
**Using Flipped Learning Strategy with Parents' Assistance to
Develop Listening and Speaking Skills for Kindergarten
Children with Developmental Learning Disabilities**

A Research for Fulfilling Requirements of Ph.D. Degree in Education
(Kindergarten)

A Research Submitted by

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Abstract:

The research entitled "Using Flipped Learning Strategy with Parents' Assistance to Develop Listening and Speaking Skills for Kindergarten Children with Developmental Learning Disabilities" has aimed at using flipped learning strategy with parents' assistance to develop listening and speaking skills for kindergarten children with developmental learning disabilities. The sample was (40) children with learning disabilities from kindergarten stage (KG 2) their ages (5-6) years old. The researcher has used the experimental methodology with two groups (control and experimental) for four weeks. The results showed the effect of using flipped learning strategy with parents' assistance to develop listening and speaking skills for kindergarten children with developmental learning disabilities.

مستخلص البحث

دراسة بعنوان: "استخدام استراتيجيات التعلم المعكوس بمساعدة أولياء الأمور لتنمية مهارات الاستماع والتحدث باللغة الإنجليزية لأطفال الروضة ذوى صعوبات التعلم النمائية" يهدف هذا البحث إلى جذب الانتباه إلى استخدام استراتيجيات التعلم المقلوبة بمساعدة أولياء الأمور لتنمية مهارات الاستماع والتحدث باللغة الإنجليزية لأطفال الروضة ذوى صعوبات التعلم النمائية. وتهدف الدراسة الحالية إلى استخدام استراتيجيات التعلم المقلوبة بمساعدة أولياء الأمور لتنمية مهارات الاستماع والتحدث باللغة الإنجليزية لأطفال الروضة ذوى صعوبات التعلم النمائية. وقد أجريت الدراسة على عينة تكونت من (٢٠) طفل وطفلة بمرحلة رياض الأطفال (KG 2)، و تتراوح أعمارهم ما بين (٥-٦) سنوات تقريبا من أطفال صعوبات التعلم، وطبقت الدراسة المنهج التجريبي، ومجموعتين تجريبية وضابطة، واستمرت التجربة لمدة أربعة أسابيع. وأسفرت نتائج الدراسة عن فاعلية استخدام استراتيجيات التعلم المعكوس بمساعدة أولياء الأمور لتنمية مهارات الاستماع والتحدث باللغة الإنجليزية لأطفال الروضة ذوى صعوبات التعلم النمائية.

الكلمات المفتاحية: التعلم المعكوس، مهارات الاستماع، مهارات التحدث، وصعوبات التعلم النمائية.

Introduction:

In the age of information globalization and the spread of the internet, flipped learning has become necessary. Flipped learning will be a demand for the continuation of learning process. Along with technology advancements, the Egyptian education system requires to be transformed from a traditional system to a technology-based. In the Egyptian context, English is considered a foreign language to be acquired, thus it has hardly been practiced by children with learning disabilities outside classroom or in their everyday life especially the listening and speaking skills, so that parents' assistance can play an important role in supporting their children to develop their listening and speaking skills.

English language, as being one of the most advanced languages in the world with the widest circulation, has emerged as the most influential language in the modern world. In education, English has occupied a really significant position all over the world (Kumar, Neeraj: 2020, 10765).

The children with learning disabilities cannot be rehabilitated in the regular class (Liman, A. N. & et al: 2015, 24).

The flipped learning 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 & Shi, Yeli: 2018, 880).

In addition, the concept of a flipped learning refers to which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class (Bergmann, Jonathan and Sams, Aaron 2012:13).

Statement of the Problem

Throughout the world, there has been a boom in research on flipped learning teaching mode both at home and abroad (Xu, Ziling & Shi, Yeli: 2018, 881).

A child needs specially designed strategies to meet his unique needs. the challenges children with learning disabilities are facing in their learning, can only be reduced to a minimal level by the effective use of flipped learning (Liman, A. N. & et al :2015, 23).

Although flipped classroom is an active approach, it is not well recognized in our country. That is why the aim of this research is to draw attention to enforce flipped learning strategies to develop English listening and speaking skills for kindergarten children with developmental learning disabilities with the assistance of their parents.

Research Questions

To achieve the objectives of this research, the researcher was trying to provide answers to the following questions:

- 1- What are the required skills of listening and speaking for kindergarten children with developmental learning disabilities?
- 2- What is the effect of flipped learning strategy with parents' assistance on developing the listening and speaking skills for kindergarten children with developmental learning disabilities?

Importance of the research:

- This research shed light on the importance of flipped learning strategies.

- developing English listening and speaking skills for kindergarten children with developmental learning disabilities.
- showing the vital role of teacher with the assistance of parents.

Purpose of the research:

Using flipped learning strategy with parents' assistance to develop listening and speaking skills for kindergarten children with developmental learning disabilities.

Research terms:

Flipped learning:

The flipped learning is as a classroom in which children receive formal input through teacher-recorded video lessons and then further engage in a high level of low-stakes formative assessment outside of the classroom (Webb, M., & Doman, E.: 2016, 42).

Flipped learning is a new kind of teaching method that completes the transmission of knowledge outside classroom and realizes the internalization within the classroom (Xu, Ziling & Shi, Yeli: 2018, 881).

Listening Skills:

Listening is a language modality. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or nonverbal messages (Tyagi, B.: 1, 2013).

Speaking Skills:

Speaking skills are known as the forms of linguistic performance that the child speaks in order to express his thoughts in a way that makes it easier for the listener to reach him with his message (طعيمة، رشدي أحمد وآخرون: ٢٠٠٩، ٣٤٧).

Speaking is one manifestation of oral communication that is used to provide information through words spoken through a spoken tool. Speaking skills help to communicate ideas that are compiled and developed according to the needs of listeners (Saldaria, E., Ariawan, V. A. N., & Cahyani, I.:2019, 20).

Children with Developmental learning disabilities

A learning disability, according to the Individuals with Disabilities Act (IDEA), is a disorder in one or more of the basic cognitive abilities involved in understanding or using spoken or written language (Adebisi, Rufus Olanrewaju & Liman, Nalado Abubakar & Longpoe, Patricia Kwalzoom: 2015, 15).

Theoretical Framework

In this framework, first of all, the researcher shows the history of flipped learning, and how can listening and speaking skills be developed for kindergarten children with developmental learning disabilities, the next step will tackle listening skills and speaking skills, besides the correlation between listening skills and speaking skills. Then, the role of kindergarten teachers, in addition to the role of parents will be forward on. After that, the advantages of flipped learning, theories of flipped learning and implementation of a flipped learning will be handled along with the challenges which obstacle applying flipped learning. Finally, previous researches will be referred to.

1-The History of flipped learning:

There are many stages of flipped learning occurred during previous years. It can be clearly seen that the strategies of flipped learning have been advanced under the umbrella of technology.

In recent years, foreign research on flipped classroom started earlier. Before 2005 the study focused on the patterns of flip classroom, and since 2010

it has been concerned more about such aspects as active learning, and blended learning (Xu, Ziling & Shi, Yeli: 2018, 881).

In order to compensate the educational demands of 21st century children, it is important to use innovative approaches in education. The positive development in desire, interest and motivation of educators using technological equipments will be effective in spreading of this approach. In future studies, the applications of flipped classroom approach in different education levels can be analysed (Ozdamli, F. & Asiksoy, G.: 2016, 104).

In the last part of the twentieth century, a number of teaching methodologies developed that included a key role for listening, for example: the Audio-Lingual Method, with its focus on presentation of models; Communicative Language Teaching, with its focus on authentic conversation; Content-Based Instruction, with its focus on rich input; the Natural Approach, with its focus on immersion in comprehensible (Rost, Michael: 2013, 146).

Since the 1980s with the communicative language teaching, language classrooms have been dominated with approaches that allow children to receive a variety of input and then be given opportunities to produce output (Webb, M., & Doman, E.: 2016, 41).

It is beneficial to invest the advanced flipped learning strategies to develop listening and speaking skills for kindergarten children with developmental learning disabilities.

2-Developing Listening and Speaking Skills for Kindergarten Children with Developmental Learning Disabilities:

Language learning involves learning the four basic skills known as listening, speaking, reading and writing. These four skills are often grouped under two major language skills called receptive skill and productive skill. In the natural process of language acquisition and learning, listening skill is believed to

be the most fundamental and important skill on which the development of other language skills is based (Kumar, Neeraj: 2020, 10766).

Children differ in their mastery of listening skills. Some of them possess the lowest levels of these skills, others do not notice the voices well and do not understand the ideas, and some cannot remember the meaning of what they hear, and some do not understand the relationships between facts and ideas, and some do not follow the instructions (زهرا، حامد عبد السلام واخرون: ٢٠٠٧، ٢٨٧).

A-listening skills:

The researcher explains the vital role of listening skills and the stages of listening process in addition to strategies of listening with supporting of previous studies.

Listening means perceiving the sounds and finding the meaning that they have. Listening skills are the cornerstone for the development of the other skills since it allows the child to identify the sounds child hears and in this way store in child mental repository the meanings to which these sounds belong (Mendoza Chavarria, V. C.: 2019, 54).

We learn a language through listening first, then we develop the ability to speak and later we learn to read and write, the listening comprehension is the most important skill of the four skills the child must develop (Mendoza Chavarria, V. C.: 2019, 54)

Listening is one of the four skills of a language i.e. listening, speaking, reading and writing. It involves an active involvement of an individual. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or nonverbal messages (Tyagi, B.:2013, 1).

One child may need to listen to the explanation once only, while the other must be repeated the material several times. With the help of the method discussed, children can listen to the video an unlimited number of times, stop it, listen again, make records, resort to additional materials that facilitate understanding (Chilingaryan, K., & Zvereva, E.: 2017, 1503).

Listening is deemed to be a critical component in foreign language learning. It is not only a hearing process, but also an active and constructive process (AI Kilani, Ghada Yahya: 2016, 10).

- **Process of listening**

The process of listening occurs in five stages (hearing, understanding, remembering, evaluating, and responding).

Hearing: It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves.

Understanding: This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived.

Remembering: It means that an individual has not only received and interpreted a message but has also added it to the minds storage bank.

Evaluating: The listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message.

Responding: The receiver completes the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received (Tyagi, B.:2013, 2).

The researcher states that to achieve the steps of listening process, kindergarten teachers have to follow certain strategies to develop listening skills for children with developmental disabilities according to the child's IEP.

- **Learning Strategies of Listening skills**

The development of top-down and bottom-up strategies is important for helping children to develop their listening skills. Pre-listening strategies need to be combined with strategies for verifying and monitoring predictions (Gunbas, N., & Gozukucuk, M.: 2020, 107).

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified into top-down and bottom-up.

1-Top-down strategies:

The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include listening for the main idea, predicting, drawing inferences, summarizing.

2-Bottom-up strategies:

The listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include listening for specific details, recognizing cognates, recognizing word-order patterns (Tyagi, B.:2013, 3).

Different studies about the use of listening skills have been carried out such as the following studies:

The study of Asadi, Ibrahim A. (2020), entitled "**The Contribution of Linguistic and Cognitive Measures to Listening Comprehension among Arabic-speaking Kindergartners**" The study aimed at understanding the relationship of Listening comprehension with different linguistic and cognitive components. The sample was (262) Arabic-speaking kindergartners participated

in this study. The results showed that both linguistic and cognitive measures explained (53%) of the variance in listening comprehension. The phonological awareness contribution was not significant. As for the cognitive measures, both working memory and speed of processing were found to contribute significantly to listening comprehension whereas the contribution of speed of processing was marginal.

Moreover, the study of Öztürk, D. T., & Tekin, S. (2020), entitled: **"Encouraging Extensive Listening in Language Learning"**. This study aimed to generate an analysis of how to encourage extensive listening in an English Preparatory Program with listening worksheets in an enjoyable way, to identify the learners' responses, and to establish the feedback from students which could provide more productive activities. The sample was (6) Turkish learners of English for (5) weeks. The results showed that all of the participants showed positive tendency towards listening and they developed their level of listening skill, along with some other skills in the target language.

In addition, the study of Gunbas, N., & Gozukucuk, M. (2020), entitled: **"Digital listening texts versus traditional listening texts: Fourth graders' listening comprehension"**. The purpose of this study was to improve fourth grade students' listening comprehension with digital listening texts. An experimental research design was used to compare student outcomes with digital listening texts and outcomes for students who completed the same texts as traditional classroom activities. The experimental group (n=30). The control group (n=31). The result showed the students in the digital listening group attained statistically significant higher gain scores than those in the traditional treatment group.

B- Speaking skills:

The researcher explains the vital role of speaking skills, and Strategies of Learning speaking skills with supporting of previous studies.

Speaking is an interactive process of communication. It is one of the four language skills (reading, writing, listening and speaking). Through the history of language teaching, speaking skill was the one which had the lion's share (Houhou, I.: 2013, 4).

Speech processing may be the most complex. During language processing, we may be engaged in speaking, listening, reading, formulation and comprehension (Rost, Michael: 2013, 22).

Speaking skill is believed to be a difficult task since it requires special abilities to be mastered and generally success is shown through the speaking ability (Houhou, I.: 2013, 39).

Speaking is an interactive skill that children should have a previous background about vocabulary, pronunciation, intonation, and understanding of the subject (Veintimilla Veintimilla, F. J., & Romero Murillo, L. A.: 2017, 11).

From the researcher's perspective kindergarten teachers may face many obstacles during teaching speaking skills for children with learning disabilities, some teachers are not qualified or trained well how to deal with children with learning disabilities, and some teachers ignore speaking skills. They need to be guided by strategies to teach speaking skills especially for children with learning disabilities.

The teacher should be aware of 'speech difficulty' which is used to refer to children who have difficulties with producing speech segments in isolation, single words or in connected speech regardless of origin of difficulty (Pascoe, Michelle & Stackhouse, Joy & Wells, Bill: 2006, 2).

Children with language system underdevelopment have the malfunction of the monologue speech as a result of coherent speech disorders, which causes difficulty to make a communicative activity. They rarely become communication initiators, comment on their games, it is difficult to understand

these children for others. Providing assistance of speech therapy to the child timely, this problem can be overcome before school age (Cupere, I.: 2015, 65).

Speech problems can be result from difficulties with the following: firstly, input processing, e.g. auditory discrimination of sounds. Secondly, lexical representations, e.g. imprecise knowledge is stored about the sounds comprising a word. Thirdly, speech output, e.g. assembly of sounds needed for speech (Pascoe, Michelle & et al: 2006, 4).

Children with learning difficulties appear to have a problem in learning the oral language, so children appear to have a delay in language acquisition accompanied by speech problems often, due to difficulties in dealing with symbols, as the language is a group of symbols; It consists of verbal sounds and letters of the alphabet (الطواب، سيد محمود ، محمد، أحمد شعبان: ٢٠١٢، ١٤).

There are common evaluation criteria for all kinds of the ability to speak: coherence, vividness, independence, the size of the vocabulary and grammatical structure of sentences. Work on the development of the child's ability to speak helps to improve all part of speech: phonetic, lexical and grammatical, as it functions as whole system (Cupere, I.: 2015, 70).

- **Strategies of Learning Speaking Skills:**

The researcher lists below some necessary strategies to help children with developmental learning disabilities to develop speaking skills such as morphology, pronunciation, decoding and encoding, conversation, fluency, narration.

a. Morphology: Studies of English-speaking children indicate that intervention targeting the production of morphological targets may have a positive effect on phonological aspects and vice versa (Geronikou, E. & Vance, M. & Wells, B., & Thomson, J.: 2019, 5).

b. Pronunciation is one of the most important aspects of language learning process. Pronunciation is associated with spoken or oral form of language. The process of language learning especially the learning of foreign language learning cannot be complete without the proper control or mastery over the pronunciation (Kumar, Neeraj: 2020, 10768).

c. Decoding and encoding: The decoding process can be contrasted with encoding, which involves mapping speech sounds to syllables, letters, or words. Basic encoding, allowing the listener to accurately recognize speech sounds, must be mastered before decoding can be taught. Thus, before teaching children to read, it is assumed they have normal speech perception (encoding) skills (Wu, Y.& Lu, J.& Johnson, C. J.& Toscano, J. C. & Allen, J. B.:2019, 3).

d. Conversation: The children could learn English conversation by watching and listening to virtual characters speaking to each other (Dalim, C. S. C., Sunar, M. S., Dey, A., & Billingham, M.:2020, 4). Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others (Houhou, I.:2013, 5).

e. Fluency: To speak fluently, children should recognize phonemes in addition to understand the foreign language phonological rules (Houhou, I.: 2013, 5).

f. Vocabulary: It is beneficial for children to enrich and update their vocabulary as well to be fluent in language through effective speaking activities. In the same light of thought, teaching speaking skill is useful in terms of promoting communicative efficiency and building total readiness for oral production success (Houhou, I.: 2013, 39-40).

g. Vocabulary Awareness: Vocabularies are the most essential structures in a language. Understanding of vocabularies in the spoken language is auditory while visual in the written language though a mental dictionary is used to make both of them sense (Çakıroğlu, Ahmet: 2019, 205).

h. Retelling: is the ability to build retellings of what had been read and seen sticking.

i. Describing: is the ability to create stories - descriptions. The communicative task of description is to create conversation partner's image of the object using only the language assistance which characteristics and properties are required to provide a certain order

j. Narration: is the ability to create stories with creative action elements: languages resources are transferred to interlocutor with own fictional narrative with independently selected content and logically created scenes (Cupere, I.: 2015, 70).

k. Activities: Starting the corrective activity, it is important to evaluate child's development of ability to speak (Cupere, I.: 2015, 66). The speaking activities are one of opportunities to practice the students' speaking skill which can highly support speaking fluency development in class (Houhou, I.: 2013, 15).

push the children with learning disabilities to participate through group works, role play activities, learning with fun (games, quiz, riddles, proverbs, idiomatic expressions), the use of technology motivates students, to negotiate the meaning with learners and reward them when necessary (Houhou, I.: 2013, 34).

There are previous studies which confirm the importance of the speaking skills for children. One of them is the study of Geronikou, E. & et al. (2019) entitled: "**The case for morphophonological intervention: Evidence from a Greek-speaking child with speech difficulties**". The purpose of the study was to investigate the effect of intervention in relation to phonological and morphological targets in Greek. Pre- and post-intervention assessment were used. The participant was a four-year-old Greek-speaking boy with speech difficulties. The result referred to significant improvement in performance

accuracy was found between assessment scores immediately pre- and post-intervention.

After displaying both listening skills and speaking skills separately, it is necessary to correlate the listening skills to the speaking skills to develop them for kindergarten children with developmental learning disabilities.

3-The correlation between Listening and Speaking Skills:

The two basic skills of Listening and Speaking have an important role in the acquisition of two other basic skills of reading and writing (Çakıroğlu, Ahmet: 2019, 201). Listening is one of the main skills in the learning process and crucial ways for the language children. This skill enables children provide meaningful speaking (Öztürk, D. T., & Tekin, S.: 2020, 80).

Although listening can be integrated with other learning skills such as speaking, when combining listening with oral responses among children, different aspects should be taken into account, for example the kinds of listening materials, the age of children, and how children react (AI Kilani, Ghada Yahya: 2016, 18).

By receiving input that is progressively more complex, the child naturally acquires listening ability. Speaking is the result of acquisition and not its cause. (Rost, Michael: 2013, 152). The use of spoken instructional messages along with related visuals is helpful for children's language learning, we expected the children to improve their listening comprehension (Gunbas, N., & Gozukucuk, M.: 2020, 100).

There are previous studies which confirm the importance of the correlation between listening and speaking skills for kindergarten children.

Diehm, E. A., Wood, C., Puhlman, J., & Callendar, M. (2020) entitled **"Young children's narrative retell in response to static and animated**

stories". The study aimed to investigate the effect of story presentation format on preschool children's narrative retells. The sample was (73) children between the ages of (3-5) years completed two narrative retells. The results revealed that children produced significantly longer stories, greater syntactic complexity and lexical variety, and more action verbs when retelling an animated story compared with a book and revealed significantly fewer prompts when eliciting the retell with animation.

There are vital roles of technology, kindergarten teachers and parents which appear in their contribution to developing listening and speaking skills for kindergarten children with developmental learning disabilities as following.

4-The Role of Technology in Flipped Learning:

Technology plays a crucial role in children everyday lives. However, studies also show that there are different perceptions regarding the advantages and disadvantages of the use of digital technology children, especially during their early ages of development (Gjelaj, M., Buza, K., Shatri, K., & Zabeli, N.: 2020, 166).

The use of technology helps many children with disabilities with the necessary tools to be more successful in learning. The decision to select the types of technology that would meet the needs of children with learning disabilities pose various questions on its usage (Adebisi, Rufus Olanrewaju & et al: 2015, 15). With the education technology, flipped classroom teaching mode has been widely popularized and applied (Xu, Ziling & Shi, Yeli: 2018, 881).

The flipped learning provides a digital solution to the lack of time that obstructs us in the classroom. More learning can be done outside the classroom. With an overwhelming amount of resources available today, it is up to teachers to find methods to integrate this technology into the learning process (Webb, M.,

& Doman, E.:2016, 46). Assistive technology is any device that helps a child with a disability and used to improve the functioning of a child with a disability (Adebisi, Rufus Olanrewaju & et al: 2015, 16).

The computer is not the only device through which languages can be learned. Mobile devices such as smartphones and iPads are now common. Many tools are used to enhance children' learning. Also, programs as Facebook, Twitter, and messaging forums are used to allow children to feel part of a greater learning community (Webb, M., & Doman, E.:2016, 45). Listening Assistive Technology helps children with learning disabilities. It enables them to listen to what the teacher or the speaker is saying. (Adebisi, Rufus Olanrewaju & et al: 2015, 17).

There are previous studies which confirm the importance of the flipped learning strategy for children.

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 programme 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.

5-The Role of Kindergarten Teachers:

English teachers should facilitate their children in improving speaking skill both inside and outside schools (Purbani, Widyastuti & Taufik: 2020, 153). Using Flipped Classroom allows teachers to motivate and guide children to specific understanding. Flipped Classroom focuses on individual and diverse learning needs (Ray, B. B., & Powell, A.: 2015, 1462).

Teachers no longer just take the classroom time to pass on knowledge but also guide children. The role of a teacher is the faithful supporter of children's construction of knowledge (Xu, Ziling & Shi, Yeli: 2018, 880). So that teachers can analyze well which technology will be more effective during learning process and which ones will prevent this. During this process, teacher should consider many factors such which media could be used to play the video, if it supports mobile technology or not, the size and quality of video (Yildirim, F. S., & Kiray, S. A.: 2016, 4).

In addition, teachers should have an expectation for each video prepared for children. Teacher should expect children be aware of the things they learned, transfer and adapt their knowledge in the scope of the video they watched (Yildirim, F. S., & Kiray, S. A.: 2016, 4).

A primary way of helping children participate as listeners and speakers in conversations is for teachers to model good listening and speaking techniques themselves. Teachers can do the following to increase children's listening and speaking skills:

- To give the children full attention and focus on what they say.
- To ask open-ended questions to follow up on what they share.
- To speak to all children, even those who may have language delays.
- Not to give up if children don't respond well.
- To bring closure to the activity and transition to something else, when attention of children is wandering (Way, Joyce: 2011, 4).

In flipped learning, children watch instructional videos outside the classroom and engage in activities inside the classroom. In foreign language classes, flipped learning may offer benefits for both the teachers and children since classroom time can be applied to more interactive tasks. By extending classroom hours in this way, language teachers can focus on successfully addressing all subjects in the curriculum (Basal, Ahmet: 2015, 28).

The following studies have consistently indicated that teachers have an important role to develop the listening and speaking skills for children using flipped learning strategy.

The study of Basal, Ahmet (2015), entitled: "**The Implementation of a Flipped Classroom in Foreign Language Teaching**" The aim of the study is to gain insights into the perceptions of prospective English language teachers at a state university in Turkey on flipped classrooms and to introduce the implementation of a flipped classroom into an English language class. The sample was (47) English teachers. Qualitative research design was used and data were collected via an open-ended question. Findings of the study indicated that pre-service English teachers had positive perceptions towards the use of the flipped classroom as an integral part of face-to-face courses.

The study of Lo, Chung Kwan, & Hew, Khe Foon (2017) entitled: "**A critical review of flipped classroom challenges in K-12 education: Possible solutions and recommendations for future research**". The purpose of the

study is to provide an overview of flipped classroom studies in K-12 education. There is revealing the potential challenges of flipped classroom approach. (15) journal publications of K-12 flipped classrooms were analyzed in terms of their flipped learning activities, child achievement, child attitude, and challenges encountered. The results that the use of flipped classroom approach in K-12 education yielded a positive impact on child achievement when compared to traditional classroom.

6-The Role of Parents

Parents of children with learning disabilities have an important role in helping their children because they spend time with them watching the children during their interactions. Among the most important duties of parents towards their children with learning difficulties is to create the appropriate atmosphere to develop of confidence in their children (محمود، ناريمان حامد: ٢٠١٧، ٢٠١٧).

In the same way, managing children with disabilities pose challenges to families at homes. The use of technology devices and program by children with special needs in the family and school lives has become imperative. With these, the adoption and use of assistive technology is becoming popular and required attention of families as a result of its potential for improving the lives of children with learning disabilities (Adebisi, Rufus Olanrewaju & et al: 2015, 14).

Parent-implemented interventions are potentially a vital early intervention for children with or at-risk for language (Heidlage, J. K., Cunningham, J. E., Kaiser, A. P., Trivette, C. M., Barton, E. E., & Frey, J. R. :2020, 6).

Sometimes children need their parents supervision and assistance than others for various reasons (Çakıroğlu, Ahmet: 2019, 201). And the level of development of the ability to speak the child can be determined by how much help from parents (Cupere, I.: 2015, 70). That is speaking skill is a crucial skill for English foreign language children. This skill needs to be developed not only

at schools but also outside by parents (Purbani, Widyastuti & Taufik: 2020, 153).

The following studies have consistently indicated that parents have an equal parallel role at home to develop the listening and speaking skills for children using flipped learning strategy.

A study was done by Gjelaj, M., Buza, K., Shatri, K., & Zabeli, N. (2020) entitled "**Digital Technologies in Early Childhood: Attitudes and Practices of Parents and Teachers in Kosovo**". The purpose of this study was to examine preschool teachers and parents' attitudes and their practices regarding the use of digital technologies during preschool education. The study used a mixed research approach, using in-depth interviews and an online questionnaire. The results have shown that only one of the (8) preschool teachers reported a positive attitude regarding the impact of digital technology in children's development. Most of the interviewed preschool teachers showed preference towards authentic play and activities exercising children's psycho-motor skills.

Moreover, the study of Nariman Hamed entitled: "Effective parent scale for parents of learning disabilities parents". The research aims to prepare a measure for determining the level of effective parenting of the parents of children with learning disabilities. The research sample consisted of (60) parents of children with learning disabilities in primary school and divided into two groups experimental and control group. The validity and reliability of the scale are measured by internal consistency method. The result of statistical analyzes scale showed high degrees of validity and reliability.

7-The Advantages of Flipped Learning:

Flipped classroom technology changes the traditional understanding of educational work forms, including learning of foreign languages. In the flipped classroom, the teacher provides children with electronic educational resources

and practical activities. This approach allows more rational use of time in the classroom, to provide an individual approach to children with different types of temperament, creates conditions for active interaction of children with the teacher and with each other (Sokolova O.L , Kagan E.B., Shadrina Y.Y.: 2019, 812).

The advantage of the flipped learning is that it can transfer the process of knowledge acquisition in the traditional classroom into the process of children' autonomous learning knowledge before class. In class, they only explore and solve the confusion and difficulties of some certain knowledge points. This process is conducive to children' autonomous learning. It carries out the flip both before and in class and cultivates children' learning initiatives. There can be two types of the presentation of flipped classroom teaching mode: flip before class and flip in class. (Xu, Ziling & Shi, Yeli: 2018, 883).

Flipped learning is a pedagogical model that modifies the way that time is spent both in and outside the class, working with active learning, centered on children (Caligaris, M., Rodríguez, G., & Laugero, L. : 2016, 838).

The advantages of flipped learning can be summarized in the following points:

- 1- Increasing the contact time between the teacher and the child.
- 2- Increasing the responsibility and autonomy of the child.
- 3- Giving an opportunity for each child to work at his pace.
- 4- Reducing the level of difference between weak and strong children.
- 5- Giving ability to child to concentrate (Chilingaryan, K., & Zvereva, E.: 2017, 1503).
- 6- Opportunities for personalized learning.
- 7- Opportunities for more child-centered learning.
- 8- A continuous connection between child and teacher.
- 9- Free classroom time (Basal, Ahmet: 2015, 34).

8-Theories of Flipped Learning

Three main theories engage with language learning: Vygotsky's Social Constructivism, Piaget's Schema theory and innativism theory. These theories focus on oral skills learning in which and all of them shared the notion that second language development is similar to first language development (AI Kilani, Ghada Yahya: 2016, 10).

The theories of both Piaget and Vygotsky are much deeper and broader; and many ideas from both Piaget and Vygotsky have direct teaching implications. With the flipped theory idea, an alternate teaching strategy is to use child observations with teacher reflections and integration of theory to better help teachers and caregivers provide guidance in the classroom (Sharkins, K., Newton, A., Causey, C., & M Ernest, J.: 2017,12).

Listening to the conversations around the tables as children worked on their math assignments provided a unique opportunity to also observe aspects of children's language development. Children talked with each other, if for instance they needed an item that was out of reach, or perhaps if they had a question about a particular problem. Additionally, children talked to themselves, conversing out loud but without expectation of a return answer (Sharkins, K., Newton, A., Causey, C., & M Ernest, J.: 2017, 15).

The constructivist learning theory emphasizes that children are the center of teaching and the subject of cognition. Teachers only help and promote the meaning construction of children and are not required to impart knowledge directly to children. Constructivist learning environment includes four elements: situation, cooperation, conversation and meaning construction (Xu, Ziling & Shi, Yeli: 2018, 883).

Piaget's belief that children construct their own knowledge, and should be supported in the development of moral and intellectual autonomy, peacefully

coincides with Vygotsky's views on the impact and importance of culture, as well as scaffolding provided to children to help them learn more than they could on their own. The teachers' philosophic beliefs regarding the importance of autonomy can be seen in the way in which they reflect on the children's actions and communications, and support the children's development of both intellectual and moral autonomy (Sharkins, K., Newton, A., Causey, C., & M Ernest, J.: 2017,12).

According to Vygotsky, a child learns the language through the meaningful interactions a child establishes with his/her environment and with the help of the people around a child (Çakıroğlu, Ahmet: 2019, 204).

9-Implementation of a Flipped learning:

Flipped classroom is a pedagogical approach which means that activities that have traditionally taken place inside the classroom take place outside the classroom and vice versa (Uzunboylu, H., & Karagozlu, D.: 2015,142).

So, the term flipped learning is commonly used for any class in which pre-recorded videos are used in lessons. In a flipped learning there is integration of videos with new applications of class time. Moreover, pre-recorded videos should be combined in class activities with other integrated elements of technology. A flipped learning can be divided into two learning environments: outside and inside the classroom. Both sides must be perfectly integrated to be effective (Basal, Ahmet: 2015, 33).

Both of Evseeva, A., & Solozhenko, A. (2015) confirmed the importance of using flipped classroom technology in language learning. They give the overview of the flipped learning technology and explored potential for both teachers and children.

flipped classroom model can be divided into three parts: before, during, and after class according to the adopted definition of the flipped classroom model.

a. Before Class

In order to increase the likelihood that children would come prepared for class, each of the short videos was designed to record each child's participation, give him more opportunities to review what he has learned, and offer him immediate feedback on whether he missed any essential points (Ahmad, Samah Zakareya: 2016, 172).

Teachers' primary role on this stage is preparing materials and supplement aiming at the learning target. Teachers would upload multimedia materials using a platform like "Dropbox or Google Drive" (Wang, Tianshu: 2019, 296). Furthermore, teachers can put plans and explain what will happen in each environment outside and inside the classroom. Then select a variety of appropriate activities that address the needs of all children. Such an approach may provide rich learning opportunities for children with different learning styles (Basal, Ahmet: 2015, 33).

b. During Class:

It was divided into two main components: the first one focused on receiving children response through recalling the basic knowledge while the second focused on engaging children with active learning and critical thinking processes(Ahmad, Samah Zakareya: 2016, 172).

The teachers' role in this stage is to participate and monitor children's interactions. Besides what questions to ask children. Multimedia can be used to demonstrate and visualize knowledge such as PowerPoint, micro-lectures videos, and educational games. Children should finish their work on the online platform before coming to class (Wang, Tianshu: 2019, 296).

To determine how to integrate tasks and activities that occur in both environments outside and inside the classroom by using a learning management system, presenting all activities in an organized way. Learning management system is an integral part of flipped classroom, because it connects the outside and inside parts like a bridge (Basal, Ahmet: 2015, 33).

c. After Class:

At home with parents' help, children logged into an online discussion forum where they reflected on their experience with the videos they watched as well as the active learning sessions (Ahmad, Samah Zakareya: 2016, 172).
Assessment and Reflection The assessment contains two parts: formative assessment and summative assessment (Wang, Tianshu: 2019, 296).

10-Challenges obstacle applying flipped learning:

The major problems of using flipped classroom approach include teachers' considerable workload of creating flipped learning materials, also children' disengagement in the class. Some children are not familiarized with this new learning approach (Lo, Chung Kwan, & Hew, Khe Foon, 2017: 2).

Some difficulties may challenge teachers while they are teaching listening in the classroom and other difficulties relate to the children themselves. For example, EFL learners don't have enough exposure to the target language outside the classroom, and it is difficult for teachers to control the use of the target language inside and outside the classroom (AI Kilani, Ghada Yahya: 2016, 24).

Thinking that not all the children may have same opportunities may lead to a way to design a structure which can support children at out of class activities. Children should be provided an appropriate time and place to watch videos (Yildirim, F. S., & Kiray, S. A.: 2016, 4).

Procedures:

The Research Hypotheses:

- 1- There are statistically significant differences between the mean of the experimental group children's scores and the mean of the control group children's scores in the post-test of using flipped learning strategy with parents' assistance to develop listening and speaking skills for kindergarten children with developmental learning disabilities in the direction of the experimental group.
- 2- There are statistically significant differences between the mean levels of children's grades in the pre and post scales after using flipped learning strategy with parents' assistance to develop listening and speaking skills for kindergarten children with developmental learning disabilities in the direction of the post scale.
- 3- There are statistically significant differences between the mean levels of children's grades in the pre and post scales after using flipped learning strategy with parents' assistance to develop listening and speaking skills for kindergarten children with developmental learning disabilities on the listening and speaking skills scale in the English language in the direction of the follow-up scale.

Research sample:








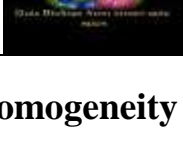
This study was done in Zweel kindergarten in Mansoura city. It targeted only listening skills and speaking skills of English as a foreign language using flipped learning strategy with parents' assistance. The sample includes (40) children with learning disabilities.

Research method:

A quantitative research method was utilized in this study. In an experimental design, KG2 children completed a listening& speaking pre-test, a treatment and then a listening& speaking post-test.

Research tools:

- 1- Listening and speaking scale (prepared by the researcher).
- 2- Applications and programs to develop listening and speaking skills of the kindergarten child.

Apps for children learning English		
S	App.	Description
1		A flashcard app for children. There are 11 topics with over 100 flashcards in total. While this app is great for parents to play with the children. The cute pictures and interesting sound effects are what make this app really attractive to the young ones.
2		Reading app for very young kids: Learn to Read with Tommy Turtle from Educational Games for Kids. This game is truly excellent. It starts by teaching individual sounds and has fun games to move on to connecting sounds and reading. It helps children to learn English reading and spelling.
3		General learning app: Children's play and learning from Family Play. This cowboy-themed English language app helps the littlest of ones learn to count and recognise number and letter sounds and patterns. And introduce children simple maths skills.
4		English Vocabulary App: Puzzle game from MagikApp. This app has different puzzles and activities based on matching words with images. It's fun and kids can use it independently because it is simple to use.
5		English Reading app from Bibo. The main features of this game are the images and sounds which are specifically designed for young children. The game is super fun, and kids will stay glued to the screen – absorbing the language as they play along with the fun activities.
6		English Grammar App: Learn English with Johnny Grammar. The app speaks in a perfect British accent and there are no mistakes in any of the scripts. It is good because it helps children start to think in English as they learn grammar rules.
7		English test questions app: English Proficiency Test from Apps2all. It has multiple choice questions which make you think about various aspects of the English language.
8		Learn English through science: Quiz biology from smart quiz apps. Older kids and teens can learn English really fast it is the colourful designs and eye-catching graphics make learning with English exciting and fun.

Homogeneity of the sample:

The researcher has found homogeneity between the average grade levels of kindergarten children in terms of time and intelligence using the chi-square test as shown in table (1).

Table (1)

The Indicates of differences between the average grades of kindergarten children in age and intelligence

N = 20

Variables	chi-square	Sig. level	Degrees of freedom	Sig. limits	
				0.001	0.05
Chronological Age)	3.5	Not sig.	4	13.3	9.5
intelligence	4	Not Sig.	7	18.5	14.1

It is clear from table (1) that there are no statistically significant differences between the average grades of kindergarten children in age and intelligence, which indicates the homogeneity of these children.

The researcher has found homogeneity between the average grade levels of kindergarten children in listening and speaking skills as shown in table (2).

Table (2)

Homogeneity between the average grade levels of kindergarten children in listening and speaking skills

N = 20

Variables	chi-square	Sig. level	Degrees of freedom	Sig. limits	
				0.001	0.05
listening	10	Not sig.	9	21.7	16.9
speaking	1.2	Not Sig.	3	11.3	7.8

It is clear from table (2) that there are no statistically significant differences between the average grades of kindergarten children in listening and speaking skills in the English language, which indicates the homogeneity of these children.

Parity between the children of the experimental and control groups in the age and intelligence

The researcher found an indication of the differences between the children's scores means in the experimental and control groups in the pre-test scale in chronological age and intelligence as shown in table (3).

Table (3)

Parity between the children of the experimental and control groups in the age and intelligence

N = 40

Variables	experimental group N=20		control group N=20		T	Sig. level
	Mean 1	standard deviation1	Mean2	standard deviation2		
Chronological Age	58,52	12.76	61.38	0.92	1.032	Not sig.
intelligence	98.94	2.96	97.52	3.55	1.414	Not Sig.

T= 2.42 level 0,01

T= 1,68 level 0,05

It is clear from table (3) that there are no statistically significant differences between the means of the children's scores of the experimental and control groups in the pre-test scale in chronological age and intelligence, which indicates the equivalence of the two groups.

Parity between the experimental and control group children in listening and speaking skills in English

The researcher has found an indication of the differences between the mean of the children's scores of the experimental and control groups in the pre-test scale in listening and speaking skills as shown in table (4).

Table (4)

Parity between the children of the experimental and control groups in listening and speaking skills in English

N = 40

Variables	experimental group N=20		control group N=20		T	Sig. level
	Mean 1	standard deviation1	Mean2	standard deviation2		
Listening	6.26	7.51	5.95	7.16	0.134	Not sig.
Speaking	2.31	2.58	1.42	1.32	1.385	Not Sig.

T= 2.42 level 0,01

T= 1,68 level 0,05

It is clear from table (4) that there are no statistically significant differences between the means of the children's scores of the experimental and control groups in the pre-test scale of listening and speaking skills, which indicates the equivalence of the two groups.

Research Hypotheses. :

First Hypothesis:

There are statistically significant differences between the mean of the experimental group children's scores and the mean of the control group children's scores in the post-test of using flipped learning strategy with parents' assistance to develop listening and speaking skills for kindergarten children with developmental learning disabilities in the direction of the experimental group.

And to verify the validity of that hypothesis, the researcher has used T-test to find the differences between the mean of the experimental group children's scores and the mean of the children's scores of the control group in the post-test after using flipped learning strategy with parents' assistance to develop listening and speaking skills for kindergarten children with developmental learning

disabilities on the scale of listening and speaking skills in English as shown in a table (5).

Table (5)

Differences between the mean of children's scores of the experimental group and the mean of the children's score of the control group in the post-test after using flipped learning strategy with parents' assistance to develop listening and speaking skills for kindergarten children with developmental learning disabilities on the scale of listening and speaking skills in English.

N = 40

Variables	experimental group		control group		T	Sig. level	Sig. Direction
	N=20		N=20				
	Mean 1	standard deviation1	Mean2	standard deviation2			
Listening	44.31	3.26	8.16	6.9	18.64	Not Sig.	For experimental group
Speaking	30.94	4.02	3.94	2.47	22.59	Not Sig.	For experimental group

T= 2.35 level 0,01

T= 1,65 level 0,05

It is clear from table (5) that there are statistically significant differences at the level of 0.01 between the mean of children's scores of the experimental and controlling groups in the post-test of after using flipped learning strategy with parents' assistance to develop listening and speaking skills for kindergarten children with developmental learning disabilities on the scale of listening and speaking skills of the experimental group.

Second hypothesis:

There are statistically significant differences between the mean levels of children's grades in the pre and post scales after using flipped learning strategy

with parents' assistance to develop listening and speaking skills for kindergarten children with developmental learning disabilities in the direction of the post scale.

To verify the validity of this hypothesis, the researcher has used the Wilcoxon test to find the differences between the mean grade levels of children in the pre and post scales after using flipped learning strategy with parents' assistance to develop listening and speaking skills for kindergarten children with developmental learning disabilities as shown in table (6).

Table (6)

Differences between the children's rank scores mean in the pre and post scales after using flipped learning strategy with parents' assistance to develop listening and speaking skills for kindergarten children with developmental learning disabilities on the listening and speaking skills scale

N= 20

Variables	Pre & post scale	No.	Mean of ranks	Sum of rank	Z	Sig.	Sig. direction
Listening	Negative rank	-	-	-	3.923	Sig. level 0.01	For post scale
	positive rank	20	10.5	210			
	equal rank	-					
	total	20					
Speaking	Negative rank	-	-	-	3.935	Sig. level 0.01	For post scale
	positive rank	20	10.5	210			
	equal rank	-					
	total	20					

Z = 2.58 level 0.01

Z = 1.96 level 0.05

It is clear from table (6) that there are statistically significant differences at the level of 0.01 between the mean of children's scores of the experimental and controlling groups in the post-test of after using flipped learning strategy with parents' assistance to develop listening and speaking skills for kindergarten

children with developmental learning disabilities on the scale of listening and speaking skills in the direction of the post scale.

The researcher also has found the percentage of improvement between the pre and post scales on the scale of listening and speaking skills in the English language after using flipped learning strategy with parents' assistance as shown in table (7).

Table (7)

The percentage of improvement between the pre and post scales on the listening and speaking skills scale after using flipped learning strategy with parents' assistance

Variables	The mean of pre-test	The mean of post-test	Percentage of development
Listening	5.6	43.4	16.40%
Speaking	0.58	30.3	8.9%

The third hypothesis:

There are statistically significant differences between the mean levels of children's grades in the pre and post scales after using flipped learning strategy with parents' assistance to develop listening and speaking skills for kindergarten children with developmental learning disabilities on the listening and speaking skills scale in the English language in the direction of the follow-up scale.

To verify the validity of this hypothesis, the researcher has used the Wilcoxon test to find the differences between the mean grade levels of children in the post and following scales of the listening and speaking skills after using flipped learning strategy with parents' assistance to develop listening and

speaking skills for kindergarten children with developmental learning disabilities as shown in table (8).

Table (8).

Differences between The children's rank scores mean in the post and following scales after using flipped learning strategy with parents' assistance to develop listening and speaking skills for kindergarten children with developmental learning disabilities on listening and speaking skills scale

N = 20

Variables	Pre & post scale	No.	Mean rank	Sum of rank	Z	Sig.	Sig. Direction
listening	Negative rank	3	2	6	1.633	Not sig.	-
	positive rank	-	-	-			
	equal rank	17					
	total	20					
Speaking	Negative rank	12	8.04	96.5	2.099	Sig. level 0.05	For post scale
	positive rank	3	7.73	23.5			
	equal rank	5					
	total	20					

Z = 2.58 level 0.01

Z = 1.96 level 0.05

It is clear from table (8) that there are statistically significant differences at the level of 0.01 between the mean of children's scores of the experimental and controlling groups in the post-test of after using flipped learning strategy with parents' assistance to develop listening and speaking skills for kindergarten children with developmental learning disabilities on the following scale.

It is clear that there are no statistically significant differences between The children's rank scores mean in the post and following scales after using flipped learning strategy with parents' assistance to develop listening and

speaking skills for kindergarten children with developmental learning disabilities on the listening and speaking skills scale.

Conclusion:

The research has important contributions, to show how to use flipped learning strategy. It's to facilitate development of listening and speaking skills for kindergarten children with developmental learning disabilities. The study results reveals the positive outcome and satisfactory usability. Developing listening and speaking skills for kindergarten children with developmental learning disabilities is necessarily required to learn English Language.

Recommendations:

- 1- It is very important to support language development with technology especially in the two domains (listening & speaking).
- 2- It is necessary to monitor children and teach them how to use technology methods.
- 3- Support kindergarten classes with enough technology such as computers and internet.

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