

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH

Sinh viên : Điệp Trường Giang

HẢI PHÒNG – 2021

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**Using Flipped Classroom to develop listening skills for
English major students at HPU**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH**

**Sinh viên: Điệp Trường Giang
Giảng viên hướng dẫn: TS. Trần Thị Ngọc Liên**

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Tên đề tài: Using Flipped Classroom to develop listening skills for English major students at HPU

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên : Trần Thị Ngọc Liên

Học hàm, học vị : Tiến Sĩ

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Hải Phòng, ngày tháng năm 2021

XÁC NHẬN CỦA KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Nội dung hướng dẫn:

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Đề tài tốt nghiệp:

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1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên chấm phản biện

(Ký và ghi rõ tên)

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ABSTRACT

Of all four communication skills, listening skills plays a significant role in daily communication and in educational process. Understanding the need and the problems that learners face during learning listening skills, this research is conducted with the aim at improving English major students at HPU through Flipped Classroom Model technique. By using such effective research instruments such as pre-test, post-test and questionnaire, the researcher hopes to figure out and helps students to overcome the difficulties of learning listening that they are dealing with. Also, the qualitative and quantitative methods were used to provide the most accurate data for the thesis. After the intervention of Flipped Classroom Model, it was found that students' scores were considerably higher. Moreover, there were other achievements which improved students' outcomes academically, socially and psychologically.

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Chapter 1: INTRODUCTION

1. Rationale for the study

Nowadays, as the result of the growth of global economic integration, English has played a significance role in daily life. It is used as an international language and most of international updates, news, broadcasts are written in English. Moreover, knowing English brings you opportunities to get a good job in a multinational company in our country or a work broad.

In order to communicate, the vital task is to understand what foreigner says. Without the ability to listen effectively, messages may be misunderstood. As a result, communication breaks down and the speaker can easily get frustrated or irritated. That is why listening skills is the most important skill of the four basic language skills: speaking, writing, reading and listening.

Language learners, especially those who learn English as a second language in non-native background, find it difficult to acquire good listening skills. And also, it requires a considerably long period of time to acquire, normally involving the student experiencing a variety of emotions ranging from depression and frustration, and the lack of interactions within the study class. Therefore, teaching listening skills is one of the most difficult tasks to the educators.

To overcome the boredom and difficulties of teaching listening skills, the use of a new teaching method – Flipped Classroom is necessary. Flipped Classroom brings in sweeter fruits of advantages for both teachers and students. One of the main advantages of Flipped Classroom is that is makes students move away from traditional learning method. It provides a more dynamic study environment wherein both teachers and students can collaborate actively.

2. Aim of the study

The aim of this thesis is to figure out what difficulties that English major students at HPU are dealing with and the way to enhance their listening skills by using Flipped Classroom.

Besides, since Flipped Classroom is quite a new and unfamiliar learning process in Vietnamese education system, I would like to clarify how the students and teachers

would benefit from the application of Flipped Classroom in their English listening class and the way to apply it to the current study program.

3. Research questions

To fulfill the aim, the study raises two questions for exploration:

- Question 1: To what extent does the Flipped Classroom Model affect students' learning listening skills?
- Question 2: What are the students' attitudes toward the use of Flipped Classroom model for learning listening skills?

4. Scope of the study

This study is conducted with the participation of first year English major students at HPU.

5. Research methods

An action research has been conducted with an aim to find out the effect of using Flipped Classroom Model on K24 students' learning listening skills.

The study will be conducted by using qualitative and quantitative methods, including self-designed questionnaires in order to collect the most reliable data.

Surveyed results will be the materials for the analysis tables and charts.

6. Structure of the study

This study is divided into 5 chapters:

Chapter 1 - Introduction: Presents the rationale for the study, the aims to which study is conducted, the research questions, the scope, research method and the structure of the study.

Chapter 2 - Literature Review: Provides the definitions about listening comprehension and related information about the study.

Chapter 3 - Research Methodology: Describes the research method, the participants, the textbook and the method to collect and analyze the data.

Chapter 4 - Finding and Discussion: Illustrates the data tabulation and description, data analysis and discussion of the findings.

Chapter 5 – Conclusion: Briefly summarizes the study; besides, some limitations of the study and recommendations for further research are also proposed.

Chapter 2: LITURATURE REVIEW

1. Concepts of listening and listening comprehension

1.1. Definition of listening and listening comprehension

Despite the fact that listening has been now a subject for research for more than three decades, consensus on a definition of listening has never been reached among language researchers. According to Chastain (1971), listening comprehension is the ability to understand native speech at normal speed in unstructured situations.

Wipf (1984) defines listening as a complex mental process that requires receiving, interpreting and reacting to sounds being received from the sender and finally retaining what was gathered and relating it to the immediate as well as the broader sociocultural context of the utterance.

Morley (1972) defines listening comprehension as the ability not only to discriminate auditory grammar, but also to reauditorize, extract essential information, remember it and relate it to everything that entails processing sound and construction of meaning.

Neisser (1976) views listening comprehension as a temporally constant process in which listener anticipates what will come next.

Goss (1982) defines listening comprehension as a mental process in which listeners attempt to construct a meaning out of the information given from the speakers.

Although these definitions differ to some extent, they basically consider listening as a mental process that requires a great deal of cognitive effort on the part of the listener such as interpreting the sounds, figuring out the meaning of the words and activating the background knowledge. However, a perfect match between input and knowledge does not always exist; comprehension gaps are frequent and special efforts to infer meaning are necessary for the second language learners in particular.

1.2. Listening comprehension processes

Listening comprehension is an intricate process in which different processes and factors are involved. According to Guo and Wills (2006):” Listening Comprehension is a complex psychological process of listeners’ understanding language by sense of hearing. It is an interactive process of language knowledge and psychological activities”. Since listening comprehension involves different

variables which is linguistic and non-linguistic, so it will be clear that any defect in these two variables will affect this process negatively.

1.3. Difficulties in teaching listening comprehension

People are assumed to be able to listen in their mother tongue with little or no effort. Learning to listen in a second language, on the other hand, is more challenging because it involves not just the skill of the listeners, but also can be affected by the speakers, the physical factors, the content of the listening text and the physical settings in the classroom.

1.3.1. Difficulties for students

Difficulties from the speakers

The accents: Many foreign language students are astonished when they hear someone other than their teachers speak because they are accustomed to their teachers' accents. Furthermore, understanding spoken language needs adaptation of a specific speaker's peculiarities (Underwood, 1989). Unfamiliar accents lead to decreased accuracy in listening, according to Ikeno and Hansen (cited in Bloomfield et al., 2010). Accented speech has been proven to have an impact on both the amount to which listeners understand a speaker's message and the effort required to identify specific words in the message (Floccia et al., 2009). Students are familiar with native speakers such as Americans and English to some level in academic courses; nevertheless, they can also listen to speakers from non-native English speaking countries. As a result, individuals are unable to grasp the words or relay the messages of the dialogues, resulting in a breakdown in communication.

The speed of the speakers

Learners' efforts to learn English are also hampered by the speakers' speed. Because students are unable to sort them out while listening before they go. It's not the same as leaving the reading text on the page for them to retrieve at any time. The majority of foreign language students believe that native speakers speak too quickly, making it difficult for them to keep up (Brown & Yule, 1983). Butt (2010) has similar concerns about native speakers' negative effects on listening comprehension. This is consistent with the findings of Flowerdew and Miller (1992), who found that their subjects uniformly ranked speed of delivery as one of the greatest barriers to comprehending.

Difficulties from the content

The density of information: It should be noted that dense information is one of the most challenging topics for pupils, especially beginners. The thick passage (Rost, 2006) is long and contains a large deal of information. Again, more information density is thought to place higher cognitive demands on listeners, perhaps increasing the effort required for understanding (Gilmore, 2004)

The intonation and stress: Stress and intonation are two of English's most distinguishing characteristics. The objective of stress is to draw attention to content words in order to convey meaning. Students can't seem to tell the difference between content and function words. Furthermore, they are unaware that words stated in continuous speech are not always given the same emphasis as ones spoken in isolation (Underwood, 1989). As a result, they are unable to hear the word that they have already known. Furthermore, because of stress, students may fail to detect grammar points when listening.

The noise and redundancy: When listening, listeners have to deal with a large volume of surrounding noise, they can fail to figure some words because of outside interferences.

Besides, repetition, false starts, self-corrections, elaborations, tautologies, and seemingly pointless additions such as "I mean" or "you know" are all examples of redundant utterances (Ur, 1984). This repetition is a natural element of speech that can be beneficial or detrimental depending on the students' abilities. It may make it more difficult for beginners to grasp what the speaker is saying, but it may provide experienced students more time to "tune in" to the speaker's voice and speech style.

Lack of vocabulary and background knowledge: Because language is used to express its culture, a lack of socio-cultural, factual and contextual understanding of the using language can be a barrier to comprehension (Anderson & Lynch, 1988). Knowledge about different cultures is useful to understand messages basing on some key words. To put it another way, the more diversified your information, the easier it will be to catch the point. If the students listen to an unfamiliar topic, they will be panic and confused, and as a result, they may fail to listen.

Besides, a lack of background knowledge, the limitation of vocabulary also prevents students from listening comprehensively. According to Yagang (1993),

the limitation of vocabulary, collocations and slangs restrict learners from guessing and predicting the content in general and the missing words and phrases in particular.

Incorrect pronunciation: It goes without saying that good pronunciation contributes significantly to listening skills. It may help student in recognizing and writing down the right spelling of words. One method to enhance pronunciation is to make checking the vocabulary a habit. Gilakjani (2012) provides evidence that learners who good at English pronunciation are likely to understand the content, whereas people with bad pronunciation will not get the point although their grammar is perfect.

1.3.2. Difficulties for teachers

Poor quality of the equipment and facilities

Poor quality of the equipment and facilities: Poor-quality equipment might cause unclear sounds, which can make it difficult for the listener to understand, especially students who sit at the back of the classroom. The lack of opportunities to listen to spoken texts with appropriate equipment and learn English with native speakers contributes to poor listening performance, according to Chetchumlong (1987). Moreover, a huge classroom, surrounding noises have a bad impact on listening ability.

Students lack of independence: One of the most vital part of improving listening skill is to practice outside classroom but students barely do it themselves, even if it is given requirement or assignment from their teacher. Most students find it boring to learn by themselves because it is a repeatedly process of listening to tapes or recorded audio without realistic interactions.

Difficult to manage the class: Surrounding noises affect tremendously to listening lessons and sometimes the noises come from students themselves. It is very hard to control sounds from a large number of students in the class if they are mischievous, whereas a small noise in a particular point of time can affect the lesson.

2. Concepts of Flipped Classroom

2.1. An overview of Flipped Classroom approach

During the Covid-19 period, Vietnamese education system has been affected tremendously by the effect of the pandemic. Due to the pandemic's evolution, it

was important to address specific limits, which included limiting classroom capacity and lowering face-to-face interactions. Although our country succeeded to implement online classroom to adapt with the situation, there has been controversies about the effectiveness of digital education. To improve the efficacy of online teaching, a small number of universities in Viet Nam has successfully applied an advanced teaching model into their current curriculum, Flipped Classroom.

Flipped Classroom, also known as “Reversed Classroom”, is a teaching model in which the teaching sequence will be “overturned” compared to the traditional educating process. This new teaching method aims to gradually transition from a group learning space to an individual one. Group learning space will be used for interaction, debate, discussion to clarify issues instead of lecturing and listening as before.

Flipped Classroom requires learners to watch online lectures which is well-prepared by teachers before coming to school. During classroom hours, they can spend their time collaborating with their teacher and other students to solidify their understanding, either individually or in small groups.

2.2. Definition of Flipped Classroom approach

The definition of the Flipped Classroom was first given by Maureen Lage, Glenn Platt and Michael Treglia. “Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa.” (Maureen Lage, Glenn Platt, Michael Treglia, 2000) “Invert” means “turn inside out or upside down”, which has the similar meaning with the word “Flip”.

In Dan Barrett’s book *How ‘flipping’ the Classroom Can Improve the Traditional Lecture*, he points out “the Flipped Classroom can apply to a large range of mixture educational methods in which students get prepared materials and then take part in structured in-class activities.” (Dan Berrett, 2012)

Bryan Goodwin and Kirsten Miller (2013) think the Flipped Classroom requires the students learn tasks before class to spot the difficulties. The tasks all go through three similar procedures: first, before class all the students watch the teaching video designed by the teacher. Second, the students try to finish all the tasks given by the

teacher. Third, all the students discuss with teacher or classmates through in-class hours to share the answers and write down those unsolved and difficult questions. Thus, the students can work out the unsolved and difficult questions with classmates or teachers rather than get the basic information passively in class.

As the real proposers of Flipped Classroom, Aaron Sams, Jonathan Bergmann (2013) considers it as a teaching method, which mainly proposes what is traditionally done in the classroom is now be done at home and that students do homework or do some classroom activities in the class.

From the previous studies, different scholars offer different definitions on the Flipped Classroom. However, there are some similarities in the previous definitions, which focus on the student-based approach and inverting the teaching procedure. It may be defined as following: Flipped Classroom is a pedagogical method in which students learn new knowledge through short videos, podcasts, e-books as well as internet outside class and consolidate what they acquired through classroom activities with the help of classmates and teachers.

2.3. Essential Components of Flipped Classroom

The Flipped Classroom is based on four foundation pillars. The word **FLIP**, which means overturn, is formed from the first letters of those pillars listed below

F – Flexible Environment

L – Learning Culture

I – Intentional Content

P – Professional Educator

Flexible Environment: refers to and includes a big number of varieties, possibilities and ways of learning. Teachers can tailor and adapt their ways of teaching; they can apply various teaching methods and forms, for example: group work, individual work, research activities, illustratively demonstrative methods (briefings and presentations), diagnostic and evaluating activities, etc. Teachers respect certain level of chaos and noise during classes, which is an inseparable part of this way of teaching. The assessment of learners' work is also flexible - the most important is to objectively assess the understanding of the given issue. Students are given freedom by their teachers to make their own decisions about the time and place of studying, and thanks to that they learn to be responsible for their own work.

Learning Culture: is linked mainly with the principal change in the conception of teaching – the teacher is no more in the centre, because it is the learner who has been placed into the centre of the teaching/learning process. Learners take an active part in teaching; the presentation of the learning contents goes much deeper than in case of the traditional teaching process. The individualized approach is realizable during school classes, and the learners have a possibility to progress at their own pace and maximally and effectively use their own abilities.

Intentional Content: refers to the opportunity for teachers to choose which learning contents can be pre-studied by students through teaching video presentations and which topics and issues will be processed directly during school classes. The choice depends on the presented topics and/or type of the subject (group and cooperative / collaborative learning, problem-based learning or heuristic methods), school classes can be really fruitful and maximally effective.

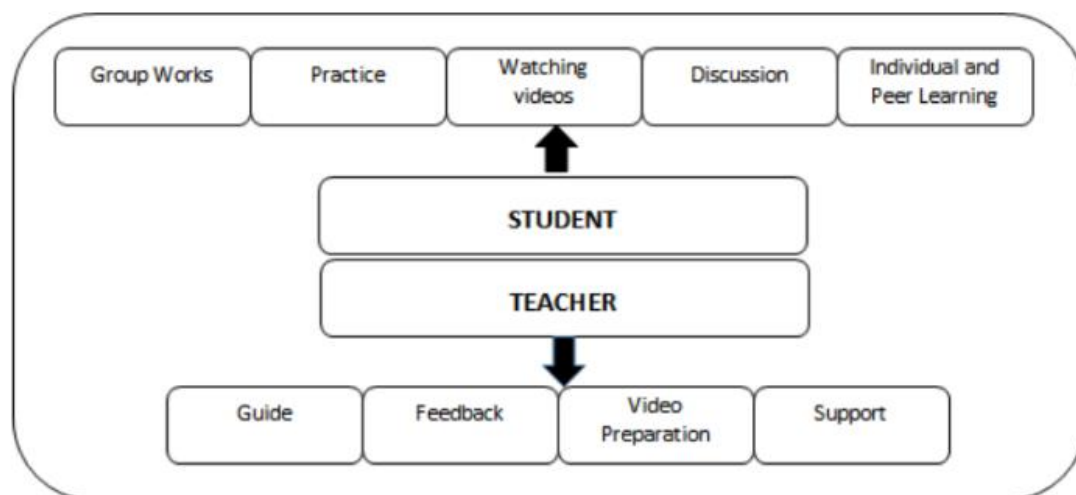
Professional Educators: are a non-ignorable component of the Flipped Classroom concept. The Model is often ignored due to a supposed reality – educative video materials are supposed to replace teachers and their work in classrooms. This assumption reflects, however, a deep misconception of the essential principle of the Flipped Classroom. The preparation process realized by teachers and the school teaching process itself are much more demanding than in case of the traditional conception of teaching, when teachers automatically follow the before given curricula, ignoring individual needs of learners. In case of the Flipped Classroom model, teachers not only have to create teaching presentations and video presentations in a very detailed way, but they also have to elaborate the follow-up classroom work, during which activating teaching methods are systematically used. On the basis of the given situation and the learners' knowledge and abilities, the teacher himself / herself has to decide which learning contents will be self-studied by the learners, which topics will be presented in school classes and which topics will be actively processed by the learners during school classes (discussions, group work, collaborative and cooperative learning, problem solving, etc.). School lessons are systematically directed by the teacher, who has to permanently communicate with the learners, to give feedback and advice to them, to set the working tasks to them and to monitor and continuously assess them.

Simultaneously, teachers should to certain extent respect some chaos and noise in the classroom. It is important to mention that both chaos and noise are controlled; they are definitely linked with active work and active studying. Teachers should also accept the position of “number two” in the teaching process; this conception places into the first and most important position the learner and his/her needs.

2.4. Teachers’ and students’ roles in the Flipped Classroom approach

Role of the teacher: In a Flipped Classroom, the teacher takes on a different role than we might expect. The teacher in a Flipped Classroom does not conduct direct instruction. Their position shifts to that of a facilitator, who organizes the content, assigns homework and creates a friendly learning environment for their pupils to explore. The teacher will become an active observer in the Flipped Classroom, allowing them to spend more time with each student. They can help as needed and provide suggestions and changes for individuals who require additional assistance.

Role of the student: In the Flipped Classroom, since the teacher doesn’t give student direct instruction, this duty falls on the students. Students have all the necessary materials to use and review themselves before going to “face-to-face” class. And during class time, the teacher and peers will help them clarify and explain the problems they are dealing with.

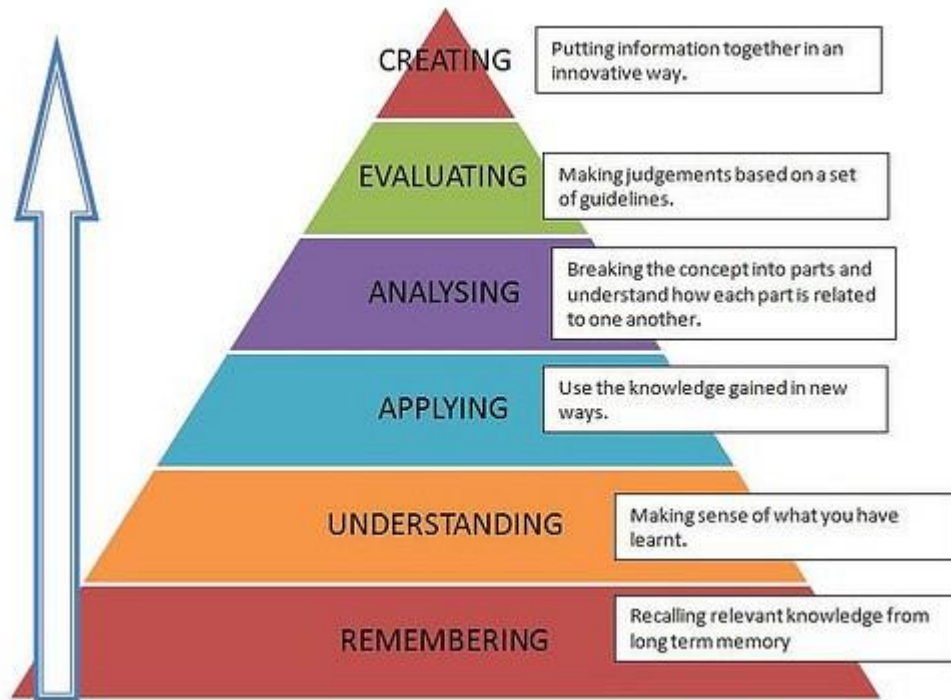


Teachers’ and students’ roles in the Flipped Classroom model

2.5. The structure of the EFL Flipped Classroom teaching model

The EFL Flipped Classroom teaching model has four phases beginning from out-of-classroom activities and finishing with assessment. These phases are as follows:

Phase 1: The instructor selects the lesson to be flipped; however, not all classes can be flipped. The instructor starts by determining the lesson's learning objectives. The learning outcomes (based on Bloom's Taxonomy) are divided into: lower-order thinking skills (LOTS) such as remembering, understanding and applying; higher-order thinking skills (HOTS) which include analyzing, evaluating and creating. LOTS should be accomplished outside of the classroom, while HOTS should be achieved in the classroom.



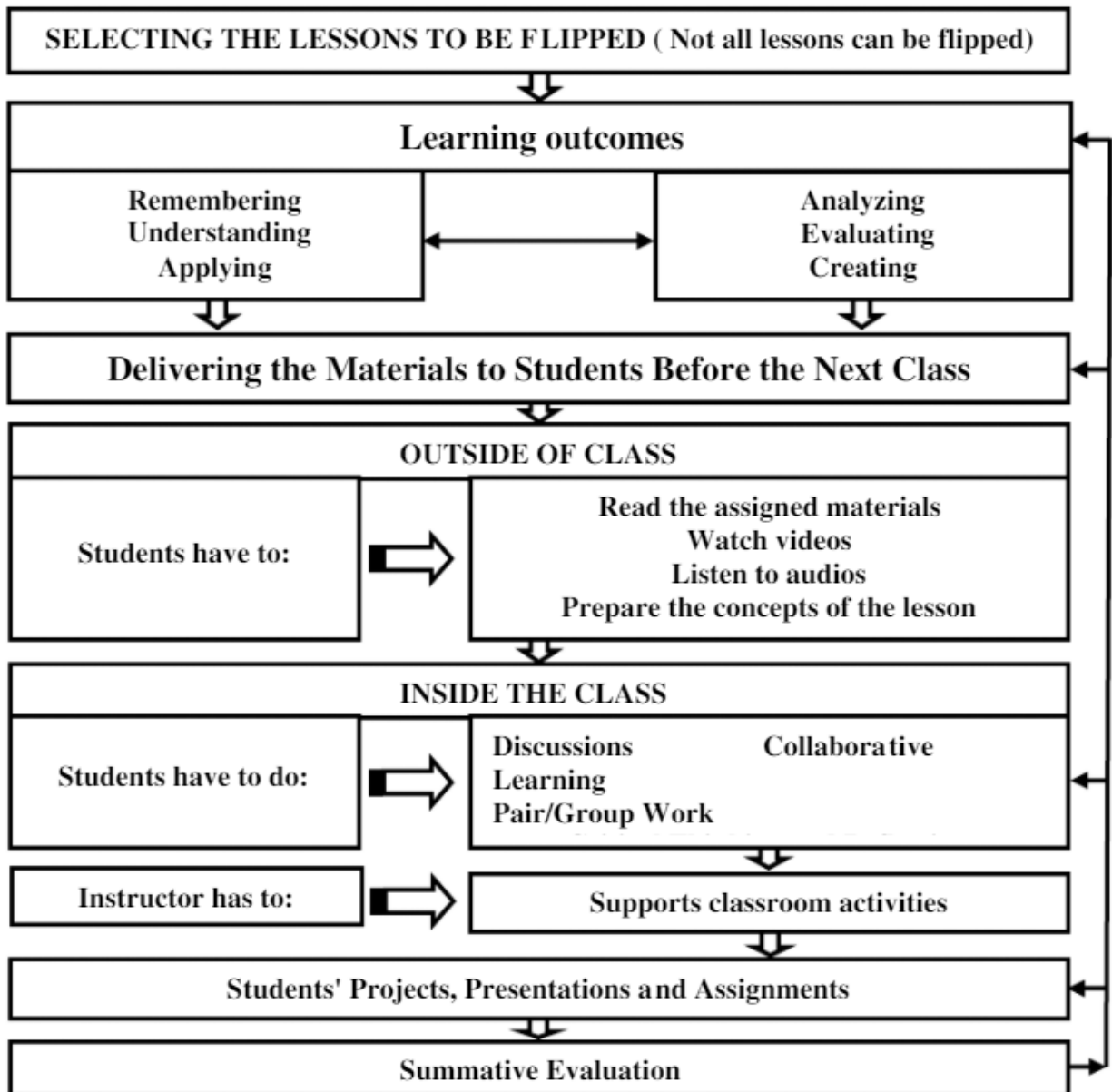
Bloom's Taxonomy for learning outcomes

Phase 2: The instructor creates the information and distributes it to the students before the next session using videos, audios, reading materials, and/or any other method. He should keep in mind that the material addresses lower-order cognitive skills. Students view the videos, study the materials, listen to the audios, and work on any assignments set by the instructor at home. They must remember the material provided, comprehend the instructional concepts, and assess the content.

Phase 3: Students participate in active learning activities, conversations, collaborative learning, critical thinking skills, and other activities in the classroom. Additionally, pair and group work are used to increase student participation and engagement. Student-centered learning takes up the majority of class time. The

instructor's role is that of a learning facilitator and supporter; he encourages pupils to participate and supervises the activities.

Phase 4: Students must complete projects, presentations or assignments relating to the topic at the end of the lesson. The instructor assesses these activities in order to ensure that the learning objectives are met. Finally, each stage of the model is assessed to provide feedback for the entire course.



The EFL Flipped Classroom teaching model

2.6. Advantages of Flipped Classroom Approach

Educators that have implemented the use of the flipped classroom have reported positive results in their classrooms. Students are more engaged in their own learning

by collaborative problem solving with the teacher and the other students (Electronic Education Report [EER], 2011). Students began taking ownership of their own learning and teachers began to talk with students and not to the students (EER, 2011). Students received immediate feedback on material from their teacher instead of attempting the work at home and failing to complete the work due to missed information. The reduction of face-to-face didactic learning forces students to research and learn by other means such as collaborative work or peer instruction in the classroom (Gilmartin & Moore, 2010). At home, students are able to pause and rewind the lecture to go back, find unknown answers, and review confusing information (Bergmann & Sams, 2012). Bergmann and Sams discussed multiple reasons that outlined the benefits of using the flipped classroom model (2012). Some of their reasons to this benefit were flexibility, individual attention, and changes in classroom management (Nolan & Washington, 2013). The educational 9 method also allowed for transparency in the education of students (Bergmann & Sams, 2012). Parents and administrators could also view the material to follow the path of the students' education. Despite all of the documented benefits to using the flipped classroom model, some teachers noted some drawbacks to using this style of teaching.

2.7. Limitations of Flipped Classroom Approach

Educators found some problems with using the flipped classroom. The flipped model cannot inclusively use video for home viewing (Milman, 2012). Using traditional lecture online rather than in the classroom did nothing to shift the type of learning for students (Ash, 2011). Brunsell and Horejsi, (2013a) emphasized an increase in active and engaging learning experiences along with the online videos was a more complete classroom flip than just showing online videos. A student that showed apathy in the classroom before flipping would continue to be apathetic after the flip even when given them more freedom in the educational model (Springen, 2013). If students did not have access to internet for viewing videos online, then teachers had to identify new ways of connecting those students to the presented information. Spingen (2013) identified this as the digital divide. Students that could not afford a computer at home or did not have internet access, or a device given to them to watch videos would be left behind. Schools that wanted flipped classrooms

needed to address this issue by allowing better access at school. Depending on the budget of the school district, the cost of flipping a classroom can be significant or reasonable with proper choices of technology (Lage et al., 2000). Good teachers using poor technology could still have been successful in the classroom; although, the use of technology could not make a poor teacher better (Levy et al., 2011).

2.8. Previous studies

The Flipped Classroom originated from two chemistry teachers named Jonathan Berman and Aaron Sams, who worked in an America woodland park school. In 2007, they added explanation to the courseware and recorded teaching videos by recording software. And those videos were uploaded to the Internet for students who are unable to be in the classes for several reasons. The two teachers' innovative teaching practice made this method a new teaching mode, and received praise from more and more teachers and students. Up to now, the Flipped Classroom becomes a popular new teaching mode in America and the whole world. The three reasons why the Flipped Classroom gained so much praise and became popular are as follows:

- 1. High technology is the guarantee for the Flipped Classroom, and students can watch autonomous learning videos freely after class.*
- 2. The economic situation of America offers a market for the Flipped Classroom. The Flipped classroom is economically successful concerning with the current situation since American financial situation can't offer the change from the large classroom to individual teaching (Dan Berrett, 2012; Hunt Marc w, 2013).*
- 3. Internet videos are widely used in teaching. Nowadays, many schools in America have started to adopt the Flipped Classroom. In America the Flipped Classroom centralizes in middle and primary school and focuses on science subjects like math, physics and science.*

The teaching process promotes the recognition of scholars and teachers for the Flipped Classroom. They summarized the advantages and disadvantages of the Flipped Classroom according to their teaching practice. Among those scholars and teachers, most of them believe that the Flipped Classroom can get better effects than the traditional one. For example: *Upside Down and Inside Out: Flip Your Classroom to Improve Student Learning* (Fulton, Kathleen. 2012), *Flip Your*

Classroom: Reach Every Student in Every Class Every Day (Aaron Sams, Jonathan Bergmann. 2014), Flipping the Classroom-Unconventional Classroom: A Comprehensive Guide to Constructing the Classroom of the Future (Matthew Ogles, Brent Bogan. 2014), The Flipped Classroom - A Teacher's Complete Guide: Theory Implementation and Advice (Dr. K. Plunkett Jacob Beckerman. 2014), Evidence on Flipped Classroom is Still Coming in (Bryan Goodwin, Kirsten Miller. 2013), Flip Your Students' Learning (Aaron Sams, Jonathan Bergmann. 2013), 10 Reasons to Flip (Kathleen P. Fulton. 2012), How 'Flipping' the Classroom Can Improve the Traditional Lecture (Dan Berrett. 2012), The Flipped Classroom: A Survey of the Research (Jacob Lowell Bishop. 2013). All these articles point out students learn the teaching video at their own pace, and they will turn to the web and social media for information according to their needs.

Doing "homework" in class gives teachers better insight into student difficulties and learning styles, and it gives teachers more opportunities to provide feedback to students. Thus the classroom time can be used more effectively and creatively. It turns out student achievement is increasing, so is interest and engagement. In addition, Teachers improve professional development by watching each other's videos and learning from each other. Meanwhile Fulton Kathleen and Kathleen P. Fulton think the Flipped Classroom requires for a higher demand for teachers' teaching design capabilities, for teachers need more time to design the courses. In Jonathan Bergmann and Aaron Sams' articles, they consider that the Flipped Classroom makes students become the center of the courses, and it requires the learners to make schedules for themselves as well as being responsible for themselves. Dan Berrett (2012) believes that the Flipped Classroom is good for students to improve their learning abilities, motivation and getting higher grades compared with the traditional one. The Flipped Classroom offers more interactions and communications between teachers and students, whilst also allowing students to be more willing to join in the classes. Although the Flipped Classroom has lots of advantages, many scholars and teachers harbor their doubt in the teaching practice. The authors of The Flipped Classroom Strategy: What is it and how can it best be used? (Milman, Natalie B. 2012), Five Reasons I am not Flipping over the Flipped Classroom (Lisa, Nielsen. 2012) and Evidence on Flipped Classroom is

still Coming in (Bryan Goodwin, Kirsten Miller. 2013) come up with the idea that in its practice there are lots of drawbacks: students may skip the materials entirely; the quality of teaching videos is different because of the difference in the maker's ability; students may benefit a little from the teaching videos and they don't make full use of the intime classes. Whether the teaching effects can be improved or not lies on the design of teaching contents and teaching activities. However, the authors of *The Flipped Classroom Strategy: What is it and how can it best be used?* (Milman, Natalie B. 2012), and *How Flipping the Classroom Can Improve the Traditional Lecture* (Dan Berrett. 2012) concentrate on the importance of teachers to the Flipped Classroom. More scholars believe, without scientific design, only inverting teaching time and improving traditional teaching methods with technology did not change the essence of learning.

Chapter 3: METHODOLOGY

3.1. Setting of the study

The study is conducted at Hai Phong Private University (HPU) located in the center of Hai Phong city. There are 36 classes with the total number of more than 400 students. The teaching staff of English department is composed of 16 teachers of English, Japanese and Chinese. The researcher is an undergraduate student of HPU.

Research Participants

A class of second-year students from Foreign Languages department was chosen for the study. Therefore, due to the spread of Covid-19 in Vietnam, this study is unable to conduct with a large number of students as predicted, there is only a group of 9 students take part in the research, their age ranging from 19-21. Most of them have learnt English for over 8 years, nevertheless, their English proficiency is adequately limited because of the lack of practical use of English in the past and they are still trying to keep pace after 1 year at university.

3.1.1. Participants' current curriculum

The study material which is being used during 15 weeks of study period:

Week	Unit	Pds	Content	Goals
1	Starter: Using listening strategies	3	Listening skills	Identifying listening strategies
2	1.He's the generous type	3	Personal qualities	Understanding personal qualities
3	2. We could get him a tie	3	Gift giving	Understanding reasons Evaluating information
4	3. What exactly do you do?	3	Job responsibilities	Understanding job descriptions Identifying job responsibilities

5	4. It doesn't fit.	3	Clothes and fashion	Understanding complaints Distinguishing between fact and opinion
6	5. I'm not sure what it's called	3	Household items	Understanding descriptions of everyday objects Understanding vague descriptions
7	Review and test 1	3	Job descriptions Store conversation Casual conversation	
8	6. I thought you spoke English	3	Types of English	Description between varieties of English. Follow an academic lecture
9	7. You'll buy anything	3	Advertisements	Understanding ad messages Recognizing approval and disapproval
10	8. Our sales target is \$1.1 million.	3	Business	Identifying large numbers Understanding business data.
11	9. I have a driving lesson tonight.	3	Driving	Understanding sequence of events Identifying information on telephone
12	10. She wants a seat to Miami	3	Travel	Understanding travel plans. Identifying schedule information
13	Review + test 2	3	Sale presentations Casual conversation	

			Car advertisement	
14	11. How do I get downtown?	3	Directions	Understanding directions Understanding telephone conversations
15	12. Is this where I get my student ID? Review	3	On campus	Identifying purpose Following a sequence of events

3.1.2. Flipped Classroom teaching materials

Textbook

In order to fulfill the aim to identify problems that students are dealing with listening skill and match perfectly the students' English level, the textbook: Developing Tactics for Listening, Second Edition is chosen as teaching material for the study. The book contains 24 units and each unit deals with a particular topic delivered in 3 periods and mainly focus on regular topic relating to normal life.

Study timetable

Week	Pds	Unit
1		Problem identification and initial data collection + Using designed listening test
2		Analyzing initial data
3	3	Unit 1: The Weekend
4	3	Unit 2: City Transportation
5	3	Unit 3: Renting A Car
6	3	Unit 4: Parties
7	3	Unit 5: Restaurants
8	3	Unit 6: Shopping
9	3	Unit 7: Air Travel
10	3	Unit 8: Health Problems
11	3	Unit 9: Work and Jobs

12	3	Unit 10: Keeping Fit
13	3	Unit 11: Invitations
14		Pretest and collecting post data
15		Analyzing post data

3.2. Research Instruments

3.2.1. Tests

In order to attain the aims of the study, a pre-test, post-test and questionnaire are created and an evaluation instrument is also utilized.

Pre-test and post-test

To answer the first research question, The researcher uses such instruments as pre-test and post-test to evaluate the extent in which the participants made progress in their English proficiency.

Two different English tests are developed to assess the students' progress before and after the treatment. The pre-test will be given at the beginning of the process and its result will be used to compare with the post-test.

Both tests are designed and based on the KET listening test, one of Cambridge English Qualifications. Each test contains 25 questions, each of them scores 0.4 marks.

3.2.2. Questionnaire

The questionnaire will be given to the students after the intervention. It is made to determine students' responses regarding the application of Flipped Classroom Model in teaching and learning English. The questionnaire is written in simple manner and language to help them understand the questions clearly. The researcher, however, will present in class to answer any questions related to the questionnaire from the students. The questionnaire includes 3 multiple choice questions. The first question assessed students' attitudes toward the technique used; besides, to indicate the appropriate degree to which students like or dislike about Flipped Classroom Model. The researcher will follow the five alternative Likert scale: Very satisfied, satisfied, not sure, unsatisfied and very unsatisfied. The last two questions will give

students more details about what they like or dislike about the technique, so that students could show their opinions more specific and clearly.

3.3. Research Procedure

Step (1) + (2): Identifying problem and collecting initial data

In this step, a pre-test (listening test) will be administered to confirm the problem. The primary aim of the instrument is to identify the students' real problems in listening comprehension and their level of listening competence.

Step (3): Analyzing data

After collecting the initial data, the author will analyze the data to have a look into the identified problems.

Step (4): Planning

In order to flip the class, the teacher would make or prepare videos and use technology, which requires lots of efforts and preparation. Besides, it takes times to spend time searching for materials and making lesson plans as well as intervention plans.

Step (5): Implementing the action plan

In this period, the detailed plans of action will be carried out. The teacher will deliver the prepared materials in this period.

Step (6): Collecting data to monitor changes (post-data)

The effects of the action will be investigated through the collected data. The researcher will have a meeting with those participating students to complete data collection.

Step (7) Analysis and evaluation

The researcher will go over the post-data and compare with the pre-data's results to seek answers to the research questions. As a result of the action research project, the additional questions will be identified, which will become the basis for the further cycle of research.

3.4. Data analysis

In collecting the data, there are a number of research instruments that will be used by the researcher in order to know the students' initial achievement, their achievement after intervention and their attitudes toward the new learning technique, namely pre-test, post-test, observation and questionnaire respectively.

Data analysis is the process of organizing data to find the results of the test analyzed descriptively. There are two kinds of data gained in this research, namely qualitative and quantitative data. These data will be analyzed to find the extent to which students' progress is made in listening skill and their perceptions of the Flipped Classroom Model.

The quantitative data generated according to the results obtained from the students' pre-test and post-test. The quantitative data in the forms of raw scores will be analyzed by computing the average scores or the mean scores of pre-test and post-test. The mean will be obtained from counting up all the scores and then they will be divided by the number of individuals. The formula is used to analyze the data adapted from Djiwandono (2008: 212):

$$M = \frac{\Sigma X}{N}$$

Where: M: Mean score of the students' achievement of listening English skill

ΣX : The sum of the total score

N: The total number of the students

From the mean score, the researcher can evaluate whether or not Flipped Classroom Model is effective to improve students' foreign language learning, especially to listening skill.

For questionnaire, the qualitative data will be computed by the formula presented below:

$$\% = \frac{\text{Number of students choosing an item}}{\text{Total students}} \times 100\%$$

For observation, data will also be collected by means of the teacher's notes during the implementation of the project. These provide some reflection on the part of the students as the participants. Notes will be used with the expectation that the researcher will have deeper understanding and broader perspective of the information.

3.5. Summary

In order to investigate the impact of Flipped Classroom Model on the students' foreign language learning in class, an action study will be carried out in a foreign language class at HPU. The data will be collected from a pre-test, a post-test, observations and a questionnaire. It is expected that the combination of these instruments would answer the research questions of the study.

Chapter 4: FINDINGS AND DISCUSSION

4.1. Effectiveness of Flipped Classroom Model in developing students' listening comprehension

4.1.1. Findings from tests

Collecting data

The pre-test was delivered to obtain their pre-existing language competence and the post-test in this study was administered to assess their result after the intervention of Flipped Classroom Model technique. The data collected would help to answer the research question that had been posed in previous chapter.

Table 1: Data collected through Flipped Classroom Model

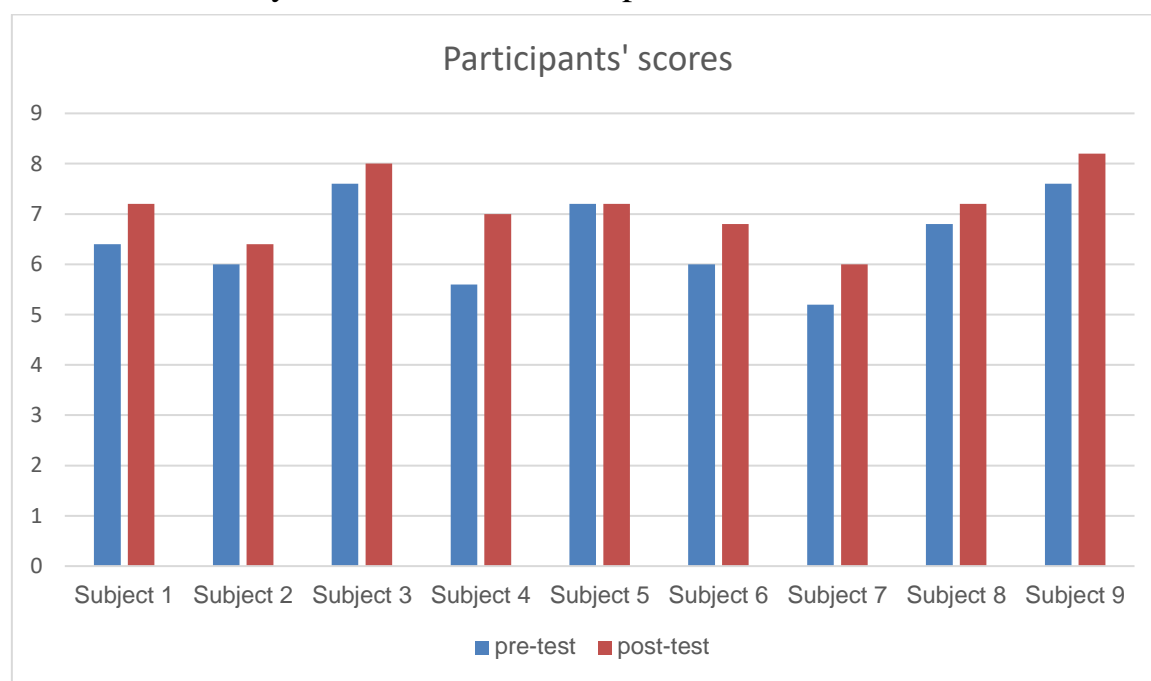
Subject	Pre-test	Post-test
1	6.4	7.2
2	6.0	6.4
3	7.6	8.0
4	5.6	7.0
5	7.2	7.2
6	6.0	6.8
7	5.2	6.0
8	6.8	7.2
9	7.6	8.2
Total	58.4	64
Mean score	6.48	7.11

Findings related to Research Question One:

“To what extent does the integration of the Flipped Classroom Model affect students’ English language learning?”

Table 1 compares the students’ scores collected through the tests before and after experiencing the Flipped Classroom Model. Students’ achievement after using Flipped Classroom Model to enhance listening skills improved slightly. These changes attained by applying some action plans to cover the students’ difficulties in learning listening subject.

To make it clearer, the rising comparative mean figures of the pre-test and post-test scores obtained by the students could be presented as follows:



The graph above showed the improvement in students’ score through the intervention of Flipped Classroom Model. The results of students’ achievements in post-test are not much higher than those in pre-test possibly because of some factors. For example, there might be some students didn’t take the tests seriously as it was the final exam. However, the students score after applying Flipped Classroom Model was improved in general, so it is concluded that this new technique can enhance students’ English language learning.

4.1.2. Finding from questionnaire

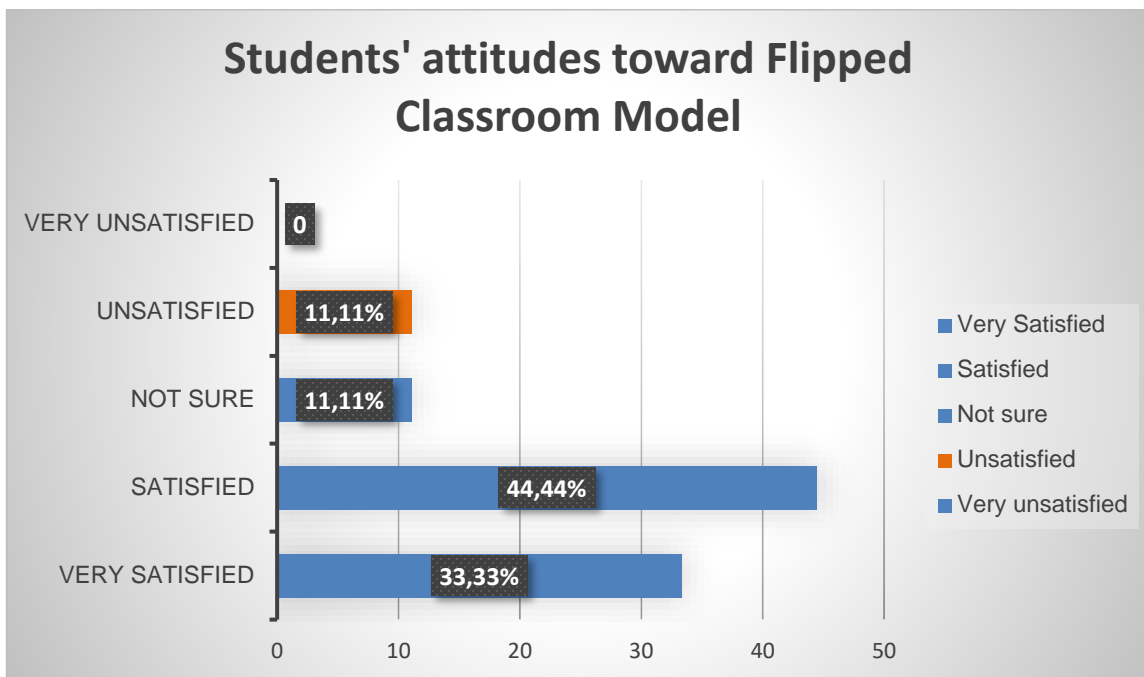
The scores gathered from administering questionnaire showed the students’ behavior, attitude, interest and motivation in Flipped Classroom Model. The

obtained data showing the percentages for each item in the questionnaire were tabulated as follows:

Question 1: How do you think about application of Flipped Classroom Model in general?

Likert scale	Participants	Percentages
Very Satisfied	3	33.33%
Satisfied	4	44.44%
Not sure	1	11.11%
Unsatisfied	1	11.11%
Very unsatisfied	0	0

As indicated above, all the participants took part in the questionnaire assessed their attitudes through the process. The first question asked students to indicate degree of enjoyment that students experienced in Flipped Classroom Model. The data can be described by the graph below.



The result showed that more than half of the students enjoy the new technique and there are two of the have the opposite opinion to their fellows. However, this question is just for general evaluation, the tabulated data below will figure more particularly.

Table 2: Students' responses to two "open-ended" questions

Question 2: Were there anything in particular that you found enjoyable in the Flipped Classroom Model?	No. of students	Percentages
1, Preparing for the lesson in advance	5	55.55
2, Having more time to acquire vocabulary	9	100
3, Improving confidence in class	7	77.77
4, Feeling more in charge of your own learning	7	77.77
5, Improving self-learning skills	6	66.66
6, Enjoyable learning context	8	88.88
7, Deeper understanding of pronunciation and stress of words	5	55.55
Question 3: Were there anything in particular that you did not enjoy in the Flipped Classroom Model?	No. of students	Percentages
1, Time-consuming	4	44.44
2, More workload	5	55.55
3, More distractions	2	22.22

Findings related to Research Question One:

“What are the students’ attitudes toward the integration of Flipped Classroom model for English language learning?”

With the two open-ended questions, students were asked if there was anything that they liked or disliked the technique in details. Table 2 revealed the findings for each of the two questions. Since some individual responses contained more than one

theme, they were coded and counted in more than one category. Therefore, the percentages shown in the table were based on the number of different responses and not on the number of students completing the questionnaire. Most of the students responded that they like Flipped Classroom Model as it helped them prepare for the next lesson in class in advance and learning through video was also helpful because they could listen repeatedly as they liked and be more concentrated to the pronoun and stress of words. Moreover, all the students (100%) showed their interest in Flipped Classroom Model due to the fact that acquiring vocabulary and their uses helped them improve their language skills. More than half of them acclaimed that they liked the Flipped Classroom Model because it helped them get more confident in the class and feel in charge of their own study (77.77%).

In terms of being asked about what they disliked when learning with Flipped Classroom Model, there were some considerations that needed to be concerned. In details, some students felt that watching videos at home and doing tasks related were time-consuming (44.44%) and some thought that there were more workloads for them to do at home (55.55%); others showed their worry as they couldn't concentrate on watching videos online because of some distractions such as social media notifications (22.22%).

4.2. Discussion of the findings

The goal of this study is to see how effective the Flipped Classroom Model is at improving student achievement in EFL learning at school and their views toward it. The findings revealed that the Flipped Classroom technique has a beneficial impact on student achievement. Furthermore, students' perceptions of this strategy are overwhelmingly positive.

The findings show that students' performance in all four language skills has improved. This finding answers the question of whether or not using a Flipped Classroom in the classroom can improve students' English language learning. According to the students' reports, the Flipped Classroom technique aids them in developing numerous abilities that assist them enhance their listening comprehension and other communication skills in general. The flipped classroom technique has also been shown to improve students' English scores since it requires students to prepare for lessons ahead of time, which motivates and engages them

during the teaching and learning process. This backs up earlier research findings and extrapolations from the literature on the impact of the Flipped Classroom Model on student achievement.

Furthermore, by participating in Flipped Classroom activities, students can improve their self-confidence while expanding their vocabulary and fostering classroom engagement. As a result, in class discussions, students become more cooperative and supportive. The findings could also be read as the advantages of combining a distinct teaching approach, such as blended learning, with a set of rich class assignments that are differentiated based on students' individual and various talents. Overall, the pupils' performance demonstrated a greater understanding and knowledge acquisition. The rich input provided by the videos, as well as the subsequent classroom engagement, resulted in improved abilities and improved productions on various levels.

In addition, based on data from students' questionnaire replies, it was discovered that a considerable number of students felt more motivated and independent as a result of the Flipped Classroom education. Learner autonomy is best demonstrated by pupils' increased confidence in their own talents and accomplishments. This is a characteristic that many students have mentioned as giving them more confidence in their English language learning and skills. This, of course, was reflected not only through the questionnaire but also through the improved results, and is found to be consistent with Smith (2008) and Holec (1981) who view learners in the center of their learning, which is enhanced by blended approaches to learning.

Despite the fact that the students in this study expressed concern about the time needed to prepare before class, which represents a significant shift in their learning attitudes, they demonstrated improved attitudes and a greater understanding of linguistic features, which is consistent with the findings of many other studies on other subjects and has been shown to benefit students' achievement.

Chapter 5: CONCLUSION

5.1. Recapitulation

The purpose of this action study was to see how beneficial it is to use the FC model as a type of cooperative teaching strategy to help students improve their English listening skills and it is expected to be a solution for the current Covid-19 situation in Viet Nam. To achieve this, nine English major students who study at Hai Phong Private University were exposed to the effects of Flipped Classroom Model. The quantitative analysis of the data collected before and after the treatment revealed that the use of the cooperative teaching method known as Flipped Classroom Model had good impacts on students' study progress. Furthermore, using Flipped Classroom Model makes students become more engaged, active, independent and cooperative in their studies. In comparison with traditional method, students are more confident, accountable and enthusiastic in acquiring knowledge. Instead of delivering learning activities where the teacher mainly lectures and students receive knowledge passively, Flipped Classroom Model provide an environment where students are the center of their own study. Flipped Classroom Model is highly recommended as an alternative instructional pedagogy in providing students with friendly and effective learning environment.

5.2. Limitations

Several issues were discovered during the course of the research that could have caused limitations on the outcomes of the study. First of all, one of the most significant obstacles was to change the students' mindset in order to accept a new teaching instructional approach. Students were struggled with the challenge of adjusting their learning habits toward how they have to prepare for the lesson at the outset of the program. Learners were faced the reality of being required to take care of their own learning after a long period of passively consuming information. In fact, a major barrier was students' willingness to change their minds and develop the habit of watching informative videos before class. Their main concern was that they wouldn't have time to see the video. Secondly, another restriction was the limited sample size, with only 9 students involved in the study, which could not represent the true reflection of diverse students' attainment by using Flipped Classroom Model. Therefore, in order to obtain a more accurate result, a larger

scale research will be needed. Thirdly, as a conductor, preparation time was also an important factor. It takes hours to prepare, select or categorize teaching materials such as tasks or videos. Moreover, the researcher himself is an undergraduate student, he may not be qualified enough to create contents for an advanced study program. Finally, the time to conduct this research is limited and it is also affected by Covid-19 disease. A 15-week program and a whole class of English major student at HPU was selected for the study but in fact, it was shortened to 2 weeks and only 9 participants.

5.3. Suggestions for further studies

For the researchers who would like to conduct any further research and implementation, there are some suggestions:

- Before flipping a class, the conductors, educators should make sure they have time to define student learning outcomes, prepare lecture videos and design flexible projects and activities. Moreover, it is crucial to survey the students on media and technology capability. In order to implement a Flipped Classroom Model, the use of technology devices is one of the most important factors.
- Students need to be noticed about the common goals and importance of the experiment so that they will put effort into it. Also, the instructor should stress that watching informative videos or other form of teaching materials is mandatory for the course so that they could be prepared for in-class activities.
- Since this current research only focused on developing English listening skills, selected participants are students from English department. It is worth considering the scale and the chosen subjects depend on the aims and contents of the research.

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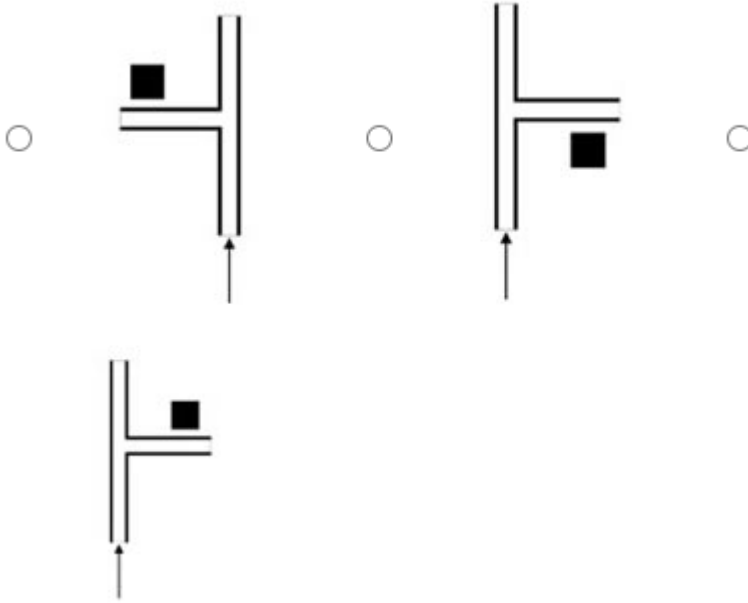
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APPENDIXES

1. Pre-test

Part 1:

Question 1: Where is the post office?



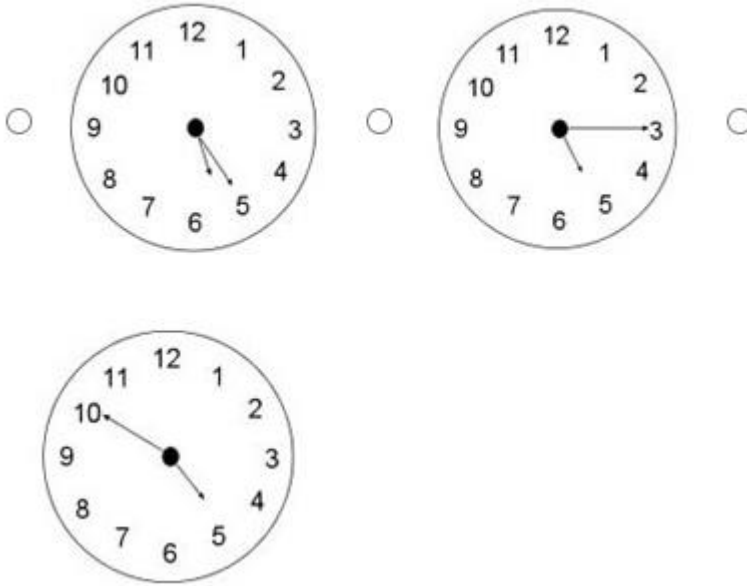
Woman: Excuse me, can you tell me the way to the post office please?

Man: Yes. Go along this street and turn right. The post office is on the left hand side.

Woman: Turn right and it's on the left. Thank you!

Man: You're welcome!

Question 2: What time will the train arrive?



Woman: Oh no! The train is going to be late!

Man: What time will it get here?

Woman: At a quarter past five. What's the time now?

Man: It's ten to five. We'll have to wait another twenty five minutes.

Question 3: What will they buy?



Woman: What shall we buy Emma for her birthday?

Man: How about perfume?

Woman: We bought her perfume last year, remember? Why don't we get her a

book?

Man: Good idea. I know she likes cooking. Let's get a book about making really nice cakes.

Question 4: How long will the man stay at the hotel in total?

1 night 2 nights

3 nights

Woman: Can I help you?

Man: Yes. I booked a room for two nights – Wednesday night and Thursday night. But I'd like to stay for one more night, please.

Woman: Okay, so you want to stay here on Friday night too.

Man: Yes.

Woman: That's fine. I'll arrange that for you.

Question 5: What does the man want to buy?



Woman: Are you going shopping?

Man: Yes. I need some clothes for Alison's wedding next week.

Woman: Aren't you going to wear your blue suit?

Man: Yes, but I need a new shirt. My white one looks very old, and it doesn't look very good with my tie.

Part 2:

Star Language School

First floor: Library

You can borrow reading books and for 2 weeks

You cannot borrow

Second floor: Computer Room

The booking form is on the

Basement:

Saturday trip: Visit a in Warwick.

Transcript

Good morning, and welcome to Star Language School. I hope you will have a very good time here. First, let me tell you about the school. On the first floor, there is a library. The library has lots of books and DVDs. You can take the reading books and DVDs home with you and you can keep them for two weeks. You don't have to pay to borrow reading books, but you have to pay £2 to borrow a DVD. You can't borrow grammar books. You can only use them in the library. On the second floor, there is a small computer room. It's often busy, so you should sign up to use it. The booking form is on the door. In the basement, there is a small café where you can buy hot and cold drinks, sandwiches and chocolate. You may be interested in our activity programme. We organise trips every Saturday. This week, there will be a trip to Warwick where you can see a great old castle. If you want to go on this trip, please speak to Susan in the office.

Part 3:

1 Rebecca and Alan decide to meet on

- Wednesday
- Thursday
- Friday

2 They decide to

- Go out for dinner.
- Go out for a drink.
- Stay in and watch a DVD.

3: The Orange Tree is on

- Church Road.
- Love Lane.
- Potter Street.

4: They will meet at

- Ten past seven.
- Twenty to seven.
- Seven twenty.

5: Rebecca met Charlie

- at a party.
- on a skiing holiday.
- at the sports centre.

Transcript:

Woman: Do you want to go out one evening this week?

Man: Sure. Are you free on Friday night?

Woman: Actually, no. My cousin is coming to visit me.

Man: How about Thursday then? I have to work late on Wednesday.

Woman: Okay. Where shall we go? Shall we go out to dinner?

Man: I don't have a lot of money at the moment. We could just meet at a bar for a drink, or you could come round to my place, and watch a DVD.

Woman: No, let's go out. I know a great place called 'The Orange Tree'. You can get two meals for six pounds on week nights.

Man: Two meals for six pounds? That's very cheap! Okay, let's eat out there then. Where is it?

Woman: Do you know Church Road?

Man: Yes, I used to go to music lessons in Love Lane. It's just around the corner from Church Road.

Woman: Well, The Orange Tree is on Potter Street. You go up Church Road and turn left near the bakery.

Man: Okay. I'm sure I can find it. What time shall we meet up? Seven o'clock?

Woman: Well, I'll probably take the bus into town. The six-forty bus gets into town at ten past seven. I can get to The Orange Tree by twenty past.

Man: That's fine. Hey, can I bring a friend?

Woman: Sure. Anyone I know?

Man: My friend Charlie. He works at the sports centre.

Woman: Yes, I think I met him at Anna's party a few months ago. He likes skiing, doesn't he?

Man: That's right.

Woman: Sure, well bring him along. It will be nice to see him again.

Man: And Charlie's got a car, so he'll be able to take you home at the end of the evening.

Woman: Oh that would be good. I don't like taking the bus late at night, and taxis are very expensive.

Man: Well, I'll see you later this week then.

Woman: See you!

Part 4:

1. You will hear two people talking at home. Which room are the people in?

- bedroom kitchen living room

Transcript:

Do you mind if I close the curtains? I can't see the television. The sun is too bright. I'd rather you didn't. I'm writing a letter so I need some light. Come and sit on the sofa with me. You can see the screen from here and there is lots of room. But I like this armchair! Well, move it into the middle of the room then.

2. You will hear two people talking at a clothes shop. What is the woman going to buy from this store?

- a skirt and shirt a shirt and trousers just a shirt

Transcript:

The skirt fits really well, but the color looks terrible on me. I've never looked good in purple. I like the green ones, but unfortunately, they don't have any in my size. Just my luck! The shirt is perfect though. It will look great for work. But the trousers are too small and the ones the next size up are too big, so I'll have to look somewhere else for some. I do really need to buy trousers today.

3. You will hear two people talking at a bookshop. Why is the man, Tom, there?

- A to buy a book to meet someone to return a book

Transcript:

Hello Tom! I'm surprised to see you at the bookstore! I thought you hated reading. You're right, I do. I don't often come here. I can't remember the last time I bought a book!

So what are you doing here? Do you see that woman at the desk, serving the customer who's returning a book? That's my new girlfriend. She finishes work in a few minutes. Then we're going out to dinner together.

4. You will hear two people talking in a computer shop. How much does the laptop cost?

- £400 £300 £200

Transcript:

What do you think of this laptop? Well, I'm sure it's much better than the one you have, but can't you find a cheaper one? Six hundred pounds is a lot of money. That's not the price. It's on sale today. It's two hundred pounds off. Really? That's good. But my laptop only cost three hundred and it's fine. Do you really need to such an expensive one? Yes, I want to buy it.

5. You will hear a woman talking to her friend. Why is she excited?

- She is going to be on television. She has got a new job. She has won a competition.

Transcript:

It's great! When I filled in the online form, I never thought I would get on, but someone phoned this morning and invited me to go on the show! I'll meet Bob Field, you know him from that other television show, don't you? And I might win ten

thousand pounds! I probably won't, but you never know. I might be lucky! I should buy a nice dress and get my hair cut. I'll have to look good!

Part 5:

For questions 1-5, select an activity for each day. You can listen to the conversation twice.

1. Monday:

3. Wednesday:

5. Friday:

2. Tuesday:

4. Thursday:

A, read on the beach

C, went shopping

E, went for a long walk

G, went swimming

B, went canoeing

D, climbed a mountain

F, visited museums

H, returned home

Woman: Did you have a good time on holiday, Sam?

Man: Yes, we had a great time.

Woman: What did you do?

Man: Well, on Monday, the weather was really good, so we went for a long walk near the sea. It was beautiful.

Woman: That sounds nice.

Man: On Tuesday, we wanted to go up a mountain, but it was very rainy and windy, so we visited some museums. They were quite interesting.

Woman: Okay.

Man: On Wednesday, we went shopping in the city. We bought lots of great things. We spent a lot of money.

Woman: Oh dear! That always happens!

Man: On Thursday we visited a lake. I wanted to go canoeing, but the water sports centre was closed. So we just went swimming.

Woman: Really? Was the water cold?

Man: Yes, it was a bit! On Friday we were quite tired, so we went to the beach and relaxed with a book. And on Saturday we came home!

Woman: Well, it sounds like a great holiday.

2. Post-test

Part 1:

Question 1: Which room has the woman cleaned?



Boy: I've cleaned the floor and I've taken all the dirty cups to the kitchen.

Mother: Really? Already? Did you clean under the sofa too?

Boy: Yes, I did. And I tidied the shelves.

Mother: Thanks for your help. I've nearly finished cleaning the bedroom, so we can go out soon.

Question 2: Where are the couple?



Woman: Do you have the tickets?

Man: Yes, don't worry. I've got them. Come on, it leaves in 5 minutes.

Woman: Which platform does it go from? My bag's heavy.

Man: Number 5. There's a lift over there. Let's take that

Question 3: What will the two people buy?



Man: What do we need for the cake?

Woman: We don't need flour, we have that at home. But we need eggs.

Man: We need butter and sugar for the cake too, don't we?

Woman: Yes, but we have enough sugar at home.

Question 4: What will James do after dinner?



Man: My back hurts. I'm going to take some pills.

Woman: I don't think you need any. You need to get some exercise. Go out for a walk.

Man: Really? Shouldn't I rest?

Woman: No. Your back hurt because you've sat in front of the TV all day.

Question 5:

What does the woman suggest?

Competition	
Organizer:	The Countryside Club
Write about:	Your favourite British <input type="text"/>
Open to children aged:	8 - <input type="text"/>
Number of words:	<input type="text"/>
Prize:	Family ticket to <input type="text"/>
Send entries to:	<input type="text"/> , Portland



Man: My back hurts. I'm going to take some pills.

Woman: I don't think you need any. You need to get some exercise. Go out for a walk.

Man: Really? Shouldn't I rest?

Woman: No. Your back hurt because you've sat in front of the TV all day.

Part 2:

Transcript:

We at the Countryside Club love the outdoors and we want young people to love it too. That's why, once again, we are holding a writing competition. Last year, we asked children to write about their favourite animal from the British countryside. This year, the subject is different. We want you to write about your favourite place in Britain. It could be a beach, a forest, a park or a mountain. But it must be outdoors. You can't write about your bedroom! So, if you're between the ages of eight and fifteen, start writing! Last year, you had to be less than 12 years old, but we decided to change it this year. You must write between 200 and 400 words. The best ones will appear in our Countryside magazine. The winners will also get a free family ticket to London Zoo. If you want to enter, please send your entry to 25, Black Street, Portland – that's 25 Black Street, Portland. Your entry must arrive before the 14th October. We look forward to reading your entries!

Part 3:

1: What date is Alice's birthday?

- a) 12th July
- b) 14th July
- c) 16th July

2: What was the problem at Alice's party last year?

- a) Nobody had fun.
- b) It was hard work.
- c) Hardly any people came.

3: What is the problem with Freddie's Pizza House?

- a) The service was terrible.
- b) The food is bad.

- c) The pizzas are expensive.

4: Where is the burger restaurant?

- a) Hill Street.
- b) Penny Road
- c) Arthur Street

5: How much will six burgers cost at the new restaurant?

- a) £18
- b) £36
- c) £40

Transcript:

Jack: Isn't your birthday soon, Alice?

Alice: Yes, it's next week.

Jack: I thought so. I remember we had an English exam last year on the 14th July, and your party was on the same day.

Alice: Yes, but my birthday was two days earlier.

Jack: It was a great party. Are you having one again this year?

Alice: No, I won't. It took a long time to clean up afterwards. Hardly anyone stayed to help! It was not fun!

Jack: What a shame. What will you do instead?

Alice: I don't know. I wanted to go out for a meal at Freddie's Pizza House with some friends, but my flatmate went there last week. She said the waiters were very friendly, but the pizzas were terrible.

Jack: Well, it's not an expensive restaurant. Cheap food isn't often good. Why don't you try the new burger restaurant?

Alice: Where's that?

Jack: It's near Tom's house.

Alice: On Hill Street?

Jack: Well, it's near there. You go past Tom's house and turn left down Penny Road. It's down there, opposite a little book shop called Arthur's.

Alice: *Oh, I know Arthur's. But I don't know this restaurant. But is it expensive? I don't have much money.*

Jack: *Well, we got three burgers and we paid £18.*

Alice: *That's good. I want to invite 5 friends, so six burgers will cost...*

Jack: *Less than £40!*

Alice: *That's not bad.*

Part 4:

Question 1. You will hear a man talking about his sister. What did his sister do?

- arrive late miss a show eat his food

Transcript:

My sister promised to be at my house for a quarter past six, to look after the children while I went to the show! But she got home from work late because of a problem with the traffic, so at six o'clock she was still preparing food. But I have lots of food in the fridge. I don't mind her eating some of it! She didn't get here until seven, so I was late for the theatre. I missed about twenty minutes of the show!

Question 2. You will hear two people taking their seats. Where are they?

- . at a theatre on a plane in a car

Transcript:

Which are our seats?

Those ones over there. Can I have the seat by the window? I like looking out.

Sure. There's more space here for my legs anyway.

Do you think I can go to the toilet before I sit down?

No, you should wait until we are in the air. Lots of people are trying to put their suitcases away right now.

3. You will hear a man talking about a trip to France last week. Why did he go?

- for a family party to take photographs to go sailing

Transcript:

My grandma lives in France, you see, and last year, the whole family went there because it was her birthday. It was nice, but I didn't get much free time to explore or spend time by myself. But while I was there, I saw these sailing boats out on the sea, and in the evening light, they looked just perfect. I wanted to spend time taking pictures of them in different light, but there wasn't time then. It was great to be able to do that last week.

4. You will hear a woman talking about a sports match that she has seen recently.

What sport did she see?

- tennis baseball badminton

Transcript:

I didn't expect to enjoy it. I mean, who enjoys watching people hitting balls to each other all day? But it was a really exciting competition, and there were so many people in the stadium. It was really exciting, and wow, those players can hit the ball really hard! In fact, on the way home, I bought myself a racket. Now I just need to find someone to play against because my husband isn't interested!

5. You will hear a man and woman talking about tomorrow morning. What will the man do early tomorrow morning?

- go running go the gym do some work

Transcript:

Where's the alarm clock? I need to wake up early tomorrow morning.

It's here. Are you going running?

Not tomorrow, no. I've made plans with John and Richard to go to the gym tomorrow afternoon. But I have a lot to do for this project. I can only go with them if I finish the work.

Oh, I see. So are you going to do that early tomorrow morning?

That's the plan.

Part 5:

For questions 1-5, select an activity for each day. You can listen to the conversation twice.

1, Monday:

2, Tuesday:

3, Wednesday:

4, Thursday:

5, Friday:

A: Running

C: Music night

E: Tennis

G: Spanish club

B: Football

D: Swimming

F: Art club

H: Film club

3. Questionnaire

Question 1: Question 1: How do you think about application of Flipped Classroom Model in general?

- Very Satisfied
- Satisfied
- Not sure
- Unsatisfied
- Very unsatisfied

Question 2: Were there anything in particular that you found enjoyable in the Flipped Classroom Model?

- Yes
- No

If your answer is Yes, put a tick (✓) in any option that suits you.

1. Preparing for the lesson in advance
2. Having more time to acquire vocabulary

3. Improving confidence in class
4. Feeling more in charge of your own learning
5. Improving self-learning skills
6. Enjoyable learning context
7. Deeper understanding of pronunciation and stress of words

Question 3: Were there anything in particular that you did not enjoy in the Flipped Classroom Model?

- Yes No

If your answer is Yes, put a tick (✓) in any option that suits you.

1. Time-consuming
2. More workload
3. More distractions