

The Effect of flipped classroom on developing listening comprehension for students

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”اثر الصف المقلوب في تطوير الاستيعاب السماعي للطلبة”

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Abstract

The study aims at finding out the effect of flipped classroom on developing listening comprehension of second-year students in English language department. The study sample consists of 60 Iraqi EFL students enrolled in the English language department at College of Basic Education at Diyala University. It is distributed into two groups: the experimental group 30 students is taught by using flipped classroom and the control group 30 students is taught by using the traditional method. The main tool of the present study is measured by using listening comprehension test. Means, standard NCOVA were used to analyze the data. The study analysis reveals the following results: There are statistical significant differences in the mean scores between the experimental group students, and the control group students in favor of the experimental group.

المخلص :

هدفت الدراسة الحالية الى الاجابة على ما أثر استخدام الصف المعكوس في تطوير الاستيعاب السماعي للطلبة. وتألفت عينة الدراسة من ٦٠ طالبا من المرحلة الثانية في قسم اللغة الانكليزية بكلية التربية الأساسية في جامعة ديالى، العراق تم توزيعهم الى مجموعتين: المجموعة التجريبية وتم تدريسها باستخدام الصف المعكوس، وتضم ٣٠ طالبا، والمجموعة الضابطة وتم التدريس بالطريقة التقليدية، وتضم ٣٠ طالبا . وقامت الباحثة بقياس الاستيعاب السماعي كاداة رئيسية للبحث، وتم تحليل البيانات باستخدام تحليل التباين المصاحب (ANCOVA). وأظهرت نتائج التحليل الإحصائي الاتي: وجود فروق ذات دلالة إحصائية بين المجموعتين التجريبية والضابطة في الاستيعاب السماعي في الاختبار البعدي ولصالح المجموعة التجريبية.

Introduction

Moreover, Milman (2012) states that the flipped classroom will save the students' and teacher' times. The valuable time can be used in the classroom for discussing rather than listening to the lectures. The flipped classroom will make for more efficient instruction and activity during classroom hours and because students have already prepared learning materials before coming to the class, they have to be responsible for their own learning and the lecturer will act as a facilitator to guide more in learning rather than teaching. The rapid development of information and communication technology has a major influence on the development of the learning process in the world of education. This indirectly requires teachers to be more creative and innovative in teaching in order to adjust to the needs of today's students. In addition to ever-changing and evolving technologies, how effective learning processes are for students also changes over time. In the learning process there are many factors that can effect the achievement of learning goals. One of the factors that play an important role is the model or learning technique. The selection of learning models should be appropriate for the creation of an effective learning process. If the selected learning model does not suit the needs of students, it could be that the benefits obtained by students while studying will be less than optimal. For this reason, students need a pedagogical learning model as well as an instructional strategy. The

researcher noted that there is a weak interest in taking into account the principle of individual differences among students during the lesson, the use of these methods helps the students in their individual differences, and then reflects positively on increasing motivation, giving a role to the learner in the educational process

1.1 Flipped Learning: An Overview

Definition of Terms.

Flipped Classroom is a strategy that educators can provide by minimizing the amount of direct instruction in their teaching practice while maximizing interaction with each other (Jhonson, 2013).

Flipped Classroom is a new pedagogical method that uses asynchronous video and problem practice as homework as well as problem-solving activities that are carried out actively in groups in the classroom Bishop & Verleger (2013).

Flipped Classroom is a model that combines learning in the classroom and outside the classroom. In this learning method, teachers must be able to be facilitators between students both when the learning process in the classroom and the learning process outside the classroom.

The Flipped Learning Model.

The flipped or inverse learning model is a pedagogical approach in which the direct instruction is shifted from the group learning space to the individual learning space. As a result, the group learning space is transformed into a dynamic, interactive learning environment in which the teacher guides the students while they apply the concepts and get creatively involved in the subject (Flipped Learning Network, 2014:page 1). Teachers who want to delve deeper into this model must incorporate into their teaching practice the so-called four pillars of flipped learning: a flexible environment, a culture of learning, intentional content and a professional facilitator (Sams, Bergmann, Daniels, Bennett, Marshall & Arfstrom, 2014). A culture of learning refers to the fact that the investment in the class implies that the student must actively take responsibility for his or her own learning, under the guidance and direction of the teacher, in order to achieve significant learning .The implementation of the flipped model requires digital tools that offer teachers the ability to present the contents outside the classroom, for example, through videos recorded by the teacher or selected from any of the various sources available. Some of the tools used to record videos are: presentations(PowerPoint) with sound, Explain Everything .This model can be applied in the classroom with materials found on the Internet, as long as they are adapted to their learning objectives and have sufficient quality (Dez, 2017).There are numerous articles that have been published by secondary and university instructors on the efficiency of the model. In general, all studies highlight greater student involvement and an improvement in their attitudes in the learning process, greater interaction with the teaching staff and a significant increase in academic performance.

The Role of Learners, Teachers, and Materials in Flipped Learning Environment .

The Role of the Learner

In a flipped learning approach, learners are encouraged to take charge of their own learning. Although it may challenge those learners who are used to sitting down to listen to lectures, learners in a flipped classroom are expected to be able to support themselves and work collaboratively with their colleagues in learning. In addition, learners in a flipped classroom are required to explore the content in greater depth by themselves. They are also expected to be able to increase higher order thinking capacity according to the learning opportunities provided by the teachers. (Bergmann & Sams, 2012; Cockrum, 2014; Lockwood, 2014).

The Role of the Teacher

During flipped classroom time, the teachers' role is typically changed from "sage on the stage" to "guide on the side". Therefore, the teachers must be knowledgeable in the particular subject matter and also be able to elicit that knowledge from each learner. Due to the fact that the flipped learning approach provides the instruction outside of class time, teachers have more time to work with all learners and actively act as facilitators, coaches, mentors or advisors to help learners inside the classroom. The teachers also have more opportunities to give feedback on each learner's learning progress and help clarify some misconceptions from learning at their own pace. Another important role of the teacher is to be responsible for selecting the

content, authentic materials and creating the content video for learners since videos are the main resources for flipped classroom instruction. In addition, the teachers need to create an alternative assessment for learners to elicit and demonstrate their knowledge according to the prescribed learning outcomes (Bergmann & Sams, 2012).

The Role of the Materials

The materials that are typically used in flipped learning classrooms include videos and authentic materials. They are the central materials that contain the contents and direct instructions that are flipped from the traditional classroom. The videos, in this case, are great learning tool for learners in order to help them learn at their own pace outside of classroom. On the other hand, authentic materials such as news articles, advertisements, movies, songs, TV broadcasts, newspapers, magazines, etc. can be useful and meaningful learning materials for both inside and outside the classroom activities in a flipped classroom (Bergmann et al., 2012; Bergmann & Sams, 2012; Driscoll, 2012;).

.Why we use flipped classroom

The use of the Flipped Classroom learning model with the Google Classroom application can be used to measure students' learning outcomes. Such as reading, writing, listening, speaking and others. This study will focus on how students outcomes in listening skills after using the Flipped Classroom learning model with the Google Classroom application at the Vocational High School level. Listening in foreign language learning refers to an activity where the students are able to learn how to pronounce the words, use the intonation and stressing of words, and enrich new vocabulary. Therefore students knows how used it and able to speak, read, and even write. Since there are many reasons show the importance of listening, listening becomes learning compulsory subject in learning English, especially in English department. Using flipped classroom strategy gives some advantages for both of students and lecturer. According to Bergman, and Sams (2012;24), there are several advantages of flipped classroom strategy; students get help on difficult topic, lecturer-student interaction is enhanced, helpful when the lecturer is absent or cannot make a class, relationships with students are better, allows for differentiation of the students, creates an atmosphere of learning process, and helpful when students are absent.

Flipped Learning Approach in Comparison with Other Approaches in English Classroom.

To compare the flipped learning approach and other approaches to English classrooms especially in Thailand is another issue to be discussed. There are certain similar and different characteristics between the various pedagogical approaches.

In English language classroom, it is suggested that language learners should develop language proficiency around modes of communicative competence reflecting communication inside and outside classroom settings. One of the pedagogical approaches applied in teaching and learning English in Thailand is communicative language teaching or CLT approach. This approach allows learners to learn and practice the target language through interaction with one another and the instructor (Brown, 2014; Littlewood, 2011; Nunan, 2015). However, this approach views learner-centered classroom as the rule rather than exception and relies extensively on the functional-notational syllabus which places heavy demands on the learners. Moreover, this approach tries to promote fluency in speaking rather than the notion of accurate grammatical structure (Doman & Webb, 2017).

Another teaching approach that has been introduced in Thailand along with communicative language teaching is task-based language teaching also known as TBLT approach. In comparison to CLT approach, TBLT emphasizes classroom interaction, learner-centered teaching, authenticity of tasks and materials, and learners' experiences of learning. Despite using the tasks that are related to the real world situations, the issue of task complexity has been questioned by language educators and practitioners. In fact, learners need to have sufficient knowledge and competence in order to complete a task in a TBLT classroom (Brown, 2014; Littlewood, 2011; Nunan, 2015).

Similarly, the flipped learning approach emphasizes the interaction between learners through completing tasks and projects including communicative and collaborative tasks. However, the need for language instruction particularly of complicated grammatical structures that is introduced in classroom is reversed. The flipped learning approach allows instruction to happen outside of classroom via the use of video. Therefore, the time in classroom is primarily dedicated for language skills practice in which learners can get more direct feedback from their peers and the instructor as opposed to the time allocation in CLT or TBLT classroom. Additionally, the flipped learning approach allows for a great amount of engagement with

authentic materials outside of the classroom since it provides learners more opportunities to learn whenever and wherever they like unlike completing tasks in CLT or TBLT classroom (Doman & Webb, 2017; Sakulprasertsri & Vibulphol, 2016).

3. Methodology

3.1. Sample of the study

The sample of this study includes 60 students representing of 34% of the population are chosen purposefully from the second year students . Two divisions (A,C) are chosen randomly to represent the two groups of the study (the experimental group and the control group); division (A) included 30 students is chosen to be the experimental group and division (C) included 30 students to be the control group. Table (1) below, shows the distribution of the sample according to the independent variables for the study and the number of students in each division.

Table (1)
Distribution of the sample according to the independent variables and the number of students in each group

Total	Students		Independent variables	Group
	Female	Male		
30	16	14	lipped classroom method	Experimental
30	13	17	Traditional method	Control
60				

3.2. The Model.

The researcher develops a test to measure listening comprehension in the light of some previous studies. In this study the researcher set the objective for the study unit and analyzed for the developing skills book The test has been distributed to jury members such us Sundus Talib, Omer Almamory and Nagam Majeed. They modified the test to take its final version. The researcher uses the test on an exploratory sample 8 students of the second year students in English language department at college of basic education, during the first course of the academic year 2022/2023 and the reliability coefficient ronbach's alpha which was 0.86. Quazi-experimental Design has been used in this study with two groups: experimental and control, so that flipped classroom method is applied on the experimental group students, while the traditional method was applied on the control group students.

3.3. Study design.

The current study includes the following variables: flipped classroom method, traditional method and dependent variables. The study will follow the pre- test control group design, and it may be expressed by using the following symbols:

Experimental group				
Control group				

Whereas:

O1: The pre test of listening comprehension .
post test of listening comprehension .

O2: The

X: The independent variables (flipped classroom).

R: Control group (regular method).

3.4. Statistical Methods.

ANCOVA used to

answer the two question of the study and to test the hypothesis related to them.

3.5. Analysis.

This study aims at finding out the effect of flipped classroom method on developing listening comprehension on second years in English language department at Basic Education College at Diyala University .

Results concerning the research question: (What is the effect of flipped classroom on developing listening comprehension for second year in English language Department Basic Education College at Diyala University.

To answer the research question, means and standard deviations have been calculated for the students answers on the listening comprehension for the second year students in the English language Department in the College of Basic Education in Diyala University differences between the average of the experimental group and the control group in both pre and post- tests, and Table (2) shows that.

Table (2)

Means and standard deviations of the sample answers on the pre-post-tests listening comprehension

Group	N	Pre-Test		Post-Test	
		Mean	Std. Deviation	Mean	Std. Deviation
Experimental	30	3.84	1.74	6.64	1.48
Control	30	3.36	1.48	4.53	1.63

Table (2) shows that the students who are taught by flipped classroom method have the highest mean on listening comprehension post-test 6.64, while the mean of the control group was the lowest one 4.53. In order to answer the research question, the researcher uses ANCOVA, and Table 3 presents the results as follows:

Table (3)

The results of ANCOVA of the students listening comprehension performance on the post test

Source	Sum of Squares	DF	Mean Square	"F"	Sig.
Pre-Test	23.63	1	22.63	6.73	0.000
Teaching Method	254.60	1	252.53	13.64	0.000
Error	68.13	57	2.43		
Corrected Total	346.36	59			

Table (3) shows a significant differences with the level ($\alpha \leq 0.05$) in listening comprehension , the value of " F " was (13.64) which means rejecting the null hypothesis that states the following:

"There are no significant differences at the level ($\alpha \leq 0.05$) of using flipped classroom method in developing listening comprehension , when it is compared with the traditional method of the second year students in English language Department at Basic Education College, at Diyala University ".

The adjusted means and the standard error on the post listening comprehension are also calculated for the experimental group that studied the comprehension material by using flipped classroom method and the control group that studied using the traditional method and Table (4) shows that.

Table (4)

The adjusted means and standard error for the performance of the members of the study sample on listening comprehension post test

Group	Mean	Std. Error
Experimental	6.64	0.22
Control	4.53	0.22

Table (4) shows that the adjusted means for the experimental group is 6.64 and the standard error is 0.22 but the adjusted means of the control group is 4.53 and the standard error 0.22, which means that the significant differences is in favor of using flipped classroom as teaching method.

3.6. Discussion of Analysis

The results indicated that there were statistical significant differences in the listening comprehension post-test for the sample individuals, where there was an impact of using flipped classroom on listening comprehension test to the second year students who used flipped classroom . There are some studies was conducted related to the flipped classroom strategy. They are; Mehrnoosh Karimi (2016). students in Islamic Azad University, Isfahan Iran. Said fathy el said abdul Fattah (2015), Siti Hajar Halili, Zamzami Zainuddin (2015), Samah Zakareya Ahmad (2015). Since there are some researches that conducted in teaching, it proves that flipped classroom is the on appropriate strategy in teaching. Otherwise, this study aims to see the effectiveness of flipped classroom on students listening comprehension of first semester undergraduate students. The flipped classroom strategy through the mechanism of work, which simulates the digital generation, which provided the student with educational content electronically outside the classroom, which gave an advantage and advantage, through which the student was able to harmonize between the educational material and the student's desire to use tablets and the internet. In addition, flipped learning strategy reduced the individual differences between learners through the possibility of the learner, according to his perception of the content, to use the educational video more than once and control through stopping or continuing, which meets the wishes and ambition of the learner to control the educational material, and in line with what he stated (Mustafa Abdul Samy (2001). The rapid development in the world of technology and information, which has become an important and decisive factor in the educational process, through which the learner can obtain the educational material with minimal effort and time, represented by the flipped learning , which took into account the principle of diversity in the delivery of the material through the ability to present skills differently far from the traditional way. The researcher believes that the flipped classroom works to increase the student's thinking and the ability to self-learn through his control of the educational material, building experiences, communication skills and cooperation between students, building interrelated relationships between students and the teacher through communication.

4. Conclusions.

- The flipped learning style is of great importance on improving the listening skill .
- Teaching flipped learning method effectively addressed the individual differences between students.
- The effectiveness of teaching in the reverse learning style if we want to achieve a good qualitative achievement.
- Teaching with a flipped learning method has greatly contributed to minimizing the effort expended by the subject teacher in the process of correcting errors and providing feedback for the development of listening skill .
- In flipped classroom strategy lecturer send the material to students, then the students are able learn the about the material whenever they want, and wherever they want. Then in the classroom they have lot times to do some exercises to enhance their listening comprehension.

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