; the speaker must encode the message he wishes to transfer using proper language, while the listener must interpret the message. As a result, speaking and listening are the most crucial skills in EFL classes and therefore should be given more consideration. Oral interaction is among the most difficult skills to build and master while learning a foreign language since it is dependent on a variety of decisions. In this regard, Bygate (1987) elucidated that "*interaction skills involve deciding about communication such as: what to say, how to say it, and whether to develop it*" P.175; that is to say that a clear and understandable message is needed for interaction skills, the way in which the message is presented as well as the continuity of the speech, are all factors required for the interaction to be successful and effective. As a result, depending on how classroom activities are planned and organized speaking in class requires interacting with teachers and peers. Teachers who engage their students in more interactive activities in

the classroom will provide them with more opportunities to improve their oral fluency through the spontaneous practice of the target language.

14.2 Communication Skill:

Communication is the ability to communicate ideas and feelings by language in a simple, meaningful, and efficient manner. It is always linked to the context in which it occurs, including the participants, the physical environment, and the aim for communicating. Communicative language skills are regarded as a method of language learning that offers learners a variety of concepts and instructions to upgrade their communicative abilities. Many researchers stress the significance and relevance of communicative practices or tasks in the improvement of the learners' speaking skill determined by a variety of reasons. Cameron (2000) stated that it has two main reasons "*the first is because they help students to find a purpose for using their knowledge, and the second is that they help students to understand the second language as a medium of communication*" (cited in Rahman, 2010 PAGE). That is to say, that communication tasks give the learner as a speaker a clear goal when using his skills to communicate and help as a means in his understanding of the second language as a foreign learner Production Skill.

Improving oral production should be prioritized because it is a crucial skill for reaching communicative goals. Therefore, many factors should be provided to guarantee a successful production skill beginning with instructions that must be concise and brief as they should not trigger stress and should boost learners' self-confidence. Moreover, topics must be well-prepared, structured, and familiar to the learner, as a result, these activities give learners a good production performance which boosts their speaking abilities.

15. Speaking Sub- Skill:

Fluency and accuracy are the two most significant criteria in foreign language proficiency, both these aspects are key to language learning that is why; Oral skill assessment developers place a greater emphasis on the importance of achieving fluency and accuracy in the learners' oral performance. In this respect, Richard and Rodgers (2001) declare that "*fluency and acceptable language is the primary goal; accuracy is judged not in the abstract but in context*". P.155.

15.1 Fluency:

The basic characteristic that language teachers must achieve in their students' speaking skills is oral fluency. According to Hedge Tricia (2000) “*The term, fluency relates to the production, and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation*” (p, 54). This means that fluency is the ability to put words, sentences, and ideas together effectively and appropriately as well as the pronunciation of sounds should be clear using intonation and stress.

According to Hughes (2002), fluency is achieved when students can express themselves in a straightforwardly and reasonable manner so that they can be understood without hesitation otherwise listeners will become disinterested.

The majority of EFL students believe that being fluent in speaking entails speaking rapidly and without pauses Therefore, Thornbury (2005) didn't deny the role of speed but he also places value on “*pause*” as another important factor in developing learners' proficiency, because every speaker must pause from time to time even the native one to allow their interlocutors to process what they said and then respond, On the other hand, excessive pausing indicates that the speaker is experiencing difficulties in his oral performance. If teachers want to assess students' fluency during the teaching and learning process, they need to allow their students to express themselves freely and without interruption because too much correction from the part of the teacher affected the flow of the conversation. (Pollard, 2008).

15.2 Accuracy:

Since learners are more concerned with being fluent and they forget about being accurate in their speech that is why most teachers emphasized accuracy in their teaching because, without accuracy, the speaker will perform incorrect utterances while speaking and the interlocutor will not understand him so he will lose interest. Therefore, the correctness and the completeness of language forms are crucial for oral proficiency. Skehan (1996 b, p, 23 cited in Ellis and Barkhuizen 2005, p, 139) defined accuracy as referring “*to how well the target language is produced in relation to the rule system of the target language*”. Therefore, to perform an accurate and comprehensive speech, students must pay attention to grammatical structure, vocabulary, and pronunciation.

15.3 Vocabulary:

Is the speaker's ability to choose the appropriate and the necessary words during speaking, Learners often struggle to express what they want to say because they lack the necessary vocabulary and sometimes they use words incorrectly in a different contexts? Therefore, its improvement is a very crucial and ongoing process of classroom learning. According to Harmer (2001), the knowledge of the word classes also allows speakers to perform well-formed utterances.

15.4 Grammar:

Purpura (2004) defined grammar as

A systematic way of accounting for and predicting an ideal speakers' or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. (Cited in, Harmer, 2001,P.6)

Therefore, we can conclude that the basic role of grammar is to arrange the correct meaning of sentences taking into consideration the context. Furthermore, it is also used to avoid misunderstandings in communication.

15.5 Pronunciation:

Pronunciation is regarded as a significant speaking sub-skill because the success of any communication depends on it.

Pronunciation refers to the way in which language is spoken. Hornby (1984) explains, "Pronunciation is a way in which a language is spoken, person's way of speaking a language or words of a language". It means to be able to pronounce words correctly, therefore learners should be aware of the different sounds and their features, words' intonations, and stress (raising- falling ones). Florez (1999) claimed that pronunciation is the "*production of sounds, stress patterns, rhythmic structures, and intonation of the language*" p.32. In the same line, Redmond and Vrchota (2007) argue, "It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood" P.104. Therefore, if the speaker's pronunciation is incorrect, the speaker will not be understood, and thus accuracy will not be achieved.

16.Importance of Speaking:

Speaking is an essential skill that every language learner must master. Its significance can be seen both inside and outside of the language classroom. Speaking in the classroom helps students learn different forms and patterns of language. In addition, by the exposure to different speaking activities, students will learn unconsciously grammatical words and new vocabulary words, speaking activities also enable students to put what they have learned in the classroom into practice. Outside the classroom, speaking allows students to practice the language they have learned in real-life situations.

The integration of other language skills reveals the significance of speaking. For example, learners' vocabulary and grammar can be improved by speaking first and then writing the second. Additionally, the speaking ability allows students to express their personal feelings, emotions, thoughts, and opinions or ideas; stories; informing or explaining; requesting; conversing, and discussing

Ur (2000) noted that *“Of all the four skills, speaking seems intuitively the most important: people who know a language are referred to as “speakers” of the language as if speaking included all other kinds of knowing ”* P.12. Furthermore, it is worth mentioning the significance of mastery of the language and being able to communicate orally in English in real life, considering that many organizations companies look for people who speak English very well for the sake of communicating with people all over the world so, foreign language speakers have more chances to get a job. Baker and Westrup (2003) support that *“a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion.”* P.05.

17.Speaking Difficulties Encountered by EFL Learners:

When dealing with such difficult task EFL learners encounter some difficulties, Ur (2000), noted that four main problems prevent students from speaking the foreign language in the classroom.

17.1 Inhibition:

Inhibition is a psychological problem that is related to the students themselves; many students feel inhibition when they want to participate in class, due to a variety of issues such as shyness and the fear of making mistakes. In this perspective, Ur (2000, p, 111) claims that: *“learners are often inhibited about trying to say things in a foreign language in the*

classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.” In oral activities when the teacher asks the students to express themselves in front of their peers students, feel anxious and stressed.

17.2 Nothing to say:

In oral activities when students are required to discuss a particular topic or share their ideas, most of them remain silent while others may respond with "No comment." or "I have no idea». They are unable to express themselves on the chosen subject due to a lack of motivation. The teacher may suggest an unfamiliar topic and ask his students to express themselves but as a result, they have nothing to say, whether in their native language or a foreign language (Rivers 1968).

17.3 Low or the Absence of Participation

According to (Burchfield & Sappington 1999) participation is “*the number of unsolicited responses volunteered*” P.12. some students like to be dominant in the participation and to take the place of other students who tend to be silent because they are unsure from their answers whether they right or wrong, so, a small number of talkative students dominate classroom discussions and contributions are not equally distributed. This could be because of the mixed ability groups.

17.4 The Use of L1

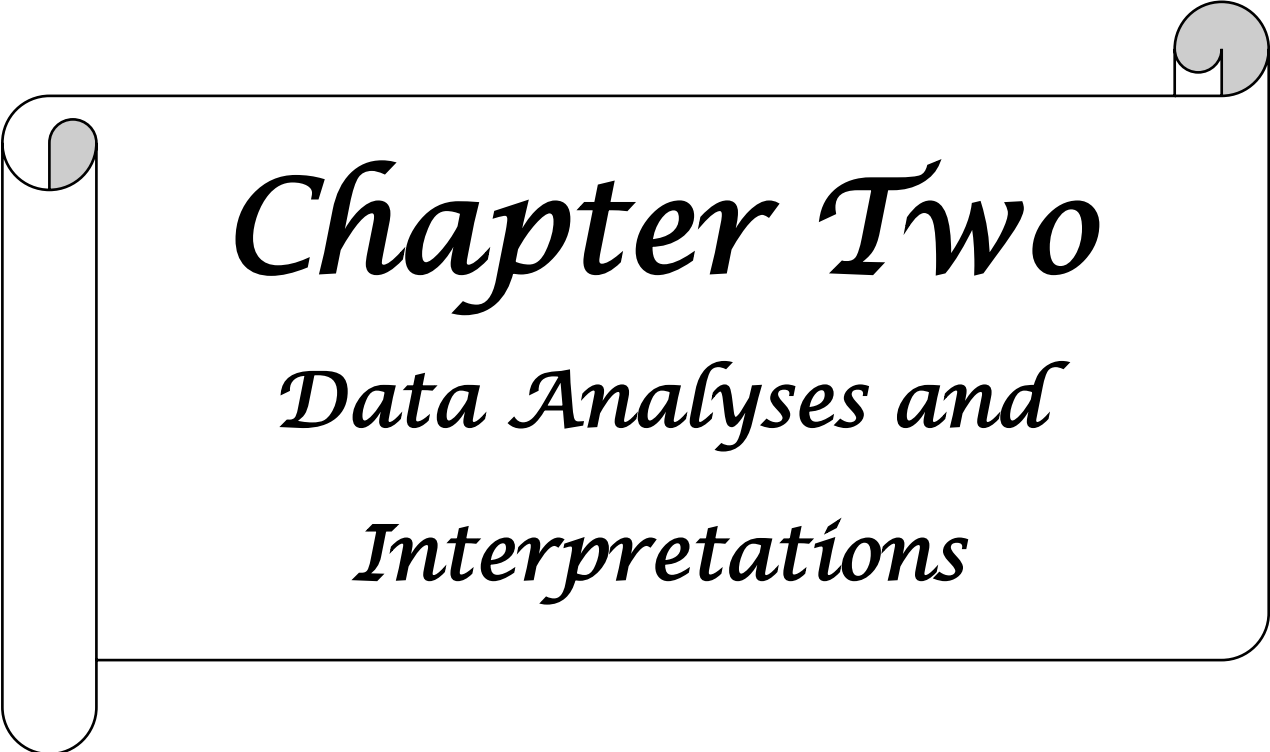
When the majority of the students speak the same native language, they prefer using their mother tongue rather than the target language because they feel at ease when performing tasks in the classroom.

Baker and Westrup (2003) claim that “*barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.*” P.13. Because of a lack of target language vocabulary, learners will struggle to use the target language correctly if they continue to borrow words and terms from their mother tongue.

18. Conclusion:

To conclude this chapter, we attempted to provide an overview of the flipped classroom model and the main concepts related to this approach. We have shed light also on speaking definitions, aspects, In addition, we addressed the main challenges that EFL students face

when learning speaking skills, which serve as an impediment to their learning. Moreover, we have also discussed the significance of speaking skill.



Chapter Two
Data Analyses and
Interpretations

19. Introduction:

This chapter tackles the practical side of the study. It aims at analyzing the data collected through the two questionnaires that were addressed to teachers and master one didactic students, at the English department of Saida University. Both questionnaires aim to reveal the real attitudes towards the use of flipped classroom approach to enhance students' speaking skill. Therefore, this chapter is devoted to the presentation and analysis of the collected data. It is worth mentioning that this chapter is splatted into two sections one for teachers and one for students.

20. The students' Questionnaire

20.1 Sample of the study

The target population of this study is Master one EFL students, at the department of English at the University of Moulay Tahar, Saida. The reason behind Choosing master one students and not any other level was based on the fact that they rely on the use of technological tools in all modules as a kind of aids for their presentations and that they will graduate the next year .in order to get reliable results we have selected randomly a representative sample which consists of 42 students.

20.2 Research Tools:

To obtain reliable results and to fulfill the aim of the present study, the researcher used two questionnaires to investigate both teachers 'and students' attitudes towards the use of flipped classroom model in improving students' speaking skill and whether it can be applied in Algerian settings.

20.3 The Description of Students Questionnaire

The students' questionnaire is made up of 12 questions, which are in form of open-ended questions; multiple choices classified and close-ended questions, under three sections each section provides us with particular information.

SECTION ONE: Background Information (Q1-4)

This section is devoted to the background information, as they were asked to specify their age; gender .question 3 seeks to investigate whether students are familiar with making research before coming to the classroom. Question four aims to explore whether students attended a session where their teachers use the flipped classroom method.

SECTION TWO: Students' Attitudes Towards the Principles of Flipped Classroom (Q5-9)

This section aims to discover whether students agree that flipped classroom draws their interest and attention towards learning and if they are capable to lead their presentation depending on what they watched at home, in addition to that which type of lesson they prefer to study without lectures.

SECTION THREE: students towards the use of flipped classroom in enhancing their speaking skill (Q10-11)

This section is devoted to reveal student's views and opinions towards the use of the flipped classroom to boost their speaking skill and which tools they use to improve their English language.

SECTION FOUR: Further Suggestions and Recommendations (12)

This section aims to obtain students' suggestions and comments related to our study.

21.Data Analysis and Interpretation

21.1 Analysis and Interpretation of Students' Questionnaire '

Section One: Background Information

Question 1: How old are you?

Concerning the students' age, the great majority of students (85, 7%) are under 25 years old, whereas a smaller proportion of students (14, 3%) are more than 25 years old. (Table 01).

Table 01: Students' Age

		Frequency	percent
Valid	Under 25	36	85, 7 %
	Up 25	06	14, 3 %
	Total	42	100 %

Question 2: You are. a. Female b. Male

The participants of this study were 85, 7 % females and 14, 3 % males. Maybe because females are more interested in learning foreign languages than males.

Table 02: Gender distribution

		Frequency	percent
Valid	Female	34	81 %
	Male	09	19 %
	Total	42	100 %

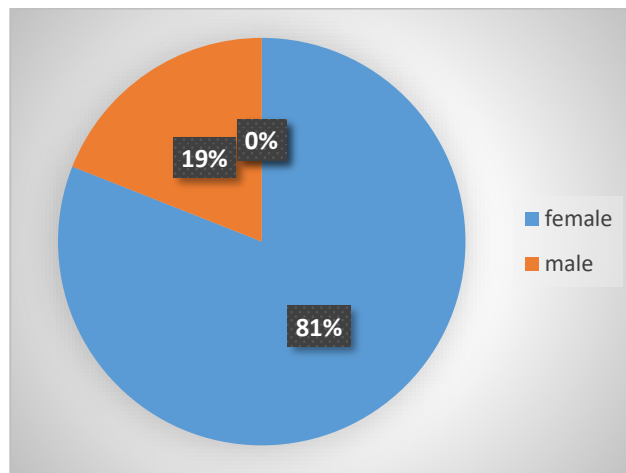


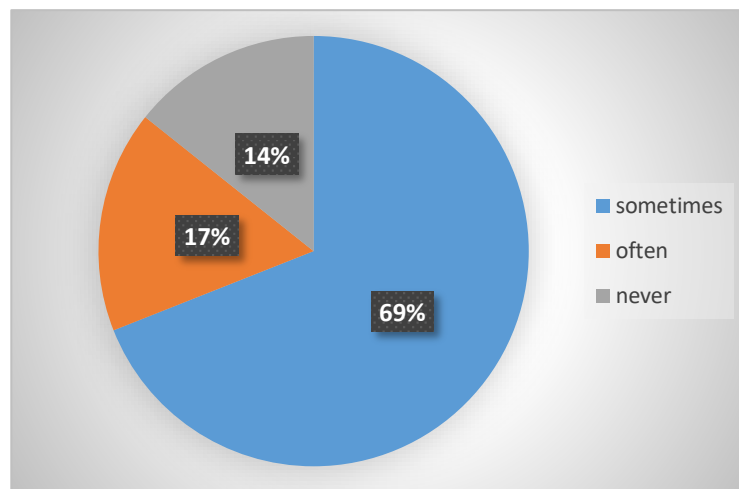
Figure 01: Gender distribution

Question 3: Do you make research about the course before coming to the class?

The majority of the students answered that sometimes they make research about the course before coming to the class, (69%) which stands for 29 students, whereas (16,7%) of students answered with often which stands for 7 students, and a small proportion of students (14,3%) answered that they never research before coming to the class, (see table 03 and figure 02), this question aims to investigate whether students are familiar with making research or not.

Table 03: Students' use of research

		Frequency	percent	
Valid	Sometimes	29	69	%
	Often	07	16,7	%
	Never	06	14,3	%
	Total	42	100	%

**Figure 02: Students' use of research**

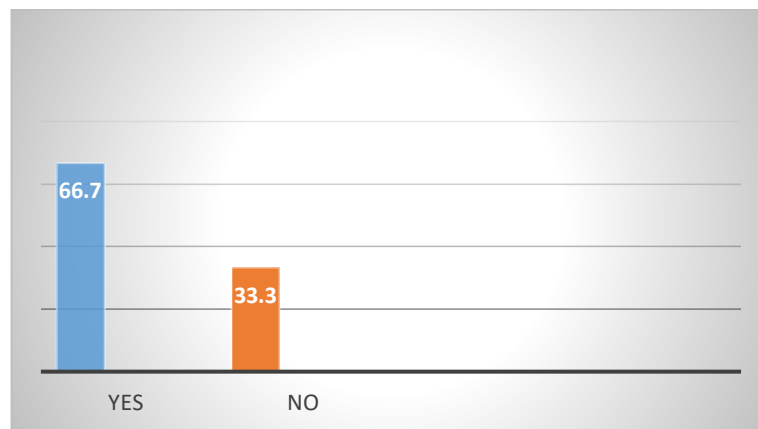
Question 4: Have you ever studied with a teacher who uses the flipped classroom method?

- a. Yes b. No

As illustrated in table 04 figure 03, the great majority of students attended a session where the teacher uses the flipped classroom method (66, 7%), whereas only (33, 3%) of students answered with no, and they rely on the lectures presented by the teacher as a source of knowledge in the classroom. Since 28 of students are not depending on lectures as a means of delivering information that means that the majority of students are familiar with the flipped classroom method. For sure, students are active in such a class.

Table 04: Sessions without lectures

		Frequency	percent
Valid	Yes	28	66,7 %
	No	14	33,3 %
	Total	42	100 %

**Figure 03: sessions without lectures****Section Two: Students' Attitudes Towards the Flipped Classroom**

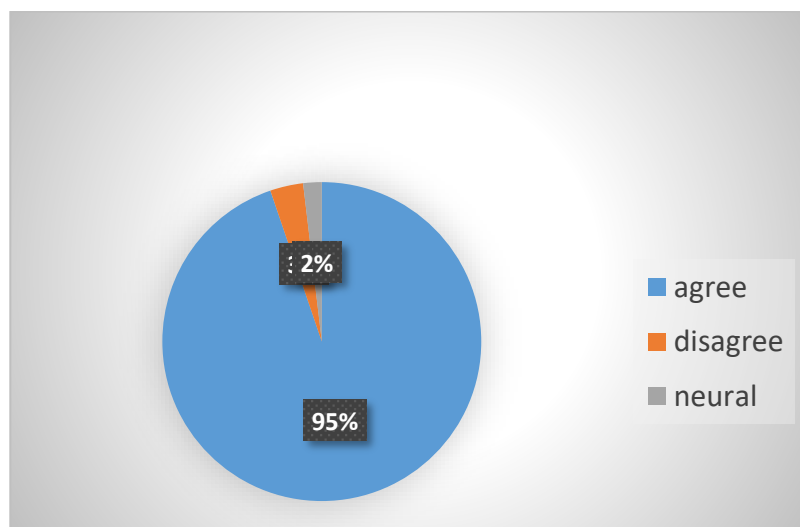
Question 5: flipped classroom method draws students' attention and interest towards the course.

- a. agree b. disagree c. neural

As table 05 and Figure 04 illustrates, the majority of the students (70,7%) agree that flipped classroom draws their attention towards the course, since they are already engaged with audiovisual materials at home, they will come to the classroom with prepared ideas and questions, and this good way will trigger also their participation and active involvement in the class. Whereas, (26, 8%) of students were a neural and a small proportion of students (2, 4%) were disagree.

Table 05: Students' attitudes toward the flipped classroom

		Frequency	percent	
Valid	Agree	29	70,7	%
	Disagree	02	02,5	%
	Neural	11	26,8	%
Total		42	100	%

**Figure 04:** Students' attitudes toward the flipped classroom

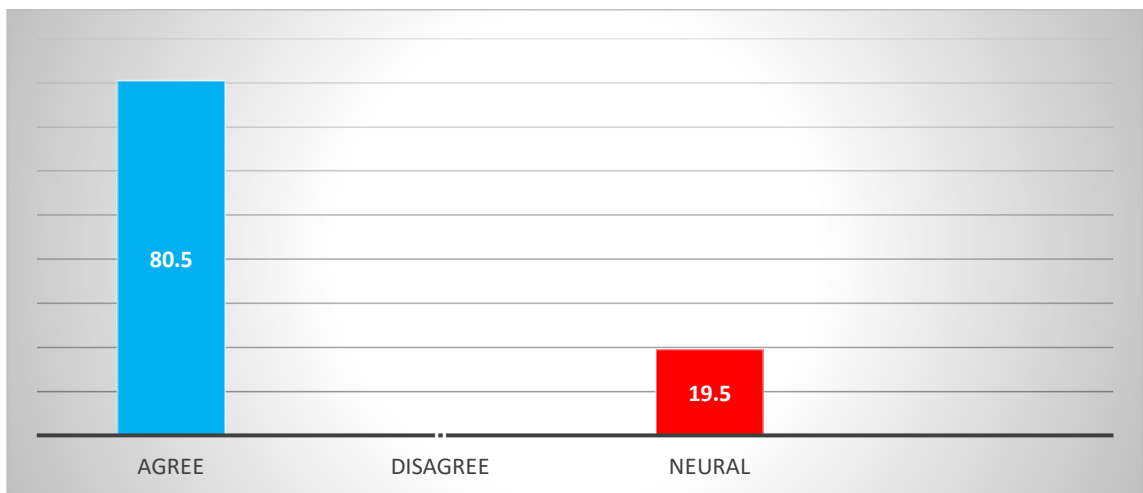
Question 7: flipped teaching develop students' speaking skill.

- a. agree b. disagree c. neural

Table 06 and Figure 05 shows the students' attitudes towards the flipped classroom in enhancing students' speaking skill (80,5%)proportion of students agree that flipped classroom helps in improving their speaking skill , since they are already prepared for the lesson going to be taught in the class, whereas a small proportion of students (19,5%) are neural, and no one disagrees.

Table 06: Students' speaking skill in the flipped classroom

		Frequency	percent
Valid	Agree	33	80,5 %
	Disagree	00	00 %
	Neural	09	19,5 %
Total		42	100 %

**Figure 05: students' speaking skill in the flipped classroom**

Question 8: Do you think you can lead a presentation only from watched videos and some digging in the topic before coming to the class?

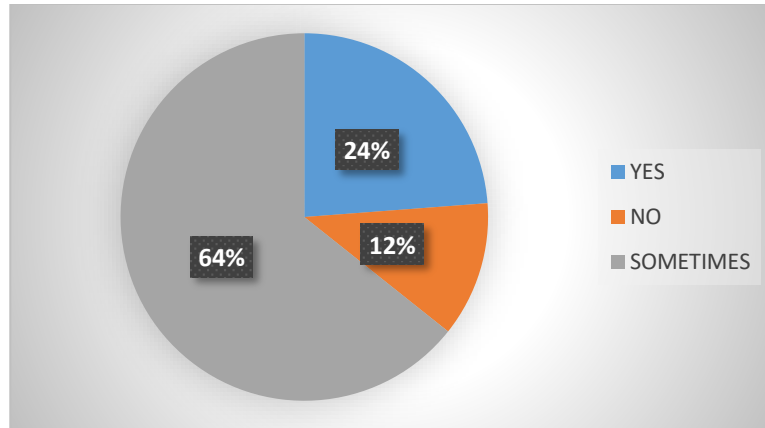
A .yes

B .No

This question aim to check the effectiveness of one of the flipped classroom principals which is that students can lead their class if they have prior knowledge of the subject through watching videos and online documents before coming to the class, 27 of students answered that sometimes they can lead their presentation, just five students answered with “NO”, while (23,8%) proportion of students are certain that they can lead their class(see table 07 and figure 06).

Table 07: Students' leadership in the class

		<i>Frequency</i>	<i>percent</i>
Valid	Yes	27	64,3 %
	No	10	11,9 %
	Sometimes	05	23,8 %

**Figure 06: students' leadership in the class**

Question 9: Do you believe that you will be more comfortable participating if you have enough background information about the course?

A .Yes

B .No

As table (08) and figure (07) show all students (100%). Agree that if students have enough background about the topic going to be discussed, they feel confident and transforms from passive to active learners, as a result, they become more engaged in the classroom.

Table 08: Students' Attitudes towards Background Information

		Frequency	percent
Valid	Yes	42	100 %
	No	00	00 %
Total		42	100 %

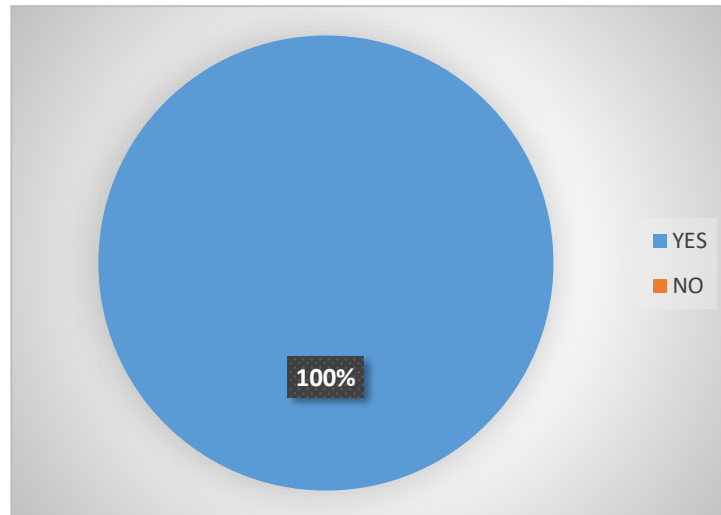


Figure 07: Students' Attitudes towards Background information

Question 10: what type of lessons do you think are better to study without lectures?

As Table (09) and figure (08) illustrates, the most preferable type of session to study without lectures is the oral expression, which it represents (70,7%) whereas grammar is the second to be taught without lectures in which it represents(26,8%), from the whole sample the lowest session chosen by students to be demonstrated without lectures is writing expression in which it represents (2,5%).

Table 09: Sessions without lectures

		Frequency	percent
Valid	Oral expression	29	70,7 %
	Grammar	11	26,8 %
	Writing expression	02	02,5 %
Total		42	100 %

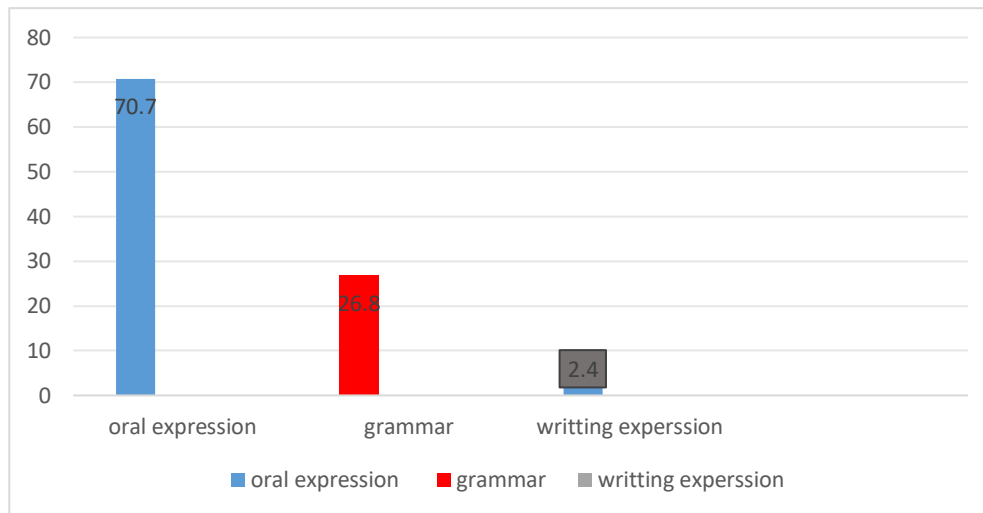


Figure 08: Session without lectures

Question 11: Do you prefer the traditional class of flipped teaching? Justify

The great majority of students prefer the flipped teaching (66, 7%) and they justify by saying:

“Flipped classroom allows them not only to gain knowledge but also to develop other skills like how to work with information and develop their critical thinking, also help them to be autonomous learners responsible for their own learning”

whereas a smaller proportion of students (33,3%) prefer the traditional class because it doesn't require much time and effort like the flipped class and because the lack of access to the internet results in the lack of access to learning materials provided (see table 10 And figure 09)

Table 10: Students' attitudes towards traditional class vs. flipped class

		Frequency	percent
Valid	Traditional class	14	33,3 %
	Flipped class	28	66,7 %
	Total	42	100 %

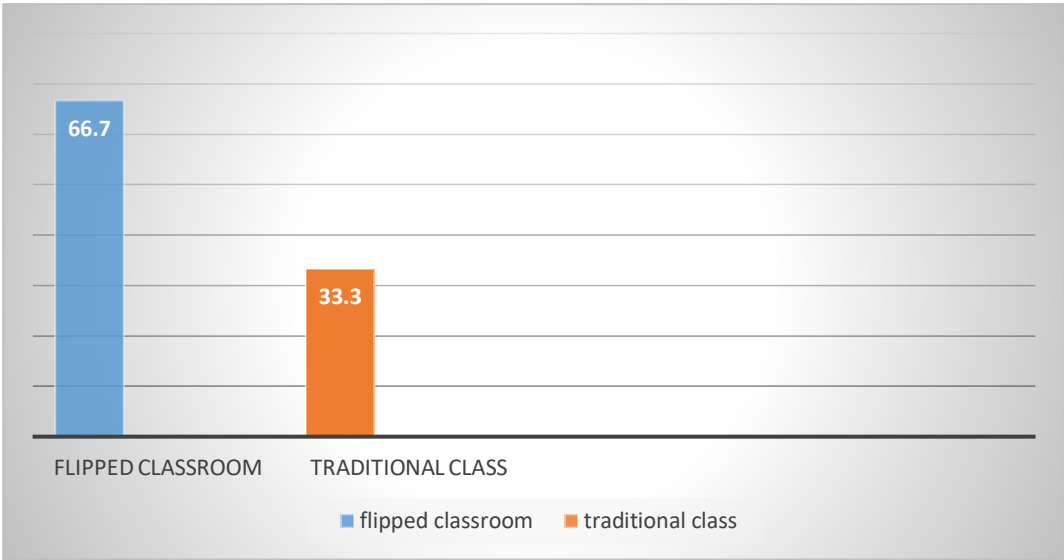


Figure 09: Students’ attitudes toward the traditional class vs. flipped class

Question 11: which tools help you to develop your English language?

- a. Videos
- b. books
- c. TV shows

This question has been raised to spot out the different tools used by the students to develop their English language outside the classroom, the great majority of students’ proportion shows (43,9%) for TV shows as a way of entertainment and learning the English language at the same time, whereas (36,6%) proportion of students are using videos outside the classroom and the lowest proportion of tools used by the students are books (19,5%) according to them reading is too difficult and time-consuming. Therefore, the main tool used by the students to develop their English language is TV shows. (See figure 10)

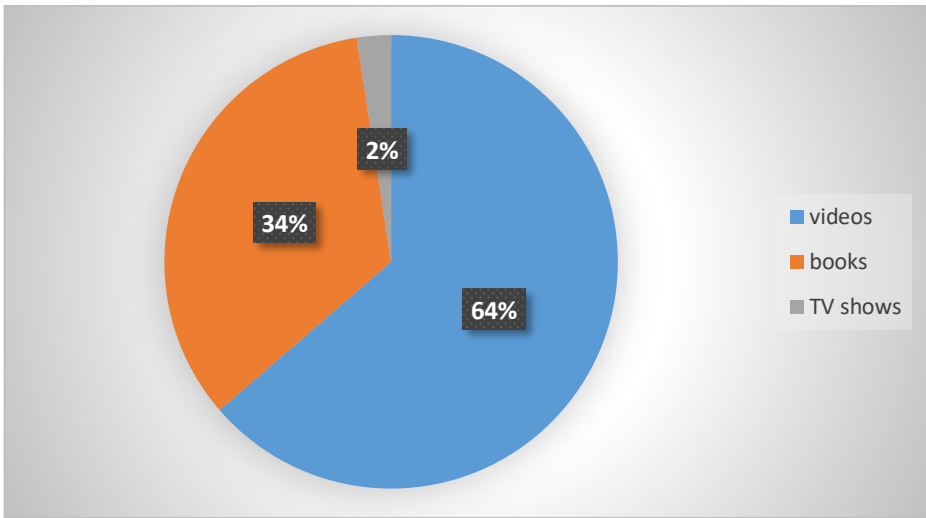


Figure 10: The Tools Used to Develop Students’ English Language

Section 3: Further Suggestions and Comments

Question 12: Do you have further suggestions or comments?

Only 10 students responded to this question. One student said, “in my opinion the flipped class need to be applied because it helps us to become autonomous learners”, the second one added “flipped classroom is a good method to improve our English but it needs a competent teacher” another one declared “according to my standpoint the traditional one is better because it’s not time-consuming and it doesn’t require access to the internet”

22. Discussions of the results:

The study has aimed to find both teachers’ and students’ attitudes toward the use of flipped classroom pedagogy as an effective tool to upgrade and strengthen the speaking skill, for the sake of fulfilling our objectives, we have displayed two questionnaires one for students and the other one for teachers. After the analysis of both questionnaires, the most important findings of our research work can be outlined in the following:

Analyzing the students ‘ questionnaire has revealed many facts Q3 Indicates that a great proportion of students sometimes make research about the course before coming to the class which means that they are familiar and aware of it, and they already learn on their own path.

On the other hand, TV shows are the most favorable tool for students to develop their English language; it makes the learning process more interesting that indicates that they are aware of the significance of using audiovisual materials outside the classroom to boost their speaking skill.

Moreover, students attended sessions where the teacher use the whole class time for discussion instead of lecturing and that what’s the flipped classroom is about, which reveals that students are familiar with one of the main flipped classroom principles.

Students emphasize that the most needed session to be taught without lectures is oral expression. That shows the students desire to improve their language proficiency and that can be done appropriately by developing their communicative skill.

Furthermore, students agree that they can learn with videos provided by their teachers outside the classroom and without lectures, this demonstrates their acceptance of one of the key principles of the flipped classroom and their readiness to inverted the traditional learning experience, for the sake of making the classroom an active and engaging environment.

To sum up, student's attitudes towards the use of flipped classroom are positive, since flipped learning motivates students, promote their confidence in gaining skills of speaking, and provide them with unlimited opportunities to enhance their learning experience and make them a responsible autonomous learner.

23. Teachers Questionnaire

23.1 Sample of Study

The questionnaire was administered to 11 teachers at the Department of English, Moulay Tahar University in Saida, since they are an important variable in our study and their opinions will benefit us.

23.2 Description of the Teachers' Questionnaire

Teachers' questionnaires consist of 14 questions, which are in form of open-ended, closed-ended questions, and multiple choices. This questionnaire is divided into four sections:

SECTION ONE: Background Information (Q1-3)

It aims to obtain the teachers' background information such as age, gender, degree held. To determine their qualifications.

SECTION TWO: PERCEPTION OF FLIPPED CLASSROOM AND ITS PRINCIPLES (Q4-9)

This section aims to discover teachers' opinions and views towards the flipped classroom principles.

SECTION THREE: Suitability of Flipped Classroom in Algerian Context (Q10-13)

This section aims at investigating the teachers' readiness to apply flipped classroom method in their classes and whether they agree that using flipped classroom will enhance students' speaking skill.

SECTION FOUR: Further Suggestions and Recommendations

This section aims to obtain teachers' suggestions and recommendations concerning our theme.

24. Analysis of Teachers' Questionnaire

Section One: General Information

Question 1: Teachers' gender

Table 11: Teachers' gender

		Frequency	percent
Valid	Male	03	72, 7 %
	Female	08	27, 3 %
	Total	11	100 %

The results show that the majority of the respondents (72, 7%) are female, however only (27, 3%) are male.

Question 2: Teachers' qualification

Table 12: Teachers' Degree(s) Held

		Frequency	percent
Valid	License		00%
	Master/magister		36, 4%
	Doctorate		63, 6%
	Total		100%

From the analysis of the results, we found that (63, 3%) of the teachers have Ph.D. (doctorate) degrees, and (36, 3%) of them have (master/magister), while none of the teachers has (license) degree, so their experience in teaching can help to explore the notion of the flipped classroom and its effectiveness.

SECTION TWO: Conception of Flipped Classroom and Its Principals

Question 3: have you ever engaged your students outside the classroom by providing them with videos to watch or digital documents to read?

A. never

B. sometimes

C. often

To spot out whether the teachers are familiar with the use of audiovisual materials outside the classroom or not, this question has been raised, table (13) and figure (11) clarify that (54,5%) of teachers sometimes provide their students with online documents and videos to watch them outside the classroom, whereas (18,2%) of teachers declared that they often provide their students with educational videos, furthermore (27,3%) never attempted it before, so we can deduce that teachers are aware of the significance of the use of audiovisual materials.

Table 13: Teachers' use of educational videos outside the classroom

		Frequency	percent
Valid	Sometimes	06	54, 5 %
	Never	03	27, 3 %
	Often	02	18, 2 %
	Total	11	100 %

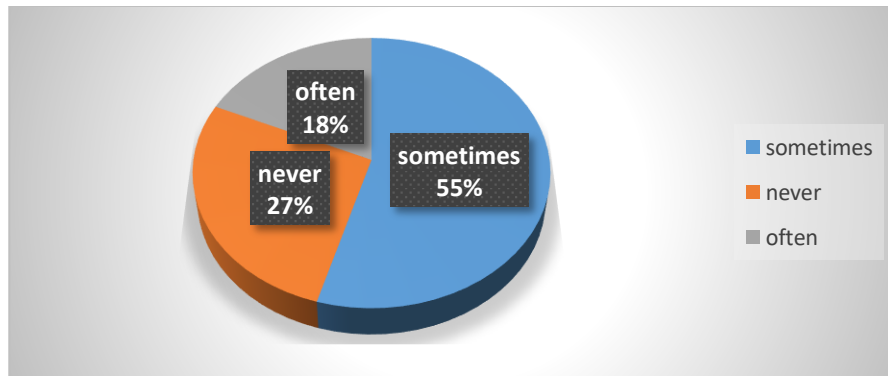


Figure 11: Teachers' use of educational videos outside the classroom

Question 4: how important is the in-room teaching for you?

- A. important B. very important C. unimportant

The aim of asking this question is to evaluate the significance of lecturing inside the classroom according to teachers, from Table (14) and figure (12) we notice that the majority of teachers (27,3%) answered with important while the rest of teachers (72,7%) strongly agree that lecturing inside the classroom is very important for them; so this demonstrates

that teachers do have negative attitudes toward one of the flipped classroom principles which preclude lectures from the class.

Table 14: The importance of In-room teaching

		Frequency	percent	
Valid	Important	03	27, 3	%
	Very important	08	72, 7	%
	Unimportant	00	00	%
Total		00	100	%

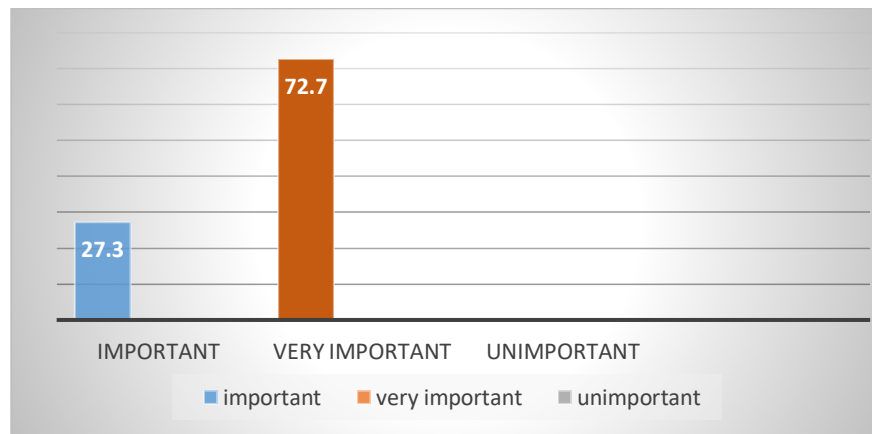


Figure 12: the importance of in-room teaching

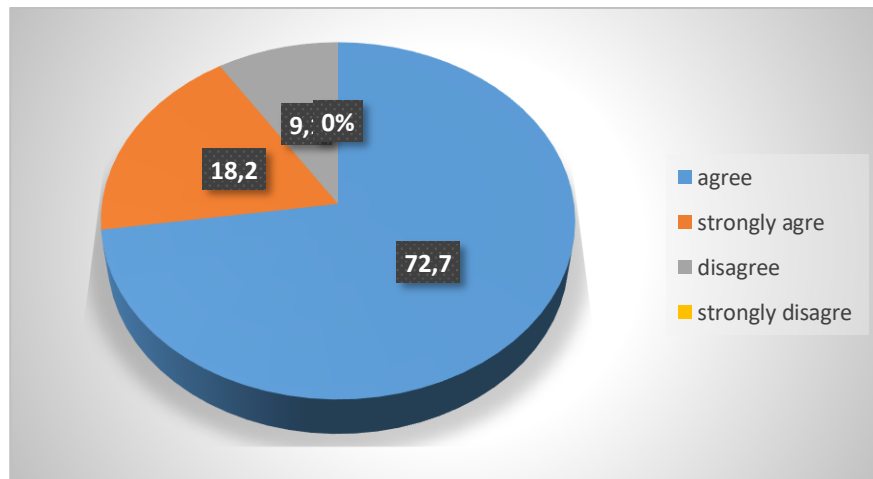
Question 5: do you agree with the notion that” dedicating the entire session for activities would give the teacher better insight into the students’ learning styles and obstacles”?

- A .agree B .strongly agree C .disagree D .strongly disagree

As Table 15 and figure 13 shows, the great majority of teachers (72, 7 %) agree that using the whole classroom time to solve activities help them to spot out their students’ difficulties, weaknesses, and learning styles, therefore, they are going to find an effective way to help their students overcome those difficulties and improve their learning. Whereas (18, 2%) of teachers strongly agree with this notion, and (9, 1%) of teachers disagree on that which clearly state that they are satisfied with the traditional method of teaching.

Table 15: Teachers' use of classroom time

		Frequency	percent	
Valid	Agree	08	72,7	%
	Strongly agree	02	18,2	%
	Disagree	01	09,1	%
	Strongly disagree	00	00	%
	Total	00	100	%

**Figure 13: Teachers' use of classroom time**

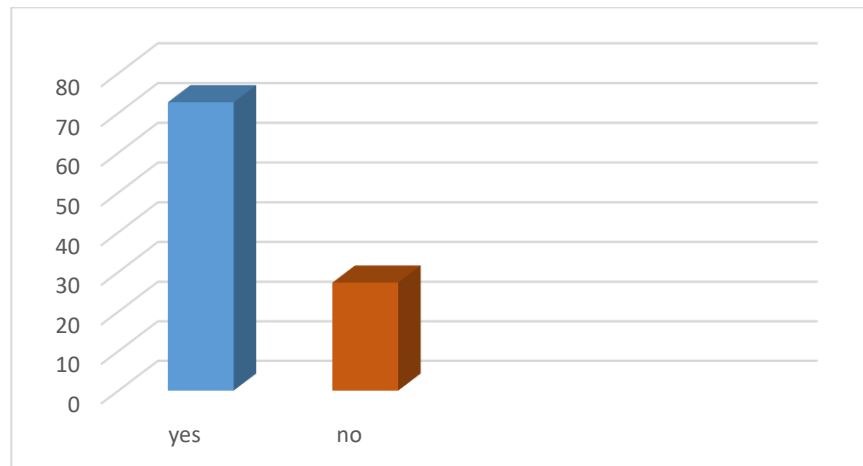
Question 6: do you believe that flipped teaching upgrades students' speaking skill?

- A .yes B .no C .justify your answer.

The results show (72,7%) of teachers agree that flipped teaching boost students' speaking skill but only if students make serious efforts and shows an interest and come well prepared to the classroom moreover the interaction between teachers and students increases, whereas (27,3%) disagree that such type of blended learning upgrades students' speaking skill. (See table 16 and figure 14).

Table 16: Students' speaking skill in the flipped class

		Frequency	percent	
Valid	Yes	08	72, 2	%
	No	03	27, 3	%
Total		11	100	%

**Figure 14: Students' speaking skill in the flipped class**

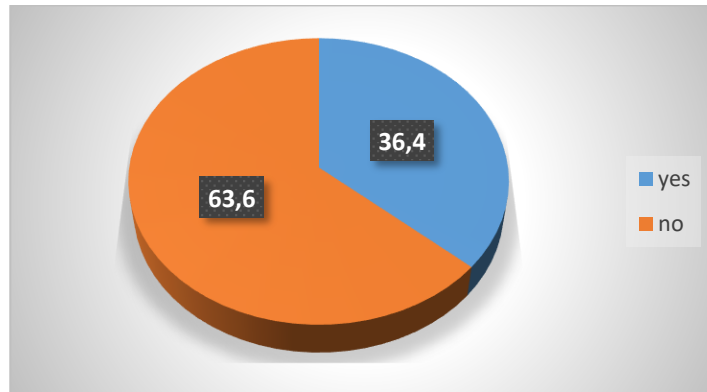
SECTION THREE: The appropriateness of the flipped classroom in Algerian context (Moulay Tahar University)

Question 7: Do you think that teacher stands to forfeit his/her authority, given that flipped classroom provides students with some level of autonomy and control?

We can notice from the results shown in table 17 and figure 15 that the great majority of teachers (63,6%) disagree that the flipped classroom impact the authority of the teacher inside the class because it offers a kind of flexibility to students when they are given the opportunity to control of their own learning. so, we can deduce that this category of teachers is certain about their abilities to lead the classroom and face all kinds of obstacles, whereas (36,4%) of teachers agree that flipped classroom threaten and affect their authority inside the classroom.

Table 17: Teachers' authority in the flipped classroom

		Frequency	percent	
Valid	Yes	04	36,4	%
	No	07	63,6	%
	Total	11	100	%

**Figure 15: Teachers' authority in the flipped classroom**

Question 8: is the teacher required to have a certain set of skills to be able to engage in the flipped classroom?

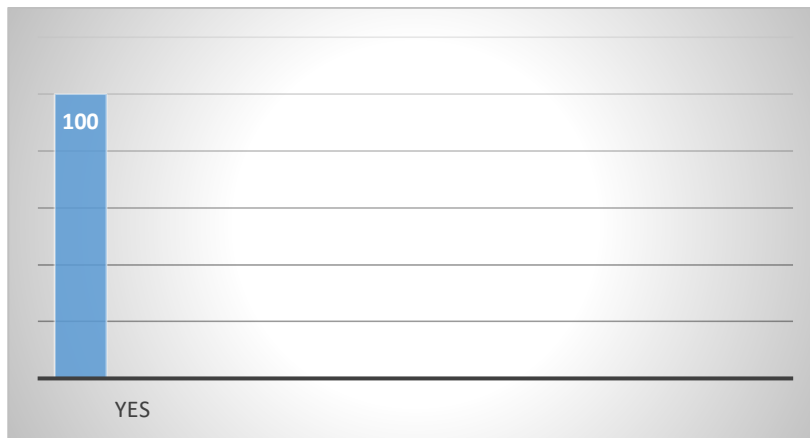
A .yes

B .no

The results display (100%) of teachers claimed that flipped classroom needs a skillful teacher and a well-trained one in to be applied successfully, for instance, he/she should have skills of using platforms, virtual learning devices, that's means in terms of computing as well as teaching he should be well versed in his topic and have a wide cultural knowledge because not any teacher can handle this type of approach.

TABLE 18: the need of skillful teacher in the flipped classroom

		Frequency	percent
Valid	yes	11	100%

**Figure 16: the need of skillful teacher in the flipped classroom**

Question 10: would you agree that flipped classroom is a pragmatic approach in Algerian universities?

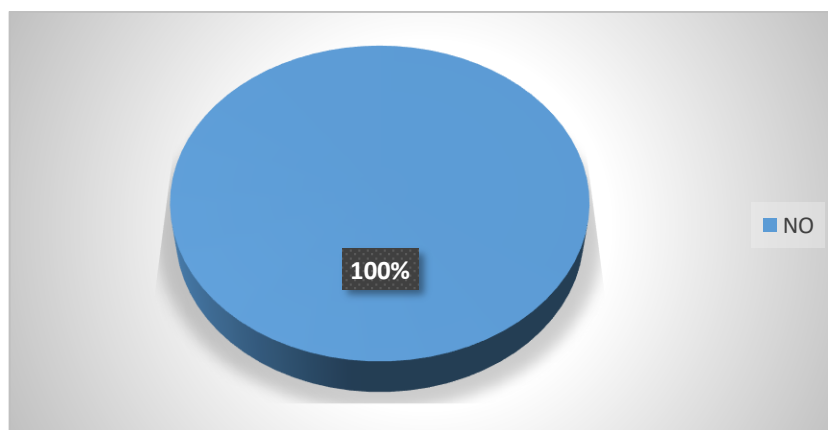
A .yes

B .no justify

It is obvious from the results that the majority of teachers (100%) disagree that flipped classroom can be applied in Algerian universities, and from that, we can deduce that they are contented with applying the traditional methods of teaching.

Table 19: the appropriateness of flipped classroom in Algerian universities

		Frequency	percent
Valid	NO	11	100

**Figure 17: the appropriateness of flipped classroom in Algerian**

Question 11: please, justify your answer

The teachers justified their answers as follows: “I don’t think so, since our students are too lazy and most of the time do sloppy work. We are a bit far from that level and we certainly need students as readers and teachers as creators”. Another teacher adds that: “Generally speaking, it’s not appropriate as learning equipments are not available for all classes or students; I can say that it will be true for private schools sophisticated with highly advanced equipments”. A third teacher declared that:” it is not suitable because the learner is not motivated to interact with what is posted outside the classroom and also no technology access is available for everyone” another one added “ not certain, because this type of learning requires small- size of classes to ensure that students participate and enabling the teacher to assess their rate of acquisition “ the last teacher declared: “we are still far from applying classroom but we can say that covid 19 has imposed this reality on both teachers and students “ from that we can deduce that this approach can’t be applied due to the lack of raw materials and equipments to manage such type of class.

Question 12: do you have further suggestions or comments?

Only four (4) teachers add further suggestions and comments. One teacher declared that,

Before worrying about creating flipped classrooms, we should think to create learners as readers because readers are future readers. With reading, they will gain knowledge and therefore self-confidence; they will be problem solvers and decision-makers and by the end will be able to deal with any task either in class or outside the classroom.

A second teacher suggests that: “I will suggest that the state should provide a financial budget for this kind of teaching besides it should provide all managerial control”.

Another teacher suggests:

What is important in the flipped classroom is the amount of exposure to the target language. Students need to be encouraged by their teachers to practice outside the classroom walls by doing extensive listening and reading. They need to be provided with meaningful home assignments that they can do through the use of a variety of technological tools notably online learning devices” the last teacher states that” in fact, any idea to improve teaching is advantageous, nevertheless, our students could not do

well with concrete presence in the classroom how could they do through distance.

Therefore, the suggestions and the comments of the teacher's show that is a far possibility to apply this type of approach due to learners in the first place and lack of materials.

25. Discussions of the results

The analysis of the teacher's questionnaire revealed insightful information about teacher's attitudes towards flipped classroom in EFL classes. Furthermore, most teachers sometimes provide their students with videos and educational documents to watch outside the classroom, which declares that they are not enlightened with the significance of authentic materials as a tool to assist students' learning.

Moreover, they stress the importance of lectures inside EFL classes this shows a clear refusal of one of the flipped classroom principals teaching without lectures in foreign language classes.

Therefore, teachers stated that flipped classroom boost students' speaking skill and active involvement but it needs efforts from the part of students they need to be serious and work hard to improve their speaking skill since there is no way to guarantee that they will cooperate with the FC.

The analysis indicates also that teachers strongly agree with the notion that dedicating the whole class time for discussions and solving activities it help them to spot out students' weaknesses and learning styles and help them to find ways to overcome those difficulties.

Teachers argue that the flexibility of flipped classroom will not influence their authority in the class and that they are capable of managing this type of class and face all difficulties, furthermore, they claimed that flipped classroom needs a skillful and well-trained teacher in terms of computing as well as teaching that clearly states that not any type of teachers can handle this type of approach. Therefore, teachers stress that flipped classroom approach is not suitable and can't be applied in Algerian universities due to the absence of response from students part in addition to that the learning equipments are not available, we concluded that teachers are satisfied with the application of the traditional methods in teaching.

26. Conclusion:

This chapter dealt with the analysis and interpretation of the collected data. As previously mentioned two questionnaires were addressed to both teachers and students, so as, to reveal their attitudes towards the use of flipped classroom pedagogy to improve EFL students' speaking skill. The results revealed that students' attitudes are positive towards the use of the flipped classroom. They agree that such classes enhance their level of speaking skill. However, teachers are obviously aware of the flipped classroom model and its significance. They, indeed, provide their students with videos and educational documents sometimes not because they want to flip their class but just for extra information or when class time is not sufficient. According to them, Saida University is still far from applying such classes, because it needs a highly advanced equipment, responsible and competent students, in addition to well informed and trained teachers.



Chapter Three

Suggestions and Recommendations

27.Introduction

This chapter aims to provide methods and techniques for the implementation of videos inside the flipped classrooms. It also deals with the in-class activities that help the learners to improve their speaking skills, in addition to teachers' strategies that may boost the learner's performance. Moreover, the chapter offers several solutions and recommendations that teachers can adopt they flipping their classes.

28.Implementation of Videos inside Flipped Classrooms

In their book *Reach Every Student in Every Class Every Day* (2012), they identified how teachers can use videos instead of lecturing in their classes. Before deciding on the videos to include, the teacher must consider whether the video produced is appropriate as an instructional tool to achieve positive educational outcomes, and then he can decide whether to proceed or not. It should be investigated first by questioning various members, colleagues, monitors, and even students. The only challenge that the teacher may face when attempting to flip his class is producing high-quality videos. As a result, he can use other people's videos or his videos with his voice.

Because of time constraints, using other teachers' videos, as a starting point for flipping the class may be a better option. Additionally, if someone is starting flipping for the first time, he may feel uncomfortable in front of a screen because recording oneself explaining can be more challenging than lecturing in real life with a live audience. Furthermore, the use of interesting videos of the subject at hand can be very beneficial and allow you to start flipping right away. Some students are eager to learn more; they use online resources such as YouTube to gain a better understanding and take charge of their education.

Making one's own videos can be accomplished by using a PowerPoint slide while the teacher explains the items presented in the slide. Other elements can be included and added to improve the quality of the videos, such as using screen-casting software that deducts whatever you do on the computer, such as PowerPoint presentations, annotations, and voice recording. On the other hand, the ability to write on the screen with a pen is typically used by math teachers. Microsoft PowerPoint is the most commonly used software because it has a pen annotation feature that is very simple to use.

29.Steps Followed to Make Videos

According to both Bergmann and Sams (2012) the pioneers of flipped classes, there are four steps to making videos:

29.1 Planning the Lesson:

Determining the objectives and goals of your lesson is the first step in determining whether videos are the best instructional tool to use because flipping is more than just making videos. Again, determining what to record and what should not be recorded based on the goal to be achieved. Simply recording what was previously lectured, organizing, and deleting unneeded elements to fit the screencast.

29.2 Recording the Videos

Recording the videos entails the teacher sitting in front of his own computer or interactive whiteboard with a microphone, or using a webcam or document camera, obviously, the teacher is teaching the absent students, i.e. imaginative audience. Some teachers use scripts or outlines; however, Bergmann and Sams (2012) both criticize this strategy for two important reasons:

“First our slide show serves as enough of an outline that we, as veteran teachers, can simply improvise adequate conversation to teach the material, and the second script would simply hinder our spontaneity and creativity. We prefer our lessons to be more conversational and less formal.” (p.42)

In general, recording videos can be done easily if the students' needs and preferred tasks are determined.

29.3 Editing the Videos:

Editing the videos, also known as postproduction editing, is an opportunity earned by the teacher to remove errors rather than re-recording the entire video. Although this stage can be time-consuming, it allows for the highlighting and reinforcing of recorded videos by presenting visual cues that aid students' understanding. He may also change picture-in-picture contexts or zoom in and out to specific parts of the screen.

29.4 Publishing the Videos:

The final stage and step are to make the videos available for the students to watch. The intriguing question in this situation is where teachers should place videos for all students to view. The answer varies from teacher to teacher; videos can be published in a known site (hosting site) known by all learners, or using social media groups, such as a FACEBOOK

group for a specific year (Master 1 or 2), where the video is published at a specific hour in the evening and learners will view it and be ready for interaction, and ask questions about the content tomorrow morning in the group. In addition, provide DVDs to students who do not have internet access.

30.How to Make Videos your Students Will Love:

Bergmann and Sams (2012) argued that the following characteristics should be included to create successful videos:

30.1 Keep it Short:

When starting the production of videos, keep in mind that it is necessary to keep it as short as possible so that the students do not become bored with the materials as soon as they begin watching. Lecturing time is typically lengthy due to the variety of objectives to be met, but using videos should include one topic per video with videos no longer than 15 minutes.

30.2 Animate your Voice:

Creating videos includes presentations on PowerPoint software, in addition to the pen and the teacher's voice, to allow students' engagement. By changing the tone of the voice correlated with items presented on the screen, students can better understand the concept being presented. To be more excited, teachers in flipping can make live videos of themselves explaining the lesson to the students or talking to a computer by animating their voice.

30.3 Add Humor:

Jokes can be used in the first few minutes of a video to provide psychological acceptance and readiness for the lesson.

We had a running joke in which Jonathan was trying to find out which instrument he should play. Invariably, he was poor at almost all of his instruments. Eventually, he found the harmonica and played it quite well. Things like these bring interest and certain wackiness to the videos, which helps keep the students interested. (Bergmann and Sams, 2012)

Including humor in the lesson helps to improve students' attitudes toward the learning process.

30.4 Add Callout:

A callout can be a meaningful text box, a shape, or any other significant object that carries key concepts and important elements that attract students' attention; for example, it is used

to emphasize specific steps, illustrate main ideas, and focus on key items of the topic in hands.

30.5 Keep it Copyright Friendly:

Because videos are published online, students are expected to follow all copyright laws and rules, as they are not broadcast on television. “Make sure that you follow all appropriate copyright laws. We are not copyright lawyers, nor do we play them on TV. Please consult experts in this area to ensure that you do not infringe on the copyrights of others” (Bergmann and Sams, 2012).

31. In-class activities for the flipped classroom:

After the preparation and the creation of the activities, the teacher's main responsibility will be to monitor, guide, and support his students' learning. Moreover, completing the out-of-class work, students will have varying levels of understanding and comprehension. After assessing their comprehension in the online environment, the teacher can approach the in-class activities in one of two ways: individually or in groups.

31.1 Individual activities

If your students have shown trouble grasping the subject or material presented to them outside of class, individual exercises can be very valuable and meaningful. Individual exercises can be utilized before group exercises to help students manage a "higher-risk" group activity and for students who require additional individual reflective time to learn.

31.1.1 I Clickers/polling

- It is best for giving pupils rapid feedback on things they have learned outside of class.

31.1.2 Concept maps/word webs

- Concept maps, whether done individually or collaboratively, can help to reinforce concepts learned in class while also connecting various topics.
- Any gaps can serve as a source of inspiration for group or class discussions.

31.1.3 Individual problem solving

- Students can work on difficulties in class with their peers and the instructor present to discuss issues.
- It is ideal for increasing problem-solving practice time and giving pupils rapid feedback on misconceptions.

31.1.4 Think-aloud pair problem solving

- Give pupils a set of complex tasks to solve that entail numerous steps.
- Assign one student to be the problem solver and explain their thought process in constructing a solution based on what they learned outside of class.
- If there are any challenges, the partner listens to the process and gives recommendations, or shows confusion if there are any parts that are difficult to comprehend.
- After, solving the first problem ask your students to switch roles and start over

31.1.5 Role-play

- In class, role-play can be used to demonstrate different points of view on a topic.
- Students take on different roles in small groups and act out the parts from various perspectives.
- Following the role-play, conclude with a larger discussion to determine the approaches taken by the groups or individual members.

31.1.6 Classroom debates:

Assign students to represent opposing viewpoints on a current or contentious issue, and have them present arguments in support of their positions.

31.1.7 Breakout discussions:

Divide the class into smaller groups and ask students to discuss a question, problem, or concern. Allow each group to present their findings at the end of the session.

31.1.8 Seminars:

Allow students to lead a class conversation on a topic they have researched.

31.2 Group activities

The in-class element of the flipped classroom frequently focuses on group activities. One student will bring their own unique grasp of the material to the session, and they will be able to rely on each other's experience and understanding to forge new understandings and better retain the material in small groups.

31.2.1 Group activities for larger class sizes (Think-Pair-Share)

- Take a central concept presented in the out-of-class material, or a particularly contentious quiz question from a previous assessment, and have students reflect on it individually before further discussion.

- THINK PHASE: Students work independently to develop their ideas/arguments and may write down their ideas.
- PAIR PHASE: students share their response with a partner
- SHARE PHASE: The lecturer collects replies from all pupils in the class and then launches a larger discussion to demonstrate the many different points of view.

32. Further Suggestions and recommendations:

Based on the findings and discussions of the present study. We suggested the following recommendations

32.1 For teachers:

- Teacher should make clear links between in-class and out-of-class activities.
- Give sufficient time for students to complete their assignments.
- Provide technologies familiar and easy to access.
- Provide guidance that is well structured and well defined, so they will know exactly what they need to know or be able to do when they come to class.
- Create a system to assess students' comprehension.
- Pay attention, not to overload students with off-loaded content.
- Use a variety of strategies and activities to make students feel comfortable. And to improve their speaking skill.
- Teachers must create a pleasant and supportive classroom environment to increase both students' and teachers' interest in learning and teaching.
- Create engaging Video Content: do not give your students the same boring lectures that they would not listen to in a traditional classroom. Try to keep the content brief, or at the very least divide the videos into different topics.
- A teacher should first be a well-informed, intellectual with a huge background to be able to join information with creativity and keep learners focused either inside or outside the classroom.
- The teacher should be very skilled in blended teaching. For instance, he should have skills in using platforms, virtual learning devices, and software.
- Learners become more engaged in the process if the content of the materials piques their interest. As a result, practitioners must solicit feedback from learners when selecting videos and texts.

- Learners must be provided with interaction-based activities and materials for them to receive feedback outside of the classroom.

32.2 For policymakers:

Offer teachers' training on FC:

Training instructors to adopt the FC approach by arranging training sessions and conferences on the approach's success and how to implement its guidelines; then addressing educators to prepare one FC lecture per week as a first step to urge them to use FC. The training sessions or the conferences are recommended to:

- Train teachers on the concept of FC through clarifying what is meant by FC, its, its efficacy and its significance in teaching EFL classes.
- Encourage teachers to share their ideas and experiences about FC.
- Taught teachers how to set goals for each FC lesson.

Review the curriculum and make sure teachers are not overloaded.

Teachers are always concerned with preparing lessons, delivering them, and carrying out the curriculum; they are constantly working under pressure. However, policymakers may assist them with an annual review of the curriculum to focus on quality rather than quantity. This will significantly contribute to the creation of a helpful and supportive environment for the successful implementation of the FC because teachers generally feel helpless and powerless, particularly when school administrations are not supportive.

- set small classes (no more than 20 students)

33. Conclusion:

In This chapter, the researcher dealt with the different ways that teachers can follow in the implementation of videos in flipped classes. It also focused on the appropriate types of in-class activities that satisfy the learners' needs and increase their speaking skills. Moreover, practical suggestions and recommendations were provided to help teachers in

improving their students' speaking skills and make effective use of flipped classroom approach.



General Conclusion

34. General Conclusion

The flipped or inverted classroom approach is an important subject that has gained the widespread attention of so many researchers. Especially that the use of learning technologies offers more opportunities for students to learn and creates an effective environment that fosters students' language proficiency. The present research focused on highlighting students and teachers' attitudes towards the use of the flipped classroom approach to improve students' speaking skill. In addition to the importance of FC use in EFL learning outcomes.

The two research questions were guided by two questionnaires addressed to both teachers and students. First, of all, the result gathered from the questionnaire show that flipped classroom pedagogy requires effort, time, and daily work, as it appears to be a difficult task for both novice and experienced teachers. The findings of the teachers' questionnaire showed that instructors are aware of the significance of flipped classroom approach and they hold a positive attitude towards it and they incorporate some FC tenets in their course design as well but not for the sake of flipping, they use videos and online documents only when time is not sufficient. However, they emphasize the importance of it in enhancing students' speaking skill.

The chosen research instrument was very helpful and effective in gathering reliable results despite the non-cooperation of some informants. The results obtained from this study confirmed both hypotheses.

After discussing and analyzing data. The research suggested as a first step toward dealing with classroom issues, teachers and policymakers should collaborate. This work also emphasized that teachers need special training because not any teacher can deal with this kind of approach. The current research stresses also the teachers' use of various activities and activities to meet the different needs of students, to get their interest and attention, and to foster their speaking skills, in addition, teachers need to be skillful and able to join information with creativity and keep learners focused either inside or outside the classroom. Furthermore, the researcher advocated for the development of teacher-teacher relationships because teachers should work together to achieve common goals and to solve their teaching issues.

Surely, this work like any other work has come across some limitations namely, the students' non-cooperation and the lack of sources, especially in such period defined by the spread of the pandemic Covid-19.

It is worth mentioning that due to the covid 19, Flipped classroom approach becomes an inevitable alternative to traditional learning. In this respect, the following suggestions for the future examination should be considered: "The implementation of the flipped classroom through cooperative learning strategies and student-centeredness" "The effect of flipped classroom approach on self-efficacy."

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Appendix A

Appendix B

Students' Questionnaire

Dr. Moulay Tahar University

Faculty of letters, Languages, Human and Social Sciences

English section

First year students

Dear students:

you are kindly invited to answer the following questionnaire which is a part of research we are carrying about the use of flipped classroom pedagogy to improve master one EFL students 'speaking skill, we fully guarantee that your answers will be treated confidentially, thanks in advance

A brief definition of the flipped classroom: is a teaching method in which students first learn about the new subject at home, especially online, and then have discussions on it in class.

1. Age :

Under 25

Up 25

2. Gender :

Male

Female

3. Do you make research about the course before coming to the class?

Sometimes

Often

Never

4. Have you ever studied with a teacher who uses the flipped classroom method?

Yes

No

5. Flipped classroom method draws students' attention and interest towards the course?

Agree

Disagree

Neural

4. Flipped teaching develop students' speaking skill?

Agree

Disagree

Neural

5. Do you think you can lead a presentation only from watched videos and some digging in the topic before coming to class?

Yes

No

Sometimes

6. Do you believe that you will be more comfortable participating if you had enough background information about the course?

Yes

No

7. What type of lessons do you think are better to study without lectures?

8. Do you prefer traditional class or flipped teaching? Justify?

9. Which tools help you to develop your English language:

Videos

Books

TV shows

10. Do you have further suggestions and comments?

Teachers' Questionnaire

This questionnaire is dealing with a new approach of English teaching known as Flipped classroom, which is a type of blended learning. The teacher provides students with online lectures, videos before coming to the classroom, and the class time will be reserved for more active learning like discussions, projects or workshops. This research aims to investigate the Algerian teachers' attitudes towards this new approach in universities. We would be so thankful if you answer these questions.

Section 1: background information

1. Gender:

Male

Female

2. Age:

Under 30

Up 30

3. Degree(S) Held:

License

Master

Magister

Others

Section 2: perception of flipped classroom and its principles

4. Have you ever provided your students with videos or online documents to watch outside the classroom?

Never

Sometimes

Often

5. To what extent do you agree with flipped teaching principle that students are more involved when they are exposed to technological materials before coming to the class?

Agree

Strongly agree

Disagree

Strongly disagree

6 Have you ever used the whole time of the class for discussions and solving activities and project discussions?

Sometimes

Often

Never

7. Do you think that spending the whole class time solving activities gives teachers better insights into students' learning styles and difficulties?

Strongly Agree

Agree

Strongly Disagree

Disagree

8. Do you think that flipped teaching enhances students' level of participation?

Yes

No

Section 3: Suitability of Flipped Classroom in Algerian context (Moulay Tahar University)

9. Would you teach without lectures if you were allowed to?

YES

No

10. Do you believe that the flexibility of flipped classroom may threaten the traditional authority of the teacher inside the classroom?

YES

No

Please, Justify

11. Do you think that flipped classroom needs a skillful teacher?

12. Do you think that flipped classrooms are suitable in the Algerian universities?

Section 4: Further suggestions

13. Do you have further suggestions or comments?
