

What do Malaysian ESL Teachers Think About Flipped Classroom?

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Abstract. Student-centred teaching and learning methods are favoured for promoting active and collaborative learning. In the flipped classroom approach, student-centred teaching and learning are the focus in the learning process. The approach has been gaining attention from educators at all levels worldwide. The present study was aimed at exploring Malaysian primary ESL (English as a Second Language) teachers' perceptions of the implementation of flipped classroom. The study used the mixed method design, a Likert-scale questionnaire and an open-ended question. This research employed a whole population sample, which consisted of primary ESL teachers in a rural area in Malaysia. The findings showed that the teachers have positive perceptions of the flipped classroom approach as well as some concerns regarding its implementation, such as the availability of ICT (information and communications technology) gadgets and Internet connection in rural areas. Teachers' perceptions of flipped classrooms can be used to make suggestions or give ideas to the authorities for improving the infrastructure in rural areas to help teachers and students. It is recommended that future studies be carried out with a larger and more diverse population to gather a more detailed picture of Malaysian teachers' perceptions of the flipped classroom approach.

Keywords: flipped classroom; primary ESL teachers; teachers' perceptions; challenges; education

1. Introduction

In this era, the teaching and learning of the English language require the integration of technology. Students find traditional teaching methods less interesting; they prefer modern styles of teaching. Hence, teachers need to be innovative and creative by integrating modern teaching approaches to attract students and ensure better learning outcomes. Student-centred teaching and learning methods are preferred for promoting collaborative learning among students. Flipped classroom is a teaching approach that emphasises student-centred learning in the classroom, and it is gaining popularity globally. In a

flipped classroom, students are given the chance to grow as independent learners (Fauzan & Ngabut, 2018; Sharma, 2018; Yang & Chen, 2020; Zainuddin & Halili, 2016).

In this new class setting, the content is delivered outside the classroom, and the in-class time is employed for more student-centred activities (Jeong et al., 2018). The students are required to study the materials before coming to the class for the lesson. Hence, the classroom time is dedicated to more meaningful learning such as discussions regarding the topic given to the students. The rapid development of multimedia technology has contributed to the rising trend of using the digital environment in learning, thereby promoting new learning models (Wang, 2020).

Flipped classroom's popularity has been growing in many countries, and therefore, many researchers have explored teachers' and students' perceptions of and attitudes towards this model (Khaled, 2019). Several studies have been conducted on teachers' perceptions of the implementation of flipped classroom (Ansori & Nafi', 2019; Gough et al., 2017; Khaled, 2019; Yang, 2017; Yang & Chen, 2020). However, according to Rahman et al. (2020), the studies conducted on flipped learning in Malaysia are fewer in number compared to the studies conducted around the globe.

Most of the past studies focused on students or teachers from high schools, universities, colleges or other higher education institutions rather than rural primary schools, especially in the Malaysian context. The students and teachers of rural schools are often left out due to their lack of technologies and facilities. Hence, this study was aimed at exploring Malaysian ESL teachers' general perceptions of the implementation of the flipped classroom approach in their daily teaching processes; this was accomplished through a survey and an open-ended question, and teachers from rural areas were particularly focused on as the studies conducted involving them are still few (Rahman et al., 2020). As the focus was on schools in rural areas, problems such as lack of ICT and infrastructure were expected to be the challenges. It is hoped that through the results of this study, the authorities are able to have a clearer picture of the real conditions in rural areas and, hence, provide better opportunities to the students. So, the research question of this study is as follows: What are the Malaysian primary ESL teachers' general perceptions of the implementation of the flipped classroom approach?

2. Literature Review

2.1 The Theory of the Flipped Classroom Approach

According to Eppard and Rochdi (2017), the revised version of Bloom's taxonomy is relevant to the concept of flipped learning, which involves independent learning and assimilation of learning. The independent learning occurs outside of the classroom, while the assimilation of information, which needs greater critical thinking and reasoning, occurs in the classroom, under the guidance of teachers.

Regarding the implementation of the flipped classroom approach, Zainuddin and Halili (2016) claimed that the lower levels of the cognitive domain are normally

engaged outside the classroom, where students study the materials prepared by the teachers, and the reading is completed independently by the students; the higher cognitive levels are engaged inside the classroom, during collaborative discussions with teachers and peers. A flipped classroom allows the students to have more time and opportunities to enhance their performance in higher-level cognitive activities.

Zainuddin and Halili (2016) also compared conventional and flipped classrooms in terms of students' achievement of the higher-order thinking skills (HOTS) mentioned in Bloom's revised taxonomy. This comparison is shown in Table 1.

Table 1: A comparison between traditional classroom approach and flipped classroom approach by Zainuddin and Halili (2016)

Levels of Learning	Traditional Classroom Tools	Flipped Classroom Tools
Remembering	Face-to-face lecture	Watching recorded lecture, reading materials and online materials independently
Understanding	Question and answer (Q&A)	Reflection, peer discussion and collaboration
Analysing	Homework	Classroom activities such as collaborative discussion
Applying Evaluating Creating	Homework or not applicable	Projects, presentations, peer evaluation and instructor evaluation

It is noticeable that the flipped classroom approach is able to help students use HOTS in the classroom through peer discussion and collaboration. Furthermore, Sharma (2018) stated that the traditional method of teaching always focuses on the lower level of Bloom's taxonomy in the classroom, and the students are left to work independently on the higher levels' skills with homework or additional exercises.

2.2 Concepts of the Flipped Classroom Approach

Flipped classroom is a type of blended learning in which the teachers choose and prepare pre-class work, such as online materials, and the in-class time is devoted to collaborative tasks among students (Ho, 2020; Unal & Unal, 2017). It is well documented in the literature that interaction among learners helps learning take place (McCallum et al., 2015; Murray et al., 2015; Nguyen, B., et al., 2016). Moreover, Chun and Sathappan (2020) defined flipped classroom in terms of the shifted roles of learners and teachers: the learners are responsible for their own learning, and the teachers provide guidance and assistance to the learners. In a flipped classroom, different learning activities and platforms are used to teach the lessons (Yousufi, 2020). Discussion and collaboration among learners are the focus throughout the lessons.

In a flipped classroom setting, the teaching content and activities are provided online to students in advance so that they may read the materials before the next lesson (Jones, 2016; Yousufi, 2020). Hence, the students are familiar with the

content of the lesson and the activities planned. Fauzan and Ngabut (2018) stated that a flipped classroom helps avoid teacher-centred lessons as teachers have the chance to use the classroom time for countless student-centred activities. Al-Ibrahim (2019) asserted that the flipped classroom approach has positive effects on students' learning as it increases their motivation to learn and keeps them engaged in student-centred activities, which help in developing collaborative, research and inquiry skills. To implement flipped learning effectively, technical infrastructure, particularly high-speed Internet, should be reinforced, and students should be encouraged and motivated to study using various sources and course contents offered online (Say & Yildirim, 2020).

2.3 Past Studies on Flipped Learning

Su Ping et al. (2020) conducted a study on low-proficiency students' experience of and reflections on a flipped writing programme. The students believed that by viewing lecture videos and reflecting upon their content before the lessons, they could be better prepared, which contributed to better engagement and participation in classroom activities in the flipped classroom compared to a conventional classroom. Immediate feedback from their teachers and peers also helped the low-proficiency students engage in discussions.

A study analysing the implementation of blended learning was conducted by Mahalli et al. (2019). The advantages of adopting blended learning models are that they can make it easier for students to learn anytime and anywhere and enable them to learn independently, at their own pace. In addition, they will prepare students for what will be learnt in class and stimulate their curiosity and interest regarding their classroom experiences.

Nguyen, H. A. V., et al. (2019) conducted a study investigating the advantages of flipped classroom in the teaching of grammar. The results of the study showed that the approach enables students to be self-paced in learning, creates opportunities for them to express their opinions, saves time for in-class communicative activities and facilitates the learning of English grammar in a communicative manner.

Abdelrahman et al. (2017) conducted a study involving Sudanese students and focused on the effects of the flipped classroom approach on students' writing proficiency and their satisfaction with the use of the approach. The students agreed that the approach helped them improve their writing. The online video lessons prepared by the teacher could be watched anytime and anywhere, and they enabled students to have a better understanding. The students also stated that their teacher was more attentive towards them. Discussions and more interactive group work replaced the traditional process of the teacher delivering lessons. The researchers proclaimed that thanks to the flipped classroom approach, even shy students responded to the questions in the online form. Hence, this approach may help in encouraging collaborative work among students.

Goedhart et al. (2019) studied the outcomes of a flipped classroom experiment performed during a master's course at the Netherlands' Vrije Universiteit

Amsterdam. The positive reviews from both the teacher and the students indicated that the experiment was a success. Deeper learning was enabled through a mixture of personalised pre-class learning and peer-learning classroom activities. Fathi and Rahimi (2020) conducted a study in an Iranian university. They found that the EFL students in the flipped classroom greatly outperformed those in the non-flipped classroom in terms of global writing performance and writing fluency.

Ali et al. (2021) explored the use of flipped classroom in teaching English as a second language to 5th-grade learners in a Pakistani school. The students who were taught using the flipped classroom approach as a teaching method scored higher in a test compared to those who were taught using the traditional method. The authors also stated that flipped classroom is able to upgrade basic reasoning and encourage communication among and participation of learners (Ali et al., 2021). Kurt (2017) conducted a study at a higher education institution in Turkey. It was found that pre-service teachers perceived themselves to be more motivated in a flipped classroom as they were allowed to participate actively in the classroom and because they could watch the videos as many times as they needed before the lesson, at their own pace.

2.4 Past Studies on Teachers' Perceptions of the Flipped Classroom Approach

A flipped classroom allows students to be more active in their learning and provides them with more opportunities to collaborate with their friends in the classroom, thereby building their confidence in using the language. Gough et al. (2017) found that for teachers, the greatest advantages of the flipped classroom approach are the benefits it provides to absent students and struggling students, as they can re-watch the recorded lessons, the increased interaction it enables between students and teachers and the increased time it allows for various learning activities. In addition, Gough et al. (2017) discussed the challenges faced by the teachers. The teachers who participated in the study agreed that accessing technology outside of school could be an issue for some learners.

In a study, some teachers considered flipped classroom creative and felt that it may be useful in teaching English grammar (Yang, 2017); however, they also believed that it may only be practical for more ambitious learners, and the extra job of making pre-lesson videos was their main concern. Based on their study, Ansori and Nafi' (2019) claimed that this approach facilitates active learning, enhances teamwork among learners and encourages autonomous learning. The participants in their study mentioned that the challenges in the implementation of this approach include lack of supporting facilities, technical and technological problems, and the difficulty of producing flipped learning materials. As for the advantages, in-class activities involving discussion and presentation can increase classroom communication (Ansori & Nafi', 2019; Jaramillo, 2019).

Khaled (2019) conducted a study to investigate EFL teachers' perceptions of the flipped classroom model in the Palestinian context. The data collected showed the positive impacts of the model. In interviews, the teachers stated that it made the students more responsible for their learning outside the classroom. Furthermore, this model gave the students more freedom to search for new information related

to the lesson before coming to the classroom. Some teachers felt that the model would help them in planning, teaching and communicating effectively with students using technology.

Flipped classroom is a model that enables students to focus and interact during their learning process. It facilitates flexible and independent learning as students can learn anytime and anywhere and individually, at their own pace (Gilboy et al., 2015; Kurt, 2017; Mahalli et al., 2019; McCallum et al., 2015). In addition, this approach can save a lot of the time that is spent on teaching and ensure that more class time is used for student practice; it makes the learners more responsible for their learning and further enhances their independent learning skills (Yang & Chen, 2020). Hence, we can see that the past studies on teachers' perceptions of the flipped classroom approach revealed positive responses and some concerns and challenges related to the implementation of the approach.

3. Methodology

3.1 Research Design

This mixed method research data was collected via a 5-point Likert-scale questionnaire as a Google form and an open-ended question. The questionnaire consisted of 20 questions, with the answers ranging from "Strongly Agree" to "Strongly Disagree".

3.2 Research Respondents

For this study, the research participants were selected via the whole population sampling technique. The selected population consisted of English language teachers from the primary schools of a district in Malaysia; the total population was 114. Of them, only 78 responded to the online questionnaire; thus, the response rate was 68%, which is acceptable according to Creswell (2014), who stated that a response rate of 50% is acceptable in survey research.

3.3 Research Instrument

Two research instruments were used in this research: a survey questionnaire and an open-ended question. The questionnaire used in the survey was based on previous studies by Khaled (2019) and Alsowat (2016). A total of 20 items, with a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), were formulated, and the questionnaire was distributed online. The questionnaire was piloted on 31 teachers with similar teaching backgrounds. The reliability of the questionnaire was verified using the software IBM SPSS (Statistical Package for the Social Sciences) Version 25, and it obtained the Cronbach's alpha reliability coefficient with the value of 0.95. Vaske et al. (2017) stated that a value more than or equal to 0.8 (≥ 0.8) is an excellent indication of good internal consistency. The open-ended question in the survey was created to explore the teachers' perception of a flipped classroom in primary school settings, particularly involving primary school students and English language lessons.

3.4 Data Collection Procedure

The survey was conducted by providing the participants with the Google form's link. It was shared with all the English language teachers at the research site

through the online social application WhatsApp. The data collected through the form was analysed descriptively and thematically.

3.5 Data Analysis Procedure

The quantitative data collected through the questionnaire was analysed using the software IBM SPSS Version 25. The means, frequencies and percentages of the Likert-scale questionnaire data were used for the descriptive statistical analysis. To analyse the teachers' perceptions of the flipped classroom approach and better understand their responses, the researchers used a scale developed by Ibrahim et al. (2015), which is shown in Table 2. The qualitative data was analysed thematically through its categorisation into themes and sub-themes.

Table 2: Interpretation of the mean score, as proposed by Ibrahim et al. (2015)

Mean Score (M)	Interpretation of Mean Score
1.00–2.00	Low
2.01–3.00	Moderately Low
3.01–4.00	Moderately High
4.01–5.00	High

4. Findings

This study was aimed at identifying primary ESL teachers' perceptions of the implementation of the flipped classroom approach. To achieve this aim, a mixed method research design was applied. The results of the quantitative data collected were related to the research question, "What are the Malaysian Primary ESL teachers' general perceptions of the implementation of the flipped classroom approach?" A total of 78 teachers (68% of the total population) answered the Likert-scale questionnaire. The researchers tabulated the frequencies, percentages and means to better illustrate the data; this can be seen in Table 3 and Table 4. As for the qualitative data, the teachers' responses were coded and analysed thematically, as shown in Table 5.

Table 3. Frequencies, percentages and means of teachers' perceptions of the advantages of flipped classroom approach with regard to the teacher's role

Item	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree	Mean (M)	Interpretation of Mean Score
I have knowledge of the flipped classroom methodology.	3 (4%)	3 (4%)	20 (26%)	41 (52%)	11 (14%)	3.69	Moderately High
I practise the flipped classroom approach.	6 (8%)	13 (17%)	33 (42%)	21 (27%)	5 (6%)	3.08	Moderately High
I would love to practise flipped classroom approach.	0 (0%)	0 (0%)	15 (19%)	42 (54%)	21 (27%)	4.08	High
In flipped classroom approach, teachers become organizers, mentors, and facilitators.	0 (0%)	0 (0%)	6 (8%)	45 (58%)	27 (34%)	4.27	High
In flipped classroom approach, the teacher can communicate a lot with students.	0 (0%)	2 (2%)	20 (26%)	32 (41%)	24 (31%)	4.00	High
Flipped classroom approach allows teachers to broaden and deepen	0 (0%)	0 (0%)	9 (11%)	38 (49%)	31 (40%)	4.28	High

students' learning within limited class hours.							
Flipped classroom approach involves less lecturing and more collaborative activity in the classroom.	1 (1%)	0 (0%)	5 (7%)	43 (55%)	29 (37%)	4.27	High
Flipped classroom approach helps teachers to maximise the lesson content.	0 (0%)	1 (1%)	7 (9%)	42 (54%)	28 (36%)	4.24	High
Flipped classroom approach allows class time to be more productive for in-depth discussion.	0 (0%)	0 (0%)	10 (13%)	40 (51%)	28 (36%)	4.23	High
Flipped classroom approach provides a solution to the problem of lack of time, which hinders teachers in the classroom.	0 (0%)	1 (1%)	9 (12%)	39 (50%)	29 (37%)	4.23	High
	Overall mean score					4.04	High

As seen in Table 3, the overall mean score of teachers' perceptions of the advantages related to the teacher's role was 4.04, which is considered as a high level of perception. The means of the items in the questionnaire ranged from 3.08 to 4.28, which is moderately high to high according to Ibrahim et al. (2015).

Table 4. Frequencies, percentages and means of teachers' perceptions of the advantages of flipped classroom approach with regard to students' learning

Item	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree	Mean (M)	Interpretation of Mean Score
In flipped classroom approach, recorded lessons in the form of videos help students because they can re-watch the part of lessons that they do not understand.	0 (0%)	0 (0%)	6 (8%)	40 (51%)	32 (41%)	4.33	High
In flipped classroom approach, the materials given before class help students practise knowledge with their friends.	0 (0%)	0 (0%)	6 (8%)	42 (54%)	30 (38%)	4.31	High
Flipped classroom approach makes each student responsible for coming to class with a basic understanding of the subject.	0 (0%)	0 (0%)	8 (10%)	44 (57%)	26 (33%)	4.23	High
Flipped classroom approach enables students to construct knowledge outside of class.	0 (0%)	0 (0%)	9 (12%)	40 (51%)	29 (37%)	4.26	High
Flipped classroom approach reverses the role of the students from passive observers to active participants.	0 (0%)	0 (0%)	10 (13%)	39 (50%)	29 (37%)	4.24	High
Flipped classroom approach strengthens students' preparedness before the class.	0 (0%)	0 (0%)	6 (8%)	43 (55%)	29 (37%)	4.29	High
Flipped classroom approach has the potential to facilitate active learning during the lesson.	0 (0%)	0 (0%)	7 (9%)	41 (53%)	30 (38%)	4.29	High

In flipped classroom approach, more learning can be done outside the classroom.	0 (0%)	0 (0%)	8 (10%)	44 (57%)	26 (33%)	4.23	High
In flipped classroom approach, students have a sense of responsibility for their learning.	0 (0%)	1 (1%)	5 (6%)	45 (58%)	27 (35%)	4.26	High
In flipped classroom approach, students have more flexible learning time.	0 (0%)	0 (0%)	4 (5%)	46 (59%)	28 (36%)	4.31	High
Overall mean score						4.28	High

As seen in Table 4, the overall mean score of teachers' perceptions of the advantages related to students' learning was 4.28, which is weighed as a high level of perception. All the items were measured as high, as they ranged from 4.23 to 4.33, as per the scale of Ibrahim et al. (2015).

Table 5: Selected excerpts from the open-ended question

Question: What do you think about flipped classroom approach?		
Themes	Sub-themes	Selected excerpts
Perceived advantages	Prepare the students for lesson (mentioned by 15 participants, 19.2%)	(a) Learners could activate their schemata before the teachers convey the lesson. They will be more alert, and it would enhance learning readiness. [T41]
		(b) Flipped classroom approach serves as another alternative to preparing the pupils with prior knowledge on the subject matter that will be further discussed in their formal classroom-based lesson beforehand. [T47]
	Promote active learning (mentioned by 10 participants, 12.8%)	(c) Flipped classroom approach is relevant in the 21st-century learning era with pupils being the active participant during the learning process. [T46]
		Promote independent learning (mentioned by 8 participants, 10.3%)
	(e) It's an independent self-learning in which they are responsible for their own learning. [T18]	
	Maximise learning (mentioned by 8 participants, 10.3%)	(f) A lesson that allows learners to understand in depth without time constraints. [T27]
		(g) It helps teacher to maximise their teaching and learning contents outside of the classroom. [T29]
		(h) It's a very good way to maximise learning in limits of the teaching periods especially in SJKC (Chinese medium national school) schools where English periods are lesser compared to SK (national school) schools. [T68]
Promote student-centred learning (mentioned by 7 participants, 9.0%)	(i) It promotes student-centred learning. [T5]	
	(j) It's good because it promotes student-centred learning. [T7]	
Good and worth implementing (mentioned by 6 participants, 7.7%)	(k) Basically, I think that flipped classroom approach is one of the methods or techniques of teaching that should be implemented in this globalised era so as to compare to the traditional and dull teaching method. [T72]	
Perceived challenges	Not applicable to rural area (mentioned by 7 participants, 9%)	(l) I think it's suitable for some students in town areas/parts of suburban areas only. It's because not all the students have the facilities at home. Especially in my area. [T15]

Perceived challenges	Lack of ICT gadgets and facilities	(m)	... not all the students have the facilities at home. Especially in my area. [T15]
	(mentioned by 6 participants, 7.7%)	(n)	Cannot be carried out if pupils didn't have the required tools. [T32]

The participants who answered the questionnaire also responded to the open-ended question. The selected excerpts were coded and analysed thematically and then categorised into themes and sub-themes. The end of every excerpt is attached with a [Tn], where *n* indicates the participant. Thus, as seen in Table 5, through qualitative thematic analysis of the open-ended question, two major themes were identified in relation to the perceptions of the flipped classroom. The themes were *perceived advantages* and *perceived challenges*. '*Perceived advantages*' is the most significant perception; the sub-theme '*Prepare the students for lesson*' was mentioned most frequently by the participants. The theme '*Perceived challenges*' had two sub-themes: '*Not applicable to rural area*' and '*Lack of ICT gadgets and facilities*'.

5. Discussions

As shown in Table 3, most teachers agreed with '*Flipped classroom approach allows teachers to broaden and deepen students' learning within limited class hours*' ($M = 4.28$), which is probably because they are aware that they can collaborate and discuss more with the students while implementing this approach. The data is supported by the participants' responses to the open-ended question, under the sub-theme '*Maximise learning*'. T68 wrote, "*It's a very good way to maximise learning in limits of the teaching periods especially in SJKC (Chinese medium national school) schools where English periods are lesser compared to SK (national school) schools.*" This is supported by the study by Yang and Chen (2020), which also showed that this approach helps increase the teaching and learning effectiveness within the restricted class hours. The students in a flipped classroom have the opportunity to adjust their study times outside the classroom (Fauzan & Ngabut, 2018).

The item '*I practice flipped classroom approach*' (Table 3) had the lowest mean score ($M = 3.08$); 67% teachers do not implement the method, and this is considered as a moderately high level of perception. This is probably due to Internet connection issues in the rural area and unavailability of gadgets at school or home. This is supported by the qualitative data from the open-ended question, under the sub-themes '*Not applicable to rural area*' and '*Lack of ICT gadgets and facilities*'. T15 stated, "*... not all the students have the facilities at home. Especially in my area.*" This is supported by past studies (Ansori & Nafi', 2019; Gough et al., 2017; Say & Yildirim, 2020). This is one of the challenges perceived by the teachers in implementing the flipped classroom approach.

Table 4 shows that most teachers agreed with the item '*In flipped classroom approach, recorded lessons in the form of videos help students because they can re-watch the part of lessons that they do not understand*' ($M = 4.33$). Students may need to re-watch the entire videos or any parts of the lessons to develop a better understanding of the concepts taught. This data is supported by the responses to the open-ended question, under the sub-theme '*Maximise learning*', which was mentioned by eight participants. T27 claimed, "*A lesson that allows learners to learn*

in depth without time constraints". The data is supported by past studies (Gough et al., 2017; Su Ping et al., 2020; Sharma, 2018), which stated that struggling learners are able to re-watch the recorded lessons prepared by the teachers.

As shown in Table 4, *'Flipped classroom approach makes each student responsible for coming to class with a basic understanding of the subject'* had the lowest mean score of all the items ($M = 4.23$). This is probably because some students have less awareness about their responsibilities with regard to learning. Although it is the lowest mean score, it is regarded as a high level of perception (of the flipped classroom approach). The data is further supported by the responses to the open-ended question, under the sub-theme *'Prepare the students for lesson'*; this theme was mentioned by 15 participants (19.2%), as seen in Table 5. One of the teachers, T47, stated, *"Flipped classroom approach serves as another alternative of learning to preparing the pupils with prior knowledge on the subject matter that will be further discussed in their formal classroom-based lesson beforehand."*

In addition, T41 (see Table 5) mentioned, *"Learners could activate their schemata before the teachers convey the lesson. They will be more alerted and enhance learning readiness."* This data aligns with the findings of past studies (Jones, 2016; Khaled, 2019; Mahalli et al., 2019; B. Nguyen, B., et al., 2016; Nguyen, H. A. V., et al., 2019; Yang & Chen, 2020). The study by Khaled (2019) indicated that students feel more confident and responsible for their learning when they prepare their own learning material before coming for the lessons.

As shown in Table 4, *'In flipped classroom approach, more learning can be done outside the classroom'* also has the lowest mean score ($M = 4.23$), which is indicated as high perception. A study by Fauzan and Ngabut (2018) showed that students can explore the learning materials further as this model allows them to study the materials at home and continue their learning in the classroom. Students get trained to be independent learners when they are left to explore the learning by themselves; this is supported by past studies that saw students grow as independent learners (Fauzan & Ngabut, 2018; Nguyen, B., et al., 2016; Yang & Chen, 2020; Zainuddin & Halili, 2016). The findings of these past studies confirm the importance of shifting from the traditional teaching methods to more effective teaching practices such as the flipped classroom approach, which directly involves the students in the learning process. This is further supported by the sub-theme *'Maximise learning'* (see Table 5). T29 stated, *"It helps teacher to maximise their teaching and learning contents outside of the classroom."* Generally, teachers are aware of the advantages related to students' learning. The findings of previous researches revealed that teachers in general are satisfied and agree on the advantages of the flipped classroom approach (Fauzan & Ngabut, 2018; Gough et al., 2017; Jones, 2016; Khaled, 2019; Yang & Chen, 2020).

Another sub-theme that often came up in the responses to the open-ended question was *'Promote active learning'*, mentioned by 10 participants (12.8%), as shown in Table 5. This was probably because after reviewing the materials online, students have a better understanding and are able to participate actively during class. T46 highlighted, *"Flipped classroom approach is relevant in 21st century learning era with pupils being the active participant during the learning process."* Past studies

(Abdelrahman et al., 2017; Ali et al., 2021; Kurt, 2017; Nguyen, B., et al., 2016; Sharma, 2018) have claimed that flipped classroom approach is able to promote active learning in the classroom. The other perceived advantages' sub-themes are 'Promote independent learning', 'Promote student-centred learning' and 'Good and worth implementing'. In general, the teachers had positive perceptions of the implementation of flipped classroom approach, but they also stated some concerns, as shown in Table 5.

6. Conclusion and Implications

The present study was aimed at investigating Malaysian primary ESL teachers' perceptions of the implementation of the flipped classroom approach. The quantitative results reported a high level of perception. The excerpts from the participants signified the benefits of the approach, such as preparation of students for the lessons, promotion of active learning, independent learning and student-centred learning and maximisation of learning, as compared to the traditional methods of teaching. However, the teachers implementing the approach face some challenges: non-applicability to rural areas and lack of ICT gadgets and facilities. The flipped classroom approach is still worth implementing in the classroom as it has advantages for the students and teachers. The obstacles to its implementation should be overcome by the relevant parties. Teachers' perceptions of flipped classrooms can be used as a basis for giving suggestions or ideas to the authorities for improving the infrastructure in rural areas to help teachers and students. With a more robust and modern infrastructure, the teachers and students in the rural areas will have the opportunity to follow in the footsteps of the schools in the urban areas. A limitation of this study is that it only focused on primary ESL teachers. It is suggested that future studies involve a larger and more diverse population of teachers in order to get a more detailed picture of Malaysian teachers' perceptions of the flipped classroom approach. Students' perceptions can also be taken into account to know and understand the advantages or challenges of this method.

7. References

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Appendix A: (Questionnaire & Open-ended Questions)

Title: The ESL Teachers' Perceptions on Flipped Classroom

This survey is divided into Part A and B.

Part A: Teachers' perceptions about the advantages of Flipped Classroom on teachers.

Part B: Teachers' perceptions about the advantages of Flipped Classroom on students.

Please read the following statements and choose the most appropriate response for each item. = *strongly disagree* 2 = *disagree* 3 = *not sure* 4 = *agree* 5 = *strongly agree*

Part A: Teachers' Perceived Advantages of Flipped Classroom on Teachers						
No.	Statements	Scale				
		1	2	3	4	5
1	I have knowledge of the Flipped Classroom methodology.					
2	I practice the Flipped Classroom.					
3	I would love to practice the Flipped Classroom.					
4	In Flipped Classroom, teachers become organizers, mentors, and facilitators.					
5	In Flipped Classroom, teachers can communicate a lot with students.					
6	Flipped Classroom allows teachers to broaden and deepen students' learning within limited class hours.					
7	Flipped Classroom involves less lecturing and more collaborative activity in the classroom.					
8	Flipped Classroom helps to maximise the lesson content by allowing students to prepare the lesson before the class.					
9	Flipped Classroom allows class time to be more productive for in-depth discussion.					
10	Flipped Classroom provides a solution to the lack of time that hinders teachers in the classroom.					

Part B: Teachers' Perceived Advantages of Flipped Classroom on Students						
No.	Statements	Scale				
		1	2	3	4	5
1	In Flipped Classroom, recorded lessons in the form of videos help students because they can re-watch the part of lessons that they do not understand.					
2	In Flipped Classroom, the materials given before class helps students practice knowledge with their friends.					
3	Flipped Classroom makes each student responsible for coming to class with a basic understanding of the subject.					
4	Flipped Classroom enables students to construct knowledge outside of class.					
5	Flipped Classroom reverses the role of the students from passive observers to active participants.					
6	Flipped Classroom strengthens students' preparedness before the class.					
7	Flipped Classroom has the potential to facilitate active learning during the lesson.					
8	In Flipped Classroom, more learning can be done outside the classroom.					
9	In Flipped Classroom, students have a sense of responsibility for their learning.					
10	In Flipped Classroom, students have more flexible learning time.					

Open-ended Question

1. What do you think about Flipped Classroom?