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The Flipped Classroom to Improve the EFL Listening Skill

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***Abstract*—This study aimed to evaluate the effectiveness of the flipped classroom as a method to enhance English listening skills. The population in this study consisted of 26 English as a Foreign Language (EFL) first-year students registered in a Bachelor of Arts program in Teaching Local and Foreign Languages at a Public University. This study is quasi-experimental. A pretest and a posttest were applied to identify the differences in the students' listening comprehension skills before and after using this methodology. This study was conducted in three phases: preparation (where the contents and procedures of the flipped classroom were explained), implementation (where the lessons focused on the flipped classroom were administered), and evaluation (where the overall content of the flipped classroom was tested). Results (significance 0.000; $p \leq 0,05$) showcase a significant improvement in participants' listening skills. In general, this study can be considered a further contribution to visualizing the occidental educational methodology as a friendly and effective teaching practice, which may be applied in multicultural milieus.**

***Index Terms*—flipped classroom, listening, preparation, implementation, evaluation**

I. Introduction

Globally, several strategies are being implemented to ensure a precise command of English as a foreign language (EFL). The increasing growth of technology has become an essential part of the teaching-learning process due to its vast extent and flexibility in promoting dialogue, collaboration, and interaction. Considering such characteristics, it is necessary to adapt the different methodologies and pedagogical models to the technological factors to meet the needs of the students and achieve more meaningful learning (Sozudogru et al., 2019). Therefore, using conventional methods is less necessary in this new knowledge era. In the Ecuadorian educational context, Higher Education Institutions (HEIs) must promote self-learning and reading comprehension, informational competences, the management of the distance educational model, and basic computer skills through learning technological resources and platforms (Consejo de Educación Superior, 2019, art 77, p. 34). Also, the Ecuadorian educational regulations require university students to have the English B1 level following the Common European Framework for languages. (Consejo de Educación Superior, 2019, art. 80, p. 35).

Despite all the effort made by both teachers and students, such a requirement has become a real challenge, exacerbated due to the strong impact of the Coronavirus Disease (COVID-19) in Ecuadorian Education. Unfortunately, the lack of accessibility to technological tools becomes a disadvantage in the teaching-learning process even though there is permanent technological growth. This new normality has made students increasingly busy by leading them to more autonomous virtual learning and demanding technical resources, so virtual Education and technology are essential. For this reason, it is necessary to take advantage of the different methodologies and strategies fostering listening comprehension and optimizing time to achieve more meaningful learning that strengthens communication difficulties in listening skills. This study aims to evaluate the effectiveness of flipped classroom as a method to enhance the English listening skills in EFL students while the specific objectives seek to:

- Diagnose the level of students in the listening skill through a pre-test
- Apply the flipped classroom in 26 EFL first-year students to improve the listening skill
- Identify the progress that students had in the listening skill after utilizing the flipped classroom

Effective EFL command depends on the primary communication skills: reading, writing, listening and speaking. Speaking and writing are the most productive skills. However, to produce a language and transmit it, it is necessary to receive a message to decode it. This process emerges with the development of receptive skills such as reading and

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listening. Although both are receptive, there are noticeable differences between them. For example, when a student develops reading comprehension, he/she can read the text as many times as possible to identify the main idea by giving it a logical context. On the other hand, the development of listening comprehension involves real-time interaction and requires immediate reception (Brown & Brown, 2014).

Zareinajad et al. (2015) studied the effects of receptive and productive task-based listening activities on Iranian EFL students' listening ability. They emphasize the significance of listening tasks and activities since, without good listening comprehension, it will be difficult to achieve effective communication. The findings determined that meaningful listening-focused activities are at the center of the learning process as they improve listening comprehension if the level of difficulty in the tasks is appropriate for the student's level.

This principle also lies in this study since the design of activities and tasks focus on the students' needs. The difference arises in the flipped classroom model in a virtual learning environment.

While it is true that successful listening comprehension largely depends on the design and purpose of different learning strategies and techniques, the students' attitude towards them and the degree of difficulty they experience are also determining factors. For example, a Comparative Study of EFL Listening Difficulties in Public and Private Ecuadorian High Schools demonstrates that Ecuadorian students' responses to listening activities vary due to their educational context. In other words, there is a difference in the degree of difficulty experienced by students from public institutions and private ones. Students from private institutions further develop their listening skills due to their increasing contact with properly designed teaching resources and to the fact that they have better learning conditions, including better-prepared teachers than students from public institutions, without leaving aside other factors such as the number of students per classroom and psychological factors such as worry and nervousness (Quinonez-Beltran et al., 2020).

A poor instruction schedule hinders the comprehensive development of EFL communicative skills in academic performance (Labinska et al., 2020, p. 234). In Ecuadorian public institutions, the number of students is higher, and class time is not enough to achieve successful listening; even more, the accessibility of students to the Internet is restricted generally due to socioeconomic factors. Listening activities in the classroom become more difficult for EFL students because they are unfamiliar with pronunciation and phonological patterns, thus listening, decoding, understanding, and interacting in real-time become a real challenge.

During this complex phase of the communicative process, many students experience frustration when they do not understand the task, activity, or what their teacher and classmates say. This situation, in turn, becomes a trigger for other negative states such as lack of motivation, anxiety (Wang & Cha, 2019, p. 123), stress, demotivation, and fear (Goh, 2000, p. 56).

These factors make interaction in class difficult and delay learning goals, especially in evaluative processes. Moreover, the fact of having insufficient interaction is a barrier to meaningful learning, which is why the need arises to implement innovative and promising methodological strategies such as the flipped classroom with a constructivist approach, whose principal premise is the construction of knowledge in an authentic or accurate context to generate more effective learning (Valetsianos, 2016, p. 68).

From a more contemporary perspective, the flipped classroom focuses on using technology. It is one of the most widespread pedagogical models today (Song et al., p. 180). Its outstanding versatility has made it possible to apply it in many subjects at the university level. This pedagogical model seeks to maximize the learning process through activities and resources that engage students actively with fundamental knowledge (Castro et al., 2019, p. 25).

Based on the constructivist foundations, the role of Information and Communication Technology (ICT) is essential in the EFL teaching-learning process, especially after the global consequences caused by COVID 19. In this scenario, ICTs have largely assisted the educational needs at a worldwide level, which is why the traditional model is losing territory (Shumeiko & Nypadymka, 2021). This growing digital age arising from constructivism has given way to an emerging theory known as connectivism proposed by Siemens (2005), growing increasingly in the Educational System. The technological factor cannot be isolated from the learning process and offers enormous advantages for mastering EFL (Chien et al., 2019, pp. 2-4).

Phoeun and Sengsri (2021) evaluated the effect of the flipped classroom model combined with the Communicative Language Teaching Approach on the English-speaking ability of Cambodian undergraduate students. The findings reported improvement in students' speaking skills after implementing the communicative language teaching approach (CLT), since it is the most effective in promoting speaking and other communication skills (reading, listening, and writing) to strengthen interaction (Masoumpanah & Talebinejad, 2013). This approach covers communicative competence to a greater extent since class activities focus on accurate content and resources. In other words, both the implemented material and the planned activities are generators of meaningful learning (Graham et al., 2017). The common denominator between these two approaches is meaningful learning.

In this changing era, the communication needs of EFL students go hand in hand with the sociocultural context. In this dynamic process, the role of the teacher is crucial to promoting meaningful learning and generating more interaction among EFL students for effective communication.

Effective communication in EFL occurs after implementing innovative activities and engaging class materials that allow students to receive, decode, produce, and transmit information (Stakanova, 2018); that is, resources that boost

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communicative skills for successful interaction. However, factors such as fear and anxiety are barriers to effective communication, both in receptive (reading and listening) and productive (speaking and writing) abilities.

Ekmekci (2017) determined the effect of The Flipped Writing Classroom in the Turkish EFL context by comparing traditional and flipped instruction. The procedure monitored students' performance through recorded video lessons and evaluated their progress in paragraph writing activities using a rubric and a survey. The findings demonstrated that students increased their EFL writing proficiency and felt more motivated, confident, and less nervous when writing. Considering the constructivist frame of flipped instruction, students engage actively in the learning process, and work collaboratively.

These related studies support the foundations of flipped instruction and how it boosts the EFL communicative skills of worldwide students. In these post-pandemic circumstances, intercultural communication has been enormously widespread by ICT for educational purposes. The flipped classroom has indeed been an effective tool for establishing somehow such intercultural communication. But how does the utilization of flipped instruction, particularly in the post-pandemic era, enhance the EFL communicative skills of students, with a specific emphasis on the listening skill role?

This research question was the initiative to begin this study with a group of 26 EFL first-year students who are part of a higher education institution in the highlands of Ecuador. As mentioned above, this study aimed to assess the efficacy of the flipped classroom as a method to enhance their English listening skills. This objective was materialized with the help of two hypotheses: $H0= \mu a > \mu b$, and $H1= \mu a \leq \mu b$. The results of this study also pretend to modify, in a modest manner, the pernicious insight that foreign and successful educational methodologies such as the flipped classroom are not applicable within the context of a developing-country educational setting.

II. Literature Review

Listening is the natural initiator of speaking. The early stages of language development in a person's first language depend on listening (Nation & Newton, 2009). L2 English students are to deal with different prosodic patterns found in the input language to decode incoming speech, such as accent, pitches, and intonation. This problem occurs, even if the listeners know all the words used in the communication. Although early views on the teaching of listening comprehension considered that listening was a passive skill that would develop naturally through speaking and reading. Today, listening is regarded as an active skill that can be taught directly (Rost, 2002).

The flipped classroom allows teachers to assign activities to students before class. Students then bring their doubts to the class, which becomes the place to solve problems and clarify advanced concepts together with the teacher (Tucker, 2012). Technology allows assigning tasks and pre-recorded videos in advance. This material helps students know the assigned homework before discussing it with the teacher during class. Teachers can then spend the whole class period helping students with complex concepts they do not understand; in this sense, teachers can personalize the Education thanks to the flipped classroom model (Bergmann & Sams, 2012). Besides, the flipped classroom approach allows students to learn the content of the course at their own pace, and students are not required to come to class unless they need help with asynchronous material, allowing them to make better use of their time (Davies et al., 2013). However, online learning activities should be monitored appropriately and recorded to ensure that students are concentrating on learning independently, even without contacting teachers and classmates (Yu, 2020).

The first step in the traditional classroom occurs during face-to-face class time, whereas the teacher assigned homework in the flipped classroom. Students are exposed to new learning outside and before class during the flipped classroom. In contrast, students work collaboratively with their peers and the teacher at the school, allowing the teacher to give immediate and corrective feedback whilst those students assimilate new information and develop their skills (Mehring & Leis, 2018). Finally, because teachers must evaluate any instructional change for their influence on student learning, student input is crucial in measuring the success and failure of this undertaking (Toto & Hien Nguyen, 2009).

Technology and online teaching platforms play a crucial role in the flipped classroom as they allow teachers to create a personalized learning environment. These digital tools provide the best results for synchronous and asynchronous teaching (Karalis & Raikou, 2020). Therefore, teachers who use flipped learning for their classes must make intelligent decisions about when, why, and how to use technology (Young & Moran, 2017). Students of this generation are very familiar with technology; therefore, teachers must adapt their instruction accordingly. Access to technology is more frequent than ever before, and the flipped classroom takes advantage of this resource (Etemadfar et al., 2020).

Lee (2021) implemented the flipped classroom model associated with technological tools for the different tasks aimed at students of an intermediate Spanish course. The findings emphasized the role of the design and purpose of activities and the monitoring during the EFL learning process. Flipping models contribute to autonomous learning by encouraging students to self-regulate their learning process and work collaboratively. Audiovisual learning resources are widespread due to the influence of virtual media on communicative competence in EFL.

Labinska et al. (2020) linked communicative skills and the improvement of listening skills in medical students through audiovisual materials and profession-oriented materials to determine how the skills of teachers and their ability to develop appropriate teaching materials influenced the students' motivation to improve their listening and speaking skills. The research showed the effectiveness of audiovisual media and how well-directed tasks generated a positive attitude even in students with low academic performance.

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Bishop and Velerger (2013) conducted a comprehensive survey on flipped classroom use. The results were mixed, but overall, it was positive. Other evidence suggests that after comparing the flipped classroom with the traditional classroom using lecture capture as an adjunct to a traditional lecture, the results showed that the average examination scores were significantly higher for the students in the flipped classroom (Missildine et al., 2013).

III. Methodology

A. Research Design and Participants

A quasi-experimental pretest-posttest design was employed to measure the variation of the dependent variable (listening comprehension) with the stimulus of the independent variable (flipped classroom).

This design did not contemplate a control group but solely an experimental one. In this sense, 26 freshman students (6 males and 20 females) registered in a Bachelor of Arts program in Teaching Local and Foreign Languages of a Public University were purposefully selected and assigned to the experimental group as participants of this investigation.

All participants signed an informed consent form which contained the purpose and benefit of the study, the nature of the research, data collection steps, data treatment, and contact information of the project director. Educational authorities also approved this study.

B. Instruments

To verify the proposed hypotheses ($\alpha \leq 0.05$), a pretest and a posttest were utilized. Both tests were assembled by following the listening comprehension structure of the B1 Preliminary English Test (PET) of Cambridge. These tests had similar components, with slight content changes in the posttest.

The components that helped measure the listening comprehension of the experimental group were pictures selection with audios of day-to-day situations, multiple-choice items oriented to radio conversations, gap-fill items bound with monologues, and true/false items centered on informal conversations.

In addition to that, an extra component to measure the spelling of our participants was included. The spelling component was attached to the gap-fill items. The decision to frame the spelling within the gap-fill items was because participants were making spelling mistakes in notetaking.

In this regard, an Upper-Level Spelling Inventory (USI) rubric was constructed to assess the spelling adequately. This rubric was adapted to the needs of our pretest and posttest so that the items of spelling component were the same as the gap-fill items, but focused on measuring the orthographic progress of participants. This USI rubric contained parameters of word patterns, derivational relations, plus syllables and affixes.

Overall, fifty items were used in the pretest and posttest; five items for each component above, giving a total of twenty-five items per test, which were rated over twenty-five points. The items of the tests, as well as the USI rubric, were reviewed by three experienced colleagues for their content validity. Based on their suggestions, a few modifications were conducted.

Cronbach's alpha was also executed to add reliability to the study, thus obtaining a coefficient of .77 for the pretest, .74 for the posttest, and .75 for the USI rubric. Pilot tests to get the Cronbach's alpha were administered to a population with similar demographic characteristics as the target group one month before the execution of this study.

C. Procedures

The study took place during the months of May and June 2021. Data were collected in eight weeks, including one week for the pretest/posttest and seven weeks for the intervention with the flipped classroom.

Due to the pandemic COVID-19, and the connectivity conditions of the participants, the procedure was organized as follows: 1) pretesting in thirty minutes and administered through the online modality, 2) using the flipped classroom via the online modality, 3) post-testing in thirty minutes and administered through the online modality.

The pretest was applied during regular class time. The administration of this instrument did not interfere with the practitioner's schedule since the educationalist participated as a researcher. Microsoft teams and an Institutional Moodle served as a means of data collection. In this regard, the investigator explained the test instructions to be followed by the participants, and played the audios once. Except for the spelling, students submitted their responses for the Institutional Moodle to rate the items automatically. Right after that, the researchers assessed the spelling through the USI rubric and annexed it instantaneously to Moodle by assuring so the twenty-five points of the pretest.

The use of flipped classroom was also materialized in the Institutional Moodle previously used and counted with three phases: preparation, implementation, and evaluation.

In the preparation stage, an extra syllabus, aside from the initial utilized as a guide for the topics covered in classes, was elaborated, and presented to participants. The additional syllabus included a detailed explanation of the course, digital materials, and methodologies. Besides, class orientation as to the online protocol of the flipped classroom was conducted. In addition, participants had expertise in using the Institutional Moodle, as before entering the first semester, they had to go through an adaptation period where they get familiar with institutional, technological tools.

In the implementation stage, lectures were attached to the syllabus above, with materials and methodology of the flipped classroom, such as using edited videos, online quizzes, forums, and infographics in their homes. In this way, the

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face-to-face class via Microsoft Teams served as the space to verify how much of the topic students learned, thus investing more time in the practice and application by solving the doubts that arose during this process.

The standard procedure behind the flipped classroom implementation was to ask students, before they attend synchronous hours, to watch and listen to, in the Institutional Moodle, edited videos centered on contents of the Educational Philosophy subject. Then, they had to answer immediately a quiz, plus a collaborative open forum in which the drawbacks of the activity could be discussed. The edited videos were also explained with eye-catching infographics. In doing so, participants had more opportunities to strengthen the topics treated in the videos.

Concerning the evaluation phase, it was carried out on a regular basis, so much so that each edited video had an evaluation that appraised the listening comprehension of each class topic covered. However, since the flipped classroom seeks to fill the existing learning gaps in the course, a further evaluation was necessarily invoked. This evaluation measured the progress of student weaknesses identified in the classroom. In other words, topics that resulted difficult to students were first reinforced in the class and then evaluated once again. The components of these evaluations followed similar characteristics as the evaluation of the edited videos, and they were documented in the Institutional Moodle.

Once the phases were concluded, the posttest was administered, one more time, with the help of Microsoft teams and the Institutional Moodle, and with an identical procedure to that of the pretest. Next, the pretest and posttest scores were condensed in EXCEL tables so as to compute the means. Due to the size of the population, these means traversed the Shapiro-Wilk Normality test. As a result, a p-value of 0.08697 was obtained for the pretest, and 0.2511 for the posttest ($p \leq 0.05$). Based on these p-values, and considering again the size of the population, the parametric T-student test was selected.

Given also the fact that there was no comparison between an experimental and control group, but just a comparison of means between the pretest and posttest, a T-test for paired samples was required. It is worth saying that all this statistical procedure was assisted by the Statistical Package for the Social Sciences (SPSS 27.0).

IV. Results

Results of the present study were reported in two main findings: the descriptive statistical analysis to present a meticulous examination of the pretest and posttest applied to 26 students who belong to the experimental group, and the inferential statistics to test the hypothesis using T-test.

As mentioned in the methodology, the items for the pretest and posttest included 25 questions, divided into five components: comprehension, fluency, grammar, vocabulary, and pronunciation.

For the first component, comprehension, pictures with audios of day-to-day situations were used. Results in Figure 1 revealed a variation of 1,89 between the pretest and posttest.

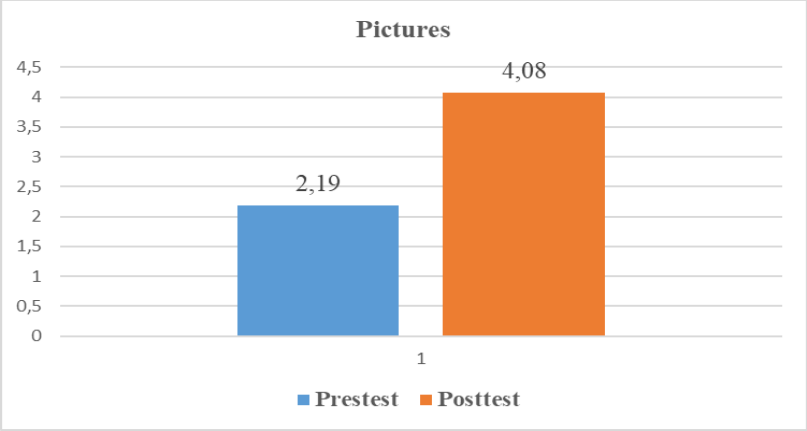

Figure 1. Comprehension, the Posttest Average Score Is Higher Than the Pretest

The evaluators assessed fluency's second component and considered multiple-choice items based on radio conversations. As shown in Figure 2, the posttest score is higher than the pretest one; a contrast of 1,85 is evinced.

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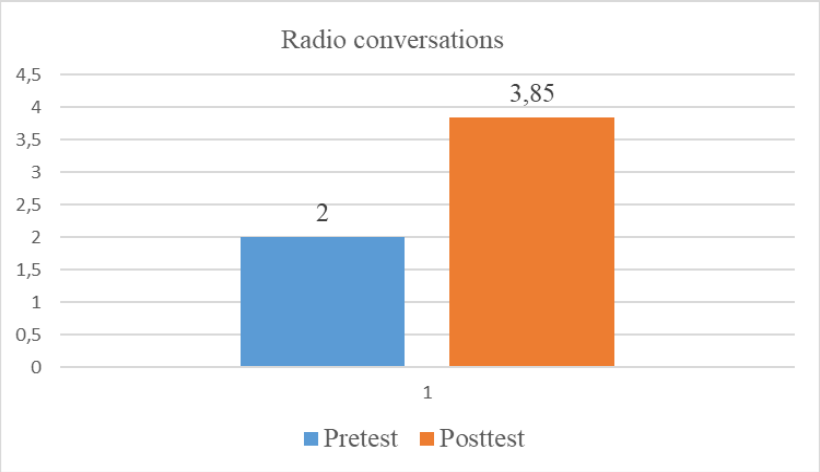

Figure 2. Fluency, the Variation Between the Pretest and Posttest Is 1,85

Concerning the third component, Figure 3 reveals that the posttest score was higher than the pretest one. The researchers used monologues to compile five gap-fill items. The score in the pretest was 1,85, whereas in the posttest 3,38.

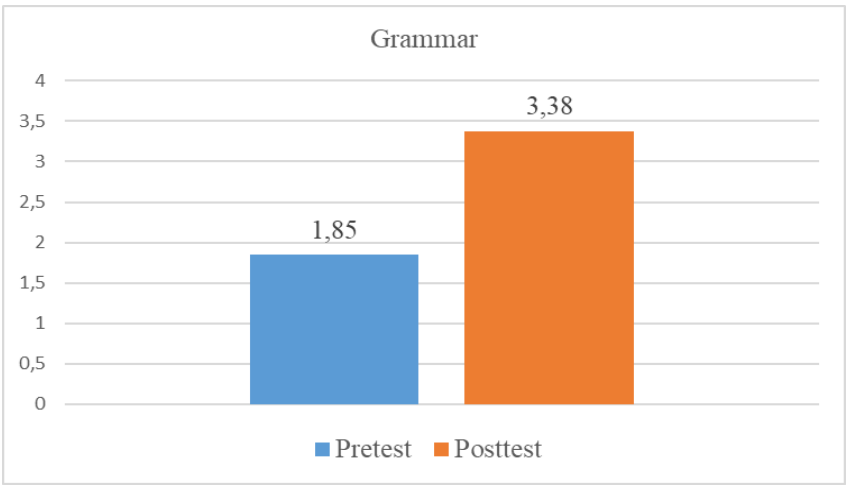

Figure 3. Grammar, the Posttest Score Is Higher Than the Pretest One

Regarding the vocabulary component, in Figure 4, it is clearly stated that there is a contrast between the pretest and the posttest score; in the posttest, students obtained a higher score. The researchers selected true or false items for this component centered on informal conversations.

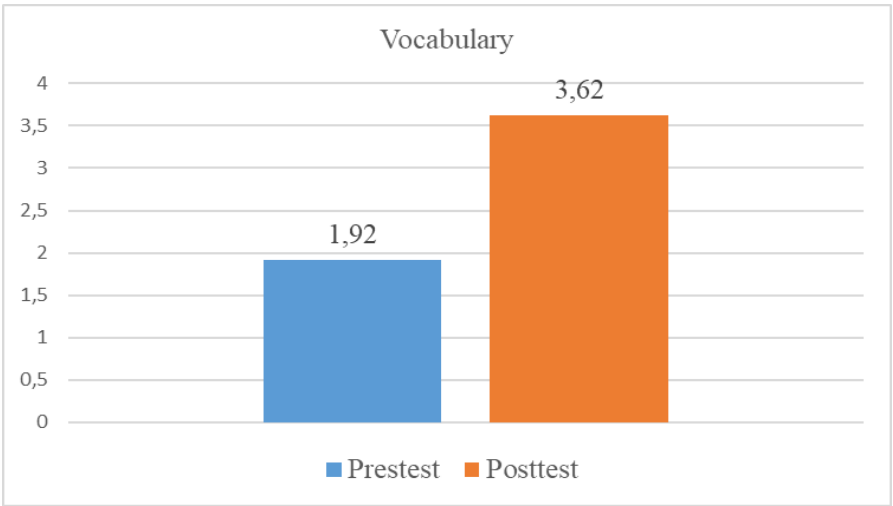

Figure 4. Vocabulary, the Variance Between Scores Is 1,7

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Finally, for the fifth component, spelling mistakes in notetaking were evaluated through gap-filling items. The results in this component were predominant since the posttest average demonstrated spelling was the ability students mostly improved. As evidenced in Figure 5, the variability was 1,93.

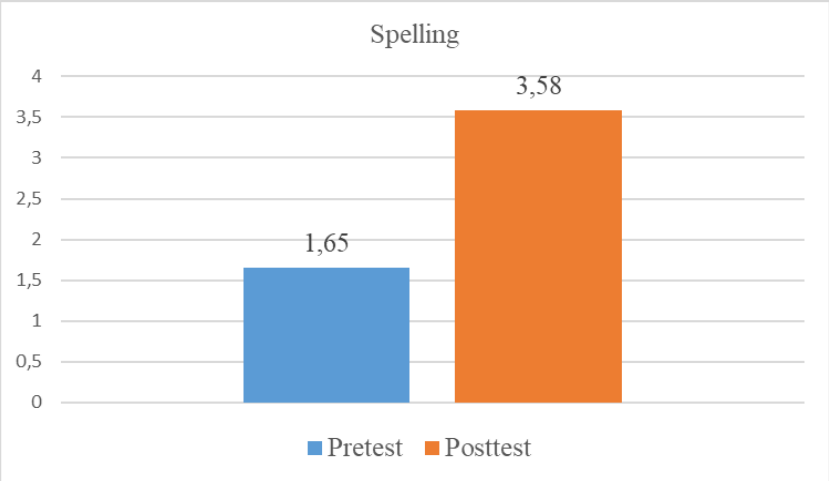

Figure 5. Spelling, the Variation Was 1,93

Additionally, the pretest and posttest median are presented, and the highest and lowest scores students obtained in the tests. In Table 1, it can be noticed that the average of correct answers is higher in the posttest.

TABLE 1
MEAN OF PRETEST AND POSTTEST

Pretest	Posttest
9,62/25	18,5/25

Furthermore, in Table 2, the collected data presented relevant facts. In the posttest, students were able to achieve the highest score, which is 25/25, whereas, in the pretest, the highest score was 17/25. Concerning the lowest grades in the pretest, the lowest score was 5/25, and in the posttest, 9/25.

TABLE 2
LOW AND HIGH VALUES OF THE PRETEST AND POSTTEST

	Pretest	Posttest
Lowest score	5	9
Highest score	17	25

A. Hypothesis Testing

First, the Statistical Package for the Social Sciences (SPSS) was selected to apply inferential statistics. Then, collected data was organized and tabulated in Excel spreadsheets. After that, the grades of the 26 students were entered in the SPSS package. The T-test for paired samples was run once data was correctly written in the statistical package. Finally, the significance level to verify the hypothesis was ($\alpha \leq 0,05$), which corresponds to 95% reliability. The degrees of freedom corresponded to this formula df=n-1, considering that the n value refers to the number of students.

To offer a clear explanation, the hypotheses are presented.

H0= $\mu a > \mu b$

H1= $\mu a \leq \mu b$

As shown in Table 3, the significance value is less than 0,05. This means that the null hypothesis is rejected and the alternative is accepted.

TABLE 3
T-TEST FOR PAIRED SAMPLES

		Paired differences							
		95% of confidence interval of the difference							
		Mean	Standard deviation	Std. Error mean	Lower	Upper	t	df	Significance (2-tailed)
Par 1	Pretest Posttest	-1,77692	1,25134	0,24541	-2,28235	-1,27150	-7,241	25	0,000

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V. Discussion

A. Research Question

How does the utilization of flipped instruction, particularly in the post-pandemic era, enhance the EFL communicative skills of students, with a specific emphasis on the listening skill role?

B. Responding to the Research Question

The present study investigated the effectiveness of flipped classroom as a method to enhance the English listening skills in EFL students. The results indicated that students improved their listening skills regarding comprehension, fluency, grammar, vocabulary, and pronunciation.

In the implementation phase of the research, the content of the adapted syllabus was employed. Additionally, edited videos, online quizzes, collaborative open forums, and infographics were applied. Subsequently, in the evaluation phase, students took a posttest. The results of this instrument are the following. First, students had to listen to audios for their listening comprehension skills. Then, after applying the posttest, an increment of 1,89 points was evidenced. Concerning fluency, the variation is 1,85 points; the researchers used radio conversations to assess this skill. With regard to grammar, the difference is 1,53 points; students had to listen to monologues and complete gap-fill items for this component. As for vocabulary, in the posttest, students' scores were 1,7 points higher than the pretest; the evaluation of this component considered informal conversations. Finally, students practice notetaking during the intervention as a strategy to improve their listening skills, and students' enhancement was notorious since the difference between tests was 1,93 points.

In addition, the T-test was applied to analyze the hypothesis. Finally, the test corroborated that the flipped classroom enhances the English listening skills in the EFL student.

The results mentioned above are also supported by other investigations, which will be now described. Roth and Suppasetseree (2016) in their study entitled Flipped classroom: Can it enhance English listening comprehension for pre-university students in Cambodia? Concluded that Flipped Classroom helped EFL learners improve English listening skills since, according to the questionnaire results, students improved their listening comprehension and became independent learners, highly responsible for their learning while constructing rapport among teachers and students.

Moreover, Samah Zajereya Ahmd, from the Faculty of Education at the Suez University in Egypt, applied a pretest and a posttest to thirty-four students of the third year. According to the author, a paired-sampled t-test revealed a statistically significant difference in favor of the posttest ($t=11.341$, $p<0.05$). The author affirms that the success of the flipped classroom implementation responded to the fact that participants were required to watch videos before class and answer an online quiz after listening attentively to these videos. Once students had an essential background of the content, they could actively participate in classroom discussions (Ahmad, 2016).

Tucker (2012) stated that Flipped Classroom does not translate into viewing audiovisual material from home; it is a well-structured combination of teaching practices and constructivist learning. In this context, it is necessary to comment on the limitation that was encountered in the study. Due to the COVID-19 pandemic, students and teachers were forced to reformulate the teaching-learning process. As a result, higher education students could have perceived that the advantages of the Flipped Classroom on skills development are not as noticeable as expected. The researchers determined that it would be essential that students have open access to computer equipment and Internet connection from their homes (Latorre-Cosculluela et al., 2021). The researchers could also observe that students had Internet connection problems. Therefore, they could not entirely participate in class. Nevertheless, students could watch the recorded lessons at their own pace and practice at home.

In sum, this study demonstrated that even though technology and Internet connectivity could become a barrier, the Flipped Classroom implementation in the English as a Foreign Language effectively enhanced students' listening comprehension skills.

VI. Conclusion

The fusion of the constructivist, connectivism and communicative approaches applied to the Flipped classroom model helped effectively develop the listening comprehension skills of university students. In this study, the flipped classroom model improved students' listening skills. In addition, the students participated in collaboration and discussion activities in English during class time, which led them to develop their listening comprehension.

After designing and adapting the different activities and tasks through the Moodle platform, the findings showed that the EFL students increased their English listening skills, which determines the effectiveness of the Flipped classroom model. However, certain disadvantages, such as lack of access to digital media, should be considered. Although technology and internet speed have improved, one of the main difficulties of applying the flipped classroom in a public university in Ecuador is mentioned below.

Some students do not have a computer for themselves. Instead, they have to share it with other family members, making it difficult to adequately plan their study time, causing homework to pile up and feeling overwhelmed by having too many tasks to complete.

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However, students who do have a personal computer for themselves can benefit from the flipped classroom method since this method allows them to learn anywhere and at any time, creating a positive habit in these students, helping them to develop their different skills such as communication, collaborative problem solving, and critical thinking.

There is no doubt that the didactic value of the flipped classroom as a method together with technological platforms, in this case for receptive and productive ability, improves listening, writing, spelling, and notetaking, offering more advantages than disadvantages. In addition, online tools like Moodle and Microsoft Teams allowed students to work on their assignments and participate in collaborative work with their peers and the teacher in class.

However, some English teachers might not be interested in implementing the flipped classroom method with their students since they would have to double their work time creating new material (videos, readings, homework) and learn some technical programs. For this reason, further research should examine the role of institutional incentives and recognition in encouraging teachers to adopt the flipped classroom as a method to improve language skills.

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