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The Impact of Flipped Classroom Instructional Model in Teaching English as a Second Language (ESL) Among Lower Secondary Pupils

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Abstract

English is a global language that most people use all around the world. English is the second language vastly used as a communication tool in daily life in Malaysia. It is also a compulsory subject to learn at schools from primary school to secondary school. However, many second language learners may have higher possibilities of facing various challenges in learning English as a Second Language (ESL) in Malaysia. Hence, the purpose of this study was to compare the flipped classroom and traditional classroom teaching approaches in secondary school pupils' overall English language performance in these particulars: Grammar, Reading, and Writing, as well as to evaluate the perceptions of flipped learning experience among lower secondary pupils in learning ESL. The study was conducted quantitatively with a quasi-experimental method set in pre and post-tests design and consisted of 50 pupils separated equally into control and experimental groups. Seven weeks of lessons were conducted for both control and experimental groups. One-way analysis of covariance (ANCOVA) was used to adjust the pre-test scores of experimental group and study whether there are any significant differences on the effectiveness by implementing flipped classroom approach in experimental group despite the covariate (pre-test score) exists.

After the post-test was conducted in the experimental group, the pupils were given a set of questionnaires containing 14 items to respond to and gauge their perceptions of flipped classroom learning experience based on motivation, effectiveness, engagement, and satisfaction. Findings reveal that the pupils in the experimental group achieved higher scores than the control group on their post-test scores in learning Grammar, Reading, and Writing by implementing a flipped classroom teaching approach. Also, the questionnaire's evidence

indicated that most of the pupils had favorable perceptions of flipped classroom learning experience in the experimental group. This study indicates that flipped classroom teaching approaches positively enhanced pupils' academic performance and learning experience.

Keywords: flipped classroom, English as a second language, grammar, reading, writing, motivation, effectiveness, engagement, satisfaction, pre-post-tests, quasi-experimental

1. Introduction

English is a significant global language or lingua franca that people apply as a daily communication tool in business industries such as international trade, diplomacy, mass entertainment, international telecommunications, and publications in the 21st century (Rao, 2019). The Malaysia Examination Council (2006) stated that the Malaysian University English Test (MUET) was advocated in the Malaysian educational system in 1999. Students have to achieve a certain English literacy requirement to pursue their studies at the tertiary level of education. It has also been stated as one of the key attributes in Malaysia Education Blueprint 2013-2025 (Preschool to Post-Secondary Education) that students would be able to work in both Bahasa Malaysia (National) and English (International) language environments.

It is a compulsory subject to take at schools, and certain schools have the option to choose English as a medium of instruction for subjects such as Maths and Science to instruct students. It is also one of the requirements for learners to further their studies in tertiary education in Malaysia. On top of that, English is also the dominant international language that exchanges vast information through oral communication daily (Khalijah Mohd Nor et al., 2019). English is deemed the official language to communicate and connect across the globe most of the time. Despite different people who speak and inherit their mother tongue or first language, English is the de facto language in the world today. According to Foo & Richards, C. (2004), English is widely used in commercial and business industries. Therefore, learners need to be taught to have the basic language literacy in four skills – reading, writing, listening, and speaking.

However, the challenges and issues that we're facing in teaching and learning English in Malaysia show the impediment of learners in achieving a standard level of English proficiency. According to the EF English Level for School Index (EF EPI-S), Malaysia has dropped significantly in the global English proficiency range since 2017. The proficiency trend index shows that Malaysia is ranked 30th out of 100 countries with moderate English proficiency, where the ranking was below Singapore and the Philippines in 2020. Studies also show that many students still face difficulties acquiring English literacy (Adnan 2017; Jalaludin et al. 2008). Learners may need a strong language literacy such as choices of words, vocabulary, and a variety of grammar to integrate comprehensively while using English daily. They may face challenges in understanding long sentences with limited vocabulary knowledge at the tertiary level of education (Ahmad Mazli Muhammad, 2007; Nambiar, 2007; Zaira Abu Hasan, 2008).

From the perspectives of teaching and conducting lessons, there are different aspects of challenges in teaching ESL that teachers experience at schools, such as limited support in planning curriculum content and lack of resources to develop engaging and immersive learning contents or lessons to enhance learners' language competency in English for the post-millennial generation or Generation Z (people who born in between 1995 and 2015) and even later, Generation Alpha (youngsters who born in between 2011 and 2025) who are widely adaptable in the exposure of digital age (Muhamad Khairul Ahmad, 2019). Hence, many solutions have been initiated to enhance the pedagogy in teaching the younger generation. Technology is one of the tools to intervene and implement in the learning process, notably the Internet in the 21-century education system (Adnan, 2019; Mohd, Adnan, Yusof, Ahmad & Mohd Kamal, 2019). Educators and students can utilize advanced and modern technology in teaching and learning.

The social-Constructivist learning theory by Lev Vygotsky is the leading theory underpinning this research study. People are said to learn and gain knowledge from what they know. Lev Vygotsky (1978) stated that social constructivist learning theory is utterly student-centered learning because they define and develop based on their own experience and understanding. In other words, learners create their meaning based on their own experiences in learning. According to Vygotsky (1978), social constructivism occurs on two levels in every child's cultural development. The first level is on social status, and the second level is on the individual level. The first level indicates (inter-psychological) in which the learning occurred between one and another, for instance, from subject experts or peers. The second level is (intra-psychological), which occurs within individuals. In addition, Vygotsky also explained that learners perceive the world from the role of language and culture and, through experience, communicate and understand the reality to provide a structure in learning. Therefore, pedagogies are crucial to delivering positive learning and sustaining learners' learning engagement.

There are plenty of innovative and modern teaching strategies which adapt to digital teaching tools such as an online educational platform. Technology provides an excellent platform for learners to learn according to their pace anytime, anywhere, and it assists teachers in solving the problems of teaching passively or teacher-centered in the classroom. Thus, the flipped classroom is the focus of the study to implement as an instructional strategy to increase learners' achievement and motivation. Advocating the use of flipped classrooms helps students achieve a higher level of cognitive thinking based on Bloom's Taxonomy theory with Remembering, Understanding, Applying, Analysing, Evaluating, and Creating (Bloom, 1969). Students can understand the contents by engaging themselves outside of the classroom, Flipped Learning Network (2014). Besides that, learners can learn through flipped classroom activities such as watching videos and lecture slides with educational technology platforms and extending classroom activities such as discussion, group work, and collaborative learning.

It promotes positive and meaningful lessons for students by providing various class activities (Rajesh, 2015). Learners can spend time in their self-learning and engage with instructors in many active activities such as discussion, assignments, and quizzes. They can activate

learners' prior knowledge in the pre-learning process outside the class. It has changed the teaching and learning mode of many traditional instruction classrooms Ullman (2013). Students can learn effectively at their own pace accordingly by watching videos assigned by the instructor. Pre-learning allows learners to have the flexibility to pause, rewind, and replay the videos regardless umpteenth time. It can strengthen the level of comprehension and students' understanding of the contents. Flipped classroom shift from teacher-centered to student-centered to improve student's learning experience in English class Zeng (2016); Zhang (2018). The knowledge can be applied during the class activities actively. At the same time, teachers can access students' knowledge and understanding of the contents that had assigned students to preview earlier before the class.

According to the developers of flipped classrooms Bergmann & Sams (2012), flipped classrooms emphasize the higher-order thinking skill that integrates online learning with face-to-face learning to promote a student-centered learning experience. Based on the research carried out by Zappe et al. (2009), the study finding corresponded to the outcomes where flipped classroom approach enhanced learners' overall understandings of the subject, and Yestrebsky (2016) also found that learners who experienced flipped classroom learning have an apparent discrepancy academic achievement compared to traditional classroom learning in the research of investigating the effectiveness of flipped classroom implementation to improve students' final grades. Another highlight of this research study is to have a complete point of view from teachers and learners because it inevitably shifts the learning mode to virtual learning. After all, the COVID pandemic started at the end of 2019 Du Toit, Zhou, et al. (2020), and it was still existing in 2021. Many people have been affected by the impact of COVID same goes for the education sector as well. The current teaching and learning trend has shifted from the usual routine and how school teachers and learners adapt to the new normal of learning during Movement Control Order (MCO) and many other restriction aspects.

2. Objectives

This research aims to determine the impact of the teaching strategy by using flipped classroom model to examine whether it shows the significant changes in students' learning progress in English as Second Language (ESL) and their perception of flipped learning.

a. To compare the differences between the flipped classroom and traditional classroom teaching approaches in secondary school pupils' overall English language performance.

b. To compare the scores among lower secondary pupils in learning Grammar with flipped classroom and traditional classroom teaching approaches.

c. To compare the scores among lower secondary pupils in learning Reading with flipped classroom and traditional classroom teaching approaches.

d. To compare the scores among lower secondary pupils in learning Writing with flipped classroom and traditional classroom teaching approaches.

e. To evaluate the perceptions of flipped learning experience among lower secondary pupils in learning English as Second Language (ESL).

3. Hypothesis

H_{01}: There is no statistically significant difference between the flipped classroom and traditional classroom teaching approaches in secondary school pupils' overall English language performance.

H_{02}: There is no statistically significant difference among lower secondary pupils in learning Grammar with a flipped classroom teaching approach compared with a traditional classroom approach.

H_{03}: There is no statistically significant difference among lower secondary pupils in learning Reading with flipped classroom teaching approach compared with the traditional classroom teaching approach.

H_{04}: There is no statistically significant difference among lower secondary pupils in learning Writing with flipped classroom teaching approach compared with a traditional classroom teaching approach.

4. Method

This study was conducted with the quasi-experimental method by comparing the learners' post-test scores between experimental and control groups. The sample of this research study was 50 pupils selected from the lower forms: Form 2 (second year at secondary school) and Form 3 (third year at secondary school). Their proficiency level in English is below intermediate to intermediate. The sample was then divided equally into experimental and control groups. After completing seven weeks of the lessons, the experiment group was given a questionnaire to rate their perception of the flipped learning experience.

5. Results

RQ1: Differences between flipped and traditional classroom teaching approaches in secondary school pupils' overall English language performance.

As depicted in Table 1, a one-way ANCOVA test was conducted to compare the independent groups between the experimental and control groups on the overall ESL learning performance based on their pre-test and post-test. The pre-test scores from the experimental and control groups have been included as the covariate in the analysis. The analysis implies a significant difference in the post-tests between the independent variables of the experimental group and control group [$F(1,47) = 24.256$, $p=.000$; partial eta squared = .340] when pre-tests scores were adjusted as the covariate. Hence, the null hypothesis is rejected as $p < .05$. The result indicated that by implementing flipped classroom approach, pupils achieved better scores in

the overall performance in learning ESL compared to the control group. The mean scores also implied that the experimental group had a higher mean score (M=63.64, SD=8.416) than the control group (M=52.96, SD=17.143) in the post-test, respectively.

Table 1. ANCOVA for between-subject Effect in Overall ESL Performance

Descriptive Statistics (Post-test)

Group	Mean	Std. Deviation	N
Experimental	63.64	8.416	25
Control	52.96	17.143	25
Total	58.30	14.413	50

Levene's Test of Equality of Error Variances
Dependent Variable: Post-test Score (Experimental group)

F	df1	df2	Sig.
3.501	1	48	.067

Tests of Between-Subjects Effects
Dependent Variable: Post-test Score (Experimental)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	5244.119[a]	2	2622.059	24.975	.000	.515
Intercept	706.132	1	706.132	6.726	.013	.125
Pre-test scores	3818.339	1	3818.339	36.370	.000	.436
Group	2546.586	1	2546.586	24.256	.000	.340
Error	4934.381	47	104.987			
Total	180123.000	50				
Corrected Total	10178.500	49				

a. R Squared = .515 (Adjusted R Squared = .495)

RQ2: Differences among lower secondary pupils in learning Grammar with flipped classrooms and traditional teaching approaches.

As depicted in Table 2, a one-way ANCOVA test was conducted to compare the independent groups between the experimental and control groups on the Grammar scores performance based on their pre-test and post-test. The pre-test scores from the experimental and control groups have been included as the covariate in the analysis. Based on Table 2, the analysis implies a significant difference in the post-tests between the experimental and control groups' independent variables. [F (1,47) =15.984, p=.000; partial eta squared = .254] when pre-tests scores were adjusted as the covariate. Hence, the null hypothesis is rejected as p <.05. We can conclude that by implementing flipped classroom approach, pupils achieve better scores in

learning Grammar compared to the control group. The mean scores also implied that the experimental group had a higher mean score (M=21.20, SD=3.291) than the control group (M=18.04, SD=5.594) in the post-test.

Table 2. ANCOVA for between-subject Effect in Grammar

Dependent Variable: Post-test Grammar (Post-test)

Group	Mean	Std. Deviation	N
Experimental	21.20	3.291	25
Control	18.04	5.594	25
Total	19.62	4.814	50

Levene's Test of Equality of Error Variances
Dependent Variable: Post-test Grammar (Experimental group)

F	df1	df2	Sig.
.052	1	48	.820

Tests of Between-Subjects Effects
Dependent Variable: Post-test Grammar (Experimental group)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	472.949[a]	2	236.474	16.768	.000	.416
Intercept	121.703	1	121.703	8.630	.005	.155
Pre-test scores	348.129	1	348.129	24.685	.000	.344
Group	225.419	1	225.419	15.984	.000	.254
Error	662.831	47	14.103			
Total	20383.000	50				
Corrected Total	1135.780	49				

a. R Squared = .416 (Adjusted R Squared = .392)

RQ3: Differences among lower secondary pupils in learning Reading with flipped classroom and traditional classroom teaching approaches.

As depicted in Table 3, a one-way ANCOVA test was conducted to compare the independent groups between the experimental and control groups on the Reading scores performance based on their pre-test and post-test. The pre-test scores from the experimental and control groups have been included as the covariate in the analysis. Based on Table 3, the analysis implies a significant difference in the post-tests between the experimental and control groups' independent variables. [F (1,47) =8.850, p=.005; partial eta squared = .158] when pre-tests scores were adjusted as the covariate. Hence, the null hypothesis is rejected as p <.05. We can conclude that by implementing flipped classroom approach, pupils achieve better scores in learning Reading compared to the control group. The mean scores also implied that the experimental group had a higher mean score (M=6.88, SD=1.740) than the control group

(M=5.44, SD=2.551) in the post-test.

Table 3. ANCOVA for between-subject Effect in Reading

Descriptive Statistics

Dependent Variable: Post-test Reading (Post-test)

Group	Mean	Std. Deviation	N
Experimental	6.88	1.740	25
Control	5.44	2.551	25
Total	6.16	2.280	50

Levene's Test of Equality of Error Variances

Dependent Variable: Post-test Reading (Experimental)

F	df1	df2	Sig.
4.258	1	48	.044

Tests of Between-Subjects Effects

Dependent Variable: Post-test Reading (Experimental group)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	54.360[a]	2	27.180	6.376	.004	.213
Intercept	15.816	1	15.816	3.710	.060	.073
Pre-test scores	28.440	1	28.440	6.671	.013	.124
Group	37.729	1	37.729	8.850	.005	.158
Error	200.360	47	4.263			
Total	2152.000	50				
Corrected Total	254.720	49				

a. R Squared = .213 (Adjusted R Squared = .180)

RQ4: Differences among lower secondary pupils in learning Writing with flipped classroom and traditional classroom teaching approaches.

As depicted in Table 4, a one-way ANCOVA test has been conducted to compare both independent groups between the experimental and control groups on the Writing scores performance based on their pre-test and post-test. The pre-test scores from the experimental and control groups have been included as the covariate in the analysis. Based on Table 4, the analysis implies a significant difference in the post-tests between the experimental and control groups' independent variables. [F (1,47) =9.926, p=.003; partial eta squared = .174] when pre-tests scores were adjusted as the covariate. Hence, the null hypothesis is rejected as p <.05. We can conclude that by implementing flipped classroom approach, pupils achieve better scores in learning Grammar compared to the control group. The mean scores also implied that the experimental group had a higher mean score (M=10.08, SD=3.187) than the control group (M=8.28, SD=3.623) in the post-test.

Table 4. ANCOVA for Between-subject Effect in Writing

Dependent Variable: Post-test Writing (Post-test)

Group	Mean	Std. Deviation	N
Experimental	10.08	3.187	25
Control	8.28	3.623	25
Total	9.18	3.497	50

Levene's Test of Equality of Error Variances

Dependent Variable: Post-test Writing (Experimental group)

F	df1	df2	Sig.
.697	1	48	.408

Tests of Between-Subjects Effects

Dependent Variable: Post-test Writing (Experimental group)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	209.423[a]	2	104.711	12.620	.000	.349
Intercept	.982	1	.982	.118	.732	.003
Pre test scores	168.923	1	168.923	20.360	.000	.302
Group	82.355	1	82.355	9.926	.003	.174
Error	389.957	47	8.297			
Total	4813.000	50				
Corrected Total	599.380	49				

a. R Squared = .349 (Adjusted R Squared = .322)

RQ5: The perceptions of flipped classroom learning experience among lower secondary pupils.

A set of questionnaires has been given to pupils to rate their experience with the Likert-Type scale, 1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree. The questionnaire has 14 items to evaluate the pupils' perceptions in four domains shown in Table 5, including motivation, effectiveness, engagement, and overall satisfaction with the flipped classroom learning experience.

Table 5. The Domains of Perception of the Flipped Learning Experience

Domain	Number of items
Motivation	3
Effectiveness	5
Engagement	2
Overall satisfaction	4

The following Table 6 shows the perception of flipped classroom learning among lower secondary pupils in the experimental group. The analysis consists of 14 items with their mode, mean scores, and standard deviation of the four domains.

Table 6. Descriptive Analysis of the Perception of the Flipped Learning Experience

Items	SDA	DA	N	A	SA	Mean	SD
Items of Motivation							
▪ I feel more motivated in a flipped classroom.	0 0%	1 4%	5 20%	14 56%	5 20%	3.92	.759
▪ I devoted myself more to the instructional/class activities in the flipped classroom.	0 0%	0 0%	2 8%	17 68%	6 24%	4.16	.554
▪ I spent more time and effort on my flipped classroom learning activities than usual.	0 0%	1 4%	4 16%	14 56%	6 24%	4	.764
Items of Effectiveness							
▪ A flipped classroom is a better way of learning.	0 0%	0 0%	0 0%	17 68%	8 32%	4.32	.476
▪ I think the flipped classroom is a more effective and efficient way to learn.	1 4%	0 0%	2 8%	17 68%	5 20%	4.00	.816
▪ I thought the time and effort I spent in the flipped classroom was worthwhile.	1 4%	0 0%	4 16%	11 44%	9 36%	4.08	.954
▪ I learned more and better in the flipped classroom.	0 0%	1 4%	4 16%	10 40%	10 40%	4.16	.850
▪ I think the flipped classroom learning guided me toward a better understanding of the course topics.	0 0%	2 8%	1 4%	15 60%	7 28%	4.08	.812
Items of Engagement							
▪ I participated and engaged myself more in learning in the flipped classroom.	0 0%	0 0%	8 32%	12 48%	5 20%	3.88	.726
▪ I became a more active learner in the flipped classroom.	0 0%	2 8%	8 32%	8 32%	7 28%	3.80	.957
Items of Satisfaction							
▪ I enjoyed the flipped classroom instruction approach more.	0 0%	1 4%	1 4%	16 64%	17 28%	4.16	.688
▪ I prefer the flipped classroom to a lecture-based classroom.	1 4%	2 8%	3 12%	12 48%	7 28%	3.88	1.054
▪ I experienced pleasure in the flipped classroom.	0 0%	0 0%	1 4%	13 52%	11 44%	4.40	.577
▪ Generally, I am happy and satisfied with this flipped learning experience.	0 0%	0 0%	0 0%	13 52%	12 48%	4.48	.510

6. Motivation

The descriptive statistical analysis in Table 6 shows the overall results with the percentage, mode, mean, and standard deviation of each rating scale to pupils' perception of flipped learning. Based on Table 6, the mode scores for every item revealed that pupils rated 4.00 = Agree for each item. We can conclude that most of the pupils agreed that flipped learning enhances learners' motivation in learning.

For Item 4 - I feel more motivated in a flipped classroom; the analysis reveals that there is a total of 14 pupils out of 25 pupils, which is equivalent to 56%, the highest percentage allocation, and five pupils (20%) rated strongly agree that they were more motivated in the flipped classroom. At the same time, the result also shows that five pupils (20%) who rated disagreed that he or they might feel there was not shown any proof of motivation when learning in a flipped classroom. On the other hand, one pupil (4%) also rated Disagree for this item.

Secondly, for Item 12 – I devoted myself more to the instructional/class activities in the flipped classroom. Based on Table 6, 17 pupils (68%) agreed with the question, representing the highest proportion percentage among the rest. Six pupils (24%) chose Strongly Agree, and only two pupils (8%) chose Neutral out of 25 pupils in the experimental group.

Lastly, the analysis illustrates the result for Item 13 – I spent more time and effort on my flipped classroom learning activities. Fourteen pupils agreed that flipped learning motivated them to spend more time and effort on learning activities. The proportion of percentage has shown the highest, which is 56%. The second highest rate is strongly agreed, where six pupils (24%) rated for this option. In contrast, there was the only minority of pupils, as results of 4 pupils and one pupil chose Neutral and Disagree at 16% and 1 % respectively.

7. Effectiveness

Based on Table 6, the mode scores for every item revealed that pupils rated 4.00 = Agree for each item, and we can conclude that most of the pupils agreed that flipped learning is effective in learning ESL entirely.

For Item 1 – A flipped classroom is a better way of learning. There were 17 (68%) pupils who rated agree, which is the highest rating, and eight pupils (32%) rated strongly agree that flipped classroom is a better way of learning. Next, the statistical analysis depicted Item 3 – I think the flipped classroom is a more effective and efficient way to learn that highlights a total of 17 pupils, which is also the highest percentage proportion rate at 68% of pupils chose Agree and five pupils (20%) rated Strongly agree that flipped classroom is a more effective and efficient way to learn.

In contrast, there was a small number of pupils. Two pupils (8%) and one (4%) pupil rated Neutral and strongly disagreed, respectively. In addition, the descriptive analysis also implied Item 7 – I thought the time and effort I spent in the flipped classroom was worthwhile stated that there were a total of 11 pupils (44%) rated Agree, which is also the highest percentage in

this item. Moreover, the second-highest rating scale drops to strongly agree, and nine pupils rated the scale, which is like 36% entirely. In contrast, four pupils (16%) rated Neutral, and one pupil also selected strongly disagree with the item.

Apart from that, the descriptive analysis also reports Item 8 – I learned more and better in the flipped classroom, and there were a total of 10 pupils (40%) rated for Agree, and the same goes for strongly agree. As a result, there were 20 students, which is the majority of the pupils at 80% agreed and strongly agreed with this item. Compared to Neutral and Disagree, only four pupils (16%) and one (4%) were rated.

Lastly, Item 10– I think the flipped classroom learning guided me to understand the course topics better. It shows that 15 pupils (60%) rated Agree for this item, and seven pupils (28%) rated strongly agree. In contrast, only one pupil rated Neutral, and two pupils rated Disagree. The total percentage for Neutral and Disagree have occupied 12% overall for this item.

8. Engagement

Table 6 denotes the results for Item 5 – I participated and engaged myself more in learning in the flipped classroom in the questionnaire. Most of the pupils rated Agree, which consisted of 12 of them, at 48% agreed that they participated and engaged themselves more in learning in the flipped classroom. Meanwhile, the highest rate falls on strongly agree, which shows five pupils, equivalent to 20% of the pupils rated for this item. In contrast, eight pupils (32%) rated Neutral generally.

Lastly, Item 6 – I became a more active learner in the flipped classroom. The analysis represents those eight pupils rated Neutral and Agree, respectively, and the total percentage for both Neutral and Agree are equally at 32%, which consisted of 8 pupils respectively. Furthermore, seven pupils responded strongly agree, which is also equivalent to 28%, and there were only two pupils responded Disagree with this item.

9. Satisfaction

Based on Table 6, four questions respond to this domain: Item 2, 9, 11, and 14. Most of the pupils responded 4=Agree in this aspect of the overall satisfaction in flipped learning. First, Item 2 – I enjoyed the flipped classroom instruction approach more. Most of the pupils responded on the scale of Agree. It shows 16 pupils, which is also equivalent to 64%, also the top picked scale among the pupils that they enjoyed the flipped classroom instruction approach more. Furthermore, the second-highest rating scale is Strong agree, and seven pupils generally occupied 28% of the overall pupils. In contrast, one pupil chose Neutral and Disagree at 4% respectively towards the item.

Next, Item 9 – I prefer the flipped classroom to a lecture-based classroom. The descriptive analysis demonstrates that 12 pupils (48%) responded Agree to this item, and it is also the highest percentage score among the other scales. Besides that, the second-highest scale falls

on strongly agree, where there were seven pupils (28%) who responded with the scale. In contrast, there were three pupils (12%) who remained Neutral, two pupils (8%), and one pupil (4%) responded strongly disagreed with the item.

Moreover, Item 11 – I experienced pleasure in the flipped classroom. The majority of the pupils responded Agree with this statement, and it shows that 52% of pupils responded to it, which is the same as 13 pupils. The second-highest scale rating falls on strongly agree, which has shown 11 of the pupils at 44% rated they experience pleasure in the flipped classroom. Only one pupil remained Neutral, which contributed 4% entirely. Meanwhile, no pupils responded disagree or strongly disagreed with this statement.

Finally, Item 14 – Generally, I am happy and satisfied with this flipped learning experience. The overall pupils responded Agree and Strongly Agree. 13 (53%) of the pupils responded Agree. In comparison, 12 (48%) reacted strongly and agreed with this item. No results showed any disagreement on the general satisfaction in learning ESL with flipped learning.

10. Discussion

Overall, the experimental group showed higher scores after applying the flipped teaching approach than the control group in learning Grammar, Reading, and Writing. The majority of the pupils have also returned the feedback that they had a good and positive learning experience with flipped learning. The findings also corresponded to the outcomes of the research based on Zappe et al. (2009) that flipped classroom approach enhanced learners' overall understandings of the subject, and Yestrebsky (2016) also found that learners who experienced flipped classroom learning have an apparent discrepancy academic achievement compared to traditional classroom learning in the research of investigating the effectiveness of flipped classroom implementation to improve students' final grades. The findings are also supported by the research study by Chen Hsieh et al. (2017) that flipped classrooms improved the overall learners' motivation in learning English. In conclusion, the research findings may provide insights for the educational policymakers to elevate and restructure the curriculum at schools.

Initiating the flipped classroom approach is one of the great movements to reform the curriculum context in Malaysia. However, it requires considerable practice and time to investigate the strengths and weaknesses when applying the concept to different scenarios. Further investigation must be done to ensure the evidence is consistent. Apart from that, the recommendation for future studies corresponding to the flipped classroom is to apply the instructional system design model to analyze, design, and develop more effective lessons and optimize flipped classroom instruction strategy delivery. Lastly, it is also pivotal to select more practical collaborative technology tools. For instance, the types of technology implementation to enhance collaboration in positive interaction, engagement between peers and facilitators, and eLearning activities for synchronous and unsynchronous lessons.

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Appendix

Part 1 Grammar

Active and Passive voice

A) Read the sentences. Are they active (A) or passive (P)?

1. These days, many people are hiding their real identity online. ( )
2. Sometimes, social media accounts are checked by potential employers. ( )
3. Experts are advising people to protect their identity online. ( )
4. Some people use different identities on different sites. ( )
5. Privacy settings are being increased by many Facebook users today. ( )

B) Choose the correct form of the verbs to complete the sentences.

1. Nowadays, more and more companies **are being used / are using** video ads to boost their online identity.
2. These videos ads **are posted / are posting** on major websites such as newspaper sites or TV channels.
3. Video ads **post / are being posted** on social networking sites, too.
4. Over 12% of all videos that **are being viewed / are viewing** online are video ads.
5. One video advertising company, LiveRail, **is posted / is posting** more than seven million video ads a month.

C) Rewrite these active sentences using the passive form.

1. Online shopping is replacing traditional shopping in some places.

Traditional shopping _____ by online shopping in some places.

2. Currently, adults under the age of 35 are spending a lot of money online.

Currently, a lot of money _____ online by adults under the age of 35.

3. Social media provides a link between online shoppers and brands.

A link between online shoppers and brands _____ by social media.

4. Fewer people use their smart phones to order goods online.

Smart phones _____ by fewer people to order goods online.

5. Many online stores are reporting new trends.

New trends _____ by many online stores.

D) Read about a new way of giving medicines to people. Choose the correct form of the verbs, active or passive, to complete the article.

In medicine, many technological solutions **1) have developed / have been developed** for specific problems. A good example of this is giving medicine to prevent diseases, such as flu, which **2) cause / are caused** by infection. Most of these medicines **3) deliver / are delivered** by needle. But approximately twenty per cent of people are afraid of needles. This **4) can stop / can be stopped** them going to doctors. According to the WHO, half of the vaccines which **5) give / are given** in tropical areas don't work because they **6) haven't kept / haven't been kept** cold enough. Now a new way of giving these medicines to people – the nanopatch –**7) is testing / is being tested**. The nanopatch is a small patch that sticks to your skin. Mark Kendall and his team at the University of Queensland in Australia **8) have been working / have been worked** on the nanopatch for several years. He hopes that the nanopatch **9) will make / will be made** a big difference to the number of deaths (currently 17 million a year) from infectious diseases.

Present Perfect Simple and Present Perfect Continuous

E) Which sentence is correct, a or b?

1. **a.** I have not heard from them since last week.

b. I have not been hearing from them since last week.

2. **a.** The meeting has not been starting yet.

b. The meeting has not started yet.

3. **a.** You have not been meeting him before.

b. You have not met him before.

4. **a.** I have read the email at last ten minutes.

b. I have been reading the email at least ten minutes.

5. **a.** They have been winning this year's award for strategy.

b. They have won this year's award for strategy.

6. **a.** We have been launching new products in the last year.

b. We have been launched new products last year.

Part 2 Reading

F) Read the article and answer the questions below

For a long time, Facebook had a tool that allowed people to report photos as spam or abuse. But of the cases reported, only a small percentage of the photos were actually offensive. One of the designers on the team felt there probably was a reason for this, so he studied the cases carefully. He found that in most cases users just didn't like the photos of themselves their friends had posted and wanted them taken down. To enable people to report cases like these,

the Facebook team added a new feature. This feature allowed people to message their friends to ask them to take the photo down. But only 20 percent of people used the function.

The team worked on the case further—it spoke to communications experts and studied rules of polite language. It discovered that users didn't just want to tell their friends to take the photo down—they wanted to tell their friends how the photo made them feel. So the team made a small change. People could select a message to explain why they didn't like it, such as, "It's embarrassing." This small change had a huge impact—60 percent of people who reported photos used the function. Surveys showed that people on both sides of the conversation felt better as a result.

While data about how people are using a product can help designers make decisions, it isn't always as simple as following the numbers. Other factors such as intuition, research, and testing of design are equally important. As design expert Margaret Gould Stewart points out, "Data can help you make a good design great, but it will never make a bad design good."

At one time, YouTube was looking for ways to encourage more people to rate videos. When Gould Stewart and her team looked into the data, they found that most people were only using either the highest rating (five stars) or the lowest rating (one star). Almost no one was using two, three, or four stars. So, the team decided to simplify the rating—it gave users a choice between good or bad: thumbs up or thumbs down.

YouTube tried to prepare people for this change by sharing data about how the five-star rating system wasn't being used as intended. It announced that it was going to change the system to match user behaviour. When the change was made, it was still frustrating for some users as they had become attached to the old design. However, because of the preparatory steps taken earlier, it was easier for YouTube to get users to accept the change.

1. Which statement is true according to the information in paragraph 1?

a. For a long time, there was no way for Facebook users to report photos as spam or abuse.

b. Facebook added a new feature to help people remove photos they didn't like.

c. Facebook's new feature enabled people to remove any photo they didn't like immediately.

2. Which statement is true according to the information in paragraph 1?

a. The new change allowed people to tell their friends why they didn't like a certain photo.

b. The Facebook team had to make huge changes to their new feature.

c. There was no evidence to show that the new change made people feel better.

3. Which statement would Margaret Gould Stewart most agree with?

a. When creating a good design, intuition is not important.

b. By studying data about how people use a product, you can change a bad design into a good one.

c. You can improve the design of a product by studying data about how people are using it.

4. Which statement is true according to the information in paragraph 4?

a. Gould Stewart and her team decided to make YouTube's rating system more simple.

b. Data showed that very few YouTube videos were given the highest rating.

c. Gould Stewart and her team discovered that not many people used YouTube's rating

system.

5. Which is the best summary of the information in paragraph 5?

a. YouTube did not prepare users for the change in the rating system. As a result, users were unhappy.

b. Because YouTube explained in advance about the change in the rating system, it was easier to get users to accept the change.

c. YouTube decided not to change the rating system as they feared it would make users unhappy.

Part 3 Writing

Your English class has had a discussion about the Internet and your teacher has asked you to write an essay giving your opinions on the following statement:

People today spend too much time on the Internet.

Write your opinion in about 80 – 150 words in an appropriate style.