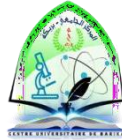


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**The Status of the Flipped Classroom in the Algerian
University in Post-Covid19:**

**Case Study of EFL Teachers of the Algerian
Universities and MasterOne EFL students of Barika
University Center.**

Dissertation submitted in partial fulfillment of the requirements for the degree of
Master in Didactics

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Dedication

In the Name of ALLAH, Most Gracious, Most Merciful

*All the Prays are due to ALLAH alone, the Sustainer of all the
worlds*

I dedicate this humble work:

- ❖ *To my symbol of beauty, patience and sacrifice; the best mother ever “Fadila”*
- ❖ *To the man who always pushed me forward and protected me; dear father “Wahid”*
 - ❖ *To my second father who always prompted me to do only things that satisfy ALLAH; my
brother “Mounir”*
- ❖ *To my brother who drew my smile when sorrowful moments; Nadhir*
- ❖ *To the closest to my heart; My little beloved brother “Yahia”*
- ❖ *To my second half; twin sister “Safa”*
- ❖ *To the prettiest and cutest nieces ever “Zineb” and “Jouairiya”*
- ❖ *To my companion on this trip who has always been encouraging me to accomplish this work
and not to surrender: Souad*
- ❖ *To my second mother “Malika”, second father “Lmakki” and sisters “Saliha”, “Wassila”,
“Sonya” and “Basma”*
- ❖ *To my darling coming baby for whom I am waiting with enthusiasm and big longing: Tamim*
- ❖ *And finally, to the man who supported me and has always been by my side in every single
moment; my everything “Thamer”*

Marwa BENYAHIA

Dedication

- ❖ *To my beloved parents, who raised me to believe that anything is possible: Amor and Rabiaa*
- ❖ *To my source of strength, my dear sons: Nidal, Djihad and Mohamed .*
- ❖ *To my lovely sister whose support leads me to be a better person " Raouia"*
- ❖ *I owe a great debt of gratitude to my amazing brothers: Imad, Ahmed, Basem and Ayoub.*
- ❖ *My special sincere gratitude must be dedicated to my dear friends :Hadjer and Mira whose help and encouragement gave me the strength to achieve my goals.*

To the love of my life; my husband: Fateh.

- ❖ *To my colleague who accompanied me throughout this journey and assisted me to finish this work: Marwa*
- ❖ *To all my family, all my teachers and my friends who make my life bright for their endless hours of fun, their love and support I dedicate this work.*

Souad BENKORICHI

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Introduction:

The sudden emergence of a contagious virus in China; exactly in Wuhan in December 2019, has influenced almost every aspect of life and education is not an exception. This virus came to be known as Corona Virus or Covid-19 and it affects mainly the respiratory system. A few weeks after its emergence, it was spread all over the world despite the efforts made by authorities to hinder its expansion.

Corona Virus landed in Algeria in March 2020 when the first case was registered. Many people got infected and things got worse; thus, the government had to suspend all public activities including education. Hence, schools and universities were closed on March 12th, 2020 and no one knew how long the situation would last.

Nevertheless, this unplanned suspension threatened the continuity of the educational system what led to the adoption of Flipped Classroom Approach to maintain high-quality teaching and learning.

Using flipped classrooms is one of the most important and new models being used to shift from face-to-face learning to online learning with the help of several technologies (Hamdan, Mcknight.P., Mcknight.K, & Arfaston 2013).

This approach seems to be opposite to the traditional teaching where the students are supposed to attend classes sitting in front of their teacher who presents lessons. The flipped classroom does not necessitate classroom attendance. Hence, policymakers found it an effective temporary solution to save education.

In fact, this approach was partially employed because of certain reasons so it was referred to as Flipped Classroom due to the fact that it was a mixture of face-to-face and online learning.

Background of the Study:

The flipped classroom has many other names like the inverted classroom or the flip. It was initiated by Jonathan Bergmann and Aaron Sams; two teachers who were using recorded lectures rather than traditional ones.

The flipped classroom differs from the traditional one in the way that it is based on taking the lecture outside of class and presenting them relying on some electronic tools and bringing the practical application assignments or what are referred to as homework, into the classroom (Educause, 2012).

Away from the Algerian context, the flipped classroom is assumed to target the middle school and most of researches and investigations related to this method of teaching /learning focus on K-12 (from kindergarten “5-6 years old” to the twelfth level “17-18 years old”). However, many interests arose to flipped classroom application in higher education as the flipped classroom aims at preparing students for future jobs and apply learned concepts in real-life situations.

The Berrett’s exploration of 2012 points out that for universities, the flipped classroom profits of the developed technologies to guarantee that the learning outcomes of students are accomplished.

Statement of Research Problem:

The spread of the Corona Virus led to schools, universities and all educational institutions’ closure. Therefore, the Algerian government had to find quick solutions in order to guarantee the success and completion of educational programs with the least damages.

Flipped Classroom is an excellent option as technology is available in almost every part of the world. Using flipped classrooms as a new and modern paradigm of education bears hopes for students to attain better learning results.

In addition, many researchers argued that such type of class can be used to reach effective learning as stated by Estes, Ingram & Junhong (2014). However, in the Algerian context, things may differ as Algeria is one of the third world countries and technology is not that spread. In this respect, the issue we want to investigate concerns the efficacy of flipped classrooms in the Algerian university in post-Covid time. In other words, the flipped classroom is undoubtedly of a great importance during the spread of Covid19. It conquers a wide area of interest as it helps to ensure education continuity in certain unusual circumstances. It also aims at achieving similar academic results to those achieved within normal educational conditions. However, we cannot assume that this high status of the flipped classroom can last when having things back to normal. In addition, we want to probe teachers' satisfaction about this approach as it offers them new ways to deliver a certain educational content within some abnormal situations. Hence, we can predict whether the flipped classroom is going to be employed in post covid time.

Research Questions

The research questions of this dissertation are raised with the awareness that “good research questions do not necessarily produce good research, but poorly conceived or constructed questions will likely create problems that affect all subsequent stages of a study” (Agee, 2009, p. 431). This pushed us to formulate and refine the research questions that are concerned with all the stages of the study. Hence, our study attempts to answer the following questions:

- To what extent is the flipped classroom implemented in the Algerian context?
- Is flipped classroom implemented successfully in all Algerian universities?
- What are the strategies used by university teachers to integrate flipped classrooms?
- What are the challenges that face flipped classroom learning?
- Will teachers continue using flipped classroom in post Covid19?

The first question is meant to check the possibility of implementing flipped classroom successfully in Algerian universities as the country lacks technological development.

The second inquires about the way teachers organize their content and teaching materials within flipped classroom approach and the strategies adopted to do it and check if it is similar to the traditional teaching.

The third question looks for the challenges and obstacles that may confront the flipped classroom implementation. Finally, the last question tries to anticipate the possibility of using flipped classroom in post Covid19.

Hypotheses

By trying to answer our research questions, we suggest the following hypotheses:

- The implementation of flipped classrooms in Algerian universities is not fully successful.
- Flipped classroom will be adopted by Algerian teachers in post-covid era.

The Aim of the Study:

Flipped classroom is considered to be a recent pedagogical approach that replaces the traditional teaching. Moreover, the emergence of coronavirus pandemic led to the avoidance of class presence as much as possible. Thus, the reason behind focusing on that particular subject is to check the application of this new concept in the Algerian context; more precisely, in the Algerian university.

Therefore, our study seeks to investigate flipped classroom implementation by teachers i.e., how teachers deal with this new approach and what strategies they adopt to teach. It aims also at checking whether flipped classroom is really effective. More precisely, this research attempts to attain the following objectives:

- The efficacy of flipped classroom in the Algerian context.

- The way flipped classroom is implemented by different teachers from different Algerian universities.
- The obstacles that can meet both teachers and learners when working within this approach.
- The facilities presented by the government to guarantee the success of the approach.
- -The results/ academic achievement of learners within the flipped classroom.

Significance

Although the flipped classroom emerged many years ago in other countries, this term is still vague and ambiguous in Algeria. Different studies in several countries have been conducted on flipped classroom but they either focus on its positives/negatives or its impact on students' academic achievement.

Very few studies have been carried out on its status in Algeria and whether it is successful or not. Through this study, we will try to remove the obscurity over this subject and explore the way of its application by Algerian teachers in higher education.

Ultimately, this study will hopefully provide data that allow us to know much about the flipped classroom.

Delimitations:

Our study is delimited to two main aspects. First, it targets flipped classroom as that new approach is not fully implemented in the Algerian context. Hence, when gathering data from our population, we take into consideration that our main concern is the flipped classroom in the Algerian university during Covid19. Second, due to time restrictions, we use the descriptive method rather than the experimental.

Definition of Terms:

Flipped Classroom: is a kind of blended learning. It is also called inverse model .Flipped classroom is generally defined as a pedagogical model that reverses the

traditional lessons. That means, in a flipped classroom, the students view their lectures at home as videos using different electronic tools while the activities and home works are completed in the classroom.

According to Lage, Platt and Triglia (2000) “Flipped classroom means the actions that usually have happened in the classroom now they take place outside the classroom and vice versa” (p.32). Bergmann and Sams (2012) defined it as “a setting where what is traditionally done in class is now done at home and what is traditionally done as homework is now completed in class” (p.13)

Online learning: first introduced in 1990 with the internet creation. It refers to a way of learning based on internet in which learners of different settings having various sights are linked.

Thus, online learning is a way of education whereby students are taught in virtual artificial environment. Actually, online learning has many interpretations. We may say that it is learning by electronic means. In other words, it is not studying through face-to-face meetings. It is rather attending lectures using different kinds of technological tools such as pc, phones, TV, etc

Traditional Education: is also known as face-to-face learning. It is the most popular and traditional type of learning which is based on learners' attendance of the lessons presented in the classroom and the teachers explaining the academic material. They listen to the teacher's explanation and do the tasks at home.

That is to say, traditional teaching is the act of teaching a number of students certain content by instruction where there is an alive direct interaction between the instructor and the learner. In this type of learning, there is a fixed time and place to conduct the session.

Blended Learning: According to Lanham, Augarand Zhou (2005), blended learning refers to the combination of traditional learning and online learning. It also connects asynchronous with synchronous online technologies of learning. Similarly, the definition of Osguthorpe and Graham (2003) focuses on combining distant learning systems with face-to-face instruction

Hybrid method: The Hybrid Learning Model refers to the blending and mixing of the learning environments: face-to-face classroom instruction and online environment. (Doering, 2006). Qi and Tian (2011) state that the hybrid learning has four characteristics which are: mixing synchronous and asynchronous learning, mixing self-paced with group-paced learning, mixing collective with individual learning and mixing formal with informal learning.

Motivation:

The current study cannot be accomplished without motivation.

Authorities are constantly trying to apply new methods and techniques to develop and achieve better learning; hence, more effective future citizens.

In fact, during corona virus pandemic, a new concept has been introduced in the Algerian university known as “Flipped Classroom” to ensure the continuity of education. The motivation of this research arose from two main factors which are:

- Our short experience with flipped classroom as Master students when we met some difficulties to cope with this new way of teaching.
- Being actual teachers in middle school and thinking about implementing this approach at this level of teaching/learning.

Research Methodology

- ***The Choice of the Method:***

To answer the research questions and accomplish our research aims, the study is carried out with a descriptive qualitative approach which seems to be more appropriate. Hence, our work is mainly based on describing the success of the flipped classroom implementation in Algerian universities and whether teachers will adopt this approach in post-covid.

- ***Population of the Study:***

Concerning the population of this study, we will work on both EFL teachers from Algerian universities and EFL Master one students of Barika. The choice of university teachers is made because they are more aware of the effectiveness of flipped classroom compared to the traditional class. They represent a reliable source of information as

being real testifiers of the flipped classroom. We also want to check students' point of view and perceptions of the approach as they witnessed both face to face teaching and flipped teaching.

- ***The Sample:***

The number of teachers in the Algerian universities is too great. This is why we need to work on a representative sample of 42 teachers. Relying on the convenient sampling technique, we selected some teachers we have access to; teachers from our university, teachers from Setif, Batna and Algiers which our supervisor knows and teachers who used to teach us in Constantine. Barika University Center teachers also helped us to reach teachers from other universities (Ilizi, Ain Temouchent, etc) by giving us their email addresses. The purposive technique was adopted to gather data from Barika University Center students.

- ***Data Gathering Tools:***

The most suitable tools for our research are both questionnaire and observation. The former will be a tool to collect the needed information from teachers who will answer a questionnaire divided into three main sections. The first section helps in gathering some data about teachers' background (age, gender, etc). The second section will focus on higher education teaching, and the third one will target the flipped classroom implementation. The questions will vary from closed to open-ended ones. The latter data gathering tool, observation, will take the form of a checklist. The checklist will be employed to verify the availability of a specific number of criteria, actions and conditions and it will be distributed to the students.

The structure of the study:

This dissertation consists of an introduction, a main body and a conclusion. The introduction contains the main elements that illustrate the format of our study. These are: the statement of

the research problem, aims, significance of the study, research questions and hypotheses, limitations and delimitations of the study, definition of key terms and variables, motivation and the Structure of the dissertation. The second part of the dissertation, the main body, is divided into two chapters. The first chapter is purely theoretical. It contains the literature review that is relevant to our inquiry. It aims mainly at providing a significant review of literature related to the problem. It presents definitions, theories, other researchers' findings and points of view, etc. The second chapter, on the other hand is analytical. It presents the fieldwork analysis. It includes the methodology of our study and the results obtained from it.

It explains the methodology employed in this study as a qualitative approach research and a justification for its use is provided. It includes the research methodology that is adopted, the population which is under consideration and which participates in the study, sampling, data collection and data analysis procedures.

It also analyzes the data gathered from each tool, interprets them and suggests solutions. The last part of our study, the conclusion, implies a summary of the whole research. It draws conclusions and discusses the main findings gleaned in the field work. It also provides some recommendations and directions for further research.

Limitations:

This section represents the scope of our study. It describes the circumstances that restrict our inquiry. Regarding the fact that the research restrictions cannot be controlled, it is worth mentioning any limitation that might influence the results of the research. Based on that, the limitations of our study are:

- ❖ First and the big challenge is time. Being restricted by only a few months with a lack of complete contact with the participants led to difficulty in gathering data.
- ❖ The lack of direct contact with teachers.

- ❖ The reliance on distributing the data gathering tool; the questionnaire, to teachers via email led to waiting for too long to, unexpectedly, receive a very limited number of responses despite the fact that we sent it to a huge number of participants.
- ❖ When using Google forum to facilitate things for teachers to answer our questionnaire, some of them did not take it seriously; hence, we were obliged to annul their answers.

Chapter One**Literature Review**

A few years ago, teachers used classical lessons or face to face learning in the classroom and taught students for generations by explaining the lesson in the class then giving homework to be done at home. Brame (2012) declares that “The thought behind this type of teaching is that the teacher gives the students their first exposure to material in the classroom and then students work on a piece of homework to solidify their new information onto paper” (p.5). Thus, when students do not understand any concept when doing the homework, the next day, they would ask their teacher to re-explain the previous lecture and cover any misunderstanding over the homework during this review. This traditional way of teaching has been adopted for many years achieving a huge success of the students; however, it has some criticism as Kirschner, Sweller, & Clark, 2006 claim.

This educational way of teaching have been changed by teachers as learners have been transformed from passive students in the previous generations to more active students who keep up with the development using technology in their own life. Brame(2012)states that “Revealing information about modern student learning styles has been brought to the frontline of education” because face-to-face learning obliges students only to keep hearing what the teacher presents in the class and taking notes. so according to Brunsell & Horejsi, (2013), this manner of teaching has been shown unsuccessful and irrelevant to the learners.

Nowadays, both teachers and learners use technology. In the late1990, the hybrid classroom or what is known as flipped classroom changed the traditional way of teaching and inverted it i.e., what was usually done in class is done at home and vice versa.

At that time, teachers had the propensity to transmit their content online and it was rapidly spread all over the world. The flipped classroom approach has; therefore, become one of the

most popular instructional approaches in recent years mainly with the sudden emergence of a contagious disease caused by coronavirus which highly affected education.

1. Education during Covid19

1.1. Definition and emergence of Covid19

Covid19 is an illness caused by SARS-CoV-2 (the coronavirus which appeared in December 2019). This disease is infectious and severe as it caused a great unexpected number of deaths around the world in addition to long-life problems in some people who have been cured from the illness.

Covid19 has many symptoms including fever, cough, shortness of breath, muscles ache, loss of taste or smell, diarrhea, etc. Covid19 was discovered in December 2019 when the Health Authority of China warned the World Health Organization (WHO) about the sudden increase of a number of pneumonia cases in Wuhan City, China and the reasons behind this spread of pneumonia were unknown. On the 7th of January, the group that was studying the virus named it SARS-CoV-2; Severe Acute Respiratory Syndrome Coronavirus 2 after identifying it from a sample of patients and the illness resulted from this virus was referred to as Covid19 (CoronaVirus Disease 2019) by the WHO.

On January 30th, officials reported about 7736 confirmed and 12,167 suspected cases in China. Moreover, 82 cases had been found in 18 other countries. Consequently, the World Health Organization announced the outbreak of SARS-CoV-2 and declared it as a Public Health Emergency of International Concern (PHEIC). Lapada et al (2020) state that Covid-19 did not impact only people's health but it also stretched up to other aspects of life such as education.

1.2. Covid19 and Education

Covid19 pandemic had been proclaimed to be a global pandemic on March 11th, 2020 (European Centre for Disease Prevention and Control, 2020). Consequently, “Lockdown and staying home strategies have been put in place as the needed action to flatten the curve and control the transmission of the disease” (Sintema, 2020). Authorities attempted to find effective solutions in a short time mainly for education as it had been greatly affected due to universities and academic educational institutions closure.

Hence policymakers viewed that there is a need to shift from traditional educational system to the use of technology as a mandatory means to save education; thus, e-Learning had been adopted. However, “Moving smoothly from an environment of conventional education to distance and virtual learning could not happen overnight. The rapid transformation is linked to various obstacles and challenges at this point” (Crawford, Butler-Henderson, Rudolph, & Glowatz, 2020).

In the Algerian context, distance learning was not a common concept before the Covid19 pandemic so teachers and learners lacked familiarity with this new form of education; however, this obstacle did not prevent stakeholders from adapting this new notion.

Covid19 is a significant matter that requires the entire world’s collaboration in order to decrease its effects. Corona virus pandemic has fully modified individuals’ way of life in all life aspects.

The wide spread of coronavirus has led to many changes including higher education. These changes created obstacles to learners such as: unavailability of the net, lack of awareness and lack of time. Moreover, the major limits for both teaching and learning during COVID-19 were preparation issues for online teaching, so these challenges had almost impacted higher education learning and teaching. Therefore, higher education authorities had to adjust educational policies by taking into consideration all aspects of

teaching and learning

Chapter One: Literature Review in higher education.

2. Online, Distance and E-learning

The field of higher education witnessed a lot of changes in all its several sections and levels. The integration of technology in teaching and learning is considered to be the most interesting change. In this field, since 1990s, a new phenomenon has emerged and started to flourish; that is online university lectures.

Due to the misunderstanding of the new concepts, students get perturbed for using the appropriate term; distance; online or e-learning. In fact, most of them use these concepts interchangeably. However, none of them can replace the other but they can share some common characteristics. To assure comprehension, the nomenclatures are expressed in the following:

Online Learning

Online learning is a form of distance learning. It is an educational method that is applied via internet using various electronic devices. It is a way of conveying knowledge in distance rather than physical attendance at the university or department.

In other words, online learning permits the teachers to establish and post lectures and tasks that are accessible to students on the net. Online learning seems to be a young field comparing to distance education that goes back to 1800s.

Benson (2002) considers online learning a version of distance learning that is revised and updated. Other investigators design a direct relation between the distance and online learning form (Volery&Lord,2000). Watson and Kalmon (2005) consider online learning as that type which delivers courses and materials via Internet.

Bates (2016) claims that online learning refers to the fact that teachers intend to pre-design their courses in order to present them fully online.

What is common in the most definitions of various researchers is that online learning requires the use of technology intermediate. When teachers and instructors want to apply online learning, they have to take into consideration the essential matter “respecting the cultural dimensions”.

Mcdermott (2019) argues that most learners prefer online learning than other types of learning because it provides them with more versatility and comfortableness especially for those who cannot interact suitably in their classes because of certain personal issues. Moreover, Singh and Thurman (2019) affirm that students support online learning as it enables them to learn independently anywhere and communicate with their teachers and their colleagues as well. However, effective online learning requires a careful attention, design and well structured preparation (Branch and Dousay, 2015).

Distance Learning

Distance learning is considered to be a sub-field of education that targets teaching delivery through the integration of technology to students who are not supposed to attend a traditional classroom setting. Honeyman and Miller (1993) describe it as “a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both” (p.68). The term distance learning denotes the focus on making education accessible to students without time and place constraints. The principal definition of distance learning emphasizes the teacher’s and students’ physical separation. The latter is to be filled relying on technological resources (Casarotti, Filliponi, Pieti&Sartori, 2002, p.37).

Distance learning is rapidly becoming a crucial part of education in both developed and developing countries. Moreover, a great interest in distance learning exploded due to its contribution to social and economic growth as well as the need for upgrading skills together

with technological development. Eventually, literature about different aspects of distance learning expanded.

In fact, distance learning increases access to learning and training giving opportunities to update and enrich one self. Furthermore, it is characterized by its convenience and flexibility as many of the technologies are easily available at home and students are able to individually participate in the learning process whenever and wherever they wish.

E-Learning

Definition

According to Fry, 2000, E-Learning refers to the presentation of an educational content via network where there is a distant interaction between the presenter who is supposed to be the teacher and the learners. Guri-Rosenblit (2005) states that e-learning refers to the use of electronic media either partially to complete classroom functions or as a full replacement of the face-to-face learning using online meetings.

However, according to Arkorful and Abaidoo (2015), there is no one common definition of e-learning as this concept is considered to be a subject of much debate especially when it relates to education and technology communities.

On the other hand, Tao et al. (2006) stressed the fact that e-learning is based on the electronic networks that gives to learners the opportunity to individually receive certain content and have flexible learning arrangements.

Brief History of E-Learning

The term “e-learning” was originally formulated by Elliot Masie at his TechLearn Conference in 1999 where the term was used in a professional context for the first time (Gutierrez, 2014). In the mid-1960s, computers and teleprinters were introduced by some psychology professors in elementary schools at Stanford as an attempt to teach arithmetic and spelling (Suppes, 1971).

In 1960, e-learning took place in higher education when the University of Illinois had created an Intranet that contains a system of related computers to enable students to have access to their courses and listen to recorded lectures (Argawal& Pandey, 2013). In 1995, the first purely online high school—CALCampus—was established in New Hampshire (Origins of CALCampus, n.d.).

That institution allowed the students to interact and receive instructions over the internet. In the early 90s, Open University in the United Kingdom, Netherlands and Germany also established institutions based on e-learning and delivered online learning courses across Europe.

To sum up, online, distance and e-learning are teaching strategies that is becoming increasingly interesting for those who are interested. Through the use of internet, students can study wherever they are; however, these strategies have benefits as well as drawbacks.

3. TheChallengesthatFaceTeachers/LearnerswithinOnlineTeaching/Learning

The Covid-19 emerged and spread rapidly all over the world affecting many fields such as business, trade and education. In the latter, educational institutions were closed and online learning was adopted as a solution to teach students using online platforms. The sudden and quick adoption of online learning created a great challenge for both teachers and learners as they faced many obstacles and difficulties during the actual application. “Moving smoothly from an environment of conventional education to

distance and virtual learning could not happen overnight. This rapid transformation is linked to various obstacles and challenges at this point” (Crawford, Butler-Henderson, Rudolph, & Glowatz, 2020, p.45).

Challenges that Face Teachers:

The process of integrating online learning in education seems to be a simple task; however, it is actually very difficult and complicated as teachers may face many obstacles when implementing it.

To illustrate, internet connection is considered to be the major problem that create many difficulties for both teachers and students. Among these difficulties, we can mention: “downloading errors, installation issues, login issues, audio and video problems and so on” (Shivangi, 2020).

In addition, collecting a whole class at the same time online is a hard mission as students may not be available at once, especially in higher education, where adult students might have other responsibilities other than studying. The fact that the instructor/teacher may not be able to have all the students present in a virtual classroom at the same time may create other problems such as “lack of lip coordination and verbal clues, time lags, bad sound and pictures, turn around, etc become major challenges” (Coverdale Jones, 2000; Hampel & Stickler, 2005; Wang, 2004). Moreover, accessibility to internet, bandwidth and technical breakdowns are other serious issues that face online teaching. Furthermore, it is claimed that teachers are unable to manage the teaching pattern because they cannot interpret their students’ moods and reactions. (Lokanath et al, 2020). Teachers also struggle to have an idea about how their students perceive the presented content and whether they comprehend it appropriately.

Furthermore, when teaching online, teachers may face the challenge of creating an interactive environment among their students and they find themselves unable to show creativity in their teaching what results in students' lack of interest and motivation. (Muhammad and Kainat, 2020). This makes of teachers more supportive to the blended method of teaching. This method is similar to the flipped classroom in the sense that they both mix online learning with traditional learning. However, the main difference lies in the fact that the flipped classroom is based on presenting lectures online and performing activities in class whereas blended learning combines the traditional teaching methods with e-learning technology Stein and Graham (2014) define blended learning as "a combination of onsite (i.e., face-to-face) with online experiences to produce effective, efficient, and flexible learning" (p, 9). Some authors claim that blended learning provides more flexibility in selecting the technological tools while according to Hess (2013) flipped classroom enables the students to acquire knowledge and receive content through short videos that are presented online.

Challenges that Face Learners:

Students identified many problems while learning online. Those problems include lack of contact with the teacher and absence of real class-like socialization (Muhammad & Kainat, 2020). Gilbert et al (2015) affirm that not all students have stable internet at home nor do they have computers to study online. In addition to that, students may fear losing marks when doing the given homework because of lack of connectivity as teachers' assignments are, generally, time limited. (Tanveer et al., 2020). Tanveer et al (2020) also state that students complain about the fact that some of the online-presented content is too difficult to be studied and understood alone. They claim that they need teachers' assistance and explanation. They also complain about their teachers' methods

of teaching online as they find them unstimulating and expected. Hence, Hathway (2013) advocate for the adoption of different learning resources and teaching methods in order to keep students motivated and engaged in their courses.

4. Flipped classroom

The global spread of technology made of it necessary in everyone's daily life. Thus, it is not surprising when teachers use technology at school because they are simply keeping pace with modernization. Hence, most of the teachers depend on the net to prepare their lectures and do tasks in addition to posting online videos. Technology affects the learners' learning too. Due to its wide spread, learners are able to review the previous content that was posted by teachers and missed by learners because it is always available.

Furthermore, they are, sometimes, supposed to practise in the classroom on what has been viewed in the online content. This act is referred to as the flipped classroom. It is called the flipped class because what used to be done in the classroom is done at home and vice versa. In other words, the lecture is prepared by the teacher and presented at home via videos and the homework (assigned problems) is done in class.

However, successful flipped teachers believe that the flipped classroom is much broader. It is realized that people have a lot of mis-understandings about the Flipped Classroom and many controversial claims about whether this is an effective instructional methodology.

Brief History of Flipped Teaching:

Due to the importance of internet and technology, especially in education, online courses replaced face-to-face learning which is referred to as flipped classroom.

A flipped classroom is a learning model. It is one of the newly created approaches to teaching that relies on technology to present the traditional lecture outside of the class time and engage students in interactive activities in face-to-face time.

The flipped classroom is not a new term. In fact, its origins go back to 2007 when the two high school chemistry teachers in Colorado; Jonathan Bergman and Aaron Sams, introduced this concept. They were looking for a way to present lessons to their absent students because of some conditions.

Hence, they began recording their classroom lectures then posting them on line so that students could access them at home. At this time, YouTube and online videos had just started. These two teachers stated that in the flipped method of teaching, what is generally done in the class is now done at home and vice versa.

The order of traditional actions and the implementation of technology in the learning process is done systematically (Strayer, 2012). Contrary to what have been said, according to many scholars, such as Horn (2013) and Tucker (2012) neither the use of the technology nor flipping the order of the tasks may guarantee the effectiveness of the learning process in the flipped classroom. What is more interesting is the way of applying what we said above to create an efficient teaching and learning process. So this technological change in teaching is named Flipped Classroom.

Contributions of the Flipped Classroom to the Educational Environment

Lage, Platt & Treglia (2000) state “with the use of new learning technologies, it is possible to move lectures which were presented inside the classroom to outside the classroom and learning activities which occur outside the classroom to inside the classroom under the instructor’s guidance”. (p, 143).

Hung (2015) claims that a study of literature presents that there are many terms that refer to flipped teaching and which have been used in various researches.

According to Karagozlu and Uzunboylo (2015), many terms are used by many researchers to refer to the same learning approach. To illustrate, Novak (2011) uses the term ‘just-in-time teaching’. Bergmann and Sams (2012) use the term “flipped classroom”. Lage and Platt (2000) refer to the approach as “inverted classroom” whereas Barker, Quennerstedt and Annerstedt (2013) use the term “inverted learning”. To ensure a successful flipped classroom, it should be well planned. Moreover, both instructor and learner should take their responsibilities.

In fact, all levels of Bloom’s Taxonomy can be attained within the flipped classroom. The content that is presented outside the classroom in form of lectures suits the lower levels of Bloom’s Taxonomy, such as understanding and remembering. On the other hand, the content that is presented inside the classroom, which usually takes the form of activities, suits the higher order levels, such as creating, evaluating, analyzing and applying (See & Conry, 2014).

Kim, Kim, Khera & Getman (2014) suggest some principles that should be taken into consideration when designing flipped classroom content:

- Giving the chance for students to have some background knowledge before getting in the class activity.
- Motivating students to attend and follow online lectures to get ready to the class activity.
- Preparing methods to assess students within the flipped classroom.
- Relating the activities that are done in the class to what has been presented outside of the class in the form of online lectures.
- Providing the students with a clear well explained guidance on how to work within the approach.
- Giving the students enough time to accomplish the assigned activities.

- Immediately commenting on students' work whether it is an individual or group work as they have the right to receive a feedback about what they do.
- Using the technologies that are easily accessible to all students.

Enfield (2013) explained that the flipped classroom encourages students to learn outside whenever and wherever they are. Hung (2015) demonstrated that students', after learning within the flipped classroom, showed a positive change in their participation, satisfaction and performance. McLaughlin and Rhoney (2015) expressed that the instructors and teachers who adopted the flipped classroom have become more aware about the suitable teaching strategies they can use. In addition, Kong (2014) stated that "teachers improve the sort of resources they have, experience reflective discussions and share their instructional practices by using the flipped classroom mode".

Advantages of the Flipped Classroom

The concept of "flipped classroom" was becoming more and more famous. However, different points of view and notes have been expressed about its validity as argued by Hall and DuFrene (2016).

Like many approaches of teaching, flipped classroom has various benefits for both teachers and students; thus, the following elements represent the most interesting ones.

- 1- The rising effectiveness of using time: posting of pre-lecture in a form of videos allows teachers to spend less time in exploring topics. Eventually, it makes it possible for students to ask as much as numerous questions and solve ambiguous problems. Moreover, it allows teachers more time to discuss misunderstandings and explain things.
- 2- Students who cannot attend classes due to some circumstances are not left behind: in flipped classroom the absenteeism is not considered to be a serious problem because the lectures are always available online. Thus, students may review the content whenever they are free.

- 3- Allow students coming to class prepared: before coming to classes, students have already a prior knowledge about what they are going to study. Therefore, it is a great way to involve students in shaping the classroom sessions.
- 4- The posted online videos allow those who need them to reuse for several times when they need lectures.
- 5- Teachers who use flipped learning strategy stated that there was an improvement in the students' performance and the majority of them prefer using it during the coming years.
- 6- The flipped classroom creates an environment where students are responsible for their own learning as they are supposed to learn individually receiving an online content, attempting to comprehend that content and be directed towards the practice in the classroom.

Disadvantages of the Flipped Classroom

Using the flipped classroom in the class led to noticing some problems by the educators. Thus, some points of criticism have been viewed by those who adopt this model.

Ash (2011) states that implementing face-to-face lessons online is not effective for the transmission of certain content. In addition, not all the students have access to internet. As a result, they may not be able to view their lectures online. That obstacle forced teachers to find new ways to contact students and make up what have been missed.

Furthermore, the online content, posted by teachers, is not always fully understood resulting in a decreased proficiency of controlled metacognitive tasks in the lecture. Milman (2012) declares that in order to guarantee an effective implementation of flipped classroom, the responsables have to provide the suitable means for teaching within this approach that needs heavy efforts and time.

Additionally, when using this strategy, an obstacle has been identified. Various schools that invested in technology for their learners discovered no change in the performance and achievement of the students. Generally, teachers have to be provided with training and support to adopt that new approach because some of the older ones may not know how to use it effectively and in the right way.

Lastly, Keene (2013) says that instructors should not forget that each student has various styles of learning; thus, some of them may prefer the class lectures instead of online ones. Despite of the good reaction of students when receiving video lectures, there is a proof that many of them remain dependent on the explanation and teacher's commentary in class (Engin & Donanci, 2015).

Conclusion

To conclude flipped classroom is a teaching approach that is adopted to shift from face to face learning to a new method of teaching in which the learner receives lectures in a distant way then comes to the class to clarify the ambiguous items. Higher education has witnessed several changes among which the application of that strategy which has advantages and disadvantages.

Chapter Two

Introduction

1. Research Methodology Design

In respect of what have been mentioned in the previous literature, flipped classroom approach replaced the traditional way of teaching in order to reduce learners' presence in class during some exceptional circumstances such as the emergence of corona virus.

Moreover, this literature clarified the conditions in which teaching and learning have changed. Thus, with the large spread of online learning reputation all over the world, our education witnesses a noticeable change in the way higher education should and can be delivered.

Evidently, the purpose of this section is to discuss the research design and to spot the light on the details of the methodology used to investigate the status of implementing flipped classroom in the Algerian universities. Furthermore, it delineates the research methodology followed and presents the research instruments as well as models upon which the study was carried out in order to reach the goals of the research methodology. In addition, it provides an overview of the flipped class which is considered to be the center of this study.

Firstly, the section displays the main patterns identified in the literature and explains the reason behind opting for the qualitative methodology in the current study. Secondly, it clarifies the recruitment and selection of participants, data collection tools and analysis procedures.

This section also describes the procedures followed in the study and highlights a detailed account of the targeted population, the technique of sampling, data collection tools and analysis procedures.

Research Questions

This study aims mainly at investigating the efficacy of flipped classroom and its status in post Covid era. In others words, it seeks to find out whether the adoption of the flipped

classroom is successful in Algerian higher education. Furthermore, it endeavors to explore teachers' attitudes and points of view towards this method during the spread of coronavirus which has affected education continuity and even in post covid. In general, this research is conducted to suggest some answers to the raised questions related to the implementation of flipped classroom in the Algerian university.

Targeting the status of the flipped classroom in the Algerian university, the following questions are cited the answers of which would provide a clearer understanding of that approach:

- Is flipped classrooms implemented successfully in all Algerian universities?
- What are the strategies used by university teachers to integrate flipped classrooms?
- What are the challenges that face flipped classroom learning?
- Will teachers continue using flipped classroom in post Covid19?

The first question aims at investigating whether flipped classroom can be employed effectively in all Algerian universities. This question was raised due to the fact that educational, financial and even social conditions differ from one region to another i.e. from one university to another. This difference makes the flipped classroom implementation in many universities distinct in terms of success or failure. The second question targets the strategies that can be adopted by teachers within the flipped classroom. These strategies concern materials teaching/delivery, reinforcement, evaluation and assessment, etc. Knowing that any approach can have some negative aspects; teachers may face some challenges when trying to apply and this is the case with the flipped classroom. Thus, the third question attempts to find the challenges that can emerge within flipped classroom learning. The last question tries to anticipate whether teachers are satisfied with this approach and are willing to adopt it in post-covid era.

Research Hypotheses

In order to address the previously mentioned questions, we suggested the following hypotheses:

- The implementation of flipped classrooms in Algerian universities is not fully successful.
- Flipped classroom will be adopted by Algerian teachers in post-covid era.

The sudden emergence and spread of Covid-19 has affected educational as a whole and higher education is not an exception. The ministry adopted flipped classroom as an effective approach to save education in such exceptional conditions. However, the implementation of that approach is unplanned. Neither teachers nor students have the sufficient knowledge about how to appropriately teach and learn within that new approach which has been used for the first time in the Algerian context. Hence, because of the unexpected decision to implement the flipped classroom in the Algerian university and the lack of experience and training on how to implement the approach, we cannot assume that the flipped classroom approach is implemented successfully nor can we affirm that it failed in the Algerian higher education. Therefore, our hypothesis suggests that the approach is successful in Algerian university but not fully because it was not well organized.

However, we expect that Algerian teachers will adopt the approach because it has many advantages. Moreover, it is possible to expand its implementation to middle and secondary schools especially if teachers and learners receive the sufficient training on how to work within the flipped classroom.

Setting, Population and Sample

Setting:

At the aim of getting perceptions of teachers and learners as they represent the two pillars of education, the target population for this research contains students from English department at Barika University Center and teachers from the Department of English from different Algerian universities.

The setting of this study was the same for all data gathering: Departments of English in different Algerian universities in addition to our English department in Barika.

Population:

The target population for this study includes Algerian university teachers of the departments of English and Master Students of English department at Barika University Center. We have mainly targeted this population for the following two reasons.

First, during the years 2020-2022, learners have received their lectures via several active learning methodologies the most important one of which is the flipped classroom. In this research we have chosen master one students due to ease of access as they are studying in our university. In addition, they were selected on the basis of the purposive sampling because those students have studied within both traditional and online learning.

Second, we have chosen university teachers (EFL) because our supervisor has constant contact with her colleagues which facilitates data tools distribution and data gathering. Moreover, they are already familiar with both the traditional way of teaching and the flipped class teaching; hence, they are more aware of the efficiency of flipped classroom. In addition, they represent an essential and precious source of data being testifiers and appliers of that method. Furthermore, we worked with teachers from different Algerian universities to guarantee that the collected data does not concern only specific universities; thus, we ensure data validity and creditability.

Sample:

Aiming at selecting a representative sample which provides us with results that can be fairly generalized overall population, a sampling technique is made to reach our objective; namely the convenience. Dörnyei (2007) and Gray (2014) argue that the convenience sampling method in higher education is widely used by researchers in general and the English as a Second Language (ESL/EFL) field in particular.

The sample of this study consists of Algerian university EFL teachers from English Departments of Barika, Batna, Setif, M'sila, Guelma, Constantine, Algiers, Relizane, Setif, Mascara, etc. It also consists of Master one students of English in Barika University Center during the academic year 2021/2022.

The participants were 80 students who belong to our department and who have already been studying within the flipped classroom for the second successive year (because of Coronavirus). Therefore, they are quite knowledgeable about this new approach and they are required to answer a set of statements in a checklist to reflect on their perception of the flipped classroom. In addition, teachers from several Algerian universities teaching in the departments of English represent a sample of the target population. They consist of Batna university (4 teachers), Setif (3 teachers), M'sila (4 teachers), Relizane (1 teacher), Constantine (7teachers), Barika center (10 teachers), Mascara(2 teachers), Tebessa (1 teacher),Annaba (1 teacher), Guelma (1 teacher), Algiers (2 teachers), Ilizi (1teacher), Ain Temouchent (1 teacher), Saida (1teacher),Chlef (1teacher). Teachers were given questionnaires that consist of three sections, whose responses would give different kinds of information. Teachers of other universities received the questionnaire via their emails whereas Barika University Teachers were given hard copies. Those teachers are of different ages having different teaching experiences. Ultimately, in order to test the accuracy and validity of our tools in the research, we relied on Crombach alpha reliability test.

2. The Choice of the Method :

The selection of the most suitable method to be adopted in a study is considered to be the most difficult task. Likewise, Myers (2009) declares that the method of the research refers to the way of conducting one's study to move from the theoretical assumptions to practical actions including the research design and data collection. Through this study, we attempt to analyze students' and teachers' satisfaction with the implementation of the flipped learning model in online learning. Moreover, we seek to study whether there is an improvement of the application in higher education, especially in Algerian universities. We have chosen a descriptive method because we are dealing with human beings with different impressions. Another reason behind opting for this method is that we need to address students' and teachers' opinions and thoughts about flipped classroom application.

Importantly, we are fully conscious that the descriptive method can bias our study and lead to misinterpretation or misunderstanding of the treatment. Meanwhile, to avoid that venture, we guarantee a carefully planned set of descriptive tools boosting with personal presence while gathering data.

Qualitative Method Approach:

During this study, we attempt to analyze students' and teachers' satisfaction about applying flipped classroom. Because of that, a qualitative method research design is applied as the method helps to deepen and expand our understanding of how things are. Shank (2002) defines the qualitative research as "a form of systematic empirical inquiry into meaning" (p.5). In other words, the qualitative research implies making sense out of experience in an ordered well planned way. Moreover, the qualitative research involves studying things naturally without trying to edit their settings in order to interpret them. (Lincoln, 2000).

In fact, conducting a qualitative research has many advantages. It provides a detailed understanding of participants' emotions, thought and experiences through describing them deeply and interpreting their behaviours and actions. (Denzin, 1989). Furthermore, the

qualitative research entails the use of certain data gathering tools such as observation and interview what requires a direct contact between the researcher and the participant what gives more credibility and reliability to the data.

Hence, this study was conducted as a qualitative method and sought the opinion of teachers who could share their experiences with flipped classroom teaching methods. An affirmation was placed on collecting data about attitudes, opinions and beliefs which teachers and students have had while implementing flipped classroom techniques against a more traditional in-class oral lecture model with the hope of gathering information for the future use of that approach. Also, an assumption was made that the participants would have insights to share about the benefits and obstacles encountered and whether they find it useful or not.

The data collected to answer the research questions was gathered from the checklist given to students and questionnaires distributed to teachers.

5. Data gathering tools:

In this study, the data collection procedure is designed to address the research questions by providing information using a qualitative method. Hence, it focuses on selecting the needed appropriate tools which allow us to reveal the perceptions of our participants. For this reason, our research entails two different data gathering tools which comprise a questionnaire for teachers and a checklist for students.

The questionnaire

The choice of the questionnaire was made because of its famous features of validity and reliability. In other words, it permits participants to give their opinions anonymously and confidently; as a result, they will respond with a high degree of honesty. Besides, the questionnaire was designed to contrive points of view of the sample.

The first method of data collection in this study included a questionnaire that was distributed in two ways: online (via Google form or via emails) and as a hard copy handed to EFL Algerian

teachers and our department teachers. We designed a list of sixteen questions created to collect information about their experience while implementing flipped classroom approaches.

It also included several optional follow up questions for use in cases where more detailed clarification about the responses is needed; such as explaining the way of teaching students within the flipped classroom and arguing about the success or failure of the approach in one's university. The questionnaire is divided into three sections. The first one is concerned with general information (age, the name of the university and department where they teach and their experience in higher teaching). The second section is about online teaching. This section includes six questions ranging from yes/no questions to multiple choices. Finally, the last section is about flipped classroom in the Algerian universities. Furthermore, the questions vary from open-ended to close-ended ones.

Checklist

To better clarify and elucidate our process of data collection, the distribution of data gathering tools "checklist" is portrayed to check the students' general perceptions and satisfaction. A checklist was distributed hand to hand to master one students of Barika Center. Thus, it was accomplished with the help of teachers who allowed it to take place during their classes.

Furthermore, the items of the checklist seem to be declarative statements measured through five-point Likert scale that ranges from strongly disagree to strongly agree. It was designed for English master one students. The checklist was handed to them during their first exam. We intended to distribute them during the exams to ensure the presence of all students of the academic year 2021-2022.

Additionally, the checklist is composed of thirteen statements to investigate the students' opinions. It begins with statements concerning online learning, then moved to

statements about flipped classroom. It ended with their satisfaction about it how they prefer to study in the future.

Crombach Alpha will be applied in order to guarantee the validity and reliability of the results obtained from the checklist and the questionnaire. Reliability refers to the instruments' consistent measuring whereas validity is concerned with the extent to which an instrument measures what is intended to measure.

6. Data Analysis Procedures

Although collecting data is an important step in conducting a research, it is insufficient to be the only one. Furthermore, there is another step that the researcher should pass through. In other words, the researcher has to analyze and interpret his/her findings and results. However, this is the most important part in the study.

The current study adopts the descriptive method. Hence, we need to use descriptive analytical procedure. The answers gathered through the questionnaire and the checklist are analyzed and interpreted by focusing on describing what the information reveals.

Validity and Reliability

Validity and reliability are two major aspects that must characterize a scientific research, mainly the qualitative one. The former refers to how much a concept is accurately measured. For example, a survey that is intended to study insomnia while, in fact, it studies mania is not considered to be valid. The latter describes a research consistency in revealing the same results when used repeatedly in different occasions. Validity and reliability are intended to answer the following question: How can a researcher convince his/her audiences that the research findings of an inquiry are worth paying attention to?

Patton (2001) claims that "validity and reliability are concerned with analyzing results and judging the quality of the study". Thus, the adequacy of any study is restricted fundamentally by both validity and reliability.

In this respect, to ensure that our study is both valid and reliable, we have conducted a pilot study. We have selected from the target sample a number of participants (both teachers and students) and asked them to answer the questionnaire and the checklist. After that, we relied on the Crombach Alpha to check the reliability of our data gathering tools

This section demonstrated the research questions and clarified the purpose of each one. In addition, it identified which research method was chosen. Then the setting and population are described in detailed way. It also included the sample of the study and its context as well as the validity and reliability of the tools. Moreover, the chapter included the tools and procedures used to collect data. Furthermore, it described and highlighted the steps of data analysis procedures.

Results and Findings

Checking the effectiveness of the implementation of flipped classroom in the Algerian universities is the main purpose of our research. In other words, our study aims to investigate whether flipped classroom is successful or not. So, both questionnaire and checklist have been used to gather data about Algerian university teachers' and students' attitudes toward that approach. Therefore, the research is conducted on the basis of the two pillars of education; teachers and students, to reveal different points of views and ensure more credibility.

This part of our study portrays the collected answers from both teachers and students. Moreover, it analyses the data gathered from the two instruments which were used to gain the required information. Furthermore, it includes interpretations of the results and reports the feedbacks of this study which may aid in writing the important recommendations that could help the future students and investigators.

1. Teacher's questionnaire

Pilot study: As we have mentioned in the previous chapter, before distributing our questionnaire to the teachers and to ensure the reliability of this instrument, we have chosen five teachers from English department at Batna 2 University in order to do our pilot study. Then, we used the Cronbach alpha to check the results gathered from the questionnaire. The result is estimated to ,612

Teacher's questionnaire findings:

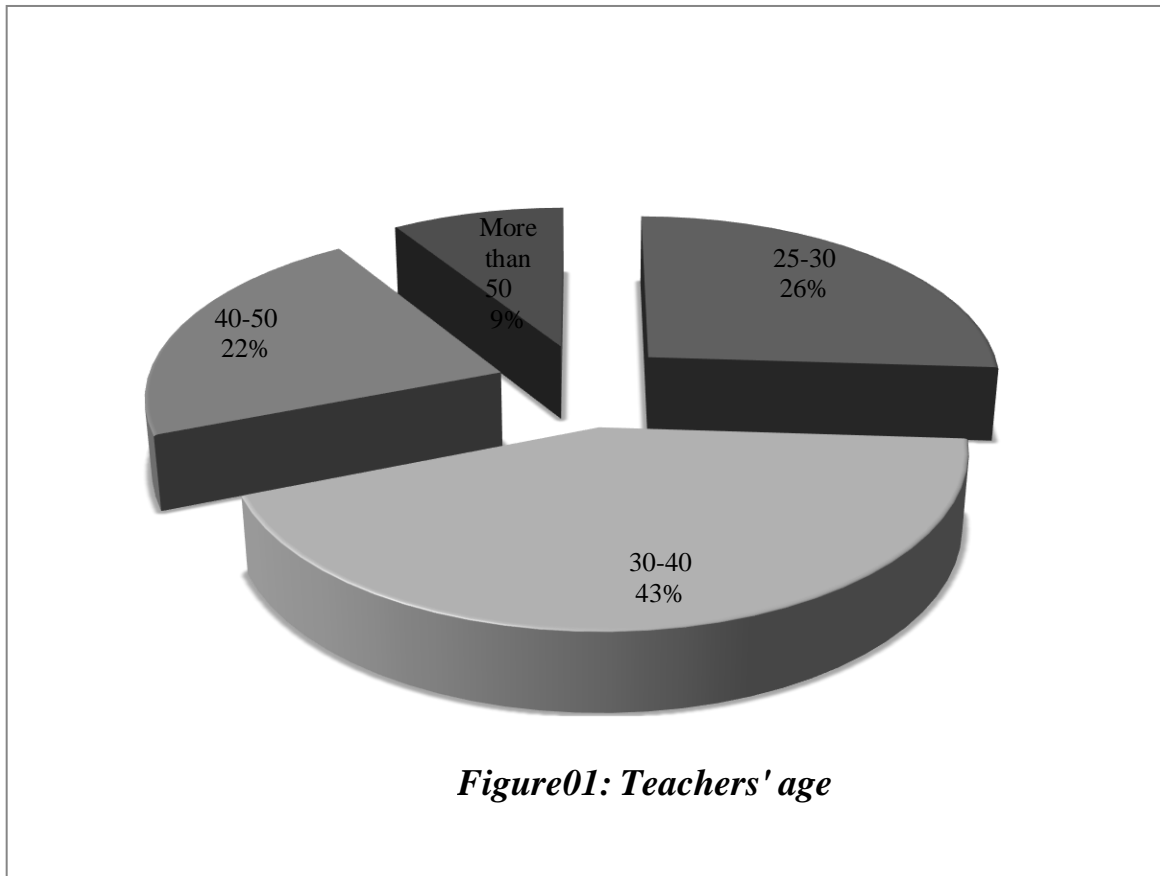
The questionnaire is divided into three sections. The first one is concerned with general information like teachers' age, affiliation and teaching experience in higher education. The second section is about online teaching. This section includes six questions ranging from yes/no questions to multiple choices. Finally, the last section is about flipped classroom in the Algerian universities. The questions vary from open-ended to close-ended ones.

Section one

***Item one: Teachers' Age**

This question is included to check if our participants are young or old. Generally speaking, the age is an important factor in determining whether the participants are ready to cope with the spread and requirements of the new world or not.

The pie chart below shows that the dominant age of teachers ranges from 30 to 40 years old with a percentage of 43% while 26% of the participants are young teachers (25-30 years old). Only 9% of the participants are aged more than 50 years old. This means that the majority of our participants are quite experienced in higher education what gives more credibility to our data.



Item two and four: In which university do you teach? / In which department do you teach?

This question is raised to know to which university each teacher belongs and see if the flipped classroom approach is used in that university. We want also to know whether all our participants teach in the department of English because EFL teachers work differently from other teachers. Additionally, we seek to collect opinions and beliefs of teachers outside our region to check the success or failure of -flipped classroom in various universities all over Algeria.

We were able to gather the answers of many teachers from different universities. We could reach the following number: 10 teachers from Barika University Center, 5 from Constantine (Ecole Normal Supérieur or what is known as Teachers' Training School), 4 from M'sila and 4 Batna2 University. 3 teachers belong to Setif University, 2 teachers belong to Mascara University and 2 to Alger2. The remaining seven teachers; each of them belongs to of

the following universities: Chlef, Tebessa, Illizi, Ain Temouchent, Ghilizane, Guelma and Annaba. Those teachers belong to different departments, such as: English, Media and Communication, Islamic Sciences and Economy. However, the majority of our participants teach in the departments of English.

The fact that the participants belong to different universities from all over Algeria and teach in different departments gives us the opportunity to gather more reliable data and generalize it over all Algerian universities.

Item three: How long have you been teaching in higher education?

Knowing that teaching experience has a great influence on teachers' performance and perception to new things, this question is asked. We want to know how long our participants have been teaching as teaching experience plays a major role in how teachers teach. It is expected that the longer the teaching experience is, the more traditional it is and vice versa. Novice teachers tend to use more creative teaching ways and rely more on technology.

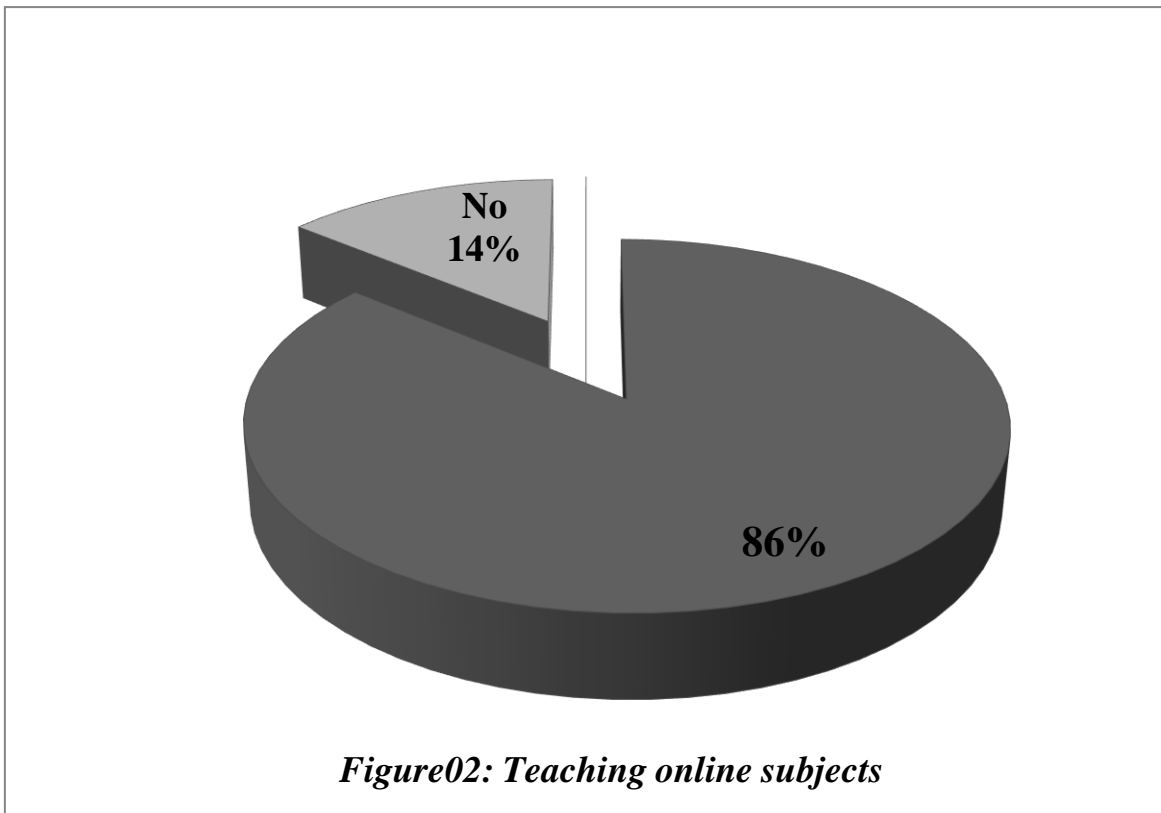
The responses of our participants show that their teaching experience ranges from one or two years to 30 years of teaching in higher education. Hence, it is anticipated that they do not use similar teaching methods and strategies. In other words, those who have been teaching for many years are expected to use traditional teaching strategies compared to those who are considered to be novice teachers. Novice teachers are expected to rely more on technology and to adopt more developed strategies.

Section two

Item one: Have you ever taught online subjects?

This question intends to know whether the participants have already experienced online subjects when it was suggested by the ministry as a solution during the pandemic. It is expected

that teachers who have already dealt with online teaching would find things easier during the pandemic than those who haven't. It is evident from the participants' responses that almost all of them have taught online subjects with percentage of 86%. In contrast, very few of them have not experienced online teaching as shown in the chart below:

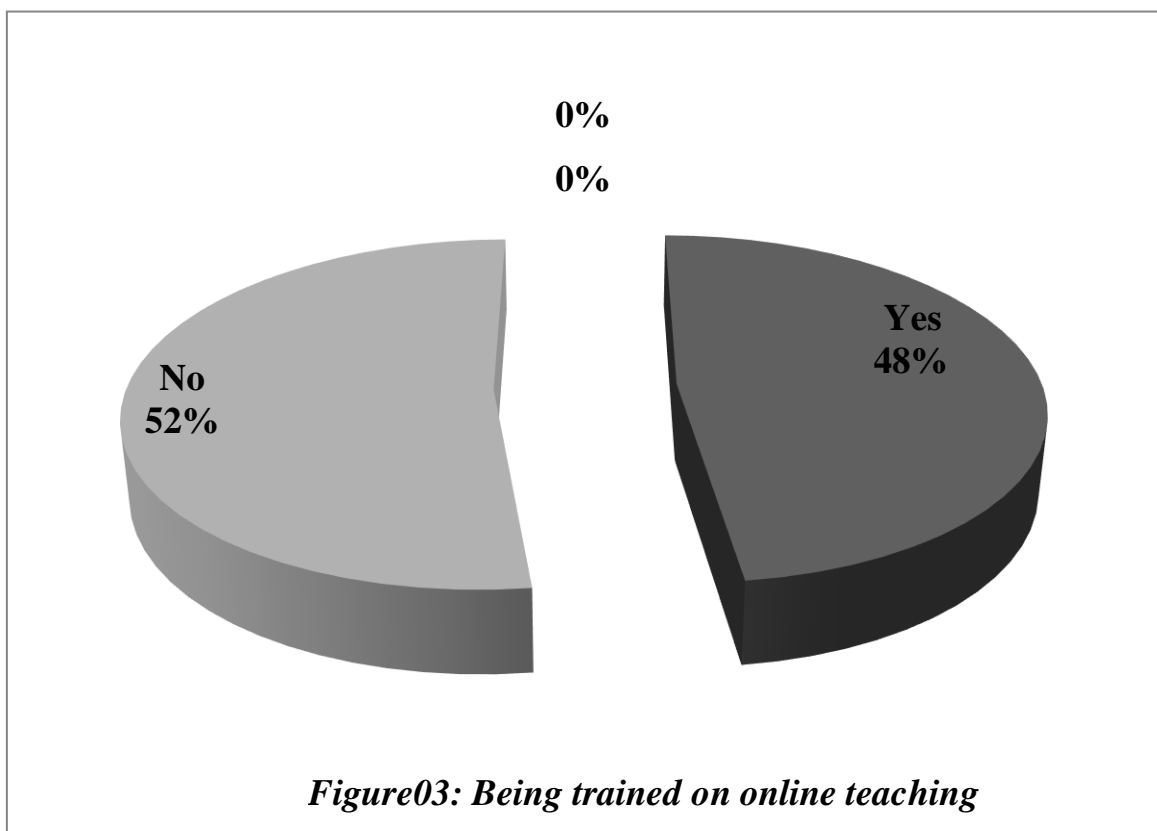


The fact that the majority of the university teachers have already experienced online teaching indicates that they have a clear idea about the online teaching/learning that occurred in higher education. In other words, teachers will not find it very difficult to teach their students online during the spread of Coronavirus.

Item two: Have you received any training concerning online learning/teaching?

This question is included to check whether teachers have received training about how to teach online as there is a difference between the ones who have been trained and those who

have not. Teachers who have been trained on online teaching would, obviously, perform better. The chart below indicates that half of the teachers (51%) have not received any training concerning online teaching. They only make their personal efforts to cope with the new ways of teaching. 48% of the participants claimed that they had received training on how to teach online lessons. As a result, they may not find it difficult to teach within those unexpected circumstances. However, teachers who do not have a clear idea about how to teach online may face difficulties to present the appropriate content appropriately in the right time. They also may not be able to assess their students' grasp of the courses.

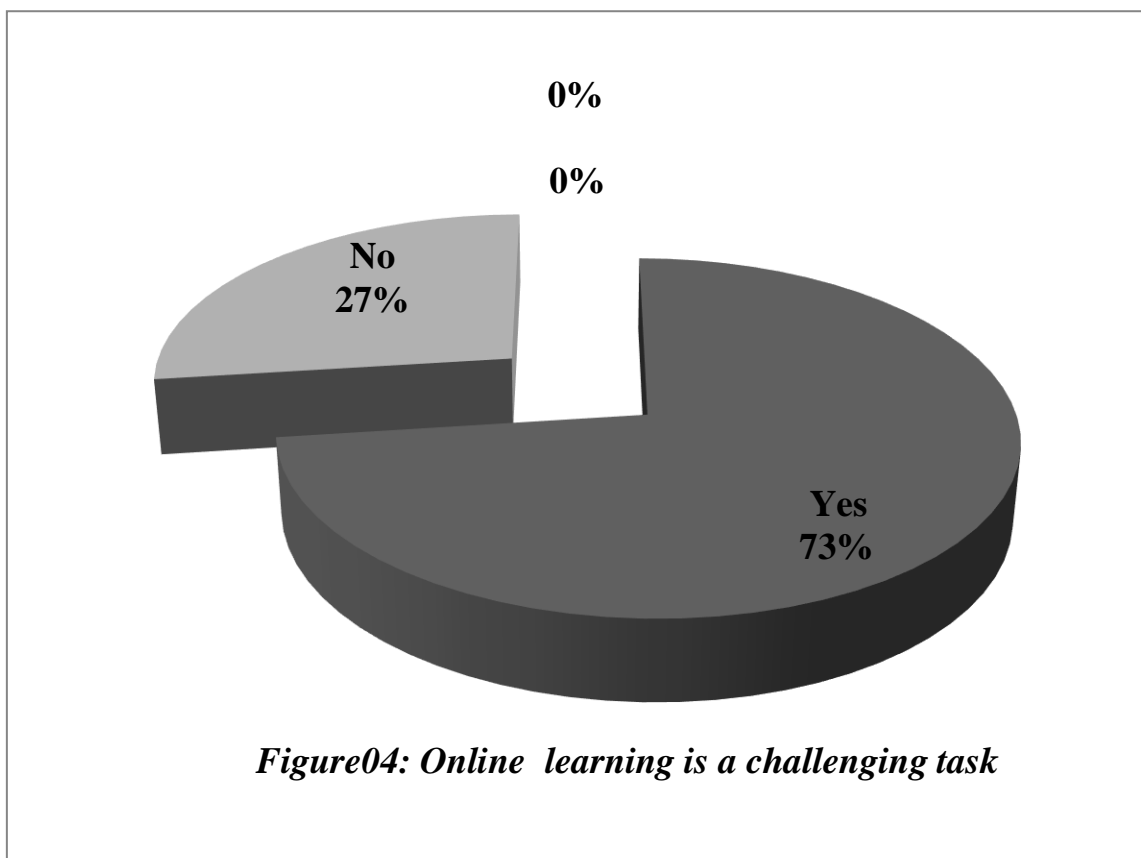


Item three: Do you find online learning a challenging task?

This question is posed to have an idea about teachers' opinions about online learning. In other words, it seeks to know whether teachers consider online learning a challenging task.

After they answer with “yes” or “no”, they are asked to justify their answer according to their experience. After assessing the results, we found that most of the respondents (73%) consider online learning a challenge for many reasons. They argue that it requires more time and efforts. Some of them complain about the poor technical instruments. Others claim that they face many obstacles such as the lack of interaction with the students, students’ knowledge and skills about E-learning in addition socio-economic differences.

Therefore, we can say that the majority of teachers have difficulties in teaching online and the reasons behind facing those difficulties differ from one teacher to another.



Item four: Do you think that students are more interested in online learning?

In this question, we aim at knowing about the participants’ beliefs about their students’ interest in online learning since the extent of interest influences students’ motivation towards learning as well as their performance. The results denote that 84% believe that their students are

not interested in online learning. Only 16% of the teachers see the opposite as the chart below illustrates. This means that students' low interest in online learning may disappoint teachers and lead to poor performance and lack of motivation. Hence, many teachers would prefer the traditional way of teaching over online teaching.

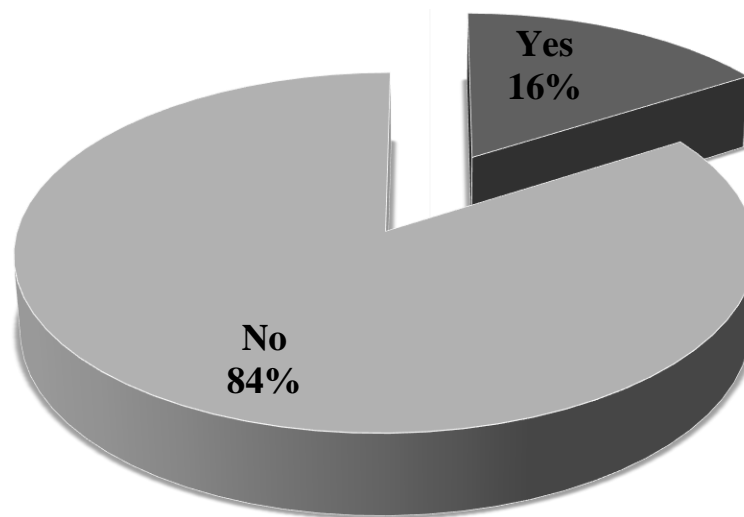
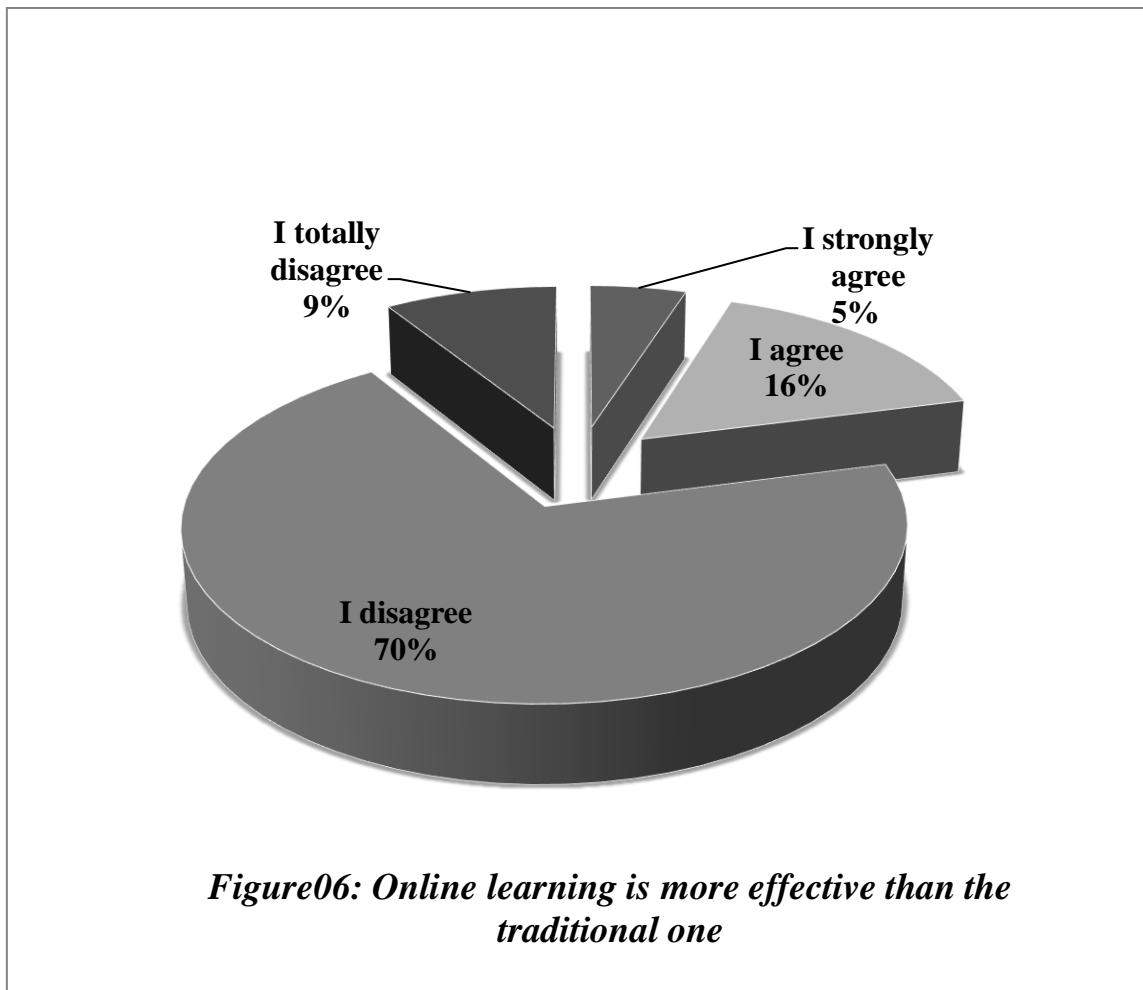


Figure05: Students are more interested in online learning

Item five: Online learning is more effective than the traditional one.

The purpose of raising this question is to see how much teachers agree with the statement which suggests that online learning is more effective than the traditional one. We have provided our participants with multiple choice answers ranging from agree to disagree. Teachers' answers would be very helpful because their teaching experience would inform them about the best method to adopt and which, in their turn, will tell us about. It is apparent that the majority of the participants (70%) disagree with this statement. In other words, they seem to support the

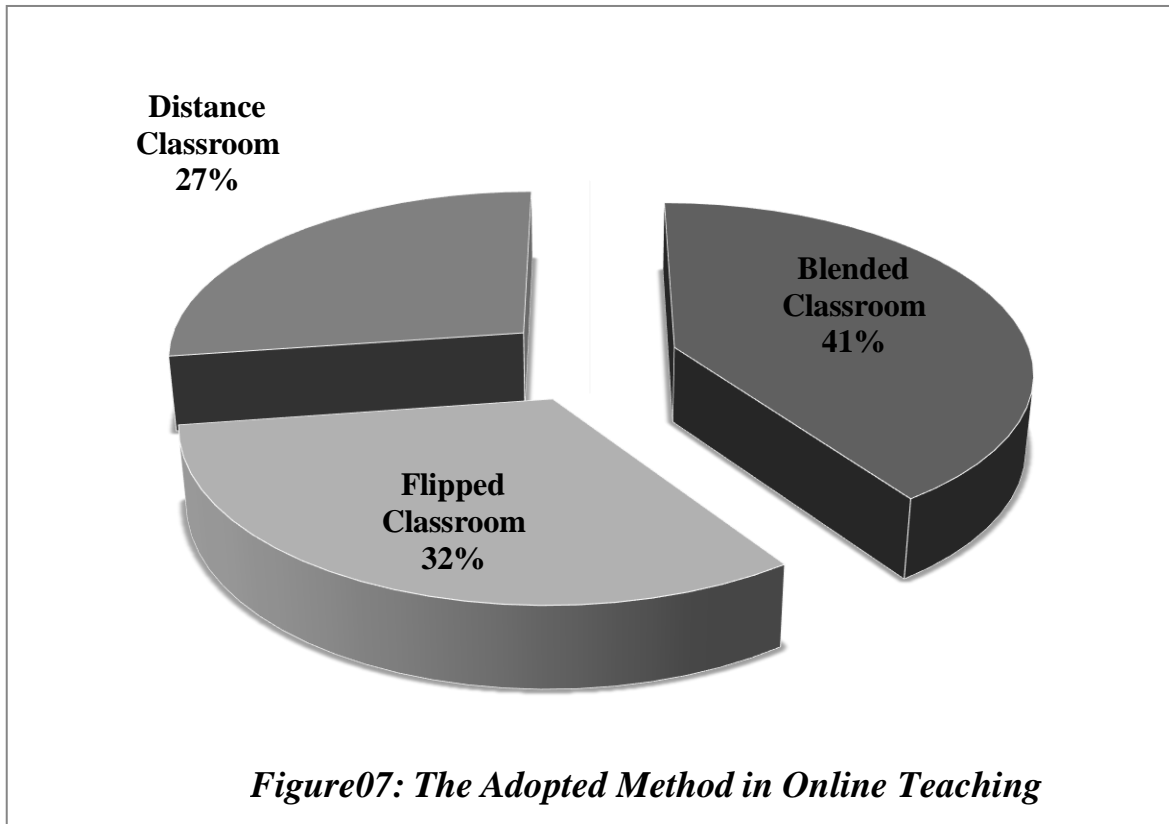
traditional way of learning as they believe that it is more effective. However, only 16% of the teachers think that online learning is more effective.



Item six: Which method do you mostly use when teaching online?

Online teaching has many forms and includes many methods. Hence, in this question, we attempt to know which method our participants mostly use when teaching online; whether it is blended classroom, flipped classroom or distance classroom.

The chart below shows that the dominant method is Blended classroom with a percentage of 40%. The flipped classroom comes in the second rank with 32% and Distance classroom is the last choice with 27%.



Thus, we can conclude that the majority of teachers prefer adopting a mixture-based method. In other words, they find it more suitable to teach relying on both online teaching and traditional teaching using both technology and classroom physical attendance.

Section three

Item one: Do you think that flipped classroom is the best method in the actual situation (Covid-19 pandemic)?

This approach has been adopted in Algerian higher education when Covid19 began to spread. Thus, we want to know whether teachers believe that flipped classroom is the best solution that can save education during these exceptional circumstances.

The results reported in the chart below unveil that 73% believe that the flipped classroom is the best solution during the Covid-19 pandemic whereas only 27% disagree.

The results show that the majority of teachers appreciate the role that this new method of teaching plays in order to save education during Coronavirus. Thus, they would support the adoption and implementation of the flipped classroom.

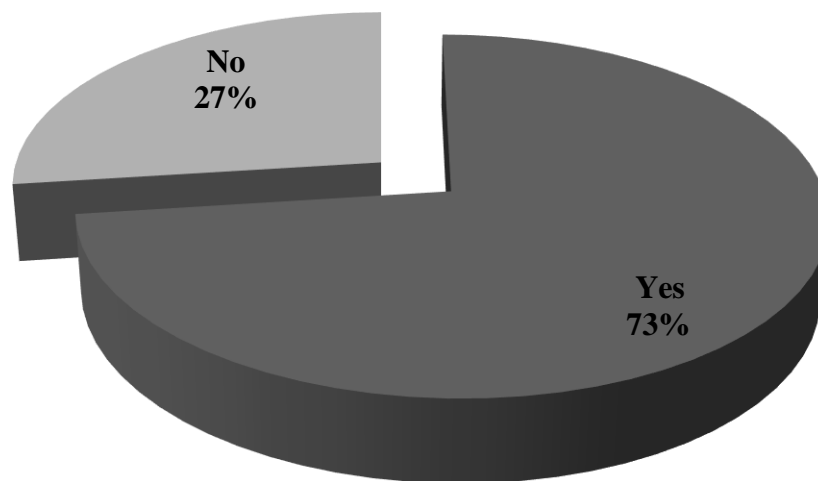


Figure08: The Flipped Classroom is the best method during the pandemic

Item two: Was the adoption of flipped classroom in the Algerian university difficult?

In this item, we want to check the difficulty of applying flipped classroom in the Algerian universities through providing the participants multiple choices ranged between definitely, somewhat, not really or definitely no. As the chart below shows, more than the half of the participants says that the adoption of the flipped classroom in their universities is somewhat difficult with a percentage of 54% and 35% claim that it is definitely difficult while only 2% of the teachers find it easy.

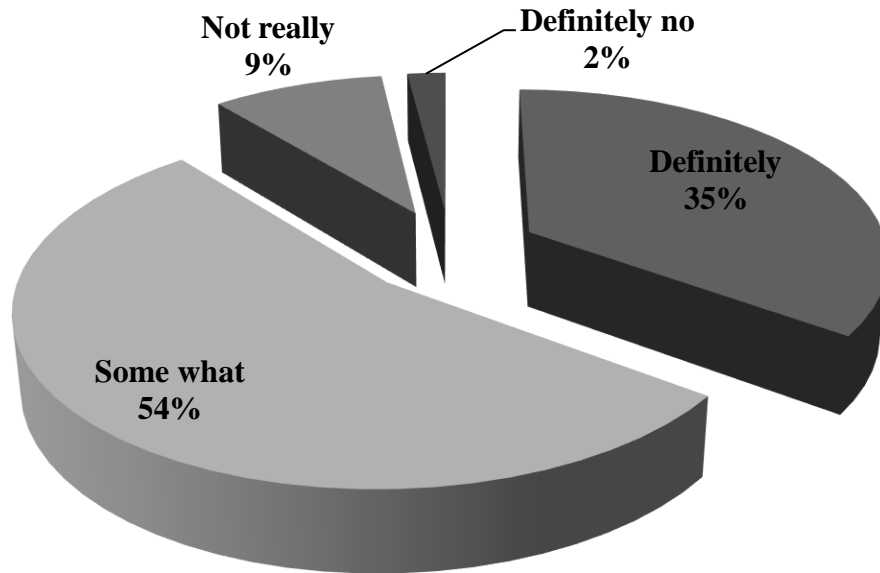


Figure09: The Difficulty of implementing the Flipped Classroom in the Algerian university

Eventually, we can say that teachers find it really difficult to implement the flipped classroom way of teaching, probably, due to the fact that the decision to adopt such method was sudden and unplanned.

Item three: How do you make sure your students follow your pre-instruction content?

This question is inserted to get some data about different ways teachers rely on to guarantee that the students are following the presented content and instructions online. The participants' answers reveal different points of view. Some teachers say that after presenting certain content, they ask the students to do some activities and answer a set of questions to make sure that the students have had a look on the content. Others claim that they use classroom discussion about what has been presented online and provide their students a feedback.

All in all, according to the answers that have been obtained from the participants, the majority of the teachers indicate that through practice during face to face lectures, they ensure

that their students follow their pre-instructions by using either oral discussions or written assessments.

Item four: Does flipped classroom give you the opportunity to teach more content?

The reason behind asking this question is to know whether that method gives the teachers the chance to present as much as possible content compared to the traditional way of teaching. As shown in the chart below, the majority of the teachers (57%) agree that the flipped classroom method gives them the opportunity to teach more content. This claim may be justified by having the flipped classroom not restricted by time compared to the traditional way of teaching. In other words, within the flipped classroom, teachers are able to present a large amount of content (lectures and courses) without being disrupted by time, unlike face-to-face teaching where each session has a limited period of time to teach certain content.

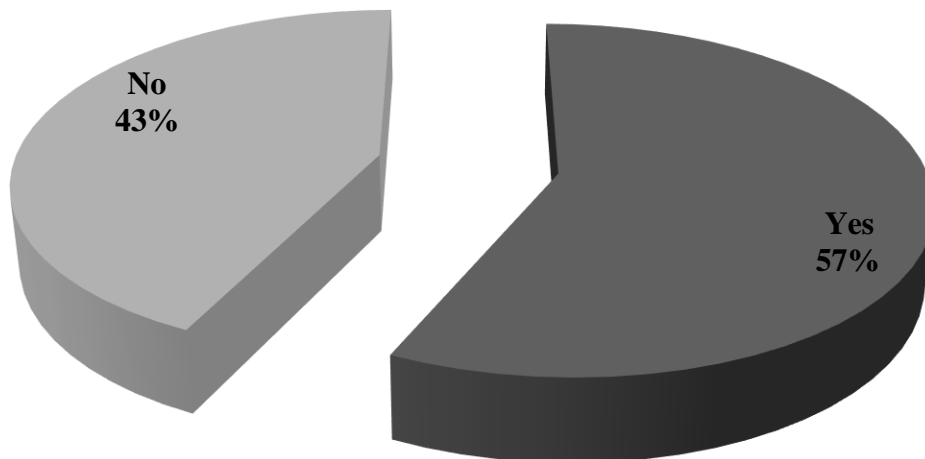


Figure10: The Flipped Classroom gives the opportunity to teach more content

Item five: Do you find the integration of flipped classroom method successful in your university?

This question is included in order to see the participants' opinions about the success of integrating flipped classroom in their universities. The chart below shows that 67% of the teachers believe that the flipped classroom is not integrated successfully in their universities while only 33% think that it is successful. This claim may go **back** to the fact that the decision of adopting that new method was sudden and unplanned in addition to the lack of certain facilities to consolidate the implementation of the flipped classroom.

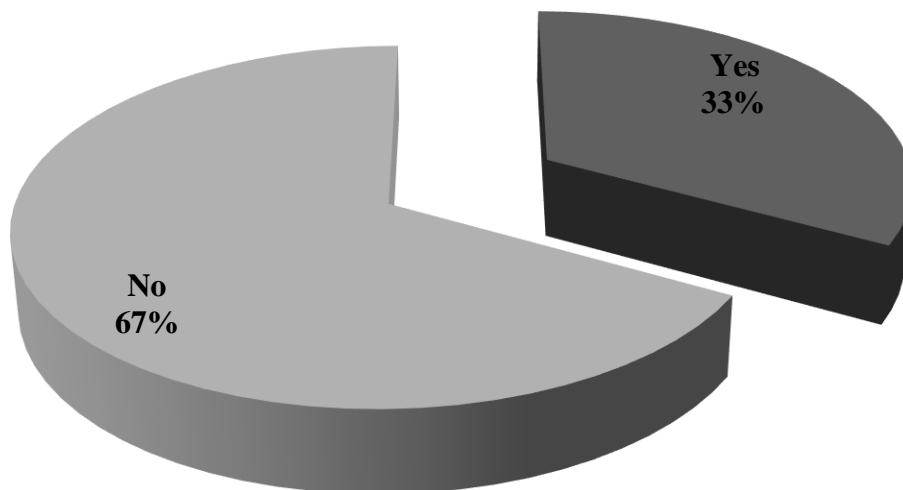
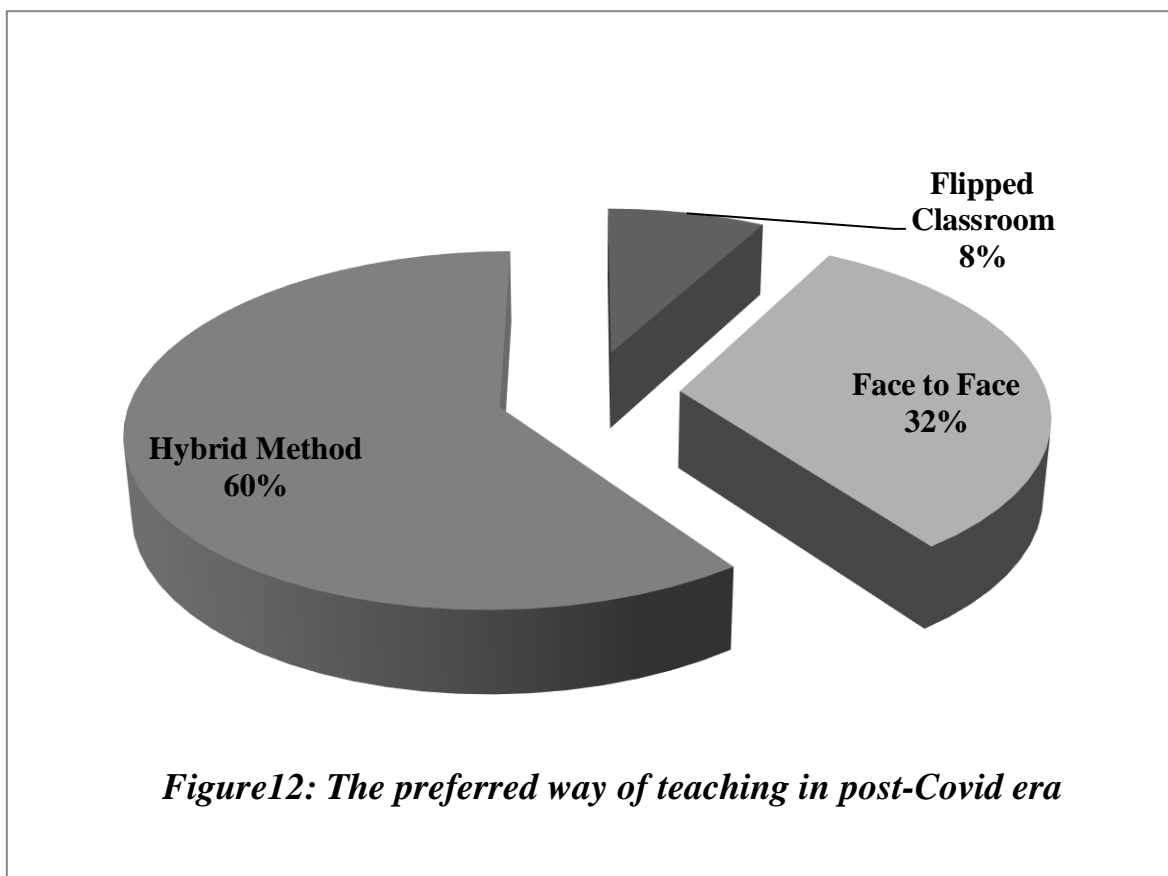


Figure11: The integration of the Flipped Classroom is successful in the Algerian university

Item six: In post Covid-19 era, what way of teaching do you prefer using?

The last question is asked to anticipate the preferred method that the Algerian university teachers will adopt in post Covid- 19 era; i.e., when the exceptional circumstances end up. We want to have an idea whether teachers will carry on using the flipped classroom method, go back to face -to-face method or rely on a hybrid method. Taking into consideration the results shown in the chart below, we conclude that more than the half of the participants (60%) prefers to use the hybrid method when the pandemic ends. Only 8% of them choose the flipped classroom and 32% of the teachers prefer to go back to the traditional way of teaching. The percentage 60% does surely represent those teachers who liked the flipped classroom method but they do not know how to implement it appropriately because of lack of knowledge and training about it. Those teachers who prefer going back to the traditional way of teaching may be those teachers who have a long teaching experience and who do not support technology and online learning.



2. Students' checklist

Pilot study

After that, we moved to the second part of data gathering which is the distribution of checklists to Master one students during their first exam to guarantee the presence of all the students of the academic year 2021-2022. Furthermore, the items of the checklist seem to be declarative sentences measured through five-point Likert scale that is formed by two poles from strongly disagree to strongly agree. Additionally, the checklist is composed of thirteen statements to investigate the students' opinions. It begins with statements that concern online learning. Then, it moves to statements about flipped classroom. It ends with questioning about their satisfaction about the flipped classroom and how they prefer to study in the future.

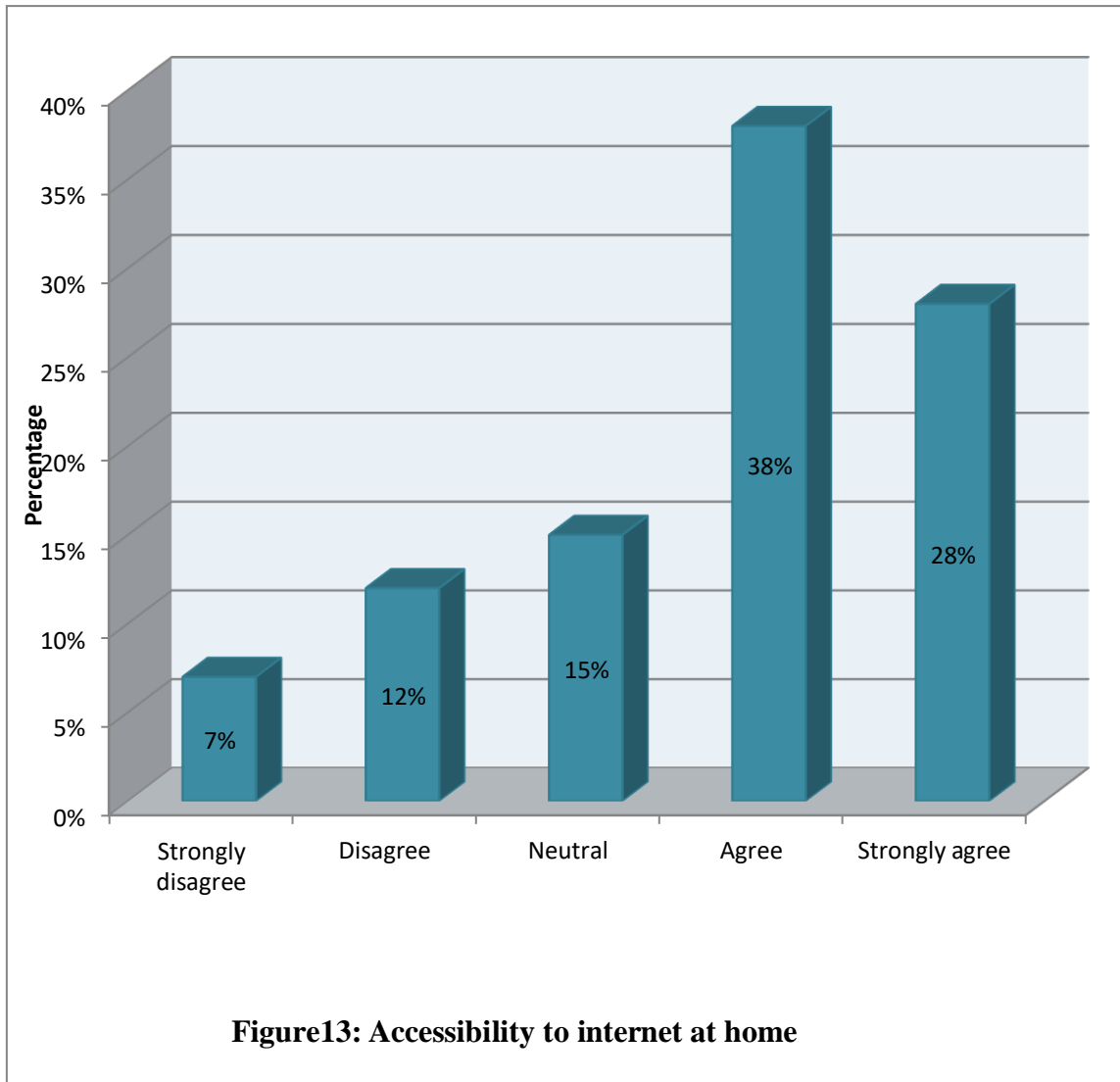
To check the reliability of our checklist, we preferred to conduct a pilot study on Master one students of English department at Barika University Center. We have selected eight students randomly. Then, we made the Crombach alpha on their responses.

The result we got is ,617

The checklist findings

Item one: I have permanent access to internet at home.

We started with this statement to see if all the students have the internet network in their homes. If yes, how they will learn within the flipped classroom method.

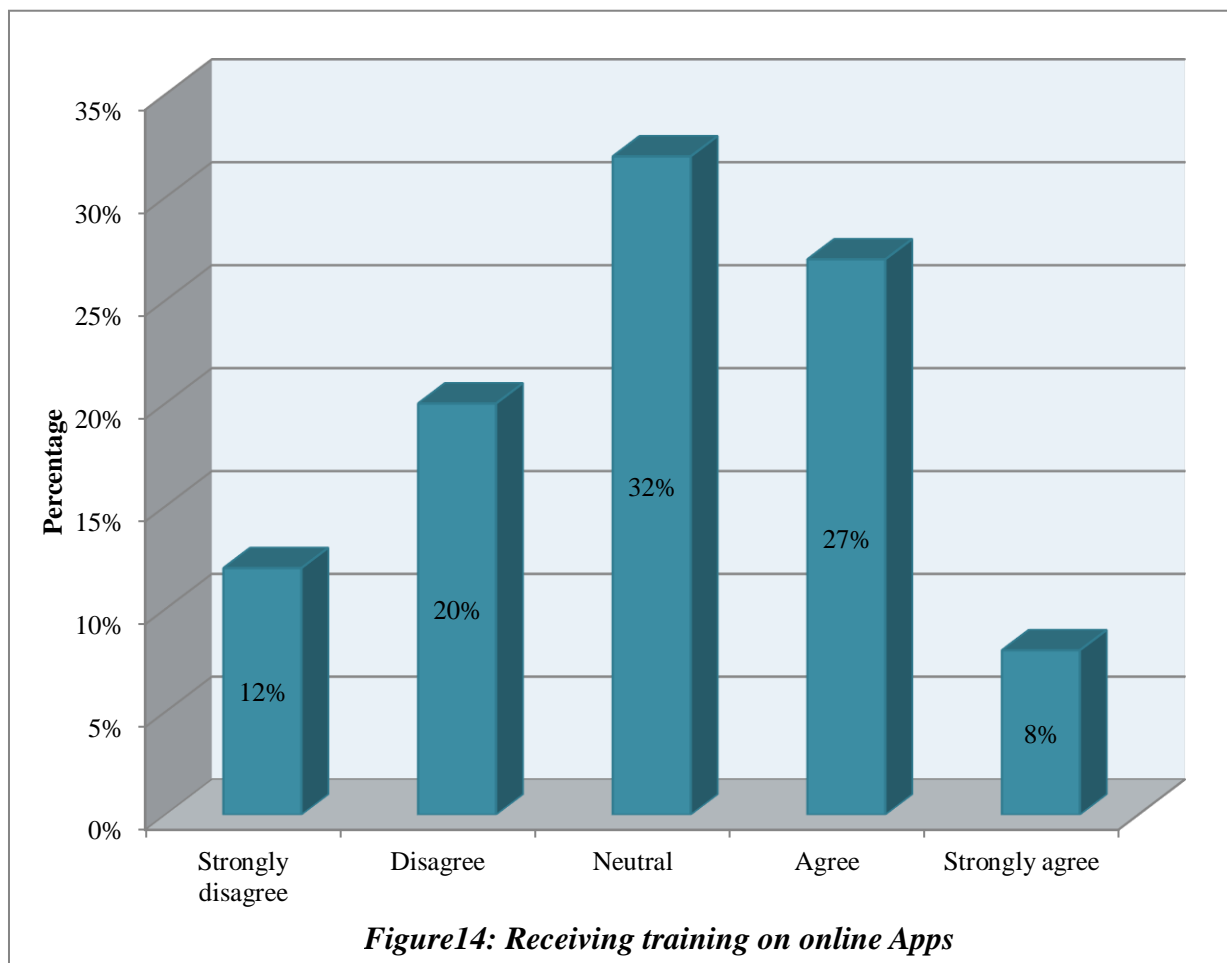


The graph above shows that the majority of our participants have permanent access to internet with a percentage of 38% and 28% do strongly agree as well. This indicates that the majority of the students (66%) can easily study online and receive courses. However, it is worth noting that a considerable number of participants (35%) do not have permanent access to the internet. This clearly explains the reason why teachers provide a negative feedback about online teaching.

Item two: I have been trained to use online learning apps.

This sentence was stated because not all the students know how to use certain application. Hence, receiving a considerable training on how to use online learning apps impacts positively learners' perception and academic performance .i.e., the learners who have been trained on how to learn online perform better than those who did not.

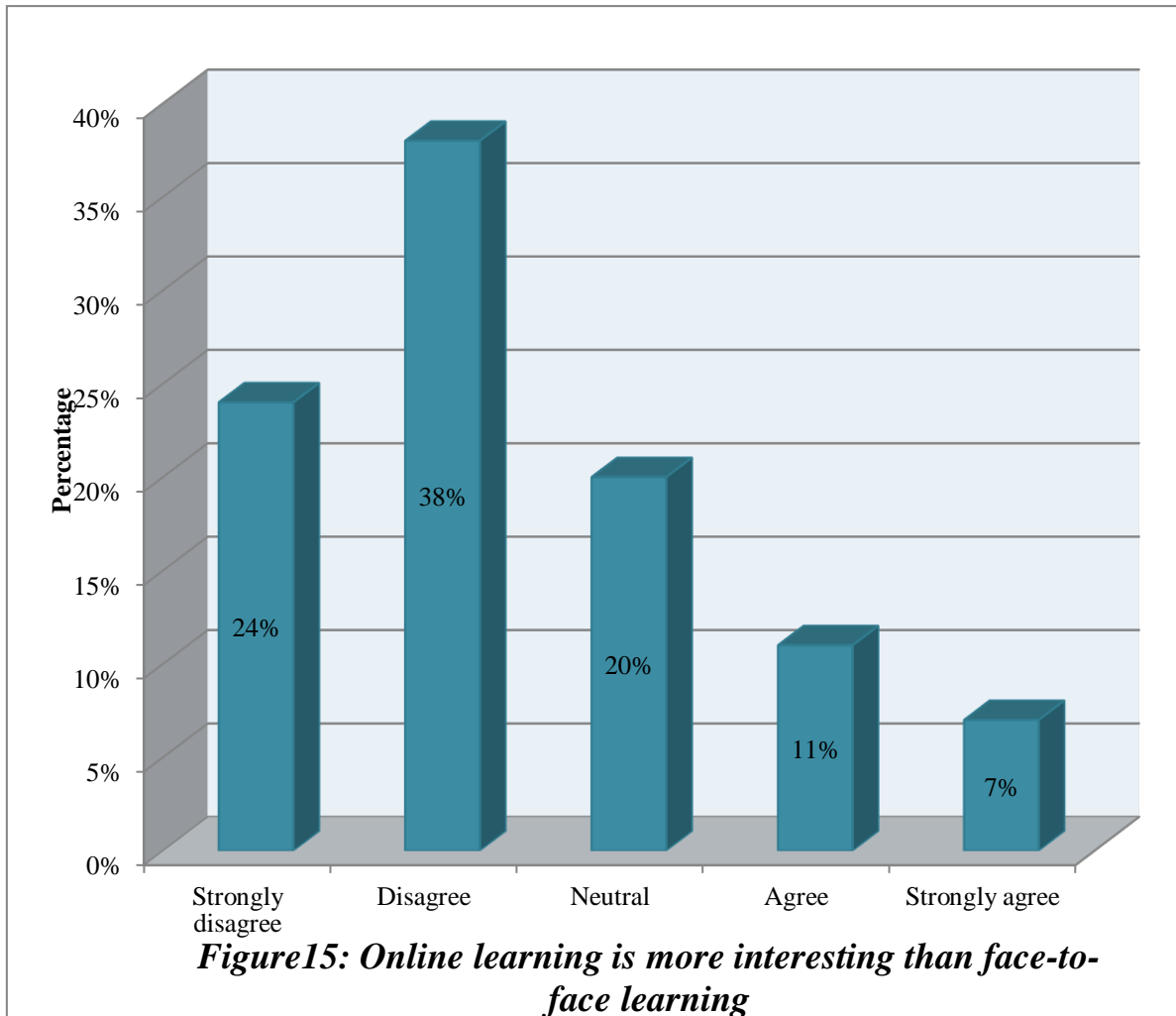
According to what have been found, 32% of the participants are neutral with this statement, 20% disagree about receiving training on how to use online learning apps and 12% of them strongly disagree. Only 27% of the students claim to be trained to use online learning apps. This means that those who do not know how to study online surpass those who know. Therefore, those students who have been trained on online learning are expected to grasp the presented content better and achieve better results. Unfortunately, they represent the minority as most students have not been trained what impacts online learning process negatively.



Item three: Online learning is more interesting and efficient than face-to – face learning.

Through this item, we seek to check the extent to which our participants agree about being more interested in online learning. In addition, we want to know whether online learning is more effective and practical than the traditional way. Generally, when students are interested in a certain method of teaching, they perform better and achieve higher outcomes.

The responses of this statement demonstrate that only 11% of our participants agree that online learning is more interesting than face-to-face learning; however, 38% disagree and 20% are neutral. Eventually, we can say that the majority of students do not find online learning that interesting and efficient despite the fact that we are living in the world of development that is dominated by technology.

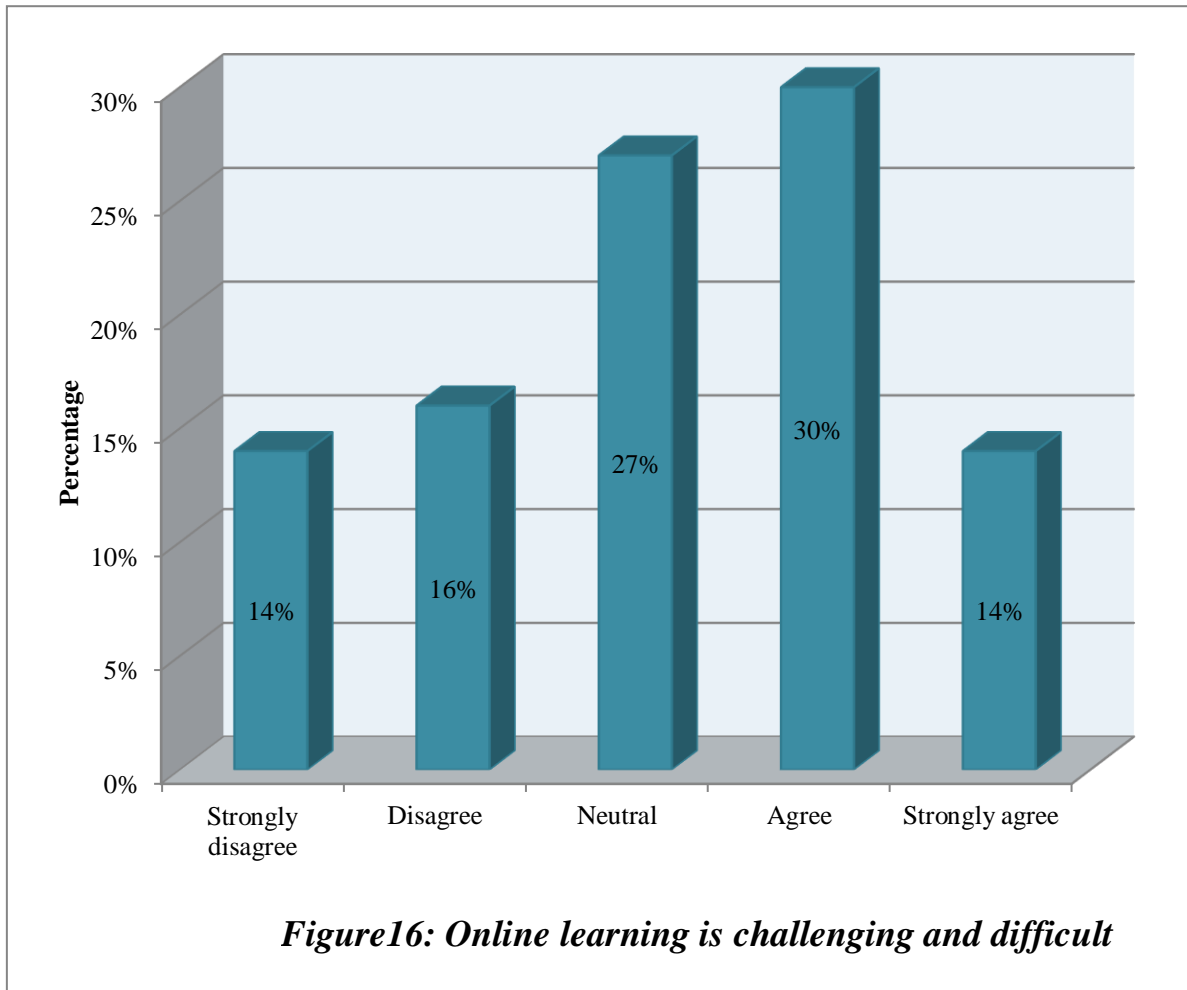


Item four: Online learning is challenging and difficult.

In the fourth item, we want to know whether the learners' see online learning as a challenge. Moreover, we seek to investigate whether they consider it difficult since difficulty in learning online may impact negatively the learners' willingness to study.

In this item, the students' responses show that 14% strongly agree and 14% strongly disagree. 30% agree that online learning is difficult and challenging while 27% of the students are neutral. This shows that the majority of the students find learning online more difficult and challenging than face-to-face learning. Thus, this difficulty and challenge may affect the

students' attitudes towards online learning and make them more supportive to the traditional way of teaching.

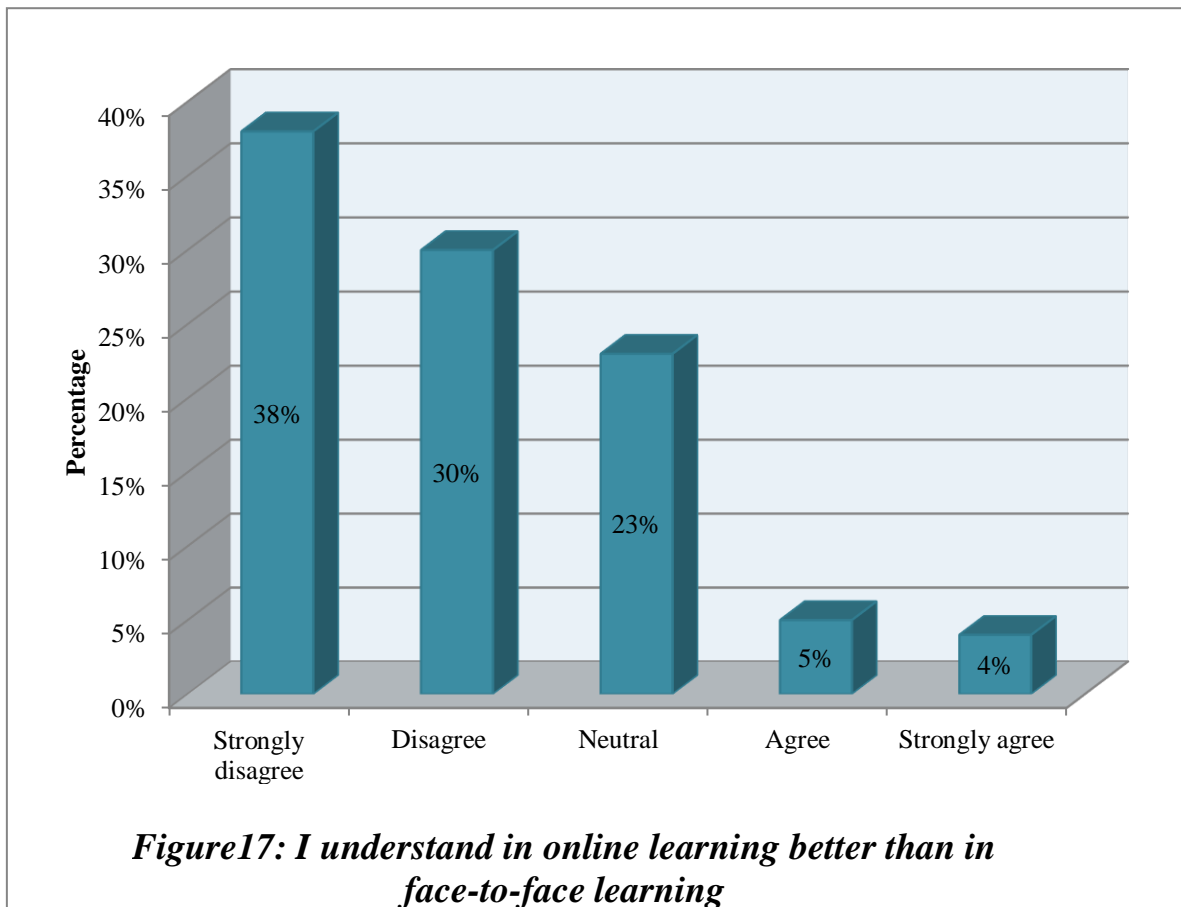


Item five: I understand in online learning better than in face-to-face.

This statement aims at knowing the method within which students understand their lessons better. In other words, it seeks to investigate whether students comprehend their courses better within online learning because the better they understand the higher results they achieve.

The graph below shows that 38% of the students strongly disagree with the assumption that they understand better within online learning and about 30% disagree as well. Only 5% agree that they understand better in online learning than in face-to-face. And 23% are neutral. In this respect, we can say that most students find online courses less comprehensible than those

presented in the classroom. Hence, they may tend to prefer learning within the traditional way of teaching.

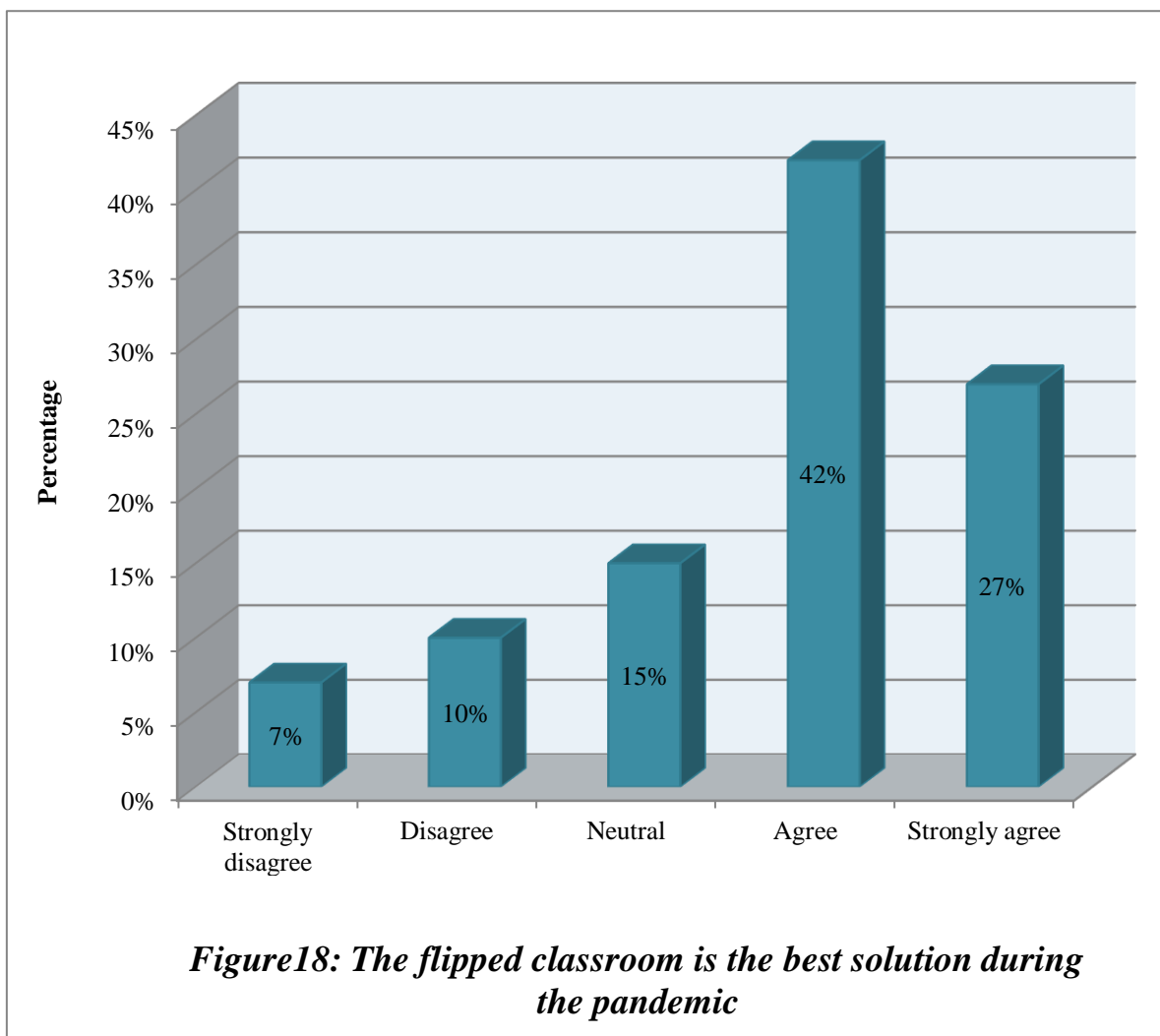


Item six: the flipped classroom is the best solution during coronavirus pandemic.

To get the students’ perceptions about the flipped classroom in post-Covid 19, this statement was included. We want to know whether they believe that the flipped classroom is the best method during these circumstances or not.

Despite the fact that the majority of the students claim that they understand better within the traditional method of teaching, most of them (42%) agree that the flipped classroom is the best solution during Corona pandemic while only 10% disagree and 15% are neutral. Thus, we can assume that the students are aware of the importance of adopting the flipped classroom

during these exceptional circumstances although the previous results indicate that they do not prefer it as a method of teaching.

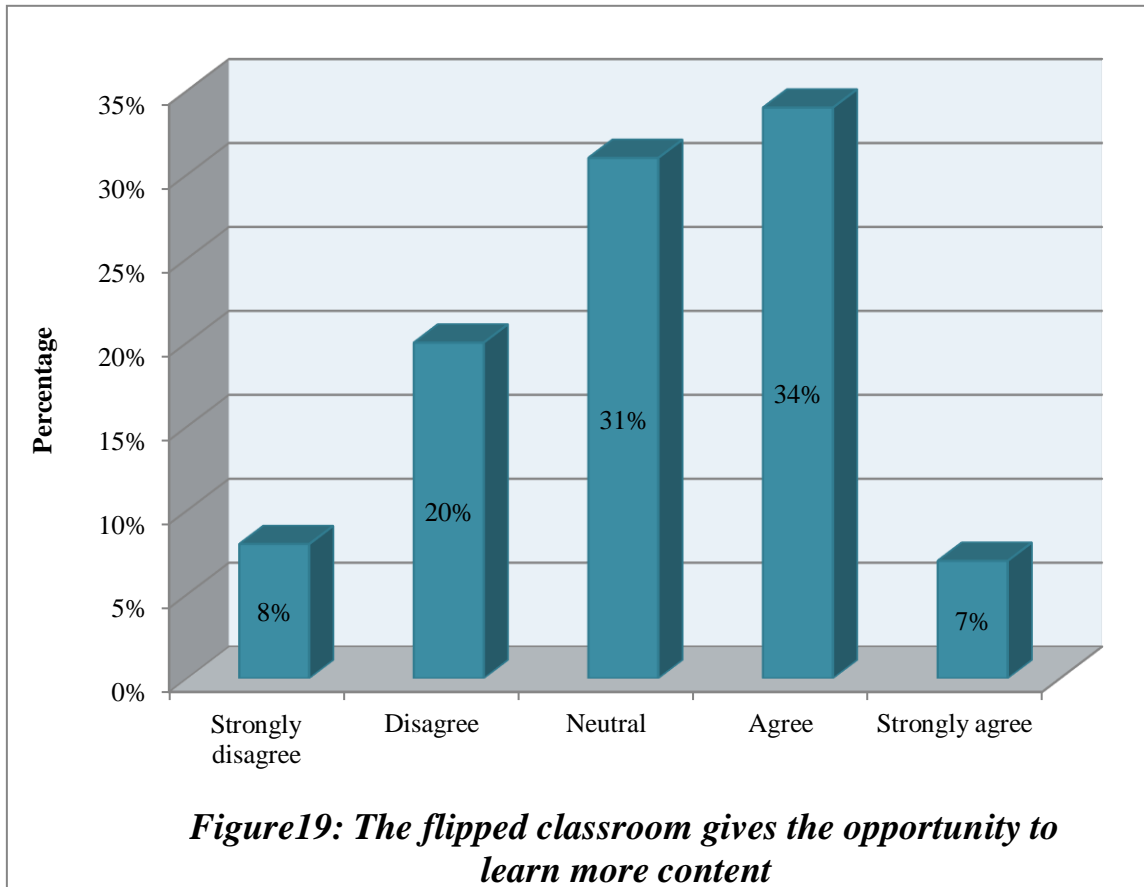


Item seven: flipped classroom gives me the opportunity to learn more content.

In order to know if the students get more knowledge when using flipped classroom or not, we posed that question. We want mainly to check if that method provides a better chance for students to learn more content compared to the traditional method; in terms of quantity.

As the graph below shows, 34% of the students agree that the flipped classroom gives them the opportunity to learn more content and 8% strongly agree. On the other hand, we found that only 20% disagree while 31% are neutral. Therefore, we deduce that within the flipped

classroom, students are capable of receiving a higher number of lectures. This claim may be explained by the fact that the presentation of courses within the flipped classroom is not time restricted.

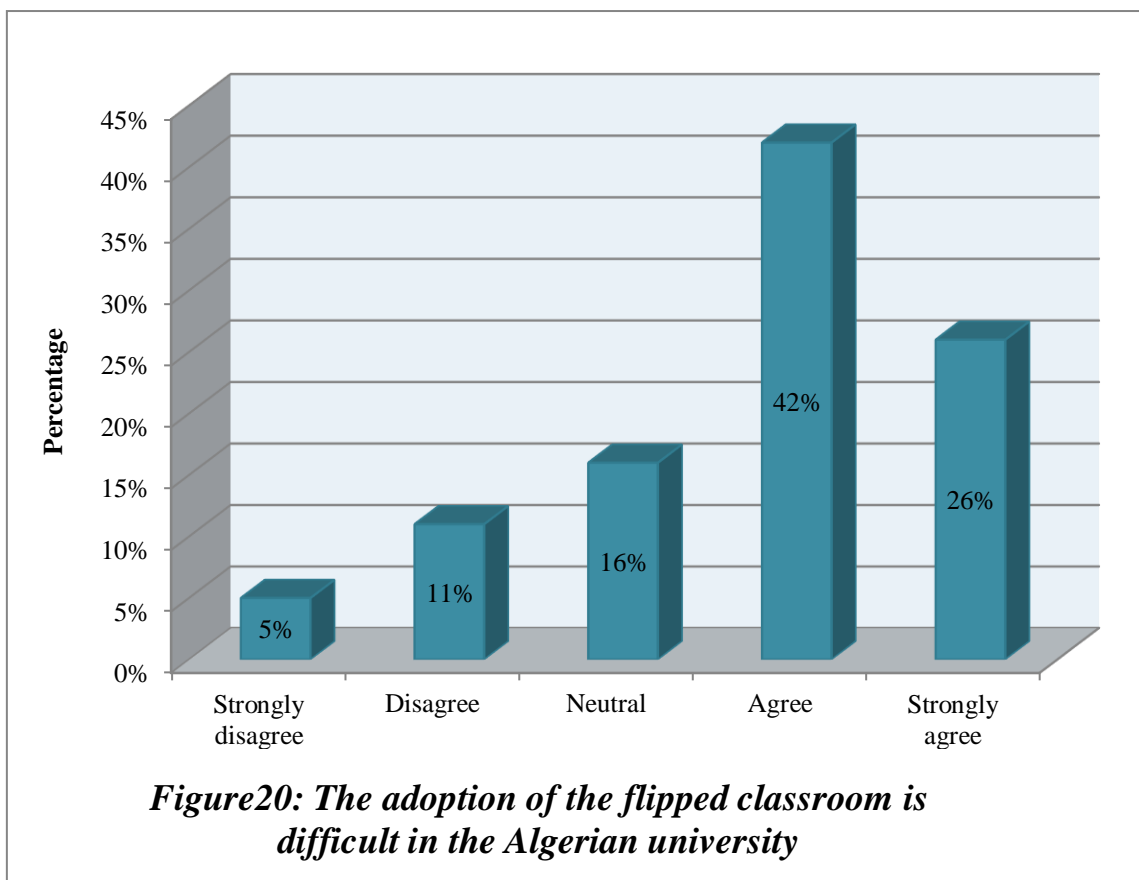


Item eight: I find the adoption of flipped classroom difficult in the Algerian university.

This statement was included to know the students’ points of view about the difficulty of applying this method in their university because if they believe that the implementation of the flipped classroom in their university is difficult, it means that they face obstacles when learning online.

The majority of the participants (41%) agree that the adoption of the flipped classroom is difficult in the Algerian universities and 26% do strongly agree, but only 11% disagree about

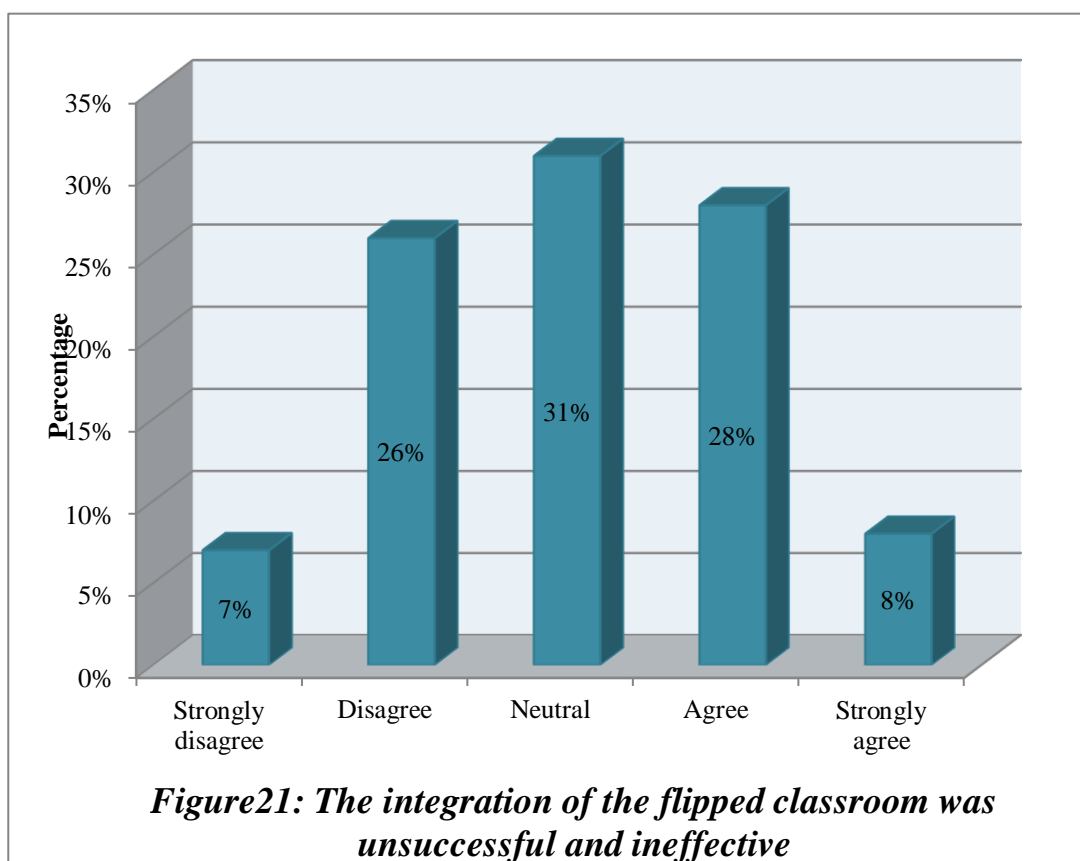
this statement and 12% are neutral. Hence, we can say that, within this method of teaching, the students of the Algerian universities face difficulties to learn appropriately. These difficulties may occur due to the fact that they do not all have accessibility to internet and not with the same quality. Moreover, they probably face difficulties in understanding the presented content as it lacks clear explanations compared to the traditional way of teaching.



Item nine: I believe that the integration of flipped classroom was unsuccessful and ineffective.

In this statement, we want to discover learners' attitudes toward the success and effectiveness of the flipped classroom. In other words, we want to know whether students consider the adoption of the flipped method successful and effective according to their experience.

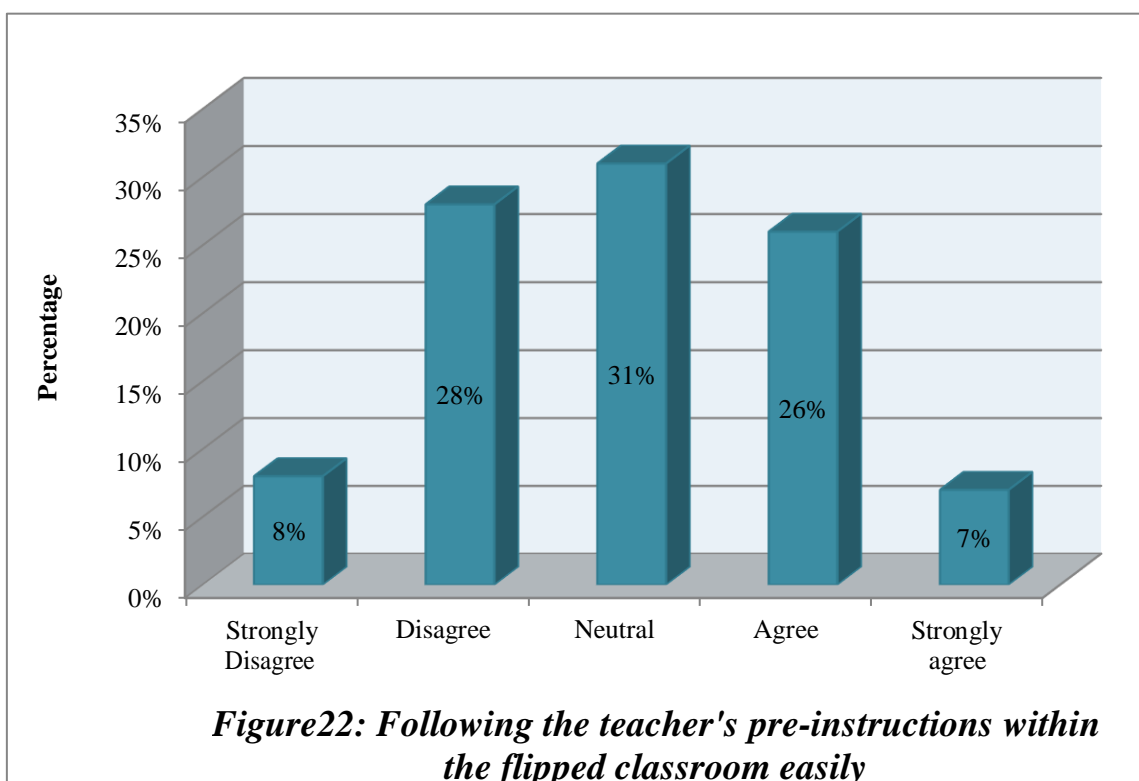
The results show that 31% of the students are neutral, 28% of them agree that the integration of flipped classroom was unsuccessful and ineffective and 8% strongly agree. 26% of the students disagree about the statement and 7% strongly disagree. Therefore, we deduce that students have different points of view concerning the success and effectiveness of the flipped classroom in the Algerian university. However, those who believe in the success of this method in the Algerian university are less than those who do not.



Item ten: I easily follow my teacher's pre-instructions within the flipped classroom.

This statement is designed to check the students' tracking of their lectures through flipped classroom method. In other words, it aims at checking whether the students do really follow the instructions given and the lectures presented by their teachers online because, most of times, students do not take online learning seriously comparing to the traditional one.

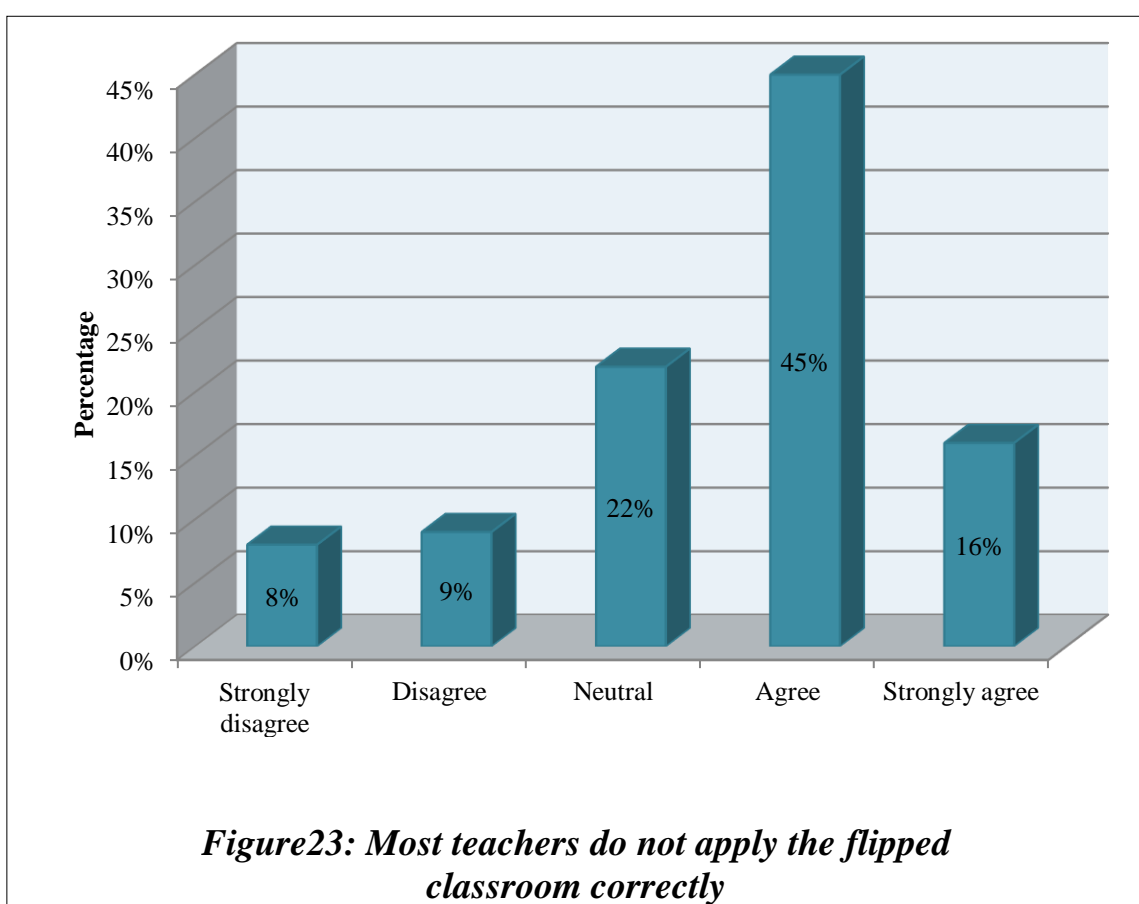
The findings in the following graph demonstrate that the majority of the students (31%) are neutral, 28% disagree and 8% strongly disagree about easily following their teacher's pre-instructions within classroom. 26% agree and 7% strongly agree about this statement. This means that some students can follow the instructions given by their teachers, probably due to having a permanent access to internet at home (statement1). However, those who claimed not to be able to follow their teachers' instructions may be those who have poor connectivity.



Item eleven: Most teachers do not apply the online learning/flipped classroom correctly.

To check our participants' opinions about their teachers' implementation of flipped classroom in the Algerian universities, we wrote this statement. We want to know whether the students believe that their teachers use the flipped teaching method appropriately to deliver courses. The students' beliefs and attitudes towards their teachers' practices would, obviously, impact their motivation and willingness to learn. Our results illustrate that the majority of the learners with a percentage of 45% agree about the inappropriateness of implementing the flipped

classroom by their teachers and 16% strongly agree whereas 22% are neutral about this statement. Only 10% of the participants disagree about the statement and believe that their teachers implement this method of teaching appropriately. Thus, we can say that most of the students are not satisfied with the way their teachers apply the flipped classroom method of teaching. Unfortunately, this belief may make the students less interested and feel less motivated in learning within that method. Hence, students would not be encouraged to learn within that method of teaching.

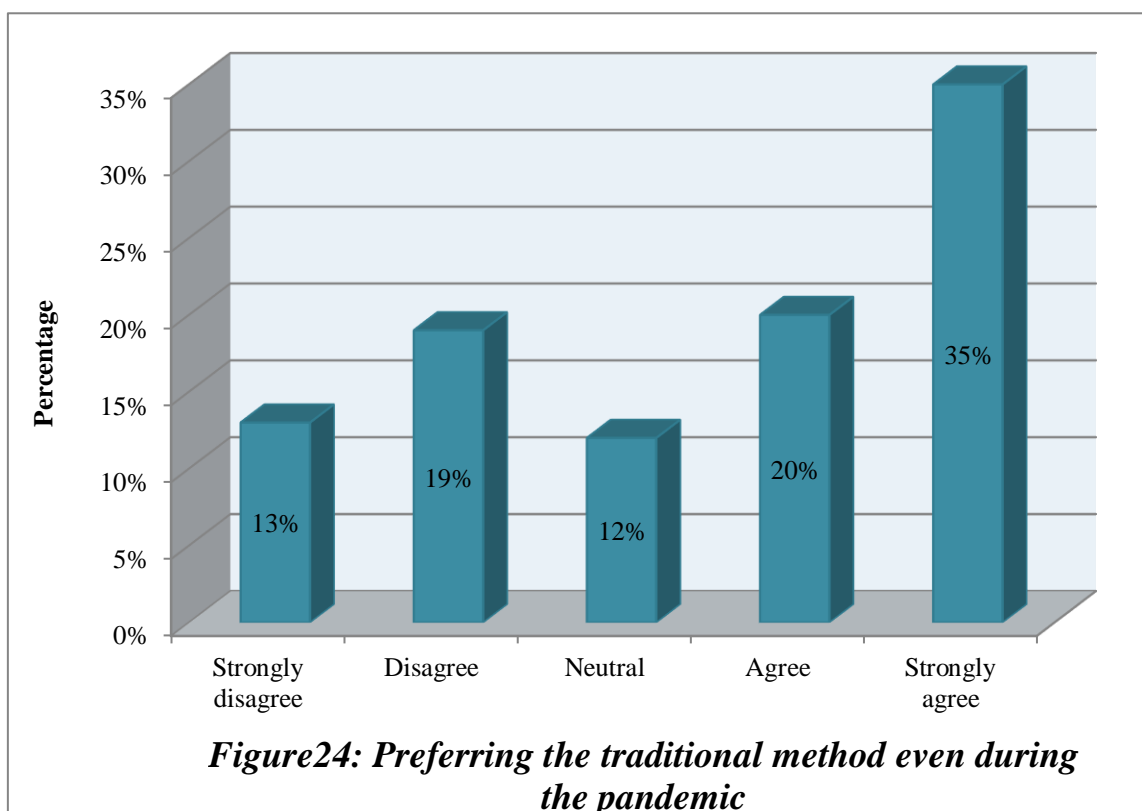


Item twelve: Even in the actual pandemic, I still prefer to learn in the traditional method.

This statement was created to see whether the learners prefer to return to face-to-face learning despite the spread of coronavirus or they like flipped strategy. Their preferences will

surely influence their motivation towards learning and their performance. Hence, we need to know within which approach they prefer to study.

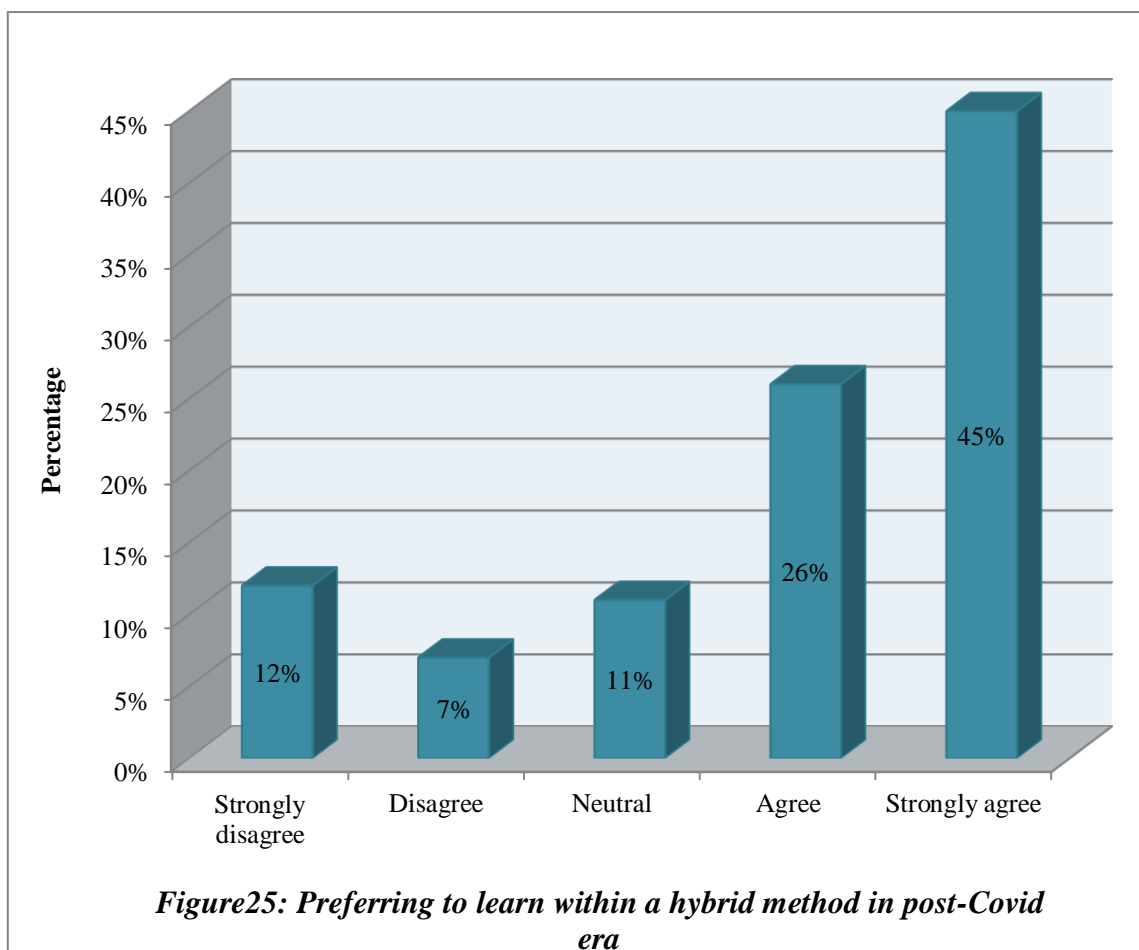
Many students are conservative. They do not like change so they still prefer learning within the traditional way rather than the flipped way of learning and this is reflected in their responses to the statement. 35% of the students strongly agree that they prefer face-to-face learning even during the pandemic and 20% agree as well. Only 14% of the students do strongly disagree about preferring face-to-face learning than the flipped learning and 19% disagree.



Item thirteen: In post-covid era, I prefer learning using hybrid learning.

The last statement aims to know whether the students would like to learn within a hybrid method of teaching or not. In other words, we want to see if the students would prefer learning using a combination of online educational materials with in-person classroom methods.

45% of the students do strongly agree about preferring the adoption of the hybrid method of learning in post-covid era and 26% of them agree as well. Only 7% of the students disagree about combining online with traditional learning and 12% do strongly disagree. This means that most students want to get involved in both traditional and online learning.



Discussion:

The issue that the current dissertation targets is the implementation of the flipped classroom in the Algerian university. The study investigates whether this method has succeeded or failed. It also seeks to have an idea about its status in post-covid19 era.

In this respect, the study hypothesizes that the implementation of the flipped classroom method in the Algerian university is not fully successful. Moreover, we expect that the flipped classroom will be adopted by university teachers as the pandemic ends up.

To investigate the status of the flipped classroom in the Algerian university, the study raised many questions. Precisely, it endeavours to check whether flipped classroom is implemented successfully in all Algerian universities and what strategies are used by university teachers to integrate flipped classroom. Moreover, the research seeks to have a clear idea about the challenges that face flipped classroom learning and if teachers will continue using flipped classroom in post Covid19. To answer these questions, we relied on two data gathering tools; the questionnaire and the checklist.

Starting with the questionnaire, it consists of three sections. The first section is concerned with teachers' general information like age, teaching experience, affiliation, etc. The second section is about online learning in general whereas the last section is more precise and it tackles the flipped classroom.

The results reveal that the majority of our participants (43%) are aged between 30 and 40 and they belong to different Algerian universities like: Barika University Center, Batna2, Constantine, M'sila, Chlef, Algiers, Annaba, Guelma, Setif, Mascara, Ilizi, Ain Temouchent, etc. Moreover, the participants' responses show that they have different teaching experiences that range from 2 years to 30 years. We wanted to know the average age of our participants and their teaching experience because it is known that those two factors have a great impact on teachers' methods of teaching and inclusion of ICT in their teaching. Yaghi (2001) and Teo (2008) claim that teachers' age is one factor that affects teachers' integration of ICT in their teaching. Moreover, Egbert, Paulus & Nakamichi (2002) affirm that teaching experience is another individual factor that influences teachers' opting for technology to teach.

The second section indicates that 86% of the participants have already experienced online teaching. The fact that the majority of the participants have already experienced online teaching in addition to the traditional teaching means that they would be able to decide about which type of teaching is more appropriate and inform us about it. Eventually, we can deduce that teachers' age and the teaching experience do not always impact teachers' decision about whether to integrate technology in their teaching because, in the current case, the use of online teaching is imposed by authorities due to the exceptional circumstances. Thus, it does not matter whether the teacher is young or old and whether he/she has a long teaching experience or not. What matters is that they use technology appropriately to do their jobs online and try to achieve acceptable results.

Despite the fact that the majority of the teachers has experienced online teaching, most of them have not received any training about it. Likewise, 73% of the participants find online teaching a challenging task. This belief confirms the claim of Crawford, Butler-Henderson, Rudolph, & Glowatz (2020) "Moving smoothly from an environment of conventional education to distance and virtual learning could not happen overnight. This rapid transformation is linked to various obstacles and challenges at this point".(p, 45)

The findings also reveal that 83% of the teachers believe that their students are not interested in online learning as the latter seems to be less effective compared to the traditional way of teaching. This claim corroborates Muhammad and Kainat's assertion about students' lack of interest because of teachers' inability to create an interactive environment and show creativity when working online.

In addition, 70% of the teachers claim that the traditional way of learning in the Algerian context is more effective than online learning and most of them prefer teaching using a mixture of online and traditional teaching methods i.e. combining face-to-face classroom with a

computer-based teaching. This claim goes with what Hess (2013) argued about. Hess (2013) stated that blended learning is more flexible because it enables the students to acquire knowledge and receive content wherever they are through short videos. However, during the pandemic, the adoption of online learning is must and not an option. This means that teachers are obliged to teach online whatever their beliefs are. However, Juggernath and Govender (2020) affirmed that teachers' beliefs about the integration of technology in education are essential even in the exceptional circumstances. This claim was, in fact, confirmed and clearly reflected in our results as most teachers showed dissatisfaction about teaching purely online and preferred to follow a mixture of online and face-to-face teaching.

The third section denotes that 73% of the participants believe that the flipped classroom is the best solution during the spread of Covid-19. Many researchers mentioned in the literature review also believe in the effectiveness of the flipped classroom including Enfield (2013) who explained that the flipped classroom encourages students to learn outside whenever and wherever they are. This makes the students not obliged to physically attend in the classroom.

More than the half of the participants (54%) claims that the application of that teaching method was difficult in their universities. So they attempt to use different strategies to facilitate the mission, such as assessment and classroom discussions, to make sure that their students are constantly following their pre-instructions. In fact, not only Algerian teachers find difficulties in implementing the flipped classroom method. Many teachers around the world face many difficulties and challenges. Ash (2011), for example, stated that implementing face-to-face lessons online is not effective for the transmission of certain content. Moreover, Keene(2013)says that instructors should not forget that each student has various styles of learning what makes it difficult to meet all the students' needs within the flipped classroom.

Furthermore, 57% of the participants confess that this method of teaching has the advantage of giving the opportunity to teach more content. This belief confirms the claim that was mentioned in the literature review which says that the flipped classroom enables teachers to teach more topics in less time. However, 67% of them argue that it is not implemented successfully in their universities. Therefore, after the end of this pandemic, 60% of the teachers prefer adopting a hybrid method based on mixing the traditional way of teaching with the flipped classroom while 32% of them want to go back to the traditional way of teaching (face-to-face).

In short, the Analysis of the questionnaire indicates that Algerian university teachers agree about the importance of the flipped classroom method of teaching; however, they are not satisfied with its implementation in the local context as they find it difficult and necessitating to more organization and planning.

The second data gathering tool, the checklist, has also outlined different responses from the students. The checklist is composed of 13 statements and the students' responses are supposed to range from "strongly agree" to "strongly disagree".

65% of the students claim that they have permanent access to internet at home; however, only 27% of them have been trained on how to use online learning apps. Therefore, despite the fact that the majority of students have access to internet at home, the number of those who do not have it is considerable what makes it difficult to learn online.

This result supports Gilbert's claim (2015) who affirmed that among the challenges that face students when learning online is that they do not all have a stable internet at home. Tanveer (2020) also tackled this problem and explained that the lack of connectivity may disturb students and make them fear losing marks.

Furthermore, the students' responses, unexpectedly, show that only 11% of the participants agree that online learning is more interesting than the traditional one and 7% strongly agree. It means that the minority of the students with a percentage of 18% finds online learning interesting. This lack of interest may be explained by the fact that the students find online learning difficult and less comprehensible. In addition, teachers may always tend to use the same expected methods of teaching. Thus, Hathway (2013) suggested the use of the different learning resources and teaching methods in order to stimulate their students and keep them motivated and engaged in their courses.

Most of the students believe that online learning is challenging and difficult; thus, only 5% of them claim that they understand the courses better within that way of teaching. Although the flipped classroom provides a better chance to teach more content, most students (41%) agree that the adoption of this method in the Algerian university is difficult. This result supports Tanveer's assertion which states that students complain about the fact that some online courses are too difficult to be understood alone.

28% of the students believe that the implementation of the flipped classroom is unsuccessful. This is due to the fact that the decision of adapting the flipped classroom was sudden and unplanned although Branch and Dousay (2015) argued that effective online learning requires a thorough preparation and planning.

Moreover, 45% believe that their teachers do not apply the flipped classroom appropriately. Hence, Hathway (2013) advocates for the adoption of several methods in order to motivate students and meet the maximum of their needs and interests.

71% of the students still prefer the traditional way of learning even during the spread of Covid-19. In post-Covid era, most of them prefer to study within the hybrid method. i.e., they want to learn using a mixture of online and face-to-face learning.

All in all, the results gathered from the checklist denote that students do also appreciate the flipped classroom and value its status; however, they find it difficult and they believe that their teachers do not apply it appropriately.

- **Question1:** Is flipped classroom implemented successfully in all Algerian universities?

It is found that flipped classroom is not implemented successfully in the Algerian universities because of lack of organization and planning. This goes back to the fact that the adoption of this method was sudden and urgent because of the spread of Covid-19.

- **Question2:** What are the strategies used by university teachers to integrate flipped classrooms?

The obtained results denote that Algerian university teachers opt for various strategies when teaching within the flipped classroom. They tend to present online content in a form of scripts, videos or audios. Then, they rely on classroom practice to assess their students grasp and ensure that they follow the presented courses.

- **Question3:** What are the challenges that face flipped classroom learning?

Flipped classroom creates many challenges for both teachers and students. On one hand, teachers face many difficulties when trying to create the good learning conditions and meet the students' interests and motivation. They also suffer from poor connectivity and the challenge of gathering all the students at the same time online. On the other hand, students may not have access to internet at home. They also may face a difficulty to understand courses independently or to be motivated by the adopted teaching methods.

- **Question4:** Will teachers continue using flipped classroom in post Covid19?

The data gathered report that Algerian university teachers will not continue using flipped classroom in post Covid19. They will rather adopt the hybrid method of teaching.

After answering the research questions, we can:

- Confirm the first hypothesis which suggests that the implementation of flipped classrooms in Algerian universities is not fully successful.
- Reject the second hypothesis which anticipates that the Algerian university teachers will adopt flipped classroom in post covid-19.

Recommendations:

This study represents an investigation about the status of the flipped classroom in the Algerian university. On the basis of the gathered data, it is highly recommended to take the following suggestions into consideration:

- Providing more training opportunities for both teachers and students to teach/learn within the flipped classroom to show them clearly how to work within that method.
- Encouraging online learning/ teaching to cope with modernization.
- Supplying with the needed technological materials to facilitate flipped classroom implementation.
- Making plans for free online education to facilitate online learning for those who do not have accessibility to internet.

Future research needs to consider the following recommendations:

- Conducting a study that compares the implementation of the flipped classroom in Algeria and other more developed countries. In other words, checking the differences and similarities between the way in which the flipped classroom is implemented to try to improve the method in the local context.

- Tackling this topic adopting an experimental method and making of the study more practical.

General Conclusion:

In conclusion, this dissertation summarizes the whole study. As mentioned earlier, higher education, like all other domains, was influenced by the sudden emergence and spread of Coronavirus. The latter pushed the government to suspend almost all the activities that involve people's assemblage and meetings and education was not an exception. Hence, universities and schools were closed at the aim of limiting the contagions of the virus. However, responsables and policy makers had to find urgent solutions to save education since no one knows when these exceptional circumstances will end.

The flipped classroom method of teaching/ learning was suggested as a solution to ensure the continuity of higher education. As a part of online learning, this method was adopted for the first time in the Algerian university despite the fact that it has been invented many years ago in other more developed countries.

In fact, there are many studies that concern the flipped classroom method, its characteristics, implementation, etc but none of them tackled this method's application in the Algerian context. Therefore, this study targets the implementation of the flipped classroom in the Algerian university. It clarifies how the findings related to the main concern help to understand the relationship between the elements of the study. The literature review plays a major role in the comprehension of the relationship between the emergence of Covid-19, online learning, the challenges that online learning create for both teachers and students and the flipped classroom. Hence, the literature review is divided into four sections each of which tackles one of the following items.

The first part is concerned with the beginning of Coronavirus and its spread all over the world. In addition, it explains the influence of this pandemic on education and how it led to the

suspension of all educational institutions including universities. The second part tackles the adoption of technology in education as a result of modernisation and development. Furthermore, it distinguishes between online, distance and E-learning i.e., it clarifies the differences between those three types of learning in order to avoid misinterpretations of the three terms as many students and even teachers use the terms interchangeably. The third part exposes the challenges that face both teachers and learners when adopting online teaching/learning. It emphasizes the main difficulties and obstacles that hinder the implementation of online learning and make of it a challenging task. The fourth part presents the flipped classroom. It explains how this new teaching approach began as a part of online learning. It also tackles its adoption and contribution to higher education. Moreover, it presents objectively the advantages and disadvantages of this approach.

The nature of the topic and the raised questions require opting for a qualitative descriptive method. The study targeted a sample of 40 EFL teachers from different Algerian universities. In addition, it targets a population of 84 Master one students of Barika University Center. The sample was selected relying on both convenient and snowball sampling techniques. The purpose of selecting this sample is to collect the participants' opinions and attitudes towards our issue. Hence, we used two data gathering tools in order to collect qualitative data. The first data gathering tool is the questionnaire which was given to university teachers. It was handed to the teachers of Barika University Center as printed copies and sent via email to teachers from other universities. The second data gathering tool is the checklist which was handed to Master one students of Barika while they were having their first term exams. We intended to distribute the checklists during the exams to ensure the presence of all the students.

The data gathered unveil many facts that concern flipped teaching in Algerian university. Both teachers and learners appreciate this method of teaching and are aware of its

advantages. Yet they are facing some challenges because they did not cope with the new sudden educational changes. Hence, the majority of teachers/learners do not prefer to study purely within the flipped classroom. They rather favour to work within a mixture of flipped and traditional classroom.

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Appendices

Teachers' Questionnaire

Section One

1. You are:
 - a. 25- 30 years old
 - b. 30-40 years old
 - c. 40-50 years old
 - d. More than 50
2. In which university do you teach?
3. How long have you been teaching in higher education?
4. In which department do you teach?

Section Two

1. Have you ever taught online subjects?
 - a. Yes
 - b. No
2. Have you received any training concerning online learning/teaching?
 - a. Yes
 - b. No
3. Do you find online learning a challenging task?
 - a. Yes
 - b. No

Why?
4. Do you think that students are more interested in online learning?
 - a. Yes
 - b. No
5. Online learning is more effective than the traditional one.

- a. I strongly agree
- b. I agree
- c. I disagree
- d. I totally disagree

6. Which method do you mostly use when teaching on line?

- a. Blended Classroom
- b. Flipped Classroom
- c. Distance Classroom

Section Three

1. Do you think that Flipped classroom is the best method in the actual situation? (Covid-19 pandemic)?

- a. Yes
- b. No

2. Was the adoption of flipped classroom in the Algerian university difficult?

- a. Definitely
- b. Some what
- c. Not really
- d. Definitely no

3. How do you make sure your students follow your pre-instruction content?

4. Does flipped classroom give you the opportunity to teach more content?

- a. Yes
- b. No

5. Do you find the integration of the flipped classroom successful in your university?

- a. Yes
- b. No

If no, why?

6. In post Covid-19 era, what way of teaching do you prefer using?

- a. Flipped Classroom method
- b. Face-to-face teaching method
- c. A hybrid method

Students' Checklist

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. I have permanent access to internet at home.					
2. I have been trained to use online learning apps.					
3. Online learning is more interesting and efficient than face-to-face learning.					
4. Online learning is challenging and difficult					
5. I understand in online learning better than in face-to-face.					
6. The flipped classroom (which means receiving knowledge at home and doing homework in the classroom) is the best solution during Coronavirus pandemic.					
7. Flipped classroom gives me the opportunity to learn more content.					
8. I find the adoption of flipped classroom difficult in the Algerian University.					
9. I believe that the integration of flipped classroom was unsuccessful and ineffective.					
10. I easily follow my teacher's pre-instructions within the flipped classroom.					
11. Most teachers do not apply the online learning/flipped classroom correctly.					
12. Even the actual pandemic, I still prefer to learn in the traditional method.					
13. In post-Covid era, I prefer learning using hybrid learning (mixture between face-to-face and online learning).					

Abstract

The emergence of Covid-19 has affected all domains including education. It led to many changes one of which is the adoption of flipped classroom. This decision is made to limit the contagions caused by the virus. Therefore, this dissertation investigates the effectiveness of flipped classroom and describes its implementation in the Algerian universities. A descriptive qualitative method is adopted to scrutinise the implementation of flipped classroom in the Algerian universities. Hence, relying on the convenient and purposive sampling techniques, the sample was selected. It consists of 42 teachers from different Algerian universities and 80 Master One EFL students at Barika University Center. Likewise, the questionnaire and the checklist represent the data gathering tools. The former was given to University teachers whereas the latter was handed to the students. The findings reveal that the participants value the importance of the flipped classroom; however, they find it difficult and challenging because of lack of organisation. Eventually, this method will not be adopted in post-Covid-19 era as both teachers and students prefer a mixed method. Thus, it is recommended to provide intensive training to facilitate working within the flipped classroom. It is also recommended to give importance to planning before implementing any method.

الملخص

لقد أثر ظهور فيروس كوفيد 19 على جميع المجالات بما فيها التعليم. وقد أدى ذلك إلى العديد من التغييرات أحدها اعتماد الفصول الدراسية المقلوبة. تم اتخاذ هذا القرار بغرض الحد من العدوى التي يسببها الفيروس. لذلك، فإن هذه الرسالة تحقق وتبحث في فاعلية الفصول المقلوبة في الجامعات الجزائرية وتصف طريقة تطبيقها. تبعا لطبيعة البحث، تم اعتماد طريقة وصفية نوعية للتدقيق في كيفية تطبيق الفصول المقلوبة في الجامعات الجزائرية. ومن ثم، بالاعتماد على تقنيات أخذ العينات الملائمة والهادفة تم اختيار العينة. تتألف العينة من أساتذة الجامعة الجزائرية وطالبة ماستر 1 من المركز الجامعي بـريكة. وبالمثل، يعتبر الاستبيان والقائمة المرجعية الأدوات المعتمدة لجمع البيانات. تم تسليم الأول (الاستبيان) للأساتذة بينما تم تسليم الثاني (القائمة المرجعية) للطلبة. تتكون العينة من 42 أستاذاً من مختلف الجامعات الجزائرية و 80 طالبا يدرس بالمركز الجامعي بـريكة. تظهر النتائج أن المشاركين يقدرون أهمية الفصل الدراسي المقلوب ولكنهم يجدون صعوبة وتحدي في تطبيقه بسبب الافتقار إلى التنظيم والتحضير. لذلك ففي النهاية لن يتم اعتماد هذه الطريقة في حقبة ما بعد كوفيد 19 حيث كل من الطلبة والأساتذة يفضلون الطريقة المختلطة. لذلك، فإنه يوصى بتوفير المزيد من التدريب المكثف لكل من الأساتذة والطلبة للعمل ضمن الفصل المقلوب. يوصى أيضا باعطاء أهمية للتخطيط والتنظيم قبل تنفيذ أي طريقة