

The Effects of the Flipped Classroom through Online Video Conferencing on EFL Learners' Listening Skills

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Abstract

It is challenging for EFL teachers to hold in-person classes during a global pandemic. This circumstance discourages EFL students from participating and practising English in class, which affects their performance and test scores, particularly on listening tests. When combined with video conferencing, the flipped classroom has improved student achievement. The present study aimed to examine the effect of the flipped classroom through videoconference on the EFL undergraduate learners' listening skills and to explore their opinions toward this teaching model. Therefore, the study tried to answer the main questions on the effects and the learners' opinions toward this teaching model. This study involved 37 undergraduate learners from a state university in Bangkok who were administered a listening pre-test and post-test. In addition, questionnaires and semi-structured interviews were conducted. The findings suggested that the flipped classroom conducted through online video conference affects listening skills since the pre-test and post-test had statistically significant differences. This study also employed a questionnaire and semi-structured interview to collect data from the participants, and the results revealed that the participants held positive opinions toward this teaching model. This study recommends that EFL teachers employ this teaching model in their lessons. Additionally, teachers can develop the findings of this study in future research to help EFL students improve other English abilities apart from listening. Regardless of the global pandemic, which hinders classroom instruction, this idea of instruction can make teaching and learning management as effective as classroom instruction.

Keywords: Flipped classroom, listening skills, listening strategies, online learning, Thai EFL undergraduate learners, video conferencing

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Introduction

Everyone worldwide has been affected by the global pandemic (COVID-19). This has resulted in the closure of businesses, the closure of national and international borders, and people becoming more isolated. Education is also affected by these circumstances (Schleicher, 2020). Nearly all educational institutes were closed, thus learning and teaching were shifted from in-person to online (Costa, Kavouras, Cohen, & Huang, 2021). All areas and subjects were conducted online.

English was among those subjects taught in Thailand that was forced to move online. Although English has been taught in Thailand for many years, most Thai teachers teach English in Thai (Ulla, 2018), and the focus is on grammar which limits learners' opportunities to listen and communicate, leading to low English performance (Chanaroke & Niemprapan, 2020). Listening skills were particularly problematic for learners in the researcher's teaching context. These problems raised the researcher's concerns about finding a better way to improve learners' English. One of the most effective teaching methods is using flipped classrooms.

The flipped classroom combines a traditional classroom with digital technology. This is found to increase students' vocabulary (Mundir et al., 2022), communicative competence (Li, He, Tao, & Liu (2022), writing (Khan & Zulfiquar, 2022), and listening skills (Khoiriyah, 2021). Although prior research has established the effectiveness of flipped classrooms in teaching English, few studies have focused on listening skills with Thai EFL learners.

Based on the researcher's teaching experience as an English teacher. It was found that Thai students have difficulties learning English in some areas, in particular listening skills. Therefore, the researcher searched for instructional strategies to improve learners' listening skills. Applying flipped classroom teaching methods to problem-solving was one of the effective methods. However, because of the COVID-19 outbreak, online classes have replaced classroom instruction. Consequently, the researcher has combined flipped classroom instruction with video conferences to enhance the listening skills of English learners. The flipped classroom usually involves face-to-face class meetings once students have mastered the material at their own pace. The global pandemic, however, makes it challenging to teach in a classroom at school or university. This study employed flipped classroom principles and technology to conduct face-to-face classes through video conferencing to examine the effects of the flipped classroom through video conference on the EFL undergraduate learners' listening skills and to explore their opinions toward this teaching model. The findings would provide EFL teachers with pedagogical implications for combining flipped classrooms with video conferencing technologies, developing materials and learning activities appropriate for online and offline learning, and enhancing learners' English skills regardless of location. This study was conducted to answer the following research questions:

1. What are the effects of implementing the flipped classroom model through online video conferencing technology on Thai EFL undergraduate learners' listening skills?
2. What are the learners' opinions toward using the flipped classroom model on their listening skills through online videoconferencing technology?

This study will first introduce the theoretical concept of the flipped classroom, video conferencing, the necessity for developing listening skills and the relevant research. The methodology section

then briefly summarises the research design, participants, and instruments used to collect qualitative and quantitative data. Finally, this research involved sections on findings, discussion, and conclusion.

Literature Review

This section reviews literature related to the research topic, notably the flipped classroom teaching approach, flipped classroom through video conferencing technology, and listening skills. The section concludes with a discussion of related studies.

Flipped Classroom

A flipped classroom is also called an inverted or upside-down class in which the usual teaching and learning sequence is reversed. In the traditional classroom, teachers conduct the lesson by lecturing on topics or concepts while the students take notes and listen. After class, they are assigned homework to do on their own. They do not get immediate support and feedback from the teacher (Namaziandost & Çakmak, 2019).

The flipped classroom, on the other hand, uses online and offline technology, particularly video clips. The teachers use them to introduce new concepts to the learners before they meet in the classroom setting (Alfahid, 2017). Once in the classroom, the learners participate in class discussions by applying new content or information they have learned. Incorporating the flipped classroom in EFL classes achieved pedagogical benefits as determined by researchers. Some of these benefits included (1) providing more opportunities for discussion (Gerstein, 2011), (2) increasing active learning (Enomoto, 2015), (3) motivating learners in learning (Karimi & Hamzavi, 2017), and (4) increasing the degree of autonomous learning (Roux, 2014) because “the learners might use their free time on study more on topic, seek assistance other sources to improve their vocabulary” (Sheerah & Yadav, 2022).

While the advantages of the flipped classroom were identified, some disadvantages were also found. For instance, Hojnacki (2018), Holmes, Tracy, Painter, Oestrich, and Park (2015), and Misela (2016) highlighted the fact that the flipped classroom approach is technologically oriented; it can thus be problematic if the students do not have access to learning equipment or have technological knowledge as they may feel overwhelmed and uncomfortable. In their studies, students also claimed that this type of instruction was time-consuming because it required them to spend more time studying before a face-to-face lesson. In addition, the negative aspect of this teaching approach “included the excessive workload on learners, lack of learning preparedness, lengthy videos, and technical challenges” (Li & Li, 2022). Nevertheless, the flipped classroom is beneficial in English teaching when considering both its advantages and disadvantages.

Flipped Classroom through Online Video Conference

This research was developed out of the desire to employ the flipped classroom approach and video conferencing technologies to conduct face-to-face lessons during the global pandemic. This teaching model was developed from the Flipped Learning Network’s (FLN) four pillars of flipped learning (2014): flexible environment, learning culture, intentional content and professional educator. The in-class and individual assignments were designed using Bloom’s taxonomy as a teaching strategy. The Flipped Classroom through Online Video Conferencing (FC-

OVC) teaching model has three stages: before, during, and after video online conferencing. In the first stage, learners must independently learn, acquire and retain new concepts or content, such as vocabulary or grammar rules. Then, students must apply and utilize the knowledge they have acquired and learned to complete in-class assignments. Lastly, they develop or extend a given task utilizing knowledge to support or comment on the work of others.

The flipped classroom model, which utilizes online video conferencing to perform face-to-face instruction, can serve as an alternative teaching concept for EFL teachers who wish to undertake face-to-face instruction without the disruption of institution closure. In addition, various online video conference applications can be used as a teaching platform, notably the Zoom application, which allows learners to participate actively in the classroom regardless of location. Constructing English classes through video conferencing is an efficient method that has a good impact on EFL classrooms (Alshraideh, 2021). The participants of Benmansour (2021) indicated that learning through video conferencing platforms, especially Zoom applications can motivate them in learning.

Listening Skills

Listening is a critical communication ability that enables a person to comprehend spoken language to receive and respond to a message. It is a necessary tool for a second language or foreign language (L2) learning, and it is a prerequisite for the ability to communicate (Barani, 2011, as cited in Metruk, 2018). In addition, EFL learners stated difficulty learning to listen to English due to “speaking rate, pronunciation, nervousness, a limited vocabulary, and a lack of background knowledge” (Alzamil, 2021). Listening should be mastered before other skills, yet it is overshadowed by other skills (Nunan, 2003). Listening sub-skills can be taught in many different ways, but most experts distinguish between bottom-up and top-down approaches.

Bottom-up listening refers to understanding the message using the incoming input as the basis of understanding. The comprehension of this process is viewed as decoding the sound from the minor meaningful units such as sound, words, clues, sentences, and texts until the meaning is derived as the last step in the process. The strategies that can be taught to the learners when they conduct bottom-up listening are listening for specific information, transition signal, and keywords (Moreno, 2015; Richard, 2008; Rost, 2011).

The other approach is the top-down listening process. Richards (2008) and Nunan (2001) suggest that in this process, listeners try to understand what they hear and then investigate the meaning in detail. The strategies that can assist the learner in understanding the listening text suggested by Wilson and Harmer (2017) are listening for the main idea, predicting, making inferences, and summarizing from what they hear. It is believed that if the learners are taught and trained on how to select appropriate strategies used in listening, they can improve their listening skills (Fathi, Derakhshan, & Torabi, 2020; Milliner & Dimoski, 2019).

Needs of English Listening Skills Development

Listening is an essential skill in daily conversations and language learning but becomes troublesome for EFL students because of factors such as lack of vocabulary, pronunciation knowledge, and unfamiliarity with various accents. Suwannasit (2018) indicated that listening

texts derived from real-world English usage make it difficult to discern the main idea or specifics due to the rapid pace of speaking, foreign terminology, and length of the listening text. Emerick (2018) suggested that learners with high listening ability can participate in class more actively than low-ability learners. However, when the learners fail to cope with academic listening materials, they will be demotivated, anxious, lack concentration, and finally acquire a lower listening performance level (Khoiriyah, 2021).

In the researcher's teaching context, listening skills are a key concern for both learners and teachers. Many students have shown poor performance in listening tests compared to other skills. For these reasons, the present study focuses on improving the learners' listening skills by employing the flipped classroom approach and video conference principles.

Related Studies

Numerous studies on the flipped classroom's effectiveness in improving learners' English proficiency have been undertaken, and the majority demonstrate the flipped classroom's effects. One study conducted by Khoiriyah (2021) revealed that the flipped classroom could enhance learner listening because they achieved higher post-test than pre-test scores. Another study by Roth (2016) investigated the effectiveness and perspectives of flipped classrooms in improving English listening comprehension. It was found that listening comprehension scores improved after the flipped classroom experience, and students enjoyed using the flipped classroom to improve their listening comprehension.

In addition to the effects of the flipped classroom, the learners' perceptions of the flipped classroom were investigated. According to research conducted by Bin-Hady and Hazaea's (2021), there is a strong association between student achievement and attitudes. Moreover, Farrah and Qawasmeh (2018) and Pratiwi, Ubaedillah, Puspitasari, and Arifianto (2022) found that the flipped classroom teaching approach can increase student autonomy and self-direction. Furthermore, the participants found the flipped classroom fascinating, motivating, and engaging.

In Thailand, a study by Jehma (2016) conducted with Thai EFL students focused on speaking, writing, and grammar. It was revealed that the learners improved their English writing skills and were satisfied with the flipped learning strategy. However, little research has been done on listening with Thai EFL students using the flipped classroom model and online video conferencing. The present study employed the FC-OVC teaching model to bridge the gap and enhance the learners' listening skills.

Methods

This present study used a mixed-method approach to collect qualitative and quantitative data because it facilitates data triangulation, resulting in more reliable and sufficient data. Dornyei (2007) defines a mixed-method study as combining qualitative and quantitative data collecting and analysis. This research is a quasi-experiment that employed the one-group pre-test and post-test design for the experiment group.

Participants

This study included 37 participants enrolled in an English Foundation Course in academic year 1/2020. This study's subjects were selected by using strategies of purposive sampling. The students that enrolled in the researcher's session were selected on purpose, and they have different levels of English listening ability. There were 21 female and 16 male learners who participated in this research. They were from the Faculty of Medicine, the Faculty of Health Sciences and Technology, and two colleges of a stated university in Bangkok.

Research Instruments

Research data were gathered using quantitative and qualitative methods. Qualitative data were collected through pre-post-tests, questionnaires, and semi-structured interviews. To collect quantitative data, listening pre-and post-tests and an opinion questionnaire was designed specifically for this research.

Listening Tests

The listening tests were aligned with the course objectives and the Common European Framework of Reference (CEFR). The pre-and post-tests included 30 multiple-choice questions designed to assess learners' abilities to listen for the main idea, details, inferencing, and focused listening.

Opinion Questionnaire

The questionnaires used in this study are constructed based on were adapted from Thaichay (2015) and Roth (2016). The questionnaire aimed to explore the learners' opinions. The questionnaire consisted of three parts. The first part was used to collect the background information from the learners. The second part was composed of 22 items that explored the learners' opinions toward the FC-OVC model, and the last part was open-ended questions.

Semi-structured Interview

A semi-structured interview was used to gather in-depth information from the participant representative. The interview consisted of five questions designed to elicit the learners' opinions on the FC-OVC model, their preferred learning activity, the suitability of the FC-OVC model to their learning, the improvement of their English skills, and the continuation of this teaching model after COVID-19.

Research Procedures

Data were collected during the first semester of 2020, from August to December. Following the orientation session, the listening pre-test was administered. The post-test was conducted during the last week of the experiment. After the post-test, the questionnaire and semi-structured interview were addressed to investigate the learners' opinions. Then the data were qualitatively and quantitatively analyzed. The results are presented in the next section.

Results

The results of the study are presented in two aspects according to the research questions: the effects of the flipped classroom through video conferencing and the learners' opinions towards the FC-OVC model.

The Effects of the Flipped Classroom through Video Conferencing (FC-OVC)

Table one presents the descriptive statistic of listening pre-test and post-test scores. The results revealed that the mean scores before implementing the FC-OVC were 16.54 (SD = 4.87), and the mean scores after were 21.68 (SD = 5.23). As a result, the average post-test score was more significant than the average pre-test score.

Table 1. *Pre-test and post-test paired sample statistic*

	Mean	N	SD	Std. Error Mean
Pre-test	16.54	37	4.87	.801
Post-test	21.68	37	5.23	.860

Since the mean score of the post-test was higher than the mean score of the pre-test, this finding suggests that studying in a flipped classroom using video conferencing can enhance learners' listening abilities.

Table two shows the paired samples *t*-test analysis of pre-test and post-test. The difference between the mean score of the pre-test and post-test was 5.14. The significant value (2-tailed) was .000, indicating a statistically significant difference in listening pre-test and post-test at the .05 level.

Table 2. *Paired-samples test on pre-test and post-test*

	Paired Samples <i>t</i> -test							
	95% Confidence Interval of the Difference							
	Mean	SD	SE	Lower	Upper	<i>t</i>	df	Sig. (2-tailed)
Pre-test – Post-test	-5.135	4.417	.726	-6.608	-3.662	-7.072	36	.000

* $p \leq .05$

The finding indicates that there was a significant difference in the scores of the pre-test ($M=16.54$, $SD=4.87$) and post-test ($M=26.68$, $SD=5.22$) condition; $t(36) = -7.072$, $p=0.000$. These results suggested that learning through the FC-OVC teaching model can improve the learners' listening skills.

The Learners' Opinions towards the FC-OVC Model

A questionnaire and a semi-structured interview were used to collect the learners' opinions on applying the FC-OCV teaching model. Twenty-two statements on the questionnaire examined their opinions, while open-ended questions were used to gather deeper information on the FC-OVC model.

The questionnaire used in this study was adapted from the work of Roth (2016) and Thaichay (2015) and consisted of three sections. Table three presents the results from the first section of the questionnaire that investigated the effects of the FC-OVC on students' learning before they met synchronously through video conferencing. The level of agreement among the participants was analyzed. The researcher used the following criteria to interpret the mean value of the questionnaire. The statement is classified as "very low" if its mean score is between (1.00-

1.49); “*low*” if its mean score is between (1.50-2.49); “*moderate*” if it has a mean score of between (2.50-3.49); “*high*” (3.50-4.49); and “*very high*” if the mean score of the statement is between (4.50-5.00).

Table 3. *Learners’ opinions toward the FC-OCV before the video conference lesson (independent learning)*

Statement	\bar{x}	SD
Learning through the FC-OVC model allows me to		
1. prepare before class.	4.27	0.90
2. take more responsibility for my learning.	4.08	0.86
3. learn at my own pace.	4.22	0.79
4. spend more time watching video clips before class, so I understand the lesson better.	4.14	0.86
5. watch videos before class, increasing my confidence to participate in classroom activities.	4.19	0.81
Total	4.17	0.86

In the independent learning stage, statement one had the highest mean score of 4.27 (SD=0.90), which indicated a high agreement that this teaching model allowed the learners to learn and prepare before they met in video conferencing class. While statement 5 received the lowest score of 4.19 (SD=0.81), it still achieved a high agreement in that most participants believed that learning before an online video conference helped them prepare for the online class. The overall mean score from Table three is 4.17 (SD=0.86), which shows a high agreement with the whole mean score, demonstrating that learning through the FC-OVC allowed them to spend more time on independent learning and preparing before online meetings, which can increase their confidence.

Table four provides the participants’ opinions on the video conference lessons (statements 6-17). This section focuses on how the FC-OVC promotes their learning and listening skills.

Table 4. *Learners’ opinions toward the FC-OCV during the video conference lesson*

Statement	\bar{x}	SD
Learning through the FC-OVC allows me to		
6. interact with my peers and teacher in class.	4.19	0.78
7. be a more active learner.	3.95	0.88
8. apply what I have prepared at home to classroom activities.	4.11	0.90
9. get academic support from peers and the teacher.	4.22	0.85
10. promote my collaborative learning.	4.24	0.72
11. have a lower level of homework anxiety.	3.97	1.28
12. have more opportunities for hands-on learning.	4.00	0.82
13. improve my listening skills.	4.32	0.58
14. be able to listen for the main idea.	4.30	0.70
15. be able to listen to specific information.	4.03	0.83

16. be able to listen in detail.	4.05	0.74
17. be able to infer meaning from the listening materials.	3.95	0.74
Total	4.11	0.98

From the analysis, statement 13 received the highest mean score of 4.32 ($SD=0.58$) among participants, which maintained a high agreement level, indicating that learning through the flipped classroom model can improve listening skills such as listening for main ideas, listening for specific information and details. Even though inferring listening (statement 17) received the lowest mean score of 3.95, it still maintained a high level of agreement. This section received a high level of agreement, with a total mean score of 4.11 ($SD=0.98$). The total mean score indicated that the students could actively participate in class and receive support from the teacher and peers. In addition, most learners agree that their learners' listening skills had improved.

The following section uses statements 18-22 to assess the learners' opinions after learning through the FC-OVC model. Their opinions were analyzed and presented in Table five.

Table 5. *The opinions after the implementation of the FC-OVC model*

Statement	\bar{x}	SD
Learning through the FC-OVC model		
18. can promote my autonomous learning.	4.24	0.86
19. is suitable for my learning style.	4.22	1.00
20. increase my confidence in English listening.	3.97	0.65
21. interest me in improving my English listening skills.	4.22	0.67
22. allow me to reflect on my learning	4.22	0.82
Total	4.17	0.79

Statement 18 achieved the highest means score at 4.24 ($SD=0.86$); this statement indicated a high level of agreement on promoting autonomous learning. Statement 20 received the lowest mean score (3.97, $SD=0.65$); although there was high agreement that confidence increased after learning through this teaching model. Furthermore, the total mean score of this section was 4.17 ($SD=0.79$). The total mean score indicated that learners held a high level of agreement with this session's statements in that the FC-OVC model can increase learners' learning ability and responsibility, which was a good fit for their learning style.

The semi-structured interview was another research instrument used to investigate learners' opinions. Interviews were conducted with six participants selected from the three score groups (low, moderate, and high). The interview consisted of five questions, and the results are elaborated upon according to each interview question.

The first question, "What do you think about learning through the flipped classroom model?" was used to elicit learners' perceptions of the FC-OVC. The answers from the participants showed both positive and negative opinions about the FC-OVC model. For the positive opinions, the participants explained that this teaching model was a novel learning method that allowed them

to take more responsibility for their learning. They also considered it to be a flexible model. One interviewee explained that,

I believe it was a new learning method, and I was fully accountable for my studies. I studied each of the contents twice, once at home and again via video conference. It helped me comprehend each lesson completely.

Several interviewees suggested that the FC-OVC teaching model could help them develop autonomy. This teaching model's main principles allowed learners to assume additional responsibility by completing an online assignment following the teacher-assigned video segments. According to one interviewee,

I believe that learning with the flipped classroom model benefited me significantly. It enabled me to schedule study time before class. I may revise the lesson again after viewing the video and in the morning before the video lesson.

Negative opinions indicated that students spent more time learning and preparing before the video conference session, as one of the interviewees mentioned.

"I believe learning through video took me longer than learning in a traditional classroom."

Furthermore, the interaction between the teacher and peers was considered a source of anxiety among the students. Several respondents expressed concern about the lack of interaction between classmates and teachers prior to and during online video conferencing.

At times, it may be lacking in interactions; for example, you may interrupt or be unable to answer directly to your classmates or instructor due to the necessity of turning the microphone on and off.

The second question focuses on the FC-OVC model activities used in individual and online learning. The learners were asked, "What activities, before and during video conferencing lessons, do you like the most? Why?" Live session activities mainly consisted of watching lecture video clips and completing follow-up exercises. One interviewee stated that,

I enjoyed studying via lecture videos since I could replay them. Additionally, I was able to write notes while listening, ensuring that I did not miss any key points.

The interviewees also mentioned that the activities they enjoyed during online video conferencing were group discussion and group work through the Breakout Room function in the Zoom application, allowing them to work in small groups. One of them mentioned that,

I like the discussion activities since they allowed me to interact with my classmates and teacher, and I like entering the Breakout Room since it allowed us to speak in small groups.

Question three was used to explore the learners' opinions on "What English skills did you improve from learning English through the flipped classroom model through video conference? Why?" The results of the interviews revealed that the skills the interviewees identified as having the highest rate of improvement were listening, speaking, and writing skills, respectively. They explained that this teaching method required them to learn from video clips and extensive listening texts, so they had more time to watch and listen, which they believed helped them get used to the listening texts. As one interviewee stated,

Repeatedly listening to the teacher's video, Ted Talk, films, and music helps me improve my listening abilities. When we were required to listen to in-class activities, I could use the listening strategies I had acquired at home for the live session lesson's listening tasks.

Question four asked the learners, "Do you think the flipped classroom through video conferencing is suitable for your learning styles?" Some learners agreed that this teaching model suited their learning styles because it is flexible. They could access the lesson anywhere without worrying about learning in isolation because they could receive support from their teacher and peers while meeting through online video conferencing. Some of them indicated that,

I think that I can learn through the flipped classroom because I can learn anytime by myself, which means I can focus more on my studies. I can also get support from the teacher in the live session or the Google Classroom.

Finally, question five was used to explore their opinions by asking, "Should the flipped classroom model through video conferencing be promoted in this university? Why or why not? This question was to obtain the learners' opinions on continuing the FC-OVC even in the aftermath of COVID-19. They suggested that it depends on the subject matter. Some subjects, such as practical workshops, could continue to be taught through the FC-OVC model. However, lecture-based subjects could continue online through video conferencing, making teaching and learning more accessible than in the past. One interviewee shared that,

It should be promoted and continued even though we're back in the regular classroom because this kind of learning can provide opportunities to practice our computer skills and be more responsive in our study.

Discussion

By answering the first research questions regarding the effect of the flipped classroom through video conferencing on the listening skills of EFL learners, pre-and post-tests were conducted to investigate its effects. The findings revealed that the listening test scores of the learners improved after implementing online video conferencing. In addition, the mean score on the post-test was more significant than the pre-test. Results of this study support the previous study conducted by Roth (2016) using the flipped classroom to improve students' English listening comprehension at Pannasastra University in Cambodia. His results showed that the learners achieved higher listening post-test than pre-test scores. Furthermore, this research's effect of deploying flipped classrooms on listening skills is consistent with prior studies conducted by Khoiriyah (2021) that used flipped classroom methods to improve learners' listening skills. Her

findings showed that the flipped classroom improved students' English listening skills as there was a significant difference in their pre-test and post-test scores. Moreover, this research supported the conclusions of Alshraideh's (2021) study that constructing EFL classrooms using video conferencing is an effective strategy that positively impacts learners' English improvement.

Move to the following research question: "What are the learners' opinions toward using the flipped classroom model on their listening skills through online videoconferencing technology?" The opinion questionnaire was employed to collect quantitative data on the learners, and semi-structured interview questions were used to gather in-depth information. The questionnaire results suggested that the learners had a favourable opinion of learning through video conferencing. The research results support Benmansour's (2021) claim that learners enjoy video online conferencing applications, mainly Zoom since they excite the learners about learning.

The result from semi-structured interviews found that the learners believed they had improved their listening skills and preferred this teaching model. However, some learners voiced unfavorable opinions regarding technological problems, internet connections and time which are congruent with those of Hojnacki (2018), Holmes et al. (2015), and Misela (2016). Nevertheless, learners suggested using the FC-OVC model in future research, especially in higher education, because it was adaptable and convenient. This result aligns with Bin-Hady and Hazaea's (2021) research on Yemeni EFL students; the students who obtained high achievement test scores showed positive attitudes toward the flipped classroom.

Regarding autonomous learning, the participants of this study also agreed that this teaching model promoted their autonomous learning as found in questionnaire statement 18, which is consistent with Farrah and Qawasmeh's (2018) research results. They discovered that the flipped classroom promotes student autonomy and self-direction. Additionally, participants found the flipped classroom exciting, motivational, and engaging.

In terms of convenience, motivation, and engagement, the FC-OVC allowed learners to access the lesson anywhere, so they did not have to travel to the classroom, and it was safer for them to social distance and learn from home during COVID-19. Moreover, the interview data analysis showed that learning through the FC-OVC increased their confidence. The learners learned new concepts, facts, vocabulary, and materials before attending an online meeting, so they were excited and motivated to join class activities. The participants of this study shared similar opinions with those of Pratiwi et al. (2022).

The effects of the flipped classroom on Thai EFL learners' English abilities can be seen by Jehma (2016), that the learners improved their speaking, writing and grammar, and the findings from the present study confirmed that Thai EFL learners' listening skills also improved. However, only pre-and post-tests were employed to collect data in this study; therefore, the results may not give sufficient proof. Consequently, various research tools, such as progress tests and teacher observation, might be used for triangulation.

Pedagogical Implementation

Several research studies have demonstrated the benefit of the flipped approach on a variety of English abilities but less on listening. Therefore, the findings of this study support and confirm the results of prior research that flipped classrooms can also increase English listening skills. English teaching and learning will not always occur in a physical classroom. Most instructors and students are familiar with online learning, especially during COVID-19, and several studies have demonstrated the benefits of integrating online meeting applications in the classroom (Alshraideh (2021); Benmansour (2021)). The FC-OVC can bring up the idea of putting technology into all levels of education, but significantly higher education. Therefore, the EFL teachers can conduct online classes through video conferences in the future regardless of the COVID-19 pandemic.

Conclusion

The flipped classroom instructional model has a significant impact on the English proficiency development of EFL learners across a variety of areas. However, little attention has been paid to enhancing their listening skills. This study investigated the flipped classroom's effects on learners' listening abilities. During a global pandemic, it is challenging to implement the flipped classroom method in a traditional classroom setting; instead, this study combines the flipped classroom method with online video conferencing. The findings revealed that the learners' listening tests had increased after the implementation of the FC-OVC teaching model. The average post-test score was more significant than the average pre-test score which indicated the learners had a better performance on the post-test than on the pre-test. Apart from the effects of the FC-OVC on the learners' listening skills, the learners' opinions toward learning this teaching model were included in this study. Most participants showed positive opinions regarding the flipped classroom through video conferencing. The learners indicated that accessing the video conferencing class benefits them in three aspects: convenience, motivation and autonomous learning. In light of the Covid-19 pandemic, using technology to manage online teaching via video conference can make teaching and learn as effective as in-class instruction, especially for university students who are responsible for their studies. Therefore, it is anticipated that teaching and learning will be conducted more frequently via video conferences. In addition, implementing flipped classrooms through online video conferencing can significantly affect teaching and learning. Therefore, regardless of what ultimately hinders classroom instruction, this idea of instruction can make teaching and learning management as effective as classroom instruction.

Recommendation for Further Study

This study compared pre-test and post-test scores to investigate and analyze the flipped classroom's effects through video conferencing. Future studies are recommended to include a progress test to investigate the learners' advancement during the implementation to examine how the flipped classroom affects learners' listening progress while applying listening strategies to tasks and in-class activities. A delayed post-test is another test that can also be used to measure the learners' retention after the experiment. Additionally, this study used a single-group pre-test/post-test design. As there was only one experimental group, further research is recommended to employ a true-experimental design that includes both experimental and control group learning and compares the effects on their listening through traditional flipped classrooms and flipped classrooms through online video.

According to this study's findings, the opinions presented are those of the learners alone. Future studies can address teachers' perspectives on flipped classrooms through video conferencing and traditional flipping. Instead of focusing solely on listening skills, it would be advantageous for learners if the teacher used the flipped classroom through video conferencing and studied its effects on other English skills, such as speaking, reading, writing, communication, and other subjects.

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