

# THE TRADITIONAL

## TEACHING APPROACH AND THE FLIPPED CLASSROOM IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

EL ENFOQUE TRADICIONAL Y EL AULA INVERTIDA EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

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### ABSTRACT

This article has the entire purpose of establishing a relationship between the flipped classroom model and traditional face-to-face teaching one and involves examining their key characteristics, the benefits that both bring to the table in the learning contests, the strengths and weaknesses, challenges, and how they can complement each other. The incorporation of digital technologies and learning methods have been obtaining international repercussion in the improvement of the traditional English language teaching, including innovative approaches such as the online, mixed with the blending approach. The advantages of both methods lead to the fact of how teachers should use a combination of both methods sticking in the more modern methods to deal with the era of 21st century development and the different needs of students for better academic achievements. Assign online lessons or videos for homework, allowing classroom time to focus on discussions, practice, and application of the language in real-life contexts provide access to a wide range of texts and resources from different cultures and contexts, enriching the learning experience.

### Keywords:

Flipped classroom, face-to-face teaching, digital technologies, blending.

### RESUMEN

Este artículo tiene como objetivo establecer una relación entre el modelo de aula invertida y el modelo tradicional de enseñanza presencial e implica examinar sus características clave, los beneficios que ambos aportan en los concursos de aprendizaje, las fortalezas y debilidades, desafíos y cómo pueden complementarse entre sí. La incorporación de tecnologías digitales y métodos de aprendizaje han ido obteniendo repercusión internacional en la mejora de la enseñanza tradicional del idioma inglés, incluyendo enfoques innovadores como el online, mezclado con el blending. Las ventajas de ambos métodos llevan al hecho de que los profesores deberían utilizar una combinación de ambos métodos, apegándose a los métodos más modernos para afrontar la era del desarrollo del siglo XXI y las diferentes necesidades de los estudiantes de mejores logros académicos. Asignar lecciones o videos en línea para la tarea, permite que el tiempo en el aula se centre en discusiones, práctica y aplicación del idioma en contextos de la vida real y brinde acceso a una amplia gama de textos y recursos de diferentes culturas y contextos, enriqueciendo la experiencia de aprendizaje.

### Palabras clave:

Aula invertida, enseñanza presencial, tecnologías digitales, blending.

## INTRODUCTION

Currently, the teaching of English as a foreign language in Spanish-speaking countries faces various challenges that require innovative and effective approaches. One of the emerging methodologies that has gained popularity in the educational field is the flipping classroom, a pedagogical model that transforms the traditional teaching dynamic by reversing the order of instruction. Instead of receiving information in class and completing assignments at home, students access theoretical content through digital resources before attending face-to-face classes, where interaction, debate and active language practice are encouraged.

This approach not only promotes greater autonomy in learning, but also allows teachers to dedicate more time to practical and collaborative activities that reinforce the communication skills essential to mastering a foreign language. In this work, we will explore how the implementation of the flipped classroom can serve as an effective complementary resource for teaching English in Spanish-speaking contexts, analyzing its benefits, challenges and practical strategies for its integration into the educational curriculum. Through this research, we seek to contribute to the development of more dynamic and student-centered methodologies that respond to the specific needs of learning English in these cultural and linguistic environments.

As Spanish-speaking educators increasingly face the challenge of meeting diverse learner needs, the flipped classroom provides an innovative solution by enabling students to absorb material at their own pace. Consequently, classroom time can be devoted to collaborative activities, discussions, and practical applications of language skills, fostering an environment conducive to language acquisition. Furthermore, this model aligns well with the growing emphasis on technology integration in education, leveraging digital resources that resonate with modern learners. By exploring the flipped classroom as a complementary resource, educators can enhance the efficacy of English language instruction, addressing both linguistic and cultural dimensions while promoting greater student autonomy and engagement in their learning journeys.

The introduction of the flipped classroom model represents a transformative shift in the pedagogical landscape, particularly in the context of teaching English as a foreign language in Spanish-speaking countries. This approach, which reverses the traditional learning environment by delivering instructional content outside of the classroom—often via videos or digital platforms—allows for a more interactive and engaging in-class experience.

As Gilboy et al. (2015) point out, in the flipped classroom what is traditionally done in class and as homework is switched or flipped. It is nothing new from what we

have been doing up to now, all English teachers who feel for his or her profession has to assign something to be completed at home, but how about inviting learners to perform in public in front of other students specially the shy ones who don't perform in groups because they fear other students make fun of them. If we assign material to be studied in another environment out of the classroom at least the participation increases to a higher level.

Flipped teaching strategy has its theoretical basis in schema theory, and is one of the novel teaching strategies that can help to achieve a blended learning context (Alharbi, 2015; Capone et al., 2017). Four years later (Zhu, 2021) sustains that flipped learning is a new form of blended learning that has inverted the traditional instructional cycle. Also, with a close idea of this kind of teaching model (Strayer, 2012) holds the idea that lecture and instructional contents are moved outside of the classroom environment, and allow learners to have more practice and interaction inside the classroom.

As we all know, in the Traditional Classroom the teaching feed the students dealing with the presentation of the contents then, a controlled practice and all the drilling involved and finally the typical homework. Using this popular teaching method teacher turn students into a box to be filled with toys speaking metaphorically, a hard drive loaded with information in this case the contents. The fact that a good interaction takes place or not is a shoe to be dropped. In other words, teacher spends more time in teaching being the authority of knowledge, and the presentation of teaching contents is all on him/her. When dealing with the Flipped Classroom, students already know what they will learn in advance so that they have certain knowledge about it. During the lesson, discussions take place about a previously indicated topic or unsolved content issue.

The Traditional Classroom regards knowledge itself as the target of research. The Flipped Classroom treats knowledge from the perspective of human development, regarding students as the real cognitive subject of knowledge, which means that students are not the warehouse that store knowledge.

## DEVELOPMENT

In the last 10 years or so, the scenario of English as a Foreign Language (EFL) teaching has experienced significant development, particularly with the introduction of innovative methodologies like the flipped classroom approach, this pedagogical model significantly changes the traditional educational criterion.

Traditional EFL teaching typically follows a teacher-centered model, where the instructor delivers content through lectures and direct instruction during class time, while students engage in practice and homework assignments outside of class. This approach is well-documented by authors such as Richards & Rodgers

(2014), who emphasize the importance of structured lesson plans and the role of the teacher as the primary source of knowledge. In contrast, the flipped classroom model, popularized by educators like Bergmann & Sams (2012), reverses this conventional structure by shifting the acquisition of knowledge outside the classroom, often through video lectures or online resources, while utilizing class time for interactive, hands-on activities that promote deeper learning and engagement. The flipped classroom approach encourages active learning and collaboration among students, allowing them to engage more meaningfully with the material.

According to studies by Bishop & Verleger (2013), this method fosters a more student-centered environment, where learners take responsibility for their own learning and can progress at their own pace. In the last five years, research has shown that the flipped classroom can lead to improved student outcomes in language acquisition, as evidenced by findings from scholars like Shyr & Chen (2018), who found that students in flipped classrooms demonstrated higher levels of engagement and better performance on assessments compared to those in traditional settings. Furthermore, the integration of technology in the flipped classroom model aligns well with contemporary educational trends and students' preferences for digital learning tools, as discussed by Garrison & Vaughan (2008).

This technological aspect allows for a more personalized learning experience, where students can revisit materials as needed, catering to diverse learning styles and paces. However, traditional EFL methods still hold value, particularly in contexts where access to technology is limited or where students may benefit from direct instruction and structured guidance. Authors like Ur (2012) argue that traditional approaches provide a solid foundation for language learning, especially for beginners who may require more scaffolding before engaging in independent learning activities. Nonetheless, the flipped classroom model has gained traction due to its flexibility and adaptability to various educational contexts, making it increasingly relevant in today's globalized world. In summary, while traditional EFL teaching methods have their merits, the flipped classroom approach offers a dynamic alternative that enhances student engagement and promotes active learning, reflecting a shift towards more learner-centered pedagogies in the field of language education.

The field of education has undergone significant transformations, prompting educators to reevaluate traditional teaching methodologies in light of emerging pedagogical frameworks. At the forefront of this evolution is the contrasting paradigms of the traditional teaching approach and the flipped classroom model. Traditional teaching often relies on direct instruction, where educators deliver content in a linear fashion during class time, typically followed by homework

assignments that reinforce learning. This approach, while effective in delivering information, often limits student engagement and does not cater to varying learning paces within a diverse classroom environment. In contrast, the flipped classroom model reverses this paradigm by shifting instructional content outside the classroom through pre-recorded lectures, online resources, and other media.

This innovative strategy allows students to engage with the material at their own pace before class, thereby transforming classroom time into an interactive space where students can engage in collaborative activities, discussions, and hands-on learning. By inverting the conventional structure, the flipped classroom promotes not only deeper understanding of the subject matter but also cultivates critical thinking and problem-solving skills among students. Consequently, this comparison between traditional teaching and the flipped classroom approach serves as a crucial examination of how educational practices can adapt to meet the needs of 21st-century learners. As we delve deeper into the merits and challenges of each model, it becomes paramount to analyze their impacts on student engagement, retention, and overall academic performance, illuminating the ways in which these methodologies can shape educational outcomes in an increasingly digital world.

### The changes of the educational environment after the Pandemic.

The COVID-19 pandemic has fundamentally transformed the landscape of education, necessitating innovative teaching methods to adapt to unprecedented challenges. One such method that emerged as particularly effective during this time is the flipped classroom approach. This pedagogical model, which reverses traditional teaching dynamics by delivering instructional content outside of the classroom—often through videos or online resources—while utilizing in-class time for interactive, hands-on activities and discussions, proved essential for maintaining educational continuity during lockdowns and social distancing measures. As educators faced the urgent need to transition to remote learning, the flipped classroom model allowed for a more flexible and engaging learning environment. Students could access lectures at their own pace, revisiting complex concepts as needed, which catered to diverse learning styles and paces.

This asynchronous component was crucial during the pandemic when many students faced varying challenges at home, including limited access to technology, family responsibilities, or mental health struggles. By freeing up classroom time for collaborative projects, discussions, and personalized support from teachers, the flipped classroom approach fostered a sense of community and interaction that many students missed during isolated online learning experiences.

Furthermore, the model encouraged self-directed learning, empowering students to take ownership of their education—a skill that is increasingly vital in today's rapidly changing world. As schools began to reopen, the relevance of the flipped classroom approach continued to resonate.

Educators recognized that hybrid models combining in-person and online learning could enhance educational resilience against future disruptions. The flipped classroom not only addresses immediate challenges posed by the pandemic but also prepares students for a future where digital literacy and adaptability are paramount. Additionally, it enables teachers to differentiate instruction more effectively, catering to individual student needs while maximizing engagement and participation. The post-pandemic educational landscape will likely continue to embrace the flipped classroom model as it aligns with contemporary educational goals of fostering critical thinking, collaboration, and lifelong learning. In conclusion, the necessity of employing the flipped classroom approach during and after the COVID-19 pandemic cannot be overstated; it has emerged as a vital strategy for enhancing student engagement, promoting equity in learning opportunities, and equipping learners with essential skills for navigating an increasingly complex world. As we move forward, integrating this approach into mainstream education will be crucial for building resilient learning environments capable of withstanding future challenges. ChatGPT, OpenAI.

The use of flipped classroom teaching-learning technique is not new in the world of learning English language around the world. Its use goes back for almost 20 years, but it was not widely used by then. The Pandemic COVID-19 changed the world in all kind of sense. UNESCO played a crucial role during the cruel period of the pandemic- 19, schools closed worldwide preventing getting things worse by spreading the deadly virus, the worldwide organization launched initiatives so students and teachers could keep on track. The idea of providing guidelines for distance learning solutions.

The closure of the schools affected millions of students and educators globally. It highlighted the challenges and inequalities present in access to technology and educational resources. All this sad situation was turned into the strategy of retake the use of the remote or blending learning model and of course, it meant also the flipped learning. With the sudden dead of the face-to-face teaching learning model, the flipping ones came to light, turning into the only solution by then.

One of the most prominent figures associated with this model are Bergmann & Sams (2012), who are often credited with popularizing the flipped classroom approach in their book "Flip Your Classroom: Reach Every Student in Every Class Every Day." The flipped classroom model involves reversing traditional teaching

styles by delivering instructional content online outside of the classroom and moving activities, including those that may have traditionally been considered homework, into the classroom.

The COVID-19 pandemic posed significant challenges to global education systems, it also accelerated the adoption of innovative teaching methods, such as the flipped classroom, driven by organizations like UNESCO. The lessons learned during this period may shape the future of education for years to come or more.

Going back today to the "normality" this teaching and learning model along with the blending one have been playing an important role in the education system not just in the teaching of the English language but in the teaching of all material.

It has like everything the use of flipping thing in our classroom has advantages and disadvantages regarding to the traditional way of teaching. It also has its benefits and huge challenges in the same way the face to face has itself.

### Flipped Learning classroom in a balance with the Traditional one

In the flipped learning classroom, students actively participate in the learning process and become responsible for their own learning. Moreover, as there is not much traditional lecturing taking place, there is more class time for teachers to conduct problem solving and higher order learning activities to challenge strong learners whereas provide individualized learning support to weaker students (Kim et al., 2014). Learning in flipped classroom is self-paced and allows students to access learning activities at their own convenience based on the flexibility of "anywhere, anytime" (Wang & Zhu, 2019). This is what we teachers have been longing for, isn't it? it is like too ways streets, they learn from us and since they use the modern technology that contains updated information, we learn from them.

The Traditional teaching of the English language typically refers to a structured and formal approach to language instruction that emphasizes grammar, vocabulary, and reading comprehension. Today, Traditional teaching is beneficial for students who thrive in structured environments with immediate teacher support, while the flipped classroom promotes a more engaging and self-directed approach to learning. The best choice often depends on the specific educational context, the needs of the students, and the goals of the course

Here on, a comparison is made between the two methods of learning, each approach has different advantages. In the Traditional Face-to-face Teaching a direct interaction is displayed and the students has access to the teacher feedback by asking and looking for demanding clarification. This also means



that real-time feedback and a possible verification of a desired comprehension is provided by the teacher.

In the Flipped learning a flexible learning pacing is displayed where using technology and sometimes online resources, students can have access of all kind a teaching-learning materials and without the pressure of a teacher or other students listening. The students learning styles are not a big issue here.

In the classroom a structured environment is achieved providing effective educational practice under a number of keys. The teachers establish and communicate clear rules to be followed by the students in everyday lesson. In the institutional procedures daily routines are established for various activities (e.g., starting the day, transitioning between subjects, group work). Consistency helps students feel secure and allows them to focus on learning rather than navigating uncertainty.

For instance, and putting those teaching approaches in a balance, Jdaitawi (2020) performed a quantitative comparative study between traditional and flipped classroom approaches by analyzing their effects on some of his students and found that flipped

The traditional approach to English language learning often relies heavily on direct instruction, rote memorization, and passive learning methods. This conventional model typically places the teacher at the center of the classroom, delivering lectures while students listen, take notes, and complete exercises. While this method can provide foundational knowledge, it often fails to engage students actively or cater to diverse learning styles. As a result, many learners may struggle to develop practical language skills necessary for real-world communication.

One significant downside of this approach is the lack of opportunities for meaningful interaction and collaboration among students. Language acquisition thrives in environments where learners can practice speaking, listening, reading, and writing in authentic contexts. Traditional methods often limit these interactions, leading to a lack of confidence and fluency in using the language. Additionally, the emphasis on standardized testing can create a high-pressure environment that stifles creativity and intrinsic motivation.

In contrast, incorporating technology into English lessons can revolutionize the learning experience. Models such as blended learning and flipped classrooms leverage digital resources to create more dynamic and interactive environments. For instance, using online platforms for video lessons allows students to learn at their own pace, revisiting challenging concepts as needed. Additionally, technology facilitates collaborative projects through tools like discussion forums and group chats, encouraging peer interaction and enhancing language practice.

Moreover, technology can provide access to a wealth of authentic materials—such as podcasts, videos, and articles—that expose students to varied accents, cultural contexts, and real-life scenarios. By integrating these technological models into English language instruction, educators can foster a more engaging, personalized, and effective learning experience that prepares students for real-world communication challenges.

Horwitz (2001) emphasizes that this anxiety can negatively affect students' motivation and overall language acquisition. Traditional approaches may not provide the supportive and interactive environment that can help alleviate such anxiety. Instead, she advocates for more communicative and student-centered teaching methods that foster a sense of safety and encourage active participation, thereby reducing anxiety and promoting more effective learning. Horwitz discusses the impact of anxiety on language learners, particularly in the context of traditional teaching approaches.

She highlights that students often experience heightened anxiety in language learning environments that rely heavily on teacher-centered methods, such as rote memorization and passive learning. This anxiety can stem from various factors, including fear of making mistakes, concerns about being judged by peers, and the pressure to perform well in a high-stakes environment. Li et al. (2024) in China have tried to investigate the effect of this new teaching mode on college students' learning anxiety. Though they have found multiple factors responsible for Students' English learning anxiety, including learners' English proficiency, motivations, interests, design of tasks, interpersonal cooperation, the teachers, and evaluation modes, some concluded that Flipped classrooms could decrease learners' learning anxiety.

The blending approach to teaching and learning English as a foreign language offers numerous advantages, particularly when the pressure of traditional teaching methods is removed. This approach combines digital learning with face-to-face interaction, fostering a more engaging and personalized learning environment. as it was pointed out before, students can progress at their own pace, allowing them to absorb the material more effectively without the anxiety often associated with exams or strict deadlines.

This self-directed learning empowers students to take control of their education, encouraging intrinsic motivation and greater accountability. Additionally, the blending approach provides access to diverse resources, including online videos, interactive exercises, and language apps, which cater to different learning styles. This variety not only keeps students interested but also allows them to practice their skills in real-world contexts. Collaborative online platforms promote communication among peers, enabling them to practice English in a supportive environment.

Feedback can also be more constructive and focused when teachers are not in a high-pressure situation, allowing for tailored guidance. Overall, blending offers an innovative and flexible method for learning that promotes a positive attitude towards language acquisition while minimizing stress and maximizing motivation.

On the other hand, students learning English as a foreign language often experience a significant boost in confidence when using technology to study at home. Using digital tools such as language learning apps, online courses, and interactive platforms provide a safe and flexible environment for practice. These resources allow learners to progress at their own pace, enabling them to focus on areas where they feel less confident.

Moreover, technology facilitates access to authentic materials, such as videos, podcasts, and articles, which immerse students in real-world language use. This exposure helps them improve their listening and comprehension skills while building vocabulary in context. Additionally, many platforms offer instant feedback through quizzes and exercises, allowing students to recognize their progress and identify areas for improvement. ChatGPT, OpenAI.

By using the support of online learning can also reduce the fear of making mistakes, which is often a significant barrier in traditional classroom settings. Students can practice speaking through language exchange apps or virtual conversation partners without the immediate pressure of peers watching. Overall, technology empowers students by providing diverse resources and a supportive environment, ultimately enhancing their confidence in using English in both written and spoken forms. This newfound assurance can translate into greater participation and success in their language-learning journey.

Traditional teaching, often characterized by direct instruction where teachers deliver lectures and students passively absorb information, provides a structured learning environment. Its advantages include a clear framework for lesson delivery, which can be beneficial for students who thrive in a predictable setting. Teachers can maintain control over the pace of instruction, ensuring that all students are exposed to the same material simultaneously. This method also allows for immediate feedback during class discussions and assessments, enabling teachers to identify areas where students may struggle. However, traditional teaching can also lead to disengagement, particularly among students who may require more interactive or hands-on learning experiences. The reliance on rote memorization and passive learning can hinder critical thinking and limit opportunities for students to practice their speaking and listening skills—crucial components in mastering a language like English., particularly in the teaching of the English language, the choice between traditional teaching methods and the flipped classroom

model has sparked considerable debate among educators.

Each approach comes with its own set of advantages and disadvantages, impacting student engagement, learning outcomes, and overall language acquisition. When considering which approach may best support English language learners in today's educational landscape, it becomes clear that the flipped classroom holds significant advantages. The emphasis on active learning and collaboration aligns well with the communicative approach to language teaching, which prioritizes meaningful interaction as a vehicle for language acquisition. Furthermore, the flexibility inherent in the flipped model allows for differentiated instruction tailored to the diverse needs of students, accommodating varying proficiency levels and learning styles. This adaptability is particularly crucial in multilingual classrooms where students may come from different linguistic backgrounds and have varying degrees of familiarity with English.

The Flipped Classroom model significantly shifts the traditional educational paradigm by emphasizing student agency and engagement in the learning process. Here's how it treats knowledge from a human development perspective:

1. **Active Learning:** In a Flipped Classroom, students engage with instructional content (like videos or readings) at home, allowing classroom time to be devoted to active learning activities, discussions, and collaboration. This approach acknowledges students as the genuine cognitive subjects of their learning, encouraging them to explore and construct knowledge on their own terms.
2. **Personalized Pacing:** The model allows students to learn at their own pace. Some may grasp concepts quickly while others may need more time. This flexibility recognizes individual differences in learning styles, promoting a personalized educational experience.
3. **Critical Thinking and Problem Solving:** By engaging in hands-on activities during class, students are encouraged to think critically and apply knowledge to real-world problems. This experiential learning fosters deeper understanding and cognitive development, prioritizing higher-order thinking skills.
4. **Peer Collaboration:** The Flipped Classroom often incorporates group work and peer teaching, which emphasizes social interaction as a critical component of learning. This collaboration helps students learn from one another, further validating their role as active contributors to the learning environment.
5. **Feedback and Reflection:** With more time for interaction in class, teachers can provide immediate feedback and facilitate reflection on the learning process. This fosters a growth mindset and helps students become more aware of their learning strategies and cognitive development.

6- We can forget that it also that the responsivity and autonomy is Increased so:

- Empowers students to take charge of their own learning by preparing before class.
- Promotes greater engagement and accountability among learners.

Access to Resources:

7 - Students can access recorded lessons and resources whenever and wherever they want, promoting continuous learning.

Disadvantages and challenges of the flipped classroom approach.

Digital Divide: regretfully is no a secret that all students have equal access to the necessary technology or a good internet, it leads to increase educational inequality.

Teacher Training: Many educators faced a steep learning curve in adopting new technologies and methodologies effectively.

Student Motivation:

Some students may experience lack motivation to engage with pre-class materials. If they do not complete these tasks, they may struggle during in-class activities. Also, the responsibility for their own learning. Students who are not used to self-directed learning may find it challenging to adapt.

- The flipped classroom depends on students taking

4. Quality of Pre-Class Materials:

- The effectiveness of the flipped classroom depends heavily on the quality and clarity of the pre-class materials (videos, readings, etc.). Poorly designed resources can lead to confusion and disengagement.

5. Classroom Management:

- In-class time is often more interactive and collaborative, which can be difficult to manage if some students are unprepared or if there is a wide range of proficiency levels among learners.

6. Instructor Workload:

- Preparing high-quality pre-class materials and designing engaging in-class activities can increase the workload for instructors, potentially leading to burnout.

7. Assessment Challenges:

- Assessing student understanding and progress can be more complex in a flipped classroom model since traditional assessment methods may not align well with this approach.

8. Cultural Resistance:

- In some educational cultures, traditional teaching methods are deeply ingrained. Students and parents may resist changes to established practices.

9. Limited Interaction with Teachers:

- Some students might feel that they miss out on direct interaction with teachers during lectures, which can be crucial for language acquisition and clarification of doubts.

10. Diverse Learning Styles:

- The flipped classroom approach may not cater effectively to all learning styles; some students might benefit more from direct instruction rather than self-paced learning.

## Disadvantages

1. Inconsistent Learning Outcomes:

- Variability in how well students engage with pre-class materials can lead to inconsistent learning outcomes within the same class.

2. Overemphasis on Technology:

- A heavy reliance on technology might alienate those who prefer traditional methods or struggle with digital literacy.

3. Time Management Issues:

- Students may mismanage their time when balancing pre-class work with other responsibilities, leading to incomplete preparation for class activities.

4. Peer Collaboration Challenges:

- Group work dynamics can be affected if some members come unprepared or lack foundational knowledge necessary for effective collaboration.

5. Feedback Limitations:

- Immediate feedback during lectures is often lost; instructors must find alternative ways to provide timely feedback on student progress outside of class time.

6. Potential for Increased Anxiety:

- Students who struggle with self-directed learning might experience increased anxiety about keeping up with course expectations without direct supervision from instructors.

7. Difficulty in Maintaining Engagement:

- Keeping students engaged during both pre-class activities and in-class discussions requires careful planning; otherwise, interest levels may wane over time.

## Advantages of the Traditional approach in teaching English.

Harmer (1991), stated the characteristics of the Traditional Teaching of English Language and structured learning. Traditional methods often follow a well-defined syllabus, making it easier for both teachers and students to track progress and stay organized. Balla (2023) then states that in the Teacher-Centered Approach the teacher plays a central role, allowing them to guide the learning process and provide immediate feedback, which can be beneficial

for students needing direct support. In other words, the teacher is the primary source of knowledge, which can be advantageous for students who benefit from direct instruction and guidance.

Richards & Rodgers (2014), claim somehow that the teacher-centered approach can provide clear structure and direct guidance, it may limit student autonomy and engagement. From a point of view, this can be a downside, especially in language learning, where interaction and communicative practice are crucial for developing proficiency.

The Traditional approaches may not provide sufficient opportunities for students to engage in meaningful communication or real-life language use. The focus is more on accuracy than fluency, often leading to less emphasis on speaking and listening skills. Its use provides a solid foundation in grammar and vocabulary, thus, a lack of focus on communication and interaction, is observed and every single teacher should know that both are essential components of language learning in modern contexts.

## CONCLUSIONS

The traditional teaching format and the flipped classroom model represent two distinct pedagogical approaches that have significant implications for the teaching of the English language in schools. Traditional teaching, characterized by a teacher-centered approach, typically involves direct instruction where educators deliver content through lectures, followed by practice and assessment. This method has been the cornerstone of education for decades, providing a structured environment where students receive information in a linear fashion. However, it often limits student engagement and fails to accommodate diverse learning styles, as it predominantly emphasizes rote memorization and passive learning. In contrast, the flipped classroom model seeks to invert this traditional dynamic by shifting the delivery of content outside the classroom, often through video lectures or online resources, allowing class time to be dedicated to interactive, hands-on activities that promote deeper understanding and collaboration among students. This approach encourages active learning, critical thinking, and peer-to-peer interaction, which are essential for mastering the complexities of the English language. By engaging students in discussions, group work, and practical applications during class time, teachers can foster an environment that cultivates language skills in a more meaningful context.

The effectiveness of these two models can vary greatly depending on several factors, including student demographics, teacher preparedness, and available resources. For instance, in a traditional setting, teachers may find it easier to manage classroom behavior and maintain a consistent pace for all students. However,

this can lead to disengagement among those who may need more personalized attention or who learn at different rates. Conversely, the flipped classroom model can empower students to take ownership of their learning by allowing them to review materials at their own pace and revisit complex concepts as needed. This flexibility can be particularly beneficial in language acquisition, where repetition and practice are crucial for developing proficiency. Additionally, the flipped classroom promotes a collaborative learning atmosphere where students can engage in discussions that enhance their speaking and listening skills—key components of language learning that are often underemphasized in traditional formats.

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The author declares no conflicts of interest.

### Author Contributions:

Julio Martínez-Chiong: Conceptualization, data curation, formal analysis, investigation, methodology, supervision, validation, visualization, writing – original draft, and writing, review, and editing.