

A Review of Research on Flipped Classroom Approach for Teaching Communication Skills in English

Hardev Singh Sokhal Jaswant Singh¹, Charanjit Kaur Swaran Singh², Tunku Mohani Tunku Mohtar² & Nor Azmi Mostafa²

¹National Youth Skills Institute of Peretak, Ministry of Youth and Sports Malaysia

²English Language and Literature Department, Faculty of Language and Communication
Sultan Idris Education University, Malaysia

DOI Link: <http://dx.doi.org/10.6007/IJARBSS/v7-i10/3362>

Published Date: 07 October 2017

Abstract

Researches on flipped learning have mostly focused on generic subjects and classroom setting. Not many researchers have been carried out on Second Language Learners or in the English Second Language (ESL) setting in the higher education. Most flipped learning studies are carried out on subject matters such as Mathematics and Biology. As such the effectiveness in language learning is yet to be investigated. With large numbers of TVET trainees in lecture sessions, effective lecturing on communication learning such as public speaking, presentations skills and other verbal communication skills are some of the challenges faced by ESL lecturers. With these factors in mind, flipped learning may be the answer to this predicament. Therefore, this research aims at investigating the effectiveness of flipped learning in communication skills among the SLL in the TVET education setting. This research introduces a flipped classroom approach to the TVET Food and Beverage trainees in their ESL classroom. It is believed with planned lesson plans; flipped learning will provide a positive enrichment and learning environment to the trainees. The Flipped Classroom is an instructional strategy that can provide educators with a way of minimizing the amount of direct-instruction in their teaching practice while maximizing one-to-one interaction as well improves the TVET trainees in Food and Beverage course in communication skills. This strategy leverages technology providing additional supporting instructional material for trainees that can be accessed through YouTube. This frees up classroom time that had previously been used for lecturing. This research has implications for instructional delivery in 21st century classrooms. Additionally, the use of Flipped Classroom approach can be added elements like assessment for learning, problem-based inquiry, strategies for differentiation, and an environment for instruction that is more flexible than traditional classroom settings. There are five journal articles discussed in this research as to fill the gaps.

Keywords: Flipped Classroom, TVET, Food and Beverage, Trainees, Communication Skills.

Introduction

Malaysia Education Blueprint 2015 - 2025 (Higher Education) has published 10 shifts towards global trends that disrupt the landscape of higher education. These shifts address key performance issues in the higher education (HE) system, especially with regards to quality and efficiency (Ministry of Education Malaysia, 2015). The first four shifts focus on outcomes for key stakeholders in the higher education system, such as holistic, entrepreneurial, and balanced graduates, talent excellence, nation of lifelong learners, and quality TVET graduates. The other shifts focus on enablers for the HE ecosystem, such as financial sustainability, empowered governance, innovation ecosystem, global prominence, globalised online learning, and transformed HE delivery (MEM, 2015). This study was about shift 9, globalised online learning. Using online video lecture in teaching and learning is one way to turn traditional teaching methods toward globalized learning. In fact, video lectures have been widely shared among educators worldwide through public video sharing sites such as TeacherTube, YouTube, or Vimeo (Sweet, 2012). This has thus encouraged many educators who no longer lecture but instead focus on learning activities in the classroom. The most commonly used method was a flipped classroom. Studies have been done which show that using video lecture outside the classroom has improved student achievement and enhanced student satisfaction towards learning (Davies et al., 2013; Francl, 2013; Maxwell, 2014). Thus, students have become more engaged in class and students interaction has increased among peers and lecturers (Enfield and State, 2013; Wagner et al., 2013; Vieira et al., 2014).

Flipped Classroom

The flipped classroom was introduced by Jonathan Bergmann and Aaron Sams for trainees who had missed class; they used live video recordings and screen casting software to record lectures, demonstrations, and slide presentation with annotations and posted them for the trainees to watch and read (Hamdan, 2013). Bergmann and Sams (2012) assert that, by using a flipped classroom, the lecturer no longer must lecture for two hours while trainees take notes; class time no longer is used to lecture, but instead is used for activities and problem solving (Tucker, 2012). According to Bishop and Verleger (2013), communication between teachers and trainees will occur and will create an active learning in the classroom. Moreover, Wilson (2013) agree that the used of flipped classroom will increase trainees communication skills and improve their performance.

The flipped classroom is the reverse method of the traditional classroom. According to Bergmann and Sams (2012) lecturers use video lectures outside the classroom and use in-class time for doing assignments or active learning activities such as problem-based learning. Kim et al. (2014) also stated that flipped classrooms are also considered blended learning environments, using both online and face-to-face methods in teaching and learning. However, the online component of blended classrooms usually occurs during class time, along with student-teacher interaction (Torrissi-Steele and Drew, 2013). Results show that flipped classrooms have a positive impact on student satisfaction and achievement (Clark et al., 2014). This has been supported by a study (Siti et al., 2014a) that shows student achievement in flipped classroom is better than in traditional classrooms. Alternately, a study done by Missildine et al. (2013) showed that students had less satisfaction in the flipped model compared to traditional lecture because a flipped classroom required a greater workload for students. However, a study by Cynthia and Joseph (2014) shows that 74% had a positive

experience with flipped classrooms, and 68% found that this model is effective to help them learn.

Theoretical Basis

According to Bergmann and Sams (2012), transformative learning theory and constructivism theory has a connection in this study. Mezirow and Taylor (2011) stated that an activating event can prompt teachers towards teaching and learning by using flipped approach. Furthermore, researcher should identify the trainees' current assumptions towards learning English and encourage them to engage well. Additionally, examine the latest standard and perception. In order to transfer transformative reflection learning to transformative action learning, learners need opportunities to apply for new knowledge (Taylor, 2011). Mezirow (2011) agreed that implementation of flipped classroom approach can improve learner's interest in learning English. Perhaps, their communication skills can be improved. Lastly, is developing the knowledgeable directness. Mezirow (2011) suggested "latest ways in comprehending individual, community and universal change are required" in order to tackle the TVET trainees problem in the 21st era.

However Vygotsky (1978) mentioned that learning is an active process in the usage of flipped classroom approach to improve learner's speaking skills. It also creates good relationship between instructor and learner during teaching and learning activity. The most important is will have collaboration among learners' in this flipped approach. According to Bergmann and Sams (2012), they supported this study by connecting these two theories in order to improve learners' communication skills. Based on these two theories, the researcher wants to transform this new teaching and learning approach to help food and beverage trainees to improve their communication skills as well creating an active process into learning English.

Transformative Learning Theory (Mezirow & Taylor, 2011)

Activate event
Identify current assumptions
Test and apply new perspectives
Foster intellectual openness



Constructivism Theory (Vygotsky, 1978)

Learning is an active process
Good relationship between instructor and learner
Collaboration among learner

In a flipped classroom, a video lecture will be prepared and watched by students before class (Rolf et al., 2014). In order to develop student knowledge by watching videos before class, Wu and Chen (2015) and Ibrahim et al. (2014) have suggested in learning through video are dual channels, limited capacity, and active processing. Results show that the voice-over presentation type generates the highest cognitive load and sustained attention (Wu and Chen, 2015). These findings are similar to the study done by Pereira et al. (2014) which shows that lecturer and students would rather make videos for drama presentation. However, according to Siegle (2013) learning through flipped classroom can activate, identify, apply and foster the good relationship between instructor and learner as involving the collaboration method in the classroom. All the above statements lead to 21st century teaching and learning approach.

Discussion

The study about Flipped in the ESL classroom at TVET was carried as in international, national and regional from different perception. However, in this part, the focus is only on the Flipped Classroom at TVET. It reveals that Flipped Classroom able to improves learners' communication skills in ESL. Following is the studies related with Flipped Classroom at TVET.

| Authors/Article Title/Journal | Research Questions | Methodology | Key Findings & References |
|--|---|--|---|
| <p>Authors: Assist. Prof. Dr. Ahmet BASAL</p> <p>Article Title: The Implementation of a Flipped Classroom in Foreign Language Teaching</p> <p>Journal: Turkish Online Journal</p> <p>Year: October 2015</p> <p>Page: 10 pages</p> | <p>1. What are the perceptions of prospective English language teachers at a state university in Turkey on flipped classroom skill?</p> <p>2. What are the benefits of using video lecture in Advance Reading and Writing II?</p> | <p>47 Pre-Service Teachers</p> <p>Qualitative method (Open-ended questions)</p> <p>Content analysis</p> <p>Thematic analysis</p> | <ul style="list-style-type: none"> • Students have a great variety of hands on activities, promoting more meaningful learning (Rajesh, 2015). • In traditional classrooms, the teacher is the information provider via direct instruction and this model is teacher-centred, however, flipped classroom is more student-centred, creating a more suitable environment for better learning opportunities (Hamdan et al., 2013). • A flipped classroom frees up class time for teachers and presents learning choices to students rather than just informing them in a sit-and-listen format. With this model, teachers "...can deliver this instruction by recording and narrating screen casts of work they do on their computers, creating videos of themselves teaching, or crating video lessons from trusted Internet sites" (Hamdan et.al 2013). • The flipped classroom can "improve learning experiences and capture the attention of Millennial students" (Roehl, Reddy, & Shannon, 2013, p. 49). • Flipped learning is also "one possible step towards a more |

| | | | |
|--|--|--|---|
| | | | <p>customized learning environment” (Enfield, 2013, p.27).</p> <ul style="list-style-type: none"> • A flipped classroom can be described as a setting where that events that “which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class” Bergmann and Sams (2012 p.13). • Teachers all over the world have been using it to support their instruction. Video lectures, which are different than simply showing videos in the classroom, are not a new concept; however, the technology used to produce, edit, and distribute such videos has become far more accessible to teachers. (Whitley-Grassi & Baizer, 2010). • New technologies offer them unique opportunities, language teachers have especially been integrating technology into their lessons more and more (Seljan, Banek, Spiranec & Lasic-Lazic, 2006). • Among the technological mediums, video, is an effective teaching tool when used properly (Hartsell & Yuen, 2006; Shepherd 2003). • Teachers are in search for ways to incorporate technology into their classrooms to create better |
|--|--|--|---|

| | | | |
|---|---|--|---|
| | | | <p>learning opportunities for their students. (Koehler, Mishra, Hershey, & Peruski, 2004).</p> <ul style="list-style-type: none"> • The traditional classrooms are mostly teacher centred which is in conflict with the constructivist approaches to learning and teaching (Brooks, 2002). • “ Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa” (2000, p.32). |
| <p>Authors: Brenda Danker</p> <p>Article Title: Using Flipped Classroom Approach to Explore Deep Learning in Large Classrooms</p> <p>Journal: The JAFOR Journal of Education</p> <p>Year: 2015</p> <p>Page: 16 pages</p> | <p>1. How does a Flipped Classroom approach engage the students in deep learning including looking for meaning in their learning, interacting activity and relating new and previous knowledge despite being in a large class?</p> <p>2. Within the Flipped Classroom Approach, does including guided exploration by the student improve aspects of deep learning such as looking for meaning, interacting active or relating new and</p> | <p>32 students from 2nd year cohort of the Diploma in Performing Arts</p> <p>33 students from 1st year cohort of the Diploma in Performing Arts</p> <p>Qualitative method:</p> <p>a) Questionnaires b) Short interviews c) observation</p> | <ul style="list-style-type: none"> • According to the latest Speak Up survey from Project Tomorrow in the United States which polled 400,000 teachers, administrator, students and parents, videos for homework are on the rise; mobile computing is “beyond the tipping point”, and most students do not use traditional computers to connect to the Internet at home (Riedel, 2014). • With flipped classroom approach, students become active learners and the teacher’s role now moves to that of being a facilitator by initiating classroom discussions to ensure that all the students achieve understanding for meaningful and effective learning (Goh, 2012). • Students watch recorded lectures for homework and |

| | | | |
|--|--|--|--|
| | <p>previous knowledge?</p> | | <p>complete their assignments, lab work and tests in class (Hertz, 2012).</p> <ul style="list-style-type: none"> • Flipped classrooms also draw on concepts such as active learning, student engagement, hybrid course design, and course podcasting (Educause, 2012). • Using teacher produced videos to shift the form of instruction from the classroom to the homework setting in the Flipped Classroom approach. (YouTube Teacher’s Studio educator, Ramsey Musallam, 2011). |
| <p>Authors: Zamzami Zaiduddin & Siti Hajar Halili</p> <p>Article Title: Flipped Classroom Research and Trends from Different Field of Study</p> <p>Journal: The International Review of Research in Open and Distributed Learning Journal</p> <p>Year: 2016</p> <p>Page: 16 pages</p> | <ol style="list-style-type: none"> 1. What methodologies have been frequently employed in flipped classroom research? 2. What areas of flipped classroom studies have been researched? 3. What technology tools or online platforms have been used for implementing the flipped classroom? 4. What are the most commonly used key words in flipped classroom research? | <p>20 journals (researchers)</p> <p>Qualitative method:</p> <ul style="list-style-type: none"> - Content analysis - Descriptive analysis | <ul style="list-style-type: none"> • Flipped classroom or reverse classroom is an element of blended learning, integrating both face-to-face learning in the class through group discussion and distance learning outside the class by watching asynchronous video lessons and outline collaboration (Halili & Zainuddin, 2015). • The use of Web 2.0 technology in education can build professional relationships through collaborating, coaching, and mentoring for social interactions in sharing ideas (Halili, Razak, and Zainuddin, 2014). • According to the Horizon Report which focuses on exploring and reporting emerging technology in education, the flipped |

| | | | |
|---|---|--|---|
| | <p>5. What are the most frequently work cited references in flipped classroom research?</p> <p>6. What are the impacts of applying the flipped classroom on students' learning?</p> <p>7. What are the challenges of applying the flipped classroom approach?</p> | | <p>classroom has been highlighted as an emerging technology for higher education which is very important to use at college level (Johnson, Adams Becker, Estrada, & Freeman, 2014).</p> <ul style="list-style-type: none"> • Technology in the 21st century puts instantaneous access to information, and the Internet can be handily accessed through numerous technology tools such as laptop, computer, and Smartphone (Flu,2013). • Flipped classroom has become one of emerging technologies in education and it can be a standard of teaching- learning practice to foster students' active learning in higher education (Hamdan, McKnight, McKnight, & Arfstrom, 2013). |
| <p>Authors: Shelly Mc Callum, Janel Schultz, Kristen Selke, and Jason Spatz</p> <p>Article Title: An Examination of the Flipped Classroom Approach on College Students Academic Involvement</p> <p>Journal: International Journal of</p> | <p>1. How has the flipped classroom approach impacted your learning?</p> <p>2. How has the flipped classroom format changes the teaching approach?</p> <p>3. How has the in-class time impacted the learning?</p> | <p>60 undergraduates (28 males, 32 females)</p> <p>Qualitative method:</p> <ul style="list-style-type: none"> - Focus group interview - Survey - Observation - Descriptive analysis <p>Thematic Analysis</p> | <ul style="list-style-type: none"> • The flipped classroom approach involves engaging students in knowledge acquisition of course material prior to a class session, typically through assigned readings or lecture videos, leaving class time for the integration of knowledge through application, analysis or synthesis-based activities (Bergmann & Sams, 2012). • Application of the flipped classroom technique at the college level has received little research attention (Dove, 2013). |

| | | | |
|---|---|---|--|
| <p>Teaching and Learning in Higher Education</p> <p>Year: 2015</p> <p>Page: 14 pages</p> | | | <ul style="list-style-type: none"> Active learners regarded in-class activities as beneficial to concept understanding, while reflective and sensing intuitive learners wanted more time at the beginning of class sessions to review video lecture concepts (Toto and Nguyen, 2009). |
| <p>Authors: Sandi Findlay-Thompson Peter Mombourquette</p> <p>Article Title: Evaluation of A Flipped Classroom in an Undergraduate Business Course</p> <p>Journal: Business Education & Accreditation</p> <p>Year: 2014</p> <p>Page: 9 pages</p> | <p>1. What are the views of the learning environment in a flipped classroom?</p> <p>2. What is the difference between two teaching methodologies?</p> | <p>30 students (section 1)</p> <p>42 students (section 2)</p> <p>36 students (section 5)</p> <p>Qualitative method: - Interview - Observation</p> | <ul style="list-style-type: none"> This led to Bermann and Sams rethinking how they used class time and the subsequent concept of a flipped classroom (Tucker, 2012). Teachers that use the flipped classroom model universally agree that viewing the recorded videos outside class time are not enough to make the model successful (Tucker,2012). On the teaching side, he suggests that many instructors find it difficult to put their egos aside as they make the shift from being the 'sage on the stage' to becoming the 'guide on the side' and that many 'students need an incentive to watch videos at home just like they need to be motivated to read their textbooks and do their homework' (Frydenberg, 2012). |

In the academic year 2007-2008, Jonathan Bergmann and Aaron Sams began experimenting with their first flipped classroom. Bergmann and Sams first began recording their lectures when they had multiple students missing class because of athletic events or other school sponsored activities. Soon other students began using the videos for better understanding or to review before tests. They decided to record all of their lectures and have their students watch them at home. The time that was previously used to lecture during class was then allowed for students to work on homework, thus furthering or proving their understanding of

the content. Bergmann and Sams used the in-class time to help students individually (Bergmann & Sams, 2012). Thus, the flipped classroom was born.

Since that time, many teachers across the world have adopted some version of the flipped classroom (FLN's Professional Learning Community, 2015). Over the last few years many have heard of flipped classrooms, but some misconceptions have formed (Bergmann, Overmyer, & Willie, 2014). The definition of a flipped class is: "moving the 'delivery' of material outside of formal class time through extensive notes, video recorded lectures, and other appropriate means and using formal class time for students to undertake collaborative and interactive activities relevant to that material" (Butt, 2014, p. 33). Bishop and Verleger (2013) have a narrower definition of the flipped classroom. They explain that it contains two parts: "interactive group learning activities inside the classroom and direct computer-based individual instruction outside the classroom" (par 3.3). They reject broader definitions, arguing that assigning readings outside of class and having a discussion in class does not constitute a flipped classroom. Bergmann, Overmyer, & Willie (2014) explain what a flipped classroom is and is not. A flipped classroom is not just online videos, about replacing teachers with videos, or students being left to learn on their own. A flipped classroom is designed to increase personalized learning time between students and teachers, help students to be responsible for their learning, and engage students in learning. This is accomplished through active learning activities during class time.

Based on the discussion part, alongside the rise of educational technology, many teachers have been taking gradual but innovative steps to redesign their teaching approach to fill the research gap. Those students were shy, lack of confidence and motivation in communicating in English, now they are having great variety of hands on activities (Rajesh, 2015). For example, in flipped learning or a flipped classroom, students watch instructional videos outside the classroom and do assignments or engage in activities inside the classroom. Language teachers are one group of educators exploring the flipped classroom. In foreign language classes, such an approach may offer great benefits for both the teachers and students since classroom time can be applied to more interactive tasks. By extending classroom hours in this way, language teachers can focus on successfully addressing all subjects in the curriculum. The aim of "The Implementation of a Flipped Classroom in Foreign Language Teaching" is to gain insights into the perceptions of prospective English language teachers at a state university in Turkey on flipped classrooms and to introduce the implementation of a flipped classroom into an English language class. A total of 47 prospective English teachers participated in the study. Qualitative research design was used and data were collected via an open-ended question. Findings of the study indicated that pre-service English teachers had positive perceptions towards the use of the flipped classroom as an integral part of face-to-face courses. It can be concluded that flipped classroom was beneficial in terms of four categories based on the content analysis of the responses: learning at one's own pace, advance student preparation, overcoming the limitations of class time, increasing the participation in the classroom. The study also provides recommendations towards LMS integration into courses in other English language teaching departments and for implementing flipped classrooms in language teaching. Before this it is more on teacher-centred but now moving forward on student-centred as to fill the gap (Brooks, 2002).

Based the study of “Using Flipped Classroom Approach to Explore Deep Learning in Large Classrooms” this project used two Flipped Classroom approaches to stimulate deep learning in large classrooms during the teaching of a film module as part of a Diploma in Performing Arts course at Sunway University, Malaysia. The flipped classes utilized either a blended learning approach where students first watched online lectures as homework, and then completed their assignments and practical work in class; or utilized a guided inquiry approach at the beginning of class using this same process. During the class the lecturers were present to help the students, and in addition, the students were advantaged by being able to help one another. The in-class learning activities also included inquiry-based learning, active learning, and peer-learning. This project used an action research approach to improve the in-class instructional design progressively to achieve its impact of deep learning among the students. The in-class learning activities that were included in the later flipped classes merged aspects of blended learning with an inquiry-based learning cycle which focused on the exploration of concepts. Data was gathered from questionnaires filled out by the students and from short interviews with the students, as well as from the teacher’s reflective journals. The findings verified that the flipped classrooms were able to remodel large lecture classes into active-learning classes. The results also support the possibility of individualized learning for the students as being high as a result of the teacher’s ability to provide one-on-one tutoring through technology-infused lessons. It is imperative that the in-class learning activities are purposefully designed as the inclusion of the exploratory learning through guided inquiry-based activities in the flipped classes was a successful way to engage students on a deeper level and increased the students’ curiosity and engaged them to develop higher-order thinking skills. This project also concluded that flipped classrooms had promising impact for student learning and achievement in a Performing Arts course in Malaysia. This research has filled the gap by arousing the motivation and interest of students to become active learners in ESL classroom.

Besides that, “Flipped Classroom Research and Trends from Different Field of Study” aims to analyze the trends and contents of flipped classroom research based on 20 articles that report on flipped learning classroom initiatives from 2013–2015. The content analysis was used as a methodology to investigate methodologies, area of studies, technology tools or online platforms, the most frequently keywords used and works cited references, impacts for students' learning, and flipped classroom challenges. The results of the analysis were interpreted using descriptive analysis, percentages, and frequencies. This analysis found that various fields were practiced in the flipped classroom approach, and some technology tools were used as the online platform for its practice. Analysis of the impacts showed that flipped classroom brought positive impacts toward students' learning activities such as achievement, motivation, engagement, and interaction. Several issues in this discussion become implications that can be taken into consideration for future research. Some challenges found in applying flipped classroom are needed to be addressed by future researchers, such as suitability of the flipped classroom for poor quality of video lectures and untrained instructor. This study also becomes an implication for government or policymakers to determine the flipped classroom as a contemporary model to be implemented in teaching-learning activities for higher education, even K-12 students. In this research, those students lacking in motivation and confidence in speaking English, flipped classroom is the answer for the gap in this study. By group studies, use of technology, and all the social context techniques of

interaction among students and educator will create good environment to learn ESL among students as to prepare them for industry training.

There is also a gap at college level whereby application of the flipped classroom technique has received little research attention for ESL (Dove, 2013). The study on "An Examination of the Flipped Classroom Approach on College Students Academic Involvement" is to developing and supporting ways to foster student academic success. These efforts have taken on more importance as student success, commonly measured by student learning achievement, has failed to meet expectations. For colleges and universities, the flipped classroom represents a student-centred method of fostering academic involvement that is recognized as a positive contributor to student success. This exploratory study examined the flipped classroom's influence on student academic, student peer-to-peer and student faculty involvement. The study involved 60 undergraduate students, 28 male, 32 female from three flipped classrooms consisting of courses in mathematics and business. Focus group interviews were conducted to gather student feedback regarding their behaviours and classroom engagement. Additionally, a brief survey was administered to collect demographic information as well as quantitative data regarding student perceptions. Findings indicated student academic involvement was present through note taking, viewing video lectures, active in-class learning and collaboration. Students cited peer-to-peer and student-faculty engagement as essential to relationship building, peer learning, and meaningful involvement with faculty. Approaches to teaching and learning such as the flipped classroom offer opportunities for addressing student academic success. Research studies indicate that student time and energy focused on educational learning activities predict learning and personal development, so investigating ways to foster student involvement is of significant value (Kuh et al., 2010). Moreover, as colleges and universities continue to work on improving student academic success levels, raising student involvement levels can serve as an important tool in this work (Astin, 1975, 1993; Tinto, 1975, 1993). Previous research on the flipped classroom approach has been limited to only a few studies (Crouch & Mazur, 2001; Deslauriers, Schelew, & Wieman, 2011; Dove, 2013; Hake, 1998; McLaughlin et al., 2014; Stone, 2012; Toto & Nguyen, 2009). The findings of these studies offer support for the flipped classroom approach as a means to improve student learning and participation. Yet these studies are limited in number and focus on student outcomes and perceptions. Adding to this body of research, our study offers the unique contribution of exploring how students become involved across three dimensions: academic, peer-to-peer and student to faculty. By considering potential underlying factors in student learning and perceptions, a deeper understanding of the mechanisms driving performance outcomes may be gained. In turn these insights may assist in addressing specific techniques and enhancing the effectiveness of the flipped classroom approach. To fill the research gap, flipped classroom must be implemented in tertiary level especially for TVET trainees. This is to prepare them for real experience and industry needs.

Evaluation of a Flipped Classroom in an Undergraduate Business Course study examined the results of a flipped classroom trial conducted for Business 1112, an introductory business course at Mount Saint Vincent University in the fall semester of 2012. Dr. Findlay-Thompson taught three sections of Business 1112 and used the flipped classroom style for one of the three sections and the traditional lecture-style teaching methodology for the other two. Post-term interviews were conducted with the students in the flipped classroom to gather information on their views of the learning environment in a flipped classroom. As well, a

comparison of the quantitative results of the grades between the three sections was used to compare the academic outcomes between the two teaching methodologies. Student views on the flipped classroom were mixed and the academic outcomes were identical between the three classrooms. These findings are discussed in terms of how the flipped classroom teaching methodology needs to be implemented properly and whether or not it is an effective way to engage students in the learning process. The goals of this study were to compare the academic outcomes between two teaching methodologies, namely, a flipped classroom style versus traditional lecture-style as well as analyze student opinions regarding their views of a flipped classroom environment. Three sections of an identical class, Business 1112, Introduction to Business Administration were included in the study. Two of the classes were traditional lecture style and the third was taught using the flipped classroom style. Students were given the same course outline in each section including assignments, quizzes, and exams with identical weightings for each activity. After the semester was completed and final grades had been published, grades were compared and students were interviewed and asked to relate their experiences in the flipped classroom. Identical questions were asked of all students but they were open-ended to allow students to freely comment on personal experiences. Based on this research, students need to be attracted and motivated in learning ESL. All that did not happen due to the lack of teaching and learning techniques of the approaches. Flipped Classroom suggested to be implemented as the important approach according to 21st century teaching and learning (Frydenberg, 2012).

Research Gap

This research presents a breakthrough on flipped classroom approach for teaching communications skills in English focusing on TVET Food and Beverage trainees. According to the past related studies, three gaps were found. Firstly, students lack of motivation, confidence and shy to communicate in English during industry training (Rajesh 2015). Secondly, traditional classrooms approach teacher-centred is not suitable for industry needs (Tucker, 2012). The final gap is students not interested to learn English course (Dove, 2013). Based on the five journal articles in the discussion have helped to solve this research by filling the gaps. Video lectures have proven to be as effective as in-person lectures at conveying basic information (Bishop & Verleger, 2013) then using student-instructor time for live lectures may be an unwise use of time. Working smarter has now become a need. Lecturers should focus on using student and instructor time to further learning through interactive activities, and allow technology to take care of the activities that can be automated (Bishop & Verleger, 2013). Eric Mazur, a Harvard professor explained the importance of flipping:

“We put a lot of emphasis on the transfer of information... but that model is making less sense as sources of information grow more plentiful. Simply transmitting information Flipping in Communication should not be the focus of teaching; helping students to assimilate that information should (Berret, 2012).”

In an information filled world, with the answer to all of your questions at your fingertips, learning can no longer be simply a transfer of information. For effective learning to take place, it is an instructor's duty to help students think critically about and apply the information received. A flipped classroom has the potential for instructors to help students more efficiently in the learning process, and is a great option. As Flipped Classroom brings excitement to the classroom, carefully designed lesson plans are required. As second

language learner requires more practices for communication skills, this approach can filled the gap in minimizing the gap of communication skills that has often been highlighted (Frydenberg, 2012). With the incorporation of online tools and classroom discussions, Flipped Classroom could be the answer to promoting Communication Skills among TVET trainees. There are ample opportunities for them to mediate oral communication before and during lessons as they indulge in their discussions and presentations. By combining variety of activities, this approach will provide exciting and colourful lessons to learners. Trainees in the TVET will definitely benefit from Flipped Classroom in the ESL setting as it will fill the research gap towards 21st century teaching and learning techniques.

Conclusion

Flipping the classroom is a hot topic in education circles. Flipping the classroom uses technology to move the lectures outside the classroom and uses the time in class to apply the content with student centered learning activities. The flipped model can be an effective platform in which to deliver current learning theories. Current learning theories point to increased student achievement when students become the agents of their own learning and are actively involved in their own knowledge formation. Deep and conceptual understanding of a new idea increases as a person is actively participating in and constructing their knowledge in a way that is personally meaningful. The flipped model allows this student centered approach to learning to occur. By flipping the classroom, the teacher is able to employ instructional best practices. This model forces a teacher to have a more reflective teaching practice as they look at student work and prepare the videos and matching activities used for the lesson. By flipping the classroom, the student is able to benefit. The flipped model allows students to work at his or her individual pace. Students are more engaged in class because they have pre-learned the material and are able to connect the classroom activities and investigations to this knowledge. The use of technology increases engagement and interest in the lesson for the student. Most importantly, the success of the flipped classroom requires that the teacher employ best teaching and learning practices. Teachers must also embrace the shift in the learning culture from a teacher-centered approach to a student-centered approach. Without all of these ingredients, the flipped classroom model is just the same “sage on a stage” teaching model being delivered through a video.

The flipped classroom is just a model to deliver instruction. According to the research, the flipped classroom in itself, is not what increases achievement. The entire success of the flipped classroom as an agent to increase student learning rests on the teacher employing best practices and current learning theories. Flipped learning or a flipped classroom is a kind of blended learning. The concept is not new, but the term is recent. Generally, the flipped model has been presented as using lecture videos outside the classroom. It allows teachers to spend class time on more engaging activities that enhance the content of the lecture and present learning experiences outside the physical constraints of the classroom by using appropriate technologies. The flipped classroom can provide several benefits such as, free classroom time, opportunities for personalized learning, student-centred learning, a continuous connection between student and teacher, increased motivation of students, a learning environment full of familiar tools, and variety in lecture content attuned to different learning styles.

There are some drawbacks of flipped learning have been identified based on the studies. However, as a researcher and a language teacher, I believe that, other than technical issues, the success of a flipped learning model depends on the teacher applying it. In order to derive the above-mentioned benefits, teachers should know the relevant theories first. Teachers wanting to flip their classrooms should bear in mind that flip learning is not simply adding lecture videos outside the classroom. Choosing appropriate, engaging activities for classroom time and having a constant connection with students through the use of an LMS and other Web 2.0 tools are also important. In addition to the qualitative data, quantitative data was collected to gain a sense of overall satisfaction with components of the flipped classroom experience. Based on the studies, 80% said if given the choice between a traditional classroom and a flipped classroom, they would choose the flipped classroom setting.

The findings also indicate that flipped learning gives a positive impact to the second language learners as well can fill the research gap in teaching and learning approaches. In contrast to their attitude in the normal classrooms or lectures, students became more active in their learning. These students were keen to learn using media enhancements and were easily motivated to speak in class. The instructors involved in the experiment did not have to wait for their responses. Students became responsible for their learning and more engaged in the content. Secondly, does flipped learning promote active learning? Yes, it does. According to (Prince, 2004) active learning is being described as any instructional method that engages students in the learning process. As flipped learning is in contrast with the traditional teacher-centered approach, it is obvious that flipped learning does promote active learning in the classroom. The two components of 'in class' and 'outside class' activities encouraged student-centered learning that fostered more positive attitude and behavior. Lastly, towards certain extent, flipped learning helps improve students' verbal communication skills. As flipped learning brings excitement to the classroom, carefully designed lesson plans are required in order to make sure that learning can function at the maximum capacity. Since second language learners need more practices to enhance their communication skills, flipped learning therefore, can be the solution to help minimize the problem. Teachers play a vital role in the lives of their students. They are mentors, friends, neighbors, and experts. Having face-to-face interaction with teachers is an invaluable experience for students. By incorporating online learning tools and face to face interaction in the classroom, flipped learning could be a teaching approach that contributes to the improvement of verbal communication skills among the second language learners. By combining a variety of activities, flipped learning will definitely provide some exciting and colorful lessons to the ESL learners.

Acknowledgement

Acknowledgement to my supervisor Dr Charanjit Kaur Swaran Singh.

References

- Ahmad, O. (2003). The role of the National Vocational Training Council in the management of vocational training in Malaysia: A critical evaluation. Batu Pahat: KUITTHO.
- Ali, B., Kadir, A., & Zubaidah, S. (2013). International Conference for PBL learning. Impact on communication skills for Law students: Retrieved from: http://www.lpt.fi/pblconference/full_papers/11_full_papers.htm.
- Bakar & Hanafi. (2012). English for Specific Purpose in Malaysia: International Influence, Local

- Flavour. *Journal of Southeast Asian Education*, 2(2).
- Bergmann, J., & Samas, A. (2012). How the flipped classroom is radically transforming learning. Retrieved from: <http://www.chronicle.com/article/How-Flipping-the-Classroom/130857/>.
- Bishop & Verleger. (2013). The Flipped Classroom: A Survey of the Research. 120th ASSE International Conference and Exposition.
- Chen, C.M. and Wu, C.H. (2015). Effects of different video lecture types on sustained attention, emotion, cognitive load, and learning performance. In *Computers and Education*, 80, (pp. 108-121).
- Cresswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating qualitative research* (4rd ed.). Upper Saddle River, NJ: Pearson Education.
- DeGrazia, J. L., Falconer, J. L., Nicodemus, G., & Medlin, W. (2012). Incorporating screencasts into chemical engineering course. Paper presented at the 119th Annual Conference of the American Society for Engineering Education, San Antonio, TX. Retrieved from: <http://www.engr.uky.edu/-aseeched/papers/2012/5025.pdf>.
- Dove, A. (2013). Students' perceptions of learning in a flipped statistic class. Paper presented at the Society for Information Technology and Teacher Education International Conference 2013, New Orleans, Louisiana. <http://www.editlib.org/p/48133>.
- Educause (2012). 7 Things You Should Know About Flipped Classrooms. Retrieved from: <http://www.educause.edu/library/resources/7-things-you-should-know-about-flipped-classrooms>.
- Embi & Panah, E. (2014). Overview of Flipped Learning. In *Embi, Blended & Flipped Learning: Case Studies in Malaysia HEIs*. Bangi: Pusat Pengajaran & teknologi Pembelajaran, 197-206.
- Enfield, J. (2013). Looking at the impact of the Flipped Classroom Model of Instruction on Undergraduate Multimedia Trainees at CSUN. *TechTrends TECHTRENDS TECH TRENDS*, 57(6), 14-27.
- Flumerfelt, S. & Green, G. (2013). Using lean in the flipped classroom for at risk students. *Educational Technology and Society*, 16 (1), 356-366.
- Frydenberg. (2012). Video streaming in online learning. *AACE Journal*, 14(1), 31-43.
- Gamble & Gamble. (2016). Post-Secondary Technical Vocational Education Training: A Qualitative Case Study of Industrial Training Institute (Iti) In Maharashtra State, India.
- Halili, S. H., Abdul Razak, R., & Zainuddin, Z. (2014). Enhancing collaborative learning in flipped classroom. *Australian Journal of Basic and Applied Sciences*, 9(7), 147-149.
- Hamden, N., McKnight, P., McKnight, K., & Arfstrom, K. M. (2013). A review of flipped learning. Retrieved from <http://www.pearsonschool.com/flippedlearning>.
- Han. (2015). Successfully flipping the ESL classroom. *Nys TESOL Journal*, 98-109.
- Hertz, M. B. (2012, July 10). The flipped classroom: Pro and con. Retrieved from: <http://edutopia.org/blog/flipped-classroom-pro-and-con-mary-beth-hertz>.
- Ibrahim, M. & Callaway, R. (2014). Students' Learning Outcomes and Self-efficacy Perception in

- a Flipped Classroom. In T. Bastiaens (Ed.), *Proceedings of World Conference on E-Learning* (pp. 899-908). New Orleans, LA, USA: Association for the Advancement of Computing in Education (AACE). Retrieved from: <https://www.learntechlib.org/p/148734/>.
- Kachka, P. (2012). *Educator's Voice: What's All This Talk about Flipping*. Retrieved from: <https://tippie.uiowa.edu/faculty-staff/allcollege/kachka.pdf>.
- Lanford, L. (2013, January 24). Isn't the flipped classroom just blended learning?. Retrieved from: <https://ileighanne.wordpress.com/2013/01/24/isnt-the-flipped-classroom-just-blended-learning>.
- Leckhart, S., and Cheshire, T. (2012, April 16). University Just Got Flipped: How Online Video is Opening Up Knowledge to the World, *The Wire*. Retrieved from: <https://www.wired.co.uk/magazine/archieve/2012/05/features/university-just-got-flipped>.
- Lee, K. W, Ng, S. I., Tan, C. K., & Yoon, S. J. (2014). Investigating the ICT needs of 'Digital Natives' in the learning of English in a public university in East Malaysia. *Procedia - Social and Behavioral Sciences* 118 (2014), 242 – 250.
- Millard, E. (2012). 5 reasons flipped classrooms work: Turning lectures into homework to boost trainee engagement and increase technology-fueled creativity. *University Business*, December, 26-29. Retrieved from: <http://www.universitybusiness.com/article/5-reasons-flipped-classrooms-work>.
- Mohd. Yusof Abdullah & Noor Rahamah Abu Bakar. (2012). Student's Participation in Classroom: What Motivates them to Speak up?. *Procedia:Social and Behavioral Sciences*, 51, 516-522.
- Mok. (2014). The Flipped learning model: A white paper based on the literature review titles
A
review of flipped learning.
- Musallam, R. (2012). Explore flip apply: Theoretical framework cycle of learning. Retrieved from: <http://www.cyclesoflearning.com/files/category-explore-flip-apply.php>.
- Mustafa. (2011). Vocational work experience in the hospitality industry: Characteristics and strategies. *Education and Training*, 41(4), 164–174.
- Nation, P. (2007). The four strands. *International Journal of Innovation in Language Learning and Teaching*, 2-13.
- Nederveld, A., & Berge, Z. L. (2015). Flipped learning in the workplace. *Journal of Workplace Learning*, 27(2), 162-172.
- Philips & Trainor. (2014). The Effects of Using Collaborative Learning to enhance students' English Speaking Achievement. *Journal of College teaching & Learning*, 1-10.
- Poon, J. (2014). Blended Learning: An Institutional Approach for Enhancing Trainees' Learning Experiences. *Journal of Online Learning and Teaching*, Vol. 9, No.2.
- Prince, M. (2014). Does Active Learning Work? A Review of the Research. *Journal for Engineering Education*, 93, 223-231.
- Rajesh, M. (2015). Revolution in communication technologies: impact on distance education. *Turkish Online Journal of Distance Education*. TOJDE, 16(1), 62-88.
- Roehl, A., Reddy, L. S. & Shannon, G. J. (2013). The flipped classroom: An opportunity to

engage millennial students through active learning strategies. *Journal of Family and Consumer Sciences*, 105, (2), 44-49.

Siegle, D. (2014). Technology: Differentiating instruction by flipping the classroom. *Gifted Child*

Today, 37 (1), 51-55.

Strayer, J. F. (2007). The effects of the classroom flip on the learning environment: A comparison of learning Doctoral Dissertation. Ohio State University Columbus, OH, USA.

Taylor, E. W. (2011). Transformative learning theory. *New directions for adult and continuing education*, 119: 5–15. Retrieved from:

<http://onlinelibrary.wiley.com/doi/10.1002/ace.301/abstract>.

Tucker, B. (2012). The Flipped classroom. *Education Next*, 12(1), 82-83. Retrieved from:

<http://educationnext.org/the-flipped-classroom/>.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.