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Effectiveness of Flipped Learning Model on English for Tourism Trainees' Communication Skills

(discussing, debating, and presenting)

An Action Research at Emla school Ghardaia

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Master Degree in Applied Linguistics and ESP.

Submitted by: Supervised by:

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Dedication

This thesis is dedicated

To my parents

For their infinite love and support

To my siblings

To my friends

and

To me

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My Deepest gratitude goes to every person mentioned in the coming lines for their help and support who in one way or another have contributed in making this work possible

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Abstract

The present action research tends to investigate an English for tourism trainees' motivation and attitudes towards flipped classroom model, as well as to provide a clear description of the trainees' communication skills (Discussing, debating, and presenting) level evolution. To reach the intended results, observation and questionnaires were the main tools to collect data. the main reason behind observation of 9 video recorded sessions of the training was to describe learners' interaction, engagement, and communicative skills' evolvements. As for the Questionnaire, it is was used to collect data about trainees' attitudes and motivation towards the method used during the course. On the one hand, observations revealed a positive improvement in trainees' level after the implementation of flipped learning which gave the researcher more class time to implement project based learning and experiential learning. on the other hand, trainees 'attitudes towards Flipped learning were positive by showing enthusiasm to develop the method more by suggesting solutions to problems they faced during the course. It is hoped that the findings of the current work would provide more attention to the situation of ETP in Ghardaia, Algeria; and serve as a platform for future contributions to more suitable ETP courses that takes into consideration learners' needs and Flipped Learning.

List of Abbreviations

EAP**:** **E**nglish for **A**cademic **P**urposes.

EBE: **E**nglish for **B**usiness and **E**conomics

EFL: **E**nglish as a **F**oreign **L**anguage

EGP: **E**nglish for **G**eneral **P**urposes

ELT: **E**nglish **L**anguage **T**eaching

EOP: **E**nglish for **O**ccupational **P**urposes

ESP: **E**nglish for **S**pecific **P**urposes

ESS: **E**nglish for **S**ocial **S**tudies

EST: **E**nglish for **S**cience and **T**echnology

FLT: **F**oreign **L**anguage **T**eaching

GE: **G**eneral **E**nglish

NA: **N**eeds **A**nalysis

TEFL: **T**eaching **E**nglish as a **F**oreign **L**anguage

CLT: **C**ommunicative **L**anguage **t**eaching

FCM: **F**lipped **C**lassroom **M**odel

FC: **F**lipped **C**lassroom

PBL: **P**roject **B**ased **L**earning

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GENERAL INTRODUCTION

1. Background of the study

In the 21st century, the world witnessed changes in different fields because of Internet that is considered as the century's revolution. economy, society, business, science, education, and many other areas. Accordingly, teaching has witnessed huge developments that accompanied its evolution. New teaching methods emerged during this period owing to internet developments. (Teaching English as a foreign language) (TEFL) is an area of teaching that many changes in this era to fulfil the needs of the learners with accordance to their interests. Flipped Classroom Model is one of those methods implemented in many educational systems that has proved its effectiveness in teaching foreign languages by linking theory to practice through the use of technology in the pre-class phase and not only as a tool of presenting the content (Bergmann and Sams, 2012). In the field of TEFL, a cardinal area is giving much importance beginning from the post-world war II era "English for Specific Purpose" that made English the world's lingua franca. This recent challenging field of (English Language Teaching) (ELT) according to Cook (2003, p.37) is "the English teaching which focuses upon the language and discourse skills needed for particular jobs (English for Occupational Purposes (EOP)) or for particular fields of study (English for Academic Purposes (EAP)). A special language can be for engineers, science and technology, doctors, medical studies, tourism, and tourist guides etc. This latter, is one of most important area needed for any country's development; and teaching English for specialists in this field is of a great benefit. One of the corner stones of ESP is the communicative approach teaching which depends on enhancing learners' communicative competence. Another vital aspect in ESP course is that they are mainly tailored to meet adult learners needs who are aware about those needs. The effective use of language; and the ability to put the linguistic competence into action (ibid) is the ultimate aim of ESP courses which is close to the principles of Flipped classroom model which enables teachers use the bulk of class time in discussing, evaluating and analysing the materials rather than just remembering and understanding it by providing the materials before hence .

2. Statement of the problem

Though English for tourism courses are vital in tourism careers. training centres do not give it much importance. And when English courses are provided, the courses do not always follow the right steps of an ESP course as well as providing demotivating English courses; thus, ESP practitioners need to start considering new methods of teaching that would make ESP courses more authentic, creative, and fun. This would motivate students; and ordinarily more interest in the course will be increased.

3. Research questions

This research aims to answer the following questions:

1. What is the trainees' attitude towards flipped class room model?
2. Is Flipped Classroom model adequate for the English for tourism course?
3. Have trainees developed their oral communication skills with the implementation of flipped classroom model?

4. Research Hypotheses

1- Trainees in the ETP course will show interest in studying English using the flipped classroom innovative model.
2- Flipped learning will be of a good impact o the ETP course.
3- The course will enhance trainees' communication skills.

5. Significance and Aims of the study

On the one hand, this research will help ETP practitioners design a course based on an innovative model "flipped classroom model" that would help in the quickness and effectiveness of ESP courses. As for the trainees' motivation and interest, it will be studied in this research through the implementation of the flipped classroom model, experiential learning and project-based learning. It will provide a clear description of the trainees' communication skills level evolution. On the other hand, this research will show the importance of English in the field of tourism in Algeria, Ghardaia.

6. Methodology

The research is an action research that will provide changes in the teaching method by using the flipped classroom model. a mixed method approach is selected according to the research nature that will provide a mixture of quantitative and qualitative data.

7. Methods

Data collection methods used in this research are selected according to the research nature. Observation and questionnaires are the methods used to collect data.

8. Participants

A non-probability sampling method is adopted. Ten trainees in the English for tourism training at Emla school Ghardaia have voluntarily taken part of this research by signing to a consent form.

9. Research design

The current research is composed of two main parts, a theoretical and a practical one. the former will provide a literature review in terms of two chapters. the first chapter is about ESP and ETP. the second is about the flipped classroom and its benefits. the latter is the chapter in which the data collected will be analysed and represented.

10. Limitations of the study

Though the limitations of this research, further investigations can be based upon such constrains for more valid research procedures and findings. Results based on the methodology of this research and the methods use seem far reaching. However, some limitations were present. First, the lack of experts who speak English was one limitation that minimised the use of English during the field trip. Second, timing of the session was not appropriate for all trainees and some of them had to be absent in some sessions.

11. Key Terms

English for specific purposes (ESP): The basic insight that language can be thought of as a tool for communication rather than as sets of phonological, grammatical and lexical items to be memorised led to the notion of developing learning programs to reflect the different communicative needs of disparate groups of learners. No longer was it necessary to teach an item simply because it is 'there' in the language. A potential tourist to England should not have to take the same course as an air traffic controller in Singapore or a Columbian engineer preparing for graduate study in the United States. This insight led to the emergence of English for Specific Purposes (ESP) as an important subcomponent of language teaching, with its own approaches to curriculum development, materials design, pedagogy, testing and research. (Nunan, 2004, p.7)

Needs Analysis: The activities involved in gathering information that will serve as the activities involved in gathering information that will serve as the basis for developing a curriculum which meet the learning needs of a particular group of students. (Brown, 1995)

ESP course design: Course design is the process by which the raw data about the need is interpreted in order to produce an integrated series of teaching-learning experience, whose ultimate aim is to lead the learners to a particular state of knowledge.

Flipped classroom: "the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class." (Bergmann and Sams, 2012, p. 13)

Chapter 01

Introduction

The changes that the world has noticed after the World War II gave birth to a new discipline in the field of ELT. Much attention has been drawn to ESP in ELT circles by the late 20th century through different scholars' manifestations for a new era of English teaching and learning. It evolved through years of practice and research and scholars through their works have shown the its importance as a field that is characterised with its effectiveness, quickness, and innovation. Equally important, scholars have defined ESP in their writings since defining it would alleviate problems in grasping this new area's development, significance, and principles. This chapter will trace ESP development, provide a clear definition of ESP, its branches, the approach used in ESP, as well as providing insights about English for tourism.

1.1. ESP development and definition

1.1.1. ESP historical development

Three main reasons led to the emergence of ESP according to Hutchinson and Waters (1987). those reasons that differ in terms of in terms of nature and fields. They assume that those various reasons are: demands of a brave new world, revolution in linguistics, and focus on the learner.
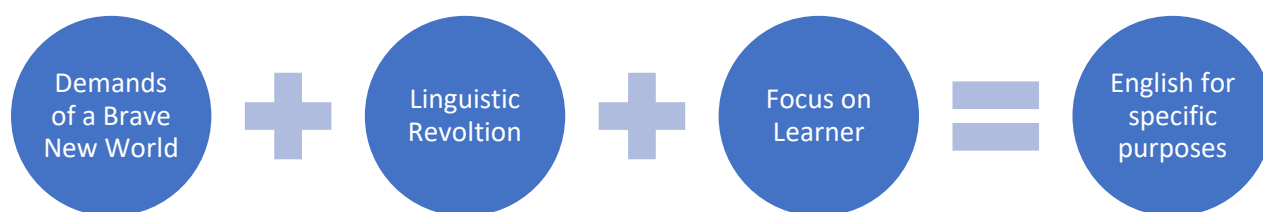
Figure 1.1 reasons for the emergence of ESP according to Hutchinson and Waters (1987).

1.1.1.1 Demands of a Brave New World

Two main factors were considered as the reason a huge demand towards new ways in teaching English. Firstly, the end of WW II was followed with "an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. For various reasons, most notably the economic power of the United states in the post war world, the role of international language fell to English" (ibid. p06) this international acceptance of English has created a new generation of English learners who are aware about their needs. The second factor that the oil crisis of the early 1970's resulted in western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English. The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now becomes subject to the wishes, needs and demands of people other than language teachers (Hutchinson and Waters, 1987: p7)

1.1.1.2. The Linguistic Revolution

The second reason that gave birth to this new branch in ELT according to Hutchinson and Waters (1987) is the linguistic revolution led by revolutionary pioneers. Whereas traditional language studies tend to describe the "syntagmatic structures that carries fundamental propositions" the Their perspective towards language studies gave more importance to language use in authentic communication within its context.

1.1.1.3. Focus on the Learner

The final reason for the emergence of ESP was more related to psychology than linguistics. The focus here was no longer the methodology of learning a language, but rather the way of acquisition and the differences within this process. Henceforth, focus on the learner was given a paramount position as the one given to the methodologies employed to evolve the linguistic knowledge.

1.2. ESP Definition

According to Mackay and Mountford (1978:02) "ESP is generally used to refer to the teaching of English for clearly utilitarian purpose." This utility or practicality is the core of n ESP course that has to be designed according to learners' occupational or academic needs. That is to say, learning outcomes should be reached after a course that is based on real situations simulations that will enable ESP learners use English effectively.

Another definition was proposed by Hutchinson and Waters (1987) in which they claimed that ESP is an approach to learn English rather than a product. To put it differently, they claimed that ESP is an approach that has no particular methodology nor material compared to other ELT approach; it is only different in its dependence on learners needs.

On the same pace, Dudley Evans and ST John (1998:01) elaborated more about ESP courses' utilitarian purpose "If ESP has sometimes moved away from trends in general ELT, it has always retained its emphasis on practical outcomes. We will see that the main concerns of ESP have always been, and remain, with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation." Dudley Evans and ST John (1998) also provided in this definition the cardinal processes within the ESP course design process. Needs analysis that is considered as the main feature to distinguish between ESP and General English by Hutchinson and Waters (1987). Next, they mentioned the process of text analysis in which ESP teachers work on accurately and realistically investigating and describing how language is used in the learners' study or work area. This will be of great benefit in designing the language content and help learners learn language communicatively (Busturkmen 2010).
Features of ESP courses is another way by which Dudley Evans and St john (ibid) defined ESP. setting absolute and variable characteristics which are presented as such:

Absolute characteristics:

- ESP is defined to meet specific needs of the learner
- ESP makes use of the underlying methodology and activities of the discipline it serves

- ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

The variable characteristics are seen in five points:

- ESP may be related to or designed for specific disciplines
- ESP may use, in specific teaching situations, a different methodology from that of general English
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation
- ESP is generally designed for intermediate or advanced students

Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (Dudley-Evans, 1998).

1.2. ESP and EGP: The difference.

Dealing with "ESP" always takes the researchers towards comparing it with English for general purposes "EGP". This comparison does not provide a clear cut between the two systems since both are part of the English language teaching "ELT" field, but it highlights the main differences between them.

The following table represents the main differences between the two divisions:

Characteristics	EGP	ESP
Learners (nature, previous knowledge, proficiency level)	• primary and secondary education level	• tertiary education level, mainly adults
	• little or basic knowledge of the language system	• assumes basic knowledge of general English
	• beginners, pre-intermediate	• intermediate or upper-intermediate level (CEFR B1, B2)
Learners' needs	• not readily specified	• specific, professional field oriented
Aim of instruction/ teaching	• studying for general, open-ended or unspecific objectives • prepares learners for ESP	• to enable learners to communicate technical and/or business information in the occupational or acad. settings
Grammar	• key grammatical issues	• context-oriented, depends on the learner's level in English
Vocabulary	• general	• words and expressions occurring in work situations
Register	• general	• specific grammatical and lexical features of these registers
Target (situation, proficiency level)	• language as system • broad foundation	• specific knowledge in the subject-matter • acceptable English language knowledge to use quality materials and further acquire content knowledge
Methodology	• all for skills (reading, writing, listening, speaking)	• emphasis more on one specific skill (reading or speaking) • practical and application-oriented

Table 1.1 ESP and EGP differences

1.4 Needs Analysis

the needs analysis is this primordial process upon which the whole course design is built. Hutchinson and Waters (1987:59) claim that what makes ESP different from EGP is not the existence of needs, but rather an awareness of the need.". In other words, all parts in the ESP course have a clear picture about the needs. Learners are aware of their needs because of the pre-existent experience in the field, as well as their age. Teachers and stakeholders are also aware about the

needs through the need's analysis process. These needs are generally defined according to Lacks "Present situation", wants "learning situation", and necessities "target situation". According to Hawkey (1980) needs analysis is a tool for course design. This is represented in the way it provides the ESP practitioner with the needed data to produce a specification of language skills, functions, and forms which are required in the learner needs profile.

Busterkmen (2011) have suggested steps in the need's analysis process. First, target situation analysis in which the course designer identifies the different genres, tasks, and activities the learners are supposed to achieve. Second, discourse analysis that are descriptions of the language used in the target situation, present situation analysis to know what the learners do and do not know and can or cannot do in relation to the demands of the target situation. Third, Learner factor analysis that represent an identification of learner factors such as their motivation, how they learn and their perceptions of their needs. Finally, teaching context analysis in which the ESP practitioner investigates factors related to the environment in which the course will run. With the use of all these data collected from the need's analysis; the ESP practitioner goes for the next step: the application of these analyses to design the course.
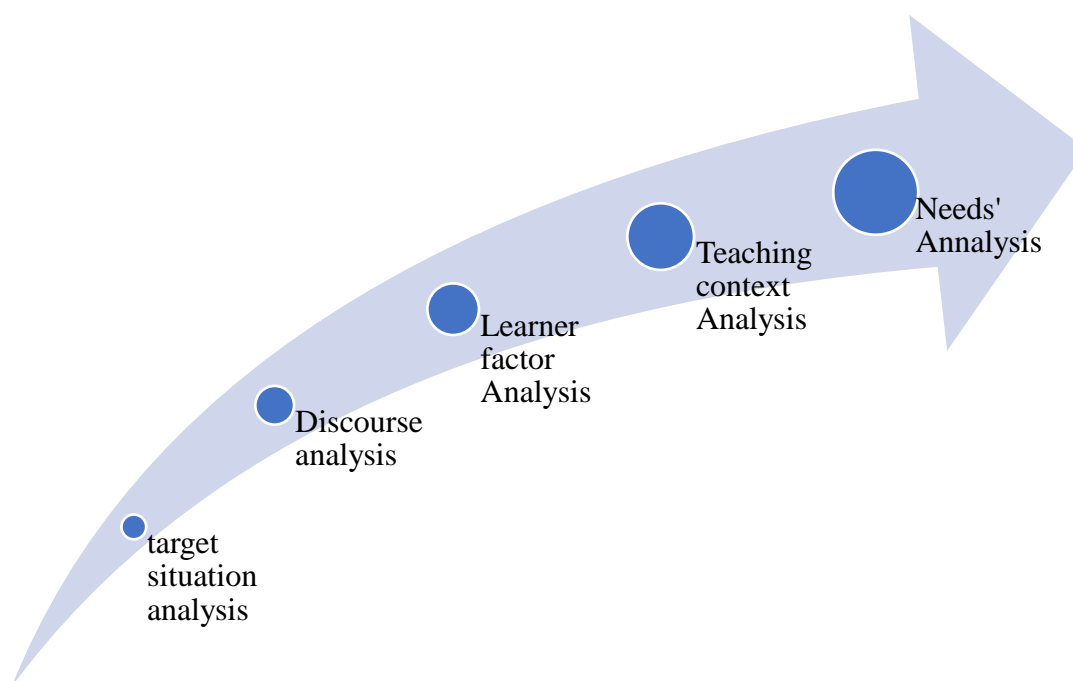
Figure 2.2 Busterkmen (2010) needs analysis process

1.5. Course Design

1.5.1 Course Design Definition

A paramount notion that differentiates the ESP in the one of the course design process. This latter is defined in the Oxford dictionary as "a series of actions or steps taken in order to achieve a particular end". This is the same in the field of ESP since designing the course is a sort of deliberate steps, or stages, which leads us to achieve having an ESP course.

From the one hand, Designing an ESP course is described by Dudley-Evans and St John (1998) as a set of phases. For the authors, "the key stages in ESP are needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation. These are not separate, linearly related activities, rather they represent phases which overlap and are interdependent".

From another hand, other scholars consider this whole process as a result of inter-related processes that encompasses as syllabus design, materials availability and most importantly, data gathered through conducting needs analysis "Designing a course is fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, materials writing, classroom teaching and evaluation" (Hutchinson and Waters 1987:21)

1.5.2. Course design steps

As mentioned in a previous paragraph, Hutchinson and Waters (1987:21) claim that needs analysis is a process that serves as a basis to other processes, syllabus design, materials writing, classroom teaching and evaluation. This represents the fact that all the answers and data gathered from the needs' analysis will be a source of data that will be interpreted to design the course.

A syllabus is defined by Hutchinson and Waters (1987:90) as "a document that says what will/should be learnt"; a document that should be used flexibly and appropriately to maximise the aims and processes of learning (ibid).

After designing the course, the next step is to evaluate the existing materials, modifying existing materials, or writing the materials. Teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course" (Graves, 1999, p. 27)

Classroom teaching, methodology, is the next step to apply the work on the course designed before using the materials written by the ESP practitioner. There is nothing special in this stage concerning ESP; the teacher makes use of the ELT methodology.

The last step in which the teacher tries to evaluate whether the students reached the objectives of the course or not. The last stage in the ESP course is the one of evaluation. Here, the teacher tries to assess whether the needs that have created the course were served or not. Two kinds of evaluation are to be carried out: a student evaluation and a course evaluation. The former is the evaluation which tells the teacher whether students are able to perform appropriately in the target situation or not. Tests, like the proficiency tests, are the best way to know if the learning needs have been fulfilled throughout the course or not. The latter is the one to tell whether the course is meeting its aims or not, this evaluation shows how much this course was satisfying for most parties involved (teacher, learners, and sponsors etc.) (Hutchinson and waters). Considering all of these, designing a course in ESP is what makes it as a specialty in the field of ELT.
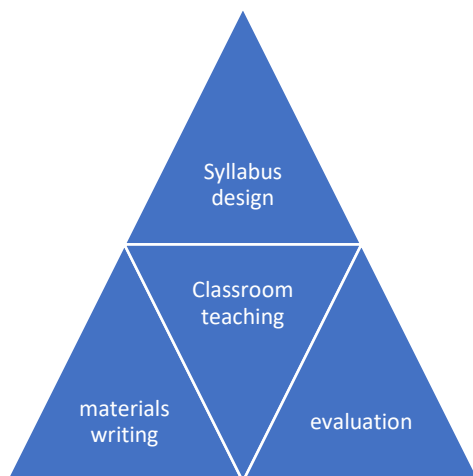
Figure 2.3 Processes based on Needs analysis

This figure explains exactly how the notion of the interrelated processes in ESP and how each process works as a basis to the another one.

1.6. Types of ESP

ESP as a branch of ELT is highly diverse in terms of sub-branches related to it; and having an idea about those notions will give a clearer thought about its nature.

paramount divisions were highlighted by Hutchinson and Waters (1986) as the main types of ESP that makes the whole difference between its individual courses. Figure 2.4 shows the tree of ELT in which we can see the importance of those vital sub-branches. English for Academic purposes (EAP) and English for Occupational/ Vocational Purposes (EOP/ EVP) are the branches which Hutchinson and Waters (ibid) conceive as a two notions with no huge differences between them ; they claim: " people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to a job.". If we move up to the upper sub-divisions on the ELT tree, we'll find the most specific branches or what the writers call the "ESP individual courses". Going down, we encounter the ESP division into three divisions English for science and technology (EST), English for business and economics (EBE), and English for Social Studies (ESS).
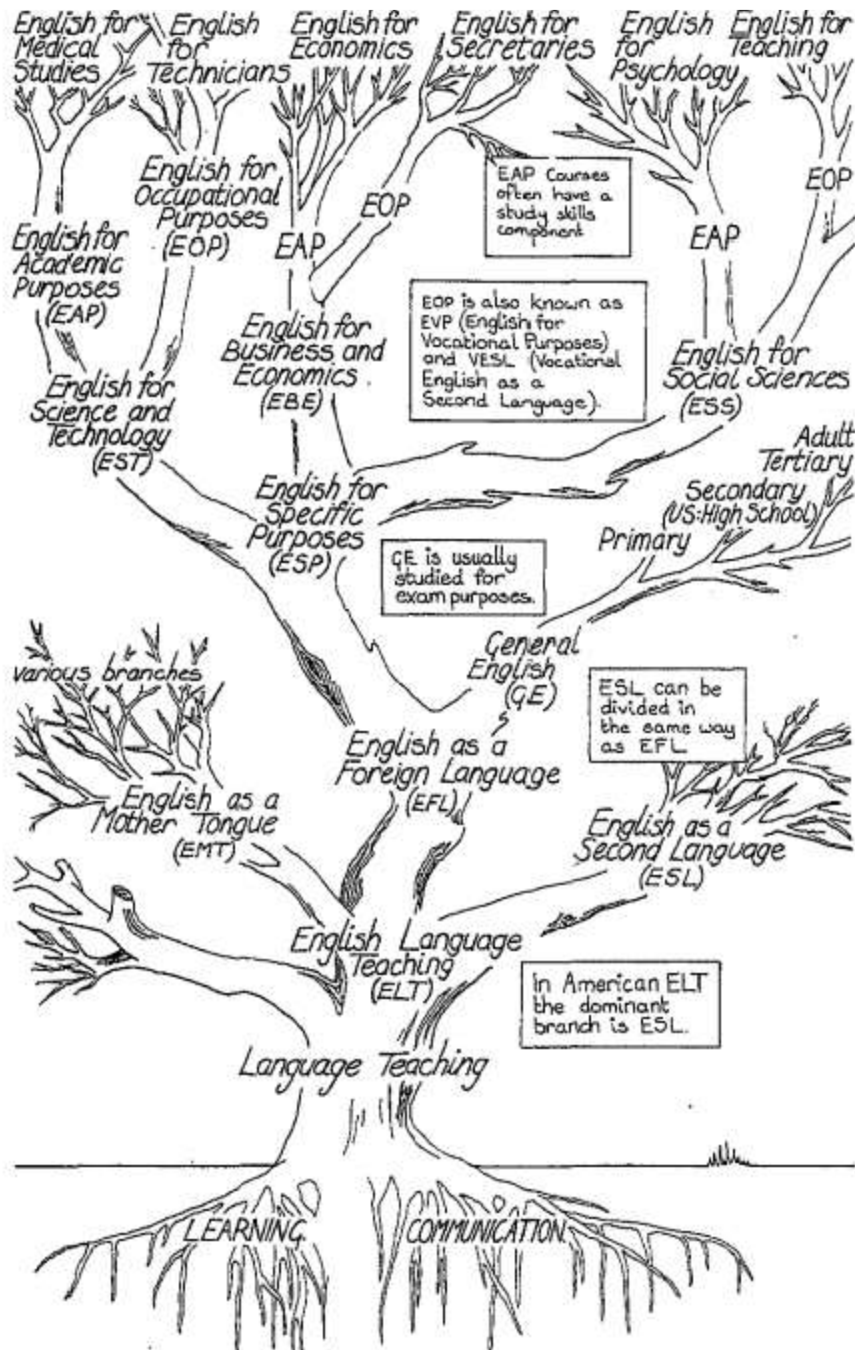
Figure 2.4 ELT tree (Hutchinson and waters 1987)

Another division was proposed by Dudley Evans and St. johns (1998) in which they divided ESP into EAP or English for Educational Purposes (EEP) and EOP. The former is subdivided into two branches, as school subject that can be integrated or independent and for study in a specific discipline a specific that can be pre-studied, in-studied, or post-studied, as the figure 1.5 shows. the latter is subdivided to: pre-experience, simultaneous / in service and post experience.
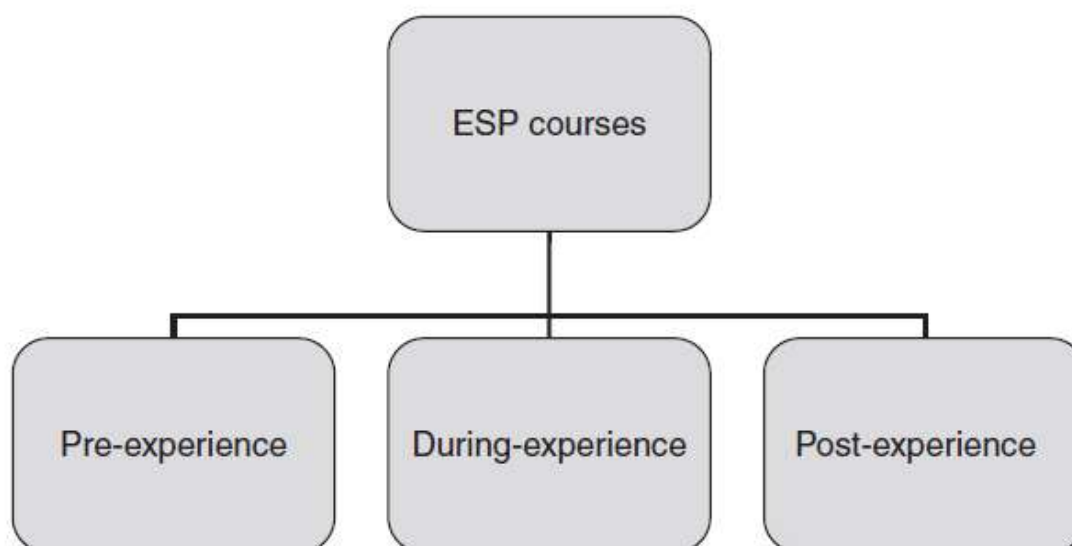
Figure 1.5. ESP course timing in relation to learners' work or study (Busterkman 2010)

They have elaborated more in the division within EAP and EOP to divide both of them into two different levels based on the specificity of the course. On the one hand, EAP is divided into English for General academic purposes (EGAP) and English for specific Academic Purposes (ESAP). EOP on another hand is divided into English for General occupational purposes (EGOP) and English for specific occupational purposes (ESOP). The bellow table 1.1 suggested by Busterkman (2010) explains this division with clear examples.

Branch	Sub Branches	Example
English for Academic Purposes (EAP)	English for General Academic Purposes (EGAP)	English for academic writing
	English for Specific Academic Purposes (ESAP)	English for law studies
English for Professional Purposes (EPP)	English for General Professional Purposes (EGPP)	English for the health care sector
	English for Specific Professional Purposes (ESPP)	English for nursing
English for Occupational Purposes (EOP)	English for General Occupational Purposes (EGOP)	English for the hospitality industry
	English for Specific Occupational Purposes (ESOP)	English for hotel receptionists

Table 1.2 ESP Branches as suggested by Busterkman (2010)

1.6. English for Business Purposes

Following the specificity of our research, EBP or Business English (BE) is our main subject matter which needs to be explained more. This area of ESP is showing a huge growth because of the wide spread of English as a lingua franca. As part of EOP, Hortas (2008 cited in Zahedpisheh et al 2007) programs about specific communications in different fields such as aviation, business, or tourism have to be designed to develop leaners communicative skills, so that they reach satisfactory levels in their subject matter and career.

   Based on Duddly evans and st johns (1998) users of EBP are native speakers to non-native speakers (NNS- NNS) and the English they use is an International English. This latter is characterised of being an effective language that serves specific transactions. business communication's alter purpose is effective communication that provides clear ideas to the receiver. Following their classification of ESP courses, our research falls in the English for General Business Purposes (EGBP) division. This branch of EOP are usually for pre-experienced learners, similar to EFL courses with materials set in business context, learners attend their classes in language schools, and extensive with one or two sessions a week. Those courses are based on presenting the language traditional four skills through listening and / or reading followed by exercises for practice with an emphasis on accuracy. Finally, more activities are devoted to fluency in the target skills.

1.7. English for Tourism Purposes

The need for English in the field of international tourism and travel contexts gave much importance for research in the field of English for Tourism Purposes (ETP). Cho (2005 cited in Zahedpisheh et al ibid) claims that ETP is a subbranch of BE which incorporates business English and English for academic purposes by workplace communication and classroom use. As for its importance, it is considered as a crucial step that workers in the field of tourism (e.g. hotels, tourists' offices, restaurants…etc.) must go through.

ETP is divided into different kinds of courses depending on the trainees' specific occupation in the field of tourism as the table 1.2 shows

Dimension of the tourism and hospitality curriculum
1. English for Food and Beverage Services
2. English for Air Flight Services
3. English for Hotel Services
4. English for Tour Managers and Guides

Table 1.2. English curriculum design for hospitality by Huang Chao-shain (2008) retrieved from https://www.ijern.com/journal/August-2013/15.pdf.

As for the concern of our research, the course designed was for English for Tour managers and guides. this latter is the courses designed for tourist guides and operators to have a better command of communicative skills. Both written and oral are primordial in those courses but much attention is payed for oral communication skills Gani, Damayanti (2018). According to Bobanovic and Grzinic (2011) achieving tourist's satisfaction in highly linked to the understanding of performance expectations. Accordingly, being a tourist guide who is communicatively skillful will show more professionalism. Tourists' satisfaction is what promotes for the tourism industry in the country and interaction and communicative skills are of a great effect on this according to Finch et al. (2010 cited in Gani, Damayanti 2018). Because of having communication with foreign tourists and understanding cultural differences; Leslie & Russell (2006 cited in Zahedpisheh et al ibid) claim that being skillful in foreign language skills is vital for people working in Tourism. Therefore, fluency and effective communication are highly requested.

Conclusion

Discussing ESP development, definitions, and branches shows how important it is to have more work on this field of specific courses in regard of its main characteristics: needs analysis, course design, CLT, Quickness and effectiveness. On a more specific scale, ETP as part EBP is a field that might bring prosperity to the Tourism industry. Thus, it is a field that needs more research and proper application in the Algerian context.

Chapter 02

Introduction

The digital world is driving innovation and continuous change at such a rapid and random rate that universities are struggling to keep up with demand" (Mukerjee 2014, p. 56 cited in Reidsema et al 2017). the way learning is processing today with Millennials, generation Z and X who are identified with the use of internet and Tech tools from young age is a totally different way than the one used before by previous generations. In this chapter we will try to provide information about one of the innovative models used in education nowadays. Defining this model and its close link with different learning and teaching theories are the subjects discussed below.

2.1. Flipped Learning Definition

Flipped classroom (FC) model is commonly attributed to by Bergman and Sams 2010. They recorded video lectures using a recording software that added a voice over and a power point slides share to accommodate the students who have missed their classes. This has evolved since then to cover different fields in teaching; and classrooms are becoming active environments rather than places for information transfer. Sites like Khan Academy, Teded, Udacity, Codecademy, and skillshare and many others have started specifically geared courses for flipped classes. This latter nowadays is gaining more attention in educational circles due to the studies that have reported have ….reported that flipped classrooms can improve students' learning motivation and outcomes Alvarez, 2012; Lage, Platt, & Treglia, 2000; Sun & Wu, 2016 (cited in Hung et al (2018) and many colleges and universities are funding and developing FCM programs focused on comparative assessments of students' examination scores and/or attitudes (Tune, Sturek, & Basile, 2013; Schultz, Duffield, Rasmussen, & Wageman, 2014; Baepler, Walker, & Driessen, 2014; Kong, 2014 Cited in zhai et al 2017) due to its effective blending of traditional and online learning. The upcoming lines will provide a thorough definition of flipped learning in addition to a description of the development of this teaching model.

Flipped learning, also known as FC, is a pedagogical technique and a learning type different from traditional ones. According to the founders of this model Bergman and Sams (2012) Flipped learning as the tasks traditionally done in class are now done at home; and what is traditionally

done as a homework is done in class. In other words, learners in this model have a prior awareness and familiarity with the content of the session and they put to use class time for application, analysis, and evaluation (see chapter 01 Flipped learning and bloom's taxonomy:).

Mehring and Leis (2018:01) define flipped learning as "an instructional approach where teacher-created materials featuring instruction of new concepts are viewed outside of scheduled class time, in turn freeing teacher–student time for more collaborative efforts in class.". Accordingly, flipped classrooms prior material and content exposition allows teachers spend more time cooperating with stents on a more practical basis.

Ramadhani, Umam, Abdurahman and Syazli (2019: 139) have elaborated more when it comes to the practical and active classroom within the Flipped classroom model

> "a mixed learning model in which learning activities are carried out in two stages, namely classroom learning and learning outside the classroom. In the first phase, the learning phase in the classroom is conducted through discussion activities, prioritizing students' low cognitive abilities as the main focus for improvement and making learning activities more active, interactive and meaningful. While learning outside the classroom is done using an online platform containing learning material and learning videos that provide opportunities for students to study material before the material is taught, and develop students' ability to learn independently"

Reidsema et al elaborated more in defining Flipped learning by highlighting the difference between blended learning that is considered as a " the marriage of traditional and online learning" The importance and reliance on a well-structured link between the online and classroom activities set by the teacher is one of the characteristics that makes FL that different. "equal commitment" is another feature to make the difference between blended and flipped learning. The teacher learner interaction is one of the main characteristics of flipped learning. according to the writers it is strengthened through the direct involvement and insistence of the teacher in the pre-lecture phase "The online presence".

Ramadhani, Umam, Abdurahman and Syazli (ibid) see this blended learning comparison in a different way. They claim that blended learning is an umbrella term that covers any kind of mixing the face to face learning and technology and digital learning. the figure 2.1 suggested by Staker & Horn (2012) provides a clear explanation:
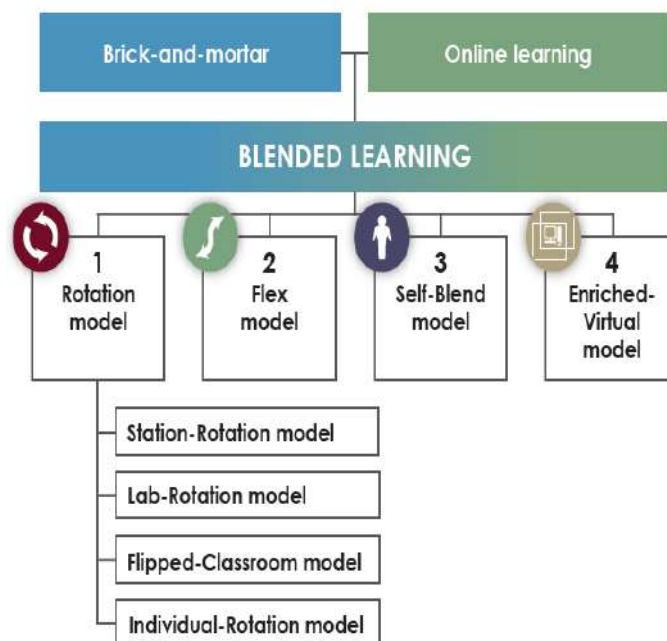
Figure 2.1. Types of Blended Learning Models (Staker & Horn, 2012 cited in Ramadhani et al ibid)

 According to the writers those ways of blending traditional and online learning "give students the opportunity to experience an efficient learning environment and includes spectacular aspects of learning such as online and traditional learning platforms, media for delivering learning content, flexible learning models, and independent learning activities." In other words, the learning experience will be richer with more sources, ways of learning, more flexibility and autonomy.

Zarrinabadi and Ebrahimi (2018) Suggest that Flipped learning aims to provide active learning opportunities in the learning environment through direct instructions in the smaller learning groups. They add that flipped Learning allows learners to be more active because of their prior engagement with the materials, their attention does not decrease quickly for the reason that the class time relies more on active learning, and the pace of the lectures is adapted according to learners' needs.

According Kavanagh et al (2017) a class have to be flipped when:

• help students master a particular concept or knowledge that is tricky and not being adequately mastered through a current delivery method.

• engage students with material that may have been deemed 'boring' or 'irrelevant' by past cohort.

• facilitate the development of skills that use the new knowledge or concepts.

2.2. Flipped learning, Bloom's taxonomy

Bloom's cognitive taxonomy with its help in setting clear learning objectives in course design; it helps to explain how FC functions from a theoretical perspective. Bloom's mastery learning that is an instructional strategy in which learners are taught according to chunks each one related to the previous one. All that is needed is time and a good instruction to reach better learning outcomes according to Bloom "… variations in learning and level of learning of students are determined by the students' learning history and the quality of instruction they receive" (Bloom, 1976, p. 16 Cited in). This strategy was based on his taxonomy suggested in 1956. It is defined by as "a collection of educational objectives, learning and thinking skills categorized hierarchically under six cognitive domains. These cognitive domains are Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation" (Suludere ,2017:39) This taxonomy was revised by Anderson and other scholars in 2001 to fit with developments in education and psychology.
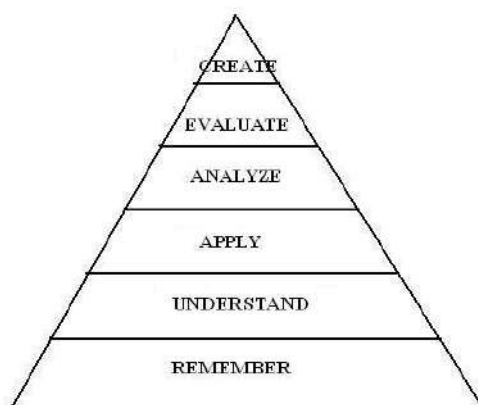
Figure 2.2 The Revised Bloom's Taxonomy (retrieved from Bergmann and Sams 2014, p. 31)

Flipped learning according to Bergman and Sams (2014) provides learners with the chance to reach higher levels in the hierarchy by the effective time management FC suggests. The prior use of materials sent to learners will enable them to pass the first two stages, Remembering and understanding, by themselves and with guidance from the teacher. The next four stages are the ones to be worked on in the classroom with guidance of the teacher using advanced concepts and strategies. Instead, they suggest that Flipped learning flips the blooms taxonomy as the figure 2.3 shows.
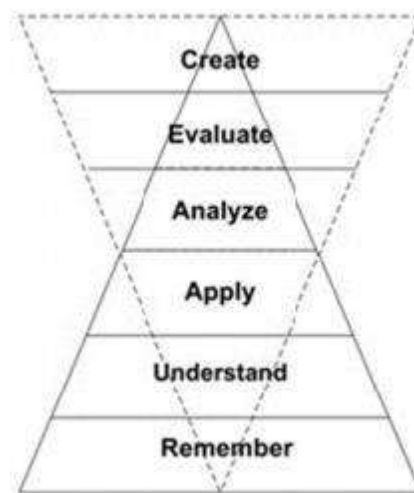
Figure 2.3 The Inverted Revised Bloom's Taxonomy (reprinted from Suludere ,2017: 43)

2.3. Flipped Learning and Project Based Learning

Bergman and Sams (2011) gave much appreciation to the Project Based Learning (PBL); and the ability to adopt this learning approach in FC; in which class time is "used to engage learners in different advanced concepts" Bates (2017).

This approach can be traced back   to Dewey's practical method which involved 'learning by doing' (Dewey and Dewey 1915 cited in Gibbes and Carson 2013). And it is definded as a 'long-term activity that involves a variety of individual or cooperative tasks' involving planning, research, and reporting (Beckett 2002, 54)   Mills and Treagust (2003 as cited in Kavanagh et al, 2017) see that the focus in PBL is on the application of knowledge rather than the acquisition of knowledge; as well as the use of real-w world applications rather than problem-based learning.

Accordingly, the use of PBL provides learners with more authentic and effective learning situation to develop the target skill.

Petersen and Nassaj (2016) suggest some projects and tasks used in the PBL in the table 2.1 bellow:

Examples of projects	Examples of tasks (Willis p.149–154)
• A scrapbook collection of writing and pictures • A formal written report • A collection of figures or statistics • A newspaper • A book club • Out of class surveys • A guidebook for a town or city • Marketing strategies (i.e., sell/market an item from a garage sale) • A student performance or presentation • A radio or video program (news story scripts/ads) • A fundraiser • An interview with someone in the community • A web-based project	• Classifying words into categories • Odd word out • Memory challenge and Yes/No games • Jumbled spelling dictation • Ordering and sorting (Sequencing) • In class surveys • Tasks based on familiar songs (i.e., matching words to song lines) • Picture puzzles (find the differences or similarities) (p.156) • Pair or group work, story telling, sharing experiences • Reading + discussion • Brainstorming • Fact-finding • Comparing, matching • Problem-solving (i.e., puzzles, logic problems, incomplete stories etc.)

The table 2.1 Petersen and Nassaj (2016) Projects and Tasks used in PBL

Analysing the types of projects suggested reveals that the projects need more time and a succession of tasks and work within a small group or individually to discover real world problems.

2.3 Flipped Learning and Experiential Learning

Experiential learning theory is one of the prominent teaching instructions used in FCM because of the extra class time gained from the prior online sessions. It has developed from the work of John Dewey and Kurt Lewin. The core concept of ELT emphasizes that learners' experience has great potential to contribute to knowledge construction and comprehension (Kolb, 1984, cited in zhai et al 2017). A spiral learning cycle is suggested by Kolb (2005) in which four learning modes,

concrete experience, reflective observation, hypotheses, and active testing, follow a repeated cycle of experience to build knowledge as shown in figure 2.4 (Kolb & Kolb, 2005).
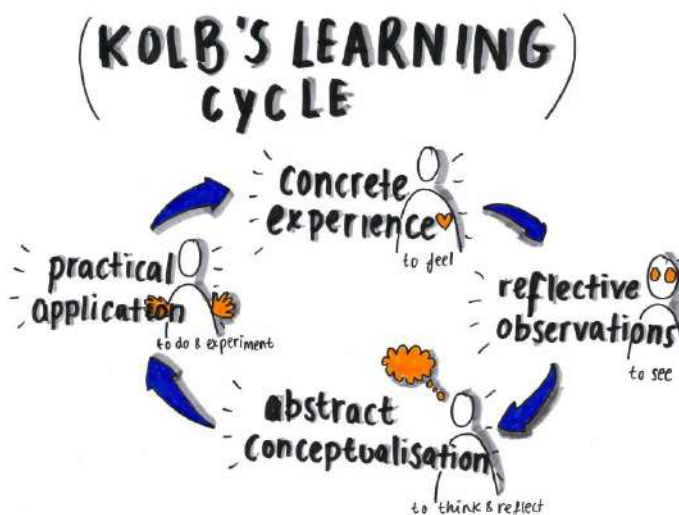
Figure 2.4 Kolb's Learning Cycle retrieved

from https://www.icra.global/icras-philosophy-on-learning

Conclusion

To conclude, FCM nowadays is one of the prominent methods of teaching which takes in regard innovative, quick and effective ways of teaching. This methods' theoretical background proofs it's effectiveness in teaching in language teaching using CLT.

Chapter 03

Introduction

Research or the art of scientific investigation is what (Kothari 1990) considers as "a voyage of discovery" in which we move from the unknown to the known .in this sense research seeks to answer the questions that humans didn't have answers for yet. It is a systematic set of measures developed by scholars in the field of research methodology. In this sense, the current chapter is devoted to present the research methodology used to undertake the current research. as well as, to the analysis and interpretations of the results from the data collection instruments. Ten (10) English for tourism trainees have been selected voluntarily as a sample to take a fourteen weeks English for tourism course which have been recorded and observed for the sake of fulfilling the needs of the research. Questionnaires and interviews have been conducted after the end of the course to investigate students' attitudes and motivation towards the method implemented in the course. It is important to note that this research have faced some inconveniences such as trainees' unfamiliarity with this new teaching method and the lack of English-speaking experts.

3.1. Research Methodology: The study procedures

As previously mentioned, research is a set measures that are ought to be ethical, scientific, and methodological .it is considered as a fine work that provides trustworthy results if it is reliable, verifiable, and exhaustive. Relating to this, researches should take into account the underlying paradigm of the research, its approach, its methodology and the methods used to collect data.

3.1.1. Research paradigm

Guba (1990 p.17 cited in Denzin and Lincoln 2018) defined paradigm as a basic set of beliefs that guide action it encompasses four terms: ethics, epistemology, ontology, and methodology.

3.1.2. Research approach

A research approach according to Grover (2015: 01) is "a set plans and the procedure for research that encompass the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. The overall decision involves which approach should be used to study a topic". Khaldi (2017, cited in Saihi 2018) elaborated more to this definition by this setting a specific criterion for the choice of the corresponding approach depending on answering certain questions as provided in the figure 3.2.
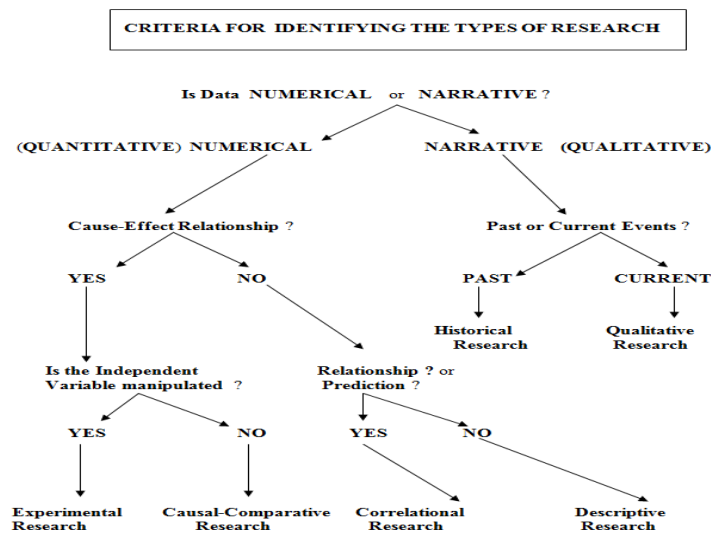
Figure 3.1 criteria for identifying the type of research (Khaldi 2017)

Following Khaldi's criteria and answering the questions displayed in figure 3.2 we can choose the most appealing approach to our research. First, the data collected from our research is a mixture of narrative and numerical. The observations over the recorded 14 sessions have provided purely narrative data depending on the researchers' objective remarks over the sessions. another part of the collected data is retrieved from questionnaires distributed online for the trainees. Following this we intended to adopt a mixed method approach that is a combination of qualitative and quantitative methods within a single research project rigorous scientific process combining both qualitative and quantitative as defined by Morse (2003:191) "a plan for a scientifically rigorous research process comprised of a qualitative or quantitative core component that directs the theoretical drive, with qualitative or quantitative supplementary components. These components of the research fit together to enhance description, understanding and can either be conducted simultaneously or

sequentially". Henceforth, our research falls into the mixed method approach because of providing deeper elucidation and comprehension for the evolution observed and tracked during the training sessions and through the trainees' answers to the Questionnaires.

3.1.3. Research methodology

We have opted to adopt a Participatory Action Research (PAR). This latter is a research methodology within the social sciences which focuses on a collaborative participation of researchers as well as local communities in producing knowledge directly relevant to the stakeholder community (Coghlan and Miller, 2014 p.583). This methodology is a way to provide a social change and not just providing a theoretical corpus about the phenomenon.

Mills (2003:4) have elaborates to define Action research as "any systematic inquiry conducted by teacher researchers to gather information about the ways that their particular school operates, how they teach, and how well their students learn. The information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and improving student outcomes".

3.2. Data collection methods

Specific results have to be reached out of this research to answer the previously mentioned questions and to test the hypotheses through the data collected. Choosing the right method in the field of social sciences might seem complicated and Turney and Robb (1971, cited in Ouarniki 2015) assume that there is no perfectly agreed scheme for classifying methods in the field of educational research. However, the nature of the problem, the type of the needed data, the objective of the research work, and the population are factors that impose the appropriate method.

3.2.1. Video recording classroom

As technology developed new data collection methods evolved as well. video recorded sessions eased the process of observing classrooms while teaching.

According to Dornyei (2007) "classroom video recording might be ideal for classroom research to replace the need for real-time coding.". It provides a more time for the researcher to look after more details within the recorded sessions.

3.2.1.1. Aims

We have settled to this data collection method for the purpose of obtaining valid data that can be gathered through deep observations after the sessions. It is of a great benefit to maximise the teaching experience and nurturing it with all time and effort instead of observing during the session. This method provided us with a better teaching experience, yet a huge amount of data to be observed.

3.2.1.2. Structure

The seven sessions have been recorded in addition to a project presentation session and observed. nine trainees were present in all the sessions recorded and presented their projects as well as a measurement tool for their level before and after the fourteen sessions. The recorded sessions provided data that helped us in tracking trainees' communication skills (discussing, debating, and presenting).

3.2.1.3. Collection Procedure

the sessions were recorded at the level of Emla school classrooms'; as well as in the touristic resorts we visited as field trips (Palm House Guest House , Akham : The Traditional House Resort, Tajemi Resort , Mr. Bakir's Guest House, and Ate Izjen Jardin Du Monde) over Three months from November the eighth till January the fifteenth . the classroom sessions were each Friday morning from eight and a half until eleven o'clock (08:30-11:00). Trainees and everyone involved in the video records were informed of being recorded for the sake of the study. A consent form (see Appendix B) was delivered to the students for the sake of informing them about the procedures taken within this research and the researcher made sure to them that all their personal information and videos will remain confidential.

3.2.1.4. Analysis Procedure

The videos recorded have been watched carefully by the researcher and remarks were taken according to a check list (see appendix E and F) that tracked each trainee's level during eight (8) recorded sessions and a one (1) presenting session.

The First checklist tracked five (05) vital observation measurements: Learner-Learner interaction, Learner-teacher inter action, Engagement with the topic, Ability to discuss the topic, Ability to debate.

The second checklist tracked seven elements during the presentations: Content, Structure and organisation, Time and pacing, Posture, Eye contact, Clear and audible voice, Visual aids.

All the observations elements were marked of (+) for the presence of the measurement, (-) for its absence, (+-) for having a medium level, and (a) if the student was absent.

3.2.1.5. Piloting

The designed observation checklist was revised by the supervisor. She agreed on most of the elements studied through this checklist.

3.2.2. Questionnaire

Kothari (2004) have mentioned how questionnaires might be of a great help in collecting data because of the ability to approach respondents and the way it provides them with enough time to answer questions in their own way far from any kind of bias.

3.2.2.1. Aims

The first Questionnaire (see appendix) have been distributed for trainees during the first session for the aim of collecting data about their needs for the ET training. Afterwards after the end of the training we opted to send another questionnaire via email to trainees, after the Covid19 lockdown in order to respect all the social distancing procedures, for the aim of obtaining data about their attitudes and thoughts about the implemented teaching / learning method during the training.

3.2.2.1. Structure

The questionnaire has been constructed using Google Forms and sent to students via emails, Messenger class group, and google classroom.

The Questionnaire (see Appendix G) was designed for the purpose of retrieving data about trainees' attitudes and feedback about the training methods and its efficacy. It contained four (4) sections and it was structured as follows:

Section one was formed of two personal questions about names and ages. it was as short as this for the sake of shortening the size of the questionnaire that will include other more important sections.

Section two was about flipped learning. Composed of two close ended questions that answered questions about whether flipped learning was helpful during the training or not, trainees' preferred app to receive topic related content; and two open ended questions in which trainees expressed why FL was helpful and the reason behind choosing a certain platform over the other.

Section three was designed to ask questions about project-based learning. Including three close ended questions that provided data about the way trainees see the projects they prepared as a testing measurement, the ways in which those projects helped them, and the way they prefer being tested through ; the questionnaire also included one open ended question to give trainees the ability to express freely why they have chosen a certain method of testing.

Section four was concerned with experiential learning which was implemented during the course in the form of field trips. Two close ended questions were asked about the helpfulness of the field trips and the way it was helpful.

The last section was devoted to general questions about the training. three close ended questions were asked about trainees' motivation to keep working in the field of tourism using English, the possibility of using the materials used during the training, and whether they see the learnt vocabulary will help them in the future. in addition to this, one open ended question was asked so that they provide us with the what they have learnt during the training from their own perspective.

3.2.2.2. Procedure

After piloting, the questionnaires were sent to trainees via emails, Google classroom, and Facebook account to make sure all of them have received their questionnaire. All trainees answered the questions in both questionnaires.

3.2.2.3. Piloting

The Questionnaire have been verified by the supervisor, who have verified each question and approved the final results. They were also sent to a co-teacher who himself answered before the trainees to provide feedback about the question's utility.

3.2.2.4. Analysis procedure

The data collected from the trainees' responses were downloaded from Google forms and we analysed the percentage and categorical and percentages and analysed open-ended question were analysed using. later the results were interpreted.

3.3. Data Analysis

3.3.1. video recorded observation analysis

Trainee	Learner – Learner interaction									Learner - Teacher interaction									Engagement with the topic									Ability to discuss the topic									Ability to debate								
	Session																																													
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
T1 Amine	-	+/-	a	-	+/-	a	+	+		+	+	a	+	+	a	+	+		+	+	a	+	+	/	+	+		-	+	a	+/-	/	/	+	+		-	-/+	a	+/-	/	/	+	+	
T02 Bakir	-	-	+	a	+/-	+/-	+	a		+	+	+	a	+	a	+	A		+/-	+/-	+/-	+	+	/	+	a		-	+/-	+/-	+/-	/	/	+	a		-	+/-	+/-	+	/	/	+	a	
T03 Mehdi	-	a	a	+/-	+/-	+	a	+/-		-	a	a	+	+/-	+/-	a/-	+		+	a	a	+/-	+/-	/	+/-	+		-	a	a	+/-	/	/	+/-	+/-		+	a	a	+/-	/	/	+/-	+/-	
T04 Brahim B	-	+	+	+/-	+	+		+		+	+	+	+	+	+	+	+		+	+	+	+	+	/	+	+		-	+	+	+/-	//-	/		+/+		+/-	+	+/-	+	/	/	+	+/+	
T05 Khiat	-/+	a	+	+	+	a	a	+		+	a	+	+	+	a	a	+		+/-	a	+	+	+/-	/	a	+/+		+/-	a	+	+	/	/	a/-	+/+		+/-	a	+	+	/	/	a/-	+/+	
T06 Brahi	-	-	-/-	+	+/-	+/-	+	+		-	-	-	+/-	+/-	+/-	+/-	+		-	-/-	-/-	+	+	/		+		-	-	-	-/-	/	/	-	+		-	-	-	-/-	/	/	+	+/-	

m bo u																																								
T07 Ahmed	-	- +	+	a	+	a	a	+	+ -	+	+	+	+	a	a	+	-	+	+ -	+	+ -	/		+	-	+	+ -	+ -	/	/	a	+	+ +	-	+ -	+ -	/	/	a	+
T08 Daoud	a	- +	+ +	+ +	+	+ -	+	+	A	-	+ -	+ -	+ -	+ -	+ -	+	a	-	-	+ -	+	/	+	+	a	-	-	+	/ -	/	+ -	+ -	a	-	-	-	/	/	+ -	+ -
T09 Lokman	+ -	+ -	+	+	+	+	+ -	+	+ -	+ -	+	+ -	+	+	+ -	+	-	+	+ -	+ -	+	/		+ -	-	+	+ -	+ -	/	/		+ -	-	-	+ -	+ -	/	/	+	+ -
T10 Ghani	+ -	a	+ -	a	+	a	a	a	+ -	a	+	a	+	+	a	A	a	+ -	a	+ -	/	a		+	+ -	a	+ -	a	/	/	a	a	+	a	+ -	a	/	/	a	a

Table 3.1 recorded sessions Observations

3.3.1.1.1. Learner- Learner interaction

Observations show a huge change for all trainees after the first field trip. observations have shown that students with lower communicative skills were unable to interact with their peers. in addition to this, the games-based sessions have shown more interaction.

3.3.1.1.2. Learner- Teacher interaction

Observations show that students with higher communicative levels were more able to interact with the teacher during the first sessions. the interactions with lower communication skills trainees increased after the first field trip and the games-based sessions.

3.3.1.1.3. Engagement with the topic

Learners have shown a huge interest in the topic since they are willing to have future careers in tourism; however, their engagement with the topics in the first sessions was low especially for students with lower levels. The games w and the trips were the two main activities to show a better engagement and use of the vocabulary taught.

3.3.1.1.4. Ability to discuss the topic

Students with a good command of English were able to discuss the topics smoothly, able to prepare well for the lessons, and ask questions about the topics. Students with lower command were unable to discuss the topics unless they were asked to do so, especially in the first session. Learners command of the applications used in the course have also had an impact on their ability to discuss the topics since they were asked to prepare the lessons at home.

3.3.1.1.5. Ability to debate

Debating took 15 min to 30 min each session which was manly based on the topic discussed during the session. Trainees expressed their opinions clearly with the help of the teacher in structuring correct sentences. Their abilities and openness to debating topics increased after each field trip. the sessions in which guests were present to provide more information about the field were the ones to see trainees express their ideas more. Students with low command of English have faced problems with debating; however, the debating sessions based on games were of a great help to make them join the discussions.

3.3.1.2. Presentation session observations

Learner	Content	Structure and organisation	Time and pacing	Eye contact	Clear and audible voice	Visual aids
T01	+	+	+	+	+	+
T02	+	+	+-	+	+	+

T03	+	+	+	+-	+	+
T04	+	+	+	-	+-	+-
T05	+	+	+	+-	+-	+
T06	+	+	+	+	+	+
T07	+-	+-	+-	+-	+-	+-
T08	+-	+-	+-	-	-	+-
T09	+-	+-	+-	+	+-	+-
T10	+	+-	+	+-	+	+

Table3.2. Final project presentation checklist

3.3.1.2.1. Content

Trainees presenter a good content that they worked during the whole training period except for three trainees who had a medium level in terms of content

3.3.1.2.2. Structure

Six (06) trainees have presented a well-structured presentation containing an introduction a body and a conclusion in addition to statistics for two students. The other four trainees' presentations were of a medium level with unorganised chain of thoughts.

3.3.1.2.3. Time and pacing

Five (5) minutes were provided for each student to present his work. Six (06) students have respected the time provided well and gave each part of their presentation it's due time. the four (4) other students had a medium level at time management especially those with unorganised ideas.

3.3.1.2.4. Eye Contact

Four (04) students were able to have an effective eye contact with the audience, four had a medium level and two didn't have any eye contact and kept reading from the presentation.

3.3.1.2.5. Clear and audible voice

Five (05) trainees presented their work in a clear audible voice, four (04) of them had a medium level, and one with an unclear voice.

3.3.1.2.6. Visual aids

Trainees used PowerPoint presentations properly. 06 of them had excellent presentations in which they used animation, and pictures. 04 other trainees had a medium level use of visual aids.

3.3.2. Questionnaires Analysis

3.3.2.2. Trainees' attitudes and feedback about the course

Section one:

Section one was composed of two previously mentioned questions about names that were kept private and age (see figure 3.1).

Section two: Flipped Learning Questions

1. Did Flipped learning help you during the course?

Did Flipped learning help you during the course ?
9 réponses

- Flipped learning was helpful
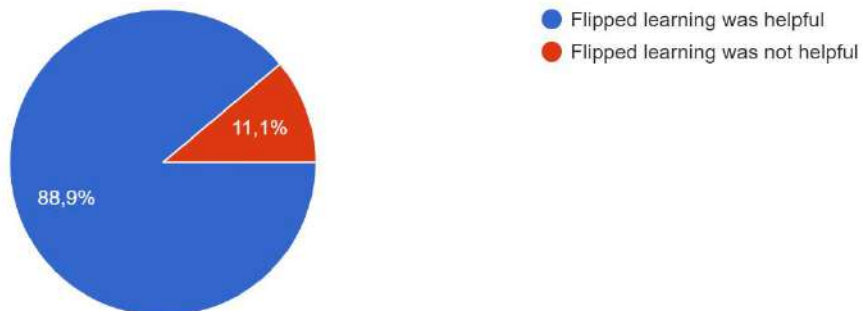- Flipped learning was not helpful

11,1%

88,9%

Figure 3.2 Trainees' attitude towards the helpfulness of flipped learning

Students were aware of the meaning of flipped learning which was explicitly suggested for them after the needs' analysis as Kavanagh et al (2017) show the importance of explicitness. As the figure shows, 88.9% of trainees see that Flipped Classroom helped them during the course, while 11.1% of them see that it did not help.

2. Did you prefer using Google Classroom or messenger for receiving the lessons?

Did you prefer using Google Classroom or messenger for receiving the lesson .
9 réponses
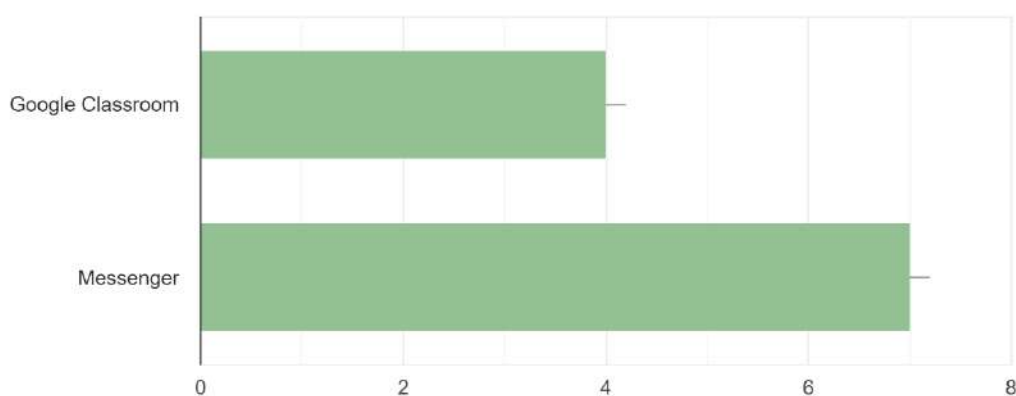
Figure 3.3 Trainees applications preferences'

This question was asked for the purpose of knowing the most suitable App they have used to receive the lesson materials (texts and videos). as the figure 3.11 shows, most of students preferred the use of messenger instead of google classroom.

3. Explain how was flipped learning (FL) helpful / not helpful?

Under this question, we aimed at retrieving data about the way flipped learning helped the trainees. All trainees mentioned that Flipped learning helped them in the way they can prepare for the lesson and exploit class time for asking questions, discussions, and fun activities. Some added that the

innovative method helped them in discovering new ways of learning that they did not know about before.

4. Why did you prefer using Google Classroom/ messenger?

This question was asked for the sake of why did each trainee prefer a certain application to receive the materials sent by the teachers. On the one hand, Trainees with a Messenger preference claimed that it is easier for them to keep up with the materials sent on this app because they use it all day long, as well as to the way they get notifications easily through the messenger chat heads. on the other hand, the once preferring Google classroom claim that messenger is not an academic platform, hence they only use it for chat.

Section 02: Project based learning

In this section our aim is to collect data about trainees' attitudes towards the method used as a summative assessment measurement.

1. Describe your experience with the project

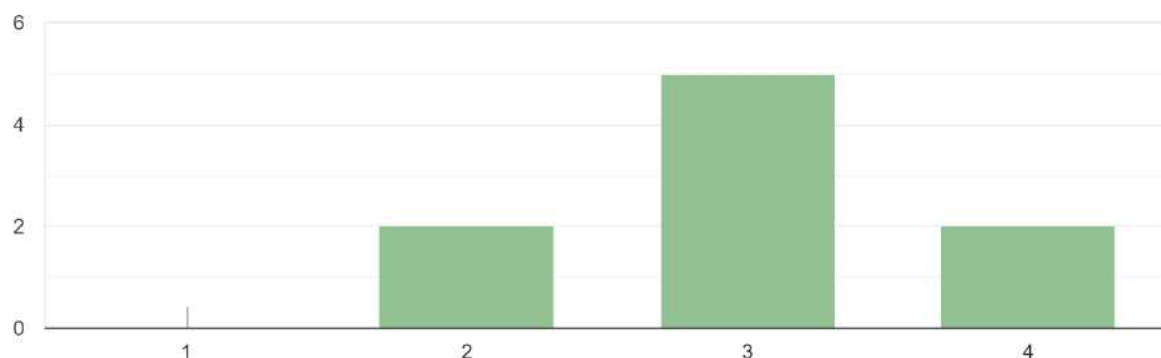Describe your experience with the project

9 réponses

Figure 3.4 trainees' description of the project-based learning

As the graph shows 2 students gave 2 out of 4 as a mark to the project-based learning ,5 gave it 3, and two other students gave it 4.

2. In which way did the project help you?

In which way did the project help you ?
9 réponses

In using the information and vocabulary…	6
In exploring the field more	4
In exercising the discussion and public…	4
It did not help me	2
Learning some new skills like photo edi…	1
	1
I fine a lot of things in tourism	1
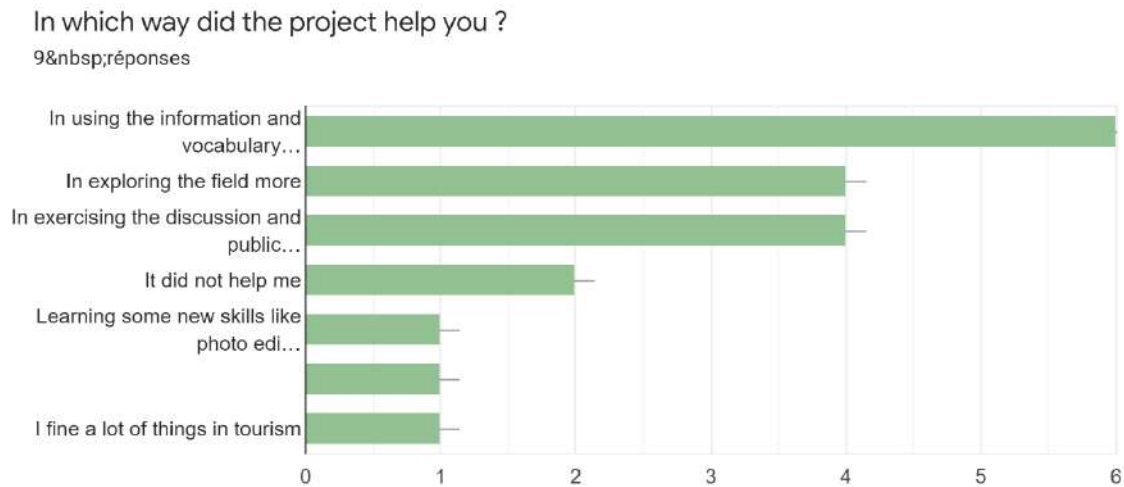
Figure 3.5 ways in which projects helped trainees.

Under this question we aim at knowing in which way the project was beneficial for the trainees. 6 of them see that it helped them in using the vocabulary learnt during the course, 4 trainees claim that it helped them in exploring the field more, four of them also claim that it helped them in exercising the skills taught in the course (i.e. discussing and public speaking) , 2 said it did not help , and others added more suggestions .Some added that it helped them in making friendships with their peers, others claimed it helped in learning some new skills like photo editing , video making and photoshop.

3. Do you prefer tests or projects as an exam?

Do you prefer tests or projects as an exam .
9 réponses

- Test
- Projects

77,8%

22,2%

Figure 3.6 trainees' preference in exams

This is another question that would help us know students' attitudes towards the used methods during the course. Through this question we intend to know learners' preference between using tests or projects for assessment. As the figure above shows, 77.8% of the trainees prefer the use of projects over the use of traditional exams, and 22.2% prefer using tests instead.
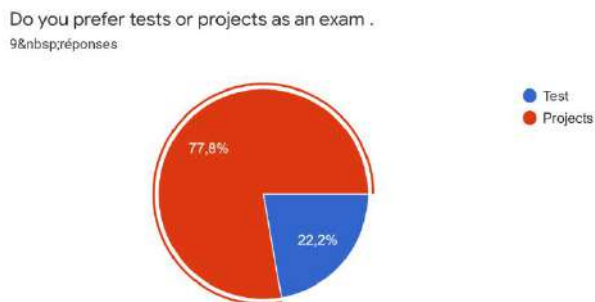
4. Why did you choose the test / project?

This question is intended to provide us with data about the reasons why trainees chose a certain way of assessment over the other. Trainees' answers were as follows:

T1- I hate the old school and the test can never present the real level of a student. But the project will give the chance to the student to prepare his project while he's studying

T2- Because I hate test you will used the pan

T3- Projects: because we're in the flip classroom, so we should change from the old way

T4- Because the tests will allow us to use a special skill like writing and reading but in the project allows you to us to use other skills like speaking and explaining what we are talking about and make us strong in front of the others

T5- The project determines the level of the team while the test determines the level of the individual

T6- Because always in exam they do just the tests and the projects you should be do it and explain

T7- Projects he gives you opportunity to search about what you learn. And practice in reality

T8- Projects you learning more than you practice for university

T9- tests because we must Find out our level

Trainees' answers revealed that they seek new ways of assessment in which they can speak and express the ideas they have in front of an audience to gain more confidence. Others see that a new method of learning requires a new method of assessment. 1 trainee claim that tests are better because they show the real level of the student.

Section 03: Experiential learning.

1. Field trips helped me in
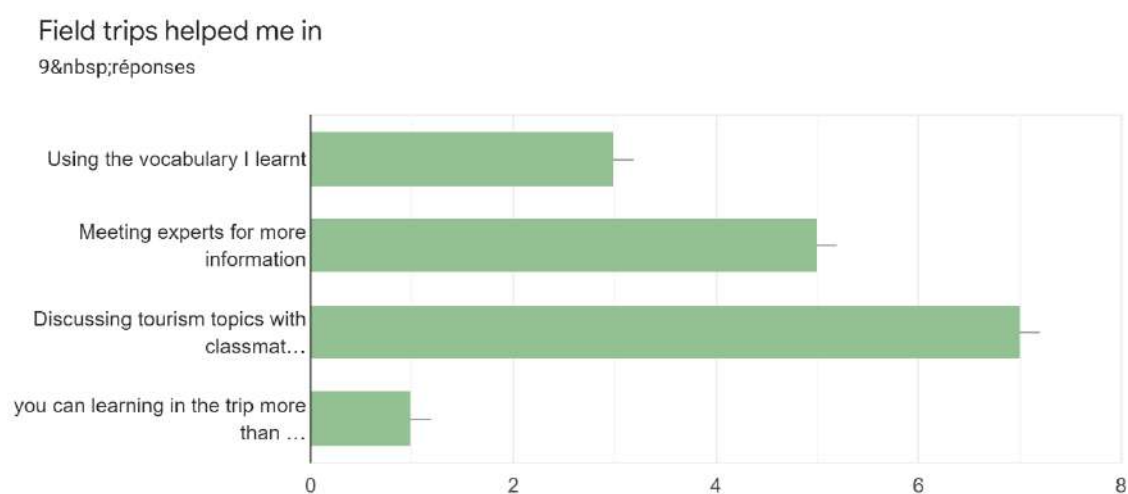
Figure 3.7 ways in which Field trips helped the trainees

In regard of this statement we aimed at exploring the ways in which experiential learning helped trainees. 3 of them see that it helped in using the vocabulary taught online or in class in the work field. 5 claimed that it helped them in meeting experts who provide more information about the field of tourism from a practical perspective. 7 trainees claim that it was beneficial in the way they discussed tourism topics with classmates and experts, a trainee added that he learnt more about tourism with experts and could understand the specialised language better with experts. Accordingly, the experiential learning was of a great benefit for trainees', who have shown positive attitudes towards the 6 trips they had during the course.

Section 04: English for tourism training

1. Are you motivated to keep working in Tourism using English after the Training?
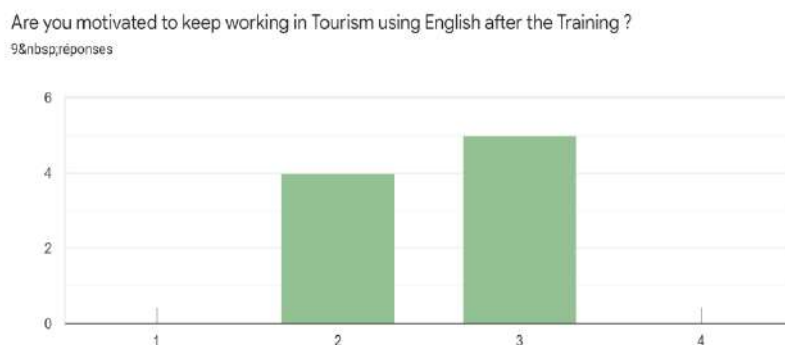
Figure 3.8 Trainees motivation to keep working in the tourism field using English.

Under this question we aimed at knowing trainees' motivation to work in the field of tourism using English. this question helped us in collecting data about learners' motivation after the training. 4 trainees' motivation was scaled on 2 out of 4; and 5 other students' motivation was 3 out of 4.

2. Are you willing to use the documents and videos used during the training in your tourism job?
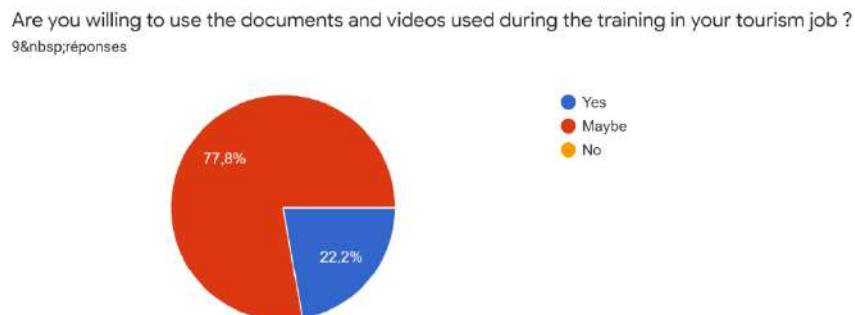
Figure 3.9 trainees' willingness to use the materials used during the training

This question has been asked to question the efficacy and usefulness of materials (texts and videos) used during the training. As this training is an ESP course material selection is one of the primordial steps in designing the course, the trainees' answers were vital to the course evaluation.

As mentioned in the figure above, 77.8% of the trainees see that they may use the materials used in the training period; and 22.2% see that they will use all the materials in the target situation.

3. Do you think the vocabulary learned and class discussions will help you in your future tourism job?
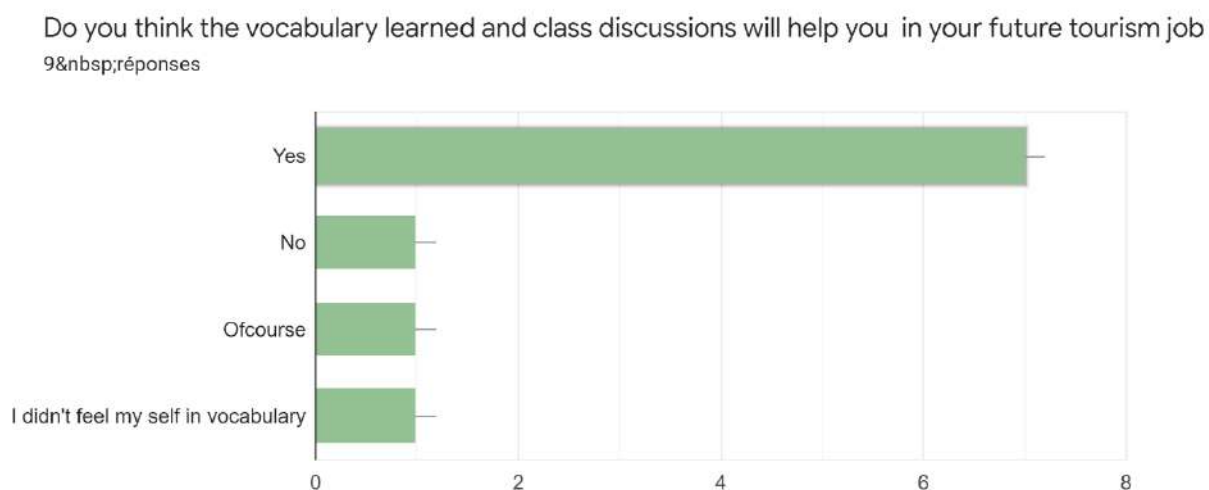
Figure 3.10 trainees' future use of English

This question aimed at gathering data about whether the vocabulary taught during the course will help the trainees in their future careers or not. This helped us in determining the efficacity of the taught vocabulary. 7 students answered with "yes" it was helpful, 1 with "no" and added that he couldn't understand the vocabulary, another student added that he "of course" he will use the vocabulary in the target situation.

4. What did you learn from this experience?

T1. "I met some experts who gave me a lot of information which is good and I learned this new method of teaching .so, thank you."

T2. "1. New vocabulary. 2.devalopping speaking skills. 3.meeting Different people how have relation with the tourism. 4.studing about how to be a tourist out of your community."

T3. "Tourism Vocabulary, Making Relationships, Develop skills of language."

T4. "I learned new things like how you will be tourist guide and what you should do it to be tourist guide."

T5. "How it is important to travel and see the world, and you can make a money from tourism."

T6. "the vocabulary"

T7. "To be Guide"

This question was aimed at giving trainees an open space to talk about what they have learnt from the training. it provided us with data about trainees' opinions about what they have learnt. Vocabulary and improving new skills were the elements to be mentioned mostly in their answers.

3.4 Data interpretation

After Data Analysis, under this section, we seek to reconsider the main aims and findings of this research. As well as, attempt at relating this research findings with pervious knowledge and works.

Back to our main research aim, which is the effectiveness of the flipped classroom model on English for tourism learners' communication skills (Discussing, debating, and presenting skills). From the analysis of the previously mentioned instrumental tools, we could discuss the following titles: 01) The effect of flipped learning on trainees' learning outcomes, 02) The effectiveness of implementing the flipped classroom model on an ETP courses.

3.4.1. The effect of flipped learning on trainees' learning outcomes

The course has started with smart objectives based on the needs analysis process held by the practitioner. Those objectives were sought to be reached through the use of an innovative method that would provide the needed results.

The observed 9 session show that trainees' interaction with each other and with the teacher were increased to high levels if we compare the first and the last session. The Flipped learning have provided us with more class time, which gave us the opportunity to organise field trips, more interactive class time, and the ability to answer trainees' questions about the field by experts.

interaction in the classroom went higher after the first field trip in which students and the practitioner were able to communicate more. The games used to deliver the lesson, which were group games in some sessions and individual in other session, were the sessions in which trainees interaction increased as well. trainees in their answers to the questionnaire provided a clear statement about the way it has given them more space for extra activities than the ones they are used to learn through

engagement, discussing and debating skills were vital as aims of the course that were given much attention. 10 minutes of discussion were provided for each session and more that 30 minutes for session with experts. Observations show that trainees discussion skills depended mainly on their pre-course level in English. Trainees with good command of English were able to be more active during the above-mentioned activities than students with lower command. Flipped learning helped with the prior preparation of the subject by the learners; hence more time to spend on discussing rather than explaining.

Presenting skills have been the result of the whole training, flipped have provided trainees with the needed materials and exposure to create their own projects. observations show that trainees were able to create presentations with acceptable presenting skills for trainees with good command of English. trainees with lower command faced problems with presenting; however, their ability to face the audience and present their works shows a great progress in their level.

3.4.2 The effectiveness of implementing the flipped classroom model on an ETP courses.

A primordial feature of ESP course design is the CLT approach in which the aim is to make the student able to communicate effectively in the target situation. Flipped learning provided the researcher the ability to innovate the way of designing the course by selecting materials that help trainees in remembering and retrieving their schematic knowledge about the topic, as well as, understanding it at home. their abilities to apply, analyse, evaluate, and create were all exploited during the face to face session. Materials were adapted from different sources (e.g. YouTube videos, McMillan English for tourism text book, and different articles about the topic) (see Appendices ....) according to the vocabulary-based syllabus designed by the researchers and the headmaster of Emla school (see appendix A).

3.5 Recommendations and pedagogical implications

The findings of the current investigation may contribute to further improvements to ETP courses based on Flipped classroom model in Ghardaia, Algeria

- Class homogeneity: learners should have close levels of English command to be able to deal with each group of learners in accordance with their level.
- The needs analysis process must take part of the course design process
- Co-operation with tourism offices, touristic resorts, and all tourism experts will be of a great benefit for the courses.
- The use of an application that suits learners' interest for better online communication.
- Using Flipped Learning have shown a positive impact on the teaching- learning experience in different countries as it proved this in Algeria through this research as one sample of the research about this topic in our society. we recommend that this method should be taken into consideration by universities and high schools by providing materials needed to implement it properly.

Conclusion

The current chapter was devoted to the analysis and discussion of the data gathered from the instrumental tools used during the action research. As a result of the analysis and the discussion, the flipped classroom helped in the way English for tourism trainees developed their learning

objectives. Upon these findings, we aim at suggesting a course syllabus (see appendix A) for English for tourism.

General Conclusion

General conclusion

Technology which is considered as the 21century's revolution is evolving day after day which had w huge effect on many fields. One of those fields is education. "flipped classroom" an interesting area related to technology and education have emerged in the last decade is now a basis to many educational systems in many schools and universities all over the world. On another side of education ELT is discussing one of the modern areas in research which is ESP that is highly important since English nowadays is the World's lingua franca. English for tourism as a one part of this huge industry is highly important to the development of any country's tourism industry. A huge population of tourists can be reached through the implementation of English courses in Tourism trainings which will flourish the tourism sector. English for tourism is cardinal part of the tourism training; however, it is not always implemented. If so, the courses are most of the time not designed according to the ESP principles. That's the reason why ESP practitioners have provided innovative courses that go in line with 21st century students' interest.

In order to achieve the research objectives and offer significant recommendations for future reference, the current research used an action research as a methodology to the research.   made use of observation on video records of 9 sessions of the training, in addition to trainees' answers on questionnaire as collection methods. Analysis about trainees' present, target situation analysis where taken into consideration, so that the researchers could design the course accordingly.

Findings of action research are intended to make a social change in the field of the research. In this research our findings have positively found the predicted results in the hypothesis. First the Trainees in the ETP course have shown an interest in studying English using the flipped classroom innovative model. Because of the use of new methods of teaching (games, discussions, and debates) trainees' engagement with the course as a whole increased. Second, mixing CLT and Flipped learning impacted the ETP course positively by providing more time to the practitioner, which was used to create real life situation and simulation with the trainees. Third, Trainees communication skills (Discussing, debating, and presenting) have been enhanced during the period of the course which was clear in the presentation and sessions recorded.

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Appendices

Appendix A

Session	Topic
1	Introductory session
2	Tourism vocabulary
3	Trip/ Careers in tourism
4	Careers in tourism/ tourist's office
5	Trip Social media and tourism
6	Trip / eco-tourism
7	Types of tourism + guest course evaluation
8	Recapitulation / vocab games
10	Projects preps and interviews
11	Projects presentations
13	Hostels
14	Mizab valley Heritage

ETP training Syllabus

Appendix B

CONSENT FORM

Title of Project: **Flipped classroom implications in ETP "English for tourism purposes" course design**

Name of Researcher: **Kaouther Benderradji**

1. I confirm that I have read and understand the information sheet dated 08/11/2019 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my medical care or legal rights being affected.

3. I understand that relevant sections of my notes and data collected during the study, may be looked at by individuals from **Kasdi Merbah University** where it is relevant to my taking part in this research. I give permission for these individuals to have access to my records.

4. I understand that this study will require audio/video-taping.

5. I agree to be informed of my participation in the study.

6. I agree to take part in the above study.

_____   _____   _____

Name of Participant   Date   Signature

_____ _____ _____

Name of Researcher   Date   Signature

Appendix C

Needs analysis questionnaire

Dear students;

We are gratefully asking you to answer the following questions.

This questionnaire is designed for the purpose of providing useful data to design an effective course that would meet your needs in this training.

This questionnaire is addressed to you as Trainees to the fact that you are an essential and irreplaceable source of data.

Thank you in advance for your collaboration

*Obligatoire

1.   Adresse e-mail *

_____

Personal Questions

2.   Fullname:

_____

3.   Age *

Une seule réponse possible.

◯ 15-17

◯ 17-19

◯ 19-21

◯ 21-23

Autre :

_____

4. Profession *

Plusieurs réponses possibles.

☐ Highschool student

☐ University Student

☐ Worker

5. Contact Number: *

_____

Proffessional Details:

6. Name of insititution of study/work *

_____

7. Specialty/ Stream *

8. Level: *

_____

9. Please describe your experience with Tousim *

_____

_____

_____

_____

10. Please describe you experience as a tourist guide

_____

_____

_____

_____

_____

Current use of English

11. How can you describe your level in English

Une seule réponse possible.

◯ Advanced

◯ Intermediate

◯ Pre-intermediate

◯ Elemantary

Beginner

12. How can you describe the importance of English in the field of tourism:

Plusieurs réponses possibles.

☐ Highly important

☐ Medium

☐ Low

Not important

13. Is the English used in Tourism:

Une seule réponse possible.

◯ Written

◯ Spoken

◯ Both

14. For how many years have you studied English

Une seule réponse possible.

◯ 0-4 years

◯ 4-7 years

◯ 7-11 years Autre :

◯

_____

15. How can describe your previous English studies experience:

Une seule réponse possible.

◯ Excelent

◯ Very good

◯ Good

◯ Bad

Very bad

Future use of English

16. What do you expect learning from this English for tourism training?

_____

_____

_____

Method of Teaching

17. Do you have

Une seule réponse possible.

◯ A smart phone

◯ A personal computer

◯ Both

18. Do you use Internet in your studies?

Une seule réponse possible.

◯ yes

◯ No sometimes

◯

19. Do you like the use of Technological tools in your studies?

Une seule réponse possible.

◯ yes, I like it.

◯ No, Ido not like it

20. If you like using Tech tools please explain why

_____

_____

_____

_____

21.   If you do not like using tech tools please explain why

_____

_____

_____

_____

Appendix D

Lesson Plan

Theoretical Background:

Communicative Language teaching – Games and Storytelling tools

Flipped classroom – Videos and documents

Students Number: 09   Seating: U Shape.

STAGE 1 / DESIRED RESULTS/ MATERIALS

Objectives:

After this session students will be able to:

1. identify the different careers in Tourism

2. Explain the vocab using their own

 expressions.

3 Classify the different careers according to

 the different sets of work

4. use the vocabulary the discussion.

Essential questions:

1. What are the different careers in Tourism?

2. How can students use this vocab appropriately?

3. who Is the user of this vocab?

Materials:

- E- dictionary / hardcopy dictionary.
- YouTube video.
- Documents

STAGE 2 / PROCESS OF TEACHing

Learning Activities:

1 – Warm up Activity: 1 5 M I N – Brainstorming –
 The word Career is written on the board - students need to write on the board every word that comes to their minds.

2- Definitions game: 30 MIN
Students now are required to choose one of them to leave the room – the students in the class room are required to pick one of the words on board and see its definition. When understanding the word, the student outside comes in and the rest try to mime the word until he understands it.

3-Classification: 15 MIN
 sheets with the classification of the different sets of work are distributed to students. They need to classify all the words on the board.

4- Discussions / Debate: 30 MIN
Students are divided into two groups:

 1- Each group writes a short composition about careers in tourism using as much as possible vocabulary.
 2- A thread is passed to give each trainee the chance to speak about the career he wishes to have in tourism.

Appendix E

Video recorded Sessions Observation check list

Trainee	Learner – Learner interaction									Learner - Teacher interaction									Engagement with the topic									Ability to discuss the topic									Ability to debate								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
T1 A mi ne	-	+ -	a	-	+ -	a	+	+		+	+	a	+	+	a	+	+		+	+	a	+	+	/	+ -	+		-	+	a	+	/	/	+	+		-	- +	a	+ -	/	/	+	+	
T0 2 Ba kir	-	-	+	a	+ -	+ -	+	a		+	+	+	a	+	a	+	a		+ -	+ -	+ -	+	+	/	+	a		-	+ -	+ -	+ -	/	/	+	a		-	+	+ -	+ -	/	/	+	a	
T0 3 Me hdi	-	a	a	+ -	+ -	+	a	+		-	a	a	+	+ -	+ -	a -	+		+	a	a	+	+ -	/ -	+ -	+		-	a	a	+	/ -	/	+ -	+ -		+	a	a	+	/ -	/	+ -	+ -	
T0 4 Br ahi m B	-	+	+ -	+	+	+		+		+	+	+	+	+	+	+	+		+	+	+	+	+	/	+	+		-	+	+	+	/ -	/ -		+ +		+	+	+ -	+	/	/	+	+ +	
T0 5 Kh iat	- +	a	+	+	+	a	a	+		+	a	+	+	+	a	a	+		+ -	a	+ -	+	+	/	a +	+		+ -	a	+ -	+	/	/	a +	+		+ -	a	+ -	+ -	/	/	a	+ +	
T0 6 Br ahi m bo u	-	-	- -	+	+ -	+ -	+	+		-	-	-	+ -	+ -	+ -	+ -	+		-	-	-	+	+ -	/ -		+		-	-	-	-	/	/	-	+		-	-	-	-	/	/	+ -	+ -	
T0 7 Ah me d	-	- +	+	a	+	a	a	+		+ -	+	+	+	+	a	a	+		-	+	+ -	+	+ -	/		+		-	+	+ -	+	/ -	/	a	+		+ +	-	+ -	+	/ -	/	a	+	
T0 8 Da	a	-	+ +	+ +	+	+	+ -	+		a	-	+ -	+ -	+ -	+ -	+ -	+		a	-	-	+	+ -	/ -	+	+ -		a	-	-	+	/ -	/	+ -	+ -		a	-	-	-	/	/	+ -	+ -	

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T09 Lokman	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+	+		-	+	+	+	+	/		+		-	+	+	+	/	/		+		-	-	+	+	/	/	+	+
	-	-					-			-	-		-				-									-			-	-					-			-	-					-	
T10 Ghani	+	a	+	a	+	a	a	a		+	a	+	a	+	+	a	a		a	+	a	+	/	a	+		+	a	+	a	/	/	a	a		+	a	+	a	/	/	a	a
	-		-																	-		-						-									-							

Appendix F
Final project presentation checklist

Learner	Content	Structure and organisation	Time and pacing	Eye contact	Clear and audible voice	Visual aids
T01	+	+	+	+	+	+
T02	+	+	+-	+	+	+
T03	+	+	+	+-	+	+
T04	+	+	+	-	+-	+-
T05	+	+	+	+-	+-	+
T06	+	+	+	+	+	+
T07	+-	+-	+-	+-	+-	+-
T08	+-	+-	+-	-	-	+-
T09		+-	+-	+	+-	+-
T10						

Appendix G
Post Training Questionnaire

Dear students;

Answering those questions are going to be of a great value in the action research you took part of.

All the information you will provide by answering the following questions will be analysed by researchers from Kasdi Merbah University to improve educational practices.

It will also be helpful for designing future English for Tourism Courses.

Personal Information

1. Full Name

   _____

2. Age

   Une seule réponse possible.

   ( ) 15-17

   ( ) 18-20

   ( ) 21- 23

Flipped

Learning

| Here we are dealing with learning and receiving documents and videos via Google Classroom or Messenger. |

3. Did Flipped learning help you during the course ?

Une seule réponse possible.

( ) Flipped learning was helpful

( ) Flipped learning was not helpful

4.   Did you prefer using Google Classroom or messenger for receiving the lesson .

Plusieurs réponses possibles.

☐ Google Classroom

☐ Messenger

5.   Explain how was flipped learning (FL) helpful / not helpful

_____

_____

_____

_____

_____

6.   Why did you prefer using Google Classroom/ messenger

_____

_____

_____

Project based learning

Here we are dealing through the use of projects

7. Describe your experience with the project

Une seule réponse possible.

	1	2	3	4	
Very Bad	◯	◯	◯	◯	Excellent

8. In which way did the project help you ?

Plusieurs réponses possibles.

☐ In using the information and vocabulary I learned

☐ In exploring the field more

☐ In exercising the discussion and public speaking skills learned during the course It did not help me Autre :

☐ _____

9. Do you prefer tests or projects as an exam .

Une seule réponse possible.

◯ Test

◯ Projects

10. Why did you choose the test / project

_____

_____

_____

_____

Experiential learning

Here we are dealing with the trips we had during the course

11. Express how much field trips were helpful to you

Une seule réponse possible.

	1	2	3	4	
Very helpful	◯	◯	◯	◯	Not helpful

12. Field trips helped me in

Plusieurs réponses possibles.

☐ Using the vocabulary I learnt

☐ Meeting experts for more information

☐ Discussing tourism topics with classmates and experts

Autre : ☐ _____

English for tourism training: Career / documents / experience

Here we are dealing with English for tourism as a whole training

13. Are you motivated to keep working in Tourism using English after the Training ?

Une seule réponse possible.

	1	2	3	4	
Very motivated	◯	◯	◯	◯	Not motivated

14. Are you willing to use the documents and videos used during the training in your tourism job ?

Une seule réponse possible.

◯ Yes

◯ Maybe

◯ No

15. Do you think the vocabulary learned and class discussions will help you in your future tourism job

Plusieurs réponses possibles.

☐ Yes

☐ No

Autre : ☐ _____

16. What did you learn from this experience?

_____

_____

Appendix H
Games adapted from Kelippel (1984)

6 Three adjectives

Aims	*Skills* – speaking
	Language – making conjectures, agreeing and disagreeing, giving reasons
	Other – getting to know each other better
Level	Intermediate
Organisation	Individuals, class
Preparation	None
Time	10–15 minutes
Procedure	*Step 1:* On a piece of paper each student writes down three adjectives which he feels describe himself. All the papers are collected.
	Step 2: The teacher (or a student) reads out the papers one after the other. With each set of adjectives the group speculates who wrote them. The student concerned should be free to remain anonymous.

1⁻

14 Group interview

Aims	*Skills* – speaking
	Language – asking for and giving information
	Other – group interaction
Level	Intermediate
Organisation	Groups of four to six students
Preparation	None
Time	5–15 minutes
Procedure	In each group one student (who either volunteers or is drawn by lot) is questioned by all the other group members.
Variations	This activity is made more difficult and more interesting if the person interviewed is not allowed to answer truthfully. After the questioning the students should discuss how much these 'lies' revealed and how the students interviewed felt during the questioning.

24 Definitions

Aims	*Skills* – speaking *Language* – definitions, new words *Other* – imagination, vocabulary building
Level	Intermediate
Organisation	Class or teams (if there are more than 20)
Preparation	At least one dictionary (English–English)
Time	10–20 minutes
Procedure	*Step 1:* One student is asked to leave the room. The remaining students choose a word, whose meaning they do not know, from the dictionary. The word is written on the blackboard. Each of the students now thinks of a definition for the word, only one student memorising the dictionary definition. *Step 2:* The student is called back in. Having been shown the word he asks individual students for their definitions. He can also ask additional questions about the (fictitious) meaning of the word. When he has listened to all (or some) of the definitions he says which one he thinks is the correct one.
Variations	Several unknown words are chosen and their correct definitions presented in random order. Words and definitions have to be matched.
Remarks	Students can be made aware of derivations of certain words from other languages they know or from other words they have learnt.

64 Which job?

Aims	*Skills* – speaking *Language* – conditional, discussing, giving reasons, names of jobs *Other* – getting to know each other, learning something about oneself
Level	Intermediate
Organisation	Groups of six students
Preparation	None
Time	15–20 minutes
Procedure	*Step 1:* The students work together in groups. Each group member writes down the ideal job for himself and for everybody else in the group. *Step 2:* The job lists are read out and discussed in the groups. Students explain why they feel the 'ideal jobs' suggested for them would/would not be ideal.

87 Brainstorming

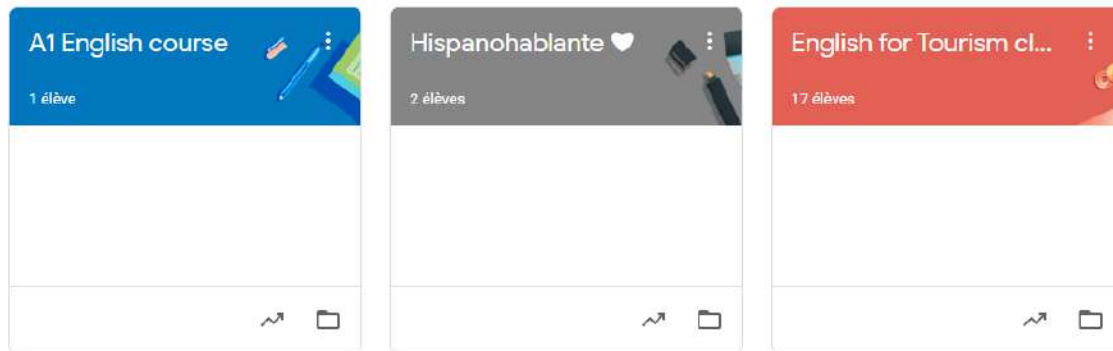|	
Aims	*Skills* – speaking, writing *Language* – conditional, making suggestions *Other* – imagination, practice of important thinking skills
Level	Intermediate
Organisation	Groups of four to seven students
Preparation	None
Time	5–15 minutes

96

Procedure   *Step 1:* The class is divided into groups. Each group receives the same task. Possible tasks are:

(a) How many possible uses can you find for a paper clip (plastic bag/wooden coat hanger/teacup/pencil/sheet of typing paper/matchbox, etc.)?

(b) You have to make an important phone call but you have no change. How many ways can you find of getting the money for the call?

(c) How many ways can you find of opening a wine bottle without a corkscrew?

(d) How many ways can you find of having a cheap holiday?

The groups work on the task for a few minutes, collecting as many ideas as possible without commenting on them or evaluating them. *All* the ideas are written down by the group secretary.

   Step 2: Each group reads out their list of ideas. The ideas are written on the board.

   Step 3: The groups choose five ideas from the complete list (either the most original or the most practical ones) and rank them.

Variations   1: After Step 1 the groups exchange their lists of ideas. Each group ranks the ideas on its new list according to a common criterion, e.g. practicability, costs, simplicity, danger, etc.

   2: Each group chooses an idea and discusses it according to the procedure in No. 89 *Consequences.*

Remarks   Brainstorming increases mental flexibility and encourages original thinking. It is a useful strategy for a great number of teaching situations.

Appendix I
Materials shared with trainees during the course on Google classroom and Messenger

Benderradji Kaouther
14 nov. 2019

This is the content of our next session please take a look and take some notes for tommorrow
Best wishes.

2.jpg Image	**3.jpg** Image

Annotation 2019-11-11 22...
Image

3 commentaires ajoutés au cours

Benderradji Kaouther 14 nov. 2019
Welcome
No just read them well and try to understand them .
See you tomorrow.

Benderradji Kaouther
14 nov. 2019

You can watch this video too 😃

Why Traveling Is Important
Vidéo YouTube   3 minutes

3 commentaires ajoutés au cours

khouadja mohamed 22 nov. 2019
great vedio , travlling is verry important in life

Benderradji Kaouther
19 nov. 2019 (Modification : 21 nov. 2019)

Next session will be about careers in tourism
Please read those pages and try to write any questions about things you did not undestand .

14.jpg
Image

15.jpg
Image

2 commentaires ajoutés au cours

Benderradji Kaouther   20 nov. 2019
They are attached to this post just click on it U will find them .

Benderradji Kaouther
28 nov. 2019

Hello dear students
Tomorrow we will explore how to plan a touristic programme.
Please watch this video and try to have ideas about this topic .

New York City Vacation Tr...
Vidéo YouTube   6 minutes

islam babaali
3 déc. 2019

So guys speaking about the T-Shirt and all that if someone is interested in wearing this T-shirt when we do the Eco-tourism nchlh he is going to pay 1300 DA so if you are IN ! Just send me a msg ..

received_4434188399331...
Image

Ajouter un commentaire au cours...

Benderradji Kaouther
30 nov. 2019

Please dears watch this video during this week
Our next subject is
Tourism and Social Media .

Working online and travel...
Vidéo YouTube   25 minutes

Benderradji Kaouther
17 déc. 2019

And this one too .

Ecotourism - A Sustainabl...
Vidéo YouTube   8 minutes

Ajouter un commentaire au cours...

Benderradji Kaouther
17 déc. 2019

Please watch this video 🤩

Responsible Travel Tips - ...
Vidéo YouTube   8 minutes

Tourism Team

Hello
Please read those pages for tomorrow's session

Be ready for some fun 🥳

Løkmän Kïng
Ok

https://youtu.be/CH9bXtOxPkY

HOSTELS?

Tourism Team

Search in Conversation

Edit Nicknames

Change Theme

Change Emoji

GROUP OPTIONS

Require Admin Approval
Require an admin to approve all requests to join th...

PEOPLE

الملخص

يميل البحث الإجرائي الحالي إلى التحقيق في دوافع المتدربين في اللغة الإنجليزية للسياحة ومواقفهم تجاه نموذج الفصل الدراسي المقلوب، بالإضافة إلى تقديم وصف واضح لمهارات الاتصال لدى المتدربين (المناقشة والمناظرة والعرض). للوصول إلى النتائج المرجوة، كانت الملاحظة والاستبيانات هي الأدوات الرئيسية لجمع البيانات. كان السبب الرئيسي وراء ملاحظة 9 جلسات فيديو مسجلة للتدريب هو وصف تفاعل المتعلمين ومشاركتهم وتطورات مهارات الاتصال. أما الاستبيان فيتم استخدامه لجمع البيانات حول اتجاهات المتدربين ودوافعهم تجاه الطريقة المستخدمة خلال الدورة. من ناحية، كشفت الملاحظات عن تحسن إيجابي في مستوى المتدربين بعد تطبيق التعلم المعكوس الذي منح الباحث مزيدًا من الوقت في الفصل لتنفيذ التعلم القائم على المشروع والتعلم التجريبي. من ناحية أخرى، كانت مواقف المتدربين تجاه التعلم المعكوس إيجابية من خلال إظهار الحماس لتطوير الطريقة أكثر من خلال اقتراح حلول للمشاكل التي واجهوها أثناء الدورة. ومن المأمول أن تقدم نتائج العمل الحالي مزيدًا من الاهتمام بحالة ETP في غرداية، الجزائر؛ وتكون بمثابة منصة للمساهمات المستقبلية في دورات اللغة الإنجليزية للسياحة الأكثر ملاءمة والتي تأخذ بعين الاعتبار احتياجات المتعلمين والتعلم المعكوس.