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الإنجليزية لدى تلاميذ الحلقة الثانية من التعليم الأساسي
Flipped Classroom in Developing English Listening
Comprehension Skills for Preparatory Stage Students

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إبراهيم الباسم

أحمد حمدي أحمد محمد

محمد إشراف

أ.د/ هاجر جمال التونسي

أستاذ المناهج وطرق تدريس اللغة الإنجليزية
كلية التربية - جامعة حلوان

أ.م.د/ إيمان محمد الديب

مدرس المناهج وطرق تدريس اللغة الإنجليزية
كلية التربية - جامعة حلوان

Flipped Classroom in Developing English Listening Comprehension
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Ahmed Hamdy Ahmed Mohamed
A teacher of English

Supervised by

Dr. Hager Gamal Al-Tonsi
Assistant professor of Curriculum and EFL Instruction

Dr. Eman Al-Deeb
Lecturer of Curriculum and EFL Instruction
Faculty of Education, Helwan University

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Abstract

This research sought to determine the effectiveness of flipped classroom in developing listening comprehension skills for preparatory stage students. They were equally divided into an experimental and another control group and the quasi-experimental pretest- posttest design was used. Both groups were pretested, and post tested on the EFL Listening Comprehension Test, scored by two raters according to the rubric developed by the researcher. Participants of the experimental group were taught the suggested program based on the flipped classroom. The statistical analysis of the participants' results on the post administration of the EFL Listening Comprehension Test showed that the experimental group outperformed the control one on the post administration of the test. The Flipped Classroom had a large effect size and the experimental group students developed their information search skills as well as their Listening Comprehension Skills.

Keywords: Flipped Classroom, Listening comprehension skills.

Introduction:

The Ministry of Education in Egypt has been working hard to develop the four English language skills—listening, reading, speaking, and writing—in each stage, depending on other skills that help the language skills to develop and aid students in their daily lives. This is in accordance with the international concern for teaching the English language and learning the majority of school subjects in English. As a result, Egyptian universities have long offered workshops to train teachers in all academic specialties, particularly those where English is the primary language of instruction. There have been a lot of studies done on how to assist students in learning four English abilities and using them more easily by employing a variety of methods

The world's most frequently used language, English, has made learning a foreign language a crucial part of our daily lives. Therefore, learning English is now more important than ever. It speaks the language of technology and science. The number of people who speak English as a second language worldwide has significantly increased during the past 20 years, according to Baron (2001; 36). Despite the fact that some nations, like India and Pakistan, have a multilingual population, English is the official language in these nations. In a similar vein, Harmer (2001:14) contends that a number of nations are giving more weight to studying English as a second language and that it has evolved into the "lingua franca" for commerce, international business transactions. In order to help pupils use English successfully, Arab countries, including Palestine, offer methods and programs for teaching English.

The process of learning a foreign language is challenging. Mother tongue influence and the lack of a practical application for what has been learnt are the two main causes of this issue (El- Majdalawi, 2005;45). Among the four skills of listening, speaking, reading, and writing, these are the greatest ways to acquire any language. As a result, teaching the preceding skills needs increasing amounts of work, particularly the listening skill.

Flipped Classroom in Developing English Listening Comprehension Skills for Preparatory Stage Students

Listening is a skill that can be learned through various techniques and strategies, whereas listening is a skill and not just one of the five senses. Listening generally refers to understanding various symbols of spoken language in order to comprehend, interpret, and then use them in other situations or contexts. Many academics view the ability to listen as a form of reading that facilitates understanding and communication between speakers and listeners. The researcher wants to talk about listening as a skill because it is the first form of communication and is thought to be the most crucial to focus on in various stages of education. Additionally, listening helps students pick up language, sentence patterns, structures, concepts, and ideas. On the other side, after mastering listening, students learn the other skills of speaking, reading, and writing. Students must go through various phases of thinking skills, including understanding, recalling, and applying, in order to acquire this ability.

Being a seasoned teacher, the researcher thinks that teaching listening comprehension is undervalued in schools and that many teachers see it as a waste of time. Supervisors further reaffirm the challenges with the curricula by stating: "It is commonly known that the curricula are too extensive and contain too many activities. Additionally, they were created for an exclusive group of students. Teachers were therefore forced to prioritize quantity over quality due to a lack of time in order to complete the curriculum on time. As a result, pupils struggle to retain information in their lectures, and most parents are unable to assist their children when they get home due to a lack of education. UNRWA's Education Department (2010).

Listening comprehension is a mental process that is very complicated. In which listeners have little chance to read the message or the words again. Dealing with sound input is totally different from dealing with written language (Liu, 2009). Thus, all language learners face difficulties when listening, as listening comprehension still remains one of the least understood processes (Goh, 2000; Hamouda, 2013).

Hamouda (2013), Goh (2000), and Underwood (1989) identified

some problems which encounter learners while listening:

- Lack of control over the speed at which speakers speak, or the speed of speech is too fast to comprehend.
- The inability to get things repeated.
- The listeners limited vocabulary, which hinders listeners to understand the message.
- Failure to recognize the 'signals' that show that the speaker is moving from one point to another, e.g, (secondly,.....or, then,.....).
- Problems of interpretation since learners who miss experience with different meanings of words and non-verbal cues, facial expression, nods, gestures, tone, etc. cannot understand the meaning well.
- Unclear pronunciation of some speakers, different accents, and dialects, especially the difference between British English and American English.
- Failure to use and apply strategies while listening

The two types of cognitive processing that go into listening—bottom-up and top-down processing—should be understood in order to overcome the listening comprehension issues stated above. According to Duzer (1997, 2004) and Vandergrift (2004), top-down processing refers to the use of students' existing background knowledge and conceptual frameworks (schemata) to organise information, create meaning, and interpret the message. On the other hand, bottom-up processing relates to interpreting incoming linguistic information from sounds to words to grammatical relationships to meaning. According to Duzer (1997), bottom-up processing is also influenced by stress, rhythm, and intonation.

According to Rezaei and Hashim (2013), bottom-up processing involves paying constant attention to the nuances of the input, whereas

top-down processing requires the listener to forecast and draw conclusions based on the incoming data. Additionally, bottom-up processing allows for the decoding of sounds in their simplest form, a phoneme, all the way up to an oral discourse. According to Cabezas (2015), "this mode proceeds through a phonetic level, then a syntactic level, then a semantic level, and finally literal understanding. According to Richard's (2008) conclusion, "top-down processing goes from meaning to language, whereas bottom-up processing goes from language to meaning" (p. 7).

To teach listening skills, Grognet and Duzer (2002) said that

activating background knowledge and vocabulary are essential factors. In pre-listening activities, teachers should review the information the learners already know about a topic. During this stage, learners recall from long-term memory all they know about the topic. Then, the listeners are ready to do the listening task itself, in which they focus on getting information. Post-listening activities help listeners to make sure if they

were successful or failed in the listening task, to increase their background knowledge and to integrate with other language skills. Grognet and Duzer (2002) added that there are guidelines for teaching listening lessons. First of all, materials should be authentic. Second, "the language should reflect real discourse, including hesitations, rephrasing, and a variety of accents" (p.3). Third, the level of difficulty of the task can be detected based on the level of listeners. At the beginning level, listeners may listen and choose the correct items. At an intermediate level, the listeners may listen to a set of instructions, then carry out them. At an advanced level, they might listen to a meeting and write a summary of the tasks the manager gave to employees. Fourth, focus should be on developing listening strategies which increase the opportunities for successful listening e.g., predicting, asking for clarification, using nonverbal cues.

Today's world is changing quickly due to the introduction of new technology, which provides both teachers and students with a wealth of opportunities. Examples of recent technologies in the 21st century include the spread of the Internet, personal computers, smart phones, and social media, which are currently used by teachers and educators to develop new teaching and learning models and strategies (Dweikat & Raba, 2018). For instance, moving from traditional learning activities to digital platforms, video conferencing tasks, or groups on social media has paved the way to the e-learning model (Vereş et al., 2020), which gave birth to the blended learning model that supports the development of the flipped classroom model (Ardid et al., 2015).

The recent COVID-19 pandemic emergency has compelled all educational systems to hunt for quick remedies and alternatives to secure the continuation of education throughout the present unheard-of epidemic. As a result, new teaching paradigms, such as blended learning, online learning, e-learning, mobile learning, and remote learning, have emerged to fill the void left by face-to-face instruction.

The learning method, often known as the flipped classroom model (FCM), is one of the most recent models of teaching and learning. By allocating the teaching time to give the students additional in-class learning chances, this blended learning model aims to make a notable difference to conventional teaching techniques (Ztürk1 & Akrolu, 2021). Students are thus given the opportunity to take advantage of the classroom time to practise what they have learnt outside the classroom via cooperative group work, problem solving, discussions, and project-based work (Huang & Hong, 2016). The idea of the learner-centered method, which emphasises active and collaborative learning, was inspired by this inclination to give EFL students more agency (Abdullah et al., 2020).

In order to define flipped learning in detail and make sense of its concept, researchers and educators from all around the world have been working hard. For example, Alghasab (2020) argued that the flipped

classroom is an instructional approach that stimulates students to prepare their lessons at home using online materials provided by their teachers.

Learning English may entail some problems for a large number of learners in some communities, like the Egyptian community, where English is learnt and taught as a foreign language with very few chances to practice it outside the classroom. These problems might be attributed to the materials, curriculum, and resources used, evaluation methods, and the traditional method of teaching which is still adopted by Egyptian teachers (Abu Nada&El Sourani, 2018).

This is because many educators, including the researcher of this study, believe that traditional teaching approaches are ineffective and out-of-date even in normal conditions. One of those motives is that teachers and students are constantly exposed to new technology and resources that can be used in the classroom. The second reason is that traditional teaching places a lot of emphasis on the instructor as the centre of the learning process, leaving students as passive bystanders who are used to their traditional teacher and have very little opportunity to interact.

Based on the aforementioned introduction, education in the 21st century needs to pay great attention to new teaching strategies that promote students' motivation, engagement, interaction, self-learning and their active role inside and outside the classroom. Hence, the current study aims to investigate the effectiveness of the flipped classroom model in improving listening comprehension skills for preparatory stage students.

Flipped Classroom Model

For the purposes of this research, the Flipped Classroom Model referred to the steps that enabled EFL students to develop listening comprehension skills.

Review of Literature and Related Studies

Listening

The listening skill is one of the four language skills that should be developed at all stages. As a result, this section deals with the listening skill definition, process, importance, styles and sub skills

Listening Comprehension

According to Rost (2005: p. 503), understanding spoken language requires a complicated cognitive process called listening comprehension. Additionally, it covers the receptive, constructive, and interpretative cognitive components that are used in listening in both first and second languages.

According to Chengxing (2005: p. 113), listening comprehension is a difficult decoding process that involves a number of fundamental steps, some of which depend on linguistic proficiency, others on prior knowledge that is not always of a purely linguistic nature, and still others on psychological factors that influence how these skills and knowledge are mobilised in the specific task situation.

According to Amin et al. (2011: p. 13), listening comprehension is a difficult process in which listeners can use information from the auditory text to infer the meaning of unfamiliar terms, predict outcomes, comprehend meaning, locate specific facts, and identify the main idea expressed in the text. According to Gilakjani and Ahmadi (2011: p. 979), hearing comprehension is viewed theoretically as an active process in which people focus on particular aural data, such as passages' meanings, and connect it to prior knowledge. Wang (2011: p. 1164) contrasts this with the idea that listening comprehension is an active, complicated, and productive process. The meaning is constructed with the help of the listeners.

Factors affecting listening comprehension

Different elements influence listening comprehension. Chengxing (2005: p. 113–114) lists the following as these factors:

Inadequate and incorrect coding

lacking the required listening abilities

listening options that are inappropriate

Listening comprehension sub-skills

Students need to work on a variety of sub-skills to enhance their listening comprehension abilities. Brown (2006: p. 6) and Harmer (2007: p. 135)

record the following as listening comprehension skills:

Listening for identifying the main ideas

When we listen to something to get a general idea of what it is about, we don't need to understand every word

Mewald, et al. (2007: p. 8) state that listening for main ideas or important information requires more careful listening, but solution is still to be found in clearly stated information in the input text. There is no need for making inferences or

deductions in order to identify the correct answer.

Listening for extracting specific information

Listening for specific information is one of the EFL listening comprehension sub-skills. This sub-skill refers to students' ability to find out specific facts or ideas stated directly in the text. (Amin, et al, 2011: p. 23)

Listening comprehension strategies for finding specific information

For Amin and et al (2011: p. 23), there are listening comprehension strategies

that help students to find specific information as:

1. Advance-organization to be prepared for the listening task
2. Elaboration strategy to help students use the prior knowledge to remember

specific new information stated in the listening text

3. Auditory representation to help students recall specific information

Listening for understanding the meaning of words in context

Hewings (2012: p. 18) mentions that if we find a word in a context that we do not understand, we can use the context to help us. Determining the context and the meaning of individual words, as well as assigning meaning in language, is essential to understanding sentences. This, in turn, is essential to understand a speaker's message (Boundless; 2014). As a result, the researcher thinks that understanding the context is very important because the meaning of the words usually changes according to the context.

Listening for recognizing words

Word recognition in listening refers to two processes: identification of words and immediate activation of lexical knowledge linked to words that have been recognized (Rost, 2005)

Listening for Note taking

Alam and Sinha (2009: p. 51) report that effective note taking can only be accomplished if learners can comprehend and know how to take notes. Therefore, learners need to be taught the following skills:

Distinguishing between important and less important information.

Deciding when to record points.

Writing clearly and concisely.

Deciphering and recalling the essence of the lecture.

Flipped Classroom Model

The term "flipped classroom" or "flipping" has gained popularity and is now used frequently in educational contexts. The flipped classroom model is put into effect by alternately scheduling in-person teacher-guided practise during the regular school day and online content delivery

from a remote location. It mixes the lecture with active learning, two crucial elements of education.

In class the educator "guides students as they apply concepts and engage creatively in the subject matter" (Flipped Learning Network, 2014:1).

The flipped classroom can be better understood by defining blended learning. Staker& Horn (2012: 3) define blended learning as "a formal education program with face-to-face instruction, in which a student learns at least in part through online delivery of content and instruction, with some element of student control over time, place, path, and/or place" More opportunities are created in the flipped classroom.

Students have an opportunity to develop foundational knowledge before coming to class. During class time they can "...work together to solve local or global challenges or other real-world applications-to gain a deeper understanding of the subject" (New Media Consortium, 2014: 36).

The flipped classroom-sometimes called reverse (Halili & Zainuddin, 2015), backwards (McLaughlin et al., 2014), inverted (Bates & Galloway, 2012), and upside down (Zhang, Ma, & Liu, 2014) classroom is an instructional model that inverts the traditional lecture plus-homework format (Arnold-Garza, 2014). That is, the tasks traditionally assigned as homework are now accomplished inside the classroom and the tasks traditionally accomplished in class are now accomplished at home (Bergmann & Sams, 2012).

The flipped classroom can also be viewed as providing internet resources that facilitate student preparation for classroom study, which is then devoted to application and consolidation (The Queensland Government, 2012).

In the flipped classroom, students access the curricular content outside of class (Abeysekera & Dawson, 2015: Johnson, 2012) in the form of video lessons, so that when they get to class they can get into a real workshop (Boyer, 2013) of hands-on activities and application of

knowledge (Ash, 2012; Demski, 2013) that engage them more directly in their learning (Horn, 2013).

Planning for a Flipped Learning Classroom

Giannakos, Krogstie, and Chrisochoides (2014) found that the most common benefits of a flipped classroom include improved learning performance, positive attitude, a high level of engagement, an increase in discussions and collaborative work, and a change in work habits. Conversely, hindrances of a flipped learning approach include increased preparation time for teachers, which may include increased costs, a difficult transition for students to adjust to (that with time seems to remedy itself), and possibly a decrease in attendance (which may be due to students' perception that they encounter and retain enough information from the videos to not attend class). The researchers conveyed their observation that limited research exists on how to best utilize class time and design inquiry-based lessons, and that further research is necessary in this particular area of flipped learning.

Preparing for a flipped classroom may require more planning time initially, but would eventually lessen. Additionally, class time is easier for the instructor because the teacher is not preparing for lecture. Instead, the teacher is made available to answer questions, thus allowing teachers to truly teach to pupils needs (Butt, 2014).

Upon arriving to class, the pupils will present their notes that they took while watching the video. This counts as their homework and will be taken into account when discussing their participation in the course. After homework evaluation has been complete, the teacher will.

The beginning of this lesson will begin the day before it. The teacher will briefly touch on what the flipped classroom is and how its format works and what tomorrows, todays, lesson will cover and instruct the pupils to watch the prescribed video at home. Some of the students will do that when arriving at home while the others have already watched the video and taken notes its contents. The video in question is a new report

by John Oliver on the subject of civil forfeiture. It bears noting that the video's length is around 15 minutes which is longer than the advised 5-10 minutes. The news report however is very entertaining to watch and provides a good deal of comedy which will make it more bearable for the students.

Advantages of Using a Flipped Model in Teaching Language

This section will discuss the following advantages that the flipped model can offer in teaching language as follows:

A-For struggling language learners

According to **Islands**, et al. (2015,P 20),the flipped model is useful for struggling students to keep up with their peers. Not all students are in the same position when it comes to neither ability to learn nor language learning styles. Some students are more shy, anxious, reluctant or simply not able to absorb information as well as their peers or as other students that are expected to be on the same level. Individual attention is important in a student centered classroom.

Başal, (2012), decided to use the flipped classroom to teach a foreign language, English, to his students in Yıldız Technical University in 2012 2013. After the course was completed, Başal asked the students to write a comment on the approach. The students were happy with the change in teaching methods. One of the reasons given for this attitude was that the students had time to think about the subjects beforehand and therefore came better prepared to class (Basal, 2012: 11). Technology also provides an excellent way to properly pace the teaching material to different students with different learning speeds.

Bergmann and Sams (2012) quote a letter sent to them by a teacher from South Dakota (De Jong in Bergmann and Sams, 2012:29). De Jong claims that her classroom had a wide array of competence levels among students. The only way to help the students perform at their own pace, was to make sure that they could slow or speed up the video with the presentation as desired. Because of the customizable pace that online

videos allows, De Jong was able to meet the needs of this wide array of students. She described it as being able to create 25 copies of herself, all of which tailored to the learning speed of each student watching her videos

B-Meeting the needs of today's pupils

The Flipped Model has numerous advantages for the today's student. Students of the 21st century are an interesting breed of humans. They are tackling problems that require critical thinking skills and benefit vastly from increased usage of technology (Ahmed, 2016:99).

It is much more common nowadays to see teenagers carrying mini computers in their pockets known as smart phones at all times. Not only that, today's students are experienced in the use of these devices and spend a good amount of time using them. They spend their time, texting their friends, listening to music and reading up on interesting facts on the internet (Bergmann and Sams, 2012, p. 20). This is a useful, and often ignored, way of teaching students, since it already builds on what the students know and are comfortable with.

Zhao (2014) agrees with Bergmann and Sams that in the modern world, students are already very familiar with electronic gadgets such as computers and smartphones (Zhao, 2014, p. 583). If one is to take this statement as true, it would be a good strategy for a teacher to try to use this knowledge to teach students further. With the Flipped Model, students are able to use their smart phones or laptops for class work.

In addition to increased accessibility to hardware, software has become much more abundant and varied and can be modified to work with the Flipped Model. This combination was tested in a pilot program by Fallows (2013). The objective of Fallow's study was to relieve some of the pressure placed on students when building vocabulary through computer assisted learning as well as a Flipped Approach. He did this by using a program called Anki which is a piece of software that functions like virtual flash cards. What set the program apart from other such

programs was its algorithm which quizzed the students on different words with spaced repetition, a method where a learner is continuously reminded of the target vocabulary with the space in between the reminders ever decreasing (Fallows, 2013, p. 37).

The teachers in the pilot study made use of the program, with various applications designed to aid students in this endeavour. The pilot made use of the Flipped program to provide students with online videos as reference material as well as to increase the time students and teachers could spend doing exercises. The results of the pilot were extremely positive (Fallows, 2013, p. 38). The flipped model served a crucial role in obtaining these results since students reported that the online videos helped them immensely and they felt like they could learn at their own pace. This example shows how well the flipped method can work with computer assisted learning as well as how well it can shift the learning process into an environment that the students can understand.

C-Time management

Bergmann and Sams (2012) note that students are extremely busy people. They demonstrate how the flipped Method can help students that are engaged in other activities that are just as vital or meaningful to them as their education is. Bennet (cited in Bergmann and Sams, 2012) states that in his class, there are a multitude of students that need to spend a lot of time commuting to school. Some of them need to spend up to 90 minutes in trains, busses or cars. On top of those students, there are the students that are active in a particular sport. The switch to the Flipped Method has helped him immensely in trying to accommodate to those students

This problem is more common place than teachers realize. With a public transportation system in place, a student might feel tempted to attend a school which is further away. Commuting can be an enormous time constraint on a student when one considers the fact that it takes place twice a day. I present a hypothetical situation as my example. Mark is a

student that needs to take the bus for 30 minutes each day to school and 30 minutes to get back. Mark is involved with a sports team and is involved with a boy/girl. Instead of spending another 40 minutes working on his English homework every single day, Mark could take one single day, a Saturday perhaps, to listen to all the videos and write notes on them for the entire week or he could use the commuting time to watch videos on his phone or tablet. This leaves him more time to spend with his significant other, socialize with his friends and remain active in his sport of choosing on a regular basis.

Cockrum (2013.p 5) was placed in a similar dilemma when he was considering on whether or not to flip. He had students that were involved with sports related activities who complained about the fact that the homework load was too much. Under the structure of the Flipped Classroom, students were able to manage their time more effectively and thus, were able to get things done faster so they had time for their activities. With this format, the teacher can even allocate classroom time to homework assignments.

This level of time management is an important advantage when it comes to the Flipped Classroom. It allows students more chances to adapt their time schedules to be able to adequately complete all their preparations before coming to class.

D-Student-teacher relationship

The Flipped Model can help improve the relation between teachers and individual students. It is difficult for some teachers to get to know their students. This is not surprising since they manage a class of twenty to thirty students and teach up to eight classes a day. With the Flipped Model, there is more time for the teacher to interact with their students and to give them individual attention. Clear signs of increased student teacher interaction were observed in Shu's (2015, p.22) experiment. On the questionnaire, students were asked if they felt that this method helped increase their time spent talking to their instructors. 70% of the students

felt that that was the case as well as the fact that it was both challenging and supportive to have teachers interact more with everyone in lieu of simply engaging with the more outgoing and active pupils.

Once again, this study has shown that the Flipped Method can be very helpful to students as well as raise an interesting point. In every class, there are students that do not interact with the lesson. This could be due to shyness or lack of interest. In the traditional classroom, these students' need for teacher interaction is rarely addressed. If the teacher chooses to ask a question, the more active students are more likely to put their hands up. This can be the cause of unnecessary and unconscious favoritism. With the Flipped Model, the teacher's goal for every class should be to talk to each and every student at least once. In other words, this study indicates that the Flipped Model is suitable for increasing the relationship between students and teachers.

Sung's (2015,p17) study also revealed that the Flipped Method was helpful in strengthening the bond between student-teacher interactions. After the case study was over, the students were asked what they thought of the course. The answers that they gave indicated that they felt that the increased time that they were able to spend with the instructors on a personal note was extremely helpful and reassuring. Another point that the students made was that the instructors were very passionate about helping the students with a diverse manner of learning styles. The flipped methods strongest points and it shows how important a good student teacher relation is. Students come in all with different needs and learning styles. Because of this, the teacher needs to be able to employ a different way to explain things to different types of students. It would be extremely difficult to do this without getting to know each and every student to, at least, some degree. Therefore, the increased student-teacher relation that the Flipped Method allows is one of its strongest points and should be looked at in greater detail

Increased student-teacher interaction can also be extremely helpful for students that are above average and can help them excel even more.

This increased time that a teacher gets to spend with their students is vital because it allows the teacher to not only evaluate the students more closely but also gives them a chance to understand what they are like as a person and find out how to inspire them to go beyond what is expected of them.

Cockrum, 2013,p 4) claims that this increased time spent with his students allowed him the opportunity to reach out to those that were over performing and keep them producing great results. He claims that not only could he assign them further reading material, he could also provide criticisms on their original ideas as well as inform them of how to understand these ideas better.

Teachers' and students' perceptions about the flipped classroom

Some studies investigated the perceptions of teachers and students about the flipped classroom. Concerning teachers, Maloy, Edwards, and Evans (2014) found that higher education faculty members who conducted flipped classes reported remarkable teaching and learning impacts. Another experience is that of Van Veen (2013) who discovered that flipping has been the most transformative experience of his career. He even doubted that he would be able to go back to teaching in the traditional paradigm. Also, Linga and Wang (2014) described their experiment using flipped class learning as a learning curve for them.

Moreover, Corrias (2014) found out that with the flipped approach, classroom sessions turned out to be livelier than he expected. Concerning students' perceptions about the flipped classroom, many studies found strong indications of students being appreciative of such teaching model. For example, in the study conducted by Butt (2014), 75% of students had a positive view of flipped instruction.

Moreover, results of a survey conducted by McLaughlin et al. (2013) at the beginning and end of a flipped course revealed that significantly more learners preferred the flipped format after the completion of the course than before it. Another survey administered Pierce and Fox (2012)

revealed that 96% video lectures before was important, agreed that increased teacher student interaction desirable, 62% expressed desire more flipped model

In the study of Maher et al. (2013), students generally found flipping to be a more enjoyable learning experience while in the study of Baker (2000), they had a positive perception toward the model, indicating that online resources provided them more control over their learning. Moreover, comments on a survey administered by Ruddick (2012) suggested that students found the online video and PowerPoint materials useful. Furthermore, the feedback Johnson (2012) received about the flipped classroom from students and parents was overwhelmingly positive.

Teachers' and students' roles in the flipped classroom

The flipped classroom represents a role change for the teacher (Educause Learning Initiative, 2012) from transmitting information during class time to guiding learners through a variety of active learning exercises (Morrison, 2014).

As for students, the flipped paradigm treats them as active learners who reconstruct knowledge from information (Van Veen, 2013). They receive the same instructional content the professor would give in person, but the focus is on doing things with the information rather than sitting passively and watching someone else demonstrate (Connor, 2012).

Material and Method Research Design

The research design used in this research was the quasi-experimental pretest- posttest design. There were two equivalent experimental and control groups.

Participants

Participants were 50 first year preparatory students, at New Future Private School. They accepted to participate in the study and were distributed equally into a control and experimental groups, 25 students for

each group. The **Independent samples "t" test** ($t=1.475$) revealed that there was not a statistically significant difference between the mean scores of the control and experimental groups on the pre-administration of the listening comprehension skills.

Instrumentation

Multimodal Writing Skill Checklist

The items of the checklist were suggested by related studies and literature previously discussed.

Purpose of the Checklist

The purpose of the checklist was to identify EFL listening comprehension skills appropriate for student at preparatory stage.

Construction of the Checklist

This checklist was designed to identify listening comprehension skills needed to the first preparatory grade. The researcher constructed it after reviewing the curriculum objectives of the New Hello course of preparatory grade and going through literature on listening skills. The jury members recommended rearranging the skills in light of the rubric to facilitate the discussion of results. According to the recommendations of the jury members, the checklist was modified in its final form (Appendix A).

Validity of the Checklist

To examine content validity of the checklist, it was introduced to experts who were gently asked to:

- Determine the listening comprehension skills of EFL suitable for student.
- Suggest any additional skills that need to be included in the checklist.

Experts' recommendations and suggestions were followed, and the checklist was modified in its final version in Appendix (A).

Multimodal Writing Test

Test Aim

This test aimed to measure EFL students' listening comprehension skills.

Test Description

The listening comprehension test included two listening texts. Each text followed by seven questions, so the total of questions is 14. Students were asked to read the test instructions before answering. (Appendix B).

Piloting the Test

The test was piloted on 25 first year preparatory students, at New Future Private School to ensure the clarity of instructions in addition to determining its timing and statistical features.

Test Timing

During the pilot administration of the test, the time that each student spent in answering the test was calculated. Then, the total sum of the times was calculated and divided by students' number.

Test Scoring

The test was scored using the scoring rubric (Appendix C). The total score of the test was 28 divided on 7 questions. The test was scored by two experts to avoid bias and the mean scores were statistically analyzed.

Test Reliability

The test was piloted on 25 first year preparatory students, at New Future Private School. The reliability of the test was proven through using Cronbach's Alpha. The reliability co-efficient value was (0.810) for the test, an acceptable value.

Test Validity

The validity of the test was proven through using content validity. It was established by the jury members who were asked to express their opinions regarding:

- Appropriateness of the assigned listening task
- Clarity of instructions

- Accuracy of the scoring rubrics

Following the jury members' recommendations, the test was modified into its final form (Appendix B).

Pre-testing

The experimental and control groups were assessed by the same test before the administration of the suggested program based on the Flipped Classroom. It was administered to determine students' level concerning the targeted EFL listening comprehension skills.

Post-testing

The same test was administered to examine the effectiveness of the suggested program based on the Flipped Classroom in developing the participants' EFL listening comprehension skills.

Procedures

The control and experimental groups were administered the listening comprehension test. The experimental group received 12 sessions based on the Flipped Classroom Model. Students became aware of the model and applied it on each listening comprehension skill. The control and experimental groups were administered the listening comprehension test.

Results

In this section, results are presented in terms of the research hypothesis

Research Hypothesis

There was a statistically significant difference between the mean scores of the control and experimental groups at ($\alpha \leq 0.01$) level in the overall listening comprehension skills on the post administration of the listening comprehension test in favor of the experimental group.

The “t” values for multimodal writing skills were presented in the following table:

Flipped Classroom in Developing English Listening Comprehension
Skills for Preparatory Stage Students

| Skills | Group | N | Mean | Std. Deviation | T-Value | Sig. | Result |
|--|--------------|----|-------|----------------|---------|-------|-----------------|
| Finding specific information from a listening text | Control | 25 | 1.000 | 1.010 | 0.239 | 0.812 | Not Significant |
| | Experimental | 25 | 1.060 | 0.740 | | | |
| Identifying gist and main idea(s) in short listening texts | Control | 25 | 1.200 | 1.041 | 0.466 | 0.644 | Not Significant |
| | Experimental | 25 | 1.080 | 0.759 | | | |
| Taking notes on an oral communication | Control | 25 | 1.300 | 1.000 | 1.658 | 0.104 | Not Significant |
| | Experimental | 25 | 0.860 | 0.872 | | | |
| Distinguishing between literal and implied meanings | Control | 25 | 0.800 | 1.155 | 0.969 | 0.337 | Not Significant |
| | Experimental | 25 | 1.060 | 0.682 | | | |
| Recognizing the speaker's attitudes and opinions | Control | 25 | 1.040 | 1.060 | 1.378 | 0.175 | Not Significant |
| | Experimental | 25 | 1.400 | 0.764 | | | |
| Distinguishing the central idea from supporting details | Control | 25 | 0.720 | 0.980 | 1.714 | 0.093 | Not Significant |
| | Experimental | 25 | 1.200 | 1.000 | | | |
| Following the sequence of the listening text | Control | 25 | 1.440 | 0.712 | 1.275 | 0.208 | Not Significant |
| | Experimental | 25 | 1.120 | 1.034 | | | |
| Overall English listening comprehension skills | Control | 25 | 7.500 | 2.398 | 0.358 | 0.722 | Not Significant |

As shown in previous table and figure, There are no statistically significant differences, where p values are in the range [0.093, 0.812],

and that indicates to there are no real differences between the experimental group students and control group students in English listening comprehension skills, so the two groups are equivalent.

Results of T-test of scores of the control group and experimental group students in Finding specific information from a listening text skill on post-test

| Group | N | Mean | Std. Deviation | T-Value | Result | Effect Size | | Effectiveness | |
|--------------|----|-------|----------------|---------|-------------------------|--------------|------|---------------|-------|
| | | | | | | (η^2) | ES | MGR | Eff. |
| Control | 25 | 1.180 | 0.852 | 8.544 | Significant $p < 0.001$ | 00.60 | Huge | 1.21 | Large |
| Experimental | 25 | 3.180 | 0.802 | | | | | | |

Results of T-test of scores of the control group and experimental group students in Identifying gist and main idea(s) in short listening texts skill on post-test

| Group | N | Mean | Std. Deviation | T-Value | Result | Effect Size | | Effectiveness | |
|--------------|----|-------|----------------|---------|-------------------------|--------------|------|---------------|-------|
| | | | | | | (η^2) | ES | MGR | Eff. |
| Control | 25 | 1.280 | 1.021 | 7.842 | Significant $p < 0.001$ | 00.56 | Huge | 1.27 | Large |
| Experimental | 25 | 3.340 | 0.826 | | | | | | |

Results of T-test of scores of the control group and experimental group students in Taking notes on an oral communication skill on post-test

| Group | N | Mean | Std. Deviation | T-Value | Result | Effect Size | | Effectiveness | |
|--------------|----|-------|----------------|---------|-------------------------|--------------|------|---------------|-------|
| | | | | | | (η^2) | ES | MGR | Eff. |
| Control | 25 | 1.340 | 0.965 | 9.026 | Significant $p < 0.001$ | 00.63 | Huge | 1.35 | Large |
| Experimental | 25 | 3.500 | 0.707 | | | | | | |

Flipped Classroom in Developing English Listening Comprehension
Skills for Preparatory Stage Students

Results of T-test of scores of the control group and experimental group students in Distinguishing between literal and implied meanings skill on post-test

| Group | N | Mean | Std. Deviation | T-Value | Result | Effect Size | | Effectiveness | |
|--------------|----|-------|----------------|---------|-------------------------|--------------|----------|---------------|-----------|
| | | | | | | (η^2) | ES | MGR | Eff. |
| Control | 25 | 0.920 | 1.152 | 9.137 | Significant $p < 0.001$ | 00.64 | Hu ge | 1.48 | Lar ge |
| Experimental | 25 | 3.500 | 0.816 | | | | | | |

Results of T-test of scores of the control group and experimental group students in Recognizing the speaker's attitudes and opinions skill on post-test

| Group | N | Mean | Std. Deviation | T-Value | Result | Effect Size | | Effectiveness | |
|--------------|----|-------|----------------|---------|-------------------------|--------------|----------|---------------|-----------|
| | | | | | | (η^2) | ES | MGR | Eff. |
| Control | 25 | 0.960 | 1.020 | 8.601 | Significant $p < 0.001$ | 00.61 | Hu ge | 1.39 | Lar ge |
| Experimental | 25 | 3.360 | 0.952 | | | | | | |

Results of T-test of scores of the control group and experimental group students in Distinguishing the central idea from supporting details skill on post-test

| Group | N | Mean | Std. Deviation | T-Value | Result | Effect Size | | Effectiveness | |
|--------------|----|-------|----------------|---------|-------------------------|--------------|----------|---------------|-----------|
| | | | | | | (η^2) | ES | MGR | Eff. |
| Control | 25 | 0.720 | 0.980 | 10.675 | Significant $p < 0.001$ | 00.70 | Hu ge | 1.55 | Lar ge |
| Experimental | 25 | 3.520 | 0.872 | | | | | | |

Results of T-test of scores of the control group and experimental group students in Following the sequence of the listening textskill on post-test

| Group | N | Mean | Std. Deviation | T-Value | Result | Effect Size | | Effectiveness | |
|--------------|----|-------|----------------|---------|-------------------------|--------------|------|---------------|-------|
| | | | | | | (η^2) | ES | MGR | Eff. |
| Control | 25 | 1.480 | 0.784 | 8.338 | Significant $p < 0.001$ | 00.59 | Huge | 1.22 | Large |
| Experimental | 25 | 3.360 | 0.810 | | | | | | |

Results of T-test of scores of the control group and experimental group students in overall English listening comprehension skills on post-test

| Group | N | Mean | Std. Deviation | T-Value | Result | Effect Size | | Effectiveness | |
|--------------|----|--------|----------------|---------|-------------------------|--------------|------|---------------|-------|
| | | | | | | (η^2) | ES | MGR | Eff. |
| Control | 25 | 7.880 | 2.333 | 25.046 | Significant $p < 0.001$ | 00.93 | Huge | 1.36 | Large |
| Experimental | 25 | 23.760 | 2.146 | | | | | | |

Discussion of Findings

Based on the results of the present study the verification of all the hypotheses of the study and answering the study's questions. It also proved the achievement of the study's main aim, the effectiveness of flipped classroom on developing listening comprehension skills in English language using flipped classroom for the preparatory stage pupils.

The comparison between the experimental groups and the control group showed the improvement achieved by the experimental group in the required listening comprehension skills over the control group in the post – listening test.

Conclusions

Based on the results of the study, the following conclusions were made:

1. Using flipped classroom enhanced listening comprehension skills for the preparatory school pupils.
2. Flipped classroom presented a unique chance to improve listening for the preparatory school pupils.
3. Using flipped classroom helped to change the learning process to focus on the student not the teacher.
4. Using flipped classroom helped the teacher and the students to communicate with each other inside and outside the school.

Recommendations and Suggestions for Further Research:

Based on the results of this study, the following recommendations are suggested:

1. Listening should be valued and emphasized as an act of communication.
2. Use flipped classroom to help students become more involved in the learning process because they learn well when they are actively involved in their learning.
3. EFL teachers need support to understand and adapt to new ways and methods of instruction.
4. In addition, it is important for teachers to understand the evolution of the role of authority over that of a facilitator or counselor, as required by blended learning.
5. Organize workshops to familiarize teachers with different teaching/learning techniques and strategies.
6. Integrating listening skills with other language skills is highly recommended as it helps learners develop the ability to communicate effectively.

7. Students should be given enough opportunities to practice listening on a daily basis using real-life exercises in EFL lessons.
8. Further research is needed to measure the effect of flipped classroom on the development of other language skills such as writing, reading, and speaking in preparatory school students.
9. Further research is needed to investigate the effectiveness of using flipped classroom to develop listening skills in students at different school levels.
10. A program for the development of English listening skills based on flipped classroom should be provided to preparatory school students. EFL teachers should be active and encourage students to practice writing more in and out of the classroom for fluency.

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