

Developing Faculty of Education English Majors' Listening  
Skills through Using Flipped Learning Strategy

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**Abstract**

This study investigated the effect of using flipped learning strategy to develop Faculty of Education English Majors' Listening Skills. Sixty students were randomly selected from third year English majors at Faculty of Education, Minia University. The study adopted the quasi-experimental design. Participants of the study were divided into two equal groups. The experimental group was taught using the flipped learning strategy while the control group was taught using the traditional way of teaching. The instruments of the study included a needs assessment questionnaire and a listening test. Based on the statistical Analysis(T-test), the obtained data showed that the flipped learning participants performed better than those of the control group in listening skills. Thus, the flipped learning program proved to be effective in developing the listening skills of Faculty of Education English Majors.

**Keywords:** Flipped learning strategy-Listening skills

## تنمية مهارات الاستماع لدي طلاب كلية التربية شعبة اللغة الانجليزية من خلال استخدام استراتيجية التعلم المعكوس

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### المستخلص

حاولت الدراسة الحالية تنمية مهارات الاستماع لدي طلاب كلية التربية شعبة اللغة الانجليزية من خلال استخدام استراتيجية التعلم المعكوس. تكونت العينة من 60 طالب وتم تقسيمهم الي مجموعتين: مجموعة ضابطة واخري تجريبية. تم استخدام التعلم المعكوس لتنمية مهارات الاستماع للمجموعة التجريبية بينما المجموعة الضابطة تم تدريس الاستماع بالطريقة التقليدية. شملت ادوات الدراسة اختبار الاستماع واستبيان تحليل الاحتياجات. من خلال استخدام التحليل الاحصائي المناسب تبين ان المجموعة التجريبية حصلت على درجات اعلي من المجموعة الضابطة في اختبار الاستماع. لذلك، ثبت فعالية استراتيجية التعلم المعكوس في تنمية مهارات الاستماع لطلاب كلية التربية شعبة اللغة الانجليزية.

الكلمات المفتاحية: استراتيجية التعلم المعكوس - مهارات الاستماع

## Introduction

English is an important means of communication which is used all over the world. Language is one of the tools by which human beings communicate with each other. It is the ability to understand what is heard or read, and it is the ability to express oneself in speaking and writing. Therefore, it refers to receiving as well as producing messages, either spoken or written. The main aim of language teaching is concerned with improving the learners' ability to take part in the process of communication.

Listening is an important part of oral communication and the whole education process because people learn it before learning to read, write, and speak. Listening is the first sense that a human being uses as soon as he is born and the first mean of communication with society and the world. Moreover, it is the window in which the brain receives messages from any spoken material. Listening is the ability to understand a message which a speaker tries to deliver. Brown defined listening as the psychomotor process of receiving sound waves through the ears and transmitting them through nerve impulses to the brain (Roth & Suppasetsee, 2016). Steil (1997) indicated that listening is a complex process of sensing, interpreting, storing, evaluating, and responding to oral messages.

Johnson (2000) pointed out that listening effectively to others could be the most powerful and fundamental communication tool. Listening is a very important life skill because we cannot

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communicate without listening to the speaker's speech and understanding them (Ismail, 2017). Listening includes listening and understanding what we hear at the same time. It is necessary for acquiring comprehensible input that is needed for language development. According to Lin (2002), learners with good listening comprehension abilities have the ability to participate efficiently in class. Teaching listening skills is one of the most difficult tasks for any English language instructor. That is because the listening skill can be taught over a long period of time and by great effort and practice.

Over the past decades, Internet and computer technology increase their importance in people's daily lives. Learning English as a foreign language requires using new innovations in teaching and learning. English language instructors increasingly use the technology to create more engaging, encouraging, and motivating classroom environment, to provide rich learning experiences to students, and to make their lessons more interesting and attractive. A new strategy called flipped learning used technology to facilitate learning.

A flipped classroom is a part of the blended learning model in which students have more flexibility in their own learning and have control over their time and place (Staker& Horn, 2012). The input of the flipped model is given through digital videos out of class, and what is done at home is carried out in class. Therefore, teachers work with students in a one-on-one tutorial mode through this

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model (Hamdan et al., 2013). They can record videos, add more interesting elements, and share previously recorded videos from other teachers. Students should watch the videos before attending the classroom paving the way for students to be engaged in classroom activities. The flipped part of the flipped classroom shows that students watch or listen to lectures on their own time with pausing, rewinding, taking notes, and re-watching the lectures as many times as is necessary for understanding the material at home and doing the harder work in class through strategies such as debates, problem-solving, or group discussion.

### **Context of the problem**

To deeply investigate the problem, the researcher administrated a listening test to the third-year English majors. The purpose was to know if the students have problems in listening skills. The scores of most students confirmed that they have problems in listening skills as Their scores were low. The researcher also administrated a questionnaire of the sub skills to determine the needed sub skills of this grade. Therefore, the researcher wanted to know if the flipped learning strategy has an effect on developing 3rd year English majors' listening skills.

### **Statement of the problem**

The present research aimed to investigate using flipped learning strategy to develop listening skills of third year English majors.

### **Objectives of the study**

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This study aimed to identify the effect of using flipped learning strategy on developing listening skills of third year English majors.

### **Hypotheses of the study**

This study tried to test the following hypothesis:

- There is a statistically significant difference (favoring the experimental group) between the mean scores obtained by the experimental group and the control group on the listening posttest.

### **Significance of the study**

- It can be a real contribution of using flipped learning in EFL contexts.
- It may help students to enhance their listening skills by using online materials found in the flipped learning strategy.
- EFL teachers may benefit from the study as it helps students focus on a new strategy that reverses learning and makes it interesting and enjoyable.

### **Delimitations of the study**

The current study was delimited to:

**Participants:** only 60 third year English majors participated in this study (30 experimental group students & 30 control group students).

**Time duration:** the experiment lasted for one semester in the academic year 2020/2021.

**Place:** Faculty of Education, Minia University.

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**Definition of terms**

**1. Flipped learning:**

Lage et al. (2000) stated that “Inverting the classroom means that instruction that has traditionally taken place inside the classroom now takes place outside the classroom and vice versa”.

The operational definition: It is a combination of inside and outside classroom learning activities in which students learn according to their needs, abilities, and individual differences, share their thoughts with others and take the responsibility of the outside-classroom activities through watching videos, PowerPoint, visiting course-related websites and in which teachers create an interactive inside-classroom environment which enhances the whole learning process.

**2. Listening skills:**

Caldwell (2008) defined listening as “the process of simultaneously extracting and constructing meaning through interaction with oral language “

The operational definition: It is an active process which enables the listener to extract specific information from the auditory text, extract the main idea, and paraphrasing what the speaker wants to deliver.

**Review of literature**

**Listening skills**

Listening is one of the most important skills in English language learning for EFL learners. It is also crucial for obtaining comprehensible input which is necessary for language

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development. it has been neglected by teachers for a long period of time in EFL classrooms. This negligence may be due to the complexity of listening skills, the unavailability of comprehensible input in EFL contexts, and few resources of teaching materials and equipment. Improving listening skills can have a massive impact on the learners' ability to speak a new language.

Listening is a skill that underlies all verbal communication inside and outside a classroom. No one can deny the importance of listening in EFL learning. people always use listening in all places. In everyday life, listening is used more than any other language skill. Sheila (2007) mentioned that listening is more complex than hearing. It is a process that consists of these stages: sensing, attending, understanding, and interpreting, remembering, and responding. Abedin et al. (2009) declared that listening does not mean hearing only, but it involves comprehension, and it acts as a bridge in the learning process. Janusik (2010) pointed out that listening is a process that involves perception, attention, interpretation, remembering, and responding. Listening means asking questions for clarification and paying attention to the desires and needs of others (Kouzes & Posner, 2007).

Hunsaker et al. (2008) mentioned that people who are listening are classified into one of these four categories: active listener, non-listener, evaluative listener, marginal listener. Active listening is considered the most effective level that requires a great amount of attention. Fang (2008) stated that the nature of listening



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comprehension requires encouraging the listener to focus on the active process of listening for meaning, using not only the linguistic clues but also paying attention to the non-linguistic knowledge.

Rost (2011) mentioned that listening skills can be classified into six categories: extensive, intensive, selective, responsive, interactive, and autonomous. Each type of these includes different listening abilities and requires different tasks and activities. Calomme et al. (2015) described listening as a complex task that ranges from perception to comprehension and it also requires the interaction of bottom-up and top-down cognitive processes.

According to Lin (2002), students can participate efficiently in class when having good listening comprehension abilities. Therefore, language teachers should make more effort to improve their students' listening comprehension. In spite of the importance of understanding the spoken utterance, many EFL students have difficulty to cope with the academic listening material (Otte, 2006). This might be due to difficulty of the nature of listening (Gonen, 2009) or because listening is the most neglected and the least taught of the four language skills (Brownell, 2013).

#### Listening Sub-skills

Vandergift and Goh (2012) mentioned that there are six main skills that are integral to the listening process:

- listening for details
- listening for main ideas
- listening for global understanding

- listening selectively
- listening and predicting
- listening and inferring

#### Flipped learning

Flipped classroom model is a way of using technology in teaching and learning, and thus promoting student-centered, active learning, and cooperative learning environment (Michael, 2006). El-Bassuony (2016) confirmed that Flipped learning is an active learning approach that concentrates on switching in-class instruction with at-home practicing using technology, especially videos. It is a pedagogical model in which homework assignments and classroom lectures are reversed. Through flipped classrooms, students learn lessons (i.e., through online or recorded videos, PowerPoint slides, etc.) before attending class, and spend most of the classroom time in productive activities such as workshops, solving problems, and interactive discussions and asking questions. Flipped classrooms change the traditional teaching in which the instruction is delivered outside classrooms while assignments are done in class (Du, et al. 2014).

Brunsell and Horejsi (2013) indicated that Flipped teaching or flipped learning can be a good example of the integration between traditional learning and blended learning. Lage, et al. (2000) defined flipped classroom as an instructional strategy in which learners do homework in classes and class work at home, with the goal to use time of class on discussions, problem-solving and individualized

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instruction. Flipped learning is defined as a modern, interactive, and dynamic instructional teaching strategy in which online learning and traditional learning are combined with appropriate tools of technology such as videos available to students for learning at home and before attending the class. Loucky (2017) stated that Flipped Learning is as “school work at home and home work at school”.

Wiginton (2013) confirmed that flipped learning is an educational instructional model that uses technology in order to change the location of homework and lecture. The flipped classroom is a new pedagogical method that employs asynchronous video lectures outside the classroom and practices problems as homework, and active, group-based problem-solving activities in the classroom. According to (Bergmann & Sams 2012), flipped learning can be achieved by delivering the content to students via video outside classrooms and the class time is used for discussions, activities, active problem solving and small group tutoring with the teacher.

Jarvis (2010) stated that A flipped classroom is a learner-centered learning environment concentrating on the students' experience of learning not on the delivery of classroom's instruction. In flipped classrooms, students learn via videos or PowerPoint prepared by the teacher before class (Lin & Hwang, 2018; Sams & Bergmann, 2013). The flipped classroom model “gives students more control over their learning,” and “gives students the responsibility for their learning” (Baker, 2000). The

flipped classroom Provides students with better opportunities to learn from other peers (Baker, 2000).

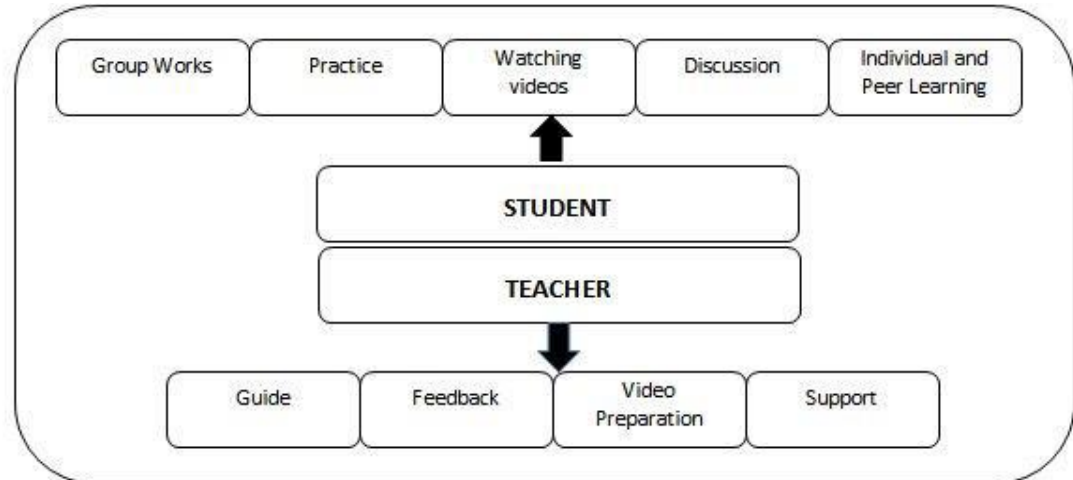


Figure (1) The role of teacher and student in flipped classroom

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

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a clear progress in the performance of the experimental group than the control group.

### Design of the Study

The researcher used the pre- and post-test quasi-experimental design. An experimental group and a control group were exposed to the listening test. The experimental group was taught using flipped learning strategy, while the other group was taught using the traditional way of instruction. The researcher taught the experimental group while the control group was assessed before and after the implementation.

### Duration of the Experiment

The experiment of the program was implemented during the first semester of the academic year 2020/2021. It lasted for 10 weeks, two hours a week, for a total of 20 hours.

### Variables

#### Independent Variable

- Using flipped learning strategy

#### Dependent Variables

- Developing 3rd year English majors' listening skills.

### Participants of the Study

The participants were sixty students who were randomly selected from 3rd year English majors, Faculty of Education, Minia University. They were equally divided into two groups. They were distributed to an experimental group, which included (30) students, and a control group, which included (30) students.

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## **Instruments of the Study**

The following instruments were adopted by the researcher:

- A needs assessment questionnaire
- A pre–posttest in listening

### **The pre–posttest in listening**

The pre–posttest in listening was prepared by the researcher.

#### **Construction**

It consisted of thirty–one multiple choice items concentrating on the listening subskills. The test required students to listen to conversations followed by multiple choice questions. Only one correct answer should be chosen. The maximum score of the test was 31. Only one mark was given to the correct item.

#### **Validity**

##### **I. Content Validity**

The content validity of the test was verified by the jury members. The test was submitted to eight jury members of TEFL staff members to judge its validity according to these criteria: the items measure the objectives or not, suitability of the items to the skills measured in the test, linguistic stating of test items, and suitability of model answers. After doing the modifications suggested by the jury members, the final form of the test was given to third year students.

##### **II. Statistical Validity**

Table (1): The internal Consistency between each item and the total score of the listening test (N = 30).

Item	Corrected item-total correlation	Item	Corrected item-total correlation	Item	Corrected item-total correlation
1	.592	12	.502	23	.484
2	.504	13	.480	24	.598
3	.495	14	.622	25	.310
4	.513	15	.513	26	.367
5	.359	16	.418	27	.605
6	.480	17	.439	28	.350
7	.412	18	.512	29	.386
8	.378	19	.557	30	.377
9	.370	20	.584	31	.429
10	.435	21	.581		
11	.469	22	.777		

### Reliability

To determine reliability of the listening test, the researcher used the Alpha-Cronbach's method.

Table (2) Alpha-Cronbach's Reliability Value of the listening test

N. of Items	Alpha-Cronbach's value
31	0.91

### Findings

#### Hypothesis One

Analysis of the gathered data using t-test indicated that the experimental group significantly achieved higher than the control group on the listening test. The t-value is (8.668) which is significant at (0.01) level. Therefore, the first hypothesis is

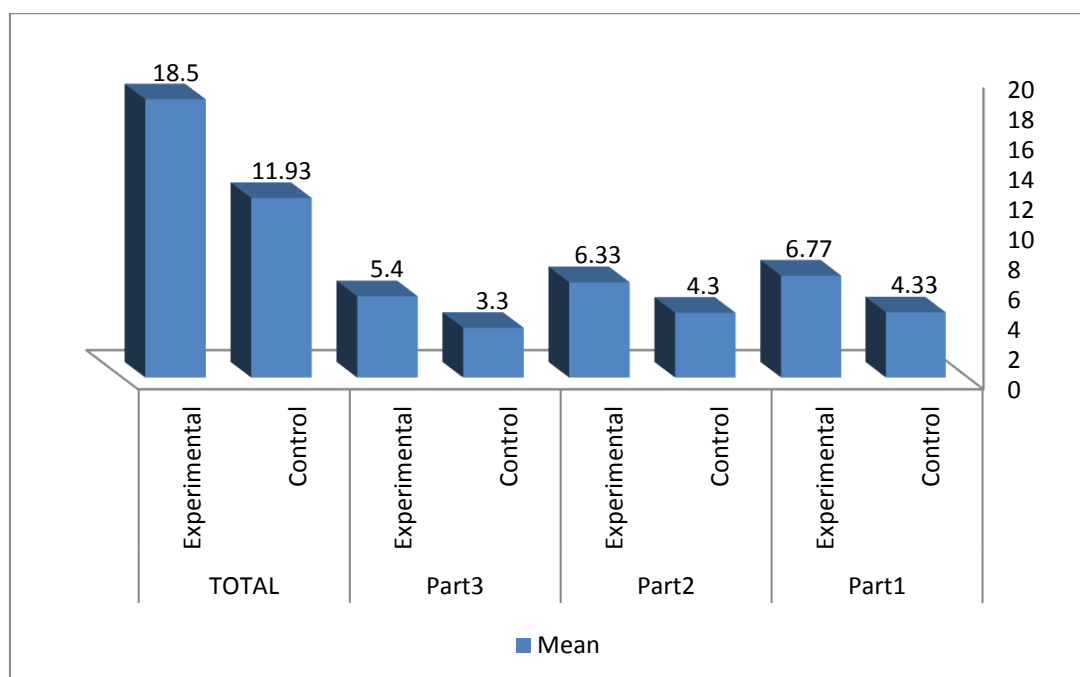
confirmed and accepted. Table (3) below shows the analysis of data in the post test for both groups (the experimental group and the control group) in the listening test.

Table (3) Mean Scores and t-test Value of the Post Administration of the Listening Test for Both Groups

Group	Mean	S.D.	t. value	DF	Sig.	Eta-squared
Experimental	18.50	3.46	8.668	58	0.000	.564
Control	11.93	2.28				

\*\* Significant at (0.01) level.

Figure (1) Difference between Experimental and Control groups on Listening Skills





## Discussion

The results obtained on the post testing of the listening skills confirmed the first hypothesis, there is a statistically significant difference (favoring the experimental group) between the mean scores obtained by participants of the experimental and control groups on the post listening test. These findings agreed with the findings of other studies conducted by Al-Rawashdeh (2019), Astri & Syarif & Ningsih (2019), Fadel (2019), Namaziandost & Neisi & Momtaz (2019), Vaezi & Afghari & Lotfi (2019), Mansi (2018), Ahmad (2016), El Sakka (2016), Saqr (2016), and Khalil (2015) which concluded that the use of FL develops students' listening skills.

## Conclusion

It can be concluded that the flipped learning strategy helped to develop students' listening skills.

## Recommendations

Based on the previous results of the current study, several recommendations should be taken into consideration:

- Using flipped classrooms for enhancing EFL learners' listening skills.
- Attention should be directed to develop listening skills at pre-college stages.
- Teaching listening should be emphasized in EFL syllabus for faculty of education students.

- EFL instructors should receive training on how to use flipped learning inside and outside classrooms.
- The EFL learners should be autonomous learners, active participants rather than passive recipients which promotes lifelong learning.
- investigating class time in active learning, rather than lecturing.

### **Suggestions for Further Research**

The researcher suggests conducting the following studies:

- Administering the flipped learning to different school stages (i.e., primary, preparatory, and secondary).
- Administering the flipped learning to different college stages at the other grades.
- A study to investigate the impact of FL on teaching other English language skills such as writing and reading.
- A study to investigate using flipped learning strategy on EFL critical listening
- EFL learners' attitudes towards using flipped classrooms in education.

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