
Learning Communicative English Using Flipped Classroom Approach via Curriculum Information

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Abstract

Flipped learning or flipped classroom has been introduced and applied in teaching and learning. Some may realize the concept while some are simply implementing it without knowing the term. This approach is introduced to encourage active learning and to attract students to interact with others. Flipped classroom suits students at higher learning institute because it develops critical thinking and problem-solving skills. Hence, this approach was introduced to enable students to learn at their own pace while hands-on activities are done in the classroom. The objective of this paper is to investigate perceptions of Malaysian polytechnic engineering students on learning Communicative English using flipped classroom approach via a learning management system called CIDOS. Specifically, the current study explored engineering students' views, benefits, and challenges of learning through flipped classroom approach. This study utilized an online reflection questionnaire consisting of both close and open-ended questions with 140 semester three engineering students undertaking Communicative English 2 course at a Malaysian polytechnic. The finding was analysed using SPSS and based on the analysis, the results indicated most engineering students had positive attitudes on the use of flipped classroom approach, preferred flipped classroom approach to traditional teaching approach and would like to continue learning through the flipped classroom approach. Although the analysis of results indicated positive outcomes, attention to possible challenges was also highlighted. In brief, flipped classroom has been well received by the respondents but, there are challenges and other aspects to be investigated prior to applying the approach in teaching.

Keywords : *Flipped classroom; Views, Benefits; Challenges; Communicative English, Technical*
