

## Comparative Effectiveness of Flipped and Traditional Classrooms on English Language Learning at Higher Education in Pakistan

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### Abstract

This study explores how effective English Learning is among higher education students in Pakistan with regard to both the flipped classroom model and the traditional classroom model. Employing a quantitative methodology, data was gathered from 267 enrolled students from multiple public and private universities across the country. The Study examined students' perceptions, performance, and level of engagement in both instructional models. The results proved that traditional classrooms have set learning outcomes and order to discipline important teacher-student interactions. On the other hand, flipped classrooms are more effective in fostering students' critical thinking, engagement, and self-directed learning. Furthermore, barriers to the widespread use of flipped learning in Pakistan include lack of technology and poor digital literacy. The data indicates that English Language proficiency is best achieved by integrating both the blended and traditional methods. Those findings are important to policymakers and educators who strive to improve English language teaching and learning in higher education.

**Keywords:** Flipped Classroom, Traditional Classroom, English Language Learning, Higher Education, Student Engagement

### Introduction

Knowledge acquisition represents an essential foundation for human development because it drives national progress. Various learning approaches were developed across different time periods as educational facilitation methods. Traditional classrooms claim leadership over educational systems throughout history. The introduction of new educational technology has positioned flipped classrooms in the spotlight upon their emergence. Educational organizations worldwide and within Pakistan have started adopting modern teaching approaches starting with STEM together with flipped curriculum (Saira & Hafeez, 2020). Modern teaching tools throughout flipped classrooms allow students to watch recorded lectures alongside digital resources before their classroom meeting day begins. Instilling this learning method frees up educational space to enable active learning interactions between students and their instructors. Skype together with Google Meet and multiple online tools function as technological support for implementing flipped classroom models. Traditional classrooms operate under a teacher-led system that combines direct classroom contact between students and teachers while teachers both deliver lectures and distribute written notes during the scheduled session. Despite their contrasting methods the two teaching approaches strive to improve student educational skills and life competency development. The flipped classroom model combines consistent evaluations with specialized help for students who

need additional support yet traditional classrooms deliver a structured educational environment (Almekdash & Dunnam, 2017; Roach, 2014). The two educational approaches provide separate strong points. Students drawn to flipped classrooms seek engaging flexibility yet traditional classrooms attract learners who need stability (Gibes & James, 2015). A comparative analysis studies the performance of these two classrooms approaches in Pakistani higher English language education. This investigation studies how teaching methods influence student language development and classroom participation together with their educational content satisfaction. This research aims to examine how traditional education methods compete against flipped learning strategies at boosting English skills within high school student demographics. This research aims to judge the fetidness of diverse evaluation methods across traditional and flipped classrooms in order to determine which approach most advantageously supports individual learning preferences. Results from this research investigations can trigger significant changes in the way Pakistani educational institutions develop curriculum along with teaching practices. These findings can assist policy development to enhance learning spaces and resolve student challenges involving flipped classroom technology barriers and time limitations in conventional classrooms (James, 2020; Tomas et al 2019). The research demonstrates that optimizing resources together with training teachers alongside professional development allows better implementation of modern teaching techniques. Instructors who study their students' learning experiences and difficulties can change school programs to suit student requirements thereby improving school success and student interest. The research shows how academics must distribute their educational resources across these models so that both technological expenses and facilities requirements remain within appropriate limits (Bäcklund & Hugo, 2018). The research investigates the specific cultural and educational dynamics of the Pakistani educational system. The promotion of English as the instruction language in all Pakistani academic institutions remains indispensable for student educational achievements. Research into how flipped and traditional classrooms affect English education will help universities develop broader educational achievement methods. Determining practical enhancements for flipped classrooms will be achieved through this study which addresses connectivity gaps alongside device limitations and digital competency issues in education. Traditional classrooms retain their effectiveness by offering students a stable framework which remains familiar to them. Research aims to verify which teaching structure between traditional and flipped methods produces better results for higher English language education in Pakistan. This evaluation examines both strengths and weaknesses of different learning models to help educators and policymakers develop better educational spaces. This research work makes a contribution to both education modernization efforts in Pakistan alongside maintenance of traditional teaching benefits.

### **Problem Statement**

The effectiveness of flipped classrooms as opposed to standard approaches of teaching to improve English learning in higher education has yet to be studied in detail, more so in Pakistan. Chania and Richards mention that flipped classrooms foster active learning while traditional classroom settings only use lectures as the main tool. This study seeks to find out what works best regarding English language skills, the motivation of students, or even their level of critical thinking at the university level in Pakistan, which is an under researched area.

### **Objective of the study**

This examination intends to measure the effectiveness of the flipped classroom and traditional classroom approaches on the English Language Learning of higher students at various selected Universities in Pakistan. Its specific objectives are:

1. Understanding the difficulties encountered by students in English learning at the Higher Education level in Pakistan within Flipped and Traditional classrooms teaching methodologies.

2. Analyzing students' performance at English in both classroom formats and the corresponding evaluation processes.
3. Evaluating the degree of students' satisfaction with English lessons in both flipped and traditional lessons.
4. Offering suggestions for refinement of pedagogical practices and course structures to meet students' learning styles and requirements more effectively.

### **Significance of the study**

This research is particularly useful for higher learning in Pakistan, where English is an essential requirement for academic and career pursuits. This study sheds light on which approach between the flipped and traditional classrooms is more effective in language acquisition, student participation, and cognitive engagement. The results can be used by teachers and policymakers to adopt proper approaches to instruction, improve curriculum development, and solve problems regarding the teaching of English, which will ultimately enhance learning outcomes and employability in a globalized world.

### **Literature of the Review**

The review investigates flipped education against traditional learning methods while evaluating their educational outcomes and evaluating their benefits as well as their inherent difficulties. Traditional educational setups depend primarily on the teacher standing in front and presenting information to students who sit in front of him. The classical teaching method demonstrates strong effectiveness when delivering consistent information in addition to generating in-class discussions and treating misconceptions through active learning practices (Hogan & Pressley, 1997). The teaching role in traditional classrooms remains vital since teachers help students mainly in English instruction through oral activities and creative tasks like imagery writing and debates to build cognitive abilities (Ilie, 2019; Mazur, 2009). Teachers use contemporary technology as the foundation of flipped classroom instruction. The model gives students remote access to video materials including lectures and tutorials and quizzes before class so they can devote in-person time to interactive collaborative problem-solving (Tsai & Chu, 2019). Students become central to the learning process through this approach which develops their independent mentality along with critical thinking ability (Sohrabi & Iraj, 2016). Many educators see flipped classrooms as excellent tools to boost peer interaction because students work together to solve problems during class (Wanner & Palmer, 2015). According (Ozdamli & Asiksoy, 2016) the practice of flipped classrooms faces difficulties because students lack access to technology and demonstrate procrastination while demonstrating low accountability for pre-class work. The evidence indicates flipped classrooms have experienced worldwide growth since COVID-19 as they offer flexible learning and support different student learning preferences (Baillie et al., 2022). The deployment of flipped classrooms in Pakistan encounters multiple barriers because of inadequate digital skills among students and bad internet connections and shortage of teacher education (Rehman & Fatima, 2021). The research regarding flipped classroom education shows that students develop enhanced communication abilities together with advanced intellectual capacities (Gilboy et al., 2015). Literally structured learning settings coupled with their language intervention techniques make traditional classrooms valuable when supporting students whose primary language is not English especially in Pakistan (Fallah et al., 2022). The two instructional models possess different strengths and weaknesses when applied to teaching methods. Traditional educational settings prioritize teacher-driven instruction combined with direct teaching approaches along with structured examination formats. Flipped classrooms provide tools that enhance teaching methods beyond traditional classrooms because they match contemporary pedagogical methods (Strayer, 2016). Traditional classroom practices control most Pakistani educational settings whereas an increased interest exists to implement flipped models for improving engagement levels and student academic outcomes (Ullah et al., 2024; Bates et al., 2017). The flipped classroom learning model proves most helpful for students who perform poorly because it extends their study time along

with providing access to digital educational resources. Research shows that flipped classroom students experience higher independent learning while using suitable digital resources to improve their academic outcomes according (Hwang et al., 2015). Traditional classrooms maintain their superiority by creating a community feeling and providing instant feedback through direct student interactions according (Limniou et al., 2018). For flipped classrooms to work in Pakistan's education system, there needs to be an improvement in technology and training for teachers. Moreover, a mix of both approaches may be the best way to improve the learning of English at the higher education level (Divjak et al., 2022). This emphasizes the importance of studying the long-term effects of the implementation of flipped classrooms on students' academic results and involvement in Pakistan. The literature review reveals the unique features, advantages, and difficulties of both traditional and flipped classrooms, focusing on their effects on English language acquisition. While traditional classrooms have direct instructional sessions with teachers present to facilitate learning, flipped classrooms use technology to promote self-directed learning along with active interactive sessions. Both practices have been documented to be increasingly popular around the world, especially using flipped classrooms after the COVID pandemic; however, their use in Pakistan has been limited by the lack of technology and infrastructure. Even with these limitations, these practices, especially flipped classrooms, still have the potential of improving students' engagement, critical thinking, and academic achievement. Considering the advantages and disadvantages of both approaches, a combination of traditional and flipped classrooms might be the best solution to enhance educational productivity. There is a need to study how effective is flipped learning in the long-term in Pakistan, along with how to address the barriers to its implementation.

### **Methodology**

This research adopts a fully quantitative approach to analyze how flipped and traditional classrooms compare in teaching English language skills at higher education in Pakistan. Information was gathered via a survey from students who were using both types of instruction. A total of 367 students from different public and private universities of Pakistan participated in the study after having been selected through random sampling. This sample was chosen to ensure heterogeneity with respect to their academic background, institution type, and prior experience with flipped learning. A questionnaire was designed to help in establishing students' perceptions, level of engagement, academic performance, satisfaction in both types of classrooms, and their level of satisfaction. Students' agreement with different types of instructional elements was measured using Likert-scale questionnaire items. An attempt was made to explore the collected data using statistical techniques such as descriptive analysis, frequency distributions, and comparative analysis. The analyses were conducted using SPSS which allows for easy identification of patterns and trends as well as significant differences between the two teaching approaches. Because of the ethical nature of the research, voluntary participation, informed consent, and confidentiality of students were guaranteed. Moreover, participants' identities were anonymized throughout the entire research process.

### **Data Analysis**

The procedure of obtaining and cleansing, changing and modeling the data to draw conclusions and make critical choices is termed data analytics. It includes sifting through grandes volumes of unstructured or semi structured data for patterns, trends, relationships, and anomalies to derive actionable insights to achieve business objectives and strategic plans (Ullah et al., 2024).

### **Demographic Information**

*Table 1:* Demographic Information

Category	Frequency (n)	Percentage (%)
<b>Gender</b>		
Male	191	52%

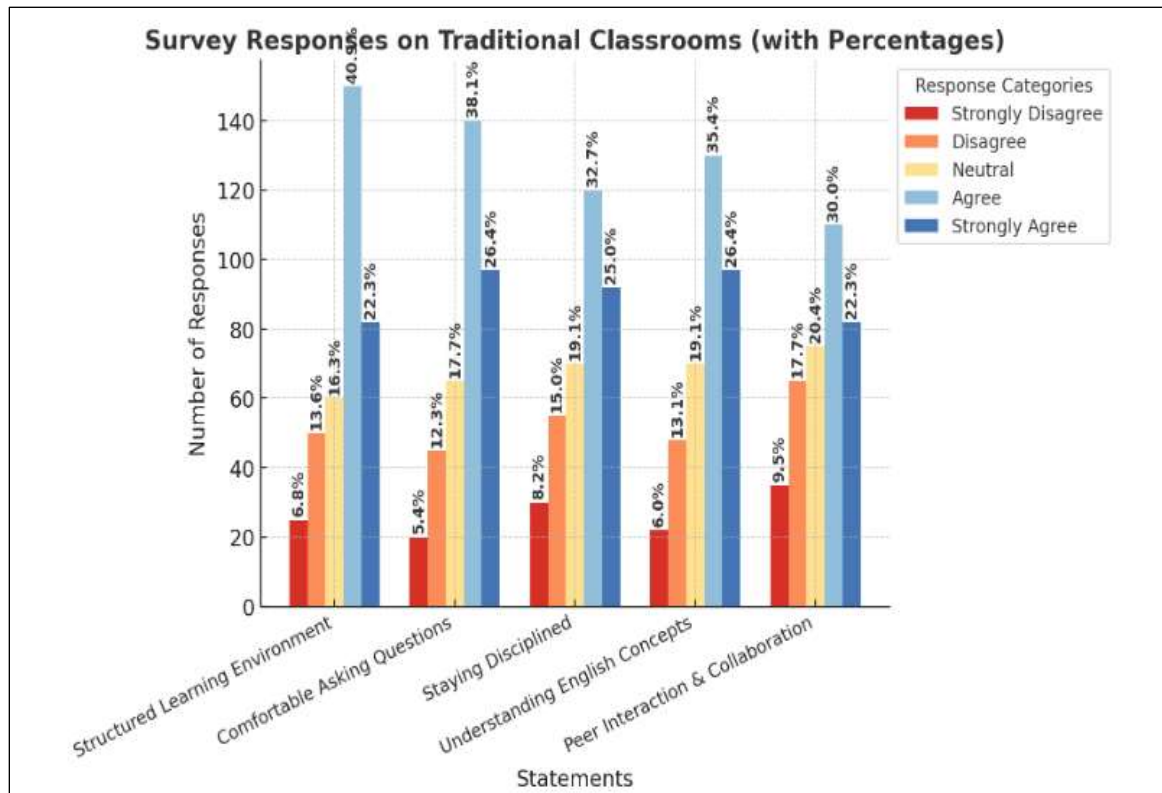
Category	Frequency (n)	Percentage (%)
Female	176	48%
<b>Age</b>		
18-20	110	30%
21-23	154	42%
24-26	80	22%
27 and Above	23	6%
<b>Academic Level</b>		
Undergraduate (Year 1)	60	16%
Undergraduate (Year 2)	90	25%
Undergraduate (Year 3)	100	27%
Undergraduate (Year 4)	70	19%
Postgraduate	47	13%
<b>Institution Type</b>		
Public University	230	63%
Private University	137	37%
<b>Prior Flipped Classroom Experience</b>		
Yes	154	42%
No	213	58%

*Table 1* provides the demographic information of the respondents of the study. The sample comprised 367 students with almost equal gender representation (52% were males and 48% were females). Most participants are within the 21-23 age brackets (42%), followed with 18-20 (30%), 24-26 (22%), and 27 and older (6%). Most students are at the undergraduate level, with a larger representation of Year 3 students (27%), followed by Year 2 (25%), Year 4 (19%), and Year 1 (16%), while postgraduates account for 13% of the sample. In terms of institution type, public university participants account for 63%, while private university participants are 37%. With respect to previous exposure with flipped classrooms, 42% of the students reported having such experience while 58% were inexperienced. This demographic data depicts a varied sample with respect to age, academic qualifications, and the type of institution studied, with a notable number of students having no prior experience with the flipped classroom model, which is likely to affect the perceptions and outcomes of the study.

*Table 2:* Perceptions of Traditional Classroom Learning

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Traditional classrooms provide a structured learning environment.	25 (6.8%)	50 (13.6%)	60 (16.3%)	150 (40.9%)	82 (22.3%)
I feel more comfortable asking questions in a traditional classroom setting.	20 (5.4%)	45 (12.3%)	65 (17.7%)	140 (38.1%)	97 (26.4%)
Traditional classrooms help me stay disciplined in my studies.	30 (8.2%)	55 (15%)	70 (19.1%)	120 (32.7%)	92 (25%)
I find it easier to understand English language concepts in traditional classrooms.	22 (6%)	48 (13.1%)	70 (19.1%)	130 (35.4%)	97 (26.4%)

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Traditional classrooms encourage peer interaction and collaboration.	35 (9.5%)	65 (17.7%)	75 (20.4%)	110 (30%)	82 (22.3%)



**Figure 1:** Perceptions of Traditional Classroom Learning

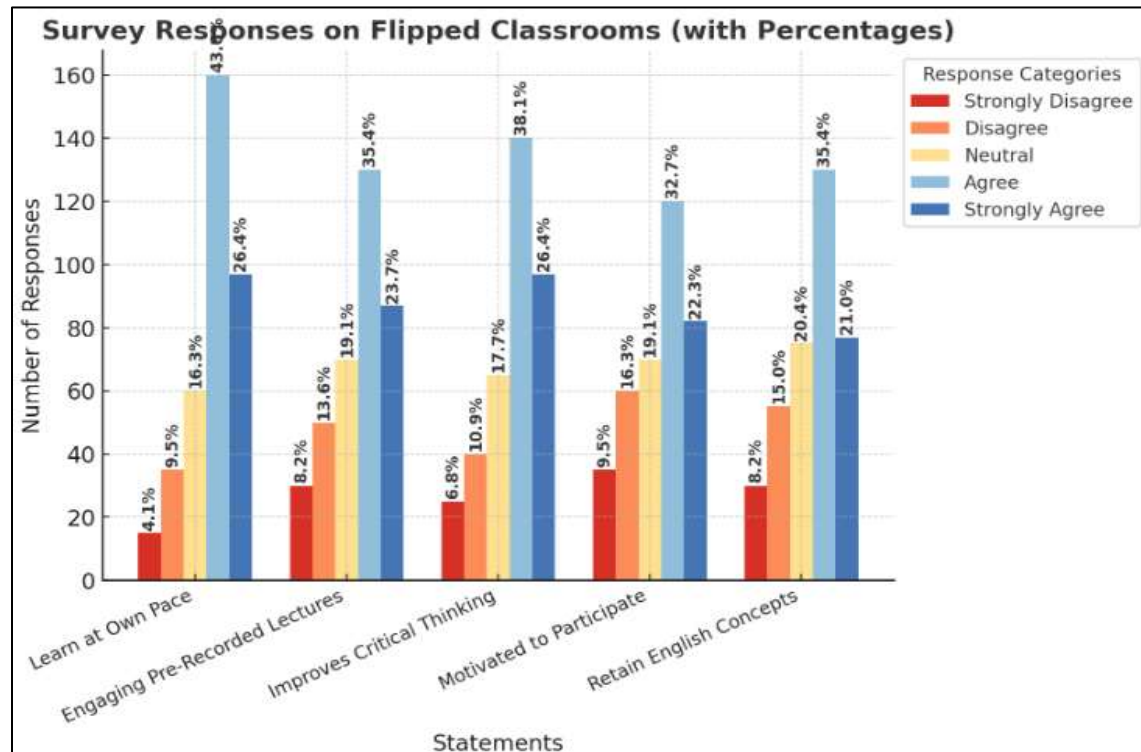
Students displayed generally positive responses towards learning in a conventional classroom environment, as indicated in **Table 2 and Figure 1** above. 63.2% of students agree or strongly believe that conventional classrooms offer a facilitated controlled structured environment. Out of this, 40.9% of students chose to agree while 22.3% chose to strongly agree. In addition, 64.5% of students will feel comfortable posing questions in these environments as well, and 57.7% think that conventional classrooms will help them remain focused. In terms on understanding the English language, a majority 61.8% find it easier comprehending the concepts in conventional classrooms, where 35.4% agree and 26.4% strongly agree. The more negative aspect toward conventional classrooms was interaction and collaboration amongst peers, which more people had a favorable perception of with only 52.3% agreeing or strongly agreeing as a single collective category, while 27.2% disagree or strongly disagree. In conclusion, students think that conventional classrooms are replica of discipline, structure, and comprehension, while the majority do not share the same views about these classrooms being helpful in collaboration amongst peers.

**Table 3:** Perceptions of Flipped Classroom Learning

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Flipped classrooms allow me to learn at my own pace.	15 (4.1%)	35 (9.5%)	60 (16.3%)	160 (43.6%)	97 (26.4%)



Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
I find pre-recorded lectures in flipped classrooms more engaging than traditional lectures.	30 (8.2%)	50 (13.6%)	70 (19.1%)	130 (35.4%)	87 (23.7%)
Flipped classrooms improve my critical thinking and problem-solving skills.	25 (6.8%)	40 (10.9%)	65 (17.7%)	140 (38.1%)	97 (26.4%)
I feel more motivated to participate in flipped classroom activities.	35 (9.5%)	60 (16.3%)	70 (19.1%)	120 (32.7%)	82 (22.3%)
Flipped classrooms help me retain English language concepts better.	30 (8.2%)	55 (15%)	75 (20.4%)	130 (35.4%)	77 (21%)

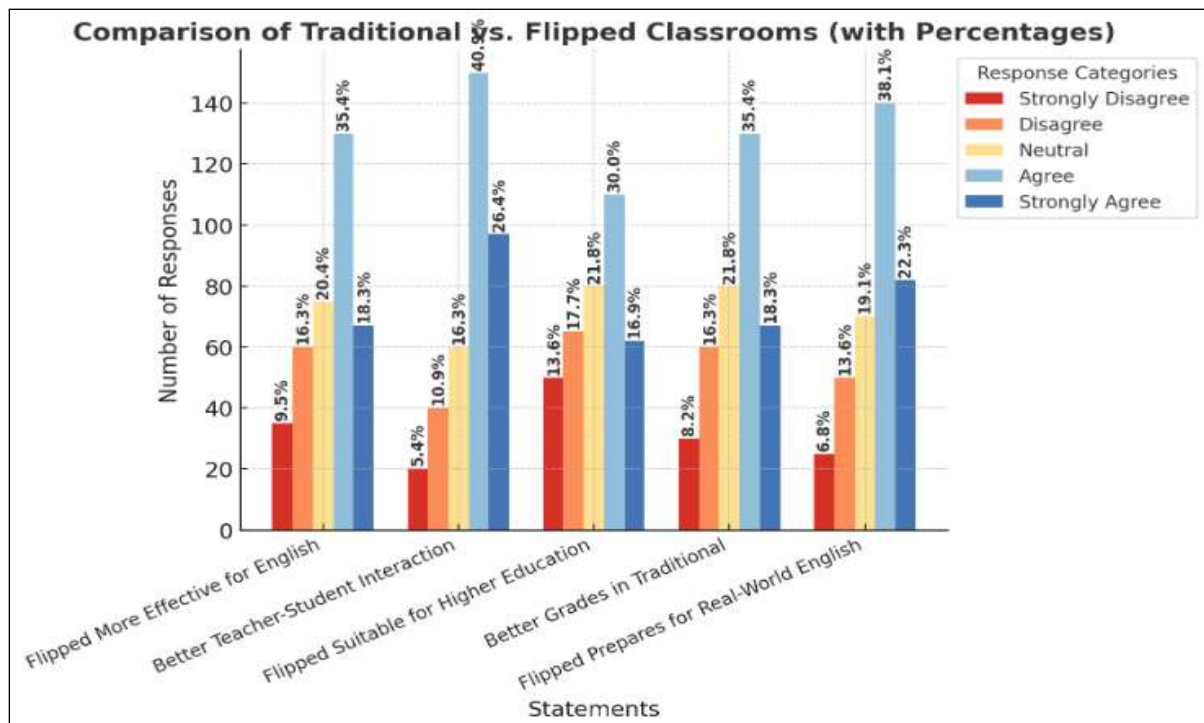


**Figure 2:** Perceptions of Flipped Classroom Learning

**Table 3 and Figure 2** illustrates how students perceive flipped classroom learning. Overall, it seems that students have positive perceptions. A large number of students, 70 percent in total, agree or “strongly” agree that classrooms are structured in a way that accommodates learner freedom as they see fit (26.4% “agree” and 43.6% “strongly agree”). In the same manner, 59.1 percent find pre-set lectures to be more interesting compared to normal lectures, and 64.5 percent think that the flipped classroom model is effective in developing one’s critical thinking and problems solving skills. On the other hand, motivation to take part in activities related to flipped classroom is slightly lower. 55 percent of students “agree” or “strongly agree” while 25.8 completely disagree. With regards to retention of English language concepts, 56.4 percent agree or strongly agree and think that mastery retention is aided by the flipped classroom model. There is, however, a staggering 23.2 percent who disagree. Finally, in summary, students recognize the flexibility and engagement of flipped classrooms, but show mixed responses regarding motivation and concept retention.

**Table 4:** Comparative Effectiveness of Flipped vs. Traditional Classrooms

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Flipped classrooms are more effective than traditional classrooms for English language learning.	35 (9.5%)	60 (16.3%)	75 (20.4%)	130 (35.4%)	67 (18.3%)
Traditional classrooms provide better opportunities for teacher-student interaction.	20 (5.4%)	40 (10.9%)	60 (16.3%)	150 (40.9%)	97 (26.4%)
Flipped classrooms are more suitable for higher education in Pakistan.	50 (13.6%)	65 (17.7%)	80 (21.8%)	110 (30%)	62 (16.9%)
I achieve better grades in traditional classrooms compared to flipped classrooms.	30 (8.2%)	60 (16.3%)	80 (21.8%)	130 (35.4%)	67 (18.3%)
Flipped classrooms prepare me better for real-world English language applications.	25 (6.8%)	50 (13.6%)	70 (19.1%)	140 (38.1%)	82 (22.3%)



**Figure 3:** Comparative Effectiveness of Flipped vs. Traditional Classrooms

**Table 4 and Figure 3** sheds light on the effectiveness of learning and teaching in flipped classrooms compared to traditional ones and how students perceive them. While approximately half, 53.7%, agree or strongly agree that flipped classrooms are more effective for English language learning, 25.8% disagree or strongly disagree, while 20.4% chose neither. Participants who think that traditional classrooms have better teacher-student interaction stand at 67.3%, with only 16.3% opposing this claim. Concerning the context of higher education in Pakistan, 46.9% agree or strongly agree that flipped classrooms are more suitable, while 31.3% disagree or strongly disagree. On academic achievement, 53.7% believe they perform better in traditional classrooms, and 24.5% disagree. Nevertheless, 60.4% has voted in favor of the notion that those students who are geared in a flipped classroom are better prepared for real world English language use. That suggests that there is an advantage in practical skill development. In approaching this issue, students see merits in both cases but have expressed more preference towards traditional



classrooms with regard to interaction and grades and the more positive qualities of flipped classrooms.

## **Discussion**

The results and findings of the study provide the comparative effectiveness of the flipped versus traditional classroom methods in English language learning in higher education in Pakistan. The findings show a nuanced picture concerning student perceptions and outcomes and the merits and demerits of each approach to teaching. The discussion places these findings in a wider context of existing literature, gathering international and national studies to make sense of the conclusions.

### ***Perceptions of Traditional Classrooms***

Traditional classrooms, in particular, their expectations of discipline and teaching methodologies, seem to appeal to students more than anything else. Of the respondents, a larger proportion (63.2%) expressed agreement with the structured environment of learning, and 61.8% felt that both comprehending and conceptualizing English was easier in that environment. The findings corroborate other international studies like those of (Hogan & Pressley, 1997; Mazur, 2009) who remark on the effectiveness of traditional classrooms in relaying information as well as nurturing discussions among students. In Pakistan too, there has been a favorable reception of traditional classrooms for providing a stable environment in resource poor settings (Rehman & Fatima, 2021). On the other hand, students expressed reluctance towards pulling together peers within these spaces for reasonings, activities and tasks; only 52.3% were in concurrence with the fact that such activities are encouraged. (Wanner & Palmer, 2015) also reported that in traditional classrooms, children's learning is center staged with little or no participation from the child learners. In Pakistan, the dominant teacher-centered methods impose this absence of pupil participation which affects the child's ability to think, speak, and interact in an English context (Fallah et al., 2022).

### ***Perceptions of Flipped Classrooms***

Students regard flipped classrooms as beneficial because they are flexible and engaging, as well as boost critical thinking skills. An overwhelming portion of the respondents, around 70%, verified that flexible classrooms enable them to study at their own speed, whereas 64.5% thought it enhances their critical thinking and problem-solving capabilities. These results align with international ones, like (Gilboy et al., 2015; Huang et al., 2015), which praise flipped classrooms for aiding self-directed learning and student engagement. The same applies to Pakistan, where flipped classrooms are appreciated for their ability to meet the different educational requirements of learners in higher education (Ullah et al, 2024). Nonetheless, the study also highlighted drawbacks regarding the use of flipped classrooms. While 59.1% of the students believed recorded lectures are more appealing than lectures done in person, motivation and willingness to engage in flipped classroom activities was lower because only 55% felt motivated. The problem of procrastination and accountability in doing assigned work before class was a problem of (Ozdamli & Asiksoy, 2016) students in flipped classrooms. These issues are particularly pronounced in Pakistan, where technological and digital literacy are significant hindrances (Rehman & Fatima, 2021).

### ***Comparative Effectiveness***

Between the flipped classrooms and the conventional classrooms, the sentiments were diverse. Although 53.7% reported that flipped classrooms are more effective for English Language Teaching, 67.3% were of the view that traditional classrooms have better teacher-student engagement. This is consistent with international studies conducted by (Limniou et al., 2018), who elucidated that direct teacher-student contact in lessons is central to learning in contemporary pedagogical practices. Given the Pakistani context, where interpersonal relationships within the educational setting are deeply cherished, (Fallah et al., 2022) reasons that this preference for the traditional classroom is not outlandish. Nevertheless, 60.4% of the sample participants believed that preparing students for authentic use of the English language is better furnished by the flipped

classroom approach, indicating that this method is useful for building real life skills. This is in line with (Strayer, 2016) contention that flipped classrooms suit modern teaching approaches and challenges students to learn. With the growing importance of English in Pakistan for educational achievements and career opportunities, the advantages of using flipped classrooms are indeed significant (Ullah et al., 2024).

### ***Comparison with National and International Studies***

As a result of COVID-19, education flipped classrooms have become quite popular on the global level due to its ease of use and accommodating different learning styles (Baillie et al, 2022). However, in Pakistan, the use of technology and infrastructure had limited the adoption of the method (Rehman & Fatima, 2021). This study agrees with them regarding the inability of widespread English language learning through technology due to numerous infrastructural barriers, while simultaneously looking into how these classrooms enable enhanced English learning. Unlike the broad approaches taken at the Pakistani national level, this publication correlates with the work (Saira & Hafeez, 2020) that classrooms with adaptive teaching aids achieve increased academic success in Pakistan. This study, however, puts forth evidence on the lack of resources ranging from lack of adequate digital devices to inadequate student tech competency, as a barrier to adoption of flipped classrooms. With the exception of (Rehman & Fatima, 2021) all agree about the provision of better teacher services and educational facilities to encourage active teaching methodologies in the country.

### ***Implications for Policy and Practice***

The outcomes of this particular research are significant for policymakers and educators of Pakistan. Even though conventional classrooms are good for organization and teacher-student relations, flipped classrooms do promise a great deal in fostering critical thinking, practical skills and self-studying. A combination of both approaches might be the best way to increase English language proficiency in higher education. This would involve substantial investment in teacher education, digital infrastructure, and curriculum development to solve problems posed by the so-called ‘flipped classrooms.’

### ***Conclusion of the discussion***

This research adds to the literature about the effectiveness of the flipped classroom approach as opposed to the traditional one in English language teaching. While accomplishments of the modern classroom are greatly appreciated for their discipline and control over students, flexible and active participation in education offered by the modern classroom is unrivaled. The evidence from this research indicates that both approaches ought to be utilized to some extent in order to support English language teaching and learning in Pakistan, especially in tertiary institutions. Further research should be directed toward how to overcome the obstacles posed by flipped classrooms and the impact of this instructional approach on students within a longer time span.

### ***Limitation of the study***

This study is bound to have certain weaknesses that will affect the scope of its conclusions and their applicability. Self-reported data from 267 students is useful, but it does not account for the broad and complex higher education system in Pakistan. Furthermore, as mentioned, the timeframe of the study constrains learning outcomes of learning in both flipped and traditional classroom settings. There are also not a lot of reports from students regarding the teachers which lowers the understanding of the nuances related to the strategy used for instruction. In addition, the technological gap and low levels of digital literacy among the students might have aggravated their experience.

### ***Conclusion***

The study focuses on the advantages and disadvantages of both-household and flexible classrooms as pertains to higher education English learning in Pakistan. In terms of disciplines, interaction and pupil’s environment, traditional classrooms enable the student-teachers interaction making it a reliable option for many learners. In contrast, flipped classrooms are flexible, engaging, and

allow for active learning which is indispensable in developing practicality and critical thinking. Nonetheless, the adoption of flipped classrooms poses important barriers such as limited technological infrastructure, lack of digital competencies, and inadequate teacher education. From the findings, it seems that a blended strategy which incorporates the advantages of both teaching modalities is the best for Pakistan in raising English language learning achievement. Policymakers and teachers should work together to find solutions that promote the address barriers to the successful implementation of flipped classrooms such as the lack of supporting digital infrastructure, teacher education, and best practices curricular design. In this way, the higher learning institutions in Pakistan ideally position its students to meet the challenges of a globalized world that requires advanced English skills in academics and beyond. For future studies, it would be valuable to explore the effectiveness of flipped classrooms over a longer duration and seek solutions to any problems faced during its implementation. Further research needs to be done to determine how the Pakistani culture and institutions constrain or enhance the use of various teaching techniques. This research adds to the literature on new pedagogical methods and offers great value to those educators or policymakers who wish to enhance the quality of English Education in Pakistan.

### **Recommendations**

As a way to improve English learning in higher education, a blended approach of flipped classroom and traditional classroom may be implemented to improve student engagement and learning outcomes. Access and coverage in high-speed internet and educational technology should be improved through investment. Furthermore, shifted pedagogical practices require active ICT usage, thus create training programs for teachers to develop appropriate skills. Pre and in class activities should be more organized to increase interactivity. Measures towards student motivation should be employed to help reduce procrastination. Longitudinal measures should also be employed in order to determine the impact of flipped classrooms on academic outcomes.

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