

**Using Flipped Classroom Strategy in Teaching
English to Develop Listening Comprehension Skills
for Prep Students**

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المخلص

تهدف هذه الدراسة الي التحقق من اثر استخدام استراتيججة الفصل المقلوب لتنمية مهارات الفهم الاستماعي لدي عينة عشوائية من طالبات الصف الاول الاعدادي بمدرسة تل القلزم الاعدادية بنات بمحافظة السويس .اتبعت الدراسة المنهج شبه التجريبي. تكونت عينة الدراسة من ٨٨ طالبة. تم تقسيم العينة عشوائيا الي مجموعة تجريبية (٤٤ طالبة) ومجموعة ضابطة (٤٤ طالبة) . واشتملت ادوات البحث علي اختبار الفهم الاستماعي قبلي / بعدي من تصميم الباحثة. تم تدريس البرنامج على مدار شهرين خلال الفصل الدراسي الأول من العام الدراسي ٢٠٢١-٢٠٢٢ . خلال هذه الفترة ، تعرضت المجموعة التجريبية لبرنامج قائم على الفصول الدراسية المقلوبة بينما تلقت المجموعة الضابطة تعليماتها التقليدية المنتظمة. بعد إجراء التجربة لمدة شهرين ، أجرى الباحث الاختبار البعدي على المشاركين في البحث. أظهرت العينات المزدوجة من المجموعة التجريبية -t test وجود فرق معتد به إحصائياً بين متوسط الدرجات للاختبار القبلي والبعدي لصالح الاختبار البعدي. وخلص البحث إلى أن مستوى مهارات الفهم الاستماعي لدى المشاركين قد تطور بشكل كبير بعد تلقي البرنامج القائم علي الفصل المقلوب لتنمية مهارات الفهم الاستماعي.

Abstract

The purpose of this research was to investigate the effect of the flipped classroom instruction on prep students' listening comprehension skills. The study followed a quasi-experimental one group design. The participants of the research included 88 students who were randomly chosen from 1st year prep students at Tal Elqalzam prep school for girls in Suez governorate. They were divided into two groups: experimental (N=44) and control (N=44). The instrument of the research was a listening comprehension pre/posttest designed by the researcher. The program was taught over a period of two months during the first term of 2021-2022 academic year. During this period, the experimental group was exposed to a flipped classroom-based program while the control group was received their regular instruction. After conducting the experiment for two months, the researcher conducted the post-test on the research participants. A paired samples of experimental group t-test showed that there was a statistically significant difference between the mean score of the pretest and the posttest in the favor of the posttest. It was concluded that participants' level of listening comprehension skills significantly developed after receiving the flipped classroom-based program.

Key words: flipped classroom strategy, listening comprehension skills, prep students

Introduction

English is an international language that is widely used for different reasons. Therefore, there is a necessary for students to become proficient in English and to succeed in academic contexts as well as practical life. Hence, the main goal of English language teaching is to achieve communicative ability (Gunbas, 2020). So, English should be taught as a means of communication. As a result, learning English as a foreign language is becoming increasingly important both within and beyond the school system in Egypt. As a result, teaching and learning English has become compulsory for everyone (Egyptian Ministry of Education, 2014).

Listening is an important skill, people cannot communicate with each other without listening to the speaker's utterances and understanding them (Iyer, 2019). Everyone wishes to understand English films, T.V programs, music and announcements. Listening is essential to all kinds of effective communication. Without the ability to listen effectively, messages are easily misunderstood, communication breaks down and the sender of the message becomes frustrated or irritated (ElSakka, 2016).

Listening comprehension is one of the vital skills in the language acquisition process. It is the ability to accurately receive and interpret messages in the communication process. Also, it is an essential skill for students' academic success (Tazijan, 2016) as students receive a large amount of verbal input through listening prior to developing speaking, writing and reading skills. Thus, listening comprehension – as Elsakka (2016) confirms- provides the appropriate environment for language acquisition and the development of other language skills.

Although in the mother tongue listening is easily acquired, it is a complex cognitive process and needs a great deal of effort in a second foreign language learning process (Gowhary ,Pourhalashi , Jamalinesaria, and Azizifar, 2015). During listening in English, EFL students – as Moradi (2015) confirms - are faced with great challenges because they have to comprehend subject matter delivered in English as well as understand the speaker's accent, and speed of delivery. Additionally, listening comprehension requires understanding the speakers' intended message. That is to say, listeners do not passively listen to speakers in order to understand the meaning of the messages, but actively interpret the speakers' expected meaning and acquire meaningful information by assimilating the sounds,

words, and phrases (Woottipong, 2014). Therefore, listening comprehension is not only challenging for native speakers, but is even more challenging for foreign language learners. Therefore, its development is of prime concern to language teachers (Adnan, 2017).

Despite the importance of listening comprehension skills, it is believed by many scholars (e.g., Sarani, Behtash, Arani, 2014) that listening comprehension has been neglected in language teaching and was often developed incidentally through language exercises where oral language was used. Moreover, the limited contact with target speakers in EFL contexts as well as the limited class-time for listening materials is among the main challenges in teaching listening. Additionally, the quality and quantity of language input EFL learners gather from their language learning materials and teachers in a limited time in the classroom is not enough to compensate the lack of exposure to real spoken language in use (Gowhary, et al., 2015).

As a teacher of English at preparatory school, the researcher noticed that most students have weaknesses in listening comprehension skills. The researcher also interviewed a group of teachers and supervisors of English in preparatory stage in Suez.

The interviewees mentioned some reasons of weaknesses in listening comprehension skills problem as follows:

1. The current method of teaching listening is not effective.
2. Schools are not well-equipped for teaching listening skills.
3. The listening exercises in the student book are not sufficient for developing listening comprehension skills.
4. There are no laboratories for teaching listening in schools.

A listening comprehension test was designed to assess 1st year prep students' listening comprehension skills and administered as a pilot study on a sample of students (N=32) at preparatory stage school to measure in their listening comprehension skills. The results of the pilot study explored that the majority of 1st year prep students had problems in listening comprehension skills.

Regardless of the reasons, teachers and researchers of English as a foreign language should place greater emphasis on Listening comprehension through finding new ways to incorporate Listening comprehension

(AlTonsi, 2013). Many authors such Fares (2021), El Sakka (2016), Ahmad (2016), Saqr (2016) recommend avoiding traditional methods of teaching and using modern strategies to teach preparatory school students' listening comprehension skills.

Statement of the Problem

The problem of the present research states that there are weaknesses in 1st year prep students' listening comprehension skills. As a solution for the present problem, the researcher suggests using flipped classroom strategy.

Thus, the present research tries to find an answer for the following main question:

1-What is the impact of using flipped classroom strategy in teaching English to develop listening comprehension skills for prep students?

From the aforementioned main question, many sub questions can be generated such as:

- 1- What is the most important listening comprehension skills required for the students in the preparatory stage?
- 2- What is the framework of a flipped classroom-based program?
- 3- What are the features of flipped classroom-based program activities?

Hypothesis of the Research

The following hypotheses was formulated:

- There is a statistically significant difference between the mean score of the experimental group and the control group on the post administration of the listening comprehension test in favor of the experimental group.
- There is a statistically significant difference in the mean score of the experimental group's students, exposed to the flipped classroom-based program, on the pre/posttest of listening comprehension.

Significance of the Research

The present research would hopefully be beneficial for:

1. The present research may provide curriculum designers and decision makers with the listening comprehension skills needed to be taken into consideration while planning EFL curriculum for prep students.
2. This research may help to develop curricula that meet modern directions in field of information and communication technology, and in field of education to employ modern teaching methods such as flipped classroom.

3. This research will hopefully help language teachers in making the classroom environment more engaging and more productive.
4. This research would show the feasibility of integrating technology in language teaching, thereby helping EFL teachers teach listening skills effectively.
5. This research may help to change learners` role from passive to active EFL learners.
6. This research may help prep students to develop their listening comprehension skills and strengthen communicative competenc.

Delimitations of the Research

The present research is delimited to:

1. Two groups of students randomly selected from first year prep students in Tal Elqalzam prep school for girls in Suez governorate.
2. The first term of the academic year 2021-2022.
3. A number of listening comprehension skills: Identify the main idea of the utterance, Extract Specific information, Guess the meaning of new vocabulary in the utterance, identify specific details and discriminating between relevant and irrelevant ideas.

Definition of Terms

1. Flipped Classroom Based program

The flipped classroom program is operationally defined as an instructional model in which students receive basic knowledge through online videos or recorded sessions and then answer a quiz on them before, during and after session (out of classroom practices). During classroom time, Students ask and answer questions about the content and engage in active learning activities where they practice what they learned from online videos and recorded sessions they viewed (in classroom practices).

2. Listening Comprehension

Listening comprehension is operationally defined as the process of understanding, interpreting, and evaluating the spoken language as manifested in prep students' ability to: Identify the main idea of the utterance, Extract Specific information, Guess the meaning of new vocabulary in the utterance, identify specific details, Discriminating between relevant and irrelevant ideas.

Review of Related literature

One of the popular methods in Blended Learning is Flipped classroom (Tazijan et al., 2016). This classroom instructional model has recently received increased levels of attention in educational institutions and empirical research studies (Clark, 2015; Butt, 2014; and Brunzell and Horejsi, 2013). Despite the buzz around the flipped classroom as an exciting new topic in educational research, there is a lack of consensus on what exactly the flipped classroom is. The following are trials to define the term.

The flipped classroom strategy, which was first introduced by Khan (2012) and later developed by Bergmann and Sams (2012), is defined as an educational strategy in which teacher-created content is viewed outside of scheduled class time, freeing up teacher and student time for more collaborative efforts in class (Mehring, 2014). Additionally, the Flipped Learning Network (FLN) defines flipped classroom as a pedagogical strategy in which direct instruction shifts from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter with the aid of one or more technologies (FLN, 2014). Yemma (2015) characterized flipped learning as an educational strategy that shifts direct instruction from the classroom and delivers it online via a technology, allowing class time to be used for more student-centered active learning activities. This definition is in line with other recent researches.

Inverted learning is another name for flipped classroom (Mehring, 2014). The idea of substituting classwork for homework is where the terms "flipped" and "inverted" came from (Ash, 2012). Accordingly, Bishop and Verleger (2013) defined flipped or inverted instruction as a reversal of traditional teaching in which students are exposed to new material for the first time outside of class, typically through reading or lecture videos, and then use class time to assimilate that knowledge through strategies like problem-solving, discussion, or debates.

The flipped classroom strategy has evolved as a result of the development of mobile devices and multimedia, the paradigm changed toward student-centered learning approaches, and the requirement to equip students with 21st century skills. As a result, it becomes necessary to

substitute recorded lessons or films that may be viewed or listened to outside of the classroom for direct instruction. Bretzmann (2013) encourages students to self-study course materials at home via videos, podcasts, books, websites, or blogs while class time is used to complete homework or tasks to further their understanding of crucial ideas or information. As a result, flipped classroom is growing in acceptance. Instead of sitting through a traditional in-person lecture, it involves giving students the basic course material to work through on their own time, frequently by watching a recorded session or finishing a guided reading. By doing this, class time is freed up for group problem-solving assignments, demonstrations, experiments, questions and answers, and other interesting activities (Saitta, Morrison, Waldrop and Bowdon, 2016).

The flipped classroom strategy is one of the modern technologies-based teaching strategies (Delozier, 2017). The Flipped classroom (inverted classroom) strategy has received more attention in recent years, primarily due to the available use of technology for recording and distributing video lectures (Chen Hsieh, 2017). However, despite a great deal of media attention to the flipped classroom research regarding the specifics of this pedagogical approach is only beginning to be published (Jungic et.al, 2014). A flipped classroom is a type of learning in which students view lectures online while working on problem sets in class with other students. It can be an improvement over traditional instruction (Estes et.al, 2014).

The flipped classroom refers to the re-adjustment of time in and out of the classroom, children will be able to concentrate more and gain a deeper understanding during the precious class time (Xu, Ziling, 2018).

Experts and academics have discussed the flipped classroom from many perspectives. Trucker (2012) thinks that it challenges established teaching methods, disseminates knowledge outside of the classroom via the internet, and encourages classroom conversations concerning homework. Sarasyifa (2018) holds that the flipped classroom is an innovative classroom structure that uses technology to transfer lectures outside of the classroom and learning activities to practice concepts inside the classroom.

Abeyssekera (2015) thinks the flipped classroom has so many advantages. It makes the process of the imparting knowledge outside the classroom, gives students more freedom and allows students to choose the most suitable way to acquire new knowledge (Wallace, 2014)

Regarding the flipped classroom strategy, the learning environment is student- centered rather than teacher- centered (Acedo, 2013). In the student- centered classroom, students share responsibility for their learning and become more engaged in the learning process. This typically means that students are introduced to content prior to/ outside of class in order to then practice what they have learned in a guided setting (Muldrow, 2013). It has been argued that using flipped classroom strategy in EFL listening comprehension can provide the students with valuable resources to complement their studies and enhance their listening comprehension skills.

Importance of Flipped Classroom Strategy

The flipped classroom helps students develop the 4Cs, which are essential for success in the 21st century (critical thinking, communication, collaboration and creation) (Iyer,2019). As they work on the group projects and presentations that have been assigned to them, students can employ critical thinking and problem solving. When students work in pairs and groups in class, they can communicate and work together. The new software and websites that the teacher provides for independent learning assignments assigned both inside and outside of the classroom also allow them to be inventive and creative while using technology (Bishop & Verleger, 2013; and Hughes, 2012).

The educational objective of flipped classroom can be addressed based on the Taxonomy of Educational Objectives proposed by Bloom (1994) and modified by Anderson and Krathwohl (2001). There are six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation.

In flipped classroom, what students do before and after the class belongs to remembering and understanding, that is, the lower levels of cognitive learning (Asadi,2020). Instruction from video is used to express the basic contents of the target subjects. In class, the higher levels of cognitive learning are cultivated, such as applying, analyzing, and evaluating (Francl 2014).

It is evident that the teacher's role in the class shifts from being an instructor to a learning facilitator and a problem-solving

counselor (Ash,2012). They can use in-class discussion, collaborative learning activities, individual guidance, and other strategies to promote students' self-reflection ability to help them attain higher levels of cognitive learning behavior, such as applying, analyzing, and evaluating (Spencer et al. 2011).

One of the objectives of flipped classroom is to promote self-directed learning. With the help of mobile and wireless communication technologies, flipped classroom is a more student-centered approach which can foster their self-directed learning through student (Sarasyifa, Dove, 2018).

Components of flipped classroom

Flipped classroom involves much more than adding technology and out-of-class video activities to the lessons; it requires both teachers and students to flip the way they fundamentally view education (Adams& Dove, 2018).

Regardless of what it is called and how it is implemented, the overall purpose of flipped instruction is to change classroom dynamics by using technology to present instruction outside of class therefore freeing the instructor and class time for more interactive tasks (Elsakka,2016) and additional scaffolding, including team work, individual discussions with the teacher, group and class and even reiteration of the content where needed (Bergmann &Sams,2012; Kim, Byun, &Lee,2012).

A flipped classroom teaching style consists of two elements, and there is no one way to flip a course (Dewey, 2013). The first is direct instruction utilizing video lectures outside of class, and the second is active face-to-face learning inside the class (Sharpley et al., 2014). The video lecture is frequently seen as the key component of the flipped approach (Educause Learning Initiative, 2012). However, it is the teacher's integration of the films into a broader strategy that makes the difference, not the movies themselves (Tucker, 2012). Such a lecture can either be chosen from websites (like YouTube EDU, the Khan Academy, and PBS) or recorded by the instructor and published to the Internet (Halili & Zainuddin, 2015).

Some guidelines can be introduced regarding the use of video lectures in flipped classrooms. The first guideline is that the videos should be short (Bergman & Sams, 2012) because lengthy videos can double the students' workload without necessarily providing added value (Slomanson, 2014). In this respect, Raths (2014) suggests that the long video should be broken up

into sections with interactive elements. Another guideline is that the video lecture should be interactive (Bergman & Sams, 2012). Ash (2012) advises teachers to find a way to engage students in the videos such as requiring students to take notes on the videos, ask questions about the videos, or engage in discussion about them.

There is more to the flipped classroom than just posting a video lecture online. Teachers should therefore focus on the second aspect of the flipped classroom: class time (Slomanson, 2014). The design of the classroom component will determine whether or not flipping is successful (Sharples, et al., 2014). The flipped classroom paradigm has established less lecturing and more activity in the classroom, according to Bergmann and Sams (2014). For instance, Maher, Lipford, and Singh (2013) recommend that students spend time in the classroom working on activities that create a learning environment of collaboration with peers, while Rapoport (2013) suggests using classroom time to address questions students have about the fundamental material. According to Sharples, et al. (2014), the flipped classroom environment should be designed to reflect and promote a move toward teamwork and group projects.

Theoretical Foundations of the flipped classroom

Theoretical foundations for flipping the classroom center on the benefits of skipping lectures during class time. These come from a substantial body of research on theories of student-centered learning, which mainly draws on the theories of Piaget (1967) and Vygotsky (1978). (Bishop and Verleger, 2013). The Zone of Proximal Development (ZPD), Kolb's experiential learning model, and other constructivist learning theories have contributed to the shift to flipped learning (ElSakka, 2016).

In a flipped classroom paradigm, learning activities are influenced by Vygotsky's social learning theory as well as ZPD. According to Vygotsky's social learning theory, a learner's social connection with their peers is essential for optimal cognitive development (Wang, Tianshu: 2019). The constructivist learning theory's central idea, Vygotsky's Zone of Proximal Development (ZPD), is crucial to understanding how the flipped classroom works. The Zone of Proximal Development was described by Vygotsky as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined by problem solving under adult guidance or in collaboration

with more capable peers" (Vygotsky, 1978, p. 86). The ZPD is simplified into a flipped classroom setting, enabling students of various academic levels to collaborate.

Last but not least, the flipped classroom strategy makes extensive use of Kolb's experience learning theory from 1984. Kolb & Kolb (2005; cited in Yemma 2015: 205) argued that "developing learning spaces that support growth-producing experiences for learners might achieve the enhancement of experiential learning." The flipped classroom method is based on Kolb's experiential learning pedagogies and instructional strategies.

Research on flipped classroom approach

Data from empirical studies, to the researcher's knowledge, is hardly available for the flipped learning approach. The term has become popular in educational circles, but it seems that few researchers and practitioners have embraced the concept enough to do empirical studies on the topic. There are previous studies which confirm the importance of the flipped classroom strategy for students.

The studies of (Wang, Tianshu: 2019), (Yildirim, Fatih Serdar & Kiray, Seyit Ahmet: 2016) and (Uzunboylu, H., & Karagozlu, D.: 2015) confirmed the importance of using flipped classroom approach in education to improve the quality of interaction by integrating technology-enhanced multimodality. In addition to procedures of flipped classroom model.

Liman, A. N. & et al. (2015). entitled " Efficacy of assistive technology on the educational program of children with learning disabilities in inclusive classrooms of Plateau State Nigeria" "The purpose of this research was to find out how assistive technology can be effectively used as part of the educational programs of children with learning disabilities in an inclusive classroom setting-by investigating the teachers' perceptions regarding the use of assistive technology. Using a cross-sectional survey, the sample includes the teachers of the children with learning disabilities from (3) selected schools that consisted (40) respondents. The results revealed that assistive technology can be used to improve the educational program of children with learning disabilities and revealed that bond existed between assistive technology and inclusive education as regards to children with learning disabilities.

Several studies were carried out using the flipped learning strategy in EFL classrooms. Most of these studies proved that using the flipped learning strategy helped in developing oral communication skills.

Ahmad (2016) conducted a study to investigate using the flipped classroom to develop Egyptian EFL students' listening comprehension. Results revealed that there was a statistically significant improvement in students' listening comprehension between the pre- and post-test.

El Sakka (2016) investigated using the flipped classroom to develop EFL freshman university students' listening comprehension. It was shown that statistically significant differences between the students' mean scores of the test favoring the post test.

Saqr (2016) used the flipped classroom approach to improve EFL preparatory stage students' listening skills. The results showed a clear progress in the performance of the experimental group than the control group.

Some studies investigated the perceptions of teachers and students about the flipped classroom. Concerning teachers, Maloy, Edwards (2014), and Fares (2021) 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 by Pierce and Fox (2012) revealed that 96% of the respondents agreed that viewing video lectures before class was important, 79% agreed that increased teacher-student interaction was desirable, and 62% expressed a desire for more teachers to use the 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.

Methodology

Design

The present research is a pre-post quasi-experimental study. The researcher used one experimental group and one control group. The purpose of this research was to investigate the effect of the flipped classroom instruction on prep students' listening comprehension skills. The experimental group received instruction using the proposed program that based on flipped classroom instruction for developing their listening comprehension skills. On the other hand, students in the control group received their regular instruction. The program was taught over a period of two months during the first term of 2021-2022 academic year.

Participants

The participants of the research included 88 students who were randomly chosen and divided into two groups: experimental (N=44) and control (N=44) at governmental school in Suez (Tal Elqalzam prep school for girls). All participants spent 6 years learning EFL.

Instruments and Materials

A listening comprehension test was developed by the researcher to measure the participants' level of listening comprehension before and after the experiment. The test is composed of twenty-six questions for twenty-six scores. The major aim of that test was to measure the students' level in some listening comprehension skills. Each text will be listened to twice. After

listening to each part, participants have to mark the suitable answer for the accompanied questions.

The listening test examined the following sub-skills: Identifying the main idea of the utterance, Extracting Specific information, Guessing the meaning of new vocabulary in the utterance, Identifying specific details and Discriminating between relevant and irrelevant ideas.

To achieve tests' validity, a jury of TEFL specialists was consulted to check the content. These members of the jury were asked to establish content validity, determine if the test did indeed measure the listening comprehension skills in addition to writing their critical point of view and other suggestions.

On receiving the returned evaluated instrument, some revisions were made based on the judgments of the members of the jury. * The following remarks were highlighted: -

- 1- Modifying some questions to be easier and appropriateness the selected skills.
- 2- Changing some questions because they did not measure what they were intended to measure

The revised test was tried out with 32 first-year prep students (out of the sample of the study) to check the level of difficulty of test items and the discrimination index. The correlation coefficient of Spearman Brown Prophecy formula was calculated. The test- retest method was used a total of 32 first – year prep students were tested then retested two weeks later. The split-half method was used to obtain the test reliability. The test was administered to a sample of 32 students in Tal Elqalzam prep school for girls. Those students were not included in the study participants. The correlation coefficient of Spearman Brown Prophecy formula was calculated. The reliability coefficient was between (.652 and .874) this means that the test was reliable. So, it was applicable in its final version.

Table (1): Spilt-half method of Reliability of the test to an exploratory sample N=32

Listening comprehension sub-skill	Before Spearman Brown Formula	After Spearman Brown Formula
1- Identify the main idea from the utterance	.652	.789
2-Guess the meaning of the new vocabulary in the listening text	.575	.730
3- Extract specific information from the utterance	.565	.735
4- Identify specific details	.519	.683
5- Discriminate between relevant and irrelevant idea	.470	.590
Total	.776	.874

As shown in table (1), the reliability coefficient was between (.652 and .874) this means that the test was reliable. So, it was applicable in its final version.

Materials of the Research

This research included a suggested program based on flipped classroom approach to teach listening to EFL first year prep students in Tal Elqalzam prep school for girls in Suez.

Objectives of the program

The general aim of this program is to develop the participants' listening comprehension skills. By the end of the program, the participants will be able to: - Identify the main idea of the utterance, Extract specific information, Guessing the meaning of the new vocabulary in the utterance, Identify specific details and Discriminate between relevant and irrelevant ideas.

The flipped classroom program includes two main components: (In-class practices, and out-of-class practices). The first component requires human interaction (in-class activities), while the second one is automated through

the use of computer technologies such as video lectures and an educational class weblog designed on Edmodo platform for the study (out-of-class activities).

As for the in-class practices, the active learning, problem-Based Learning, Cooperative Learning, Peer-Assisted, Collaborative, and Cooperative Learning provide the philosophical bases for their design. During class time, the most commonly used ways of teaching are discussion, whether in small groups or as a whole class and questioning. Time is also spent solving problems concerning the materials they watched or listened to at home.

As for the out-of-class practices, the teacher prepares the videos or Presentation and the students listen to the video or Presentation on Edmodo and The Listening Process goes Through Three Phases before Listening, While Listening and after Listening and The Teacher decides What Suitable activities to use depending on the aims of the session and The Learners in groups.

Ten pre-recorded video lectures were designed by the researcher to teach the intended listening excerpts to students out of class. They were followed by answering some questions about them. Before in-class sessions, students were given the link of the session on Edmodo platform to watch the session at home to prepare them for the coming session. During in-class sessions discussions and problem-solving activities concerning what they have watched are held.

The listening materials used in the experiment are the materials provided to prep students taken from new Hello! English for preparatory during the first term of 2021-2022 academic year. The course includes ten listening excerpts about different topics selected from Egyptian knowledge bank (EKB) and teacher`s guide. Excerpts number 1, 6,9,10 were audio recordings while excerpts number 2, 3, 4,5,7,8 were video recordings. The rationale for choosing these excerpts is their appropriateness in length, speed, content and so on. The first excerpt is about holiday topic. The second talks about Egyptian food. The third excerpt is about technology, while the fourth introduces football. The fifth excerpt is about schools around the world. The sixth introduces the different types of hobbies. The seventh handles travel around Egypt (tourism in Egypt). The eighth is about an Egyptian game. The ninth is about family relationships. The last one is about visiting the zoo. The questions for the ten excerpts ranged from true

or false, matching, short answer questions choose the correct answer, and ordering. All the ten excerpts have both video and audio versions.

The steps and procedures followed

1. Step One: Deciding the lesson to be flipped

The lesson to be flipped is chosen. The researcher begins to determine the learning outcomes of the lesson.

1. Step two: designing the content

The researcher designs the content through videos, audios, power point presentations, and delivers it to the students before the next class. At home, students watch the videos, listens to the audios and the other materials assigned by the researcher. They have to remember the information provided, understand the lesson ideas and analyze the content provided.

3. Step three: In-class session

Inside the classroom, students are engaged in active learning activities, discussions, collaborative learning, and critical thinking skills and so on. Besides, pair and group work are implemented to encourage students' participation and engagement. Most of the class time is devoted for student-centered learning. The teacher role is a facilitator and supporter of learning; he encourages students to participate and controls the activities been implemented.

2. Step four: follow-up session

Students have to do projects, presentations and assignments related to the lesson through searching the web for more resources. These activities are evaluated by the teacher to make sure that the learning outcomes are achieved.

To ensure the validity of the model, a jury of TEFL experts reviewed the model and expressed their perspectives concerning it. Some reviewers gave recommendations concerning the in-class sessions. Others gave suggestions concerning the recorded lectures. All these suggestions and recommendations were put into consideration during modifying the program. However, the program was seen to be clear and concise.

Procedures

1. pretesting

Before being exposed to the flipped classroom-based program, all participants were pre tested on listening comprehension using the listening comprehension test.

2. Treatment

After pre-testing the participants in listening comprehension, they were taught listening comprehension through the flipped classroom-based program. The program revolves around teaching some listening comprehension strategies through the flipped classroom program. Those strategies are divided into three main kinds before listening strategies, during listening strategies and after listening strategies. The before listening strategies include: guessing the meaning of new words, and making predictions about the listening materials. As for during listening strategies, they include taking notes and listening for answers. After listening strategies contain listening for specific details, and recognizing cognates. Those specific strategies are chosen because they are consistent with the listening process, appropriate to the target learners, and proven to be teachable and finally, have strong empirical support. The program is divided into two parts: out of class video recordings and power point presentations and in-class activities. During the period of the study, before each session, the researcher gives the participants the time of upload the session on the flipped classroom group on Edmodo platform to watch at home and prepare themselves for the coming in-class meeting. To ensure that all participants will watch the recorded session, the researcher gives them some questions, or asks them to take notes about the content of the digitally assigned session. Also, in-class quizzes at the beginning of each in-class session were a valuable way to motivate the participants to watch the video-recordings before coming to class. Also, the researcher has also kept a class weblog housing web links for the instructional videos, providing handouts and other guidance for students, supplying a place for students to post their questions and/or discuss content, and for sharing assignments during the period of the study.

Each session lasted for 60 minutes. Each session started with a 10–15-minute mini quiz on the assigned recorded session. Then, the researcher opens a group discussion about the listening strategies of the video recorded session they watched at home, the main aims of the session, the difficulties they encountered while watching, how they applied the strategies while listening. Finally, in groups, participants answer questions about the listening materials they watched at home. At the end of the in-class session,

the researcher gives the participants the time of the new recorded session to watch at home.

3. Post testing

At the end of the experiment, the listening comprehension posttest was administered to the participants. The researcher calculated the differences in the mean scores of the pre and posttest of listening comprehension in order to determine whether there was improvement in the participants' listening comprehension or not after being exposed to the flipped classroom-based program.

Results and Discussion

The t-test was used to investigate the hypothesis of the study which stated that "There would be a statistically significant difference in the mean score of the experimental group exposed to the flipped classroom-based program on the pre and posttest of listening comprehension". The result of the t-test is shown in the following table:

Table (2): T-test for the difference in the mean scores of the experimental group on the pre and the post tests of listening comprehension

test	N	M	SD	DF	T-value	Sig.
pre	44	10.697	5.244	43	-	0.00*
post	44	23.883	3.540			

* $P \leq 0.05$ (significant)

As shown in table (2), the t-test revealed a significant difference in the experimental group mean scores between the pre –posttest of listening comprehension ($t=-15.148$, $p \leq 0.05$). Using Eta Square, a large effect size for the difference in the mean scores was found ($d=13.186$, $d \leq 0.6$). This result reveals that participants have achieved significant improvement in their listening comprehension during the period of the experiment. Therefore, it was concluded that the flipped classroom-based program significantly improved the listening comprehension of participants. In the light of this statistical result, the hypothesis was accepted.

This significant finding might be due to different reasons. One of the possible explanations for the observed results in the nature of the flipped classroom-based program. Shifting the session's content from the classroom to out of the class, the researcher was able to devote class time to collaborative active learning activities to promote deeper learning with the students (Iyer, 2019).

The researcher was able to use class time to help participants go deeper with the listening content they listened to at home, thus freeing class time for more active learning activities might have improved the participants' listening comprehension. Additionally, through the recorded sessions, participants are able to watch and listen to the teacher as well as the listening material as many times as they need. Most students in listening classes complain about not being able to comprehend the listening material from the first listening. Thus, they need to listen again and again. In the traditional classrooms, the class time is not enough for re-listening to the materials. But in the flipped classroom, the session can be replayed as often as the student would like and the student can listen to the material as often as he would like to reinforce his listening comprehension and eliminate any misunderstanding. In other words, students are able to listen to the materials as many times as they wish and never need to feel embarrassed or reluctant to ask the teacher to play the tape record again. This not only helps to reinforce listening, but also gives struggling student more support with their listening comprehension. Another possible explanation may be the individualized nature of flipped classroom that enables each student to learn on his own time and at his own speed. The recorded sessions allow the researcher to give the participants more one-on-one instruction as well as give them the opportunity to ask questions about the listening materials that they find confusing or difficult. A further explanation is the teamwork abilities that flipped classroom provide.

In the present study, class time was used in engaging participants in active learning activities based on collaboration, interaction, and discussion in English which might have improved participants' listening comprehension. This explanation goes along with Jones's (2006) assertion that collaborative activities have long been shown to enhance learners' comprehensible input which, in turn, leads to greater understanding of aural texts. It also goes along with the findings of some

studies that found that active learning improves listening comprehension (e.g., Ashraf, Fatemi, & Naderi, 2013).

A flipped classroom allows students to have more time for collaborating with other students which can be a great learning experience for the students. This finding found empirical support in Fares study (2021) which found a positive impact of implementation the flipped learning program on Education English Majors' Listening Skills.

The second hypothesis of the study "There is a statistically significant difference between the mean score of the experimental group and the control group on the post administration of the listening comprehension test in favor of the experimental group". To test this hypothesis, t-test of independent samples was conducted on the mean scores of both the control and experimental groups on the post listening comprehension test. Results are displayed in following table:

Table (3): T-test for the control and the experimental groups` post listening comprehension test in each of listening comprehension skills

Listening comprehension skills	N	Mean		S. D		T	Significant
		Con.	Exp.	Con.	Exp.		
1- Identify the main idea from the utterance	44	2.250	4.659	1.296	.805	-10.472	Significant p>.01
2-Guess the meaning of the new vocabulary in the listening text	44	2.511	4.545	.882	.874	-10.792	Significant p>.01
3- Extract specific information from the utterance	44	2.227	4.636	1.075	.780	-12.027	Significant p>.01
4- Identify specific details	44	1.340	4.454	1.098	.998	-13.910	Significant p>.01
5- Discriminate between relevant and irrelevant idea	44	3.227	5.500	1.476	.902	-8.713	Significant p>.01

Table (3) shows that there are significant differences between the post-test mean scores of the experimental group and the control group on the selected listening comprehension skills at (0.01) level. This means that the experimental group achieved progress in each of the listening skills as a result of the training program. Therefore, the second hypothesis of the study is supported.

Based on the previous statistical analyses performed on data, a statistically significant difference existed in the mean scores of experimental group students on the pre-posttest of listening comprehension, in favor of posttest.

Conclusion

Within the delimitations of the study as well as the finding, the researcher could conclude that the suggested flipped classroom-based program was effective on developing the listening comprehension of EFL prep students' listening comprehension.

Recommendations:

In light of the finding of the study, the following recommendations have been formulated:

1. Flipped classroom strategies should be implemented by the teachers in listening classes.
2. Teachers should liberate themselves from the traditional ways of teaching and effectively apply the new approaches of teaching.
3. Enough time should be allocated to developing prep students listening comprehension.
4. Egyptian EFL prep students should develop their 21st century skills to be able to use innovative computer-assisted methods.
5. Using Edmodo platform as a response to emerging educational needs, and meet the needs of educators and learners.

Suggestions for Further Studies

The researcher suggests conducting the following studies:

- 1- Administering the flipped classroom to different school stages (primary and secondary).
- 2- Administering the flipped classroom to different college stages at the other grades.
- 3- A study to investigate the impact of FC on teaching other English language skills such as writing and reading.
- 4- A study to investigate using flipped classroom strategy on EFL critical listening.
- 5- EFL learners' attitudes towards using flipped classrooms in education.

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