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Shifting From Traditional Methods to Flipped Learning on Students' Performance: Evaluating Learning Outcomes

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Abstract

The flipped classroom model has gained recognition as a progressive teaching method aimed at enhancing student engagement and academic success. By moving traditional lecture-based content outside of the classroom, students are encouraged to independently explore instructional materials before attending class. This study investigated that how shifting from traditional methods to flipped learning impact student' performance : evaluating learning outcomes specifically focusing on English department students at Samtah College. The study focused on the strategies reserved class time for hands-on learning, group discussions, and collaborative problem-solving activities. The model emphasizes active, student-driven learning, fostering greater responsibility for their educational development. A mixed-method approach was used to collect data on students' participation in flipped learning activities and the challenges they faced.

The findings indicate that the instructional approach leverages a range of digital resources, including video tutorials, online readings, and interactive content designed to suit various learning styles. Classroom activities are structured to promote deeper understanding through exercises such as case studies, peer discussions, and project-based learning. The model's flexibility supports students working at their own pace while maintaining a guided framework for academic growth. The study also revealed that students encountered challenges such as Inadequate instructions, lack of support at home, and students from low-income households negatively impact students' academic performance. The study presents preliminary findings, recommendations, and suggestions based on the identified solutions.

Introduction

1.1 Background

Traditional lecture-based teaching has long been a dominant instructional approach, but it often limits student engagement and active participation. As educational strategies evolve, the flipped classroom model has gained attention as an alternative that restructures the learning process. In this model, students engage with instructional materials—such as pre-recorded lectures or readings—before attending class, allowing in-person sessions to focus on interactive discussions, problem-solving, and hands-on activities.

The transition from traditional to flipped teaching has sparked debate regarding its effectiveness in enhancing student learning outcomes. Advocates of flipped instruction argue that it promotes deeper comprehension, increases student involvement, and improves knowledge retention. However, challenges such as increased preparation time for both educators and learners raise concerns about its practicality and widespread adoption.

This study aims to assess the impact of shifting from traditional to flipped teaching by examining student performance, engagement, and perceptions. Through empirical analysis, the research seeks to provide valuable insights into the advantages and potential drawbacks of this instructional approach, contributing to the broader conversation on improving teaching methods for better learning experiences

1.2 Statement of the Problem

Traditional lecture-based teaching has been widely used in education, but it often results in passive learning, minimal student engagement, and a lack of deep understanding. The flipped classroom approach offers an alternative by shifting instructional content outside the classroom, allowing in-class time to be used for interactive and student-centered activities. While this method is gaining popularity, its actual effectiveness in enhancing student learning outcomes remains uncertain.

Although research on flipped learning has grown, there is no definitive consensus on its impact. Some studies suggest that it improves student comprehension, participation, and critical thinking, while others point to challenges such as increased workload and accessibility issues. Without concrete evidence of its benefits and limitations, educators may find it difficult to decide whether adopting flipped teaching is truly beneficial.

This research aims to bridge that gap by analyzing the effects of flipped teaching on student performance, engagement, and learning experiences. By comparing it with traditional teaching methods, the study seeks to provide valuable insights for educators and institutions looking to improve instructional strategies and student success

1.3 Objectives of the Study

This study aims to examine how shifting from traditional lecture-based teaching to the flipped classroom model affects student learning outcomes. Specifically, it seeks to:

1. **Analyze Academic Performance** – Determine whether students in a flipped classroom perform better academically compared to those in a traditional setting.
2. **Measure Student Engagement** – Assess how flipped teaching impacts student participation, motivation, and involvement in the learning process.
3. **Evaluate Knowledge Retention** – Investigate whether flipped learning helps students retain and understand information more effectively over time.
4. **Understand Student Perspectives** – Gather student opinions on flipped learning, including its advantages and challenges.
5. **Identify Implementation Challenges and Best Practices** – Explore potential difficulties in adopting flipped teaching and recommend strategies to enhance its effectiveness.

By addressing these objectives, this study aims to provide useful insights for educators and institutions looking to improve teaching strategies and enhance student learning experiences. **1.4 Significance of the Study**

This study is significant as it provides evidence on the effectiveness of the flipped classroom model in improving student learning outcomes.

For **educators**, the findings will offer practical insights into how flipped teaching impacts academic performance, engagement, and knowledge retention, helping them refine their instructional strategies.

For **students**, the study highlights how flipped learning can enhance understanding, encourage active participation, and improve overall learning experiences.

For **institutions**, the research will guide decisions on adopting flipped teaching by identifying its benefits, challenges, and best practices for successful implementation.

For **researchers and policymakers**, this study adds to the body of knowledge on innovative teaching methods, offering data to support future research and educational reforms.

By addressing these aspects, the study aims to support more effective teaching strategies and improved student outcomes.

1.4 Research Questions

This study aims to address the following research questions:

1. How does the flipped classroom model impact students' academic performance compared to traditional teaching methods?
2. What are the best ways for enhancing students' engagement using the flipped classroom?
3. What are the most effective strategies of flipped learning in classroom?
4. What challenges do educators face when implementing the flipped classroom model?

These questions are designed to evaluate the effectiveness of flipped teaching and identify key factors that influence its outcomes.

1.5 Methodology

This research study will employ a mixed methodology of quantitative and qualitative methods, utilising a questionnaire as the primary instrument for data collection and an interview with teachers who have long years of experience with high skills and knowledge. The questionnaire and interview will be designed to collect information to ensures a structured and measurable approach to evaluating learning outcome improvements in flipped teaching.

1.5.1 Sample of the Study

The study sample comprises 73 graduate students from the 2024 cohort (third batch) at level 12, along with English language teachers from the department of foreign languages at Samtah University College. The sample was selected randomly for the questionnaire and non-randomly for the interview.

1.6 Hypotheses of the Study

This research is guided by the following hypotheses:
Null Hypothesis (H_0): There will be no significant difference in student learning outcomes between those taught using traditional methods and those taught through the flipped classroom approach.
Alternative Hypothesis (H_1): The flipped classroom approach will lead to significantly better learning outcomes compared to traditional teaching methods.

1.7 Limitations of the Study

1. **Sample Size:** The study is limited to 73 graduate students and selected English language teachers, reducing generalized ability.
2. **Context Specificity:** Findings are based on data from Samtah College, limiting applicability to other institutions.
3. **Time Constraint:** The study's short duration may not capture long-term learning outcomes.
4. **Participant Variability:** Differences in students' prior knowledge and motivation may influence results.
5. **Instructor Influence:** Variations in teaching styles should affect the consistency of the intervention.
6. **Technological Access:** Limited access to devices or internet may hinder some students' participation.
7. **Response Bias:** Survey and interview responses can be influenced by social desirability.

1.8 Validity and Reliability

Validity:
The study's validity will be ensured by having research tools, such as tests and questionnaires, reviewed by experts to confirm they effectively assess the intended learning outcomes and student perceptions. A pilot study will also be conducted to refine these instruments, ensuring they are clear, relevant, and aligned with the research objectives.
Reliability:
To maintain reliability, consistent methods will be followed during data collection and evaluation. The pre-test and

post-test will be tested for reliability using Cronbach's alpha to assess internal consistency. Additionally, clear instructions and structured interview protocols will be applied to ensure uniformity and minimize bias in participants' responses.

1.9 Definition of Terms

1. **Flipped Teaching:** An instructional strategy where students engage with learning materials (e.g., videos, readings) before class, while in-class time is dedicated to discussions, activities, and hands-on learning.
2. **Traditional Teaching:** A conventional approach where the instructor delivers content during class sessions, often through lectures, with limited interactive engagement.
3. **Learning Outcomes:** The measurable knowledge, skills, and competencies that students develop as a result of the instructional process.
4. **Active Learning:** A teaching method that encourages students to actively participate in the learning process through discussions, problem-solving, and collaborative tasks.
5. **Instructional Materials:** Educational resources, such as videos, presentations, and handouts, designed to support learning in both flipped and traditional settings.
6. **Student Engagement:** The degree of attention, interest, and participation students exhibit in learning activities, often linked to improved academic performance.
7. **Collaborative Learning:** A learning approach where students work together in groups to achieve common academic goals, a core element of flipped classrooms.
8. **Pre-test:** An assessment conducted before the teaching intervention to measure students' baseline knowledge and skills.
9. **Post-test:** An assessment administered after the teaching intervention to evaluate students' learning progress and outcomes.
10. **Educational Technology:** Digital tools and platforms (e.g., online videos, discussion boards, and interactive applications) used to support learning in flipped classrooms.
11. **Formative Assessment:** Ongoing evaluations conducted throughout the learning process to provide immediate feedback and improve instruction.
12. **Summative Assessment:** A final evaluation conducted at the end of an instructional period to measure overall achievement and learning outcomes.
13. **Instructional Design:** The systematic development of educational experiences that effectively facilitate student learning and achievement.
14. **Blended Learning:** A teaching model that combines face-to-face instruction with online learning activities, often used in the transition from traditional to flipped teaching.
15. **Student-Centred Learning:** An educational approach that emphasizes active student participation, critical thinking, and self-directed learning, often promoted in flipped classrooms.

1.10 Conclusion

This research seeks to examine the shift from conventional teaching to the flipped classroom model and its influence on student learning outcomes. By evaluating both approaches, the study aims to determine whether the flipped method enhances academic achievement, engagement, and overall student experience.

The carefully designed methodology, which includes pre-tests, post-tests, and qualitative insights, is intended to deliver meaningful findings on the effectiveness of flipped teaching. Although this approach offers advantages such as increased student participation and improved problem-solving skills, potential challenges like limited technology access and varying learning preferences may arise.

Nonetheless, the study's outcomes are expected to provide valuable recommendations for educators looking to adopt innovative teaching techniques. The findings may also contribute to advancing curriculum development and improving instructional practices.

Literature Review

2.1 Introduction

This study of the literature attempts to give an accurate evaluation of, as well as contribute to the development of robust knowledge and structure. In order to provide an intimate knowledge of the body of literature that exists on the topic, this review will examine theoretical frameworks, previous studies, and prior investigations, providing a comprehensive analysis of the findings, and ultimately drawing a well-rounded conclusion.

2.2 Theoretical Review

2.2.1 Compare between of flipped classroom model and Traditional Teaching Methods

Higher education has come beneath serious examination with respect to the exhibit of understudy learning. A few of these talk centers on the thought that teaching ought to consider elective ways to convey educational module to meet the requests of the expanding sum of information and aptitudes understudies are anticipated to hold and utilize upon graduation.

During the recent decades, major innovations and development of information technology have appeared, and technology has taken a worthy place in the process of education. Low-price data storage networks, the efficiency of advanced computers, along with new devices including smartphones have formed new digital experiences for students, causing the new generation to take differences in their daily life and learning habits. Qiang J.(2018)

The new millennium students are more dependent on information technology, and at the same time less tolerant toward prevalent educational patterns. In other words, there are different student needs and expectations of education systems. The need for the same is no more fulfilled by traditional methods of education. In that sense, the teachers would have to give their students more chances to take part. This idea demands a shift away from traditional teachers had for active learning of students, which actively involves the students in learning. Am J Pharm Educ(2013)

The flipped classroom is an elective instructive approach that emphasizes the student-centered educating strategy, keeping the conventional classroom environment as a save. It is moreover broadly captured interface and is acknowledged in tall instruction levels. Flipped classroom, as a student-centered learning strategy, incorporates a few hypotheses and strategies of constructivism and dynamic learning with instruction peers help. The flipped classroom may be a academic approach in which coordinate instruction moves from the bunch learning space to the person learning space. The coming about bunch space is changed into a energetic, intelligently learning environment where the teacher guides the understudies as they apply concepts and lock in imaginatively within the subject matter. .Kavianii H, Liaghatdar MJ, Zaman BBE, Abediny Y(2018)

2.2.2 Ways for enhancing students' engagement using the flipped classroom model

Improving understudy engagement in a flipped classroom includes leveraging dynamic learning methodologies and personalized bolster. Concurring to Promethean World, key strategies incorporate:

Self-Paced Learning: Permitting understudies to lock in with address materials at their possess pace makes a difference suit diverse learning styles and decreases weariness. Dynamic Learning Methodologies: Joining exercises like bunch dialogs, talks about, and peer audits cultivates more profound understanding and collaboration.

Peer Help: Empowering understudies to assist each other with challenging concepts advances agreeable learning and fortifies information.

One-on-One Educator Interaction: Giving openings for person direction makes a difference address particular understudy needs and clarifies mistaken assumptions.

Back for Battling Understudies: Customary check-ins and personalized help guarantee that all understudies remain on track and get the assistance they need.

Empowering Self-Directed Learning: Engaging understudies to require duty for their learning develops freedom and inspiration.

Advancing More profound Learning: Locks in understudies in exercises that require investigation and amalgamation of data leads to a more significant get a handle on of the subject matter. (Ibid)

2.2.3 The Strategies of flipped class in classroom

The flipped classroom approach is a teaching strategy that reverses the traditional learning model. Instead of delivering lectures during class and assigning practice work for homework, students first explore new content at home—often through videos, readings, or interactive tools. Then, in the classroom, they actively engage with the material by participating in discussions, problem-solving tasks, and hands-on activities.

How use the Flipped Classroom Effectively?

1. Create Quality Pre-Class Resources

Provide engaging and easy-to-understand materials like videos or readings..

Keep video content concise (around 5–15 minutes).

Offer tools like guiding questions or note-taking sheets to support comprehension

2.Communicate Expectations Clearly

Explain the flipped model and its benefits to both students and parents.

Stress the importance of completing the pre-class assignments to make the most of classroom time.

3.Promote Accountability

Use tools like quizzes, reflections, or online discussions to ensure students are engaging with the material before class.

4.Plan Dynamic In-Class Activities

Incorporate collaborative learning through group tasks, case studies, debates, experiments, or guided discussions.

Focus on critical thinking and applying knowledge rather than just reviewing facts.

5.Address Diverse Learning Needs

Use flexible groupings or activity stations to accommodate varying levels of understanding.

Offer extra help or enrichment based on individual student needs.

6.Leverage Technology Effectively

Utilize platforms like Google Classroom, Edpuzzle, or Khan Academy to organize content and monitor progress.

Consider using an LMS to store videos, quizzes, and other resources in one place.

2.2 .4 The challenges that facing students while implementing flipped classroom Model

The flipped classroom is an innovative educational approach that reverses the traditional teaching model. In this system, students are introduced to new content outside of class—often through videos, readings, or interactive materials—and class time is reserved for activities that deepen understanding, such as discussions, group work, and problem-solving. While this strategy has many advantages, including increased student engagement and personalized learning opportunities, it also presents a number of challenges, particularly for students.

One of the most significant challenges is unequal access to technology. The flipped classroom relies heavily on digital resources, which assumes that all students have access to a stable internet connection and appropriate devices at home. Unfortunately, this is not always the case. Students from low-income households may struggle to participate fully, which can widen the educational gap (Educause, 2012). Without reliable technology, they may be unable to view lectures, complete assignments, or participate in online discussions, putting them at a clear disadvantage.

Another common issue is the need for strong time management and self-motivation. Unlike traditional classrooms where teachers guide the pace of learning, the flipped model places much of the responsibility on students to manage their own study schedules. This shift can be difficult for those who are not yet skilled in organizing their time effectively (Bergmann & Sams, 2012). If students neglect to engage with the pre-class material, they may arrive unprepared and find it difficult to keep up with in-class activities, leading to confusion and frustration.

In addition, the flipped classroom may not align well with every student's preferred learning style. Some learners thrive in a face-to-face lecture setting, where they can ask questions in real time and receive immediate clarification. Others may find it challenging to absorb information through videos or readings alone, especially if they are auditory or kinesthetic learners (Talbert, 2017). This mismatch can reduce the effectiveness of pre-class learning and hinder overall progress.

Lack of support at home is another obstacle that can impact students' success. In a traditional classroom, students can rely on the teacher for immediate guidance. However, in a flipped environment, students may be left to learn new concepts on their own, which can be difficult if they encounter material they do not understand. Without a knowledgeable person to turn to at home, students might feel isolated or discouraged (Hamdan et al., 2013).

Moreover, the flipped model can unintentionally lead to information overload and burnout. Students are expected to watch lectures or complete readings outside of class and then actively engage in classwork. This double demand on their time and energy can feel overwhelming, especially if multiple teachers adopt the same model simultaneously. It can lead to increased stress and fatigue, negatively affecting motivation and academic performance (Talbert, 2017).

Another key challenge lies in unclear communication and expectations. If students do not fully understand how the flipped classroom works or why it is being used, they may resist the model or fail to take it seriously. Inadequate instructions about how to prepare for class can also lead to confusion, reducing the effectiveness of the strategy (Hamdan et al., 2013).

Lastly, the success of a flipped classroom heavily depends on the quality of the learning materials. If videos are too long, unengaging, or poorly explained, students may struggle to follow along. Similarly, if the content is not appropriate for the students' skill level, they may lose interest or fail to grasp key concepts (Bergmann & Sams, 2012).

2.3 Review of Previous Studies:

1.Title: The Impact of the Flipped Classroom Teaching Model on EFL Learners' Language Learning: Positive Changes in Learning Attitudes, Perceptions and Performance

Author: Fang Li, World Journal of English Language, Vol. 12, No. 5; 2022

https://doi.org/10.5430/wjel.v12n5p136

Based upon the analysis of the current EFL teaching and learning situation and the flipped classroom teaching model, the author took two Artificial Intelligent classes from a Chinese public college as the participants in the experiment to explore the impact of the flipped classroom teaching model on their language learning. One Artificial Intelligent class, the Experimental Group (EG), adopted the flipped classroom teaching model in EFL class, and the other Artificial Intelligent class, the Control Group (CG), adopted the traditional teacher-centered method in EFL class. After the survey, implementation of different teaching models, pre-test and post-test comparison, learning time changing curve analysis, and analysis of learners' acceptance of the new model, the study aims to find out the impact of the flipped classroom teaching model on college EFL learners' language learning attitudes, perceptions and performance, providing some references for college EFL educators on their EFL teaching to a certain extent.

According to survey results, students tended to accept various personal or group activities in flipped classroom setting. More students became interested in role plays, speeches, group discussions, games and competitions, and some of them even accepted quizzes and tests during the flipped classroom learning process. Besides, other out-of-class activities were more acceptable including micro movie shooting and dubbing, showing that students became more willing to take challenges in English learning. Teamwork can stimulate their interest in learning English, increase the opportunities for them to communicate in English, help them keep high participation and overcome classroom anxiety, and improve their English language communicative competence. Unlike the traditional classroom, EFL learners in the flipped classroom do not just listen to the teacher, but instead, they have a discussion first, and teachers encourage them to express ideas in English boldly and solve problems with peers, which not only greatly improve the learning effect and the knowledge understanding, but also enhance their consciousness of using English language for real communication.

2. Title: Flipped Classroom in English Language Teaching and Learning: A Systematic Literature Review https://www.researchgate.net/journal/International-Journal-of-Academic-Research-in-Business-and-Social-Sciences-2222-6990?_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19

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Their findings indicated that the perceptions of English language teachers on the implementation of Flipped Classroom were being studied in the past research. Most of the results shown in the articles were showing positive feedbacks. Teachers were positive on the implementation of the Flipped Classroom approach to create a more active learning environment.

2.4 Conclusion

In conclusion, while the flipped classroom can offer meaningful benefits, it also presents several challenges that must be carefully addressed. To support students, educators should ensure equal access to technology, provide clear instructions, design high-quality materials, and teach essential time management skills. By recognizing and actively working to overcome these obstacles, schools can create a more inclusive and effective flipped learning experience for all students

Research Methodology

3.1. Introduction

This chapter aims to describe the methods used to investigate how shifting from traditional method to flipped learning impacts student' performance: evaluating learning outcomes. It will discuss the research design, participants, instruments of data collection, and procedures employed in the study. A mixed-methods approach was adopted, where both quantitative and qualitative data were gathered to obtain a comprehensive understanding of the issue. A survey questionnaire with closed-ended questions was distributed to the 40 students randomly selected from level 12 in the English, at the department of Foreign languages, College of Arts and Humanities, Jazan University to collect primary data on shifting from traditional methods to flipped learning impact students' academic performance. Additionally, semi-structured interviews were conducted with seven teachers to gain deeper insights into their challenges. It is hoped that the methodology adopted in this study can be easily replicated by other researchers.

3.2. Methodology

The research methodology of this study will use a mixed-methods approach, incorporating both quantitative and qualitative methods. The quantitative aspect will involve administering a questionnaire to a sample of students to collect numerical data on how shift from traditional methods to flipped learning impact student' performance. Also, a qualitative method such as interviews will be conducted with a smaller group of participants to gain deeper insight into their personal experiences, perceptions, and unique perspectives on the challenges. By combining these approaches, the study aims to provide a comprehensive understanding of the difficulties that impact students' academic performance while practicing flipped learning.

3.3. Population and Sampling

The target population for this study is graduated students from level 12 enrolled in the English language department at Samtah College of Jazan University. There are 86 graduated students (First, Second and Third batches 2024) and 16 teachers in the English department. The researchers selected 50 students (Third batch) from the population randomly chosen and 7 teachers from nonrandom selection to represent a sample for this study. The aim was to gather data about the experiences of these students and teachers while practicing flipped classroom learning. The research purpose is to identify the specific difficulties faced by students in this particular context. Consequently, by gathering data from a sample of graduated students.

3.4. The Tools and Instruments

This research study used a combination of tools and instruments to gather comprehensive information, as follows: These tools help gather valuable information and insights into the processes of strategies and challenges involved in flipped learning. Some common tools and instruments used in this type of research include the questionnaire and interviews.

3.4.1 The Questionnaire

The researchers use a questionnaire to collect quantitative data from a large number of participants. This questionnaire can be designed to assess Shifting from Traditional Methods to Flipped Learning: : Evaluating Learning Outcomes Improvements. The questionnaire is divided into four parts. The first part is to compare between flipped classroom model and Traditional Teaching Methods; the second part, is the ways for enhancing students' engagement using the flipped classroom; the third part is the Strategies of flipped class in classroom; and the last part is the challenges that facing students while implementing flipped classroom model.

Section One: Compare between of flipped classroom model and Traditional Teaching Methods

1. Flipped learning helps students take their active role and have direct access to their knowledge. Whereas with the traditional classroom, students are unable to direct access to the knowledge.

2. Flipping learning uses the contact time with teachers and peers as a chance to apply what they learned in a practical way more effectively than traditional Method.
3. Flipping learning is also the preferred learning style to traditional methods of learning.
4. The flipped classroom is an elective instructive approach that emphasizes the student-centered educating strategy, keeping the conventional classroom environment as a save. Students relies on digital platforms for communication, which should require self-initiative and proactive engagement.

Section Two: Ways for enhancing students' engagement using the flipped classroom.

1. Empowering Self-Directed Learning can engage understudies to require duty for their learning develops freedom and inspiration.
2. Dynamic Learning Methodology is a teaching approach and effective way used to modify students from passive learners into active participants, encouraging them to dive deeper, question their understanding, and keep improving students' performance.
3. Self-paced learning significantly improves memory performance besides students learn skills that they can apply to any learning condition and develop an intrinsic drive to fill knowledge gaps and pick up new skills.
4. Empowering Self-Directed Learning help a learner identifies their own learning goals and objectives, the resources they need, and the strategies they want to adopt. They then set about acquiring new knowledge or skills and, later assess the outcomes.

Section Three: The class in Strategies of Flipped Classroom

1. Flipped learning helps students provide engaging and easy-to-understand materials like videos or readings.
2. Using tools like quizzes, reflections, online discussions to ensure students are engaging with the material before class.
3. Collaborative learning through group tasks, case studies, debates, experiments, guided discussions help students to communicate effectively.
4. Utilize platforms like Google Classroom, Edpuzzle, or Khan Academy to organize content and monitor progress are more effective to improve and enhance students' learning outcomes

Section Four: The Challenges that Facing Students while Implementing Flipped Classroom Model

1. Inadequate instructions about how to prepare for class can lead to confusion, reducing the effectiveness of the strategy.
2. The flipped model can unintentionally lead to information overload and burnout It can lead to increased stress and fatigue, negatively affecting motivation and academic performance
3. Group activities can increase stress for certain students who have little knowledge of using technology
4. Lack of support at home is another obstacle that can impact students' success.
5. Students from low-income households have struggle to participate fully, which can widen the educational gap badly affect their performance.

3.4.2 Interview

In this phase, the researcher will conduct focused interviews with seven teachers to delve into their personal experiences regarding "**Shifting from Traditional Methods to Flipped Learning: Evaluating Learning Outcomes Improvement**"

Section One: Compare between of flipped classroom model and Traditional Teaching Methods

Q.1 What is the difference between flipped classroom model and Traditional Teaching Methods?

Q.2 Which one is more effective for you (compare between them)?

Section Two: Ways for enhancing students' engagement using the flipped classroom.

What are the best ways for enhancing students' engagement using the flipped classroom?

Section Three: The Strategies of Flipped class in Classroom

What are the most effective strategies of flipped class in classroom?

Section Four: The Challenges that Facing Students while Implementing Flipped Classroom Model

What are the most challenges do you Face while Implementing Flipped Classroom Model?

3.5 Conclusion

In conclusion, this chapter describes the methodology used to shift from traditional methods to flipped learning: evaluating learning outcomes improvements. A mixed-methods approach was adopted, combining quantitative data from a questionnaire and qualitative data from interviews. The study aimed to provide a comprehensive understanding of the difficulties students face in while implementing flipped classroom model that hinder their academic performance, with the goal of informing the development of targeted interventions and instructional strategies to enhance flipped learning.

Discussion

4.1 Introduction

This chapter presents the data analysis and discussion of the current study. The aim of this chapter is to investigate the findings gathered from the research and to discuss their implications. Additionally, this chapter will provide a detailed discussion of the findings, drawing connections between the data and the research questions. Through this analysis and discussion, the study seeks to gather a deeper understanding of the impact of shifting from traditional methods to flipped learning: evaluating learning outcomes improvements, English language learning among students at the department of Foreign Languages, Samtah College Jazan University.

4.2 Data Analysis

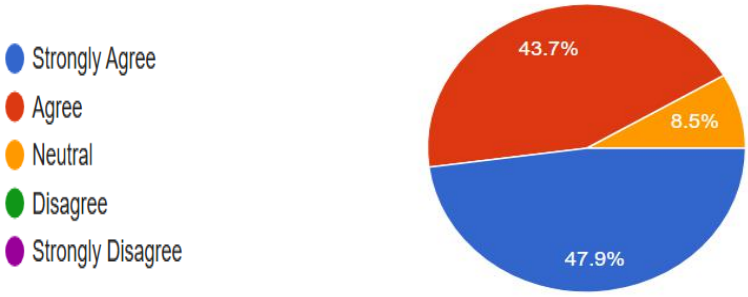
The data analysis focuses on the comprehensive analysis, presentation, and interpretation of the study's findings. The process is divided into two distinct phases. The first phase involves a quantitative analysis of the data collected from the questionnaire, focusing on numerical and statistical aspects to identify patterns and trends. The second phase consists of a qualitative interpretation based on the results from interviews (focus and telephone) and focus group discussions, aiming to provide deeper insights and contextual understanding of the data. To finalize this study effectively, it is essential to analyze the collected data to evaluate the hypothesis and provide answers to the research questions. As outlined in the previous chapter, the data will be interpreted descriptively

The First Stage: Quantitative Interpretation of Results

Analysis of Questionnaires

Section One: Comparison between the Flipped Classroom Model and the Traditional Teaching Method

1. Flipped learning helps students take an active role and have direct access to their knowledge. Whereas with the traditional classroom, students are unable to directly access knowledge.
71 responses

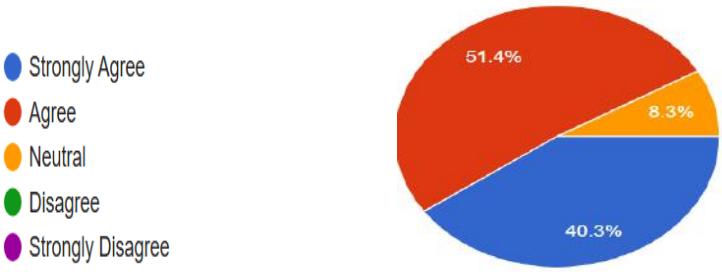


The data support the idea that flipped learning encourages students to take an active role in their education by directly engaging with course material outside of class. The largest percentage on the pie chart, 47.9%, shows strong agreement with this, suggesting that many students feel empowered by having direct access to knowledge instead of relying solely on classroom instruction.

Unlike the traditional model, where students passively receive information during lectures, flipped learning puts them in control of their learning journey. This method fosters independence, critical thinking, and deeper comprehension since students can review materials at their own pace before participating in discussions or applying concepts in class.

2. Flipped learning uses the contact time with teachers and peers as a chance to apply what they learned virtually more effectively than the traditional Method.

72 responses



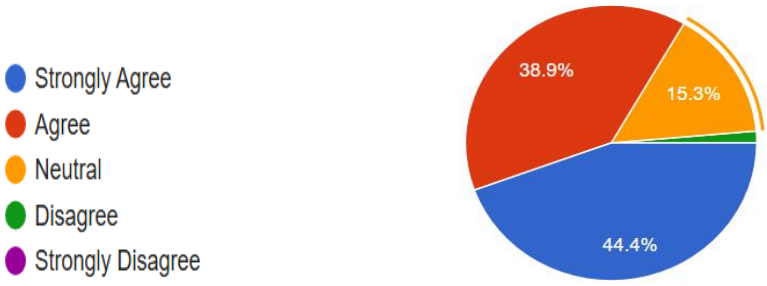
Based on the pie chart data, the effectiveness of flipped learning in utilizing contact time for practical application can be analysed as follows:

- **51.4%** of respondents (represented by the red segment) perceive flipped learning as more effective for applying learned concepts in practical settings.
- **40.3%** (blue segment) favour traditional methods, implying they believe structured, instructor-led sessions provide better opportunities for practical application.
- **8.3%** (orange segment) hold a neutral stance, indicating that they find both methods equally effective or ineffective in this regard.

This distribution highlights that flipped learning is preferred by the majority when it comes to enhancing practical application during contact time with teachers and peers. However, a significant portion still finds traditional methods more effective, suggesting that individual learning preferences and instructional design play a crucial role in determining the best approach.

3. Flipped learning is also a preferred learning style over traditional methods of learning.

72 responses

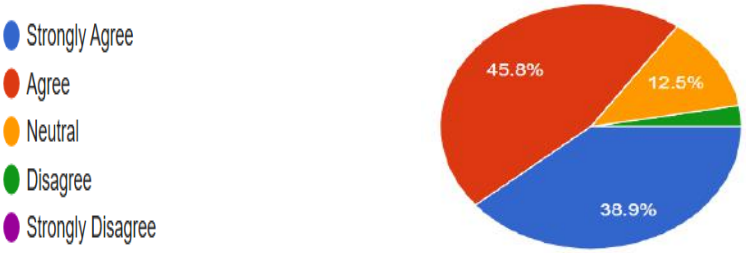


Based on the pie chart, flipped learning appears to be preferred by a significant portion of respondents compared to traditional methods. The largest segment **(44.4%)** suggests a strong preference, while another sizable segment **(38.9%)** further supports this trend. The smaller percentages may represent those who still favor traditional learning or have neutral opinions.

Flipped learning is often seen as more engaging because it allows students to absorb theoretical knowledge at their own pace before engaging in practical, discussion-based learning in class. This approach can lead to improved comprehension, better retention, and more personalized learning experiences.

4. The flipped classroom is an elective instructional approach that emphasizes the student-centered educational strategy, keeping the conventional classroom environment as a backup. Students rely on digital platforms for communication, which requires self-initiative and proactive engagement.

72 responses



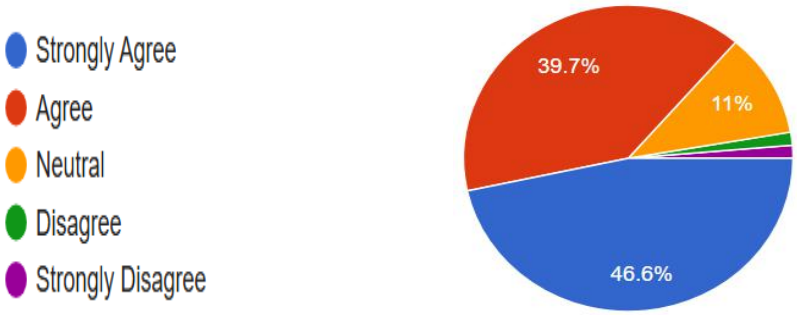
The data in the pie chart supports the idea that the flipped classroom approach and its reliance on digital platforms:

- **45.8% of responses** indicate strong support for the flipped classroom model, suggesting that nearly half of the participants recognize the benefits of student-cantered learning and digital communication.
- **38.9% of responses** show moderate agreement, implying that a significant portion of students find value in the approach but may have concerns regarding self-initiative or engagement.
- **12.5% of responses** express scepticism or resistance, possibly due to challenges such as information overload, lack of home support, or difficulties in adapting to digital tools.
- A **small percentage** remains unaccounted for, which might represent neutral responses.
- This breakdown highlights that approximately **84.7% of respondents** (combining the 45.8% and 38.9%) find the flipped classroom beneficial, reinforcing its effectiveness in fostering independent learning. However, addressing concerns from the **12.5%** who struggle with engagement is crucial to improving implementation strategies.

Section Two: Ways for enhancing students' engagement using the flipped classroom.

1. Empowering Self-Directed Learning can engage students to take responsibility for their learning, develop freedom, and inspire them.

73 responses



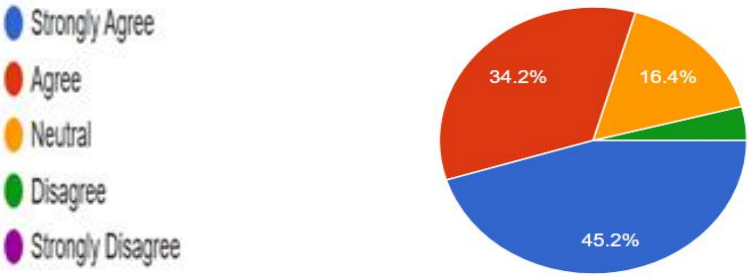
This pie chart provides a clear distribution of opinions or outcomes regarding the impact of empowering self-directed learning on students' responsibility, independence, and motivation. Breaking down the percentages:

- **46.6% (Blue segment)**: This represents the largest group, indicating that nearly half of the respondents believe self-directed learning has a significant positive effect on student engagement, responsibility, and motivation.
- **39.7% (Red segment)**: A substantial portion of students also find self-directed learning beneficial, reinforcing its effectiveness in fostering independence.
- **11% (Orange segment)**: A smaller group indicates that while some students experience positive outcomes, the impact is less pronounced.
- **Green & Purple (very small segments)**: These minor portions suggest that only a negligible number of students either see minimal benefits or potentially struggle with self-directed learning. From these percentages, it's evident that **86.3% (sum of the two largest segments)** of respondents recognize self-directed learning as a tool that enhances engagement, responsibility, and motivation. Meanwhile, a smaller group remains neutral or sees limited benefits.

This data strongly supports the idea that empowering students to take charge of their learning leads to increased independence and intrinsic motivation, reinforcing the effectiveness of flipped learning models and dynamic strategies, both areas you have expertise.

2. **Dynamic Learning Methodology is a teaching approach and effective way used to transform students from passive learners into active participants, encouraging them to dive deeper, question their understanding, and improve students' performance.**

73 responses



- **45.2%** represents the largest portion, indicating a strong preference or positive reception toward Dynamic Learning Methodology. It suggests that nearly half of the respondents find this approach effective in transforming students into active learners.
- **34.2%** a significant portion of the respondents also align with this category, reinforcing the idea that

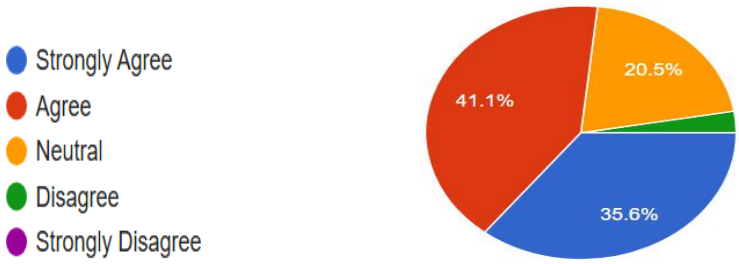
Dynamic Learning has considerable support but might involve some challenges or varying levels of engagement.

- **16.4%** represent the smaller segment, implying a moderate level of agreement or partial effectiveness. It might indicate that some learners benefit from dynamic **4.1% (Green Segment)**: The smallest percentage suggests minimal effectiveness or possible resistance to Dynamic Learning. This group may struggle with active learning strategies or prefer traditional methods.

Given these percentages, the majority—**79.4% (combining blue and red segments)**—express a positive reception toward Dynamic Learning, affirming its impact in fostering deeper understanding and improved performance. The remaining **20.5%** show mixed or low support, potentially pointing to areas where adjustments could enhance engagement.

3. Self-paced learning significantly improves memory performance as students learn skills that they can apply to any learning condition and develop an intrinsic drive to fill knowledge gaps and pick up new skills.

73 responses



Based on the pie chart, we can break down the percentage distribution to self-paced learning outcomes:

- **41.1%** (Red segment): This likely represents the students who experience **significant improvement in memory performance** through self-paced learning. Since self-paced learning allows students to revisit material and process information at their own rhythm, it enhances retention and recall.
- **35.6%** (Blue segment): This portion could reflect students who acquire **skills applicable to any learning condition**. A key advantage of self-paced learning is its adaptability—students develop critical thinking, time management, and problem-solving abilities that benefit them in various academic and professional contexts.
- **20.5%** (Orange segment): This group might represent the students who **develop an intrinsic drive to fill knowledge gaps and pick up new skills**. Since self-paced learning fosters independence, students become more proactive in identifying their learning needs, motivating themselves to explore new concepts without external pressure.
- **Small Green Segment (percentage not labelled)**: This minor portion may relate to a secondary outcome that is less prevalent among students, such as difficulties in self-discipline or information overload.

The distribution suggests that while memory improvement is the most notable benefit (41.1%), a substantial number of students (35.6%) also gain adaptable skills, and a considerable portion (20.5%) develop intrinsic motivation. This reinforces the effectiveness of self-paced learning in creating independent, skilled learners.

4. Empowering Self-Directed Learning helps learners identify their own learning goals and objectives, the resources they need, and the strategies they want to adopt. They then set about acquiring new knowledge or skills and later assessed the outcomes.

73 responses

The following is the percentage breakdown of responses regarding Empowering Self-Directed Learning:

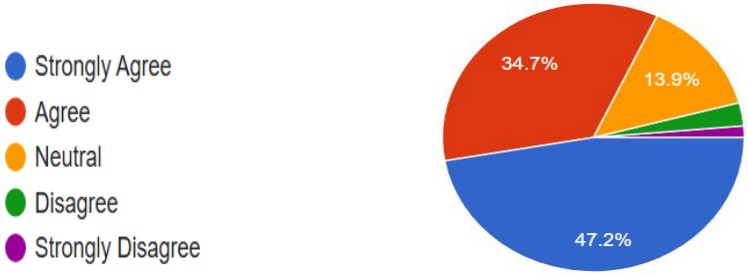
- **45.2%** (Blue segment) – The largest proportion of respondents support this methodology, indicating strong agreement with its ability to help learners identify goals, resources, and strategies.
- **35.6%** (Red segment) – A significant portion acknowledges its effectiveness but with possible reservations or partial agreement.
- **12.3%** (Orange segment) – A smaller fraction may see some benefits but might not fully embrace the approach.
- **5.0%** (Green segment) – A minority finds limited effectiveness or has concerns about its practical application.
- **1.9%** (Purple segment) – Very few respondents oppose or do not see value in Self-Directed Learning.

This suggests that nearly **81% of respondents** (combining the first two segments) consider Self-Directed Learning to be beneficial, reinforcing the value of autonomy in education. Meanwhile, **7%** lean toward scepticism or concerns about its impact.

Section Three: The Strategies of Flipped Class in the Classroom.

1. Flipped learning helps students provide engaging and easy-to-understand materials like videos or readings.

72 responses



The pie chart illustrates how flipped learning enhances student engagement and comprehension through accessible materials such as videos and readings. Here's the percentage breakdown of the **72 responses**:

- 47.2**%** of respondents strongly agree that flipped learning helps students provide engaging and easy-to-understand materials.
- 34.7**%** agree with this statement, overwhelming **81.9% agreement** suggests that flipped learning is highly effective in delivering engaging content.
- The **13.9% neutral group** may indicate that some students find the method neither particularly helpful nor problematic.
- The minimal disagreement (represented by small green and purple segments) likely indicates disagreement, which suggests that few students struggle with flipped learning in this regard.

2. Using tools like quizzes, reflections, and online discussions to ensure students are engaging with the material before class.

73 responses

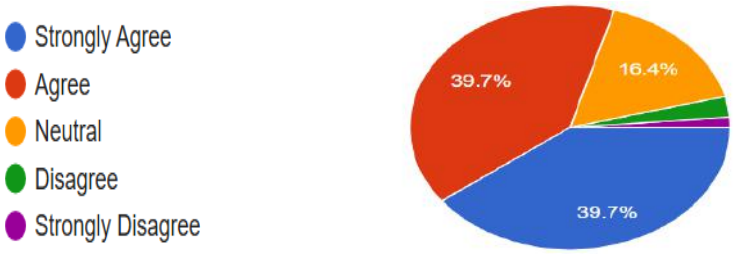
Based on the pie chart, two segments each account for **39.7%** of the total distribution. If one of these corresponds to the use of quizzes, reflections, and online discussions as engagement tools, it suggests that this strategy holds a significant share of the overall approach, potentially making it a primary method for ensuring students interact with content before class.

Comparing this to the other segments (**12.3%** and **8.2%**), we can infer that alternative strategies are much less frequently employed. This indicates either lower perceived effectiveness or a preference among educators for the methods represented in the larger percentage.

Given your interest in flipped learning methodologies, this data underscores that pre-class engagement tools are likely a major component in fostering independent and active learning. If a strategy nearly **40%** of educators lean toward, it reflects strong confidence in its ability to prime students before they dive into deeper learning during class.

3. Collaborative learning through group tasks, case studies, debates, experiments, and guided discussions helps students to communicate effectively.

73 responses

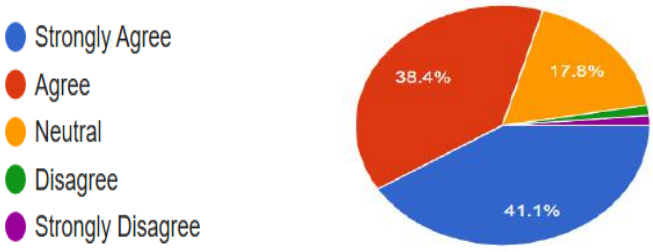


The pie chart presents a breakdown of 73 responses on the effectiveness of collaborative learning in enhancing communication skills. The distribution indicates that the majority of respondents hold positive views toward this learning approach:

- **39.7% (blue)** and **39.7% (red)**—Together, these segments represent nearly **80% of responses**, signalling strong agreement that collaborative learning improves student communication. This suggests that group tasks, case studies, debates, and guided discussions significantly contribute to active engagement and interaction.
- **16.4% (orange)**—A moderate portion of respondents appear neutral or slightly reserved about the impact, possibly indicating that while collaborative methods are beneficial, other factors might also play a role in effective communication.
- **Small green and purple segments**—These likely represent a small fraction of respondents who disagree or see minimal impact from collaborative learning, emphasizing that effectiveness may vary depending on instructional methods, student dynamics, or external influences.

3. Utilizing platforms like Google Classroom, Edpuzzle, or Khan Academy to organize content and monitor progress is more effective in improving and enhancing students' learning outcomes.

73 responses



Looking at the pie chart, the largest segment **(41.1%)** and the second-largest segment **(38.4%)** suggest that certain methods or platforms make a significant contribution to improving and enhancing students' learning outcomes. If platforms like Google Classroom, EdPuzzle, and Khan Academy align with these higher percentages, it indicates their effectiveness in supporting the organization of structured content and progress monitoring.

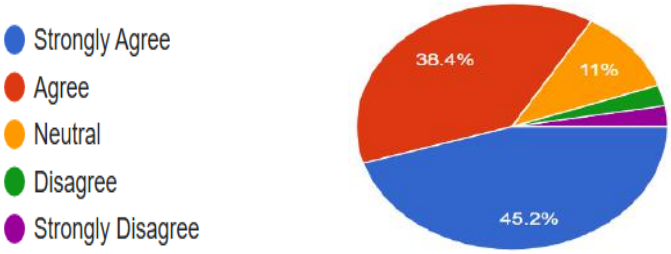
The **17.8%** segment may represent a moderately effective approach, suggesting that while it contributes to learning improvement, it may not be as impactful as the dominant platforms. The very small purple and green segments imply minimal effectiveness, reinforcing the importance of selecting tools that have a stronger impact.

These platforms support flipped learning methodologies by allowing students to engage with materials before class, promoting self-directed learning, and enabling educators to track progress efficiently.

Section Four: The Challenges Facing Students while Implementing the Flipped Classroom Model

1. Inadequate instructions about how to prepare for class can lead to confusion, reducing the effectiveness of the strategy.

73 responses



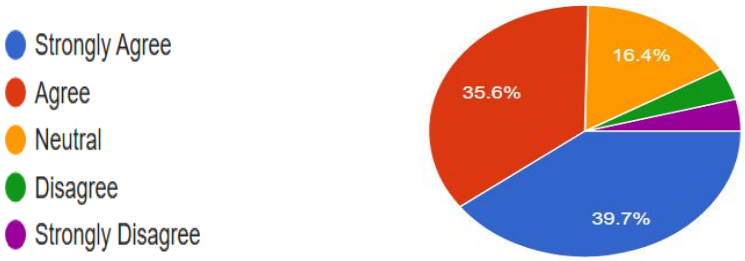
Based on the pie chart, the distribution of responses regarding the impact of inadequate instructions on class preparation can be analysed as follows:

- **45.2%** (Blue segment) – This represents the largest portion of responses, indicating that a significant number of participants believe inadequate instructions strongly affect the effectiveness of the learning strategy.
- **38.4%** (Red segment) – A considerable percentage also acknowledges the negative impact, though to a slightly lesser extent.
- **11%** (Orange segment) – A smaller group considers the impact to be moderate.
- **Remaining small segments (Green & Purple)** – These represent the least affected responses, likely indicating minimal or no concern about inadequate instructions.

Given that the **majority (83.6%) of responses (Blue + Red)** indicate a substantial impact, this suggests a critical need for clearer guidance in flipped and dynamic learning methodologies to ensure students are adequately prepared for class activities.

4. The flipped model can unintentionally lead to information overload and burnout. It can lead to increased stress and fatigue, negatively affecting motivation and academic performance.

73 responses



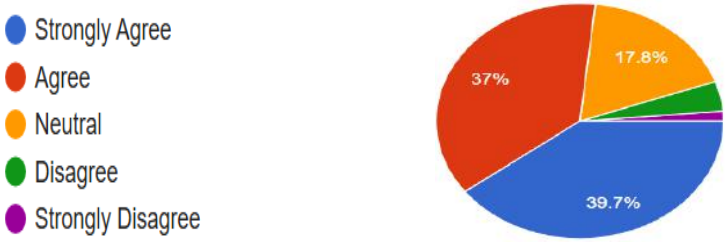
The pie chart data highlights key challenges within the flipped learning model:

- **Nearly 40%** of students may struggle with managing self-directed learning, leading to information overload.
- **Over a third (35.6%)** experience heightened stress and fatigue, which negatively impacts motivation and academic performance.
- **16.4%** appear to adapt more effectively, facing fewer difficulties in managing cognitive load.
- **Remaining percentages** likely represent smaller influencing factors on learning engagement.

With **75.3%** of students affected by either overload or stress, mitigating strategies are essential. Approaches such as structured guidance, balanced workload, and optimized pre-class engagement tools**, like Edpuzzle and Google Classroom,** can help manage expectations and sustain student motivation.

5. Group activities can increase stress for students who lack knowledge of technology.

73 responses



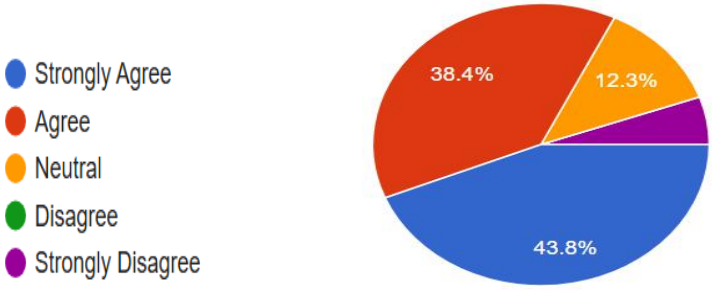
Based on the pie percentage breakdown regarding how group activities might contribute to stress for students unfamiliar with technology.

- **(39.7%)** suggests that a significant portion of respondents acknowledge the impact of group activities.
- **(37%)** indicates another substantial share with a slightly different perspective but still closely aligned in proportion.
- **(17.8%)** accounts for a moderate percentage, reflecting a nuanced stance.
- The **green and purple segments** represent smaller percentages, implying minimal impact or alternative perspectives.

From this data, it's evident that nearly **77% (combined 39.7% + 37%)** of participants recognize that group activities may contribute to stress levels for those lacking technological proficiency. This reinforces the idea that insufficient digital literacy can hinder effective participation and collaboration in group-based tasks.

6. Lack of support at home is another obstacle that can impact students' success.

73 responses



When breaking down the pie chart percentages to understand how a lack of support at home influences student success:

- **43.8%** of respondents identify a lack of support at home as a significant obstacle.
- **38.4%** also highlight this issue, reinforcing its impact.
- **12.3%** consider it a lesser challenge but still relevant.
- **5.5%** of respondents don't view lack of home support as a major issue.

With **over 80% of responses** indicating that a lack of support at home affects students to some degree, this suggests that a stable and encouraging home environment is a crucial factor in academic success.

7. Students from low-income households have struggled to participate fully, which can widen the educational gap and badly affect their performance.

73 responses

Nearly **80%** of students from low-income households struggle to participate fully, which negatively impacts their performance and widens the educational gap.

- **About 31 students (42.5%)** face major challenges that significantly hinder their learning.
- **Around 27 students (37%)** experience moderate difficulties, requiring additional effort to stay engaged.
- **Approximately 13 students (17.8%)** have minor struggles but are still affected by systemic barriers.

This means that financial and resource limitations are a widespread issue, affecting a vast majority of students. Addressing these obstacles could lead to a more equitable learning environment.

The Second Stage: Qualitative Interpretation of Results

Interview Analysis

To strengthen the results and address any gaps left by the questionnaire, a qualitative method was used. This method is likely to provide more depth and uncover detailed information. Unlike the generalized results from questionnaires, qualitative research aims to achieve a clearer and more variation understanding of the issue being studied. It concentrates on exploring people's thoughts, feelings, behaviors, and knowledge. This part of the research was conducted through individual interviews. The collected information was then presented in a narrative format. 6 college teachers out of 13 responded were interviewed. Focused and telephone interview were conducted to focus attention on field of experience and skills. 30

Section One: Compare between of flipped classroom model and Traditional Teaching Methods

Q.1 What is the difference between flipped classroom model and Traditional Teaching Methods?

In flipped classroom, students engage with new material outside of class (e.g. through videos). In contrast traditional teaching method takes place in physical classroom setting, where learners attend in-person lectures and interact with teachers face –to-face

In traditional teaching, the teacher talks during class, and students do homework later at home. In the flipped classroom, students watch videos or read at home first, and in class, they ask questions, discuss, and do group activities. The teacher helps them more during class.

Q.2 Which one is more effective for you (compare between them)?

I think flipped classroom is more effective , students in flipped classrooms performed better than those in traditionally taught classes because students work at their own pace at home with many resources but traditional classroom focuses on one way teaching with limited resources and the teacher is in complete control of the learning environment.

Flipped classroom is more helpful. Students understand better because they can learn at their own speed and ask questions in class. Traditional teaching is okay, but many students just listen and forget later. Flipped classroom makes them more active and involved.

Section Two: Ways for enhancing students' engagement using the flipped classroom.

What are the best ways for enhancing students' engagement using the flipped classroom?

To enhance students engagement in a flipped classroom, focus on active learning strategies like discussions, collaboration, and problem solving. Prepare varied activities and technologies to keep students motivate and be sure that students have enough time with materials.

What are the best ways for enhancing students' engagement using the flipped classroom?

Answer:

1. Use short and interesting videos.
2. Give small quizzes to check if students watched the videos.
3. Do fun group work or projects in class.
4. Let students ask and answer questions with classmates.
5. Use apps or websites where they can share ideas before class.

Section Three: The Strategies of flipped class in classroom

What are the most effective strategies of flipped class in classroom?

1. Create lecture Videos
2. Use digital curriculum
3. Provide Demonstration Video
4. Give videos or reading before class.
5. Use group work or discussions during class.
6. Solve real problems in class, not just listen to theory.
7. Ask students to share what they learned.
8. Give small tests or ask questions often to check understanding

Keep pre-class materials short (5-10 min videos), use class for hands-on practice, and give quick feedback through mini-quizzes or polls.

Section Four: The Challenges that Facing Students while Implementing Flipped Classroom Model

What are the most challenges you face while implementing the flipped classroom model?

Answer:

Students can skip pre-work or lack tech access. Fix this with backup materials and small accountability checks.

1. Some students don't watch the videos before class.
2. Some have weak internet or no good device at home.
3. Students are not used to learning this way and don't prepare.
4. Some find it hard to study alone at home.
5. Teachers need more time to plan flipped lessons.
6. To be sure that every student has equal access to technology and resources.
7. How to design and create effective study materials.
8. Some students might find it difficult to practice self-directed learning.

Findings, Recommendation and Conclusion

5.1. Introduction

This chapter summarizes the findings from the data analysis and provides recommendations based on the research study. The study aims to explore impact of shifting from traditional methods to flipped learning: evaluating learning outcomes improvements through a questionnaire and interviews. Based on the results, the study seeks to provide recommendations that can enhance students' performance while implemented flipped learning process.

5.2 Findings

This study has discovered a lot of l key findings. First, compare and contrast between of flipped classroom model and traditional teaching methods, the result showed that flipped learning is preferred by the majority when it comes to enhancing practical application during contact time with teachers and peers.

The strategies of flipped learning were highly effective tools that showed a positive impact on the students' academic performance. Many of the students reported improvement and engagement in using tools like quizzes, reflections, online discussions, materials like videos or readings help students easy-to-understand the materials**.** These strategies highly developed background knowledge, communicative competence, critical thinking and encouraged collaboration, peer learning, and deeper understanding of concepts.

However, understanding flipped learning meaning within context was challenging for approximately half the students surveyed. Flipped learning can lead to increased stress and fatigue, like Edpuzzle , lack knowledge of technology, Google Classroom negatively affecting motivation and academic performance.

5.3. Recommendations

Develop Flipped Learning: Students should be encouraged to conduct flipped learning in order to participate in the learning process actively. This could be achieved by having them comment on videos, share their own video recommendations, or make self assessment.

Create more workshops: Train more students about how to use modern technology effectively for enhancing learning English.

Teachers should have conducted more strategies of flipped learning as much as possible so as to engage students, develop communicative competence and academic performance .

5.3 Suggestions for Further Study

- Evolving from Traditional to Flipped Teaching: Evaluating Learning Outcome Improvements
- Transforming Teaching Methods: Examining the Impact of Flipped Learning on Outcomes"
- From Conventional to Flipped Classrooms: Analyzing the Effects on Student Achievement
- Explore Obstacles Faced by Teachers and Students During Implementing Flipped Learning.
- The impact of Flipped learning on students engagement.

5.4 Conclusion

This study has shed light on the impact of shifting from traditional methods to flipped learning: evaluating learning outcomes improvements in promoting the English language among students at Jazan University. The

findings indicate that flipped learning can play an important role in the field of language education by suggesting diverse and engaging content that caters to different learning styles. Future research could explore obstacles faced by teachers and students, while implementing the differences between the two approaches. By building on these findings and recommendations, the study aims to enhance the strategies of flipped learning pedagogy and support for learners, ultimately improving learning outcomes in English and enhacing communicative competence.

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