



Using Flipped Classroom for Developing EFL Listening Comprehension Skills and Self-efficacy of Secondary Stage Students

Author

Haytham Kamal Gama Mohammed
EFL Instructor

Supervisors

Dr. Mechail Abd-ElMesseh Awad
Associate Professor of Curriculum
and Instruction (TEFL)
Faculty of Education
Zagazig University

Dr. Ahmed Abd el-Salam Edries
Professor emeritus of Curriculum
and Instruction (TEFL)
Faculty of Education
Zagazig University

The current study aimed at developing some EFL listening comprehension skills and self- efficacy for second year Formal secondary school students through the use of Flipped classroom. The study adopted the quasi-experimental pre-posttest, experimental /control groups. Participants were first-year secondary school students. Two groups (20 each) were from Yousef Atwan Formal School, Sharkya Governorate in the academic year 2020-2021. The experimental group was taught through Flipped classroom for developing their listening comprehension skills and self-efficacy. On the other hand, the control group received regular instruction. Instruments were: A listening comprehension skills test and a scale for self-efficacy, approved by a panel of jury. Listening comprehension skills test and the scale were administered to the participants before teaching them. By the end of the experiment, the test and the scale were post administered to both groups to find out the effect of the Flipped classroom on developing the experimental group students' listening comprehension skills and their self- efficacy. Findings of the study were statistically dealt with via the Statistical Package for the Social Science software (SPSS). It was found out that the experimental group achieved more gains in their EFL listening comprehension skills and self- efficacy.

Key words: Flipped Classroom; listening comprehension skills; Self-efficacy; secondary stage; Egypt.

مستخلص البحث:

هدف البحث الحالي إلى تنمية بعض مهارات الفهم الاستماعي للغة الإنجليزية كلغة أجنبية والكفاءة الذاتية لطلاب الصف الثاني بالمدارس الثانوية الرسمية من خلال استخدام استراتيجية الفصل المقلوب. اعتمد البحث على المجموعات التجريبية/ الضابطة. وتكونت عينة البحث من طلاب الصف الثاني الثانوي. مجموعتان (٢٠ لكل منهما) من مدرسة يوسف عطوان الرسمية بالحسينية بمحافظة الشرقية في العام الدراسي ٢٠٢٠-٢٠٢١. تلقت المجموعة التجريبية تعليمها من خلال استراتيجية الفصل المقلوب لتطوير مهاراتهم في الفهم الاستماعي والكفاءة الذاتية. في حين تلقت المجموعة الضابطة تعليمها بالطريقة العادية. كانت الأدوات عبارة عن: اختبار لمهارات الفهم الاستماعي ومقياس للكفاءة الذاتية، تمت الموافقة عليهما من قبل لجنة التحكيم. ومن ثم تم تطبيق اختبار لمهارات الفهم الاستماعي ومقياس للكفاءة الذاتية قبلها على المجموعتين ثم تم تدريس المجموعة التجريبية باستخدام الصف المقلوب والمجموعة الضابطة بالطريقة التقليدية. تم تطبيق الاختبار والمقياس بعديا على كلتا المجموعتين لمعرفة تأثير استراتيجية الفصل المقلوب على تطوير مهارات الفهم الاستماعي لدى طلاب المجموعة التجريبية وكفاءتهم الذاتية. تم التعامل مع نتائج الدراسة إحصائياً عبر الحزمة الإحصائية (SPSS) لبرنامج العلوم الاجتماعية (بين متوسطى درجات العينة بالمجموعة التجريبية والمجموعة الضابطة فى التطبيق البعدى للاختبار والمقياس لصالح المجموعة التجريبية، كذلك وجود فرق ذو دلالة احصائية بين متوسطى درجات العينة بالمجموعة التجريبية فى التطبيقين القبلى والبعدى لصالح التطبيق البعدى. وقد اوصى البحث بضرورة استخدام استراتيجية الفصل المقلوب فى تنمية بعض مهارات الفهم الاستماعي والكفاءة الذاتية .

الكلمات المفتاحية:

استراتيجية الفصل المقلوب-مهارات الفهم الاستماعي-الكفاءة الذاتية- المرحلة الثانوية-مصر

1-Introduction:

Listening is a receptive communication skill that involves the process of creating meaning through understanding and interpretation of messages in a communication process. Listening is also a process of receiving, interpreting and reacting to the messages received from the communication sender. Like every other communication skill, listening is an art that must be cultivated consciously and carefully. Listening involves active efforts of interpreting the sounds, verbal and non-verbal cues as well as the ability to retain information and respond or react to the message.

Listening has changed its role from a passive activity which deserved less class time to an active process through which language acquisition takes place. Listening is more than hearing words; it is a process in which the involved listeners are active in order to achieve successful interaction with the speaker to construct meaning, within the context of their experience and knowledge. Listening is developed easily in the mother tongue but requires extra much effort to be developed in the foreign language (Vandergrift, 2004).

Listening is an essential aspect of communicative competence; it is the most frequently used of language skills (Richards, 2008). A large proportion of foreign language research findings indicated that listening is an important skill for language learning, because it is a widely used language skill in normal daily life (Morley, 2001; Rost, 2002).

Hargie, (2011) stated that listening is the learned process of receiving, interpreting, recalling, evaluating, and responding to verbal and nonverbal messages. Because it is a process, it doesn't have a defined start and finish. Like the communication process, listening has cognitive, behavioral, and relational elements and doesn't unfold in a linear, step-by-step fashion. Models of processes are informative in that they help visualize specific components, but keep in mind that they do not capture the speed, overlapping nature, or overall complexity of the actual process in action. The stages of the listening process are receiving, interpreting, recalling, evaluating, and responding.

Listening comprehension lies at the heart of language learning, but is the least understood and least researched skill. Listening comprehension is an essential skill that needs much consideration in teaching a foreign language. Listening is a complex and difficult skill; it

is neglected in our educational institutes despite its ultimate importance in the process of learning English as a foreign language (EFL). EFL Learners do not have adequate chances to listen to the target language because they do not have the opportunity to speak. They lack the environment in which they can practice English outside classrooms. They do not have the opportunity to speak and listen at homes because they speak using their mother tongues not the target language (Gilakjani & Sabour 2016).

Nadig (2013) argued that listening comprehension is the various processes of understanding and making sense of spoken language. These include knowing speech sounds, comprehending the meaning of separate words, and understanding the syntax of sentences. El-Refaai (2008) conducted a study that is devoted to deal with listening comprehension as a very important topic for EFL teachers and learners. It highlights the importance of listening status in both academic and practical aspects for EFL students it address the extent of students lack of proficiency and inability demonstrating the status of listening.

Soliman (2008) concluded that listening comprehension has six categories:

1-Casual listening comprehension :

- a- Listening to a conversation in a social situation.
- b- Secondary listening, i.e. to background sound, like music, as a kind of enjoyment.
- c- Aesthetic listening: listening for enjoyment of content with no thought of discussing the material critically, e.g. listening to a story for enjoyment.

2- Explorer listening comprehension:

This is random listening comprehension to find points of interest.

3-Critical listening:

This includes listening to get reasons, meanings, inferences, judgment and searching for specific information.

4- Concentrative listening comprehension:

Following directions, perceiving relationships, listening for a definite purpose, attaining understanding through intent listening, listening for sequence of ideas, perceiving the speaker's objective, and taking notes of important facts, are all concentrative listening comprehension.

5- Creative listening comprehension:

This is listening to construct the image and feeling suggested by what one is hearing. It includes associating what one hears to one's background knowledge, reusing the information listened to in order to create new results in responding, as well as finding solutions to problems.

6- Intent listening comprehension :

- a. Receptive listening comprehension: remembering a sequence of events.
- b. Reflective listening comprehension: getting central ideas, identifying transactional elements, using clues and distinguishing irrelevant materials.

Abdel Latif (2002) investigated the effect of graded rated of delivery on listening comprehension. He used a listening comprehension test and a TOEFL test to determine students' language proficiency. The participants of the study were one hundred and ninety-eight of the English Department students at the Faculty of Education, Al- Azhar University. They were divided into three groups. The results showed that there were no significant differences among the three groups with regard to the language proficiency. There was a significant difference in listening comprehension between the mean scores attained by the slow rate group and those attained by the fast rate group, in favor of the slow rate one. There were no significant differences in listening comprehension between the mean scores attained by the slow rate group and those attained by the average rate group.

In considering listening, Rost (2002) identified strategies that are used by successful listeners.

- *Predicting: Effective listeners think about what they will hear.
- * Inferring: It is useful for the listeners to listen for clues in the text or use general knowledge to guess the meaning of what the speakers are saying.
- * Monitoring: Good listeners notice what they do and do not understand.
- * Clarifying: Efficient learners ask questions and give feedback to the speaker.
- * Responding: Learners react to what they hear.
- * Evaluating: They check on how well they have understood.

<http://englishstudyhelp.blogspot.com/2012/06/principles-of-teaching-listening-in-12.html>

There are different types of listening comprehension, knowing such types is essential for teachers in order to be able to design their listening tasks properly, it appears in the way they ask their students to respond to the listening material and in the techniques teachers use in its teaching and developing its skills. Khalil, (2017) indicated that there are different types of listening comprehension that differ in degrees of involvement. The influence of knowing listening comprehension types appears not only in the way a teacher designs his listening tasks and the way he asks his students to respond to the listening material but also in the techniques teachers use in its teaching and developing its skills.

Lee and Van Patten (2003) referred to two types of listening comprehension as follows :

- 1- Collaborative listening comprehension where both of the listeners and the speakers work together to negotiate meaning.
- 2- No collaborative listening comprehension where the listener does not participate in the construction of discourse and is only an observant listener.

Macaro (2002) adapted Bacon's taxonomy of the listening comprehension metacognitive strategies that came in two categories:

1- Prior to listening:

- a. Focus attention: The listener has to focus, clear his / her mind and avoid any kind of distraction.
- b. Apply an advance organizer, e.g. the text is about a "Product."
- c. Go in with a plan, e.g. "I'm going to focus only on words I knew / for key words."

2- While listening:

- a. Self-management where the listener gets used to the speed and tries hard to keep up with it.
- b. Awareness of lack of attention: learner refocuses and keeps attentive.

Yeldham, Michael, Paul (2016) examined the idiosyncratic development of EFL learners in a listening strategies course. The progress of four Taiwanese EFL learners was examined longitudinally through a variety of quantitative and qualitative techniques as the learners participated in a course combining direct instruction of

strategies with their practice embedded in the class listening texts. The results showed how all learners developed a greater balance in their use of top-down and bottom-up strategies, by selectively integrating suitable strategies from the course into their listening repertoires. They also developed a number of person-related and task-related areas, including their confidence, motivation and feeling of control over the listening process.

Hamid (2001) regarded listening comprehension as a way to improve other skills and used it to improve writing performance. El-Koumy (2002) stated that there are some reasons for the importance of listening for foreign language learners. First, listening is an essential prerequisite in order for oral communication to take place. Second, it often affects the development of other skills such as reading and writing. Third, it plays an essential role in academic success, since students understand teachers or lecturers through listening. Adrian (2002) assumes that listening is the queen of all communication skills because students talk well only when they interpret what is heard. El-sagheer (2002) showed that listening can provide comprehensible input to help language acquisition .

1- Listening is one of the most essential skills in English language learning. When students listen to English language, they encounter many listening difficulties. These difficulties may be related to the listener, the passage or the speaker himself. Lubbad (2013) listed four basic factors that may influence listening comprehension process as follows:

- 2- 1-Linguistic competence. 2- Memory
- 3-Pragmatics4- Knowledge of the world

According to Abd-Elfatah (2014), listening can be affected by many factors as follows:

- 1- The listener

The value of the listening topic increases the listener's comprehension. A person who participates actively in a conversation has background knowledge that helps to facilitate the topic of understanding more than that who overhears a recorded conversation between two people .Also, the listeners ability to use negotiation skills helps them with making sense of the incoming information.

- 2- The Speaker

The speaker may tend to use some reduced forms or colloquial that make listening and comprehension a difficult task. Listeners who are likely to be exposed to such forms and colloquial a lot are able to comprehend. The extent of awareness to speakers corrections and using rephrasing (ex, I mean.....that is....the thing I want to say is,....) can help listeners.

3- Content

The more familiar the content is, the easier to comprehend it is.

4- Visual support

If the listener has the right potential to interpret the different facial expressions, gestures, miming, videos, pictures, and body language, he will easily comprehend what is being said.

Self-efficacy is the individual's beliefs system about his/her competencies and abilities in a given situation.

Kim and Lorschach (2005) stated that self-efficacy theories supposed that self-efficacy beliefs decide people's behavior. When students have positive beliefs about their abilities, they tend to make use of their knowledge and skills. Williams (2016) added that a person with high self-efficacy beliefs would be more likely to persist in completing the task, would make more effort to accomplish it, would continue working on it for a long duration of time, and would experience more successes. On the other hand, a person with low self-efficacy beliefs would be more likely to give up when there were obstacles, would not make more effort into the task, and would experience more failures.

Bandura (2006) stated that people's self-efficacy beliefs differ from one to others in their level of generality, strength, and level. Generality can vary according to the types of activities, the ways in which abilities are expressed such as behavioral, cognitive, and affective, situational variations, and the types of individuals to whom the behavior is addressed. Assessments linked to activity domains, situational contexts, and social aspects revealed degree of generality of people's beliefs in their efficacy. The network of efficacy beliefs revealed that some of these beliefs are of greater importance than other beliefs. These important self-efficacy beliefs are responsible for structuring people lives. Kim and Lorschach (2005) stated that students might be different in their outcomes in spite of their similar abilities; these differences in the students' outcomes referred to their different beliefs about their capabilities.

Raofi, Tan and Chan (2012) confirmed that learners' observation of their friends and peers success in the task performance, can develop their positive beliefs about their own capabilities in performing the task and can lead to their self-efficacy. In addition, receiving encouragement and positive feedback from mentors, advisors, or superiors who are valued for their expertise in the particular domain, also develop high self-efficacy concerning a specific task. Lastly, physiological and emotional states such as fatigue and anxiety affect self-efficacy. Learners who have low anxiety during a task performance, feel at ease and tend to perceive the situation as pleasant, therefore they foster their self-efficacy beliefs.

Bandura (2008) identified four factors affecting self-efficacy.

1- Experience, or "enactive attainment" – The experience of mastery is the most important factor determining a person's self-efficacy. Success raises self-efficacy, while failure lowers it. According to psychologist Erik Erikson: "Children cannot be fooled by empty praise and condescending encouragement. They may have to accept artificial bolstering of their self-esteem in lieu of something better, but what I call their accruing ego identity gains real strength only from wholehearted and consistent recognition of real accomplishment, that is, achievement that has meaning in their culture".

2-Modeling, or "vicarious experience" – Modeling is experienced as, "If they can do it, I can do it as well". When we see someone succeeding, our own self-efficacy increases; where we see people failing, our self-efficacy decreases. This process is most effectual when we see ourselves as similar to the model. Although not as influential as direct experience, modeling is particularly useful for people who are particularly unsure of themselves.

3-Social persuasion – Social persuasion generally manifests as direct encouragement or discouragement from another person. Discouragement is generally more effective at decreasing a person's self-efficacy than encouragement is at increasing it.

4-Physiological factors – In stressful situations, people commonly exhibit signs of distress: shakes, aches and pains, fatigue, fear, nausea, etc. Perceptions of these responses in oneself can markedly alter self-efficacy. Getting 'butterflies in the stomach' before public speaking will be interpreted by someone with low self-efficacy as a sign of inability, thus decreasing self-efficacy further, where high self-efficacy would lead

to interpreting such physiological signs as normal and unrelated to ability. It is one's belief in the implications of physiological response that alters self-efficacy, rather than the physiological response itself.

Rahimia and Abedib(2014) investigated Iranian EFL learners' listening self-efficacy and its relationship with their metacognitive awareness of listening strategies. Three hundred and seventy-one high-school students participated in the study. They filled in English listening self-efficacy questionnaire (Renzhi, 2012) and Metacognitive Awareness Listening Questionnaire (Vandergrift et al., 2006). Both questionnaires were administered along with a listening proficiency test (Preliminary English Test, 2010). The results revealed a positive and significant relationship between listening self-efficacy and metacognitive awareness of listening strategies in general. Further, listening self-efficacy was found to be significantly and positively related to planning-evaluation and problem solving strategies and inversely to mental translation strategies. As higher self-efficacy brings about more control over listening tasks and guarantees successful strategy use, particular attention should be devoted to the role of this construct in listening instruction research and practice.

Mills, Pajares and Herron, (2006) examined the relationship between self-efficacy, anxiety, and French proficiency in reading and listening. Students' reading self-efficacy in French was positively related to reading proficiency, whereas reading anxiety was not related. Listening self-efficacy was positively associated with listening proficiency only for the female participants, and listening anxiety was positively related to the listening proficiency of both males and females.

2. Context of the Problem:

A pilot study was conducted by the researcher on a group of (10) EFL second year of Youssef Atwan Formal Language Secondary school students in Hosainia City , using a listening comprehension skills test piloted to a group of 10 students (not included in the participating group) to determine item analysis including item difficulty and discrimination and hence omitting unsuitable items. Results revealed that the majority of students obtained low scores; moreover, students reported that questions requiring inference were far more difficult than those whose answers were directly stated in the listening text.

The researcher found that students of the formal language Secondary School in Hosainia were unable to determine the main idea and specific information. They could not gist and give the detail, describe the words 'meaning, predict, also could not identify the speakers and guess the meaning of difficult words according to a text. Also they could not easy to stick aims and accomplish goals, could not deal efficiently with unexpected events and unable to complete the tasks .The results of the pilot study supported the existence of the problem and indicated the following:

Table (1)

Students' listening comprehension results in the pilot test

No.	Skills	Frequency
1	Extracting specific ideas (information).	63%
2	Listening for gist and for detail.	59%
3	Using context to predict.	60%
4	Listening to guess the meaning of unknown words.	65%
5	Listening to identify speakers.	57%
6	Identifying the main idea.	67%

Table (3)

Students' self- efficacy results in the pilot scale

No.	Level	Frequency
1	Overall level.	57%
2	Partial level or domain.	69%
3	The special task level.	67%

3. Problem of the Study

In light of the literature review and pilot study results, it is evident that students are not doing very well in some listening comprehension skills and self- efficacy items they need improvement to reach the acceptable level of listening and self- efficacy.

Thus, the current study will investigate the effect of flipped classroom strategy on improving some of the secondary stage students' EFL listening comprehension skills and self-efficacy.

Questions of the study

The study was an attempt to answer the following main question:

“What is the effect of flipped classroom on EFL listening comprehension skills and self-efficacy of secondary school students?”

This main question was divided into the following sub-questions:

1- What is the listening comprehension skills required for secondary school students?

2-What are the aspects of self-efficacy of EFL second year of the Formal Language secondary school students?

3- How can flipped classroom be used to develop EFL listening comprehension skills among secondary stage students?

4- What is the effect of using flipped classroom in developing secondary school students' listening comprehension skills?

5- What is the effect of using flipped classroom in developing secondary school students' self-efficacy?

4.Aims of the study

1-Identifying the listening comprehension skillsrequired for secondary school students

2- Identifying the components of the flipped classroom strategy for improving 2nd year formal secondary school students' EFL listening comprehension skills and self-efficacy.

3- Investigating the effect of the flipped classroom strategy on improving the 2nd year secondary school students' EFL listening comprehension skills and self-efficacy.

5. Significance of the study:

This study is significant to:

1- EFL students:

It enables them to develop their listening comprehension skills and self-efficacy.

2-EFL teachers:

This study provides them with a list of some listening comprehension skills and items of self-efficacy necessary for second year secondary school (and develops them) as well as some suitable strategies that can help in developing the desired listening skills and self-efficacy for secondary students.

3- EFL curriculum Designers:

It may inspire them to use other similar strategy that can help enrich the educational process with the latest theories and teaching

methods. They may also use technology increase the proficiency of teachers' performance.

6. Delimitations:

The present study will be delimited to:

1. 20 students randomly selected from second year of Youssef Atwan Formal Secondary school in Hosainia City.

2. Some listening comprehension skills required to second year secondary students as identified by jury members.

3. Some items of self-efficacy appropriate to second year secondary students as identified by jury members as follows:

- predict outcomes from events described

Summarize another person's ideas.-

Paraphrase another person's ideas-

4. Use self-experience to utilize purposes, goals, settings and procedures.

5. Some units of student' book of second year of formal language Secondary school students as follows

Table (4)

Some units of students` book

Unit	title
Unit 1	Water and food safety.-
Unit 2	Daniel Keyes: Flowers for Algernon.-
Unit 3	Population, health and the environment-
Unit 4	Tourism today.-
Unit 5	That's Amazing.-
Unit 6	Cooperation and Tolerance.-
Unit 7	Digital media.-
Unit 8	Where today's food comes from.-

6- The first semester of the academic year 2020/2021.

The advances in technology are revolutionizing various aspects of core daily activities and education is one of them. In the education sector, there has been an increased interest in utilizing a strategy called the flipped classroom (Johnson, 2013). Various institutions are leveraging technology to provide a form of blended learning where some part of the educational process is undertaken face-to-face with the remaining part conducted through the internet. This strategy herein forms the basis of the concept of the flipped classroom strategy.

Makice (2012), explained that flipped classroom strategy is a flexible set of teaching and learning strategies for organizing student learning experiences in a manner that requires active student engagement throughout the learning process, rather than a specific education approach. According to Bergmann and Sams (2012), in flipped classroom strategy, students have already had overall concepts of the matter of subjects before discussing face to-face with teacher or peers. Meanwhile, Educause Learning Initiative projects (2012) stated that the flipped classroom strategy is a pedagogical model in which lesson content is learned at home by means of technology, allowing teacher to devote class time to practicing lesson content with exercises, activities and discussions. The flipped classroom is very flexible to be adopted whether by teachers or students. It can be applied to any level of education, but it depends on the learners, resources and time available (Milman, 2012).

According to Hamdan et al. (2013), Using the Flipped classroom model, teachers shift direct learning out of the large group learning space and move it into the individual learning space with the help of one of several technologies. On the other hand, the flipped classroom has two components:

1- Moving the lessons outside of class, usually delivered through some electronic means.

2- Moving the practical application assignments, formerly homework into the classroom (Educause, 2012).

A flipped classroom is a learner-centered learning environment concentrating on the students' experience of learning and not on the conveyance of instruction in the classroom. In a traditional classroom, the teacher is the main source of information and the sage on the stage

but the flipped classroom of instruction promotes growth and development of learning (Jarvis, 2010).

Flipped classroom flourishes on four main pillars: Flexible Environment, Learning Culture, Intentional Content, and Professional Educator.

1- Flexible Environment is the first key to Flipped Learning. Flipped classrooms allow a variety of learning modes; educators often physically rearrange their learning space to accommodate the lesson or unit, which might involve group work, independent study, research, performance, and evaluation". Having a flexible environment, the students do not feel tense and nervous, do not need to rush to get every detail in a compact lecture, rather based on the flexibility, the students feel free to get help from the peers or consult the teacher whenever they want. In the same way, getting rid of the heavy burden to „teach“ through a compact lecture got pushed for time, the teachers also feel free to have extra time for other activities, and for real practice. Having a positive, stress-free environment fosters learning in a better way. (Hamden & P. McKnight, 2013).

2- Learning Culture: Shifting from a teacher-based model to a student-based one, the learning culture is rocked to its foundations. Rather than being a passive object of teaching, the students are actively involved in their learning process and have the chance to participate in each step. Being the core to learning, the students have their own way in the process and in this way, they learn and understand deeply.

3- Intentional Content: The teachers decide on what needs to be taught directly and what to be explored by the students. "Educators use intentional content to maximize classroom time in order to adopt various methods of instruction such as active learning strategies, peer instruction, problem-based learning, or mastery, or Socratic methods, depending on grade level and subject matter". Deciding on the content and planning the learning process, the classroom time is maximized and much time is left for other strategies, and interaction. This provides more of a better and effectively-used classroom-time.

4- Professional Educators: It is commonly criticized that the model might take over the role of teachers and finally dismiss teachers at all. It is mistaken that the model is a student-based one and so there is no need for the teacher. It must be taken into account that teacher is still

one of the key factors in flipped learning. Deciding on the content, adapting the materials, choosing the strategies, maximizing classroom interaction time, and in short-flipping the classroom are still the roles of the teachers. “By flipping the class the teacher's role changes to that of a facilitator of learning through observing and monitoring areas in which students need help with; providing students with different ways to learn content and demonstrate mastery; giving students opportunities to actively participate in meaningful learning activities; scaffolding these activities and making them accessible to all students through differentiation and feedback; and conducting ongoing formative assessments during class time (Peter, et al 2016).

One of the important factors in the flipped classroom is the role of the teacher. The flipped classroom requires that the instructor creates an inquiry-based teaching environment, where the face-to-face class time shifts from a teacher-centered space to a student-centered space (Bergmann & Sams, 2012). The traditional educational system was created using the factory model of management with the idea of top-down instruction, and “sage on the stage “teachers who produce outputs, or students who pass standardized tests (Howell, 2013).

Astri1 et al. (2019) investigated the effect of flipped classroom strategy toward students' listening comprehension in IAIN Batusangkar. The design of the study was quasi experimental in which there are two classes that become experimental class and control class. The participants were the first semester students of English Department in IAIN Batusangkar. The data were collect from listening comprehension test, based on homogeneity and normality testing. It was found that the data is homogenous and normal. The result showed that there is significance result after the treatment. The students in experimental class got better listening comprehension than in the control class. In conclusion, flipped classroom strategy can be an option for teachers to vary their teaching listening comprehension strategy. It can be said that this strategy is appropriate strategy for those students at first semester undergraduate students.

Dunn (2014) stated that there is a guide to flipping the classroom”, for implementing flipped classroom.

1. Plan

Figure out which lesson in particular that teachers want to flip. Outline the key learning outcomes and a lesson plan.

2. Record

Instead of teaching this lesson in-person, make a video. A screencast works. Make sure it contains all the key elements that the teachers mention in the classroom.

Bergmann and Sams (2012) recommended not to make a video just for the sake of making a video. Only do so when feeling these are appropriate and necessary. It all depends on the educational goal of the lesson. If making videos better facilitates the instructional goal, and then go ahead.

3. Share

Send the video to the students. Make it engaging and clear. Explain that the video's content will be fully discussed in class.

4. Change

Now that students have viewed the lesson, they're prepared to actually go more in-depth than ever before.

5. Group

An effective way to discuss the topic is to separate into groups where students are given a task to perform. Write a poem, a play, make a video, etc.

6. Regroup

Get the class back together to share the individual group's work with everyone. Ask questions, dive deeper than ever before.

Vaezi and Lotfi, (2019) examined the impact of flipped teaching on the improvement of listening performance. The participants were 119 advanced English language learners who were assigned to three groups: Authentic Audio Material Group (AAMG); Pedagogical Audio Material Group (PAMG); and Control Group (CG). As for the authentic materials, audio resources from some websites were the focus of listening exercises. The pedagogical audio materials were taken from 'Real Lives, Real Listening' book series (the Advanced Level). The treatment included predesigned educational materials and differentiated tasks that were used with two experimental groups while the other group studied the teaching materials in a similarly learner-centered class. After the treatment, there was a posttest and with a 6-month time interval, a delayed posttest was held. The results of data analysis revealed that flipped approach to teaching listening proved highly effective for the experimental groups in the short and long-term. IN addition, authentic

audio materials proved to be more contributing in comparison with the audio materials designed for pedagogical, purposes, integration.

Assessment system in flipped classroom can be divided into formative and summative as follows :

Formative Assessments:

the flipped classroom model moves teachers away from the "front of the room," they have more time to interact with students and implement a wide variety of instructional strategies -- including formative assessment.

[Bergmann](#) (2014) Explained that one formative assessment strategy has the side benefit of not taking papers home to grade. This strategy, called a mastery check, has five specific steps:

1. Assignment

Assign students work to complete based on one specific objective. This often takes the form of a paper-and-pencil set of exercises. The exercises are scaffold such that the first is easy and the last one is more difficult.

2. Choice

Students are told to solve either the even or the odd problems, or perhaps some other combination.

3. Check for Mastery

Once a student has completed his work, he asks the teacher to complete a check for mastery. This is the critical step. The teacher looks over the completed exercises and then asks him to verbally explain one or two of the answers.

Summative Assessments :

Bergmann and Sams (2012) illustrated that formative assessments are essential in checking student understanding, and they are fundamental in the formation of student content knowledge. However, they believe that students also need high-stakes assessments in which they demonstrate their mastery of learning objectives. Thus, we have developed summative assessments for which students must demonstrate a minimum level of proficiency. Various models of assessment exist for the educator. Exams can be scored out of total points, objectives can be assessed individually on a 0–4 scale, or a test can represent a straight percentage. There is no single way to flip, no single way to assess, and no single way to give students feedback. As always, do what is best for

your students and operate within the parameters of your particular educational setting.

7-Results of the study:

Table (5)

Comparing the pre to post results of the experimental group in the self-efficacy scale

The Group	N	Std. error Mean	Mean	Std. Deviation	Compared mean	t.value	df
The experimental group Pre-test	35	.63	53.45	3.7	27.48	43.51	34
The experimental group Post-test	35	0.43	25.97	2.5			

Table (4) indicates that there is a statistically significant difference between pre -post administrations of the self-efficacy scale to the experimental group, t-value being (43.51). It is significant at (.01) level. So, the eighth hypothesis was accepted.

The results of the current study revealed that the study participants (taught by Flipped classroom) showed a significant improvement on the post administrations of the listening comprehension skills.

The previous result showed that there is a significant difference at,01 between the mean scores of the study participants in their performance in the pre/ post administrations of the listening comprehension test, favoring the post one.

There were statistically significant differences between the mean scores of the experimental group in their performance on the post-administration of the self-efficacy scale compared to the pre administration, favoring the post one.

The experimental participants' advance in the post administration of the self-efficacy scale could be attributed to the use of the Flipped classroom strategy, this increased their efficacy.

The results of the present study showed that the experimental group outperformed the control group in the post administration of the self-efficacy scale. The statistical results showed that there was statistically significant difference between the mean scores of the experimental group in the performance of the post results compared to the pre administration, favoring the post administrations.

The flipped classroom strategy has a positive effect on the experimental group of self-efficacy scale.

8- Recommendations

In light of the results of the current study, the following recommendations can be given:

A-For listening Comprehension

1- The EFL listening comprehension skills should be given much attention and EFL textbooks should concentrate on them.

2- Enhancing students' self-efficacy learning through the development and the use of flipped classroom to teach other subjects.

3- Secondary schools should adopt modern technology, such as computers and multimedia programs to develop the students' achievement in learning English at all levels.

4- Curriculum designers should implement flipped class room for Egyptian students from the beginner level onwards as well as providing tools and environment that makes it reasonable to expect all students to have attained a specified level at each specified grade.

5- Mixing technology to traditional learning is highly needed. The interest shown by the students in technology is important in drawing their attention to foreign language.

6- EFL teachers should produce software for use by themselves to be familiar with their students' needs and mix these programs with face-to-face learning. Teacher-made software may be seen as extension of the teacher's professional growth and expertise.

7- In order to attract the students' attention to listen to different topics, some extracurricular activities based on advance organizers, should be introduced into the course schedule. This should lead to strong

positive feelings about listening and create an encouraging circle in which poor listeners become good ones.

Curriculum designers and implementers should assess all listening comprehension and learning resource materials to be selected and prescribed for schools and choose those that include topics that interest and are relevant to young and adults' lives

B- For Self-efficacy.

1- EFL teachers should pay greater attention to self-efficacy and its impact on learning English as a foreign language.

2- Self-efficacy should be embedded. This will help EFL students feel responsibility for their own outcomes.

3- Self-efficacy should be taken into consideration while instructing English. That is because it affects EFL students' self-esteem and motivation to learn.

4- EFL curriculum developers curriculum developers from different content areas should make use of their expertise in enriching the language curricula with themes, issues and topics that would help EFL students acquire both language and content, think reflectively, read and write reflectively, and be self-efficient.

5- EFL teachers should use the Flipped classroom strategy in EFL context to decrease the psychological problems encountered by EFL learners in such contexts.

6- Syllabi designers should design more effective textbooks and teachers' guides with focus on using such strategy.

References

- Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and Research*, 2(5), 977-988. <https://doi.org/10.4304/jltr.2.5.977-988>

Abd El-Latif, (2002) . the Effect of Grade Rates of Delivery on Listening.

Abdelfattah, M.A (2014). A suggested strategy Based on Graphic Organizer and ELearning in developing some listening comprehension and speaking skills among EFL preparatory school students, M.A. Thesis. Faculty of Education, Zagazig University.

Adrian, (2002). What is listening and why it is important? Do and Learn. Cairo.

Astri , et al (2019). The Effect of Flipped Classroom Strategy on Listening Comprehension of Undergraduate Students at English Department in IAIN Batusangkar 1st International Conference on Education, Social Sciences and Humanities (ICSSH 2019) *Advances in Social Science, Education and Humanities Research*, volume 335.

Bandura, A. (2006). Guide for constructing self-efficacy scales. In F. Pajares & T. C. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 307-337). Charlotte, NC: Information Age Publishing

Bergmann and Sams (2012) *Flip Your Classroom: Reach Every Student in Every Class Every Day* International Society for Technology in Education, Jun 21, 2012 - Education

Educause Learning Initiative. (2012). Seven things you should know about flipped classrooms. Retrieved August 23, 2017, from <https://net.educause.edu/ir/library/pdf/ELI7081.pdf>

Educause. (2012). 7 things you should know about flipped classrooms. Retrieved on.

El- Koumy, A. A. (2002). *Teaching English as a foreign language: A comprehensive approach*. Cairo, Egypt: Dar Al-Nashr for Universities.

El-Refaiee, K, N. (2008). Enhancing efficiency and effectiveness in listening comprehension activities: some down-to-earth insights. *Garash Journal*. Vo(12). No (2).

El-sagheer.A.andLeviene.l.(2002).teaching listening in Z.Elnaggar et al. (eds). Spotlight on primary English education resources (SPEER Washington : Academy for educational Development

Hargie, O. (2011). Skilled interpersonal interaction: Research, theory, and practice. London: Routledge Flipped classroom design framework.

Hamdan, N., McKnight, P., McKnight, K. & Arfstrom, K. (2013). A Review of Flipped Classroom. A Report by George Mason University.

Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. M. (2013). The flipped learning model: A white paper based on the literature review titled "A review of flipped learning." Arlington, VA: Flipped Learning Network.

Hamid, A. (2001). The effect of listening skill on improving eighth grade students' written performance. MA thesis, An-Najah national University, Nablus, Palestine: Faculty of Graduate Studies.

Howell, D. (2013). Effects of an Inverted Instructional Delivery Model on Achievement of Ninth-Grade Physical Science Honors Students (Doctoral Dissertation), Retrieved from ProQuest Dissertations and Theses 360764.

Johnson, G. B. (2013). Student perceptions of the flipped classroom (Doctoral dissertation, University of British Columbia).

Khalil, A, M, (2017) Using advance organizers for developing EFL listening comprehension skills and linguistic awareness among secondary stage students. M. A Thesis. Zagazig University, Faculty of Education Dept. of Curricula & Instruction.

Lee and Vanpatten(2003). Making Communicative Language Teaching Happen Modern Language Journal 80 (2): 236 DOI: 10.2307/328644

Lubbad, S (2013). The Effectiveness of a Multimedia Based Learning Program on Developing Seventh Graders' Listening Comprehension Skills and Attitudes in Gaza Governorate. Islamic University-Gaza, Palestine.

Makice, K. (2012). Flipping the classroom requires more than video. Wired. Retrieved from: <http://www.wired.com/geekdad/2016/04/flipping-the-classroom/>

Macaro, E. (2002). Learning Strategies in Foreign and Second Language
MehrakRahimia, ,SajjadAbedib(2014) The Relationship between Listening Self-efficacy and Metacognitive Awareness of Listening Strategies. International Conference on Current Trends in ELT English Department, ShahidRajae Teacher Training University, Lavizan, Tehran, 1678815811, Iran

Mills, M., Pajares ,F., Herron,C.,(2006) A Reevaluation of the Role of Anxiety: Self-Efficacy, Anxiety, and Their Relation to Reading and Listening Proficiency. Foreign Language Annals 39(2):276 - 295

Milman, N. B. (2012). The flipped classroom strategy: What is it and how can it best be used? Distance Learning, 9(3), 85–87.

Morley, J. (2001). Aural comprehension instruction: Principles and practices. In M. CelceMurcia (Ed.), Teaching English as a Second or Foreign Language, (p.69-85).Boston: Heinle&Heinle.

Nadig, A. (2013). Listening Comprehension.Encyclopedia of Autism Spectrum Disorders, 1743.O'Malley, J. M., &Chamot, A. U.

Renzhi, Y. (2012). Improving English listening self-efficacy of Chinese university students- Influences of learning strategy training with feedback on strategy use and performance. PhD dissertation. UK: Durham University.

Rost, M. (2009).Teacher Development Interactive: Listening. White Plains. NY: Pearson Longman.

Richards, J. (2008). Teaching Listening and Speaking.From theory to Practice. New York. Cambridge University Press.

Richard,J.(1985) Listening Comprehension Approach Design and Procedure. In J. C. Richards the context of lg. teaching (pp. 189 ñ 207) Cambridge: Ny: Cambridge university.

Soliman, E. R. (2008). The effect of using the integrated strategy on developing some listening skills in English language for secondary stage students.M.A thesis, Cairo University, Institute of Educational Studies.

Vaezi, R., Afghari, a., &Lotfi, A. (2019). Investigating listening comprehension through flipped classroom approach: Does authenticity matter? CALL-EJ, 20(1), 178-208.

Vandergrift, L. (2004). Listening to Learn or Learning to Listen? In Cambridge University Press (Ed.), Annual Review of Applied Linguistics (2004) (pp. 3-25) Cambridge University Press, USA.
<http://dx.doi.org/10.1017/S0267190504000017>

Vandergrift, L., Goh, C., Mareschal, C., &Tafaghodtari, M. H. (2006). The metacognitive awareness listening questionnaire (MALQ): Development and validation. Language Learning, 56, 431-462.

Williams, S., &Wuensch, K. (2016).Flipping quantitative classes: A triple win. Decision Sciences: Journal of Innovative Education, 14(1), 67-89.
<http://dx.doi.org/10.1111/dsji.12088>

Yeldham, Michael; Gruba, Paul (2016) the development of individual learners in L2 listening strategy course Language Teaching Research, v20 n1 p. 9-34 Jan 2016.