

An Integrative Strategy Based on Incorporating Flipped Model of Instruction and Self-Reflection Practices to Enhance EFL Students' Listening Comprehension and Self-Regulated Learning

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Studies in Curriculum and Instruction Journal, published by Egyptian Council for Curriculum & Instruction, Ain Shams university, Issue 30 January, 2018

*Studies in Curriculum & Instruction Journal is a double-blind peer-reviewed journal dedicated to promoting scholarly exchange among teachers and researchers in the field of Curriculum design and instructional practices and strategies. The journal is published monthly in print version.

Journal website:

http://tadresmisr.com/magazine.php?pageNum_rs_magazine=3&totalRows_rs_magazine=178

Journal email: curriculum59@yahoo.com

1. Introduction

Listening has long been recognized at the core of learning languages and a main and undeniable component in language pedagogy (Nation and Newton, 2009). It was estimated by researchers that 40-50% of communication time is devoted to listening; 25-30% to speaking; 11-15% to reading; and only 10% to writing (Holden, 2004).

Though teaching listening skill has received more attention than used to be, it is the least understood and least researched skill compared with other skills in TEFL/TESL (Rezaei & Hashim, 2013; and Vandergrift, 2007). Students are not equipped with helpful sufficient techniques and learning strategies that enable them to master listening to a foreign language (Mehdi, Mansoor & Azizollah, 2014). Oxford (2011, 39) states that teaching listening in classrooms focuses on testing not teaching the skill. Even if a student answers a listening comprehension question, the feedback will likely be true or false without any further discussion about how the student reached this answer. This limited view of teaching and learning listening comprehension does not provide the needed support to master skills of listening comprehension.

Moreover, learners of English as a foreign language consider listening as the most complicated and hard skill among the other three skills to learn (Nation & Newton, 2009) and hence turned out to be a challenging and anxiety provoking skill for learners (Elkhafaifi 2005 & Field, 2008). Thus, conducting further research in the field of teaching and learning listening is crucial for improving teaching practices. Also, helping students to understand listening as a process and have enough control over this process will result in better comprehension level. In return, this will lead to improvement in other language skills as well as in students' language proficiency level as a whole (Brown, 2006).

Vandergrift (2007) argue that practicing listening comprehension activities in EFL classes can be a source of stress and anxiety especially at elementary and intermediate levels, as students do not have enough control on processing the language input fast and accurately at the same time. So, training students on appropriate listening strategies can support their understanding of the input during the listening activity (Serri and Boroujeni, 2012). Cohen (2000, 21) argue that learning strategies in language classrooms helps in shifting the learning responsibility from teacher to students themselves; they become more self learners. Furthermore, it is inferred from learners' use of strategies that it affects their self regulation skills positively through enabling them to assign goals for their learning, monitor their progress, and evaluate their final results (Liu, 2008).

In the present study, the focus is on simplifying the complexity of listening by practicing listening comprehension as a multiple stage process moving from controlled to natural and free use of the skill. Hence, teacher's role has to change from telling to training and guiding students while practicing listening strategies; the focus should be on practicing. Also, listening comprehension is given more focus as skill that should be taught and masters in its own right

starting from early levels not only as a sub-skill in practicing conversation tasks in foreign languages.

Moreover, meta-cognition, metacognitive approach, is adopted as a base for the present study depending on the documented importance and effectiveness of meta-cognition in FL listening in many researches. According to this approach students are provided with sufficient, suitable, interesting, and various listening activities that give them the chance to get involved in the listening process, practice listening skills, reflect on their improvement and at the same time receive supportive guidance from their teacher - scaffolding (Goh, 2008; Vandergrift and Goh, 2012). Learners, later on, will be more involved in the learning process, able to guide themselves through reflecting on their performance and take decisions about their progress in an autonomous way- as autonomous learners (Oxford 2011).

Brunsell and Horejsi (2013) assure that traditional classroom, in which knowledge is transmitted to students through one-way discourse and manner, has been found ineffective, inefficient and irrelevant to contemporary students. To address many of the issues of the traditional classroom, educators have recently introduced a new pedagogical approach called a 'flipped classroom', which offers an opportunity to incorporate active learning methods in the classroom, while still covering necessary learning material. This inclination stresses students' positive role in the learning process; they should be more responsible and more 'strategic' instead of being passive receivers (White, 2006, p. 113).

According to Suwartono (2014), true learning is based on students' ability to form their own understanding of what they study and connect it appropriately to their schema; thus experience should be the main source of learning. The more charge and control students have over their learning through reflective-practices, the more quality this learning will have (Kavaliauskienė, Kaminskienė & Anusienė, 2007). Considerably, it was claimed that self-reflection can help students gain more confidence over the goal-means relation, that is, they will possess higher levels of self regulation.

1.1. Context of the problem

The major aim of teaching EFL listening comprehension skills in general and among university students in particular is to enable them to listen attentively to interpret a spoken text adequately (e.g. a dialogue or a speech recorded by a native English speaker). To reach this aim, teacher should provide students with various spoken discourses and suitable listening learning strategies (Chen, 2007; Chung, 2006 and Hosseini, 2013).

Accordingly, among the goals of the preparatory general English Language Program at the Languages and Translation College, Imam University, is to develop the listening skills necessary for participating effectively in future academic settings. However, the activities currently utilized to pursue this goal-as proven by a pilot study- have fallen short of enabling students to master these skills; as manifested in students' difficulties in listening comprehension and their low scores in the listening achievement tests.

According to a pilot study conducted by the researcher of the present study in a form of classroom observations (ten classes), noticeable problems concerning students' listening skills and self regulation abilities were detected. Students were passively engaged in listening classes, and academic performance can be described, at best, as mediocre. Students also feel confused when they first listen to a new recording or audio. Accordingly, the audio is often played three times. This leads to wasting class time in playing the listening materials and students gradually lose their self-confidence which might influence adversely their listening comprehension.

The previous problems could be due in part to the prevailing methods of teaching listening that do not motivate students to practice effective listening comprehension skills, mainly emphasizes exam preparation as a whole, and undermine the importance of raising learners' consciousness of their own listening comprehension skills. Students are rarely encouraged to ask questions; instead they are instructed to answer some literal comprehension questions subsequent to listening.

The perplexity of listening as a skill to be mastered by FL learners, the difficulties those learners meet when listening, and the current teaching method followed in listening classes have urged the researcher of the present study to investigate the situation more seriously to develop a practical strategy to help Saudi EFL university students improve their listening comprehension. Reviewing relevant literature tackling listening comprehension instruction and self regulated learning, it was revealed that the flipped model of instruction and reflective practices can be a sound entry point to tackle EFL students' listening weaknesses.

1.2. Statement of the Problem

The study problem could be identified in EFL university students' poor mastery of the necessary EFL listening comprehension as well as self-regulated learning skills, which was partly attributed to the adopted traditional methods of teaching listening that barely grant students the chance to reflect on their listening comprehension and devise strategies for self-improvement; and the absence of suitable learning cognitive and meta-cognitive strategies instruction. Therefore, the current study attempted to provide an answer to the following main question:

- How can EFL university students' listening comprehension and self-regulated learning skills be developed by adopting an integrative strategy based on the flipped model of instruction and self-reflection practices?

In more detail

1. What are the EFL listening comprehension skills necessary for preparatory year EFL university students?
2. To what extent do first year EFL University students acquire these skills?
3. What are the self regulated learning skills to be developed in the current study?
4. What are the theoretical bases of an integrative strategy designed in the light of flipped model of instruction and self-reflection practices for developing listening comprehension skills of EFL university students?

5. What are the activities to be incorporated in a strategy integrating flipped model of instruction and self-reflection practices to develop EFL students' listening comprehension, and self-regulated learning skills?
6. How is the proposed strategy effective in developing first year EFL university students' overall and each English listening comprehension skills?
7. How is the proposed strategy effective in developing first year EFL university students' self-regulated learning?
8. What is the relation between the development of self-regulation skills and listening comprehension skills of Saudi EFL learners?

1.3. Study Hypotheses

1. There is a statistically significant difference between the mean scores of the experimental group and the control one on the post- listening test in favor of the experimental group in overall listening comprehension as well as in literal and inferential listening comprehension skills and their sub- skills.
2. There is a statistically significant difference between the mean scores of the experimental group and the control one on the post application of the self-regulated learning questionnaire in favor of the experimental group..
3. There is a statistically significant difference between the mean scores of the experimental group on the pre- and post-applications of the self regulated learning questionnaire in favor of the post application.
4. There is a positive correlation between the development of self-regulated learning skills and listening comprehension of the experimental group students.

1.4. Study Purpose

Exploring the extent to which integrative strategy based on flipped model of instruction and reflective practices could enhance listening comprehension and self-regulated learning skills of university EFL students.

1.5. Study Significance

Using the concept of self-reflection practices in the area of listening comprehension in Saudi Arabia is the new addition of this study. Thus it can result in valuable findings in the field of using reflection and self learning practices teaching listening comprehension for EFL learners. Furthermore, the present study attempted to integrate flipped model of instruction and self-reflective practices integrated activities. Hence, EFL teachers can use them as well as develop their own activities following the highlighted principles. The study might also enable EFL instructors to realize the potential of self-reflection activities meant to raise students' awareness of their actual listening comprehension skills, and so increase their motivation to put more effort in applying such seemingly time-consuming activities. Again, this study is hoped to be of significance to curriculum planners as it might help them devise appropriate self-reflection techniques that enable students to scrutinize and improve their listening comprehension skills. In addition, it is assumed that the current study might shift students' negative perspective on developing their listening skills. Realizing the potential of self-reflection, students will be more

apt to subject their listening comprehension to self- analysis, reconstruction and modification, which in turn will empower them and give them lifelong control over their own listening comprehension development.

1.6. Delimitations

1. Eight listening skills (four literal and four inferential skills). Critical skills were not tackled as students' level was judged to be pre- intermediate hence critical listening was considered beyond students' reach at this stage.
2. Five self regulation skills.
3. A sample of 50 introductory-level English major students, College of language and translation, Imam University. Those students are supposed to teach EFL in the future and hence they should have good command of English language skills including listening comprehension.
4. A limited duration for implementing the treatment (one semester, i.e., nearly three months).

1.7. Definition of terms

1.7.1 Listening comprehension

Caldwel (2008, 4) defines comprehension in listening as instant process of interacting with oral discourse represented in eliciting and building meaning. listening in the current study refers to "an interactive, dynamic, and cognitive based process through it Saudi lower intermediate EFL majors can grasp the general meaning presented in an audio; find main facts, or details; guess meaning of new items; and predict outcomes ".

1.7.2 Flipped classroom

Flipped model of instruction means an educational approach that focuses on replacing classroom based instruction with individual learning opportunities that in turn will be taken as a first step in changing traditional classroom environment into a more interactive and dynamic one. In it students teach and question each other thus gearing creative thinking in the subject (Flipped Learning Network (FLN), 2014).

1.7.3 Self reflection

Self-reflection is defined operationally in the present study as a group of self reflection techniques and activities used by EFL students' to improve their capacity to recognize their performance during and subsequent to listening tasks so that they become able to determine how distant their actual performance is from the level they are to achieve, and so they can act accordingly.

1.7.4 Self –regulated learning

Self-regulation refers to a process where students are responsible for setting goals for, monitor, assess their learning as well as successfully controlling their thinking and behavior and other features of their learning environment (Pintrich, 2000, p. 453).

1.7.5 The suggested strategy

The suggested strategy is a group of activities that infuse self-reflection practices into the flipped model of instruction to develop students' listening comprehension and self-regulated learning skills by inducing them to go through six interrelated stages: goal setting, noticing, noting, production, self evaluation and reflection.

2. Literature Review

2.1. Listening

2.1.1. Listening comprehension problems

Listening comprises understanding information in the text plus extracting feelings and purposes behind the words. All this can be achieved only through engagement actively in authentic practices. Listening researchers listed four main features of listening comprehension process, i.e.: receptive, constructive, collaborative and transformative, to present an account of a complex process of listening, (Field, 2008).

Considering listening comprehension either as a process or as a skill can potentially create some problems for listeners of language learners. For example, Goh (2000, 57- 59) identifies ten problems of listening comprehension and classifies them based on the cognitive model of Anderson (1995) that consists of three phases: perception, parsing and utilization. Five problems were identified in the perception phase: (1) recognition of known words; (2) copying with the speed of the audio while constructing meaning; (3) chunking sequence of speech; (4) missing the start of the audio; and (5) distractions – day dreaming. In the parsing phase three problems were found: (1) forgetting quickly the content they listened to; (2) creating a mental image of what they listened to; (3) understanding subordinate segments of the input. In the utilization phase two problems were found: (1) understanding at word level; (2) confusion in reaching the main idea of the audio.

Accordingly, a need for a new approach 'diagnostic one' in teaching listening became crucial. Such approach encourages both students and teachers to spot listening problems and difficulties and work on developing strategies to eliminate them. The central aim of this approach is to enhance students' awareness as well as practices concerning listening skill; thus they will be more able in figuring their problems and overcoming it (Field, 2008)

2.1.2. Listening comprehension Skills

There are different taxonomies of listening comprehension skills in the literature proposed by different scholars such as Nunan (1999), Peterson (2001), Richards (2008), Rost (2011) and White, 1998). Reviewing some listening skills taxonomies three underlying levels were found, each has many micro-skills,: Literal comprehension or understanding information explicitly stated in texts; Inferential or understanding ideas not explicitly stated; and Critical comprehension or evaluating the quality of given information. Critical listening is built on both literal and inferential listening, but it demands a higher level of thinking.

There is no one single taxonomy of listening skills can suit all language proficiency levels. For the purpose of the current study, the researcher developed a checklist of the most frequent

listening skills for lower intermediate learners and submitted it to some TEFL experts to rank them according to their importance and usefulness (see Appendix A for the listening skills checklist).

Since there are many taxonomies proposed by different scholars, as well as it was not plausible for the current researcher to raise awareness about all the listening micro-skills, an attempt was made to identify the most frequently used listening micro-skills in lower intermediate EFL classes. In order to select the most frequently used skills for the present study, seven TEFL specialists were provided with a list of different skills and were asked to rank these skills from the most useful one to the least useful one (see Appendix A for the listening skills checklist).

2.2. Self Regulation and learning (SRL)

2.2.1. Promoting self regulation in TEFL

For language learners as claimed by Zimmerman and Schunk (2008,1), successful self regulators outperform poor ones in setting real learning aims, using efficient learning strategies, keep their eye on and evaluate their learning progress , ask for assistance from the right person in the right time whenever needed, exert more effort, and plan for new aims when they a stage of learning is completed .

Abbasian and Hartoonian (2014) and Mirhassani and Dehghan (2007) highlight significant relation between learning Self Regulation (SRL) and language proficiency. They declare that to promote self regulation in EFL classroom, teachers should know how ready their students are to practice it. This can be achieved through gathering background information about students' history of language learning, proficiency level, learning styles, and attitudes towards learning EFL.

Nakata (2010, 6) identifies three stages for applying self-regulated learning with EFL learners: preparation stage, developmental stage, and self-regulated stage. Shifting from the first stage (*preparation*) to the second stage (*developmental*) requires teachers to make parallel shift in their teaching from focusing on motivating students to promoting intrinsic motivation in students. in the second stage teachers should focus on providing students with various achievable and interesting opportunities to experience success in communicating in English language within safe learning environment. Also, teacher should guide students to set their own goals at both short and long term, self monitor and reflect on their progress. There is positive correlation between collaborative learning and increasing students' motivation (Nakata, 2006) as well as effective goal setting ability (Brophy, 2004). Experiencing this approach affects students positively at both affective and cognitive levels.

Regarding the correlation that gathers self-regulation and listening in the contexts of learning English as a foreign language (EFL), scholars have posited that listening instruction can provide a conducive context for honing self-regulated learning skills. Self-regulation is reflected in students' competence in preparing for listening, self monitoring during listening, and reflecting to correct the inadequacy of their comprehension subsequent to listening (Fatemi & Khorasani ,2014; Lin & Gan , 2014; and Mehdi, Mansoor & Azizollah , 2014).

2.2.2. Self- Regulated Learning skills

Dembo, Junge & Lynch (2006, 194) identify four main elements for self-regulation: *cognitive* (self-monitoring) element means using strategies to memories and understand an input; *metacognitive* (self-management) element represents one's ability to set plan goals, monitor, and reflect/evaluate; *motivation* (commitment to learning goals) deals with promoting intrinsic motivation, self-responsibility in failure as well as success, persistence and self-efficacy; *behavior* consists of seeking help and creating a positive learning environment for study.

According to Perry, Phillips and Hutchinson (2006, 246), self- regulation skills pertinent to listening fall almost under seven factors:

1. **Organizing:** this includes the students' ability to outline, rearrange materials, highlight, use diagrams, and mapping while listening.
2. **Goal setting /planning:** includes setting sub-goals, sequencing, pacing and time management.
3. **Memory strategy:** includes using mnemonic devices, making sample questions, using mental imagery and repetition to remember useful patterns.
4. **Organization:** understanding the given input as well as creating connections between the given details
5. **Monitoring:** keeping one's attention and focus during listening through self assessment and questioning; hence understanding the input deeply and linking it to schema
6. **Self-evaluating:** implies students' ability to check the progress they have achieved, self-instruct and practice enactive feedback.
7. **Seeking assistance:** implies students' ability to ask a friend, follow the lead of a successful student, go to the library, or find data on the web.

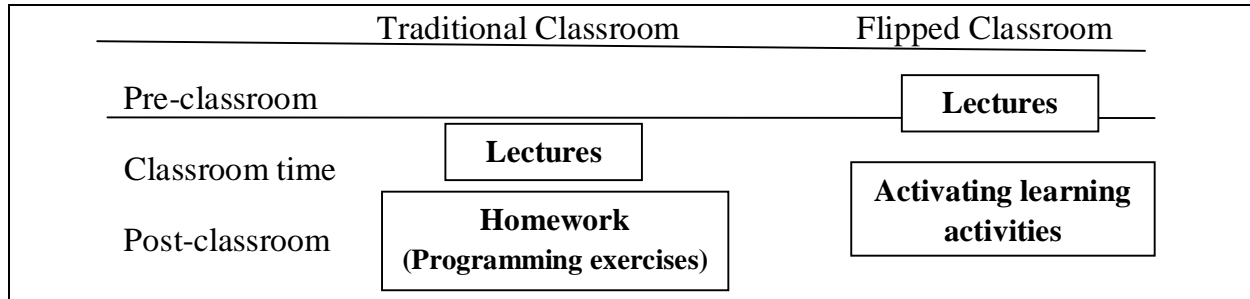
2.3. Flipped model

The flipped learning model also known as 'flipped learning' or 'inverted classroom' or 'Flipping the classroom' is not just a teaching practice or group of procedures; it reflects a deep change in the realization of a new shift in teacher and students' roles aiming to more authentic learning (Bergmann & Sams, 2012). It is a new instructional approach that drifts away from the traditional lecturing style in teaching to focus on starting teaching from its end; students come to class with the content seeking practicing and application accompanied with constructive feedback. (McCallum, Schultz, Sellke, and Spartz, 2015). In terms of instructional design,

Brame (2012) and Mull (2012) indicate that the main characteristic of flipped model is engaging students in studying the content of the lesson outside classroom, usually by reading articles, and social media-based materials such listening to audios online, freeing up regular class time applications, practices and high-level thinking activities; hence comprehensive learning of the lesson. See figure (1).

Figure 1. The traditional classroom and flipped classroom juxtaposed
 Enfield (2013, 14- 15)

Source:



According to Bergmann and Sams (2012, 60-63) flipped model necessitates 1) increasing both personal and interaction classroom contact time between teacher and students, 2) safe learning environment where students are responsible for their learning. 3) the teacher as an organizer, trainer and monitor not just a guide 4) recycling the content permanently, 5) active and engaged students, and 6) personal learning chances within regular education.

Moreover, the flipped model bases on the advances in information communication tools (ICTs) which students are addict to (Nielsen, 2012). The reson behind this is that such technological tools and applications provides language learning and teaching with many facilities and opportunities (White, 2006). Sahin, Cavlazoglu, and Zeytuncu (2015) add that using such facilities of technology in language learning resulted in engaging students more in the learning process both inside and outside the classroom; dealing with language learning became a daily practice for many students.

2.4. Reflective practices in language learning

Self-reflection is underpinned by other concepts which have come into view recently, such as noticing, self- consciousness or awareness raising. All of them attempt to unveil and, hence, mobilize the cognitive processes claimed to play a pivotal role in fostering SL/ FL language acquisition (Gass and Mackey, 2007). Lynch (2007) refers to self-reflection in language learning as a trend that has emerged to help students invest more effort and persist, especially when they face setbacks during learning. In other words, it helps learners to notice or be aware of the gaps in their inter-language system or make comparison between their current linguistic level and the target performance (Ellis, 2005), thus being more motivated to exert effort into bridging these perceived gaps.

In connection with teaching listening comprehension, reflection helps students in making use of their schema in exploring, understanding and making assumptions about the listening input. They will become more able to strive and create meanings through persistence, commitment, self evaluation even in ambiguous situations or complex input. They will also try to practice more find new strategies to improve their learning. Self-reflection implies handling listening from a process rather than a product perspective where concepts like pre, during and

post stages are implemented to bring about a real change in learners' performance (Goh, 2008 and Vandergrift, 2007).

2.4.1. Self-reflection techniques

Techniques sustaining self-reflection can range from those inducing indirect noticing of one's performance, such as task repetition (Finardi, 2008 & Ahmadian, 2011), to more overt techniques, such as checklists, learners' diaries, self-ratings...etc (Lim, 2007). In the present study, reflective self-study logs and audio journals are used to support the role of reflective practices in developing listening comprehension.

3. Method

3.1. Design

This study used both descriptive and quantitative methods. It also used pre post test quasi experimental design. Accordingly, instead of selecting the research sample randomly, participants were chosen based on their marks on a placement test. Then, research instruments were administered to measure the research dependent variables before and after the intervention.

3.2. Participants

The participants were 50, lower intermediate English proficiency level, introductory-level English majors (females) attending the one year preparatory program, at Deanship of Preparation Programs, Imam University, to enable them to pursue their degree courses at the College of Languages and Translation the following year. Regularly, In the first term, students attend twenty hours (equal 8 to credited hours) of intensive general English course (ENG. 022), following a new general English syllabus called "Skills for Success", book 3 (Craven & Sherman, 2011) which provided some strategy training. Students were between the ages of 18 and 20. The sample comprised two classes representing two groups: experimental (25 students) and control (25 students). Both groups were considered linguistically equivalent as determined by a placement test administered by the university. Moreover, to make sure that the two groups are identical in terms of listening comprehension and self regulation, pre-test results were analysed using t test. Results showed that there were no significant differences. This means that any change in students performance on the post tests could be referred to the research intervention.

3.3. Instruments of the study

The current study utilized four instruments as follows:

3.3.1. The Listening Comprehension skills checklist:

This checklist aimed at identifying listening comprehension skills to be developed at pre intermediate stage of learning EFL. It was designed in light of the university syllabus objectives for the intended group of students, and reviewing related studies (Coskun, 2010; Dooley, 2006; and Farrokhi & Modarres, 2012).

The first form of the checklist including 14 listening comprehension skills was examined by jury members in terms of appropriateness of the skills suggested to EFL university students at lower-intermediate level. Eight frequent (high percentage) listening skills were chosen and practiced throughout the intervention of the study. The selected listening comprehension skills are:

(A) Literal Comprehension: includes:

1. Identifying the stated main idea of the spoken text.
2. Identifying specific stated information and important details.
3. Recognizing a stated series of events / steps of a process in their correct sequence
4. Identifying explicit cause-effect relationships.

(B) Inferential Comprehension: includes

1. Inferring speaker's attitudes or intentions.
2. Interpreting the different patterns and uses of stress and intonation which give clues to meaning in spoken language.
3. Guessing the meaning of unfamiliar words from the context.
4. Drawing conclusions.

3.3.2. The listening comprehension test

The first version of the test comprised 46 items (in the form of conversations followed by objective questions) was prepared depending on test specifications (see appendix C) and the specified EFL listening comprehension sub-skills (8 sub-skills). The test consisted of four parts: A, students had to listen to 8 short conversations then answer two questions for each one. B, students had to listen to two long audios and answer 8 questions for each conversation. In part C, they hear a radio announcement about weekend activities and answer fill in the gap items. D, they hear a conversation about cooking and judge some statement true or false. It is to be noted that cultural related conversations were excluded so knowledge about foreign culture would not intervene with the results. Students were allowed to listen to each conversation twice.

The test was piloted on a group of 15 students (not participating in the main experiment) to determine item analysis including item difficulty and discrimination and hence omitting unsuitable items. Results analysis lead to rejecting items that got discrimination below 0.30 as well as items which show no difference between the two groups. A final version of Listening Comprehension Test comprising a total of 41 items (three times at least for each specified listening skill) was obtained (See appendix B). According to the pilot study, it was estimated that ninety minutes would be enough to answer the test.

Test validity:

Validity of the test was proved by jury members (seven TEFL staff) in terms of appropriateness, sufficiency and suitability of test items. In addition to content validity, the alpha internal consistency of test was 0.93.

Test reliability

Test-retest method; means of the items in the test were between .38 and .97 and the total correlation at item level was between .26 and .54. The reliability coefficient was 0.87.

Scoring system

The test was scored out of 41, distributed as follows: zero for false answer, one for each right answer. See appendix (C).

3.3.3. Self-regulated learning questionnaire

Aim: measuring participants' usage of self-regulated learning skills in listening comprehension tasks and the extent to which the adopted treatment influenced these skills.

Description of the questionnaire

Building on the foundational work of Brown, Miller, & Lawendowski (1999), Magno's (2010) Self-regulated Learning measures, a 44 Items questionnaire was formulated. All items are phrased in the positive form except for items number (5, 6, 10, 13, 19, 34, 39& 40) that were put in the negative form to balance the students' answers. Also, all 44 items are answered on a 5-point Likert scale ranging from 1 strongly disagree to 5 Strongly Agree.

Questionnaire validity:

A jury of TEFL and educational psychology specialists examined the first version of the questionnaire. They suggested re-wording of some items (9, 14, 23, 33, 37 & 39) but they in general indicated that the questionnaire was valid.

The questionnaire final form, after modifications, consisted of six dimensions that comprised 41 items, including planning and goal setting, learning responsibility, environment structuring, task strategies, assistance seeking and self-evaluation (see appendix D). The final score was determined to range between 41 and 205.

Questionnaire reliability:

The reliability of the questionnaire, tested through using Cronbach alpha, was proven .87, which is an acceptable index of reliability.

3.3.4. Focus group interview

The researcher set out to assess participants' perceived usefulness of the flipped model and how academic involvement was realized by students of the experimental group, a factor that would help in deciding strategy effectiveness. Accordingly, all participants participated in a focus group interview to describe in detail their learning experience with the new flipped model (For interview questions, see appendix E). The researcher get participants' permission to record the interview session and told them declaring that all data would be private and anonymous.

3.4. The proposed integrative strategy

3.4.1. Principles

Three key principles underline this strategy:

- A.** Students are physically in class for the active learning activities.
- B.** Students must come prepared for each listening class by listening to the assigned videos/podcasts/ audios and reviewing the assigned power point presentation.
- C.** Students are self-reflective practitioners.

3.4.2. Aims

An integrative strategy was designed to (1) improve learners' listening comprehension skills (Students were expected to master the eight identified literal and inferential listening

comprehension skills by the end of the treatment). (2) Promote their active listening and monitoring strategies (including: recognizing key words; predicting; using pauses to think about what had been heard; visualizing) of authentic spoken English, targeting lower intermediate and intermediate levels, before, during and subsequent to class time, (3) encourage their incorporation of reflective practices in their listening comprehension performances and (4) promote their self-regulated learning skills.

3.4.3. Listening Materials and tools

■ Description of the listening Online and offline materials

The listening offline tasks based on two main key resource coursebooks for Richards (2005): Tactics for Listening and American New Interchange. Also these two books are commonly used in teaching and learning listening and speaking across different levels. They include authentic listening tasks appropriate to EFL context. The maximum length of the listening tasks was 30 minutes. The online listening tasks were selected from various authentic materials prepared by BBC plus a group of other specialized websites for free practice. For internet-based resources for listening practice, see appendix (F).

- **Whatsapp:** The proposed integrative strategy utilized whatsapp as popular application that students already use in their daily life for communication. It facilitates the communication through sending and receiving prompt messages both written and oral. Current study mainly utilized Whatsapp audio-sharing to support and facilitate the implementation of the proposed strategy.

3.4.4. Self-Organization and Self-Reflection Techniques

Techniques were selected and sequenced in line with every lesson objectives and the content of the spoken texts in each lesson. Techniques used included:

- A. Note taking:** experimental group students received training on some methods and techniques of note-taking (Cornell Method) to assist them self-organize their ideas and take notes pre-, during, and after the listening tasks. In the listening stage, Students learnt how to represent detached words and ideas in the audio into meaningful paragraph presenting the key ideas of the discourse.
- B. Advanced graphic organizers:** students learnt also how to create a visual representation of the verbal discourse by developing a graphic organizer while listening or after. Such representation helps in supporting the paired coding of the ideas presented in the audio in their cognitive system concerning the assigned listening input.
- C. Students' generated dictation:** this exercise was employed to support students understanding of the micro listening skills while doing online tasks. it based on question generation approach as students are encouraged to create a close test activity based on a specific audio. They have to think reflectively why certain word or phrase is taken out and which micro skill they want to assess. They have to listen to the audio more than once to make sure that they covered all the main sections in depth. In class they have to share their activity with their groups and justify their choices and uncover unclear meanings.

D. Audio journal / Reflective Journals : Students were asked to build a weekly audio journal, reflecting on the listening experiences they went through during the three stages of the integrative strategy in terms of listening skills and self-regulated skills. The following prompts were provided by the researcher as prompts for completing the audio journal: do I vary in the listening activities that I practice? What can I do more? Was the audio easy or complex? Why it was difficult? Was it because speed/new words/ lack of background information? How did I cope with the audio? Was the task useful? Shall I repeat it again? What else can I do to improve my listening performance?

E. Self-study log: Every week, students were to do some free self-study activities. Then, they kept a record of all these activities in their reflective self-study log. Their self-study log is located in their personal folder in Dropbox that teacher can access weekly to check. Students had to summarize their free listening practices and activities throughout the week and comment on their progress and future plan for next week. Adopting assessment for learning type where supporting students' learning is the focus, the researcher used to give them bonus, if they filled in their logs on time logs on time. So students did their best to complete their logs regularly. See appendix (H) for sample of students' self study log.

3.4.5. Procedures

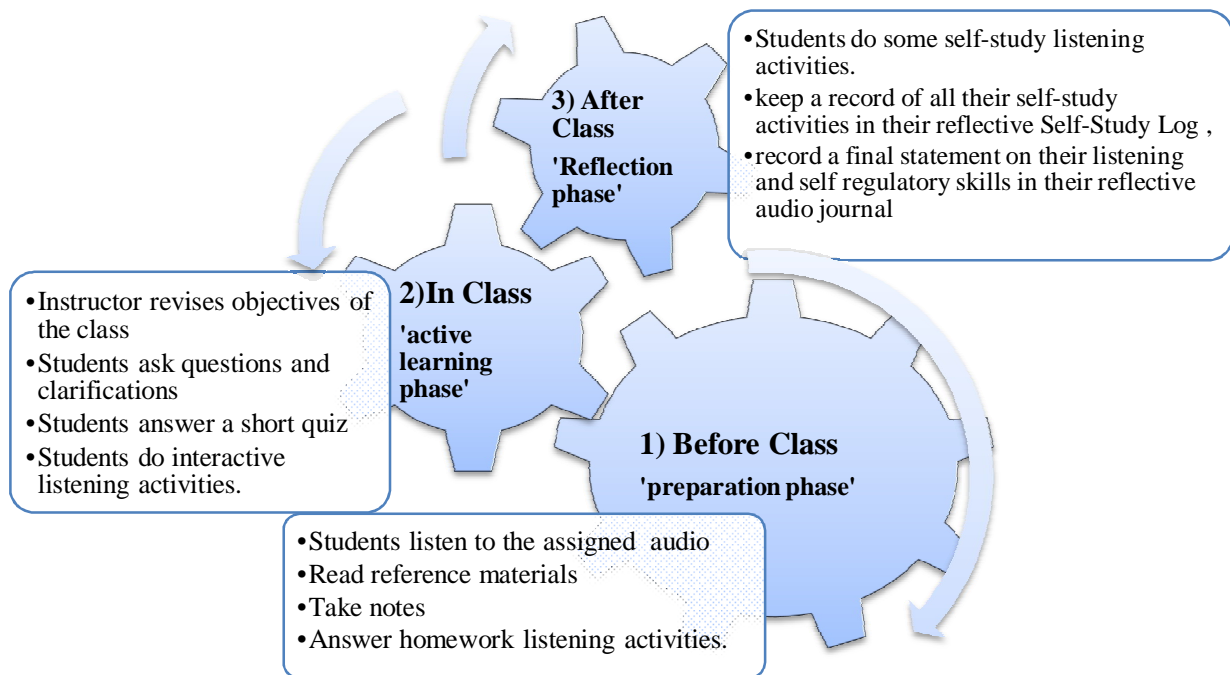
3.4.5.1. Introductory sessions

Prior to the treatment, students in the experimental group- over three brief training introductory sessions (50 minutes each)- were exposed to overview of the targeted listening skills and the aim and procedures of the proposed strategy. Also, they had training on how to access the assigned listening practice websites and use its major functions. Finally, they were introduced to self-regulated skills and how self-reflection can be applied in listening tasks.

3.4.5.2. Stages of the proposed strategy

Throughout the treatment, experimental group students participated in three integrative stages as follows:

Figure (2) Stages of the Proposed Strategy



Stage I. 'Before Class' ... preparation phase

prior to class/ the night before the class, students are expected to first download and study a PowerPoint presentation, posted by the instructor on Whatsapp, introducing one or two of the listening sub-skills, and related self-regulated skills. After that, students listen attentively to two assigned audios, one from their textbook DVD and the other from one of the listed listening websites, following a sequence of monitoring activities including: previewing key vocab; Predicting/speculating; using pauses to think about what had been heard; visualizing; activating their background knowledge through completing a KWL chart. Then, they receive a set of guiding comprehension questions related to the listening input to answer before class. Generally, each listening audio is accompanied with few exercises – before listening- like discussing illustrations, and matching of vocabulary meanings. Instructor also assigned certain worksheets, posted on Whatsapp e.g. answering comprehension questions. Finally, students had to create dictation exercise based on the assigned audio.

Stage II. In Class ... 'Active learning phase'

The class time was divided for various interactive activities based on the assigned listening audios of the previous stage. Three steps were followed in this stage, which include:

Step.1. the first 12 minutes of each class are reserved for revising the objectives of the class and giving brief clarification about the content of the assigned PowerPoint and listening audio. After that, The instructor conduct a short quiz, which normally contained ten MCQs, to ascertain whether the students had studied/listened to the assigned PowerPoint/ audio before coming to class. The instructor then give time for the students to ask questions, clarify doubts, discuss and

share their notes and experiences, concerning the PowerPoint and Audio assignments, with the rest of the class.

Step. 2. Students are provided with various in-class activities. They spend a large amount of time (approximately 65 minutes) doing listening exercises assigned by the instructor plus exchanging their Self-dictation-generation exercise based on each audio input. Unlike the traditional listening class, students work in groups or pairs to ask and answer open-ended questions addressing their active interpretation of stress, and intonation patterns as a means of inferring speakers' attitudes and feelings. Also, Students utilize generic questions to raise cause-effect questions. While students (in small groups) complete an assigned task, the instructor provides individual guidance as needed. Sometimes students receive the script of the audios to work on and apply what they learned in the previous night's PowerPoint. Also one of the activities that students carry in this step is Shadowing; students repeat and convey emotions presented in the audio. Students have to shadow one of the interlocutors to cope with class time.

Step.3. In this step, the teacher encourages students' deeper comprehension and raises their awareness of the necessary inferential comprehension sub-skills. In addition, students are required to raise questions belonging to the category "me and the speaker" mainly focus on questions extracting information beyond the direct meaning of the text. After that, students are encouraged to answer some questions that lend themselves well to making some sort of judgment or conclusion of the assigned audio.

Finally, the participants engage in class discussions about what they have listened to, to exchange their own listening strategies that helped them in understanding certain parts of the audio or reaching the meaning of certain words that other classmates failed in. they have to take notes of some strategies that they will give it a try next sessions. The researcher spent 10-12 minutes debriefing the class on common mistakes that were observed. Before concluding a class, the instructor presents the learning objectives of the next class.

Stage III. 'After Class' ... Reflection phase

This stage provides a free practice of the acquired listening comprehension skills and self-regulation strategies. In this stage, students learn at their own speed. Every week, students, independently, are to do some self-study listening activities. Then, they keep a record of all their self-study activities in their reflective 'Self-Study Log' that records what, how, when, how long they listen to, listening strategies used, as well as reactions and questions. The listening self-study log included two sections.

Students Practice listening activities every weak using the various listening resources on one of the assigned websites and record their scores. They can also listen to BBC radio or log on to two other websites (from the recommended websites list) to do extra practice and get extra credits. Students' self-study logs are located in their personal folder on Dropbox; shared with the instructor. The instructor also reviewed Logs weekly to give formative feedback. Finally, Students record a final statement on their listening and self regulated skills practices, interests, difficulties and share their learning process in their reflective audio journal.

■ **Teaching procedures with the control group**

They were taught by the same instructor following regular teaching procedures. They start with vocabulary exercises, followed with short discussion about the listening topic then listen for the audio twice before answering some comprehension questions.

3.4.6. Duration of the treatment

Along with the three introductory sessions, the treatment comprised ten lessons delivered over 20 sessions (90 minutes) per week along with time spent in class or at home to access whatsapp and assigned online websites. The whole intervention took twelve weeks. The experimentation started on February 10th, 2017 and ended on May 11th, 2017.

4. Data analysis and results

4.1. Quantitative data

4.1.1. Comparing the two groups on the post tests

- **Hypothesis one**

t- test for independent samples was used to examine this hypothesis. Results proved to be in agreement with the hypothesis except for one sub-skill. See table (3).

Table 3 t-test results comparing experimental & control groups means on pre and post listening test

| | Group | M | SD | t-Value | Sig. Level | Effect size (η²) |
|--|--------------|----------|-----------|----------------|-------------------|------------------------------------|
| 1. Identifying main idea | Exp | 3.68 | 0.4 | 14.83 | .000** | 0.82 large |
| | Contr | 1.72 | 0.4 | | | |
| 2. Identifying specific details | Exp | 6.44 | 0.7 | 9.405 | .000** | 0.65 large |
| | Contr | 3.76 | 1.2 | | | |
| 3. Recognizing series of events | Exp | 6.48 | 0.7 | 12.94 | .000** | 0.78 large |
| | Contr | 3.72 | 0.7 | | | |
| 4. Identifying cause & effect | Exp | 5.28 | 0.8 | 12.48 | .000** | 0.76 large |
| | Contr | 2.36 | 0.8 | | | |
| 5. Inferring speaker's attitude | Exp | 5.88 | 0.3 | 31.33 | .000** | 0.95 large |
| | Contr | 0.88 | 0.7 | | | |
| 6. Interpreting stress and intonation | Exp | 3.80 | 0.4 | 17.72 | .000** | 0.87 large |
| | Contr | 0.92 | 0.7 | | | |
| 7. Guessing the meaning of unfamiliar | Exp | 1.20 | 0.9 | 1.261 | Not | 0.09 Very small |
| | Contr | 0.88 | 0.8 | | | |
| 8. Drawing conclusions | Exp | 1.40 | 1.1 | 2.297 | .026* | 0.10 Medium |
| | Contr | 0.76 | 0.8 | | | |
| Total | Exp | 34.1 | 5.1 | 12.31 | .000** | 0.76 large |
| | Contr | 15.0 | 5.8 | | | |

(**) significant at 0.01

(*) significant at 0.05

Table (3) shows that the difference between the mean scores of the two groups was significant at 0.01 & 0.05 levels- for the experimental group- in both overall listening comprehension as well as in overall literal and inferential skills and their sub- skills (except for the sub skill of guessing the meaning of unfamiliar words). Evidently, the t-value for the skill “guessing words meaning” was not statistically significant. The medium effect size was for the skill of "drawing conclusions"; and the largest was for “interpreting intonation”.

- Hypothesis two:

To examine this hypothesis t-test results are shown in table 4 as follows:

Table 4 t-test results comparing the two groups on the post-application of the self-regulated learning questionnaire

| Variable | Group | M | SD | t-Value | Sig. | Effect size (η^2) |
|---------------------------------------|----------------|------|------|---------|------|--------------------------|
| 1. Planning & goal setting | Exp | 28.9 | 2.17 | 28.320* | .000 | 0.94 large |
| | Control | 15.2 | 1.06 | | | |
| 2. Learning responsibility | Exp | 36.8 | 2.92 | 33.507* | .000 | 0.96 large |
| | Control | 14.9 | 1.47 | | | |
| 3. Environment structuring | Exp | 16.9 | 1.58 | 8.628** | .000 | 0.61 large |
| | Control | 13.0 | 1.63 | | | |
| 4. Task strategies | Exp | 32.8 | 2.03 | 12.933* | .000 | 0.78 large |
| | Control | 26.1 | 1.63 | | | |
| 5. Assistance seeking | Exp | 32.4 | 2.77 | 19.030* | .000 | 0.88 large |
| | Control | 19.4 | 2.00 | | | |
| 6. Self-evaluation | Exp | 31.4 | 2.12 | 22.220* | .000 | 0.91 large |
| | Control | 19.8 | 1.52 | | | |
| Total | Exp | 179. | 12.9 | 22.404* | .000 | 0.91 large |
| | Control | 108. | 8.99 | | | |

(**) significant at 0.01

According to table (4), the difference between the two groups is significant at 0.01 as the experimental group surpassed the control one in all self-regulated learning skills. Effect size was large for all skills from “learning responsibility” to “environment structuring”.

4.1.2. Pre and post performance of the experimental group

- Hypothesis three

Examining the effectiveness of the suggested strategy and identify the change in the performance of the experimental group overall listening comprehension as well as in each listening comprehension sub-skill, a paired samples t-test was used. See table (5).

Table 5 paired sample t-test results comparing mean scores of the pre- and post- administrations of the listening test for the experimental

| Skills | Administration | M | SD | MD | t-Value | Sig. Level | Effect size (η^2) |
|--|----------------|------|------|------|---------|------------|--------------------------|
| 1. Identifying main idea | Pre | 1.2 | 0.46 | 2.40 | 24.000* | .000 | 0.96 |
| | Post | 3.6 | 0.48 | | | | large |
| 2. Identifying specific details | Pre | 3.0 | 0.84 | 3.40 | 34.000* | .000 | 0.98 |
| | Post | 6.4 | 0.77 | | | | large |
| 3. Recognizing series of events | Pre | 3.3 | 0.49 | 3.12 | 26.000* | .000 | 0.97 |
| | Post | 6.4 | 0.71 | | | | large |
| 4. Identifying cause & effect | Pre | 2.0 | 0.70 | 3.20 | 32.000* | .000 | 0.98 |
| | Post | 5.2 | 0.84 | | | | large |
| 5. Inferring speaker's attitude | Pre | 0.7 | 0.72 | 5.12 | 38.448* | .000 | 0.98 |
| | Post | 5.8 | 0.33 | | | | large |
| 6. Interpreting stress and | Pre | 0.8 | 0.73 | 2.92 | 25.545* | .000 | 0.96 |
| | Post | 3.8 | 0.41 | | | | large |
| 7. Guessing the meaning of unfamiliar words | Pre | 0.8 | 0.83 | 0.32 | 3.361** | .003 | 0.32 |
| | Post | 1.20 | 0.96 | | | | large |
| 8. Drawing conclusions | Pre | 0.2 | 0.46 | 1.12 | 6.725** | .000 | 0.65 |
| | Post | 1.4 | 1.12 | | | | large |
| Total | Pre | 12. | 4.82 | 21.6 | 44.400* | .000 | 0.99 |
| | Post | 34. | 5.11 | | | | large |

The results presented in Table (5) approved the third hypothesis as the difference between the two test administrations was sig. As for the effect size, the largest effect size was for the sub-skills of “identifying specific details” and “inferring speaker’s attitude”, yet the lowest was for “guessing the meaning of unfamiliar words” and “drawing conclusions”.

- Hypothesis four

The pre- and post performance of the experimental group on the self-regulated learning questionnaire were compare using paired sample t- test. Results are presented in table (6):

Table 6 t-test results of the pre- and post-applications of the self regulation questionnaire

| Skills | Administration | M | SD | MD | t-Value | Sig. Level | Effect size (η^2) |
|----------------------------|----------------|-----|-------|------|----------|------------|--------------------------|
| 1. Planning & goal setting | Pre | 13. | 0.81 | 15.0 | 50.623** | .00 | 0.99 |
| | Post | 28. | 2.17 | | | | |
| 2. Learning responsibility | Pre | 14. | 1.63 | 21.9 | 66.740** | .00 | 0.99 |
| | Post | 36. | 2.92 | | | | |
| 3. Environment structuring | Pre | 11. | 1.45 | 5.16 | 46.589** | .00 | 0.99 |
| | Post | 16. | 1.58 | | | | |
| 4. Task strategies | Pre | 21. | 3.46 | 11.4 | 26.309** | .00 | 0.97 |
| | Post | 32. | 2.03 | | | | |
| 5. Assistance seeking | Pre | 14. | 1.98 | 17.7 | 58.895** | .00 | 0.99 |
| | Post | 32. | 2.77 | | | | |
| 6. Self-evaluation | Pre | 14. | 1.74 | 16.4 | 73.408** | .00 | 0.99 |
| | Post | 31. | 2.12 | | | | |
| Total | Pre | 91. | 10.38 | 87.8 | 118.389* | .00 | 0.99 |
| | Post | 17 | 12.99 | | | | |

(**) significant at 0.01

It is evident from Table (6) that the differences between the pre and post applications of the self regulated learning questionnaire were significant in favor of the post application with respect to all skills. So the fourth hypothesis was proven.

- Hypothesis Five

The researcher used Pearson correlation coefficients to find out if there was any relationship between the development of self-regulated learning skills and listening comprehension of the experimental group students, using Cohen’s rule (1988) to interpret the results (small correlation= 0.10 to 0.29; medium correlation = 0.30 to 0.49; and large correlation = 0.50 to 1.0) (Pallant, 2011: 134). Results in table 7 indicate a positive correlation ($r = .13$) between overall self-regulation use and listening comprehension

Table 7 Correlations matrix between the developed performance of listening skills and self regulated learning for students of the experimental group

| variables | 1.Planning& goal setting | 2. Learning responsibility | 3.Environment structuring | 4. Task strategies | 5.Assistance seeking | 6. Self-evaluation | Total |
|---------------------|--------------------------|----------------------------|---------------------------|--------------------|----------------------|--------------------|-------|
| 1. Identifying main | .15 | .22 | -.24 | -.64** | .41* | .16 | -.02 |

| | | | | | | | |
|---|--------|-------|------|--------|-------|-------|-------|
| idea | | | | | | | |
| 2. Identifying specific details | -.14 | .02 | -.24 | .01 | .35 | .46* | .23 |
| 3. Recognizing series of events | .37 | .39 | -.06 | -.52** | .68** | .65** | .48* |
| 4. Identifying cause & effect | .44* | .31 | -.12 | -.51** | .34 | -.03 | .14 |
| 5. Inferring speaker's attitude | -.64** | -.34 | -.05 | .19 | -.30 | -.25 | -.46* |
| 6. Interpreting stress and intonation | -.59** | -.23 | .04 | .13 | -.17 | -.20 | -.34 |
| 7. Guessing the meaning of unfamiliar words | .34 | .34 | -.20 | -.40 | -.30 | -.38 | -.20 |
| 8. Drawing conclusions | .91** | .70** | -.04 | -.63** | .42* | .29 | .53** |
| Total listening | .25 | .37 | -.20 | -.58** | .36 | .20 | .13 |

Since the overall correlation between self-regulated learning and listening comprehension was significant, the researchers tried to find out where this significant difference resides. Thus, the correlation coefficient between the six skills of self-regulation questionnaire and listening comprehension skills was computed as shown in table (7). Table (7) shows no significant correlation was found between the self regulated skill of “planning and goal setting” and the listening skills of “inferring speaker’s attitude” and interpreting stress and intonation”. There were also no significance correlation between the self regulated skill of “task strategies” and the listening skills of “identifying main idea”, “identifying series of events”, “identifying cause and effect relationship” and “drawing conclusions”. However, a significant relationship was found between students’ use of learning responsibility; environment structuring, assistance seeking, and self-evaluation and their listening performance.

4.2. Qualitative data analysis

4.2.1. Focus group interview

The focus group interview data was analyzed using a descriptive approach. The analysis resulted in some common themes related to participants answers to interview questions.

In response to the interview, question No. 1 How has the flipped model affected your listening comprehension/ self-regulated learning skills? Many students mentioned that the act of

self-study, and reflection helped them to develop their listening comprehension and self-regulated skills. Common terms used in their answers included “effective”, “engaging”, “focus, flexible class time”, “different classroom routine”, “active learning”, “self learning, personal learning”, “individualized learning”, “various classroom interaction moods with teacher and peers”.

In response to the interview, question No. 2 How did the new flipped model encourage you to access listening differently? Students identified having full access to the lectures’ power point presentations and related audio materials, coming to class with something to share and having control on their learning as the main benefits of this model. Students liked the idea of being able to play the audio as many times as needed. Several responses commented that listening to the audio at home, “saved class time” so that more could be done in class. Some respondents were glad that they were forced to come to class prepared. Nouf commented that “now each one of us can work at her own pace and not be held back by others.”

In response to the interview, question No. 3 how has the in-class stage of the model affected your listening? Students reported that the active learning in class, the ability to spend precious class time working on pair and group listening activities plus exchanging supportive feedbacks made the in-class experience enjoyable and increased their involvement.

In response to the interview, question No. 4 which activities did you like best, and which ones did you like least? Students mentioned self-check quizzes, graphic organizers, note taking, self-dictation generation exercise, were helpful as they alerted them of knowledge gaps and prompted them to review the audio again with clear objectives. Moreover, they liked audio journals and self –study log as they were helpful in supporting their self-regulated skills related to listening comprehension such as planning, goal setting, organization, and self assessment. Students described clearly how they developed their self-study log and reflective audio journals. Moreover, they all admired incorporating Whatsapp application in the learning process, as they mentioned “its natural part of their everyday life”. Some students mentioned how accessing different websites gave them a better chance to practice listening comprehension skills within different topic.

In response to the interview question No. 5 Do you feel satisfied with yourself regarding 'listening comprehension skills'? Students reported that they became more aware of how to target each listening sub skill and what to do when their strategy fail. Reporting on poor previous listening learning experiences, that used to frustrate them, one student (Hanoud) said: “I used to listen for the audio as separate ideas and sentences, pause the audio regularly to check the meaning of every new word. Now I listen with understanding and work out the meaning of what is said using my own strategies”

5. Discussion

The results gained in this study confirmed that the proposed strategy significantly developed listening comprehension and self-regulated learning skills among EFL learners, as the experimental group achieved a considerably advanced level more than the control group on both the comprehension test and self regulation questionnaire. The study showed that the flipped

model of instruction can be applied in the first-year university courses where students are new to university education and have no prior experience of this method. Also, the results confirmed the correlation between the development of self-regulated skills and the listening comprehension skills among experimental group students.

Results of this study extends the results of previous studies (Farrokhi & Modarres, 2012; Coskun, 2010; and Rezaei & Hashim, 2013) focusing on skill awareness. Findings revealed that raising students awareness of the subskills of listening and the role of self regulation in mastering these skills is a gate way in enhancing their achievement later on. Such awareness were supported in each session and activated in all listening tasks. Thus, it helped in facilitating the process of teaching listening comprehension at the lower intermediate levels and teaching learners how to tackle their listening problems in EFL contexts.

The proposed strategy seems capable of bringing instrumentality and self-regulated learning skills among students as it engaged students in the process of listening through reflection practices. These practices not only actively involve students into thinking what they know, do and feel in FL listening but also encouraged them to place greater emphasis on the process of listening rather than the result of comprehension through incorporating the opportunity for individual reflection. This result is in accordance with Goh's (2008) and Kavaliauskienė, Kaminskienė & Anusienė, 2007 studies which proved that reflection was beneficial for learners' linguistic development. Though this strategy is time-consuming compared with the traditional methods used in listening classes, but given the basic role of self-regulation to accelerate learning it seems the extra time would be worth-spent (Lin, 2014; Mehdi, Mansoor, Azizollah, 2014 & Mirhassani., Akbari & Dehghan, 2007, & Oxford, 2011).

Findings of the study can be referred the flexibility of the flipped model especially in the pre class stage as students get well prepared for the class in different methods (Fulton, 2012, Butzler, 2014). They have the privilege of playing the audio more than once and controlling their time so they come to class ready for practice (Brunsell & Horejsi, 2013) and exchanging comprehension questions with peers as well as teacher (Herreid, 2013).

Through integrating flipped model of instruction with reflective practices, students started to monitor their own cognitive processing of the language input. In other words, students got involved in how they process the information more than memorizing it. The listening notes taken by students during pre-class and in-class phases were very helpful in this sense. This result is also supported by other studies which approved that being involved in taking active notes while listening engage students both physically and mentally as students learn to focus and extract the meaning in their own words through linking it to their schema (Piolat, Olive, & Kellogg, 2005).

reviewing power point presentations, audio materials and taking notes during the preparation phase – before the class- facilitated the in class experience. Hence, the in-class experience seems easier. During this phase 'in-class: active learning', students had chances to share thoughts and strategies with one another so they could enhance their listening comprehension level. Studies by Gilakjani and Ahmadi, 2011; Goh, 2008; Hirati, 2010 and Hosseini, 2013 argue that students listening comprehension is more likely to improve in active

and engaging learning environments. Moreover, participants, during the third phase ‘after-class’, became more strategic and self-regulated listeners; know what facilitates their listening comprehension and what hinders it trying various learning strategies to support their progress.

Furthermore, results revealed that though experimental group students surpassed those of the control group in one of the listening sub-skill ‘**drawing conclusion**’, the effect size of this sub-skill was medium. This can be attributed to students’ learning experiences, not having enough practices on this, and lack of the ability to evaluate based on intuition (Torky, 2010). Also, learning to draw conclusions is a skill that develops over time. This skill requires students to put together various pieces of information, and to rely on good word knowledge. Thus, it was hard to be mastered by lower intermediate EFL students who could hardly realize the literal meaning of the spoken text.

It is noteworthy that the lack of progress perceived with respect to the sub-skill of “**guessing words meaning**” among experimental group students could be attributed to, First, students’ concentration on grasping the text whole meaning, and with the pressure of time, they skipped many words or even misheard them; Second, the short time of practice. Mart (2012) assures that Vocabulary knowledge in listening classes is something that expands and deepens over a long time of practice.

The targeted self-regulation skills developed for experimental group students matches with Rezaei & Hashim’s (2013) study findings that awareness raising helps in encouraging students in taking more responsibility towards their learning. Students, being adult learners, started to use self-regulation skills, setting goals, monitoring, and self-evaluation, to support their listening comprehension (Magno, 2010). Their self-regulation was fostered by reflective learning practices that clearly indicated they became more aware of what happens in each stage of the listening process, pre-, during, and post-listening.

Moreover, results proved that listening comprehension can be correlated with self-regulation skills ($r = .13$). This finding is in agreement with those of Goh and Taib (2006); Liu and Goh (2006); and Mehdi, Mansoor & Azizollah (2014).

Despite the significant correlation between students’ overall self-regulated use and their listening comprehension, the correlation coefficient among the six skills of their self-regulation and listening comprehension skills were not all significant. As represented in table (7), no correlation was approved between the self-regulated skill of “planning and goal setting” and the listening skills of “inferring speaker’s attitude” and interpreting stress and intonation”. There were also no significant correlation between the self-regulated skill of “task strategies” and the listening skills of “identifying main idea”, “identifying series of events”, “identifying cause and effect relationship” and “drawing conclusions”. These findings are in agreement with Ahmadian’s (2011); Cross’s (2009), and Ozeki’s (2000) empirical results.

6. Educational Implications

- EFL teachers should exert more effort in presenting listening skills and providing students with enough practices on each skill especially at lower levels.

- Incorporating flipped model in the process of teaching and learning listening comprehension. EFL teacher can get the benefit of having students class well prepared and ready for practice.
- Making more use of online materials to strengthen students' listening comprehension skills. This will save ample time for in-class interactive activities.
- Encouraging students at lower intermediate level to benefit from the reflective practice of self-study log and audio journal in developing their listening comprehension as well as their self-regulated learning skills to think critically through the power of reflection, self-assessment, critical thinking, accepting the challenges, and taking more responsibility towards their learning.
- English language coursebooks should adopt a more explicit strategy for teaching receptive skills where students bear more responsibility in the learning process.
 - More attention should be given to provide both pre-service and in-service training on strategy based teaching in developing listening skills.

7. Suggestions for further research

- Conducting more longitudinal studies seems beneficial in this area as the researcher has just applied intervention in a short- term period.
- Investigating the impact of flipped model on reading comprehension at different language proficiency levels.
- Conducting more qualitative studies to explore learners' perception of the impact of flipped model of instruction on their speaking and self-efficacy.

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