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Exploring the Impact of Flipped Classroom Model on Higher Education Students Engagement: A mixed method study of first year students at Ghardaia University

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DEDICATION

First of all, I would like to thank Allah for giving me the strength and patience to finish this work.

My heartfelt appreciation goes to:

- To my beloved parents, thank you for being the unwavering pillars of love and support in my life.
- To my wonderful siblings, I just wanted express my deepest gratitude to you for supporting me both emotionally and financially throughout my life.
- To my cherished sisters-in-law, your delicious meals and attentive ears make every moment together special, and I'm grateful for your unwavering support and friendship.
- To my incredible friends, you are the family I chose, and I couldn't be more grateful for your companionship and love. Your friendship is a treasure beyond measure in my heart.
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Abstract

This study investigates the impact of the Flipped Learning Model (FLM) on student engagement among first-year students at Ghardaia University. The FLM reverses traditional teaching methods by introducing instructional content outside of the classroom and dedicating in-class time to interactive, student-centered learning activities. Utilizing a mixed-methods approach, this research combines quantitative and qualitative data to assess the effectiveness of the FLM in enhancing student engagement.

The study's findings indicate that the FLM significantly increases student engagement compared to traditional lecture-based methods. Students participating in the FLM reported higher levels of involvement, motivation, and understanding of the course material. The research also explores existing teaching models at Ghardaia University, highlighting a lack of approaches similar to the FLM and identifying potential challenges and facilitators for its future implementation.

Challenges identified include resource constraints, technological limitations, and resistance to change among educators. The study recommends professional development for instructors, institutional support, and the provision of digital resources to address these issues. By overcoming these challenges, the FLM can be effectively integrated into higher education, leading to enhanced student engagement and improved learning outcomes.

This research contributes to the growing body of literature on innovative educational practices, providing a comprehensive analysis of the FLM's potential to transform traditional teaching methods and foster a more engaging learning environment. The findings offer practical guidance for educators and institutions seeking to implement the FLM and enhance student engagement in higher education.

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General Introduction

Introduction

1. The Background of Research

Language teaching has a long, fascinating but rather tortuous history, in which a debate on teaching approaches, methods and techniques has evolved particularly over the last hundred years. From a traditional model that represents a structured approach to education, wherein the teacher moderates and regulates the flow of information and knowledge. Students are expected to continue developing their knowledge of a subject outside of school through homework exercises. Here, students' main resource is their instructor who only teaches them face-to-face. It typically features a standard curriculum designed to highlight the courses, modules, and learning objectives necessary for students to attain proficiency in their chosen discipline. It follows a combination of lectures, seminars, and practical sessions, where the aim is to impart knowledge, critical thinking skills, and disciplinary expertise to students pursuing degrees over a prescribed structure, with students progressing through a series of foundational, intermediate, and advanced courses. Most traditional degree programs span several years, culminating in the awarding of a bachelor's, master's, or doctoral degree. These credentials signify the attainment of a certain level of expertise and academic achievement within a specific discipline. Experts in the field have criticized the traditional model for its limitations in fostering creativity, critical thinking, and adaptability, which are seen as essential skills for success in the 21st century. They argue for more student-centered approaches that empower learners to take ownership of their education and develop the skills they need to thrive in an ever-changing world.

The shortcomings of the traditional approach gave birth to more agile, adaptable approaches, that reflects a broader trend towards embracing change, innovation, flexibility and employment of technology across various domains, namely Student-Centered, Learning Competency-Based Education (CBE), Project-Based Learning, Personalized Learning, and Flipped Classroom.

The development of technology In recent years has played a significant role in augmenting the educational system. The integration of advanced technological tools, gadgets, and educational applications has prompted a departure from traditional methods of course delivery towards a contemporary, unconventional approach to education. Now more than ever, students spend much of their waking time on using some sort of technology tools; by using this technology, it is possible for them to interact with friends, instructors, and learning content everywhere, not only in the class but also outside the class through distance learning (Fisher, 2009). According to the Horizon Report which focuses on exploring

and reporting emerging technology in education, the flipped classroom has been highlighted as an emerging technology for higher education which is very important to use at college level (Johnson, Adams Becker, Estrada, & Freeman, 2014). The above mentioned approach has been used in many fields including second/ foreign language teaching.

The flipped classroom (FC) model is characterized by the intentional integration of technology to deliver content outside of class, freeing up class time for interactive, hands-on activities that promote deeper understanding and application of knowledge." (Bishop & Verleger, 2013, p. 34). Flipped instruction shifts the focus from the teacher to the student, promoting personalized learning and allowing educators to better address individual student needs. (Strayer, 2012, p. 184). Flipping the traditional instructional model promotes active learning, fosters critical thinking skills, and provides students with opportunities for collaborative problem-solving." (Lo & Hew, 2017, p. 220).

This model particularly aligns itself with the dynamics of secondary and higher education settings. Its structure affords both learners and educators the opportunity to equip students with preparatory knowledge prior to the scheduled class. This pre-exposure enables class time to be structured around interactive and collaborative endeavors, fostering a more profound engagement with the subject matter. This study aims to examine the effect of the Flipped Classroom model on student engagement in higher education.

2. Statement of problem

Higher education institutions in Algeria face a challenge in fostering active student engagement, particularly among first-year students. Traditional lecture-based methods often lead to passive learning, hindering critical engagement. This study aims to explore the potential of the flipped classroom model (FCM) in addressing these challenges. Using a mixed study approach focused on first-year students at the University of Ghardaia, the research will investigate their perceptions of the flipped classroom model (FCM), with a focus on student engagement. Despite their lack of experience with flipped learning, the study seeks to understand their attitudes and potential benefits of the FCM within the Algerian higher education context. Ultimately, the research aims to provide insights into the feasibility and effectiveness of adopting the flipped classroom approach, offering valuable guidance to educators seeking to enhance student engagement and learning outcomes.

3. Statement of purpose

Sparked by the desire to ignite student engagement and deepen learning, this study delves into the flipped classroom model as a means to modernize teaching practices. By leveraging technology, this approach aims to minimize passive

learning experiences typically found in traditional classrooms and foster a more interactive and effective learning environment for both students and instructors.

4. Research Questions

1. To what extent does the implementation of the Flipped Classroom Model affect student engagement among first-year students at Ghardaia University?
2. Are there any existing teaching models at Ghardaia University similar to the Flipped Classroom Model?

5.Research Hypotheses

Hypothesis 1: The implementation of the Flipped Classroom Model will significantly increase student engagement among first-year students at Ghardaia University compared to traditional lecture- based methods.

Hypothesis 2: There are limited or no existing teaching models at Ghardaia University that closely resemble the principles and practices of the Flipped Classroom Model.

6. Structure of Research

The introduction provides an overview of the research topic, outlines the research questions and hypotheses, discusses the study's motivation, acknowledges potential limitations, and provides clear definitions of key terms. The dissertation comprises two main parts : a theoretical part and a practical part. Part one contains two chapters: chapter one introduces the theoretical underpinnings of flipped learning, unpacking its definition , evolution, the pivotal frameworks shaping its implementation, and the theoretical perspectives on student engagement. Chapter two on the other hand, focuses on the literature review by exploring the effectiveness of flipped learning across various disciplines, identifying key factors influencing its success, examines its impact on student engagement, and synthesis of literature connecting flipped learning and student engagement. Part two tackles the practical aspects of the study. Here, the chosen methodology is meticulously explained and justified. This chapter also details the data collection process, the analysis techniques employed, and the interpretation of the results, culminating in the research conclusions.

7. Motivation

Throughout my academic career, I have been fascinated by the potential of pre-class preparation to enhance in-class learning. The traditional model of

lectures delivering new information followed by note-taking often leaves little room for deeper analysis and discussion. This has led me to explore the concept of "flipped classroom," where students engage with pre-recorded video lectures or interactive materials before class. This approach allows class time to be used for more active learning strategies, such as discussions, problem-solving activities, and student presentations. The potential of technology to facilitate this shift, particularly by providing students with accessible and engaging pre-class materials for preparation and review, is particularly intriguing. Through this dissertation I aim to investigate the effectiveness of this approach in fostering a more dynamic and intellectually stimulating learning environment.

8. Limitations

The study on the impact of the Flipped Learning Model on higher education students' engagement acknowledges several limitations:

1. **Resource Constraints**: The implementation of the flipped classroom model requires significant resources, including access to technology and digital materials. Limited availability of these resources can hinder the effectiveness of this approach.
2. **Technological Limitations**: Technological issues such as lack of access to high-speed internet or personal devices can impede students' ability to engage with pre-class materials, thus affecting the overall success of the flipped classroom model.
3. **Resistance to Change**: There is potential resistance from both students and educators who are accustomed to traditional teaching methods. Adapting to a new model of learning can be challenging and may face opposition due to comfort with established practices.
4. **Professional Development Needs**: Effective implementation of the flipped classroom model necessitates proper training and professional development for instructors. Without adequate support and training, educators may struggle to adopt and effectively utilize this model.
5. **Cultural and Institutional Barriers**: The culture and climate of educational institutions can vary widely. In some cases, there may be institutional resistance or skepticism toward adopting innovative teaching methods like the flipped classroom model, which can limit its implementation and effectiveness.

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Chapter One

Chapter One_____ Theoretical Framework

2. Introduction

The flipped learning model (FCM) has emerged as a transformative approach in education, challenging traditional paradigms of teaching and learning. This chapter delves into the theoretical underpinnings of flipped learning, unpacking its definition, evolution, and the pivotal frameworks shaping its implementation. However, to understand the transformative potential of FCM, we must first examine a critical element: student engagement.

1.1 Flipped Classroom Model

2.1.1. Historical Overview of Flipped Classroom

The flipped classroom, rooted in innovative practices like Eric Mazur's Peer Instruction method from the late 20th century, gained prominence in the late 2000s with Jonathan Bergmann and Aaron Sams who popularized the term. This approach flips traditional instruction by delivering content, often through pre-recorded videos, outside of class. This frees up valuable in-class time for interactive activities like discussions, problem-solving exercises, or student-led presentations, fostering deeper engagement with the material. The rise of digital technology, particularly video-sharing platforms like YouTube, facilitated the creation and distribution of educational content, which fueled the momentum of the flipped classroom approach. Over the years, the flipped classroom model has continued to evolve, with educators integrating a range of digital tools and platforms to enhance both the delivery of content and the learning experiences of students. While research on its effectiveness has shown promising results in terms of increased student engagement and achievement, ongoing exploration and refinement are underway to optimize its implementation across diverse educational

contexts. Today, the flipped classroom is widely used in various educational settings, reflecting its adaptability and potential to transform traditional teaching paradigms.

2.1.2. The concept of flipped learning approach

In the literature, the flipped classroom concept has been approached from various perspectives. According to Jung et al. (2018), the essence of the flipped learning approach lies in students' proactive engagement with course materials before class, while class time is reserved for interactive activities such as discussions, collaboration, problem-solving, and practice. Building on this idea, Belmonte et al. (2019) elaborate that this pre-class self-learning phase empowers students to explore course content independently, utilizing web-based social media and technologies through supplementary videos and exercises outside of traditional classroom hours. Both studies highlight the flexibility inherent in the flipped classroom model and its impact on optimizing classroom time management.

Demirel (2016) further emphasizes the benefits of this flexible environment, noting that it alleviates students' stress and eliminates the need to rush through dense lectures. Instead, students can seek assistance from peers or consult the teacher as needed, fostering a more supportive learning atmosphere. Additionally, Rahman et al. (2020) assert that the flipped learning approach redefines the traditional roles of teachers and students in the classroom. Students take on a more active role in organizing their learning process and collaborating with peers and teachers to deepen their understanding of the material during class time. Consequently, this approach cultivates autonomous learners capable of excelling in observational, cognitive, and higher-order tasks (Hinojo et al., 2019).

1.2Theoretical Underpinnings of FCM

The flipped learning model represents a paradigm shift in educational practice, emphasizing active learning and student-centered instruction. At its core, the flipped learning model involves the reversal of traditional teaching methods, where students engage with course content outside of the classroom through pre-class assignments, allowing for more interactive and applied learning experiences during in-class sessions.

1.2.1. Active Learning : as championed by scholars like Michael Prince (2004), emphasizes student participation and engagement in knowledge construction. Traditional lecture-based classrooms often relegate students to a passive role, absorbing information delivered by the instructor. Flipped learning disrupts this paradigm. By introducing foundational knowledge through pre-class activities like readings, videos, or online modules, students come to class prepared to engage with the material at a deeper level. In-class sessions then become a springboard for active learning strategies such as discussions, problem-solving exercises, and collaborative projects. These activities require students to think critically, analyze information, and apply their knowledge to solve problems or create new understanding. Through this active participation, students become co-creators of knowledge, solidifying their learning and fostering a deeper comprehension of the subject matter.

1.2.2. Constructivist Learning Theory (Vygotsky, 1978): constructivism posits that learners actively construct knowledge through interaction with their environment and social experiences. Pre-class materials in a flipped classroom provide a foundation for individual knowledge construction. Students grapple with introductory concepts on their own, building a basic understanding. However, flipped learning doesn't stop at individual exploration. In-class activities encourage collaboration and social interaction. Students discuss their interpretations, debate ideas, and work together to solve problems. Through these interactions, they refine their understanding, learn from different perspectives, and co-construct a more nuanced and comprehensive knowledge of the subject. This collaborative learning environment aligns perfectly with

Vygotsky's notion of the Zone of Proximal Development, where learners are scaffolded by their peers and instructors to reach higher levels of understanding.

1.2.3. Integration of Technology: the integration of technology in the flipped learning model serves as a catalyst for transforming traditional instructional practices and expanding learning opportunities beyond the constraints of time and space (Hamdan, McKnight, McKnight, & Arfstrom, 2013). Educational technology tools such as learning management systems, video hosting platforms, interactive simulations, and online discussion forums facilitate access to course materials, promote active engagement with content, and support differentiated instruction to meet diverse learning needs (Bishop & Verleger, 2013; Lage, Platt, & Treglia, 2000). By leveraging multimedia resources and digital platforms, instructors can create dynamic, interactive learning experiences that cater to individual learning styles and preferences, fostering a more inclusive and personalized approach to education (Brame, 2013).

1.2.4 Bloom's Taxonomy: developed by Benjamin Bloom in 1956, this taxonomy provides a framework for classifying educational objectives into levels of complexity and cognitive engagement. The Flipped Models principels aligns with Bloom Taxonomy, as it allows for the effective implementation of learning activities that target different levels of cognitive thought. This alignment allows for the effective progression from lower-order thinking skills, such as remembering and understanding through pre-class materials, to higher-order thinking skills like applying, analyzing, evaluating, and creating during in-class activities. By integrating Bloom's Taxonomy, instructors can provide personalized support, promote higher-order thinking skills, increase student engagement, and improving learning outcomes within the FC environment. This synergy further enhances and creates a dynamic and engaging learning experience that fosters problem-solving, deeper understanding and engagement among students. Figure 01 demonstrates the synergy between The Flipped Classroom and Bloom's Taxonomy.

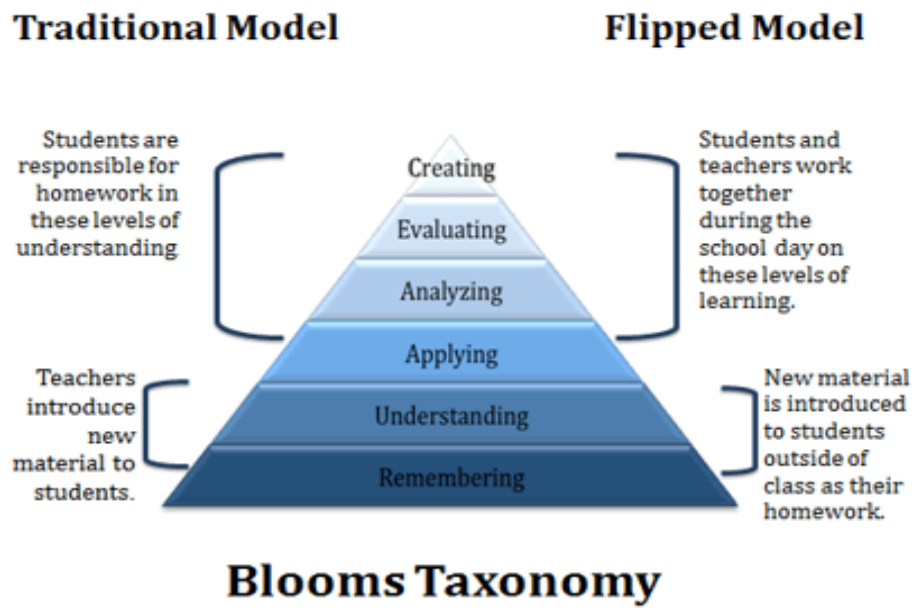

Image: Williams, Beth (2013). How I flipped my classroom. NNNC Conference, Norfolk, NE.

Figure 01 demonstrates the synergy between The Flipped Classroom and Bloom's Taxonomy.

1.3. Theoretical perspectives on student engagement

1.3.1. Definition of Student Engagement

Student engagement is a multifaceted construct that encompasses the student's level of involvement, interest, and effort directed towards their learning. Trowler (2020) define it as "the investment of time, effort, and other relevant resources by both students and their institutions intended to optimize the student experience and enhance the learning outcomes and development of students". street. On the other hand, Fredricks et al. (1997) emphasized student's internal state. by define it as "students' willingness, need, desire, and compulsion to participate in, and be successful in, the learning process". furthermore, Pascarella & Terenzini (2005) highlighted various aspects of engagement. They describe student engagement as the level of interest demonstrated by students, how they interact with others in the course, and their motivation to learn about the topics. Here student engagement goes beyond mere attendance or compliance with academic tasks and reflects the extent to which students are actively participating, cognitively processing, and emotionally connecting with the learning process. Experts in the field of education and related disciplines have identified various dimensions of student engagement, which include:

a) **Behavioral Engagement:** it focuses on observable behaviors that demonstrate student participation. This dimension encompasses attendance, participation in class discussions, completion of

assignments, and adherence to classroom rules and expectations. According to Skinner and Belmont (1993), behavioral engagement reflects students' involvement in academic tasks and their willingness to actively participate in learning activities. Flipped learning environments naturally promote behavioral engagement by requiring students to come to class prepared, having already grappled with foundational concepts through pre-class activities. In-class activities then build upon this preparation, encouraging active participation through discussions, presentations, group work, and problem-solving exercises.

b) **Cognitive Engagement:** it focuses on the effort and mental processing students invest in learning. It involves students' active processing of information, critical thinking, problem-solving, and deep understanding of academic content. Fredricks, Blumenfeld, and Paris (2004) emphasize the cognitive dimension of engagement as essential for meaningful learning experiences and academic achievement. Flipped learning fosters cognitive engagement by encouraging students to approach in-class activities with a foundation of knowledge. This allows them to move beyond rote memorization and delve into deeper analysis, critical thinking, and application of concepts to real-world scenarios. The shift from lecture-based instruction to interactive activities encourages students to grapple with complex ideas, ask questions, and synthesize information from various sources.

c) **Emotional Engagement:** it pertains to students' affective responses, attitudes, and feelings toward the learning process, curriculum, and educational environment. It encompasses students' interest, enthusiasm, motivation, and sense of belonging in the classroom. Pekrun (2006) highlights the emotional dimension of engagement, emphasizing the role of positive emotions such as curiosity, enjoyment, and pride in facilitating learning and academic success. Flipped learning can cultivate emotional engagement by fostering a sense of autonomy and ownership over learning. Pre-class activities allow students to control the pace of their learning, while in-class activities encourage them to actively participate in shaping their understanding through discussions and collaborative tasks. The flipped classroom environment can also cultivate a sense of community and belonging through collaborative activities and peer interaction, further enhancing emotional engagement.

1.3.2Alignment Between Flipped Learning and Student Engagement Theories:

The alignment between flipped learning and theories of student engagement underscores the synergistic relationship between pedagogy and student experience. Brame (2013) elucidates how the flipped

learning model inherently promotes various forms of engagement by providing opportunities for active participation, collaborative learning, and authentic problem-solving.

Moreover, Johnson and Renner (2012) underscore the theoretical underpinnings of flipped learning practices, emphasizing its potential to enhance student motivation, self-regulation, and metacognitive skills. By aligning with principles of active learning and constructivist theories of learning, flipped learning optimizes the conditions for student engagement, thereby fostering deeper learning, higher retention, and increased academic achievement.

1.4Flipped Classroom Models

1.4.1 The Standard Inverted Classroom

This approach simply flips the traditional classroom. Here students are assigned the “homework” of watching video lectures and reading any materials relevant to the next day’s class. During class time, students practice what they’ve learned, with their teachers freed up for additional one-on-one time. This model allows students to learn the basic content on their own, while using class time for active learning, problem-solving, and getting personalized help from the instructor. The role of the teacher here is more of "a guide on the side" rather than a" sage on the stage". Figure 02 demonstrate the dynamics of a standard inverted classroom.

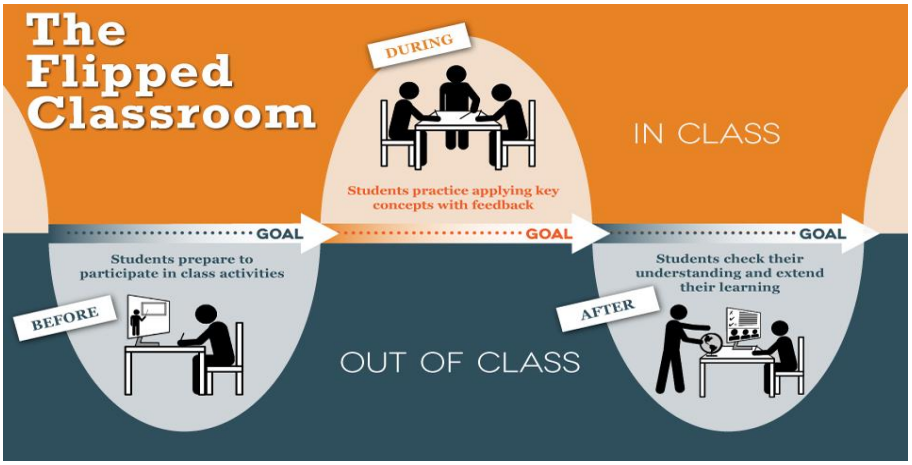

Figure 02: demonstrate the dynamics of a standard inverted classroom.

1.4.2 The Flipped-Mastery Model

This instructional approach combines elements of the flipped classroom and mastery learning. In this model, students learn new content through online

resources such as videos or interactive lessons outside the class. During class, students engage in active learning activities like problem-solving, discussions, or projects with the guidance of the teacher. This approach aims to personalize learning allowing learners to progress at their own pace and ensuring that they have a solid understanding of the material before moving forward. By shifting direct instruction to outside of class, more time can be dedicated to active learning and individualized support during class. Thomas Guskey who edited a collection of "Bloom stories" (Benjamin S. Bloom, Portraits of an Educator), stated that "Bloom's most notable contribution to teaching and learning was his work in developing the theory and practice of mastery learning." Bloom had concluded that any method that would provide the teacher time to implement mastery would be "educational achievement of the greatest magnitude." Flipped does provide the time for individual student engagement where all levels of differentiation can be implemented. Figure 03 demonstrate the mastery learning cycle by Dr. Cara Johnson.

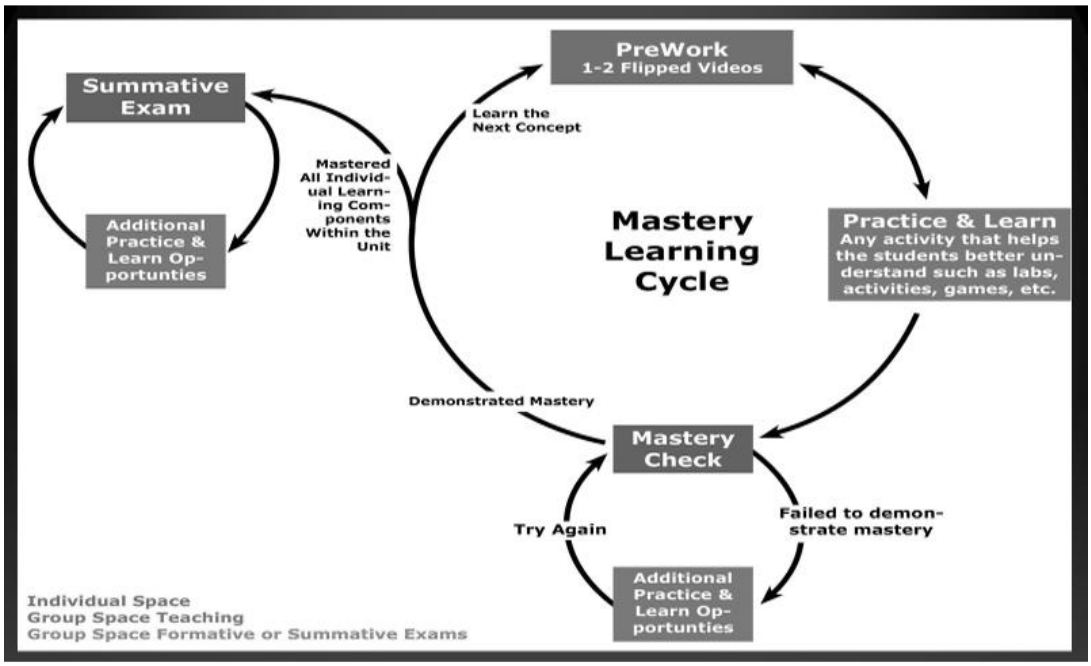

Figure 03: demonstrate the mastery learning cycle by Dr. Cara Johnson.

1.4.3The Group-Based Flipped Classroom

This model adds a new element to help students learn — each other. The class starts the same way others do, with lecture videos and other resources shared before class. The shift happens when students come to class, teaming up to work together on that day's assignment. This format encourages students to learn from one another and helps students to not only learn the what the right answers are

but also how to actually explain to a peer why those answers are right. This model aims to enhance student engagement, critical thinking, and active learning by leveraging the power of collaborative work in the classroom. Figure 03 demonstrate the group-based flipped classroom.

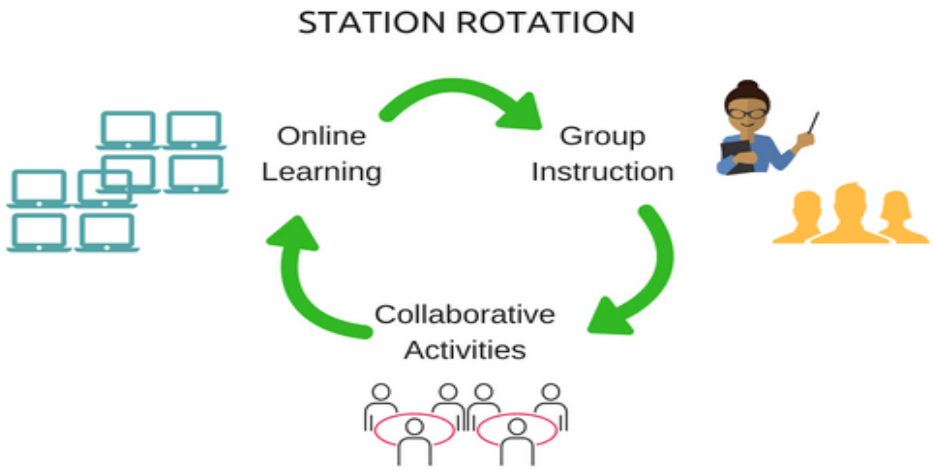

Figure 04: demonstrate the group-based flipped classroom.

1.4.4 The Virtual Flipped Classroom

Through merging the flipped classroom elements with virtual learning environments, offering a dynamic educational approach. It combines synchronous and asynchronous components, enhancing student engagement and knowledge gain, as seen in a study involving graduate students during the COVID-19 pandemic. Virtual classrooms like zoom facilitate real-time interactions and collaborative learning. This innovative model, supported by technologies like video conferencing and digital tools aims to enhance the educational experience and empower students to become active participants in their learning journey.

Conclusion

By aligning with principles of active learning, constructivism, and integrating technology effectively, and Bloom's taxonomy flipped learning has the potential to create a dynamic and engaging learning environment that fosters all three dimensions of student engagement – behavioral, cognitive, and emotional.

Chapter Two

Chapter Two_____Literature Review

2.Introduction

Flipped learning has gained significant attention in higher education as an innovative instructional approach aimed at enhancing student engagement and learning outcomes. This literature review explores the effectiveness of flipped learning across various disciplines, identifies key factors influencing its success, and examines its impact on student engagement. By synthesizing existing research, this review aims to highlight the relationship between flipped learning and student engagement, identifying gaps and areas for further investigation.

2.1. Studies on Flipped Learning in Higher Education

2.1.1Effectiveness of Flipped Learning in Various Disciplines

Flipped learning has been implemented across diverse academic disciplines with varying degrees of success. Studies have shown that in STEM (Science, Technology, Engineering, and Mathematics) fields, flipped classrooms often lead to improved student performance and understanding of complex concepts. For instance, a meta-analysis by Lo and Hew (2017) found that flipped learning significantly enhanced academic achievement in STEM courses compared to traditional teaching methods. Similarly, Bishop and Verleger (2013) reported positive outcomes in engineering education, where students in flipped classrooms demonstrated better problem-solving skills and higher retention rates.

In the humanities and social sciences, the effectiveness of flipped learning is also evident. Research by DeLozier and Rhodes (2016) indicated that flipped classrooms in psychology courses improved student engagement and critical thinking skills. Moreover, Karabulut-Ilgu et al. (2018) highlighted that flipped learning in language courses facilitated greater student participation and interaction, leading to better language acquisition and communication skills.

2.1.2Factors Influencing the Success of Flipped Learning

The success of flipped learning initiatives depends on several factors, including instructional design, technological infrastructure, and student preparedness. According to Abeysekera and Dawson (2015), well-designed instructional materials that align with course objectives are crucial for the effectiveness of flipped classrooms. Additionally, the availability and accessibility of technological tools play a significant role. As noted by O'Flaherty and Phillips

(2015), inadequate access to technology can hinder the implementation and success of flipped learning.

Student preparedness and motivation are also critical factors. Chen et al. (2014) emphasized that students who are well-prepared for in-class activities and motivated to engage with pre-class materials tend to benefit more from the flipped classroom model. Furthermore, faculty training and support are essential for the successful adoption of flipped learning. Bergmann and Sams (2014) argued that educators need adequate training to effectively design and implement flipped learning environments.

2.2. Synthesis of Literature Connecting Flipped Learning and Student Engagement

2.2.1Existing Research on the Relationship between Flipped Learning and Student Engagement

The relationship between flipped learning and student engagement has been a focal point of recent research. Studies have consistently shown that flipped learning can enhance various aspects of student engagement. For example, a study by Rotellar and Cain (2016) found that flipped classrooms increased student participation and interaction, leading to higher levels of engagement. Similarly, Akçayır and Akçayır (2018) reported that students in flipped classrooms exhibited greater enthusiasm and interest in the learning material.

Moreover, flipped learning has been associated with improved self-directed learning and time management skills, contributing to higher cognitive engagement. Hung (2015) demonstrated that students in flipped classrooms were more likely to engage in self-regulated learning behaviors, such as setting goals and monitoring their own progress. This aligns with findings by Van Sickle (2016), who observed that flipped learning environments encourage students to take more responsibility for their own learning, thereby enhancing their overall engagement.

2.2.2Gaps and Areas for Further Investigation

Despite the growing body of research on flipped learning and student engagement, several gaps remain. One notable gap is the need for more longitudinal studies to assess the long-term impact of flipped learning on student engagement and academic outcomes. As O'Flaherty and Phillips (2015) pointed out, most existing studies are cross-sectional and focus on short-term effects.

Additionally, there is a need for more research on the impact of flipped learning in diverse educational contexts, including different cultural settings and varying

levels of student preparedness. As noted by Lundin et al. (2018), the effectiveness of flipped learning may vary depending on cultural and institutional factors, and more research is needed to understand these nuances.

Furthermore, the role of faculty training and support in the successful implementation of flipped learning warrants further investigation. While some studies have highlighted the importance of faculty readiness, more empirical evidence is needed to determine the best practices for training and supporting educators in adopting flipped learning.

Conclusion

This literature review has examined the effectiveness of flipped learning in higher education, the factors influencing its success, and its impact on student engagement. The synthesis of existing research indicates that flipped learning has the potential to enhance student engagement and improve academic outcomes across various disciplines. However, there are still significant gaps in the literature that need to be addressed through longitudinal studies, research in diverse educational contexts, and a deeper understanding of the role of faculty training. Addressing these gaps will provide a more comprehensive understanding of how flipped learning can be optimized to benefit students and educators alike.

Part Two: Practical Part

Chapter Three_____ Methodology

3.Introduction

This chapter details the research methodology used to examine the impact of the flipped classroom model on student engagement among first-year students at Ghardaia University. The study employs a mixed-methods approach, combining quantitative and qualitative data collection and analysis to provide a comprehensive understanding of the instructional model's effects. Additionally, it aims to confirm or refute the proposed hypotheses. The chapter is organized into two sections; the first section provides a general description of the research design and the methodology is, then, presented including the population and the sample chosen as well as the data collection tools. The second section is devoted to interpret and analyze the findings obtained from the use of different research instruments namely; Student's questionnaire and teachers 'interview. The data collected from these research tools will help us to answer the final questions examined in this research.

Section One: Research Methodology

3.1 Research Methodology

The research methodology serves as plan for tackling the research question. It involves selecting, describing and analyzing data about a specific topic. It answers two main questions how was the data collected? How was it analyzed?

3.2 Research Design

This dissertation takes the form of an exploratory case study. Our focus is on investigating the current state of student engagement in Algerian higher education, specifically among first-year students at Ghardaia University. We chose this population for two key reasons. Firstly, their newness to the university environment means they haven't yet developed entrenched habits or expectations based on traditional lecture-based learning. This allows us to establish a valuable baseline for future studies that implement the Flipped Classroom Model (FCM). By assessing engagement in a group with minimal preconceptions about university learning styles, we can gauge the potential impact of FCM on their academic experience. Secondly, by understanding current engagement levels through a student questionnaire, we can create a benchmark for future research on FCM or other pedagogical innovations. This benchmark will enable us to measure the effectiveness of new methods against a pre-existing data set. In addition to the student survey, I also employed a Google Form to gather information from teachers. While not formal interviews, the Google Form questions explored their perspectives on current teaching practices and their openness to new models like the FCM.

3.3 Participants

This study utilizes an exploratory case study approach to investigate student engagement in Algerian higher education, focusing on first-year students at Ghardaia University. To gain a comprehensive understanding, the study involved two participant groups.

- **Teachers:** Five English department faculty members from Ghardaia University were invited to participate. They completed a Google Form questionnaire exploring their observations and experiences with student pre-class preparation and engagement in traditional lecture formats. This information provides valuable context for understanding current pedagogical practices.
- **Students:** A total of 33 first-year students from Ghardaia University participated in the study. They completed a detailed online questionnaire distributed through a Google Form. The questionnaire explored their preparation habits, current engagement levels, and perceptions of online learning. The focus on first-year students is particularly relevant as they haven't yet developed entrenched learning habits, making them a valuable sample for assessing the potential impact of the Flipped Classroom Model (FCM).

3.4 Data Collection Instruments

As mentioned before, the present research is an exploratory study based on both quantitative and qualitative methodology. It relies on two distinct data collection tools questionnaire and interview.

3.4.1 Questionnaire:

According to Wilson and McClean (1994), a questionnaire is defined as "a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze." This research tool is valuable for gathering large amounts of varied data quickly and with minimal effort.

Questionnaires can encompass various types of questions, including:

1. **Closed-ended questions**: Also known as multiple-choice questions, these require respondents to select one of the provided options without providing additional comments.

2.Open-ended questions: These allow respondents to freely express their opinions. Although they take longer to answer and are more challenging to analyze, they can yield richer and more nuanced information.

3. Mixed question: they ask the respondents to choose one of the proposed possibilities, then justify their answer.

3.4.1. a Student Questionnaires

In order to have a clear understanding of how to enhance and develop the student's engagement at the University level. A questionnaire consists of twenty questions was administrated to 33 students from first year of didactics stream. These questions were well

arranged, the items require YES or NO questions included a mix of multiple-choice, Likert-scale, and open-ended questions to capture quantitative and qualitative data. The questions were classified under two rubrics as it is explained below:

Rubric one: Student's background information

Q1: The students were asked to specify their gender.

Q2: The students were asked to mention their age.

Rubric two: Evaluation of Student Preparation and Engagement in Learning Environments

This rubric is divided into six sections, that can then be assessed based on specific criteria relevant to the questions within that section.

Section 1: Class Preparation

Q3: Students were asked to describe their typical approach to preparing for class sessions.

Q4: Students were asked to indicate how much time they spend preparing for each class session.

Q5: Students were asked to specify which activities they typically engage in to get ready for class.

Section 2: Pre-Class Materials

Q6: Students were asked to briefly describe any challenges they face when attempting to work with pre-class materials.

Q7: Students were asked if they feel that the pre-class materials effectively prepare them for in-class activities.

Section 3: In-Class Participation

Q8: Students were asked how they generally feel about the in-class activities following pre-class preparation.

Q9: Students were asked to choose the type of in-class activity they find most beneficial for their learning.

Q10: Students were asked if they feel comfortable participating in discussions or group activities during class.

Q11: Students were asked if they have noticed any changes in their willingness to contribute to in-class activities since the beginning of the semester/year.

Q12: Students were asked how often they collaborate with peers outside of class to discuss pre-class materials or prepare for in-class activities.

Q13: Students were asked if they find peer interactions beneficial for their understanding of course material.

Section 4: Technology and Tools

Q14: Students were asked which tech tools or platforms they find most useful for working with pre-class materials.

Q15: Students were asked if they have encountered any technical difficulties when using technology to access pre-class materials or participate in in-class activities.

Section 5: Understanding and Engagement

Q16: Students were asked how sure they are about their ability to judge how well they understand the course concepts before going to class**.**

Q17: Students were asked if they think activities like quizzes or self-reflection prompts help them figure out where they are struggling or confused.

Q18: Students were asked to rate their overall engagement with the course material in their online courses compared to traditional teaching methods.

Section 6: Study Habits and Benefits of Online Learning

Q19: Students were asked what aspect(s) of online courses they find most beneficial for their learning.

Q20: Students were asked if they have noticed any changes in their study habits or time management skills since transitioning to the use of technology and online sessions.

3.4.2 Teacher Interviews

A method of data collection that involves two or more people exchanging information through a series of questions and answers. Kvale and Brinkmann (2009) describe an interview as “a structured and purposeful conversation. It surpasses casual everyday exchanges by employing careful questioning and active listening to gather well-validated information.” This research method is effective for obtaining comprehensive and detailed insights through direct interaction between the interviewer and the interviewee.

In the research at hand, I used an interview as second tool in order to explore educators' current teaching practices, strategies for student engagement, the integration of technology, and perceptions of institutional support for innovative teaching methods. The overall goal is to gain insights into how teachers deliver course content, engage students, use technology, and adapt their methods to foster a more interactive and student-centered learning environment. This interview consists of 15 questions addressed to five teachers via Google Forms and were asked to provide detailed responses. the structured interview questionnaire focuses on the following areas:

Section 1: Teaching Approaches and Strategies

Q1: Teachers were asked to describe their current approach to delivering course

content in their classroom.

Q2: Teachers were asked how they typically introduce new concepts to their students before class

Q3: Teachers were asked if they assign any pre-reading materials, videos, or online resources to prepare students for upcoming lessons.

Q4: Teachers were asked which teaching methods or strategies they currently employ to promote active learning and student engagement in their classroom.

Section 2: Student Engagement

Q5: Teachers were asked if they have encountered students who rarely engage in

in-class activities consistently throughout the entire year.

Q5a: Teachers were asked to attribute the lack of engagement to various factors,

including:

 Lack of interest in the subject matter

 Shyness or reluctance to participate in group activities

 Difficulty understanding the material

 Other (with an option to specify):

Q5b: Teachers were asked if they have attempted to address the issue by:

 Providing additional support or resources outside of class

 Offering incentives for participation

 Implementing alternative teaching methods to accommodate different

learning styles

 None of the above

Q5c: Teachers were asked to describe any patterns or trends observed among students who tend to engage less frequently, for example, differences based on gender, academic background, or personality traits.

Q6: Teachers were asked to rate the importance of student engagement and participation to the learning process.

Q7: Teachers were asked to describe the strategies they currently use to promote

student engagement and participation during class sessions.

Section 3: Role of Technology

Q8: Teachers were asked to describe what role they believe technology should play in the teaching and learning process.

Q9 a: Teachers were asked if they have utilized any educational technology tools or platforms in their teaching practice.

Q9 b: If teachers answered Yes to 9a, they were asked to provide examples of the tools or platforms used and how they were integrated into their instruction.

Section 4: Assessment and Feedback

Q10: Teachers were asked how they currently assess student learning and progress

in their courses.

Q11: Teachers were asked what role they believe feedback plays in the learning

process and how they provide feedback to their students.

Section 5: Peer Interaction and Innovative Methods

Q12: Teachers were asked if they promote peer-to-peer interaction and collaboration among students to deepen their understanding of course content, and if so, how.

Q13: Teachers were asked to describe some of the methods they use to create a more interactive learning environment in their classroom.

Q14: Teachers were asked if they would consider incorporating methods that shift the focus from teacher-centered delivery to student-driven exploration

Q15: Teachers were asked how they perceive the culture and climate of their institution regarding the adoption of innovative teaching methods.

Section Two: Data Analysis and Interpretation

3.5 Data Analysis and Interpretation

In the present phase. we intended to concentrate on the results that were collected from the research instruments. Therefore, the data collected will be analyzed qualitatively and

quantitatively. Furthermore, the findings will be presented in a form of graphs, tables and pie charts to make the explanation clear.

3.5.1Results of the student's Questionnaire

Rubric one: Student's background information

The results acquired from question one, two, showed that the majority of the sample were female (23 female ,10 male), their ages vary from (17) to (40).

Rubric two: Evaluation of Student Preparation and Engagement in Learning Environments

Q1: How would you describe your typical approach to preparing for class sessions ?

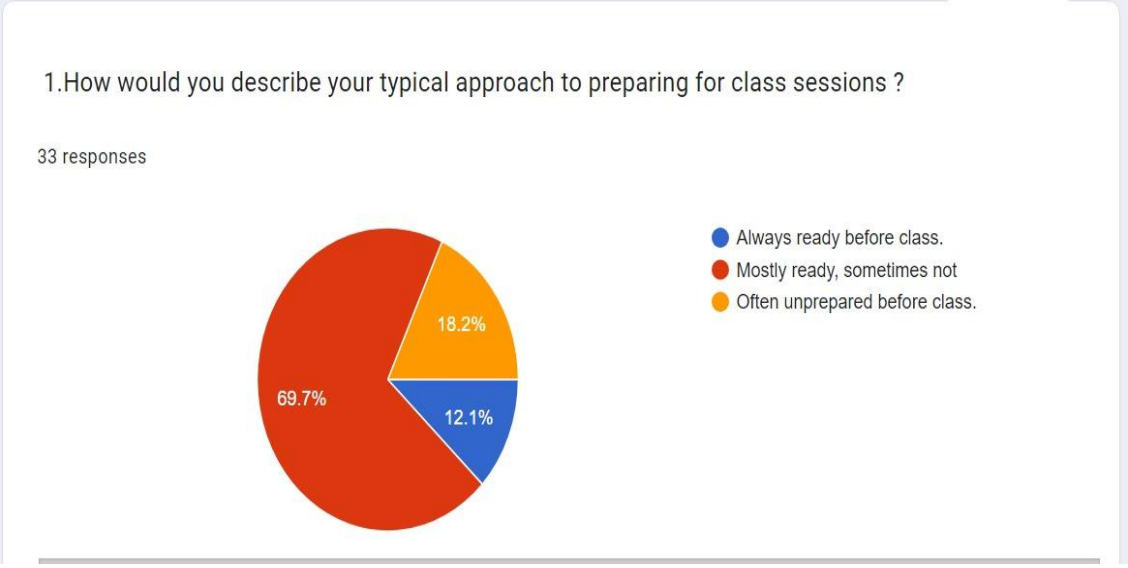

Figure 05: Students typical approach to prepare for class

According to the results presented above, it can be observed that the preparation Habits most students reported being "Mostly ready, sometimes not" (64.7%) for class, while (18.2%) of students said that they often come unprepared to class, which was followed by (12.1%) of students picked up "Always ready before class".

Q2: On average, how much time do you spend preparing for each class session?

Q3: Could you briefly describe any challenges you face when attempting to work with pre-class materials?

Students face various challenges when working with pre-class materials, with time constraints and external distractions such as social media and household chores being the most frequently mentioned issues. Some students also struggle with understanding the material independently, often needing additional explanations from professors or peers. A few students pointed out specific difficulties, such as determining the appropriate level of detail to focus on or dealing with inconsistent pre-class materials. Despite these challenges, a notable number of students reported no significant obstacles, indicating a degree of comfort with their preparation process.

Q4: Which of these activities do you typically do to get ready for class?

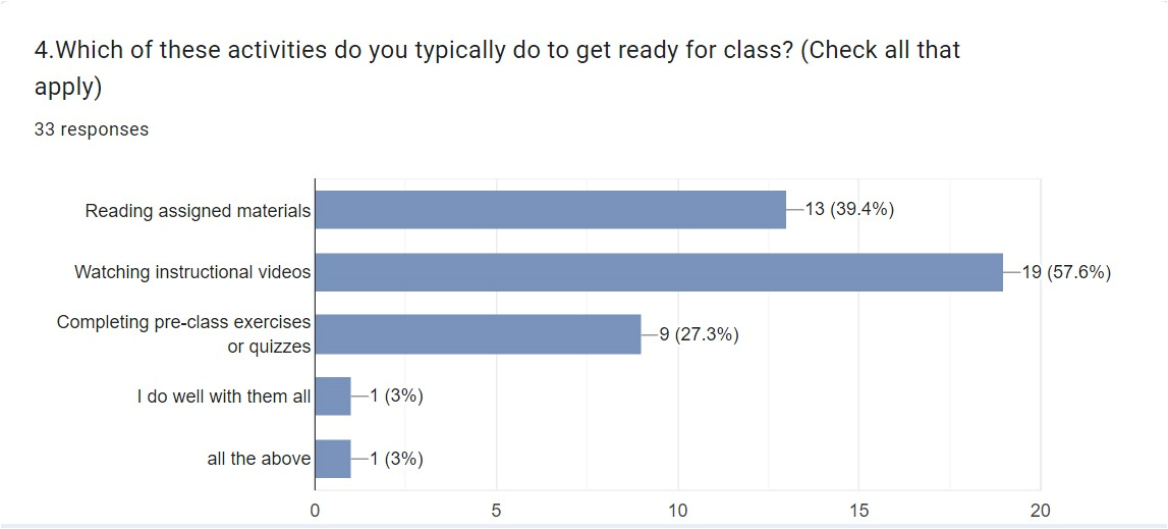

Figure 06: Student's usual activities to prepare for class.

It was noticed that (57.6%) of the students prefer to watch instructional videos in order to get ready for class, while (39.4%) read assigned materials before the lesson, which was followed by (27.3%) of students who prefer" Completing pre-class exercises or quizzes". Other students (3%) and (3%) said they prefer them all.

Q5: Do you feel that the pre-class materials effectively prepare you for in-class activities?

It was noticed that the highest percentage of the respondents is (54.5%) agreed that pre-class materials are effective in preparing them to in-class activities. On the other hand, (42.4%) said that " Maybe" pre-class materials can affect their in-class activities, which was followed with (3%) of them were disagreeing , as it is illustrated below:

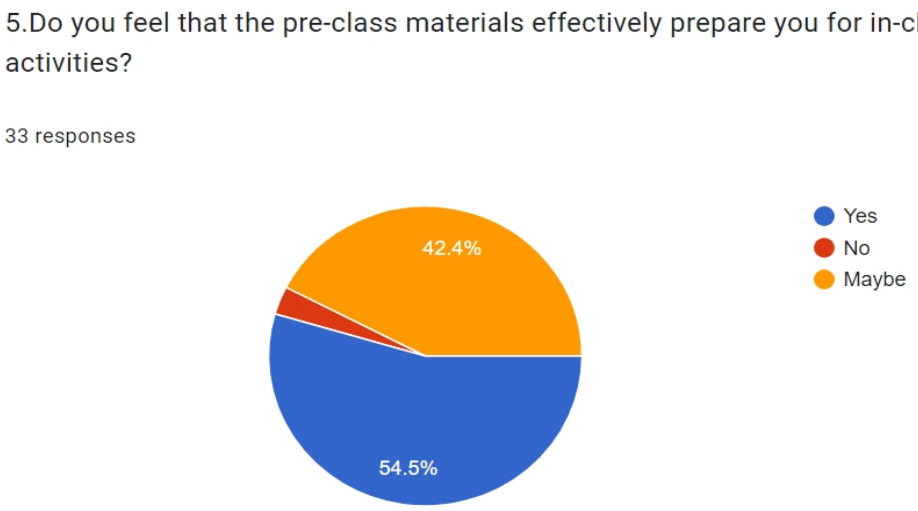

Figure 07: Student's attitudes towards pre-class materials effectiveness.

Q6: How do you generally feel about the in-class activities following pre-class preparation?

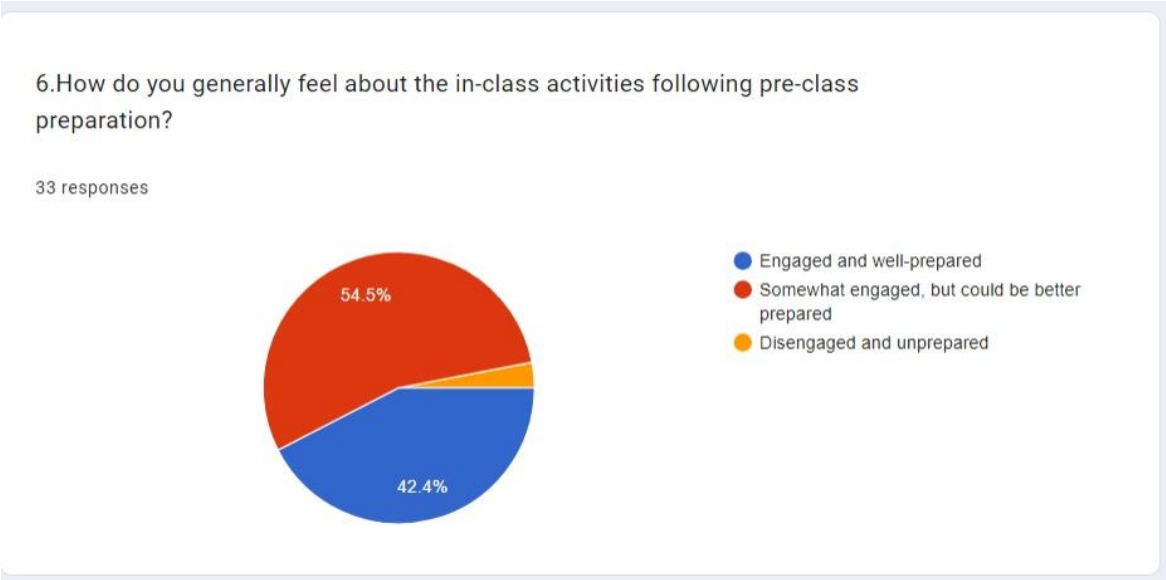

Figure 08: Student's engagement and preparation.

According to the results demonstrated above, it can be noticed that the majority of students (54.5%) said that they feel "Somewhat engaged, but could be better prepared". While (42.4%) of them mention that they often feel "Engaged and well-prepared", whereas (03%) claimed that they feel "disengaged and unprepared".

Q7: Which type of in-class activity do you find most beneficial for your learning?

This question was designed to learners for purpose of knowing the type of in-class activity they find most beneficial for your learning. Consequently (51.5%) of learners find "Group discussions" more beneficial, while (30.3%) find "Problem-solving exercises" more beneficial. Whereas (15.2%) consider "Interactive simulations or role-plays" beneficial. In contrast with the majority (03%) stated other choices more beneficial without stating them as showed below:

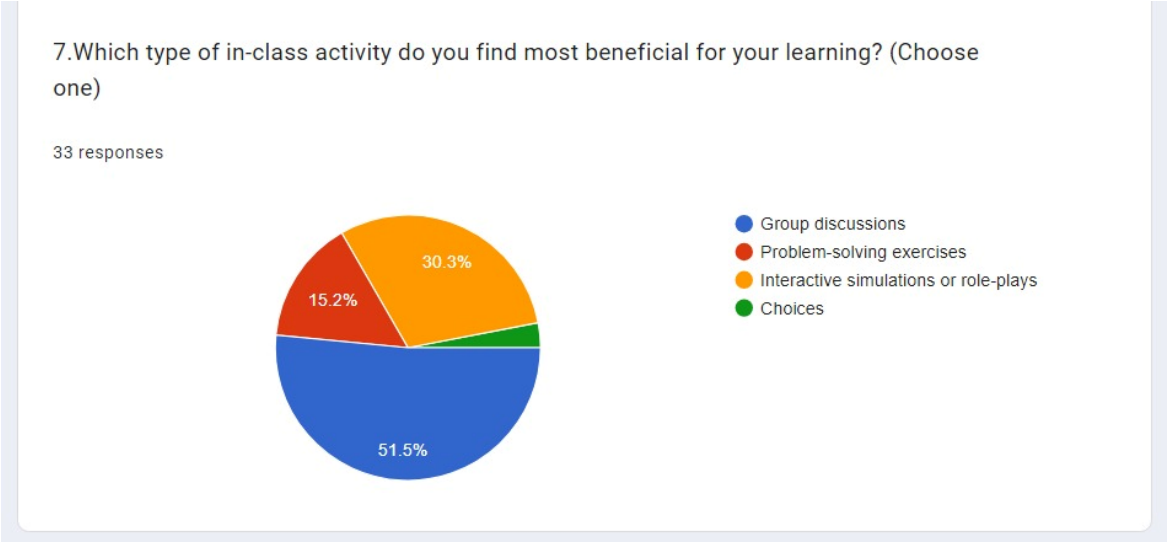

Figure 09: Most beneficial in-class activities for learning.

Q8: Do you feel comfortable participating in discussions or group activities during class?

Figure 10: Student's attitudes towards participating during class.

Participants were asked to exhibit their attitudes towards participating during class, from the above charts it can be noticed that (72.7%) of the students feel comfortable to participating in discussions or group activities during class, on the other hand (27.3%) said that they feel uncomfortable participation in class.

Q9: Have you noticed any changes in your willingness to contribute during in-class activities since the beginning of the semester/ year?

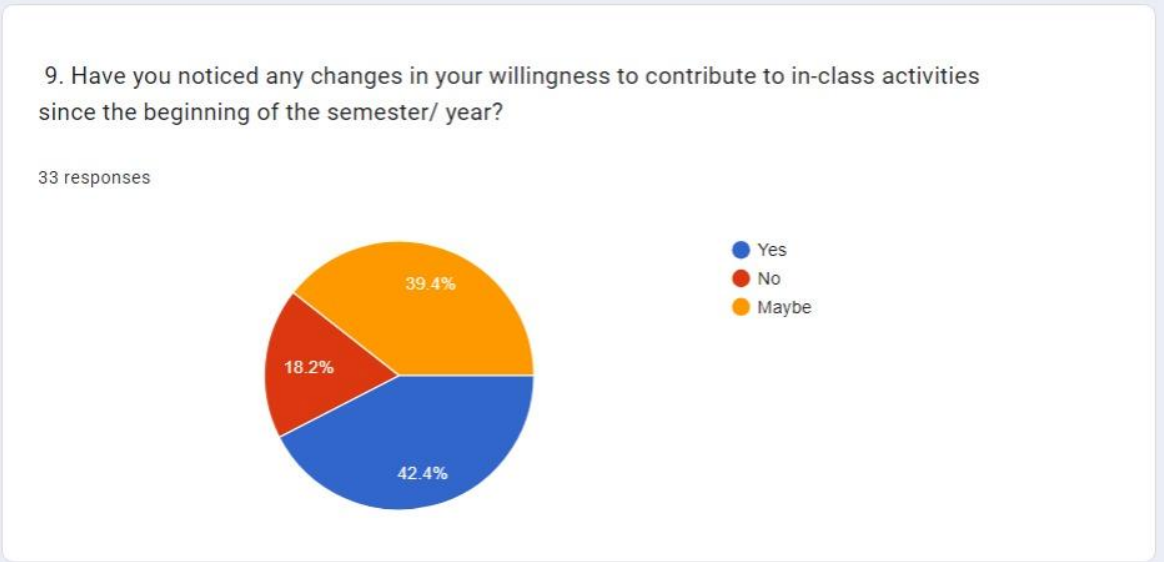

Figure 11: Student's Willingness to Contribute in class all around the semester/ year.

The main purpose behind these questions is to see if the students have noticed any changes in their willingness to contribute during in-class activities since the beginning of the semester/ year. The results as it is recorded in the above pie charts show that (42.4%) have noticed significant change and (39.4%) of them stated that they are not sure if they noticed any changes. However, (18.2%) claimed that they did not notice any changes at all in their willingness to contribute during in-class activities.

Q10: How often do you collaborate with peers outside of class to discuss pre-class materials or prepare for in-class activities?

According to the results shown below, it is noticed that (51.5%) of students rarely discuss pre-class materials with their peers outside the classroom. While (33.3%) of them occasionally do that, whereas (15.2%) claimed that they frequently discuss pre-class materials outside with their colleagues.

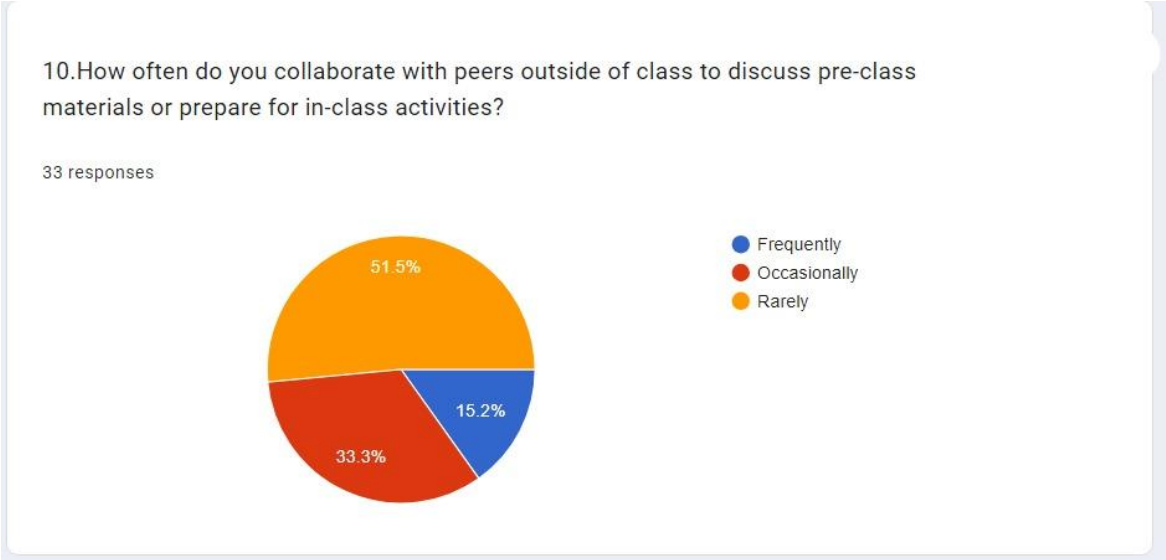

Figure 12: Student's willingness to collaborate with their peers outside class.

Q11: Do you find peer interactions beneficial for your understanding of course material?

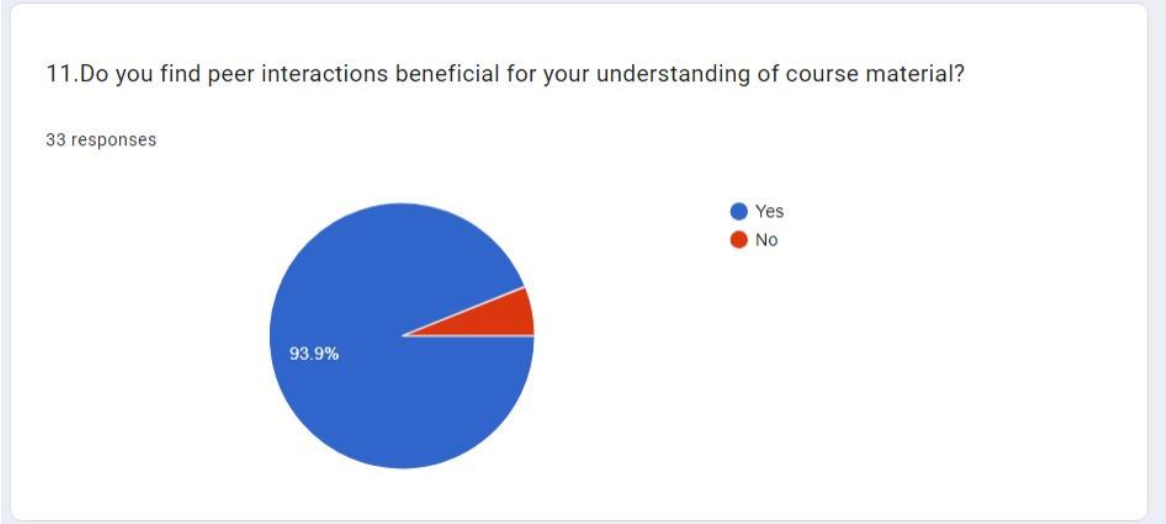

Figure 13: Student's opinion towards peer interaction.

Students were asked to mention their opinion about if they find peer interaction beneficial in understanding course materials. As it is presented in the pie charts above, the majority of students (93.9%) of students said that they find interacting with their colleagues extremely beneficial in understanding course materials. While (6.1%) claimed that they do not find it beneficial.

Q12: Which tech tools or platforms do you find most useful for working with pre-class materials?

Students were asked about their preferable tool or platforms to use while working with pre-class materials. According to the results below, (45.5%) of students said that they prefer to use "Video conferencing for virtual study groups" to work with pre-class materials". while

(42.4%) of them claimed that they like to use “Online discussion forums” and “Educational apps or software”. Whereas ,about (3%) mentioned “YouTube videos and applications” and “translating new words”.

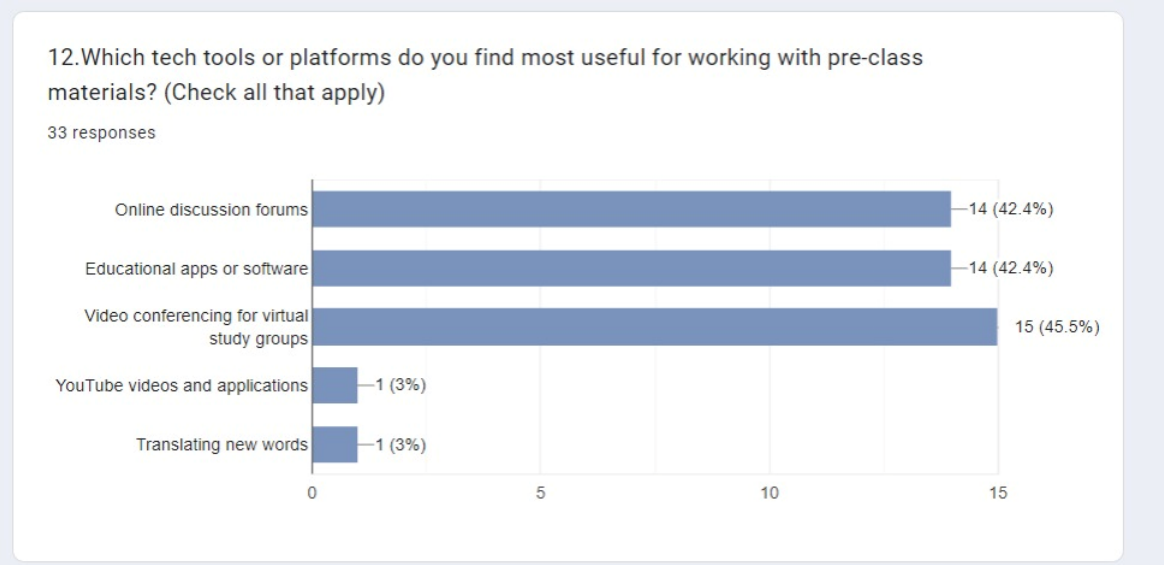

Figure 14: Tools or platforms students find useful for working with pre-class materials.

Q13: Have you encountered any technical difficulties when using technology to access pre-class materials or participate in in-class activities?

Concerning this question, (57.6%) of students have encountered technical difficulties when using technology in order to access pre-class materials or participating in in-class activities, in contrast, only (42.4%) have not.

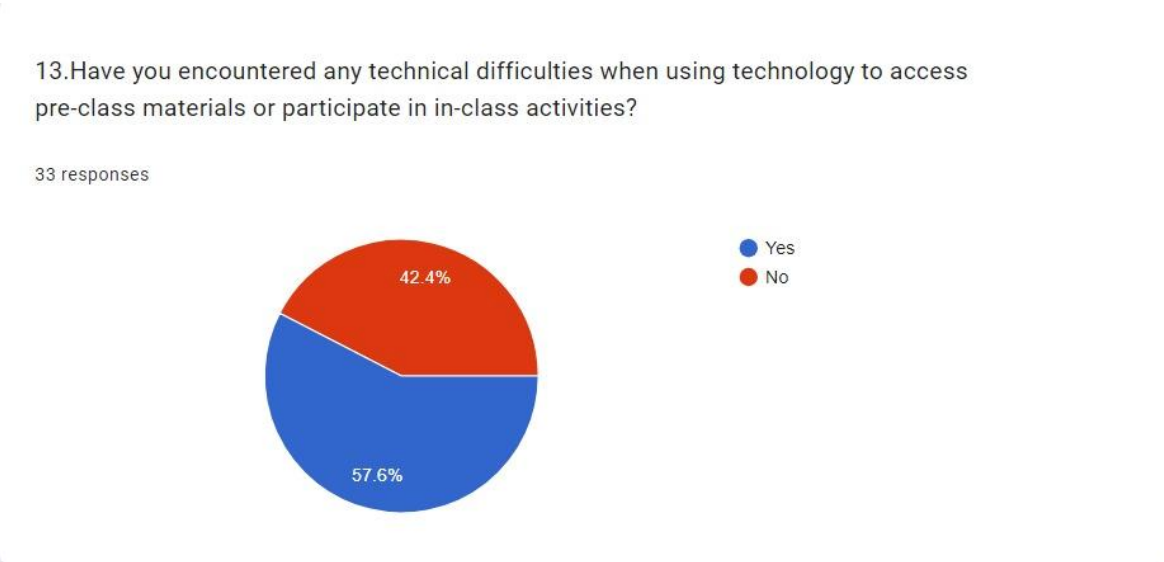

Figure 15: Student’s opinion on technical difficulties while learning.

Q14: How sure are you about your ability to judge how well you understand the course concepts before going to class?

Students were asked to rate how well they understand the course concepts before going to class. The results presented below shows that (63.6%) of students rated their ability to 3, While (18.2%) rated 4 and around (15.2%) rated 2. Whereas (3%) rated their ability to understand course materials before going to class as 1 ().

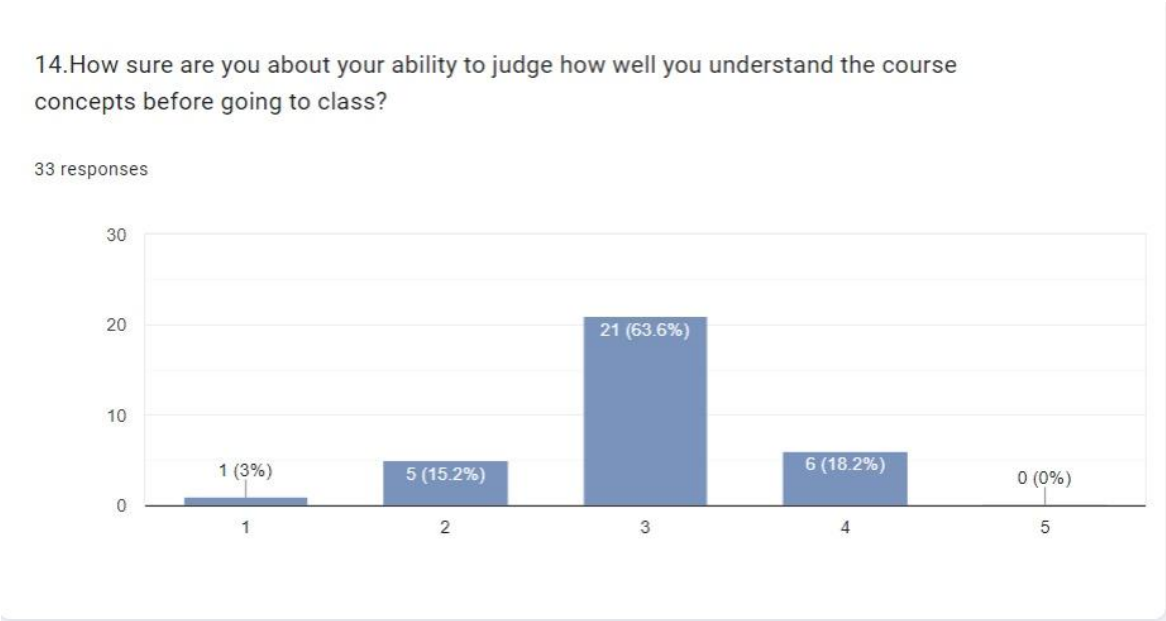

Figure 16: Student's ratings to their understanding of the lesson before class.

Q15: Do you think activities like quizzes or self-reflection prompts help you figure out where you're struggling or confused?

Students were asked to provide their opinion on whether activities like quizzes or self-reflection prompts help them figure out where you're struggling or confused. As it is resuming below (78.8%) of students said that "yes" these types of activities are helpful in figuring out where they struggle. On the other hand (21.2%) of students mentioned that "Maybe" activities like quizzes or self-reflection prompts help them.

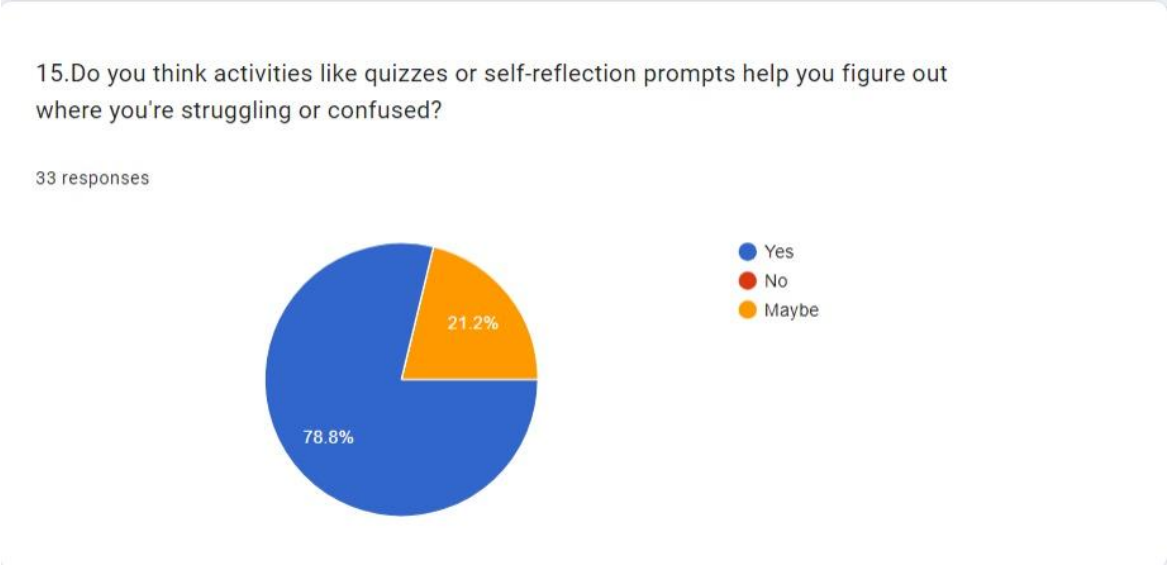

Figure 17: Effectiveness of Quizzes or Self-Reflection Prompts in Identifying Areas of Struggle or Confusion.

Q16: On a scale of 1 to 5, how would you rate your overall engagement with the course material in your online courses compared to traditional teaching methods?

Students were asked to rate their overall engagement with the course material in your online courses compared to traditional teaching methods. The results shown below, (69.7%) rated 3, While (12.1%) rated 2 and (12.1%) rated 4. However, (6.1%) rated 1.

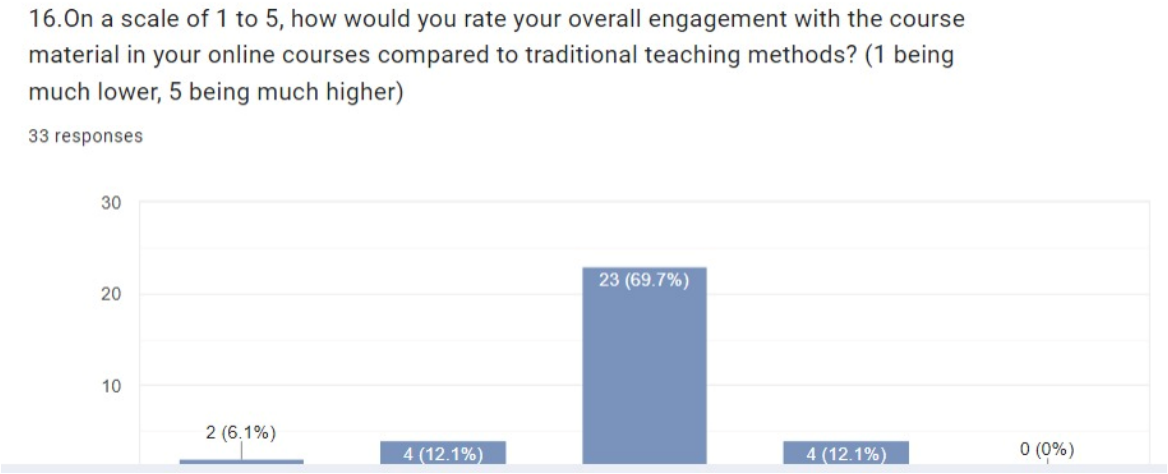

Figure18: Overall Engagement with Course Material in Online Courses Compared to Traditional Teaching Methods.

Q17: What aspect(s) of online courses do you find most beneficial for your learning?

Students highlighted several beneficial aspects of online courses that enhance their learning experience. The flexibility to choose study times and locations is highly valued, especially by those balancing other responsibilities. The ability to replay video lectures and review materials at their own pace aids in better understanding and retention of information. Additionally, the availability of diverse online resources, such as YouTube videos and

educational apps, provides supplemental learning opportunities. Online discussion forums and virtual study groups foster peer interactions and collaborative learning, making online courses a valuable and adaptable educational tool for many students.

Q18: Have you noticed any changes in your study habits or time management skills since transitioning to the use of technology and online sessions?

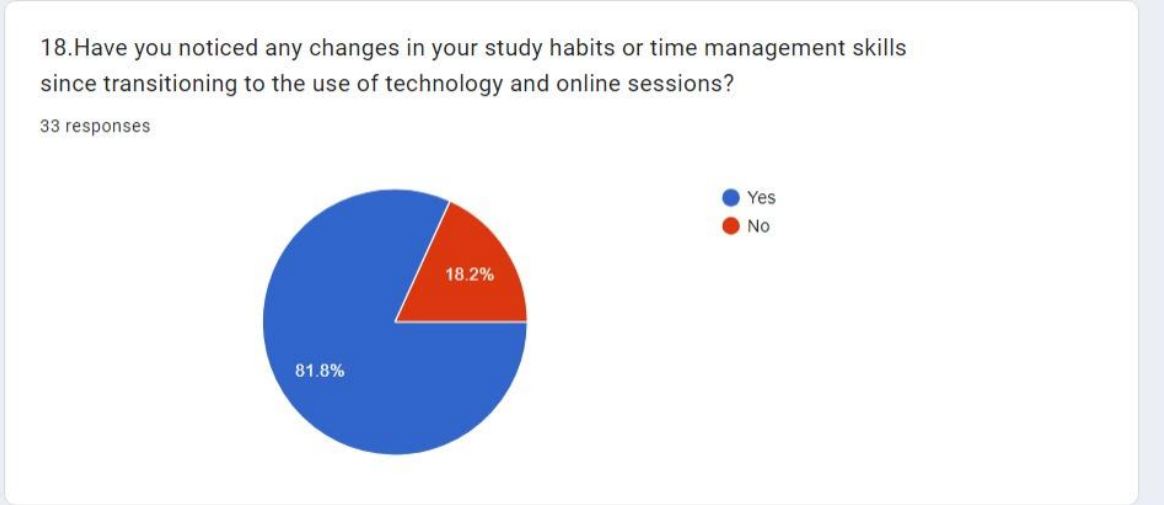

Figure 19: Changes in Study Habits or Time Management Skills Since Transitioning to Technology and Online Sessions

According to the results shown in pie chart above, (81.8%) of students have noticed changes in their study habits or time management skills since transitioning to the use of technology and online sessions. Whereas, (18.2%) said that they did not notice any changes.

3.5.2 Results of teacher's interview

In addition to the student's questionnaire, I opted for using an interview with teachers is to gain insights into how teachers deliver course content, engage students, use technology, and adapt their methods to foster a more interactive and student-centered learning environment. To this regards, five teachers of first year were asked questions.

Section 1: Teaching Approaches and Strategies

Q1: How would you describe your current approach to delivering course content in your classroom?

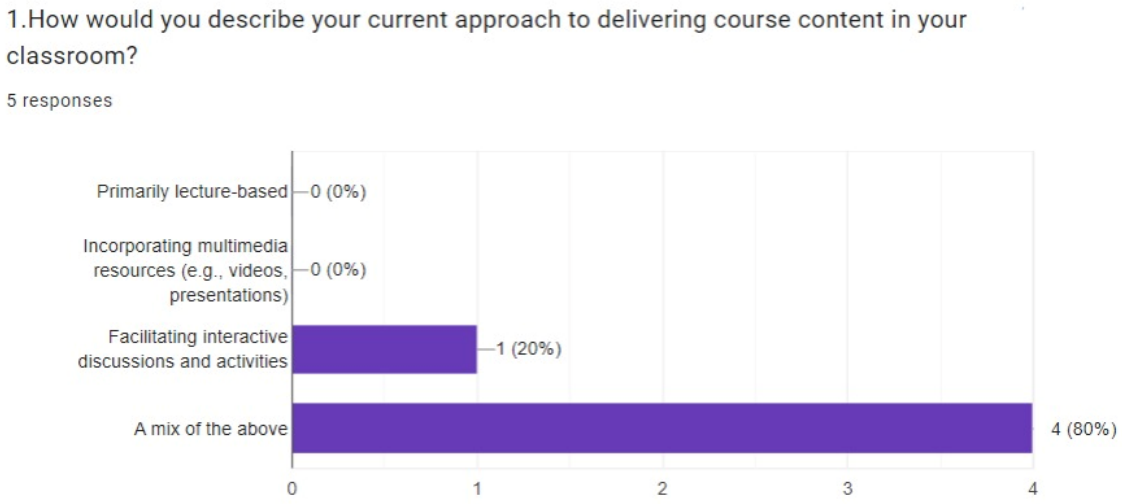

Figure 20: Current Approach to Delivering Course Content.

Based on the above chart, (80%) of the teacher reported using a mix of primarily lecture-based, incorporating multimedia resources and facilitating interactive discussions and activities approaches. Whereas (20%) of them said they use approaches that facilitate interactive discussions and activities.

Q2: How do you typically introduce new concepts to your students before they come to class?

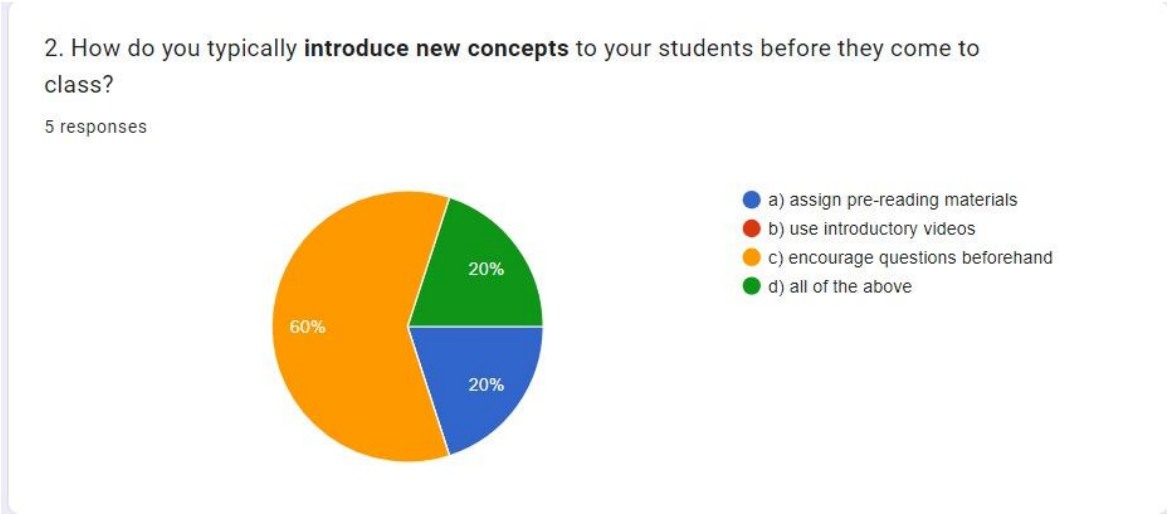

Figure21: Introducing New Concepts to Students Before Class.

According to the pie chart above, (60%) of the teachers said that encouraging questions beforehand is their typical way of introducing new concepts, while (20%) stated that they assign pre-reading materials to do that. However (20%) reported that they use a mix of encouraging questions beforehand, assign pre-reading materials and use introductory videos to introduce new concepts.

Q3: Do you assign any pre-reading materials, videos, or online resources to prepare students for upcoming lessons?

According to the result below, (40%) of the teachers assign pre-reading materials, videos, or online resources to prepare students for upcoming lessons. While (40%) said that "Maybe" use them, whereas (20%) stated that they do not assign any pre-reading materials, videos, or online resources to prepare students for upcoming lessons.

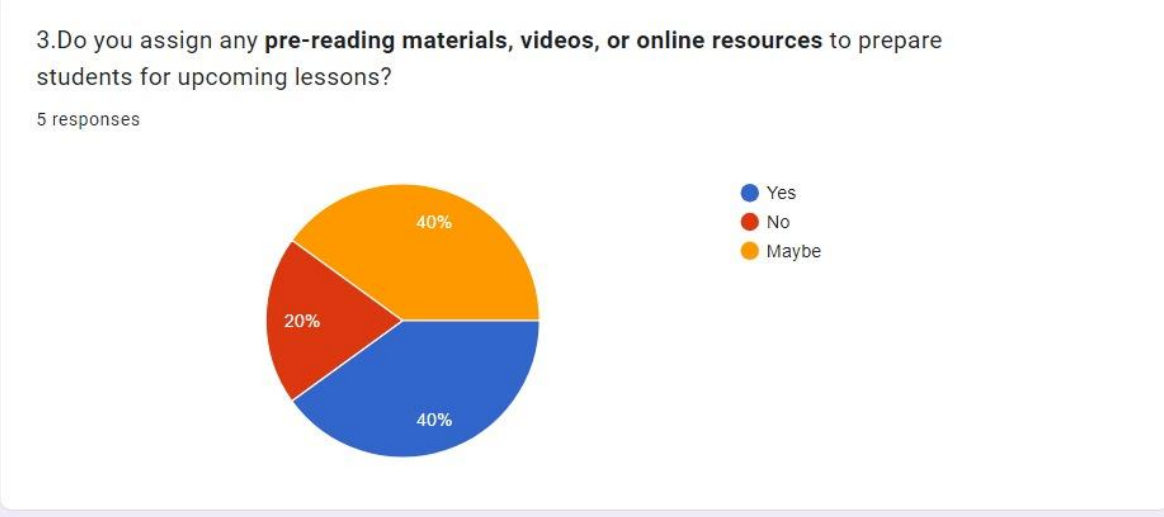

Figure 22: Pre-Class Preparation Materials.

Q4: What teaching methods or strategies do you currently employ to promote active learning and student engagement in your classroom

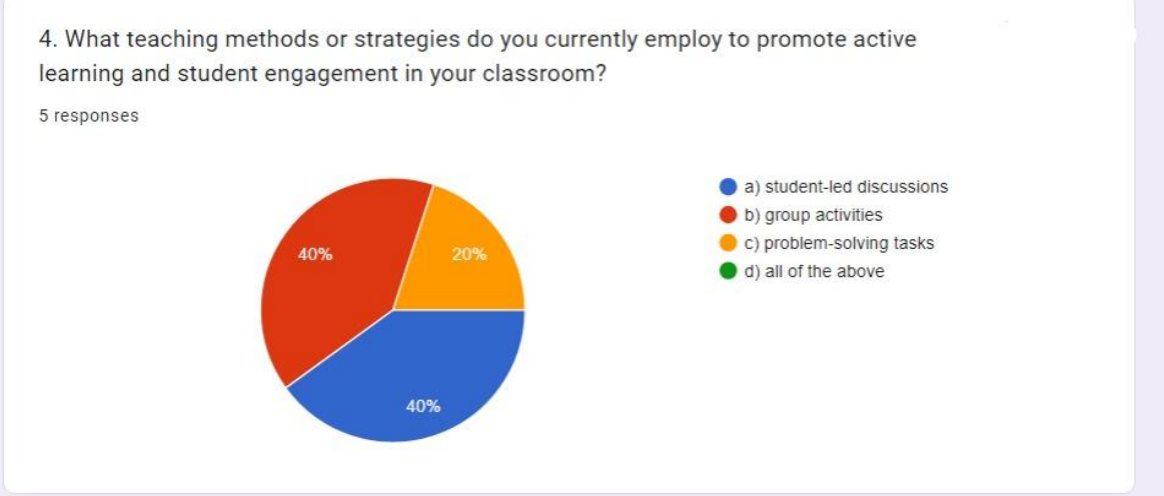

Figure 23: Methods to Promote Active Learning and Student Engagement.

The aim of this question is to know the type of teaching methods or strategies currently employ to promote active learning and student engagement in classroom by the teachers. (40%) of the teachers said that they use group activities and other (40%) stated that they use student-led discussions. Whereas (20%) claimed that they use problem-solving tasks to promote active learning and student engagement in classroom.

Section 2: Student Engagement

Q5: have you encountered students who rarely engage in in-class activities consistently throughout the entire year?

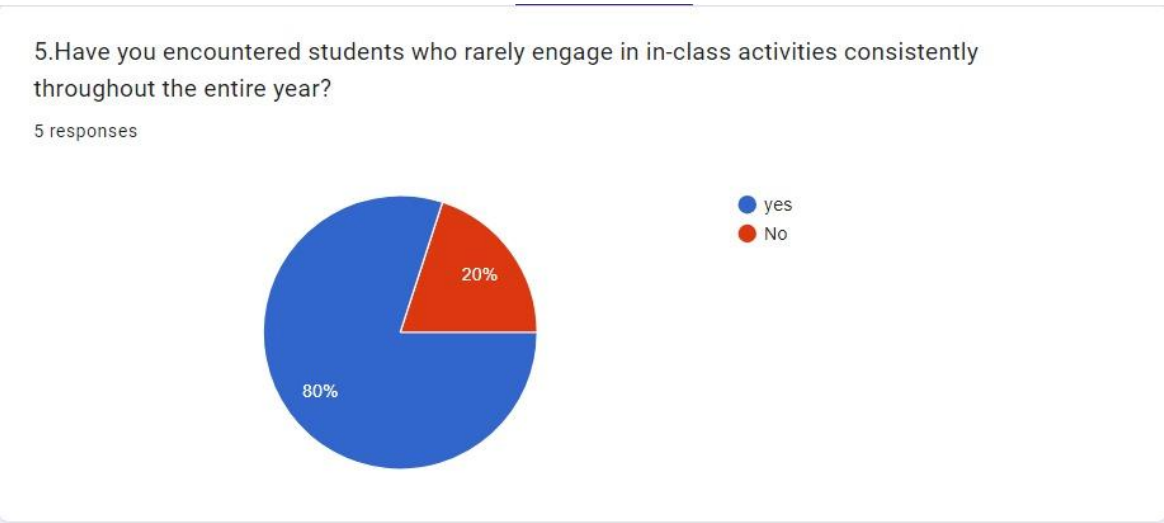

Figure 24: Encountering Students Who Rarely Engage in In-Class Activities.

The above results show that (80%) of the teachers have encountered students who rarely engage in in-class activities consistently throughout the entire year. Whereas (20%) stated that they have not.

Q5a: what things they attribute this lack of engagement to.

Based on the results below (40%) of the teachers said that they attribute the lack of student's engagement to "shyness or reluctance to participate in group activities", while (20%) of them said that it is attributed to "lack of vocabulary and fear of making mistakes". Whereas (20%) claimed that it is due to difficulty in understanding the material. On the other hand, (20%) asserted that all of the above-mentioned reasons are responsible for the lack of student's engagement.

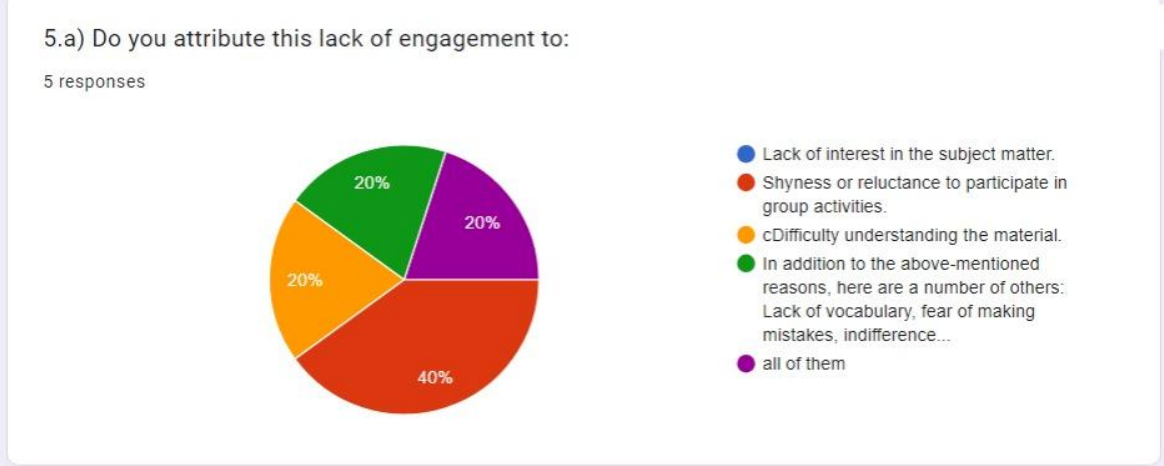

Figure 25: Reasons for Lack of Engagement.

Q5b: have you attempted to address this issue by.

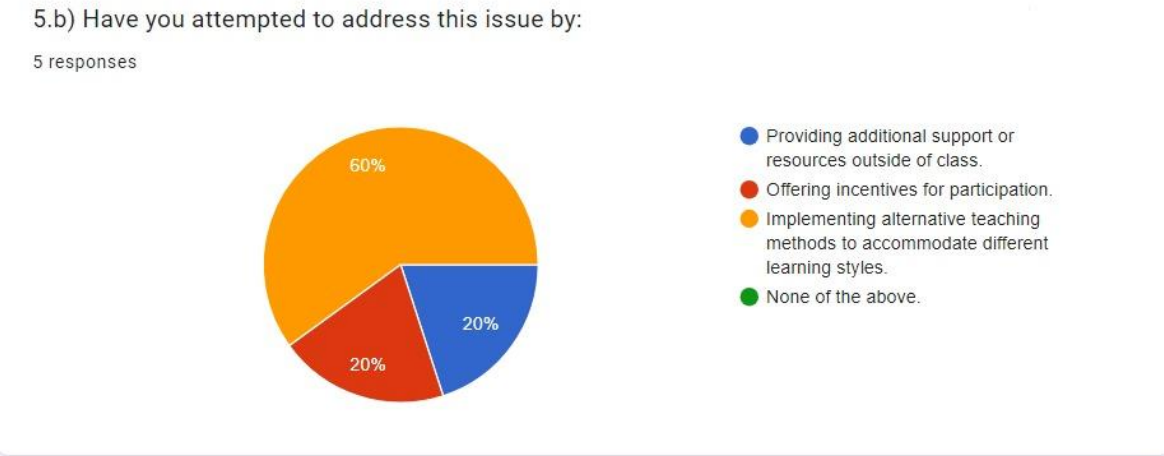

Figure 26: Addressing Lack of Engagement.

Teachers were asked how did they attempted to solve this issue. The results showed (60%) of the teachers said that they try to address this issue by implementing alternative teaching methods to accommodate different learning styles, while (20%) of them said that they try to address it by providing additional support or resources outside of class. Whereas (20%) claimed that they try offering incentives for participation.

Q5c: have you observed any patterns or trends among students who tend to engage less frequently (e.g., differences based on gender, academic background, or personality traits)?

Teachers have observed that students who engage less frequently often exhibit patterns influenced by gender, academic background, and personality traits. Female teachers identified issues such as lack of vocabulary, fear of mistakes, and indifference. Male teachers pointed out factors like cultural and socioeconomic influences, learning preferences, and motivation. Commonly, shyness and reluctance to participate in group activities were noted.

Q6: How important do you think student engagement and participation are to the learning process?

This question aims to see how important student engagement is according to the teachers. The results showed that (100%) of the teachers consider students engagement in class very important.

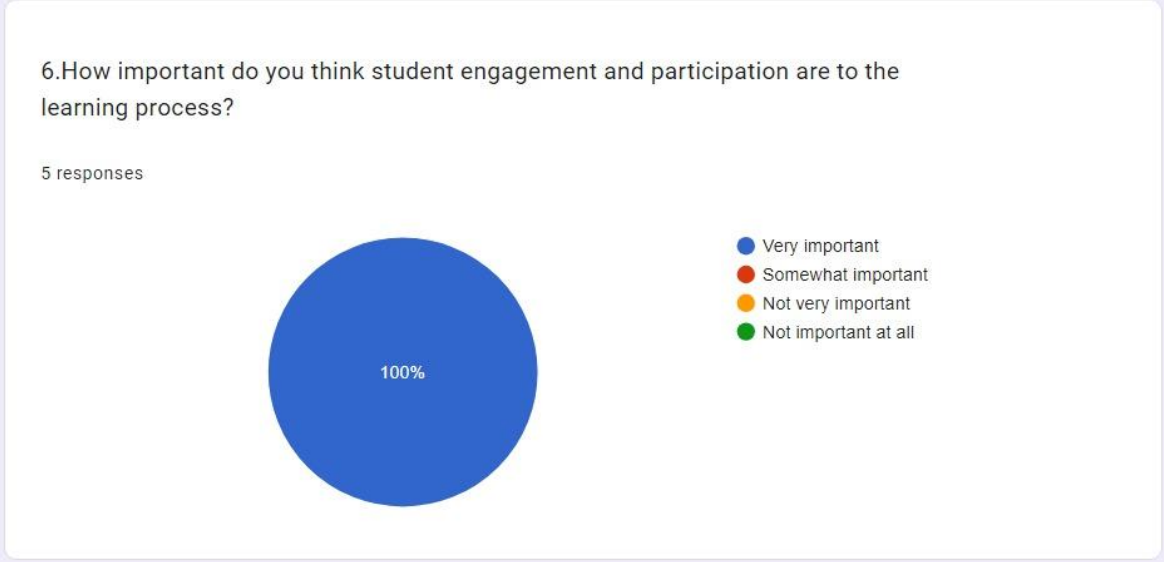

Figure 27: Importance of Student Engagement and Participation.

Q7: What strategies do you currently use to promote student engagement and participation during class sessions?

To enhance engagement and participation, teachers employ various strategies. Female teachers use student-led discussions, group activities, and problem-solving tasks. Male teachers facilitate inclusive discussions, use direct questioning, and promote collaborative projects. Both aim to create supportive and active learning environments.

Section 3: Role of Technology

Q8: What role do you believe technology should play in the teaching and learning process?

Both male and female teachers acknowledge technology's significance in education, enhancing access to materials and fostering collaboration. Females highlight its role in creating engaging environments, while males stress its appropriateness in information access and performance improvement.

Q9a: Have you utilized any educational technology tools or platforms in your teaching practice?

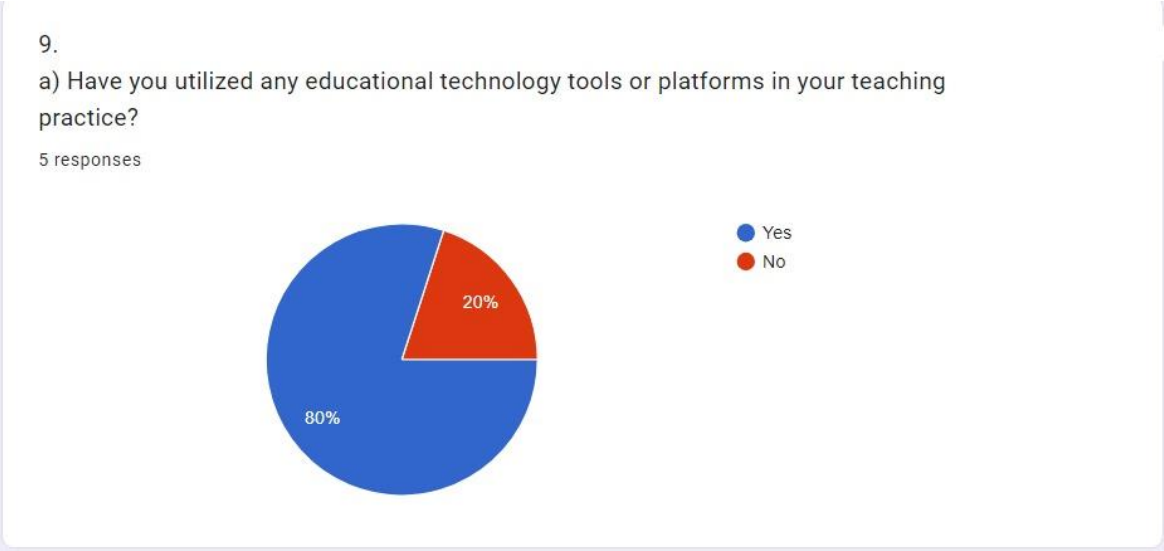

Figure 28: Use of Educational Technology Tools

Based on the above pie chart, (80%) of the teachers said that they utilize technology tools and platforms in their teaching practice, in contrast, (20%) stated that they do not do it.

Q9b: If yes, please provide examples of the tools or platforms you have used and how they were integrated into your instruction?

Teachers integrate various tools like Google Meet, YouTube, Moodle, Canvas, data shows, and Bluetooth speakers to support learning. They utilize platforms for content delivery, assignments, and discussions, enriching the learning experience through diverse resources and interactive elements.

Section 4: Assessment and Feedback

Q10: How do you currently assess student learning and progress in your courses?

According to the results shown below, (40%) of the teachers reported that they assess their students learning and progress in the course through conducting “Exams and quizzes”, while (20%) said that they use “Assignments and projects”. Whereas (20%) of the teachers stated that they use “Class participation and discussions” as an assessment tool. However, another (20%) of them claimed that they use all these techniques to assess their students.

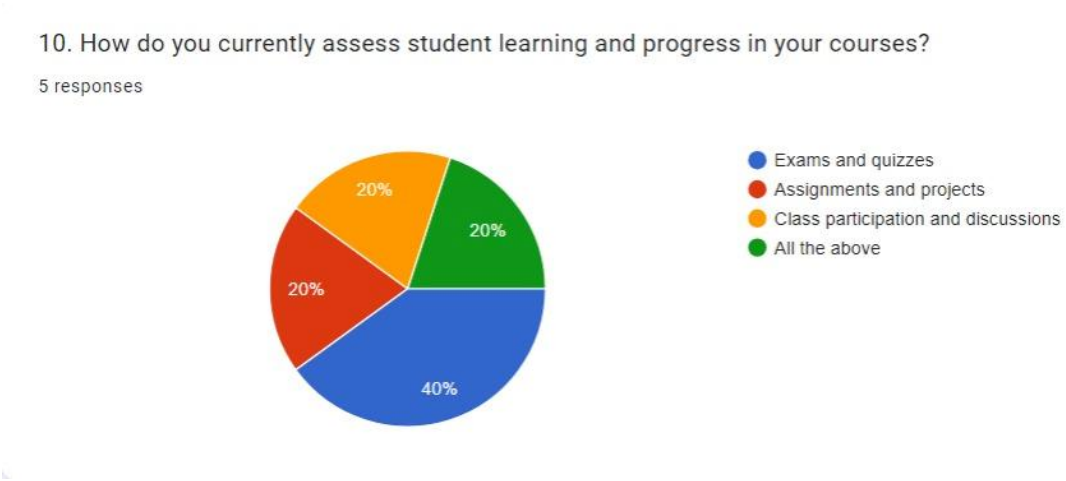

Figure 29: Current Methods of Assessing Student Learning and Progress

Q11: What role do you believe feedback plays in the learning process, and how do you provide feedback to your students?

Feedback is deemed crucial for student growth and motivation by both genders. It's provided through various channels like group projects, discussions, and individualized responses, fostering self-awareness and improvement.

Section 5: Peer Interaction and Innovative Methods

Q12: Do you promote peer-to-peer interaction and collaboration among students to deepen their understanding of course content? If so, how?

Peer interaction is actively encouraged through group activities, discussions, and problem-solving tasks. Collaboration deepens understanding and reinforces course concepts, enriching the learning experience for students.

Q13: Many teachers are exploring ways to create a more interactive learning environment. Can you describe some of the methods you use to achieve this in your classroom?

Innovative methods like problem-solving activities, presentations, and movie debates are employed to foster engagement. Active learning techniques such as group discussions, case studies, and role-playing further enhance student participation and exploration of course content.

Q14: Would you consider incorporating methods that shift the focus from teacher-centered delivery to student-driven exploration?

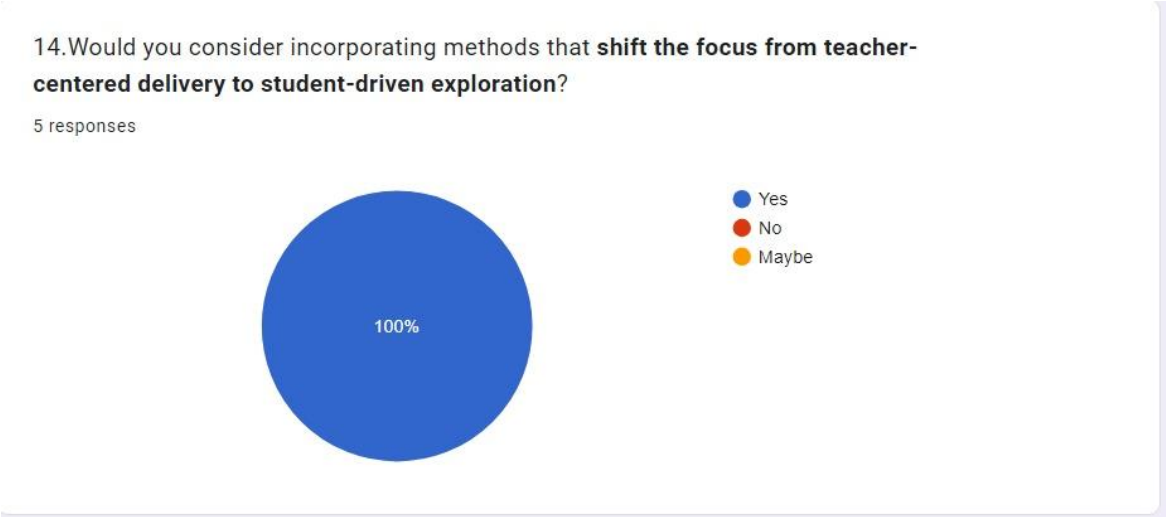

Figure 30: Willingness to Incorporate Student-Driven Exploration.

Through this question, I aimed to see if the teachers still use traditional approach to deliver the lesson, the results shown above reported that (100%) of the teachers incorporate methods that are student-driven exploration rather than teacher-centered delivery.

Q15: How do you perceive the culture and climate of your institution regarding the adoption of innovative teaching methods?

The results of this question seen below reported that (40%) of the teachers said that the culture and climate of their institution is "Supportive and encouraging" regarding the adoption of innovative teaching methods, while other (40%) of them view it as being "Neutral". On the other hand, (20%) of the teachers claimed that their institution is rather "Resistant or skeptical" about adopting innovative teaching methods.

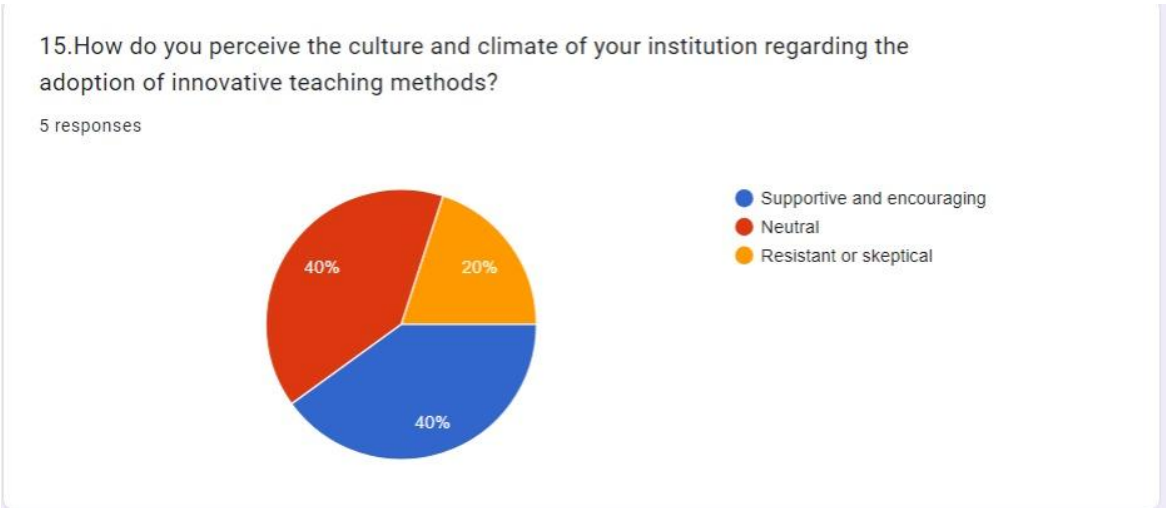

Figure31: Institutional Culture and Climate Regarding Innovative Teaching Methods.

3.6 Summary of the findings

Teacher Interviews

The teacher interviews provided valuable insights into the effectiveness of pre-class preparation and the various factors influencing student engagement and participation in online learning environments. Teachers generally agreed that well-structured pre-class materials significantly enhance student preparedness and engagement. These materials, which included reading assignments, instructional videos, and interactive simulations, were seen as crucial in setting the stage for productive in-class activities.

However, teachers also highlighted several challenges faced by students. Time management issues were frequently mentioned, with students struggling to allocate sufficient time for preparation amidst other commitments. Technical difficulties, such as unreliable internet connections and problems accessing online resources, were also common obstacles. Additionally, teachers noted that students' varying levels of prior knowledge sometimes made it difficult for them to engage fully with the pre-class materials.

Observations on student engagement and participation revealed that students who came prepared were more likely to participate actively in class. Teachers found that interactive activities, such as group discussions and problem-solving exercises, were particularly effective in maintaining student interest. These activities not only encouraged active participation but also helped students to apply their knowledge in practical contexts.

The use of technology emerged as a double-edged sword. While educational apps, online discussion forums, and video conferencing tools were seen as beneficial in supporting student learning, technical issues and the digital divide posed significant barriers. Teachers emphasized the need for reliable technology infrastructure and support to ensure that all students could benefit from these tools.

Student Questionnaires

The student questionnaire responses provided a comprehensive overview of students' preparation habits, challenges, and perceptions of online learning. A significant proportion of students (64.7%) reported being "Mostly ready, sometimes not" for class, indicating a general trend towards partial preparation. About half of the respondents spent 30 minutes to 1 hour on pre-class preparation, which typically involved reading assigned materials and watching instructional videos.

Time management emerged as a major challenge, with many students finding it difficult to balance preparation with other responsibilities. Difficulty understanding the pre-class materials was another common issue, underscoring the need for clear and accessible instructional content. Despite these challenges, a notable minority of students (20.6%) reported facing no significant obstacles, suggesting that some students had developed effective strategies for managing their preparation.

Students' perceptions of the effectiveness of pre-class materials varied. While some found them extremely helpful in enhancing their understanding of course concepts, others felt

that the materials were only moderately effective. This variability highlights the importance of tailoring pre-class materials to meet the diverse needs of students.

In terms of engagement, students' comfort levels with in-class participation were mixed. While some felt comfortable participating in online discussions and activities, others remained neutral or uncomfortable. The use of technology played a significant role in shaping these experiences. Students who frequently used educational apps and online tools reported higher levels of engagement, whereas those who faced frequent technical difficulties were less engaged.

Overall, the findings from both the teacher interviews and student questionnaires underscore the critical role of pre-class preparation in online learning. Effective pre-class materials and activities, supported by reliable technology, can significantly enhance student engagement and learning outcomes. However, addressing the challenges of time management, technical issues, and varying levels of prior knowledge is essential to maximize the benefits of pre-class preparation.

3.8 Discussion of Findings

The data collected from both teacher interviews and student questionnaires provide substantial evidence to evaluate the two hypotheses related to the implementation of the Flipped Classroom Model at Ghardaia University.

Hypothesis 1: The implementation of the Flipped Classroom Model will significantly increase student engagement among first-year students at Ghardaia University compared to traditional lecture-based methods.

The findings from the student questionnaires indicate a nuanced impact of the Flipped Classroom Model on student engagement. A significant portion of students (64.7%) reported being "mostly ready, sometimes not" for class, which suggests that while the Flipped Classroom Model encourages preparation, it does not guarantee it for all students. The preparation time reported by students, generally between 30 minutes to 1 hour, aligns with the expectations of the Flipped Classroom Model, which requires students to engage with materials before class.

Student engagement in class activities, such as group discussions and problem-solving exercises, was reported to be high among those who prepared adequately. Teachers noted that students who came prepared were more likely to participate actively in these interactive activities. This finding supports the hypothesis that the Flipped Classroom Model can enhance student engagement, as the model's structure inherently encourages active learning and participation.

However, the mixed comfort levels reported by students regarding in-class participation highlight that engagement is also influenced by individual student factors and the nature of the activities. While some students felt comfortable and engaged, others remained neutral or uncomfortable, suggesting that additional support may be needed to fully engage all students.

Moreover, the use of technology played a crucial role in student engagement. Students who frequently used educational apps and online tools reported higher levels of engagement, whereas those who faced technical difficulties were less engaged. This finding underscores the importance of reliable technology infrastructure in the successful implementation of the Flipped Classroom Model.

In conclusion, the data supports Hypothesis 1 to a significant extent. The Flipped Classroom Model appears to enhance student engagement compared to traditional lecture-based methods, particularly for students who effectively utilize pre-class materials and have access to reliable technology. However, variability in student preparation and participation indicates that further refinement and support are necessary to maximize engagement for all students.

Hypothesis 2: There are limited or no existing teaching models at Ghardaia University that closely resemble the principles and practices of the Flipped Classroom Model.

The teacher interviews reveal that while there are elements of the Flipped Classroom Model in current teaching practices at Ghardaia University, they are not fully implemented or consistent. Teachers reported using a variety of pre-class materials such as reading assignments, instructional videos, and interactive simulations, which are components of the Flipped Classroom Model. However, the extent to which these materials are integrated into a cohesive flipped classroom structure varies.

Teachers highlighted challenges such as time management issues, technical difficulties, and varying levels of student preparedness, which hinder the full implementation of the Flipped Classroom Model. Additionally, while some teachers reported success with interactive in-class activities, others noted that not all students were equally engaged, suggesting that the flipped approach is not uniformly applied.

The reliance on traditional lecture-based methods was also evident. Despite the use of pre-class materials, many teachers continue to depend heavily on lectures during class time, indicating a partial rather than complete adoption of the flipped model. This finding supports Hypothesis 2, suggesting that there are limited existing teaching models at Ghardaia University that fully embody the principles and practices of the Flipped Classroom Model.

In summary, the findings indicate that while elements of the Flipped Classroom Model are present at Ghardaia University, they are not consistently or comprehensively implemented. This supports Hypothesis 2, emphasizing the need for a more structured and widespread adoption of the flipped approach to fully realize its benefits for student engagement and learning outcomes.

3.8 Recommendations

Based on the results of the analysis of both student's questionnaire and teacher's interview. I attempted to shed light on the important of pre-class preparations, in-class activities and the integration of technology in a student-centered environment. Likewise, the findings revealed how Flipped Classroom method can be implemented to optimize student's engagement. I devoted some helpful suggestions for both teachers and students.

- **Enhance Pre-Class Materials**: Ensure pre-class materials are clear, concise, and directly related to in-class activities. Provide additional support resources for complex topics.
- **Improve Technical Support**: Address technical challenges by offering robust technical support and training for both teachers and students.
- **Promote Interactive Learning**: Incorporate more interactive simulations, group discussions, and problem-solving exercises to maintain student engagement.
- **Leverage Technology**: Continue integrating educational apps and video conferencing tools to support flexible and effective learning environments.

Conclusion

In this chapter, the first section provided an overview of the research design and the research instruments that have been used to collect data from first year university students at University of Ghardaia, whereas the second section is committed to analyze, interpret and discuss the obtained data with some suggestions provided at the end. Thus, the collected results confirmed the hypothesis proposed at the beginning of this research work. The actual study brings out that by implementing teaching methods such as Flipped Classroom (FC) can help in improving students' engagement and learning outcomes.

General Conclusion

General Conclusion

In conclusion, this study provides substantial evidence regarding the positive impact of the Flipped Learning Model (FLM) on student engagement within higher education settings, specifically among first-year students at Ghardaia University. The FLM fundamentally transforms traditional educational paradigms by shifting the initial acquisition of knowledge to pre-class activities, thereby freeing up in-class time for interactive, student-centered learning. This approach has demonstrated significant potential in fostering deeper student engagement, enhancing understanding, and promoting active participation in the learning process.

The findings reveal that students engaged in the FLM exhibit higher levels of involvement and motivation compared to those in conventional lecture-based settings. The model's emphasis on pre-class preparation and in-class collaboration aligns well with modern educational demands, addressing critical issues such as student passivity and disengagement. Furthermore, the research highlights the adaptability and effectiveness of the FLM across various disciplines, suggesting that its implementation could be widely beneficial in diverse educational contexts.

Despite the clear advantages, the study also identifies several challenges associated with the FLM, including resource constraints, technological limitations, and resistance to change among educators and institutions. To mitigate these challenges, the study recommends comprehensive professional development for instructors, enhanced institutional support, and the availability of digital resources. By addressing these obstacles, higher education institutions can better harness the benefits of the FLM, ultimately leading to improved educational outcomes and student experiences.

This research contributes valuable insights into the feasibility and effectiveness of the FLM, offering a robust framework for future studies and practical applications in higher education. The evidence gathered underscores the need for continued exploration and refinement of flipped learning strategies to optimize student engagement and academic success.

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APPENDICE

Student's Questionnaire

1. How would you describe your typical approach to preparing for class sessions?

- Always ready before class.
- Mostly ready, sometimes not.
- Often unprepared before class.

2. On average, how much time do you spend preparing for each class session?

- Less than 30 minutes.
- 30 minutes to 1 hour.
- More than 1 hour.

3. Could you briefly describe any challenges you face when attempting to work with pre-class materials?

- _____

4. Which of these activities do you typically do to get ready for class? (Check all that apply)

- Reading assigned materials.
- Watching instructional videos.
- Completing pre-class exercises or quizzes.
- Other: _____

5. Do you feel that the pre-class materials effectively prepare you for in-class activities?

- Yes
- No
- Maybe

6. How do you generally feel about the in-class activities following pre-class preparation?

- Engaged and well-prepared.
- Somewhat engaged, but could be better prepared.
- Disengaged and unprepared.

7. Which type of in-class activity do you find most beneficial for your learning? (Choose one)

- Group discussions
- Problem-solving exercises
- Interactive simulations or role-plays
- Other: _____

8. Do you feel comfortable participating in discussions or group activities during class?

- Yes
- No

9. Have you noticed any changes in your willingness to contribute to in-class activities since the beginning of the semester/year?

- Yes
- No
- Maybe

10. How often do you collaborate with peers outside of class to discuss pre-class materials or prepare for in-class activities?

- Frequently
- Occasionally
- Rarely

11. Do you find peer interactions beneficial for your understanding of course material?

- Yes
- No

12. Which tech tools or platforms do you find most useful for working with pre-class materials? (Check all that apply)

- Online discussion forums
- Educational apps or software
- Video conferencing for virtual study groups
- Other: _____

13. Have you encountered any technical difficulties when using technology to access pre-class materials or participate in in-class activities?

- Yes
- No

14. How sure are you about your ability to judge how well you understand the course concepts before going to class? (Scale of 1 to 5)

- 1 2 3 4 5

15. Do you think activities like quizzes or self-reflection prompts help you figure out where you're struggling or confused?

- Yes
- No
- Maybe

16. On a scale of 1 to 5, how would you rate your overall engagement with the course material in your online courses compared to traditional teaching methods? (1 being much lower, 5 being much higher)

- 1 2 3 4 5

17. What aspect(s) of online courses do you find most beneficial for your learning?

- _____

18. Have you noticed any changes in your study habits or time management skills since transitioning to the use of technology and online sessions?

- Yes
- No

Teacher's Interview

Gender:

- Male
- Female

- **How would you describe your current approach to delivering course content in your classroom?** (Check all that apply)

- Primarily lecture-based
- Incorporating multimedia resources (e.g., videos, presentations)
- Facilitating interactive discussions and activities
- A mix of the above
- Other: _____

- **How do you typically introduce new concepts to your students before they come to class?**

- Assign pre-reading materials
- Use introductory videos
- Encourage questions beforehand
- All of the above

- **Do you assign any pre-reading materials, videos, or online resources to prepare students for upcoming lessons?**

- Yes
- No
- Maybe

- **What teaching methods or strategies do you currently employ to promote active learning and student engagement in your classroom?**

- Student-led discussions
- Group activities
- Problem-solving tasks
- All of the above

- **Have you encountered students who rarely engage in in-class activities consistently throughout the entire year?**

- Yes
- No

a) **Do you attribute this lack of engagement to:**

- Lack of interest in the subject matter
- Shyness or reluctance to participate in group activities
- Difficulty understanding the material

- Other: _____

b) **Have you attempted to address this issue by:**

- Providing additional support or resources outside of class
- Offering incentives for participation
- Implementing alternative teaching methods to accommodate different learning styles
- None of the above

c) **Have you observed any patterns or trends among students who tend to engage less frequently?** For example, are there differences based on gender, academic background, or personality traits?

- **How important do you think student engagement and participation are to the learning process?**

- Very important
- Somewhat important
- Not very important
- Not important at all

- **What strategies do you currently use to promote student engagement and participation during class sessions?**

- **What role do you believe technology should play in the teaching and learning process?**

- a) **Have you utilized any educational technology tools or platforms in your teaching practice?**

- Yes
- No

b) **If yes, please provide examples of the tools or platforms you have used and how they were integrated into your instruction.**

- **How do you currently assess student learning and progress in your courses?**

- Exams and quizzes
- Assignments and projects
- Class participation and discussions
- Other: _____

- **What role do you believe feedback plays in the learning process, and how do you provide feedback to your students?**

- **Do you promote peer-to-peer interaction and collaboration among students to deepen their understanding of course content? If so, how?**

- **Many teachers are exploring ways to create a more interactive learning environment. Can you describe some of the methods you use to achieve this in your classroom?**

- **Would you consider incorporating methods that shift the focus from teacher-centered delivery to student-driven exploration?**

  - Yes
  - No
  - Maybe

- **How do you perceive the culture and climate of your institution regarding the adoption of innovative teaching methods?**

  - Supportive and encouraging
  - Neutral
  - Resistant or skeptical

Summary

The current study aims to investigates the impact of the Flipped Learning Model (FLM) on student engagement. A mixed-method study is conducted with the use of two research tools namely: student's questionnaire and teacher's interviews. Besides, this work takes place at University of Ghardaia dealing with first year students of Didactics of English. Based on the results obtained from the mixed method of data collection and analysis the Flipped Classroom Model appears to enhance student engagement compared to traditional lecture-based methods, particularly for students who effectively utilize pre-class materials and have access to reliable technology. However, variability in student preparation and participation indicates that further refinement and support are necessary to maximize engagement for all students. Also, the findings indicate that while elements of the Flipped Classroom Model are present at Ghardaia University, they are not consistently or comprehensively implemented.

الملخص:

تهدف الدراسة الحالية إلى التحقيق في تأثير استراتيجية الصف المعكوس (FLM) على مشاركة. تم إجراء دراسة باستخدام أسلوب البحث المختلط من خلال استخدام أداتين بحثيتين هما: استبيان الطلاب ومقابلات مع المعلمين. بالإضافة إلى ذلك، تم تنفيذ هذا العمل في جامعة غرداية مع طلاب السنة الأولى في تخصص ديداكتيك اللغة الإنجليزية. بناءً على النتائج التي تم الحصول عليها من طريقة جمع وتحليل البيانات المختلطة، يبدو أن نموذج التعلم المقلوب يعزز مشاركة الطلاب مقارنة بالطرق التقليدية المعتمدة على المحاضرات، خاصة بالنسبة للطلاب الذين يستخدمون المواد التحضيرية قبل الدروس بشكل فعال ويملكون وصولاً موثوقًا للتكنولوجيا. ومع ذلك، فإن التفاوت في تحضير ومشاركة الطلاب يشير إلى ضرورة إجراء تحسينات ودعم إضافي لزيادة المشاركة إلى أقصى حد لجميع الطلاب. كما تشير النتائج إلى أنه على الرغم من وجود عناصر من نموذج التعلم المقلوب في جامعة غرداية، إلا أنها ليست مُطبَّقة بشكل متسق أو شامل.