



# The Development of Language Skills Between The Flipped Classroom and Blended Learning: State of Play

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**Abstract.** Language is what distinguishes humans from animals, it is the main method of human communication, and it is Man's greatest asset. Language is vitally essential, not solely to communication, but also to learning since without it, we cannot comprehend or explain a concept. That is why educational systems place a high value on developing students' Language Skills through different pedagogical approaches such as blended learning.

The blending learning approach is a combination of onsite in-person and online learning modes that uses suitable pedagogies, modalities, and technologies. The flipped classroom, which is an educational strategy, is one of the relevant pedagogies that could be formulated by blending learning, and to which a hybrid training course would be a techno-pedagogical model.

In this context, the main aim of this study is to identify the language skills in the teaching/learning process of FFL, based on the flipped classroom, through a hybrid training course.

**Keywords:** Language Skills, Flipped Classroom, Blending Learning.

## Introduction:

Language is the primary means of human communication. It is crucial for learning since without it, it is impossible to understand or convey a subject. Because of this, educational institutions place a great priority on using various pedagogical techniques to help pupils enhance their language skills. However, despite the place language learning occupies in higher education, inconsistent choices made in the language field resulted in poor language proficiency by students. That is why considering new teaching and learning methods to enhance pupils' language skills has become a must. The flipped classroom model and blended learning are two innovative methods of language instruction that have grown in popularity in recent years. Both approaches make use of technology, particularly digital media, and online resources, to provide a more participatory aspect to traditional classrooms while also allowing students to study at their own speed inside and outside of class time.

This paper will be discussing the current situation in the teaching and learning of foreign languages, for that purpose, The Higher Normal School of Tetouan will be the

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focal point of this study identifying the instructional methods currently used as well as their performance and results. And therefore, providing a better approach to teaching and learning a language that will result in better outcomes, enhance pupils' language proficiency, and develop their communication and language skills.

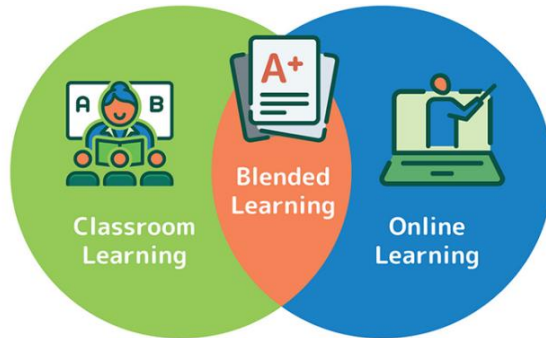
## **I. E-learning and blended learning:**

E-learning is a form of education delivered through digital means and designed to be accessible to anyone, anytime, anywhere. It enables an expansive reach of educational content and allows teachers and students to interact in many different ways.

According to Jabeen & Thomas (2015) E-learning, also known as online learning, is a modern teaching-learning perspective for instructors and students to provide an effective education process by integrating computers and the internet. It's a varied spectrum of technology tools and systems that skilled and creative teachers may use to enhance teaching and learning circumstances. They are utilized to make students' learning more engaging, motivating, interesting, and meaningful (Chhabra 2012, (p. 2)). E-learning can involve learning activities, such as online lectures, virtual classrooms, quizzes, and other assessment tasks using Computer-based technologies. These technologies have been employed in language instruction since the 1960s (Davies, 2012a). Furthermore, the advent of the World Wide Web, enhanced the usage of computer-based technology in education. The implementation of Web-based instruction programs, according to Lee et al. (2003), efficaciously improves the learners' oral proficiency and communication abilities since it provides a realistic language learning environment for new languages. E-learning, with adequate planning, can help learners create their own learning styles while also efficiently improving language abilities such as grammar and vocabulary (Rosy Yumnam, 2021).

E-learning is increasingly popular among educational institutions due to its highly interactive nature, and its ability to spark collaboration across students in different geographic locations. It is often combined with more traditional approaches to learning, such as in-person instruction or mentoring, bringing us to what is called Blended, or hybrid learning.

Blended learning is a teaching and learning method that combines both online and face-to-face instruction. It's an educational model that combines traditional discipline-based instruction with online learning. In one of the most popular definitions (Graham, 2006). (p.5), Blended learning is defined as "instruction based on the combination of two historically separate models of teaching and learning: traditional face-to-face learning systems and distributed learning systems".



(Source: 3P Learning)

Sloman (2003), also defines it as the application of various information transfer methods in conjunction with, and sometimes within, a learning methodology. Nowadays, the phrase blended learning refers to the combination of the Internet and digital media with traditional classroom formats that necessitate the physical co-presence of instructors and pupils (Friesen, 2012). Moreover, Pankin et al. at MIT (2012: 1) describe blended learning as: Organized learning opportunities that employ more than one learning or training approach, inside or outside the classroom.

Prior to the pandemic, blended learning had been suggested as the new standard in the educational environment (Dziuban et al. 2018), but the emergence of the pandemic expedited the adoption of blended learning approaches to address the exceptional situation (Pelletier et al. 2021). As explained by Aras Bozkurt (2022), in light of the technological solutions and capacity evolution blended methods offered in enabling and facilitating education, support for the virtues of blended learning was whipped up prior to the pandemic.

Blended learning makes use of the best aspects and the greatest features of both traditional and online learning environments to create a powerful learning experience for students. By combining the flexibility of online learning with the support and structure of a classroom setting, blended learning is able to provide students with an enriched, well-rounded education. According to Bozkurt and Sharma (2021), Blended learning refers to merging onsite and online learning by integrating the advantages of one modality and counteracting the disadvantages of the other to give flexibility to students, teachers, and educational institutions. By sequential or parallel designs, flexibility can be provided to time, space, path, and pace (p. 3).

Along with the flexibility it offers, blended learning also gives each student the ability to personalize learning. Instructors can give students more individualized instruction by allowing them to work at their own pace and providing them with tailored materials. It can be effective for students of all ages and abilities and can be tailored to meet individual and group needs. It can be used to supplement traditional instruction, provide additional practice and reinforcement, or provide a more personalized approach to learning. With the right combination of online and face-to-face instruction, instructors can create an environment that is beneficial to the overall learning process. Furthermore, the use of online tools and resources can provide students with access to materials that would not be available in a traditional classroom, which can help students gain a

more comprehensive understanding of the content. It should also be mentioned that blended learning increases students' motivation and engagement. By allowing students to choose their preferred learning environment, they are more likely to be engaged and remain motivated throughout the course. In addition, students have more opportunities to interact with their peers and instructors, as well as receive feedback in a timely manner. Blended learning also allows for the integration of technology into the classroom which can noticeably improve students' academic ability. According to Lee (2001), the use of computer-assisted language learning (CALL) improved students' attitudes about learning and boosted their self-confidence. Galavis (1998), Dunken (1990), and Riasati, Allahyar, and Tan (2012), also agreed that the integration of technology improves learners' language competency as well as their academic skills (Gilakjani, 2017).

While the blended learning approach has gained popularity for its benefits in facilitating learning, blindly implementing this system may not be a magic solution as it requires a lot of planning and structuring prior to its application for it to be efficient. As described by Bozkurt and Sharma (2021) "Blending for the sake of blended learning has never worked and will never work". The key to successful blended learning is having a well-designed learning plan. This includes having an effective balance of online and classroom activities, as well as an effective assessment strategy that evaluates the student's progress in both environments. Teachers must also be well-versed in the technology and instructional techniques used in both settings, as well as in the principles of effective teaching.

## II. Flipped learning/classroom:

With the fast growth of mobile technology, the introduction of Web 2.0 sites, and the explosion of social media during the last several decades, there has been an incremental use of information technology in the classroom to fulfill the demands of twenty-first-century students (Eppard and Rochdi, 2017). Moreover, these students prefer to obtain topic knowledge online, where it is more plentiful, accessible, and up-to-date (Paige, Hickok, and Patrick, 2004, p. 11). One of the several methods and approaches for incorporating technology into the classroom is flipped learning/classroom.

The flipped classroom is an innovative learning model that reverses the traditional educators' teaching method. Students first consume educational materials at home, typically in the form of online lectures or tutorials, and then use class time to practice their newly acquired knowledge with guidance from their teacher.



(Source: University of Washington)

It's a type of blended learning in which students learn at their own pace in small groups. Bishop and Verleger (2013) define the flipped classroom as "an educational technique that consists of two parts: interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom". It's a model in which lectures are delivered as assignments outside of class in the form of Internet videos, allowing class time to be spent interacting directly with the materials (Gaughan, 2014). In the same way, Hwang, Lai, and Wang (2015) add that the flipped classroom is a pedagogical method that shifts the learning materials delivered directly by instructors to the period before class to maximize opportunities for interaction between the teacher and students. In order to enhance the learning benefits, teachers would have more time to direct the learning activities and help students with their challenges (452). This innovative form of education gives students more autonomy over how and when they learn, allowing them to better engage with course material at their own pace. It puts more responsibility on students by having them learn new material before attending a lesson and participating actively during it. It also shifts teachers' roles in providing instruction outside of the classroom while taking an active role as facilitators inside the class. Flipping has been adopted by many schools since its introduction as a way to personalize education for each student and engage learners across various levels within one space.

The flipped classroom can benefit both instructors and students in many ways when used correctly: Instructors are able to take advantage of extra time given back due to shorter lecture times and focus on encouraging deeper understanding through activities such as problem-solving projects, simulations, debates, etc., which allows for better results from assessment tools like quizzes or tests. In addition, students have access to recorded lessons available outside of school hours so they can watch them whenever works best for them without missing out on valuable information shared during lectures. Moreover, this strategy enables instructors to address individual struggles more quicker based on feedback.

It is also worth mentioning that the flipped classroom increases learners' social skills. In addition to their academic performance, learners can improve their social skills while employing this strategy. It can help pupils socialize better with others and develop relationships with their teachers and peers. Also, this method can also help learners become more confident as they are able to learn at their own pace and in small groups. As a result, their higher self-esteem may lead to improved social skills among their colleagues, as well as outside their academic environment. The flipped classroom also helps learners improve their creativity and problem-solving skills. Along with having better memory and learning abilities, learners also develop greater creativity. Through being able to think outside the box while learning, this method helps learners explore topics they normally wouldn't consider when taught in larger classes. This increased ability to explore topics allows learners to better understand them, which results in helping them develop problem-solving skills.

However, and despite its benefits, flipped classrooms can lead to lower grades if teachers fail to develop lesson plans for classes that rely on them. This may happen because some teaching methods may be more effective than others when teaching in a flipped

classroom. Therefore, the role the teacher plays in a flipped classroom is crucial. Whereas the traditional classroom requires the instructor to be present for lessons and instruction, the flipped classroom flips this dynamic by providing learners with learning materials outside of the classroom, usually in the form of instructional videos (Basal, 2015 on Turkish Online Journal of Distance Education). This allows the instructor to serve as a facilitator and guide in the classroom rather than the main source of knowledge (Bates, Almekdash, and Gilchrest-Dunnam, 2017). During class time, the teacher can then focus on discussion and problem-solving activities with students to deepen their understanding and help them apply their newly gained knowledge (El Miedany, 2019). This shift in teaching strategy promotes learner-centered learning, in which students take responsibility for their own learning and are actively engaged in it (El Miedany, 2019). What's more, flipped learning encourages collaborative work among students, allowing them to learn from one another (El Miedany, 2019). Furthermore, the flipped classroom approach can be used by the instructor to optimize the role of expertise within the classroom (Bates, Almekdash, and Gilchrest-Dunnam, 2017). Flipped classroom models vary, and the educational practice of flipping a classroom must be analyzed from a chronological perspective (Bates, Almekdash, and Gilchrest-Dunnam, 2017). With the help of mobile devices, which will provide learners with access to rich educational resources anytime and anywhere, the flipped classroom is likely to become increasingly widespread in higher education (Du Shi-Chun, Fu Ze-Tian, and Wang Yi, 2014). Thus, the teacher plays a key role in the flipped classroom, allowing students to learn at their own pace, preparing them for classroom activities, and helping them deepen their understanding.

### **III. Language skills:**

Humans and animals are distinguished from one another through language. The greatest gift of man is language. Although each word in a sentence has a unique identity and meaning, language does refer to a collection of words strung together in sentences Husain, N. (2015). Language is a set of arbitrary verbal symbols used by a social group to communicate, according to Block & Trager. Language is a technique of communicating thoughts, according to Allen. Language, in the words of O. Jespersen, "is a system of human habits whose objective is to express thoughts and feelings", " Language is "audible, articulate human speech produced by the action of the tongue and associated vocal organs," according to Webster (Husain, 2015).

Fundamentally, language is a talent. It is not a topic with a content-based focus like Science, Social Studies, Commerce, Mathematics, etc., whose goal is to disseminate knowledge and saturate the mind with information. The capacity to accomplish something well can be referred to as a skill. People use their acquired talents, such as swimming and playing, after they have learned them. Knowing about these things is a cognitive exercise, and utilizing or performing them is a talent (action). And as stated by James Humes, "The art of communication is the language of leadership". Language proficiency is a communication ability that enables to express your ideas clearly and concisely.

With language being a vital part that helps humans to interact and acquire knowledge, foreign languages take it a step further by allowing learners to not only communicate with individuals from different cultures, but also to open up to these cultures and learn about them and their history. Learning a foreign language has several advantages. Being linguistically varied is essential in a globalizing society that relies on cross-cultural communication and comprehension. Being bilingual or multilingual, can boost one's employability by allowing one to be more open and communicative about diverse prospects throughout the globe. As significantly, learning a foreign language will provide learners access to materials and resources we would not have had otherwise, such as books written by writers who are native speakers of that language, research that are only accessible in that particular language, movies that can be a great window to new cultures, and so on. Being bilingual helps overcome social and professional gaps, giving more opportunities for progress than were previously available due to its rarity. In addition to the aforementioned advantages, research has further proved that speaking more than one language significantly improves cognitive abilities such as problem-solving skills. When we exercise our brains in ways other than our mother tongue, we not only promote their development, but when done frequently enough, it enhances them instead leading to long-term improvements overall.

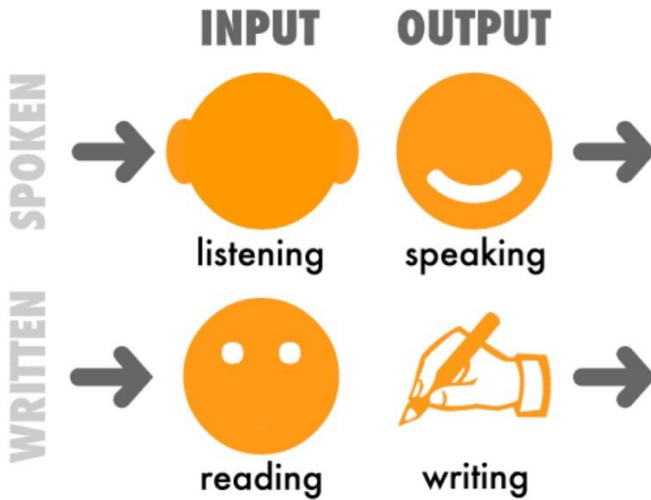
In order to learn a new language, one should develop language skills which are speaking, listening, reading, and writing. These four basic language skills are crucial elements of language teaching that must be developed and reinforced in line with the level and needs of students for successful and efficient education in foreign language courses (Darancik, 2018).

Basic language skills include:

- **Active listening:** Listening involves much more than just taking in what others are saying. Hearing and listening are very different from one another. When you hear anything, you may not truly register the words. You are completely focused when you are listening. You are not only taking in what they are saying, but you also comprehend the words' meanings and the sentences' deeper meanings.
- **Reading Effectively:** When you read, you slow down to fully comprehend the message the author is trying to get over and ascertain the author's original goal.
- **Speaking Impactfully:** Having Clear and Accurate Communication of Your Ideas, Thoughts, and Opinions Additionally, be able to express yourself clearly and with power.
- **Proficient Writing:** Without proficiency in writing, linguistic abilities are lacking. The ability to effectively communicate your ideas in writing is a must. having the ability to express yourself clearly and briefly.

There are two connections between the four language skills:

- The communication's flow: in or out (input: listening and reading; output: speaking and writing).
- How the communication is done: spoken (listening and speaking) or written (reading and writing).



(Source: EnglishClub)

The four basic language abilities—Listening, Speaking, Reading, and Writing—can be further divided into two categories:

- Receptive (Passive) Skills: Reading and Listening.
- Productive Skills (active skills): Speaking and writing as examples.

Grammar and vocabulary are also essential components in foreign language teaching (Balci, 2015). While the "macro-skills" refer to the four language skills discussed above, The "micro-skills," which include things like grammar, vocabulary, and pronunciation, are in opposition to this.

Teaching basic language skills in a foreign language course has been designed taking into consideration the stages in which a child learns his mother tongue, and so it has been adopted following that same sense (Darancık, 2018). Studying educational textbooks, one may observe, that hearing comprehension is frequently covered first, followed by reading, then talking, and lastly writing (Darancık, 2018). The cornerstones of powerful, impactful, and effective communication are these four language skills. Every area of our personal and professional lives involves communication which makes these skills crucial for effective and efficient communication.

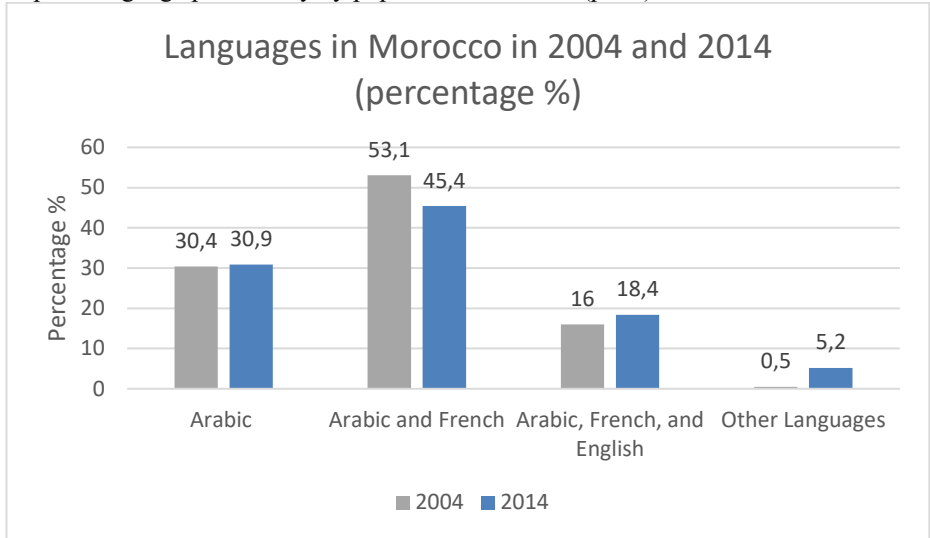
#### IV. Methodology

The method of research used in this study is a semi-structured interview that was conducted with instructors of The Higher Normal School of Tetouan in order to determine the usage rate of blended learning and the flipped classroom within the institution, their effectiveness, and the challenges that these two methods present, and also to identify the instructional methods currently used as well as their performance and results.



## V. State of Play:

The Special Education-Training Commission (COSEF) (2005) produced a progress report (1999-2004) four years after the reform that expressed its dissatisfaction, pointing out the inconsistent choices made in the language field that "most frequently resulted in poor language proficiency by pupils and students." (p. 32).



(Source: HCP)

Years later, the statistics haven't changed significantly, students' language proficiency is still not at its best despite the effect of globalization and international trade which are rapidly expanding.

While we can identify various reasons causing this problem, one of the main causes we would like to focus on is the teaching methods and instructional techniques used in our language classrooms. For that reason, The Higher Normal School of Tetouan will be the focal point of this study.

Created in 1987, The Higher Normal School of Tetouan has since taken on several missions such as Initial, alternating, and continuous training, Preparation, and delivery of diplomas (DUT, CAE, License, Master), Promotion of scientific and educational research...

The Higher Normal School of Tetouan, like many other educational institutions in Morocco, was founded on traditional teaching and learning methods. Moroccan higher education in general, places a significant value on digital technology, which includes Information and Communications Technology. But it's a known fact that the place given to these technologies in that context is marked by a stark disparity between theory and reality (Bachisse, Mouline, 2022). According to The Special Commission for Education and Training (COSEF, 1999), The national education and training charter stipulates the immediate use of ICT to rely on distance learning and advance towards equity chances of access to resources. Nevertheless, given non-compliance with strict transparency, a

lack of will, and genuine participation, this charter's applicability is severely hampered, despite its significance (Bachisse, Mouline, 2022). For several years, the Ministry of Higher Education has promoted instructional information and communication technologies (ICT) as well as ICT modules to benefit students and enhance teaching and learning quality in universities. Thus, a number of initiatives with the goal of establishing a program for the generalization and integration of ICTs in higher education have been undertaken, including the creation of projects related to Numéric Morocco 2013 and Maroc Numéric 2020, the E-Sup program (2006), the Moroccan Virtual Campus project (MVC), the MARWAN network, the APOGEE project, the INJAZ programs, and more recently LAWHATI. (Mohammed Mastafi, 2019). However, no concrete use was observed for any of these platforms in The Higher Normal School of Tetouan. Language classes consisted of teachers presenting information to students in an organized and structured way, often requiring memorization or repetitive practice activities in order to learn the material, and students passively receiving knowledge delivered from lessons that are typically presented through lectures using textbooks along with instructions written on blackboards or whiteboards. The teachers held the role of instructors entirely controlling the learning environment and wielding authority, power, and responsibility. Teachers were also considered as the main and only source of information in the classroom: teacher-centered methods. Despite the attentive listening from students and effective presentation skills from teachers, little progress could be made in achieving educational objectives using only traditional teaching methods.

It is until the period of March and April 2020, when, according to The United Nations Educational, Scientific and Cultural Organization (UNESCO), the closure of schools affected more than 90% of the world's student population to limit the spread of the covid-19 pandemic, that all kinds of conventional education have been abolished, and has demonstrated the dominant role of the Internet in maintaining student education continuity through online learning. It is also worth mentioning that prior to the coronavirus pandemic, language teaching wasn't completely relying on traditional teaching methods as some ICT (Information and Communications Technology) tools and resources were previously used, but in a very sparsely, barely noticeable way.

The onset of the COVID-19 epidemic has dramatically altered the way education is provided throughout the world. As onsite education became unsafe due to social distancing regulations, face-to-face teaching, and learning were driven into a digital platform. In light of this sudden shift in educational practices, educators have had to alter and adjust their approaches and techniques accordingly. Similarly, once the government announced its decision to suspend schools and close educational institutions across the country to prevent the virus's widespread spread, students, and instructors of The Higher Normal School of Tetouan were confronted with an entirely new challenge. That is, finding an alternative method to continue the teaching and learning process despite the complete absence of the other party, which first seemed to be almost impossible. Therefore, the imperative requirement for implementing virtual education and e-learning amid the lockdown was the most suitable and appropriate alternative, which has radically altered teaching and learning procedures replacing in-person and onsite classes with only online classes. Instead of teachers lecturing from textbooks and utilizing blackboards or whiteboards to conduct courses, and students passively receiving

and memorizing information in the classroom, language classes were now based on whole new methods and techniques that seemed ambiguous and puzzling to both parties. Online teaching and learning platforms such as Zoom, and Google Meet which are real-time video meeting platforms allowing students and teachers to have a classroom-like environment to do instruction and hold group discussions, along with several fascinating features they offer that serve to enhance the learning experience; Google Classroom that streamlines the process of sharing files between teachers and pupils, and helps to distribute assignments, communicate, and improves organization; MarMOOC, which is the first Moroccan platform for the dissemination of online courses; Moodle which is an open-source learning management system; Easyclass which is also a Learning Management System (LMS) that allows educators to create digital classes whereby they can store the course materials online; and even email, Gmail or social media platforms such as WhatsApp and Facebook... had now become the norm when it comes to learning and teaching in The Higher Normal School of Tetouan.

Language learning was totally relying on traditional teaching methods prior to the crisis the world has known in 2020 and was completely unfamiliar with online tools and educational technology. However, and as the pandemic has forced the institution to rely on completely online teaching while vanishing any onsite learning, allowing both the teachers and the students to discover new approaches to gaining knowledge. Both the institution and the pupils have become more open about methods they are no longer unfamiliar with, such as E-learning and the flipped classroom. Yet, following the worldwide outbreak, we still didn't see any significant change or noticeable progress in the teaching methods used. The classrooms went back to normal, with almost no change, except for some platforms whose existence teachers and students are now aware of. Nevertheless, it is undeniable that students today are generally accustomed to using these teaching-learning tools and have institutional accounts that provide them access to these platforms, crossroads for information exchange, and document sharing (Bachisse, Mouline 2022). Additionally, Professors have accounts on these kinds of platforms where they have published their online courses of which some are still available till today and that students can still benefit from. When it comes to the flipped classroom, though, as it is a form of blended learning that combines both face-to-face onsite time and web-based learning (E-learning), there has been no real usage of this approach to fully benefit from its potential as the blended learning is still not a commonly used model in language classes of The Higher Normal School of Tetouan. Therefore, it is now a known fact that more efforts must be made in this field to adopt and implement these new instructional styles with the aim of enhancing students' language proficiency and help to develop their language skills especially listening and speaking which are less favored in the traditional learning methods as students don't get to practice them enough due to the lack of class time.

As a solution to the previously discussed challenges, we suggest a language class that is based not only on traditional teaching and learning methods but also implements instructional information and communication technologies and E-learning. A language class that focuses not only on language rules (grammar, conjugation, orthography), but also on basic language skills and communication skills, with an emphasis on listening and speaking by means of relying on these new instructional approaches. We suggest a

course in which language skills are the main theme, is based on blended learning as a techno-pedagogical model, and uses the flipped classroom as the pedagogy to increase the engagement of pupils as well as their learning income.

Blended learning has become a significant instrument for language instruction in the current era of education. Implementing it in a language course is beneficial to language teaching because it will allow teachers and learners to interact more effectively with each other, develop meaningful relationships through social media platforms such as Skype, Zoom, or Google Meet, include various multimedia resources into their lessons, apply personalized assessment tools, maximize technology in order to enrich content delivery methods in comparison to the static blackboard and textbooks-based curriculum; it will also increase student interest in learning about new subjects covered in lectures or reading assignments; create real-life situations and scenarios that promote creativity and problem-solving abilities, encouraging students to think critically rather than simply regurgitate information; offer flexibility by removing travel time restrictions on either end; and give students more time and space to communicate and engage with each other, discuss subjects and exchange opinions which will significantly improve their listening, speaking, and communication skills. It also will vanish the belief that teachers are the main and only source of knowledge as students currently have access to multiple educational technologies and platforms that provide them with countless amounts of information, which later on, they will be sharing and discussing with their peers.

A flipped classroom strategy can greatly increase the effectiveness of language instruction. The flipped classroom is a cutting-edge approach that will enable students to see lectures and other content in advance, outside of the conventional learning environment, so they can arrive in class prepared for more in-depth discussion, deeper exploration, and interaction. This will give students more control over their own educational process while enabling teachers to make the most of their face-to-face time to promote active learning. It will also provide students with more time to practice their foreign language while discussing the content they previously studied at home instead of discovering it for the first time in the classroom. by having access to lecture material or recorded lessons prior to attending class, students will get to spend more time on concepts they haven't yet mastered without disrupting the lesson's flow. it also provides a better retention rate: seeing complex concepts discussed in class helps them concrete and strengthen what they have previously seen online, ensuring that all points and concepts have been effectively assimilated as opposed to depending solely on note-taking skills during physical participation, which leads to fewer information being stored long term if at all.

It should also be mentioned, the flipped classroom pedagogy will be employed in the blended learning system, with the online component supporting and assisting the face-to-face component.

### **Effectiveness of both Methods according to instructors:**

Based on the responses gained from the semi-structured interview with the instructors, a comparison of the efficacy of the flipped classroom and blended learning in terms of language skill development results in the following results:

Some instructors reported that the flipped classroom was more effective in improving speaking skills, while blended learning was more effective in improving reading and writing skills. Other instructors found that blended learning was more effective in enhancing all four language skills overall. However, as some of them stated, the efficiency of these strategies is dependent on a variety of factors including the subject matter, the age and proficiency level of the pupils, and the instructor's pedagogical approach.

Therefore, it is difficult to make generalizations or statements about which method is more effective for students' language skill development.

### **Challenges Faced by Instructors:**

Instructors face unique challenges in both the flipped classroom and blended learning. In the flipped classroom, teachers must make high-quality instructional videos and make them available for students outside of class. They must also create interactive activities that expand on the content covered in the videos.

Teachers in blended learning must be skilled at using technology and creating online materials. They must also find ways to balance the course's online and classroom components while ensuring that all pupils have equal access to technology tools.

Regardless of these challenges, many teachers have effectively implemented these strategies and observed enhancements in their students' language skills.

## **VI. Conclusion**

The Higher Normal School of Tetouan, like many other educational institutions in Morocco, was founded on traditional teaching and learning methods. However, conventional teaching methods barely provide any noticeable language proficiency enhancement. It was not until the abrupt emergence of the COVID-19 outbreak that educational procedures saw a substantial adjustment. Educators have had to change and modify their approaches and practices, accordingly, switching from entirely onsite learning to entirely online learning methods. This crisis has allowed teachers, students, and institutions to become more open to modern teaching approaches and models and provide more educational technologies and ICTs. basing language teaching and learning on these modern instructional methods will enhance and develop students' language skills as it favors interactions, communication, and engagement allowing pupils to practice their listening and speaking in foreign languages.

It should be mentioned that we will be developing, conceptualizing, and conceiving this language course with a specified audience target and defined content in the coming papers.

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