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DOI: 10.53614/18294952-2025.2-282

FLIPPED CLASSROOM APPROACH: A COMPARISON OF INNOVATIVE AND CONVENTIONAL TEACHING METHODS

In the modern higher education system, there is growing interest in innovative and student-centered teaching methods, which play an important role in student activity, engagement, motivation, and the development of practical skills. This article discusses the application of the “flipped classroom” method in the teaching of English as a foreign language (EFL) based on an experimental study conducted at the Eurasia International University of Armenia. The study examines the essence of the “flipped classroom” approach, technological models, as well as its advantages and limitations. The study was conducted using a mixed methodology combining quantitative and qualitative analytical approaches. Quantitative data were collected through student surveys and processed using a repeated measures model, while qualitative data were obtained through classroom observations and analysis of student responses.

Key words: flipped classroom, EFL teaching, Armenian context, student engagement, higher education.

Introduction

Educational systems globally are experiencing significant changes driven by technological progress, swift social developments, and greater information accessibility. The conventional teacher-centered model, defined by direct

instruction, rote memorization, and standardized testing, has been the foundation of education for many years. Although these methods provide structure and consistency, they have faced growing criticism for stifling creativity, collaboration, and critical thinking—essential skills for the contemporary era (Brown, 2010, UNESCO, 2020, p.18).

In response, educators are increasingly adopting student-centered, active learning strategies. One of the most talked-about innovations is the flipped classroom model. This model reverses the traditional order of teaching by introducing new material outside of class—typically through video lectures or readings—while dedicating class time to problem-solving, discussions, and hands-on learning (Bergmann & Sams, 2012, p. 44). This approach aligns with constructivist and socio-cultural theories, which stress the learner's active involvement in knowledge construction.

In terms of language learning, the flipped classroom has shown considerable promise. Language acquisition depends on practice, repetition, and interaction—factors that are often constrained in traditional classrooms. Flipped learning reallocates class time to enhance communication, collaboration, and active language engagement.

Armenia presents an underexamined context in innovative teaching methods. The Armenian education system remains largely tethered to traditional instructional practices, resulting in a gap in empirical research on student-centered models like flipped learning. This article aims to address this gap by investigating the effectiveness, challenges, and pedagogical consequences of implementing the flipped classroom approach for teaching English as a foreign language in Armenia.

Research goal and objectives

The purpose of this work is to investigate the impact of the flipped classroom on the higher education system, in particular, on increasing student engagement, solving practical problems, and overall motivation to learn, comparing it with traditional teaching methods.

Problems:

1. Does the flipped classroom method significantly improve student engagement during class?
2. What impact does the flipped classroom have on student teamwork and idea sharing?
3. To what extent does this method contribute to the development of practical problem-solving skills?
4. What are the advantages and disadvantages of the flipped classroom from the students' perspective?

The solution to these problems is implemented through a within-subjects design, using quantitative and qualitative analysis, which provides a comparative and in-depth assessment of the data.

Methodology

The study was conducted using a within-group design with repeated measurements, the purpose of which was to evaluate the impact of the flipped classroom on student learning by comparing it to the traditional teaching model. In the study, the same students participated in two different lessons in a row, which, in turn, served as a means of reducing bias due to individual differences.

The article uses quantitative analysis. The collected data was processed and analyzed using the SPSS statistical program. A descriptive analysis was also performed. Since the study was conducted using a repeated measures model, a paired t-test was used to assess the difference in the results of the same student in traditional and flipped learning environments. The article also used qualitative analysis to assess the advantages and limitations of the flipped classroom model.

A comparative analysis was also conducted, which revealed differences between the coordinated and traditional classroom teaching models.

Discussion

Theoretical Background of the Flipped Classroom Approach

The rapid introduction of digital technologies into education has led to the emergence of innovative teaching models that challenge traditional teaching methods. One such paradigm is the “flipped classroom,” where interactive and applied lessons take place in the classroom, while the main teaching material is provided outside of it. In contrast to the shortcomings of lecture-based learning, this strategy is attracting increasing attention in modern pedagogy. Bergman and Sams first proposed the flipped classroom approach in 2006 as a workable way to help students who missed a lot of class. The model was first created in the context of secondary school, but it has since developed into a well-known pedagogical strategy used at many different educational levels (Educause, 2012, p. 18). Fundamentally, flipped learning is rearranging class time so that direct instruction is moved to the pre-class period and classroom engagement is saved for higher-order cognitive tasks.

Theoretically, flipped learning is closely related to mixed learning and is based on the concepts of collaborative knowledge production, active learning, and student engagement. Baepler, Walker, and Driessen (Beaper et al., 2014, p. 227–236) claim that by emphasising problem-solving, discussion, and peer engagement, flipped instruction improves classroom efficiency. Under this approach, the instructor’s function shifts from that of a content transmitter to that of a coach, consultant, or facilitator who leads students through individualised and collaborative learning activities.

Constructivist and experiential learning theories, which place an emphasis on learner autonomy and meaningful engagement, are the pedagogical underpinnings of flipped learning. Flipped classes have been shown to boost student engagement, retention, and satisfaction, according to empirical research in higher education,

especially in STEM fields. Studies already conducted, however, also draw attention to a number of issues, including unequal access to technology, higher preparation requirements for teachers, and the need for more student self-control.

Since not all students are equally prepared to interact with online materials outside of the classroom, access to digital resources continues to be a major challenge. In order to guarantee effective student involvement, the flipped classroom approach also necessitates a substantial pedagogical shift, requiring careful instructional design and consistent effort from instructors.

Despite these obstacles, an increasing amount of empirical data demonstrates the efficacy of the flipped classroom strategy. According to research by Tune, Sturek, and Basile (Tun et al., 2013, Lo & New 2017, p. 68–88), flipped physiology courses significantly improve student performance. These results are attributed to more opportunity for in-class problem-solving. Comparing flipped learning environments to standard instructional settings, Lo and Hew (2017) report improved levels of student involvement, motivation, and academic accomplishment.

In general, the flipped classroom model seeks to establish a more dynamic, student-centered, and productive learning environment that allows students to actively interact with course material and apply information more thoroughly.

Research on Traditional Pedagogy

Teacher-centered instructional approaches have long dominated traditional educational systems, especially in formal, centralised institutions. In these methods, instruction mainly focusses on content transmission, memorisation, standardised assessment, and passive student participation, with teachers playing a prominent role in the learning process.

The inadequate ability of traditional education to encourage student involvement and creativity has been criticised by a large body of research. Scholars contend that these approaches frequently fall short in fostering critical thinking, teamwork, and learner autonomy—competencies that are increasingly acknowledged as crucial in twenty-first-century education—despite the fact that they may be successful in delivering content to large groups of students (Brown, 2010; Johnson & Renner, 2012, p. 28).

Traditional teaching approaches in language education have generally concentrated on vocabulary acquisition through lecture-based instruction, rote memorisation, and grammatical translation. These methods tend to be less successful in improving spoken fluency and communicative competence, despite the fact that they have been demonstrated to improve written accuracy. Many educators are now investigating new student-centered and interactive teaching methods due to the shortcomings of traditional pedagogy in promoting active.

Flipped Learning in Language Education

Research in language education indicates that the flipped learning approach

can positively influence student satisfaction, speaking fluency, and reading comprehension in EFL contexts. Several studies have demonstrated that flipped instruction enhances learners' confidence and engagement, particularly when digital learning resources are interactive and readily accessible. For instance, Chen et al. (Chen et al., 2014, Mehring, 2016, Zainuddin & Halili, 2016, p. 55-68) report significant improvements in students' reading comprehension and self-confidence in flipped EFL classrooms.

Similarly, Zainuddin and Halili (2016) found that flipped learning environments promote higher levels of student satisfaction and foster critical thinking skills. Their findings suggest that the flexibility to access instructional materials at an individual pace is especially beneficial for language learners with varying levels of proficiency, as it allows for differentiated learning and greater learner autonomy.

Additional empirical evidence supports the motivational benefits of flipped learning in EFL settings. Mehring (2016) observed increased student interest and improved knowledge retention when learners were consistently exposed to instructional content outside the classroom, including interactive grammar tools and audiovisual materials. However, despite these positive outcomes, the literature also highlights several challenges associated with the flipped classroom model.

Multiple studies emphasize that the effectiveness of flipped instruction is strongly influenced by learners' self-regulation skills, equitable access to technology, and instructors' ability to design meaningful and engaging in-class activities (Zainuddin, 2017; Lo & Hew, 2017, p. 78-99). These findings underscore the importance of careful instructional design and contextual adaptation when implementing flipped learning in language education.

Comparison of Flipped Classroom and Traditional Pedagogy: Classroom Organization and Teacher Role.

While in a flipped classroom the teacher facilitates student debates, projects, and active learning activities, in traditional pedagogy the teacher typically determines the curriculum and controls the pace of the class. In addition, there are significant differences in student engagement. In traditional classrooms, students tend to passively receive information rather than actively participate in class.

In contrast, flipped classrooms require students to engage with the materials prior to class in order to prepare them for more engaging group projects. In contrast to traditional settings, where technology is mostly utilised for presentations, the flipped model uses technology to facilitate online evaluations, group projects, and flexible material delivery. Flipped classrooms allow students to review material at their own pace and as needed outside of class, in contrast to traditional classrooms where lecturers dictate a pace.

In flipped classrooms, assessment is typically integrated into the learning

process and provides faster and more continuous feedback than post-lesson tests used in traditional models. Although both strategies have their advantages, research shows that flipped classrooms typically lead to higher learning outcomes because they promote closer collaboration, deeper engagement, improved retention, and the development of critical thinking through real-world problem solving.

In short, traditional and modern pedagogy are at opposite ends of the spectrum: one emphasizes structure, authority, and repetition, while the other emphasizes interaction, creativity, and exploration. By combining the advantages of both, the flipped classroom acts as a bridge between them.

Table 1.

Criteria	Traditional Classroom	Flipped Classroom
Teacher Role	Teacher and content provider	Coach, mentor, and facilitator
Student Role	Passive listener	Active participant
Technology Use	Minimal or supplementary	essential element of instruction
Classroom Activities	Lectures, note-taking	conversations, teamwork, and problem-solving
Assessment Focus	Conversations, teamwork, and solving	Continuous, formative feedback
Learning Pace	Determined by the instructor	Self-directed outside of class
Engagement Level	Low to moderate	High, contingent on readiness

The “flipped classroom” and the practical application of the traditional teaching model.

Sixty students participated in the study. The study was conducted in two stages: during the first week, students studied in a traditional classroom setting, and during the following week, they studied using the flipped classroom model. In both stages, students were presented with topics of equal scope and complexity, which allowed the influence of the complexity of the educational material to be excluded.

Data collection tool

A questionnaire consisting of 12 questions structured on a Likert scale from 1 to 5 was used to collect data. The questions were grouped according to the following criteria:

Participation (Q1-Q3) – student engagement and activity during the course

Collaboration (Q4-Q6) – Ability to work in a team and exchange ideas

Application (Q7-Q9) – application of knowledge to solve practical problems
Overall (Q10-Q12) – student motivation and perception of teaching methods

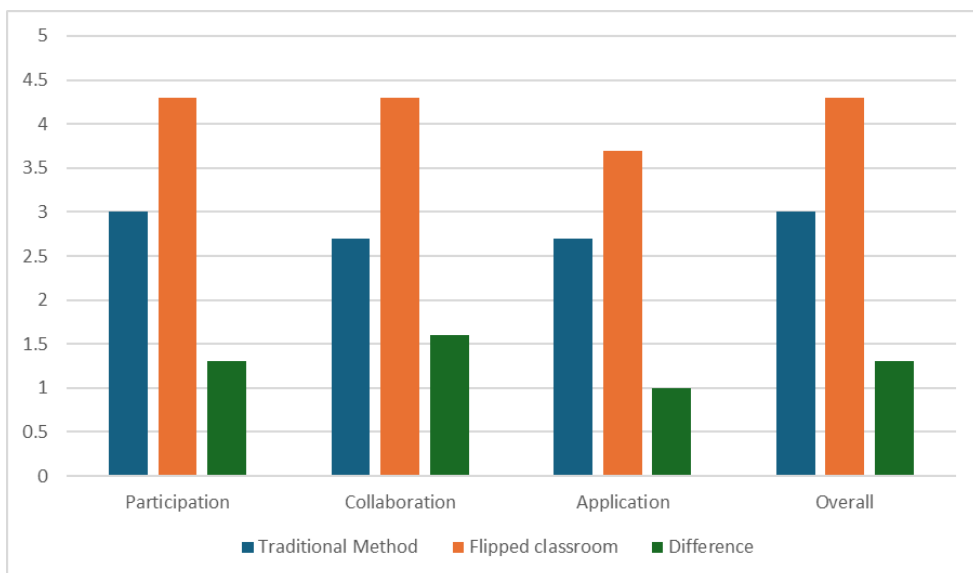


Chart 1. Average student grades for traditional and flipped teaching methods.

Results

The results of this study show that when using the flipped classroom model, student participation, collaboration, and knowledge application were statistically higher compared to the traditional teaching model. It is noteworthy that these results are consistent with the findings of international studies emphasizing the effectiveness of the flipped classroom model in increasing student engagement and active learning.

The research data shows that most students responded positively to the flipped classroom, emphasizing that it encourages more active participation in class. Active discussions, practical work, and an increase in the number of questions and answers during class allowed students to express their opinions more freely and confidently and demonstrate greater involvement in the learning process.

It was also noted that the effectiveness of cooperation increased even more in the flipped classroom setting. Group work and collaborative problem solving facilitated the exchange of ideas and the development of teamwork skills. Students also expressed positive opinions about applying the knowledge they had acquired. They noted that watching the videos beforehand allowed them to save time and focus solely on solving practical problems in class, which further reinforced the material they had previously studied.

However, along with the positive feedback mentioned above, students noted a number of limitations. They noted that studying preparatory materials requires a high level of self-discipline and effective time management, which not all students are always capable of. Many students are already accustomed to the idea that teachers should manage their learning process. At the same time, there have been technical difficulties with accessing the internet and learning materials, especially among students who do not have sufficient digital resources.

Conclusion

The purpose of this article was to evaluate the effectiveness of the “flipped classroom” model in the Armenian higher education system in comparison with the traditional teaching method. Quantitative and qualitative analysis allowed us to apply a multifaceted approach to this teaching model and determine its impact on the learning process of students. Quantitative analysis helped us discover that using the “flipped classroom” model, even during a short trial period, had a positive impact on student participation, engagement, and practical work in the classroom compared to the traditional teaching model. This also served as an incentive to improve the effectiveness of the educational process.

The results of the qualitative analysis complemented the results of the quantitative analysis. They helped us identify students’ subjective perceptions and experiences. Students’ responses showed that the flipped classroom model contributes to increased student motivation, more active teacher-student interactions, and more effective use of class time. At the same time, qualitative analysis revealed a number of problems related to students’ readiness for independent learning and access to technical resources.

Despite considerable interest in the flipped classroom method around the world, this method has not yet been fully studied and implemented in Armenian universities. Therefore, this study offers experimental data on a phenomenon that has received little attention in the Armenian education system to date. Ultimately, with adequate institutional support, technology provision, and teacher training, this method could play a significant role in modernizing Armenia’s higher education system.

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Էյա Դավթյան

Եվրասիա միջազգային համալսարանի դասախոս,
բանասիրական գիտությունների թեկնածու
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ՇՐՋՎԱԾ ԴԱՍԱՐԱՆԻ ՄՈՏԵՑՈՒՄԸ. ՆՈՐԱՐԱՐԱԿԱՆ ԵՎ ԱՎԱՆԴԱԿԱՆ ԴԱՍԱՎԱՆԴՄԱՆ ՄԵԹՈԴՆԵՐԻ ՀԱՄԵՄԱՏՈՒԹՅՈՒՆ

Արդի բարձրագույն կրթության համակարգում նորարարական և ուսանողակենտրոն դասավանդման մեթոդների նկատմամբ հետաքրքրությունը կարևոր դեր է խաղում ուսանողների ներգրավվածության, մոտիվացիայի և գործնական հմտությունների զարգացման գործում: Այս հոդվածը ուսումնասիրում է շրջված դասարանի մեթոդի կիրառումը անգլերենը որպես օտար լեզու (ԱՕԼ) դասավանդման մեջ՝ հիմնվելով Հայաստանի Եվրասիական միջազգային համալսարանում անցկացված փորձնական ուսումնասիրության

վրա: Աշխատանքն ուսումնասիրում է շրջված դասարանի մոտեցման էությունը, դրա տեխնոլոգիական մոդելները, ինչպես նաև դրա առավելություններն ու սահմանափակումները: Ուսումնասիրությունը կիրառել է խառը մեթոդաբանություն՝ համատեղելով քանակական և որակական վերլուծական մոտեցումները: Քանակական տվյալները հավաքագրվել են ուսանողական հարցումների միջոցով և մշակվել են կրկնվող չափումների դիզայնի միջոցով, մինչդեռ որակական տվյալները ստացվել են դասարանում դիտարկումների և ուսանողների պատասխանների վերլուծության միջոցով:

Հիմնաբաներ. շրջված դասարան, (ԱՕԼ) ուսուցում, հայկական կրթություն, ավանդական մանկավարժություն, ուսանողակենտրոն ուսուցում, ակտիվ ուսուցում, նորարարական դասավանդում:

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ПОДХОД «ПЕРЕВЕРНУТОГО КЛАССА»: СРАВНЕНИЕ ИННОВАЦИОННЫХ И ТРАДИЦИОННЫХ МЕТОДОВ ОБУЧЕНИЯ

В современной системе высшего образования растет интерес к инновационным и ориентированным на студентов методам обучения, которые играют важную роль в активности, вовлеченности, мотивации студентов и развитии практических навыков. В данной статье рассматривается применение метода «перевернутого класса» в преподавании английского языка как иностранного (EFL) на основе экспериментального исследования, проведенного в международном университете Евразия (Армения). В исследовании рассматривается сущность подхода «перевернутого класса», технологические модели, а также его преимущества и ограничения. Исследование проводилось с использованием смешанной методологии, сочетающей количественный и качественный аналитические подходы. Количественные данные были собраны посредством опросов студентов и обработаны с использованием модели повторных измерений, а качественные данные были получены посредством наблюдений в классе и анализа ответов студентов.

Ключевые слова: перевернутый класс, изучение EFL, армянское образование, традиционная педагогика, студентоцентрированное обучение, активное обучение, инновационное обучение.

Հոդվածը խմբագրություն է ներկայացվել՝ 2025թ. հոկտեմբերի 29-ին:

Հոդվածը հանձնվել է գրախոսման՝ 2025թ. նոյեմբերի 4-ին:

Հոդվածն ընդունվել է տպագրության՝ 2025թ. դեկտեմբերի 19-ին: