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### Article Title

## A Comparative Study on Students' Engagement cum Satisfaction in Flipped and Traditional ELT Classrooms at Higher Secondary Level

### Abstract

At present, flipped, traditional and stem educational class setups are in vogue in Pakistan. Flipped classrooms are based on online pedagogical approaches whereas traditional setup is based on classical approach in which the students are physically present in the class for lectures. This study is meant to compare these educational setups in terms of students' engagement and satisfaction in ELT classrooms in particular. Flipped classroom is known as a student centered whereas traditional classroom a teacher centered approach. This is a mixed method research. A questionnaire was developed for each classroom setup to collect the quantitative data, and subsequently, SPSS was used to analyze the data. Statistical data was also analyzed qualitatively. Descriptive and inferential statistics were implemented to report the results. The students were found more comfortable with traditional classroom in terms of their engagement and satisfaction.

**Keywords:** Flipped Classrooms, Traditional Classrooms, Pedagogical Approaches

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## Title

### A Comparative Study on Students' Engagement cum Satisfaction in Flipped and Traditional ELT Classrooms at Higher Secondary Level

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#### Abstract

At present, flipped, traditional and stem educational class setups are in vogue in Pakistan. Flipped classrooms are based on online pedagogical approaches whereas traditional setup is based on classical approach in which the students are physically present in the class for lectures. This study is meant to compare theses educational setups in terms of students' engagement and satisfaction in ELT classrooms in particular. Flipped classroom is known as a student centered whereas traditional classroom a teacher centered approach. This is a mixed method research. A questionnaire was developed for each classroom setup to collect the quantitative data, and subsequently, SPSS was used to analyze the data. Statistical data was also analyzed qualitatively. Descriptive and inferential statistics were implemented to report the results. The students were found more comfortable with traditional classroom in terms of their engagement and satisfaction.

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#### Keywords:

Flipped Classrooms, Traditional Classrooms, Pedagogical Approaches

#### Introduction

Students of the 21st century are provided with various modes of learning. The most common modes of learning are flipped and traditional classrooms. In Pakistan, before the implementation of flipped classrooms, the traditional classrooms were setup in almost every educational institute. The flipped classroom is a pedagogical model which reverses the method of traditional lecture

and homework elements of a course (Sohrab, 2024). It inverts the traditional teaching methodology. In flipped classroom the lecture is delivered mostly in an online class. Students are allowed to use the latest technology in flipped classes. On other hand, in traditional classrooms the teachers are supposed to give physical lectures in the allocated time periods (Bergmann & Sams, 2012).





In the context of Pakistani Colleges, the flipped classroom is a new teaching style. Currently a few educational institutions are experimenting and running the flipped classrooms. However the concept of homeschooling is gradually gaining popularity in Pakistan (Inan et al , [2019](#)). The effectiveness of the flipped classrooms, especially in English, has not been studied significantly yet. Askaria Colleges are running fully functional flipped classrooms with traditional classrooms side by side. Moreover, only few comparative studies have been conducted about students' engagement and satisfaction in flipped and traditional classrooms in different parts of the world but no significant study has been conducted in Pakistan. The flipped classroom instructions for the students of English are based on various language learning based contents. Addition of the audio visual aids to learn English is one of the examples. The video is played in the classroom and after that activities regarding that video is completed in the class. For example, students discuss their idea with peers and summarize their conclusion of what they observe in video in their own words in English. Vazir & Ismail ([2009](#)) explain that in a traditional English language class in Pakistan, the teacher reads aloud the model of a specific genre. Then teacher asks relevant questions about that genre in English. Then the students are asked to write challenging words from that model text on their notebooks. At the end, students repeat those words in a chorus and make creative sentences subsequently. Some researchers suggest that this traditional mode of education can be a way to rethink the learning and educational process. However a lot of students are seen to be satisfied with this mode of learning in all subjects (Warsi, [2004](#)).

The study aims to explore the effectiveness of the traditional and flipped classroom learning environments for students' level of engagement and satisfaction especially in the subject of English. Flipped classes are seen to follow active learning curriculum during the class, on the other hand traditional classes are following the passive learning approach. Comparing these two learning methods can reveal which method better fosters the participation of the students in the class. Comparison of flipped and traditional classes helps in determining which mode of education is more adaptable in Pakistan. According to the opinion of

some teachers, in Pakistan, only some students were fully engaged in flipped classrooms, others were focusing on social media during class time. In traditional classes teachers observe that some students do not attend the class without any solid reason and also, avoid sitting on the front benches. Despite these negative elements in both modes, this study will bring forward the most suitable learning mode for Pakistani college students.

### **Research Questions**

1. What is effect of traditional and flipped classroom learning environment on the manner of engagement of intermediate level students of English language at Askaria Colleges, Islamabad?
2. What is the level of satisfaction of intermediate level students in English language traditional and flipped classrooms at Askaria Colleges, Islamabad?

### **Significance of the Study**

The present article is written to examine the effectiveness of the flipped classroom learning environment on students' engagement and satisfaction in comparison to a traditional classroom in Pakistani context. Most of the teachers apply these approaches in classrooms on daily basis because of numerous reasons (Khan, [2019](#)). The main reason is to deliver the best out of the given curriculum. However the students are sometimes unable to give best results in return, after the teacher works hard on them. It is mainly because the students are either not satisfied with the mode of education or they do not carry good educational background (Warsi, [2004](#)). It highlights the importance of effective mode of learning. Curriculum designers may find it beneficial to advocate for the implementation of proven teaching practices that may be identified through this research article. This research article may determine better mode of learning for the students. It may help the students to choose the outperforming mode of learning so these Pakistani college students can remain focused in mastering English along with other subjects. This article may help shape educational policies at both the national and regional levels, providing valuable guidance to the students and educational experts to make

decisions regarding the curriculum design, instructional methodologies, and resource allocation. This article may provide valuable insights for college administration to optimizing resource allocation. Choosing the effective mode of education may enhance the overall learning experience of the students in Pakistani colleges. It can be achieved by comprehending and comparing both the classroom models. This article may provide valuable insights of how the creative approaches in the class fosters active participation, critical analysis, and the advancement of language proficiency.

### Theoretical Framework

The theoretical framework presented in this article offers a systematic approach to understanding and analyzing the comparative dynamics of flipped and traditional classrooms within the Pakistani context. This framework is instrumental in elucidating how teaching methodologies and the classroom environment influence student engagement and satisfaction. In the flipped classroom model, an online learning approach, alongside the integration of technology, is employed in Pakistan. Conversely, traditional classroom instruction primarily occurs within the physical classroom setting through video lectures and various theoretical learning methods. Both pedagogical models incorporate class activities, projects, and homework assignments designed to promote higher-order cognitive skills during class sessions.

While traditional classrooms have long been established, there is a growing body of research and interest in the flipped classroom model. A central pedagogical approach successfully implemented in both flipped and traditional classrooms is cooperative learning. Cooperative learning is a teaching strategy wherein students work collaboratively in small groups to achieve common academic goals. This method has been shown to enhance student engagement and satisfaction through productive educational discussions. According to Johnson et al. (2007), cooperative learning has been established for over forty years as an effective pedagogical approach. The method fosters critical areas of student development, including academic success, attitudes, and motivation, which are significantly enhanced through collaborative discussions with peers.

Cooperative learning promotes collaborative work within small groups in both flipped and traditional classrooms, enabling students to achieve shared educational goals. Students' contributions are assessed both individually and collectively by the instructor. Johnson and Johnson (2009) argue that the social interdependence theory, as formulated by Lewin and Deutsch, serves as the foundational theoretical basis for cooperative learning. In a flipped classroom, instructional content is delivered via online platforms using pre-recorded videos. The role of the teacher shifts from delivering lectures to serving as a facilitator, correcting errors and providing guidance during class time. Students engage with learning activities after viewing the videos, and these activities are typically supplemented with peer interaction, thereby enhancing learning outcomes. This blended approach contributes to the achievement of higher-order cognitive skills in both flipped and traditional classroom settings.

The cooperative learning method is recognized as one of the most effective teaching strategies for engaging students and fostering satisfaction during class time, regardless of the instructional model. Numerous international studies have demonstrated that the integration of cooperative learning within a flipped classroom context leads to positive educational outcomes. Recent research further corroborates the positive impact of cooperative learning on students' academic success in flipped classrooms. This success is attributed to the increased engagement and active participation of students in group work, which yields improved learning outcomes. In traditional classroom settings, students typically prepare for lessons using provided resources in hard copy, which facilitate subsequent group discussions during class. Given that traditional classrooms often operate under a predominantly passive learning model, where information is primarily transmitted through lectures, the cooperative learning method significantly enhances student engagement and active involvement.

This refined analysis underscores the pedagogical value of cooperative learning, highlighting its capacity to improve engagement, academic achievement, and overall satisfaction in both flipped and traditional educational settings.

## **Literature Review**

In the latest era, substantial innovations and progressions of information technology have appeared not only in basic fields but in educational institutions as well. In almost all the educational institutes, technology and change has become an important part of the class environment for both flipped and traditional classes. The arrival of low-price data storage networks, the effectiveness of advanced technology like MacBook's and laptops, and novel devices like the smartphones have created new digital familiarity for the students, leading this generation to make a modification to their daily lives and learning habits. Students in this time period are more dependent on information technology and less on common educational patterns (Ma, Wei & Haung, [2024](#)). In other words, students have other needs and they basically want to learn in a comfortable and reliable environment (Karmanova et al, [2019](#)). Students nowadays have higher expectations from educational systems to produce good results. Old traditional educational methods no longer meet the student's needs, so these traditional classes are also adopting new ways to keep the students satisfied and engaged during the class hours. In this regard, the teachers are providing more opportunities for students to participate in the newly designed class activities. This needs a change in the traditional class teacher's attitude as well to shift the students in an active-learning mode. This change allow the students of traditional classes to actively participate in learning through group discussions, solving the grammatical quizzes, contributing in the debates etc. All these changes are brought forward to keep the students satisfied in class and to involve each student individually in class activities. The flipped classroom is a substitute to traditional classroom. This educational approach mostly give emphasis to the student-centered teaching method (Zhang, [2023](#)). Flipped classes in comparison to the traditional classroom environment plays a reversed role. Flipped classes are also widely capturing the interests of the students and hence it is accepted in high education levels. Flipped classroom, basically includes several theories and methods of constructive approach, where the students are independent in learning and building new ideas. This active learning approach is getting popular

because the students feel more engaged in this class environment.

Out of the many languages spoken in Pakistan, English language holds the key position in the economic uplift of this emerging country. According to the researchers English is not taught as a language but as a subject in Pakistan. For obtaining the better academic results in the class, Pakistani English language teachers use different methodologies in traditional and flipped classes. Realia is one of these methodologies, where a teacher uses real items from familiar real life situations for the better understanding of the students. These students thus obtain the set of skills and material which enable them to perform better in English. The modern approach to teaching English language was initiated at primary level. At first it was done by making the learning process natural and interesting. Later on both traditional and flipped classes started using app like duo-lingo to enhance the English speaking activities of the students. Teachers used potential explanation for the abstract and complex concepts in English with realistic entities and objects to produce a long lasting impression on the memory of the students. Teachers made the collaborative learning possible in flipped and traditional classes, which enhanced the involvement and attention of learners in their classroom activities. In Pakistan, the second language English is taught and is essential in every educational institution. The students are supposed to master the four modules of English. These modules are in form of speaking, listening, writing or reading. These modules are designed to help the students of Higher Secondary education to enhance their language proficiency. The flipped classroom model has gained significant popularity in both developed and under developed countries. The idea of teaching English in all modes of education is being implemented across all levels of education. This growing global trend has also sparked interest in exploring its potential in the Pakistani context and hence a clear example of its implementation is seen in Pakistani educational curriculum. Presently, the English language is important for getting jobs in both public and private sectors of Pakistan. It is a mandatory requirement to be full filled nowadays in Pakistan. It is one of the main reason students should be made proficient in English, so that it becomes easier for them to get

good jobs (Danker, 2015). Nevertheless, English is taught as a subject in schools, colleges and universities. Some of the students may face difficulties in gaining a grip on all English language skills. The students face this problem because English is not a native language for them. Instead of having an extensive use of language, through different modes, the students are left with language learning blunders in the classes. As a result students focus on exams and cannot acquire the required language speaking ability. Mansoor (2003) views the English language as so much appealing so to the public at a huge scale that one can see privately owned English language centers established in both rural and urban areas of Pakistan. It clarifies that higher secondary students should choose a better learning mode to comprehend English and it is also mandatory for them to involve in activities regarding their enhanced English on daily basis. According to Khokhar (2016), some students enrolled in colleges, prefer video instructions and it appears to be suitable for changes in learning performance in a positive way. According to them, International college students perform better in some traditional classes when they are provided additional time for in-class activities that enhance their learning performance due to physical learning setup that keeps them more engaged in the class. Some learning activities common in the flipped classroom like kahoot quizzes, pop up questions, pair-and-share activities, student debates, and discussions, help the college students in maintaining confidence and it boosts their courage to seek for good jobs in future. Both modes of education display different level of effectiveness, in terms of engagement and satisfaction of the students. In different colleges of Pakistan student feedback data is an essential element to comprehend their experience on campus. Satisfaction instruments along with surveys applied on students to check their engagement are considered the best ways through which teachers may capture the perceptions of their students about their experience inside and outside the classrooms in both flipped and traditional setup.

### Research Methodology

It is a mixed method research. The very significant step for researchers in this study, was to target a college as a sample that is running both flipped and

traditional classes at the same time. It helped in comparing the satisfaction and engagement level seen in both flipped and traditional classes. The sample represented all the colleges of Islamabad. The selected sample was chosen from a given lists of Colleges running under Federal Board of Intermediate and Secondary Education Islamabad. Askaria Colleges, as a targeted sample remained most suitable because it was easy to measure the level of satisfaction and engagement in both modes of education for comparison, under one roof. In Islamabad, this college is the only one running both modes of education side by side in a successful manner. The sample was based on the students of Higher Secondary level. A total number of 60 students at higher secondary level were selected from flipped classroom of Askaria Colleges and 60 from traditional classroom. Male and female ratio was equally taken for this study. The nature of the data is statistical and it was collected by questionnaires. To access the effectiveness among both modes of education, based on engagement and satisfaction of the students, the questionnaires were developed separately. These questionnaires, contained responses that ranged from 1 to 5 Likert Scale. Students were supposed to select one option ranging from one to five according to their level of satisfaction and engagement in the class. The quantitative data collected through questionnaires was statistically analyzed through SPSS and subsequently interpreted qualitatively.

### Data Analysis

The data is thoroughly analyzed in this section of the study. Particularly, the study targeted to find out which mode of learning is comparatively more effective for the students in terms of engagement and satisfaction. As a researcher, utilizing the SPSS I brought explicit results displaying that which mode of education is more satisfactory for the students as well as which mode of education involves the students during class hours for longer time span. The pilot study was carried out to ensure the validity and reliability of the questionnaires through Chronbach Alpha. It is clear that the alignment of methodology along with the research purpose and the nature of the research questions are of utmost importance. Given that education related research always involves human participants, as seen in this article. The sample for this research were college students and the



questions for both flipped and traditional classes were just narrowed down for one subject that is English. In this research, sample is taken from the targeted Askaria colleges because they are running both the tradition and flipped classes at the same time. The ethical considerations were strictly taken care of while collecting requisite data for the research in hand.

After covering these crucial steps and setting the milestone of research, the data was analyzed through descriptive and inferential statistics. Descriptive statistics usually involves condensing a large amount of data. This descriptive method enabled the extraction of insights and visualization of the data of this research. Descriptive statistics, opposed to solely analyzing raw numerical data. Through descriptive statistics, it is possible to characterize both a complete population and a specific sample. Inferential statistics includes the process of making conclusions about populations through the analysis of samples. It enabled to draw inferences accordingly. These inferences in the study are embedded in the principles of evidence. This research article utilizes sample statistics as a foundation for making broader conclusions.

A five point Likert scale was used to gather the responses of the students. The one questionnaire was consisting of fourteen questions for flipped classrooms and second questionnaire was comprising thirteen questions for traditional classrooms to check the engagement and satisfaction level of the students. Sample of 60 students was chosen for the study from both mode of classes separately, for the subject of English. For both modes of education the total number of sample was 120. The first step was to check the reliability of the scale by administering the Pilot study on the sample. The responses range from strongly disagree to strongly agree. 1 is for strongly disagree, 2 is for disagree, 3 is for neutral response, 4 is for agree and 5 is for strongly agree. The collected data was statistically processed through SPSS and then analyzed both quantitatively and qualitatively.

The items for the scale used for flipped classes are fourteen. First step for this research was approaching reliability of the scale. The reliability of the scale starts with determining the required Cronbach's alpha of the scale developed for flipped

classes. This reliability check of the scale, measuring the engagement and satisfaction level of the students in flipped classes is given below:

### **Statistical Analysis of the Flipped Classroom Questionnaire**

Cronbach's alpha is utilized to access the internal consistency displayed by this questionnaire. This scale displays the average correlation between the items. Cronbach's alpha is serving as a metric for assessing the internal consistency of a group of items, indicating the degree of their interrelatedness among the developed questions (items). It measures the reliability of the scale, developed to check the engagement and satisfaction level of the students of flipped classes in Askaria colleges. However, it is important to note that a high value of alpha does not necessarily indicate that the measurement is uni-dimensional. To establish the uni-dimensionality of the scale, supplementary analyses, such as exploratory factor analysis, can be conducted. It is worth mentioning that Cronbach's alpha is not a statistical test per unit, but rather a coefficient of reliability or consistency. The Cronbach's alpha's value is .63 on this scale for flipped classroom setup, which displays the good reliability of the scale. The higher value of Cronbach's alpha reflects good internal consistency of the items on scale.

### **Statistical Analysis of the Traditional Classroom Questionnaire**

After narrating the reliability statistics of questionnaire of flipped classes. Now this is time to talk about the Cronbach's alpha of traditional classes. This scale was also built as an essential way of ensuring reliability by comparing the amount of shared variance of the items of traditional classes. To check the reliability of this instrument Cronbach's alpha was run in SPSS on the standardized items. For this scale, items related to the engagement and satisfaction of the students in traditional classroom were included, however, the Cronbach's alpha came out to be .6 which indicated that the questionnaire was reliable.

### **Independent T-Test**

The result of comparison of flipped and traditional classes to check engagement and satisfaction of

students was generated through independent T-test. This test was used to compare our final sample means of flipped and traditional classes. Our dataset contained two variables, independent and dependent. The independent variable was categorical with exactly two groups, while the dependent variable was continuous, falling under the interval or ratio scale. It is important to note that SPSS only accepts categorical indicators in numeric or short string formats. Furthermore, SPSS requires the cases without missing values for both the independent and dependent variables in order to be included in the analysis. Cases with missing values for either variable were not considered in the test. After getting results from the descriptive statistics, the next part was to get results out of inferential statistics Independent Sample T-test, for the comparison of means between the two given independent groups, flipped and traditional classrooms. The T distribution table usually reflects one tail or two tails format. As for reporting the result the sig. value was smaller than .05 which is .000, so variance between two groups was not assumed for this research according to Levene's test for equality variances. The null and alternative hypotheses for Levene's test are as follows:

**Ho:**  $\sigma_1^2 - \sigma_2^2 = 0$  ("the population variances of group 1 and 2 are equal")

**H<sub>1</sub>:**  $\sigma_1^2 - \sigma_2^2 \neq 0$  ("the population variances of group 1 and 2 are not equal")

Consequently, rejecting the null hypothesis of Levene's test indicates that the variances of the two groups are unequal, thereby violating the assumption of homogeneity of variances. In the Independent Samples Test, equal variances are reflected as assumed or not assumed. If Levene's test suggests that the variances is equal between the two groups (i.e., a large p-value), the analysis should rely on the equal variances assumed, when interpreting the results of the Independent Samples T-test (found under the heading t-test for Equality of Means). Conversely, if Levene's test indicates that the variances are not equal between the two groups (i.e., a small p-value), the analysis should refer to equal variances not assumed, when examining the results of the Independent Samples T-Test (under the heading t-test for Equality of Means).

According to the results the P value which was 0.05 and lesser than significance level, so the null

hypothesis was rejected which stated that means for two population were equal and alternative hypothesis was accepted for this research which stated that means for two samples were not equal. It meant that the difference between two means were statistically significant. The sample provided enough evidence to conclude that the two means of both modes of classrooms were not equal. The distinction between the two sets of results was found in the method by which the independent samples t-test statistic was computed. Degree of freedom was equal to the number of rows related to data used to fit the model and represented maximum number of values that had the freedom to vary in the data sample. The concept of degrees of freedom was based on the idea that the amount of independent information you possessed limited the number of parameters you could estimate. The degrees of freedom were usually determined by subtracting the number of parameters required for analysis from the sample size. It was generally a whole number greater than zero. The Degree of freedom was linked with sources of variance and had N-1 degrees of freedom. So the degree of freedom was 79 subtracted to 78.

The means of traditional and flipped classes were obtained by running this independent T-test. The values of means that were achieved included 50.4 for flipped classes and 55.1 for traditional classes. It indicated that traditional classes were having higher mean value (5% high) than flipped classroom. It depicted that traditional classes had a higher tendency of satisfaction and student engagement in the class of English. Furthermore, it was observed from the means of both modes of education that in traditional setup the students of Askaria Colleges felt comfortable in the provided environment and performed better in traditional classes as compared to flipped classes.

## Conclusion

This study was conducted on student's engagement and satisfaction in the subject of English in flipped and traditional classrooms settings at intermediate level. Within the realm of online education, instructors deliver lessons to students through virtual presentations on their screens, incorporating interactive activities like Kahoot quizzes to engage the entire class. Despite its advantages, the flipped class or online learning

platform was not supported like the traditional classroom setting. The study was narrowed down to the subject of English. Data was gathered from the college students accordingly. It was having several reasons. One of the main reasons is, in Pakistan, English enjoys the supreme language status despite Urdu being the national language. So, the satisfaction and engagement level of students of English in both modes of education was being accessed. In the realm of physical education, direct face-to-face communication between students and teachers is highly beneficial. This is particularly advantageous considering that students will eventually need to apply for the highly paying jobs that require a proficient English speakers. By engaging in physical classes, students are more likely to be attentive, allowing teachers to thoroughly assess their weaknesses and provide assistance in overcoming challenges such as public

speaking or examination anxiety. These traditional classes foster a strong rapport between teachers and students, facilitating effective communication and understanding. Moreover, these classes offer opportunities for students to enhance their language skills in a disciplined environment. Additionally, participation in group activities and different events enables students to improve their communication abilities in English. Students tend to remain more engaged in traditional setup because learning with peers is more entertaining and interesting. These are possible reasons students of Askaria Colleges are found to be more inclined and motivated towards traditional classes. The flipped class approach is more time consuming as compared to the traditional class and also demands active learning while students at Askaria colleges are more interested in passive learning.

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