

# The Acceptance of Flipped Language Learning (FLL)

## A study of Engineering Students at Technical Matriculation College

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### Abstract

The transformation from a traditional learning environment to an interactive learning environment becomes an urge for educators as we are moving towards the 21st century of learning. Surrounded by a tapestry of technology tools requires educators to move a step forward in improving their pedagogy. Educators need to be creative to align the student's current style of learning by flipping their classroom using mountains of information provided in the internet. The use of smartphones, owned by the students, will engage them in the learning process if the lessons are planned well. This study was conducted to evaluate a flipped learning in a language tutorial class and to examine students' acceptance and feedback towards the implementation of flipped classroom and the usage of video and smart phone as the right tech tools in the flipped language learning. The results from both survey and individual interviews indicated that most students had positive acceptance towards the flipped language learning approach. This shows a positive impacts for engineering students' styles of language learning and widened opportunity to prepare and practice using the language before, during and after the class. Thus, flipped learning is recommended for other courses such as engineering and sciences.

**Keywords:** Flipped Language Learning (FLL); smartphone the right tech tools; video usage.

### INTRODUCTION

The modes of teaching and learning are rapid changing due to the current students' learning styles that require the involvement of technological tools in their life. Books and lecture notes are not the main references for this new generation, known as "Z-generation" in their learning process. From an early age, they were exposed to a variety of gadgets such as iPad, tablet, computer, and smartphone and the apps. They learn while moving from one place to another and from time to time at their own pace. Thus, it is about time for educators to change their style of teaching in the classroom, tutorial room, and lecture hall. Carrying books to the class and using them within hours of teaching and learning are seen as conventional practices among the present educators. Problems

occurred when students did not have enough time to ask questions to the teacher and did not get enough practices in solving the problems raised in the process of teaching and learning during tutorial or lecture. Tutorial time of an hour, limits both educator and learner to achieve a reasonable satisfaction in the learning process; thus, sometimes educators have to skip certain learning stages, syllabus, or explanation. In language teaching class, the duration of an hour becomes the main constraint for every learner to do the language practice, either individual work or group discussion. The conventional way of teaching using chalk and talk, then lecturing with the help of power point presentation, a one-way approach, ignoring learner participation, a matter of finishing the class or lecture, reflected a disappointment and boring modes of learning in students' mind and soul. Today, students are surrounded with technology which are changing rapidly from time to time. They live and grow in this digital environment, and hence, they need a speed and energetic approaches in their process of learning. Educators should walk along with them in advance so that they will not be left behind, living in conventional ways and out of dated. Students now prefer to have their lecture notes mobile rather than in printed version as it is techno-savvy, convenient and ease of use. They can follow their lessons at any time and space, just by using their gadget. The current study seeks to answer the following questions:

1. What is the students' opinion of the implementation of flipped language learning in Technical Matriculation College?
2. In what ways students have benefited from the usage of video in flipped language learning?
3. What are the students' acceptance and feedback in the usage of the smart phone as the right tech tools in flipping the language learning?

### THEORETICAL FRAMEWORK OF THE RESEARCH

A Flipped language learning involved a Behaviorist theory when students participate outside of the classroom which happened before and after the flipped classroom via watching assigned videos in YouTube and online resources; group discussion via Telegram. While Active, Cooperative and

Constructivism theories took place when students collaborate with the group members discussing and solving the issues raised in the video they watch at home. The constructivist approach to teaching calls on learners to become active classroom participants by placing the passivity of listening to a lecturer and to devote face-to-face classroom valuable time for peer collaboration, inquiry, and project-based learning. Traditionally, teachers spend class time introducing basic concepts, explaining ideas, asking students to read, giving boring lectures and so on. Thus, classes are teacher dominant. As a reaction to teacher-centered learning, the flipped classroom gives instructors valuable tools in changing these practices by freeing class time to better assess student learning and using the class valuable time to help students apply the knowledge they gained through online lectures, notes, etc. (Dickenson, 2014; Prodoehl, 2015).

### FLIPPED LEARNING MODEL (FLM)

The Flipped learning was commercialized by three founders: chemistry teachers Jon Bergman and Aaron Sams (Bergmann & Sams 2012) and the founder of the Khan Academy, Salman Khan (TED 2011). Sharples, Adams, Ferguson, Gaved, McAndrew, Rienties, Weller, and Whitelock (2014) stated that flipped learning is an innovative pedagogy with potential for high impact in the HE (Higher Education) sector in the medium term (2-5 years). While

Hamdan, McKnight, McKnight, and Arfstrom (2013) added even flipped learning has not been rigorously evaluated as a pedagogy in HE, case studies are emerging, in ever greater numbers, which document measurable improvements in student and teacher motivation, increased attendance in class, better grades as a result of using the flipped approach. According to Min Kyu Kim, So Mi Kim, Khera and Getman (2014), beyond flipping the order of the lessons, FLM is "an open approach that facilitates interaction between students and teachers and differentiated learning". Students are encouraged to participate in the learning activities and study at their own pace as well as reflect on what they learn. Review of studies found that majority of the studies were conducted in the U.S. and few studies have been conducted in Asian countries. Besides, there were only a few studies on the use of the FLM in a course delivered in a second language. Viewing a video as a homework before entering class which reversed from traditional ways of teaching become one of the favored activity among the flipper. A report on the use of video watching in flipped learning before the tutorial and problem-based learning activities for small group work during the tutorial time, improved student's engagement and highlight the logistical experiments in employing small group working within the large cohort (University of Manchester 2014).

Educators who are interested to flip their classroom need to consider on the Four Pillars of F-L-I-P (Sams, Bergmann, Daniels, Bennett, Marshall, & Arfstrom; 2014). The first

element is the flexible environment, creating spaces and time frames which allow students to interact and reflect on their learning are needed. Flippers need to observe and facilitate students to make adaptations as possible and offering them with diverse ways to acquire content and demonstrate mastery. The second element is learning culture, flippers need to offer chances so they can engage in meaningful activities by themselves. Next, scaffold the activities and make it reachable to all students and give feedback. Third, the element is intentional content, used to prioritize concepts, give clear instruction so they can access their learning by themselves. In doing so, flippers can create or curate relevant content (usually videos) for the students and differentiate to make content accessible and relevant to all students. Lastly, the fourth element is to have a professional educator, always available to all students for individual, group and class feedback. Flippers also need to conduct an ongoing formative evaluation during class time through observation and by recording data to update future instruction. Finally, collaborate and reflect with other educators and yield accountability for transforming the practice. Supyan (2016) suggested a cycle of flipped learning activities that occur in four stages: Introduce & Guide (concept exploration), Practice (meaning making), Evaluate (output/outcome of learning), and Assess (experiential learning). Assess, however, can be carried out as a diagnostic test to determine the level of competency of the students on the given topics, and later followed by Introduce & Guide to realign students' understanding.

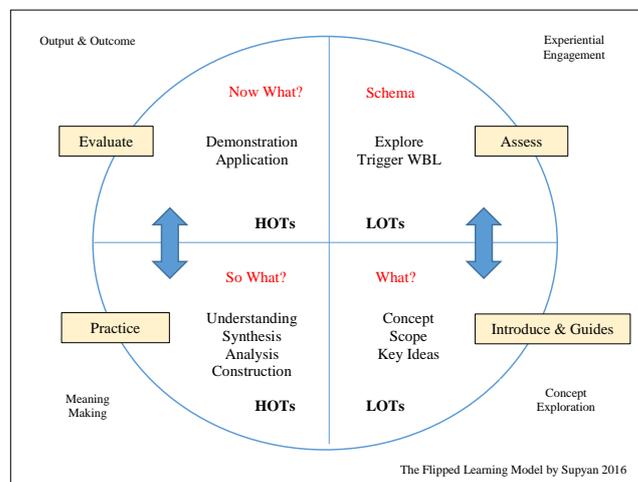


Figure 1: The flipped learning cycle in four phases

### PHASE

#### Phase 1: Experiential Engagement (Schema)

The cycle often begins with an experiential exercise by using authentic materials, often hands-on, and engages full participation from the students in the learning activity. Supyan (2016) said students were exposed to the schema with the guided 'WH' questions to help them explore their own learning via video and trigger through the web-based learning for more

information. Based on the constructivist learning the students hooked up through the learning and motivated by the personal link to the experience, thus create meaning for and about that experience. In this section teacher act as facilitator and students were introduced to the topic that creates an aspiration for them to learn more via problem-solving activities.

### **Phase 2: Concept Exploration (What?)**

Students are exposed to and learn concepts during the Experiential Engagement. Individual learning started when they viewed a content-rich videos. Videos are used to help students learn the abstract concepts related to the selected topic by the teacher. The teacher offer the students choices of video and related online content (YouTube and apps link “Let’s practice speaking”)

### **Phase 3: Meaning Making (So What?)**

According to Supyan (2016), in this phase, students applied a SWOT analysis. They are advisable to identify the strengths, weaknesses, opportunities, and threats in the team as they seen in the video (before, during, after the show. Students reflect on their understanding of what was discovered during the previous session. In this session, they develop skills for reflective practice through discussing, reviewing, analyzing, evaluating, synthesizing, and constructing their learning through experiential activities.

### **Phase 4: Demonstration and Application (Now What?)**

Students demonstrate what they learned in a way that makes sense to them. The evidence of their learning will be more accurate when they have multiple choices in their way to demonstrate their knowledge. They are expected to become the experts through the learning process. The evaluation, take place when the students creates something that is individualized and extended beyond the lesson with applicability to the everyday lives. Chances should be provided for them so they can make concrete plans on how they will use the course content in other sides of their lives.

### **Flipped Language Learning (FLL)**

The flipped language learning (FLL) is based on flipped learning module (FLM) a new pedagogical method in which the English language tutorial/lecture and homework activities of a course are reversed. Language learning involved before, during, and after the class is over with the integration of multimedia technologies. The focus of the learning is more on student-centered, whereby students practiced using the second language through the tapestry of activities, such as group discussion, critical thinking activities, and collaborative group activities. The above literature provide some insights of flipped

learning that are related to this study. It is clearly shown that flipped learning, is able to reduce the watching time or explaining time in the class, On the contrary, it is expected to see students’ involvement and full participation in the process of learning. An educator may post the video, song or etc. beforehand through the use of the mobile applications such as Telegram, WhatsApp group, Pad let etc. By doing so, students acquire knowledge before the class, able to access the discussion topic, preparing themselves for the question and answer for the next class. While during the class, they will have ample time to practice and apply concepts and ideas with peers and lecturer, and reflect upon the feedback given by lecturer and use it for future learning. Three contact hours in a week may limit students’ chances to practice the English language. Therefore, through the implementation of flipped language learning, the problems expressed by most of English educator can be solved as, Webb, Doman, and Pusey (2014) aptly noted that the flipped approach extends classroom learning by “shifting the physical location of the classroom to anywhere the Internet or Wi-Fi connection exists, be it a café, a library, a bus, or even a beach” (p. 54). Teaching oral communication skills for students who will be tested for MUET (Malaysian University English Test) for speaking test is challenging when they are supposedly to have an individual and group discussion presenting a problem-solving task. Thus, cooperative exercises are needed in and outside the language classroom to overcome student’s problem in communication. Han (2015) found that by combining cooperative exercises in the classroom with user-friendly technology outside the classroom, covered all major skills and fostered the cooperative learning. In a normal language classroom, reference books, lecture notes, and PowerPoint slides show were used as teaching and learning materials to the students. They were expected to memorize some suggested social expression phrases, for example, and comprehend the phrases, and also have to use the higher-level Bloom’s cognitive skills on their own at home. In contrast, in a flipped learning, students were exposed to less cognitively tasks at home (watching video) and work on activities that require the higher-level skills from Bloom’s taxonomy in the class with the help of their classmate or lecturer. According to Lockwood, (2014) and Marshall (2013), a flipped approach allows English language learners to learn materials at their own pace and allows the language instructors to differentiate instruction for individual learners and increasing the likelihood that students will comprehend the class material. Kostka and Lockwood (2015) also stated that students were able to replay the video assigned to them as they need to and to pause to look up the meaning of a word or topic in other sources if they need more clarification. They also mentioned that student attendance is not an issue because they do not miss important materials as the materials are always accessible online at any time during the course of the semester. In contrast, in the conventional teaching and learning, the educator would need to be available for the consultation and a hardcopy of learning materials should be printed out so students can have a copy of that. Glofcheski (2015), a law professor, views flipped learning as something

relatively new in higher education – offering a shift in learning for students from passive to active, content-centered to inquiry-based, instructional to learning paradigm and “teacher-dependent” to independent, through using and taking advantage of technology This is because it is “shrinking the classroom to create a more personal, meaningful, inquiry-based, active learning environment” for students.

**The differences of conventional, flipped classroom and flipped learning.**

The review of three approaches is summarized in the table below in term of definition, role of teacher, learning contents, and the implementation of the approaches.

materials/ homework from previous lesson	song/reading – prepare to participate in class activities	/reading –prepare to participate in class activities
During class- first exposure (attend a lecture/tutorial)	Deep learning- practice applying key concepts with feedback ( class activities)	Deep/mastery learning -opportunity for student interaction and collaboration -Personalized & different pace of learning
After class – deeper understanding (attempt homework)	Check understanding and extend learning – (homework / preparation for the next class)	Students drive their own learning

**Table 1:** The comparison of three approaches.

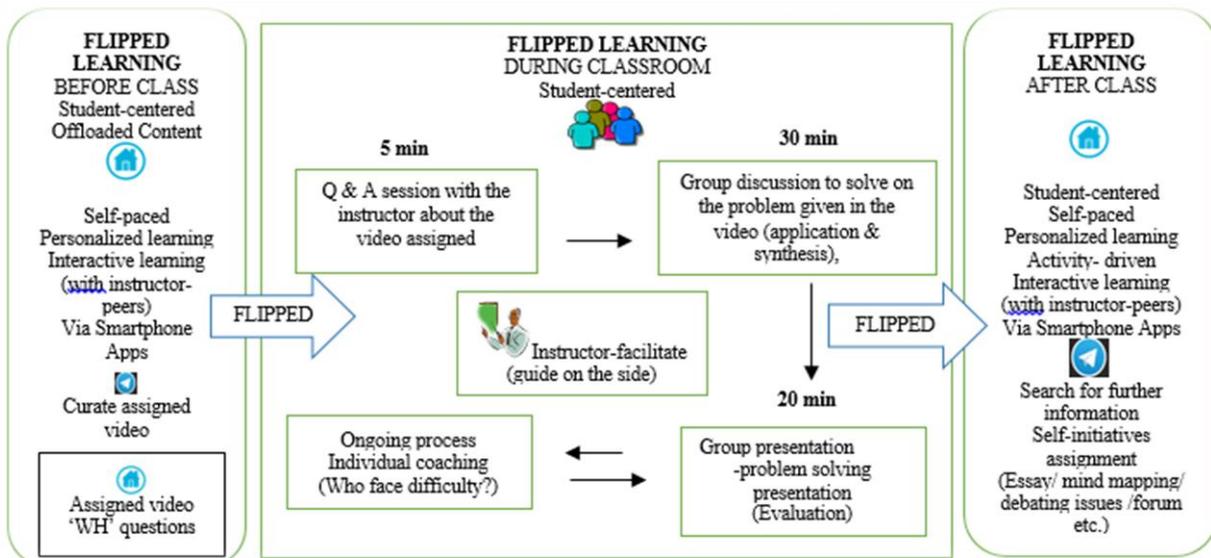
Traditional class	Flipped classroom	Flipped learning
A conventional teaching & learning in a classroom setting.	A form of blended learning in which students learn content online by watching video lectures, usually at home, and homework is done in class with teachers and students discussing and solving questions. Teacher interaction with students is more personalized – with guidance instead of lecturing.	A pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.
Teacher is disseminator of knowledge	Teacher is facilitator of learning	Teacher instructs lesson at home (video/ podcast/ mobile apps ) and acts as a partner/ guidance / assist students at different levels of mastery
Students received content in classroom with all students at same time	Students received content outside of group learning space via learning object	Using flipped classroom strategies to lead to deep learning( Mastery learning, PBL, Inquiry, Peer Instruction)
Before class-look for	First exposure watch/listen to	First exposure watch/listen to song

**METHODOLOGY**

This study used a mixed method, employing qualitative and quantitative approaches, in the analysis of the collected data. A semi-structured interview was conducted, and a survey questionnaire was distributed to 30 engineering students from three engineering courses to identify the needs of pedagogy movement and the most suitable one between the two conventional and flipped learning approaches, and also to measure the effectiveness of flipped learning approaches in language learning from the student's point of view, were selected purposively for this study. All 19 items in the questionnaire have been tested for the reliability in a pilot study. The Cronbach Alpha for the items reliability is 0.9 which is greater than 0.7, indicating the appropriate level of reliability (George & Mallery, 2003). There are 5 questions that were carried out in a semi-structured interview involving 5 randomly selected students. The questions are related to their opinion of FLL approach, the benefits of video usage in FLL problems faced, and other recommendations pertaining to the implementation of FLL in their learning. All respondents have their own smartphone and access to internet connection through Wi-Fi or their own mobile data. Thus, the implementation of ‘FLL’ can be implied easily. Educators act as ‘cognitive coach’ to stimulate and challenge students in using their HOT (higher order thinking) skills to explore the issue raised in the video showed to them.

**RESEARCH DESIGN**

The framework of this research design is based on the flipped learning module. The researcher evaluated on the social interactions, behaviors, and perceptions that occur within the group. The mixed modes of qualitative and quantitative methods were used to gain deeper understanding towards the study (refer to FLL Design Fig.2).



**Figure 2:** The flipped learning cycle in four phases

### Implementation of FLL in English speaking class

In preparing engineering students for effective group discussion, it is important to provide them with basic contents before they enter the class. Thus, they would be ready with some knowledge and questions to ponder during the lesson. The most difficult language skill to be taught in language learning is to have students in communicating with the language. This becomes a big issue for most of language practitioners, even students had attended English language classes since even at the primary level, they are still unable to use and communicate fluently using the target language. Therefore, the researcher flipped the ‘discussion’ skill in communication class with the hope that students would actively participate during the class and use that opportunity to use the language and apply their communication skills. This flipped learning is activity-driven, which is similar to MUET speaking practices that require an individual presentation and group discussion as most candidates were unable to discuss the issues raised in the task fluently.

Curating the YouTube videos that cater for the students and subject content needs is important. The length of the video should not last more than 7 minutes as they will be uploaded using their smartphones capacity. Telegram /WhatsApp group or Pad let were used as platforms for virtual online group discussion for each tutorial as primary class resources besides attending formal /daily language class. Group discussion has become one of the language activities that are always rushed through during class due to time constraints. Therefore, by flipping this class, students will have more time for themselves to talk or discuss about the topic/problem showed in the video as they have watched the video beforehand. Curating YouTube videos on short dramas revealed on problem solving issue

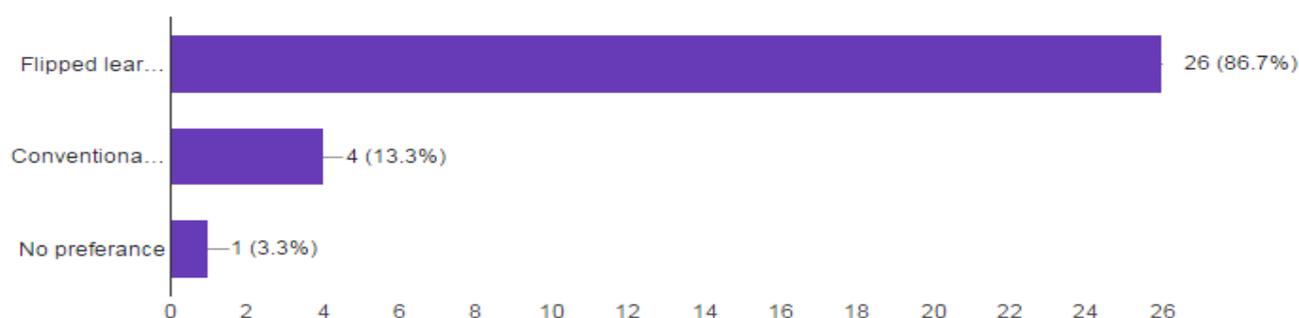
become the main resources in this language flipped classroom. They are away from conventional method; reading a problem solving task from the book or handout in language class. Different students have different styles of learning, and these engineering students learning styles are more to practical work which they can practice, see and experienced it. By watching the videos, which impart of visual and audio aroused their interest better in language learning. This will provide them with better information and scenario for them to discuss, so that they can prepare the Q & A session regarding the movie shown earlier that would be discussed during the language class. The topic or video shown should be related to their topic of interest. Students’ understanding can be checked through the Q & A posted in the Pad let/telegram platform. Finally, students are expected to play their roles of language users in discussing /solving the issues occurred in the presented video in a small discussion group during the class. Through this group discussion activity, each individual will have to play his/her roles as the language users, and they cannot skip the discussion.

### FINDINGS

#### Quantitative analysis on survey questionnaires

The survey questionnaire was divided into 3 categories based on the research questions in this study. The first research question is formulated pertaining to student’s opinion of the implementation of FLL in Technical Matriculation College. Therefore, the first set of question revolved on the chosen approach of language learning by the respondents. There were 86.7% of respondent prefer Flipped learning approach, 13.3% prefer conventional way of teaching and learning, while 3.3% have no preference on what to choose (refer to Fig.3).

### Which approach of language learning you prefer the most? (30 responses)



**Figure 3:** Preferable Language Approach

Table 2 shows the relationships between the variables in the survey questionnaire were tested through the Pearson Correlation using SPSS Statistic. The correlation value  $r = .821$  shows a strong correlation between the usage of video in the implementation of FLL and the significant value ( $p = .000$ ). While  $r = .863$  depicts a strong correlation between the usage of smartphone and video in the implementation of FLL and the significant value ( $p = .000$ ). Finally  $r = .674$  showed a moderate correlation between smartphone usage in the implementation of FLL. Thus, the findings revealed that there are interrelated relationships among the variables in the implementation of FLL in the process of teaching and learning.

**Table 2:** Correlation Test.

#### Correlations

		VIDEO	PHONE
VIDEO	Pearson Correlation	1	.863**
	Sig. (2-tailed)		.000
	N	30	30
PHONE	Pearson Correlation	.863**	1
	Sig. (2-tailed)	.000	
	N	30	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

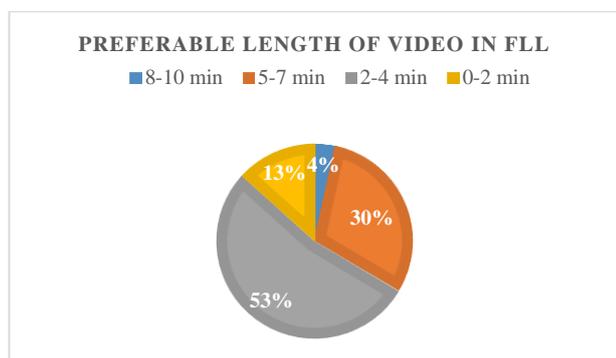
Table 3 refers to the first session in this research survey questionnaire of the students' acceptance towards the implementation of FLL. Students revealed a positive feedback

83.3% that flipped language learning is more engaging than a conventional classroom learning compared to a small negative feedback of 3.3 % among students who strongly agreed with the statement, and 13.3% undecided. These results are parallel to the survey done by Speak Up 2013, whereby almost three-quarters of the students agreed that flipped learning would be a good way for them to learn, with 32 percent of those students strongly agreed with that idea. (Speak Up 2013 National Research Project Findings: FLN). The same percentage shared with the second statement, 83.3% are motivated with flipped language learning, while 6.6 % contrasted with the thought, while 10% are undecided. A high percentage of respondents agreed (86.7%) that their thinking skills in solving problem increased in the implementation of flipped learning. However, there were 10% disagreed with the idea, and 3.3 % still undecided with the option. FLL implementation improved student's thinking skills (HOTs) refer to FLM model (Fig. 1) , when they actively involved before the class (schemata) build up questions based on 'WH' technique about the assigned video. Essentially, they also practiced the problem solving discussion in the flipped classroom activity. Students questioned, asked for clarity, and responded and explained in the group discussion, which requires the students to practice the elements of HOT thinking skills. There are 83.4% of respondents who agreed that Flipped learning offers ample time for them to practice the language in group discussion while 13.3 % still were undecided with the options, whereas 3.3 % have a negative thought about it. Finally, 83.3 % of the respondents viewed that flipped learning approach suites their learning style, 6.6% disagreed, and 10% undecided. Overall, this analysis portrays a positive result on respondent acceptance towards the implementation of flipped learning approach in the learning of the second language in the college.

**Table 3:** Opinion on the implementation of FLL.

	Student's opinion of the implementation FLL	SD	Degree of agreement / disagreement (%)			
						SA
1	Flipped language learning is more engaging than conventional classroom learning	3.3	0	13.3	43.3	40
2	I am more motivated in the flipped language learning.	3.3	3.3	10	43.3	40
3	Flip learning improves my thinking skills in solving the given problems	3.3	6.7	3.3	50	36.7
4	I have ample time to practice using the language in group discussion in class.	3.3	0%	13.3	46.7	36.7
5	Suites my learning style	3.3	3.3	10	50	33.3

The second part of the research question reveals on the usage of video in flipped learning. This question discovered on the benefits of the video usage in FLL. The respondents were first asked on the average length of a video they preferred to watch in flipped learning, among the four options given; 3.4% (8-10 minutes), 13.3% (0-2 minutes), 30% (5-7 minutes) and 53.3% (2-4 minutes). This is due to their smartphone capacity in downloading the video assigned by the lecturer. Therefore, from the results shown, the average length chosen by them was 2-4 minutes (refer to Fig. 4).



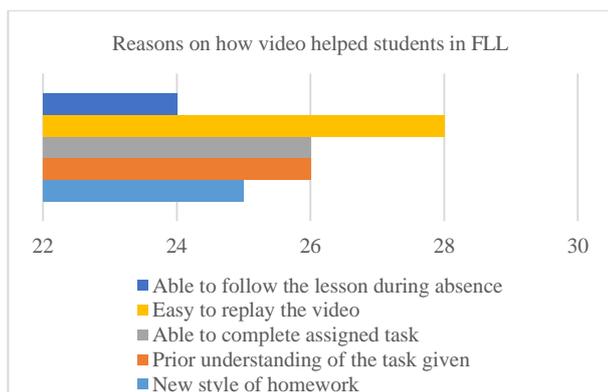
**Figure 4:** The average preferred length of a video

Table 4 below refers to the second research question in the survey questionnaire part 2. Based on the 5 reasons given, respondents agreed (73.3%) with 23.3 % strongly agreed that

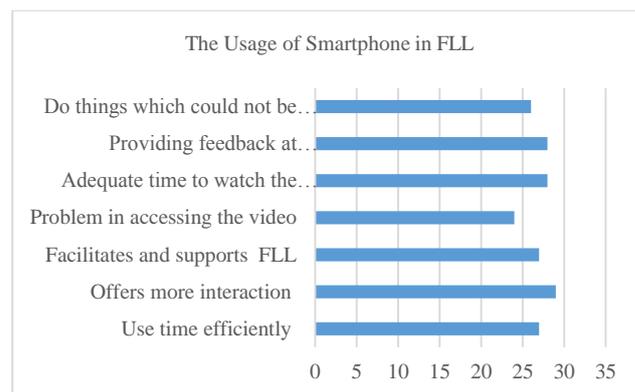
video assigned as a new style of homework in flipped language learning, while 6.6% disagree and 10% were undecided. 86.7 % agreed with 16.7% strongly agreed that they received a prior understanding of the task given before they proceeded with the language content in the next class. However, there are 3.3% disagreed and 10% have not decided on any agreement. Nevertheless, there are 86.6% of respondents who were able to complete the assigned task in the video uploaded before attending the language class, while 6.6% had not and 6.7% were undecided to make any decision. They also gave a positive feedback on the video uploaded via smartphone 93.4% agreed with 66.7% strongly agreed that they can replay the uploaded video easily and at any time and space, while 6.6% faced difficulties. By using the video uploaded into their smartphone, students (80%) were able to follow the lessons during their absence, while both shared the same percentage 10%; disagreement and undecided. Figure 5 below shows that a high percentage on the reason for the usage of video in FLL since it is easier to replay and pause the video at any time. Secondly, the video was a helpful material (homework) in FLL because they were able to complete the homework assigned, and it provided prior understanding prior to the next class content. The third important reason was because it a new style of homework compared to the conventional experience (reading or writing homework). Last not least, the final the reason given is that they were able to follow the English language lesson via video assigned when they were absence from the class.

**Table 4:** Survey Questionnaire Part 2.

	Reason(s) given proved that video helped students in flipped language learning.	SD (%)				SA (%)
1	New style of homework	3.3	3.3	10	60	23.3
2	Received prior understanding of the task given by lecturer	3.3	0	10	70	16.7
3	Able to complete the assigned task in the video uploaded before attending the language class.	3.3	3.3	6.7	73.3	13.3
4	Easy to re-play the video	3.3	3.3	0	26.7	66.7
5	Able to follow the lesson during absence.	3.3	6.7	10	56.7	23.3



**Figure 5:** The rank of reason(s) given on the usage of video in FLL



**Figure 6 :** The summary of the usage of smartphone in FLL.

The third section in this survey questionnaire answered the third research question on students' acceptance towards the usage of smart phone as the right tech tools in flipping the language learning. In (Fig.6) below, there were 90% of students revealed a positive feedback towards the use of the smartphone in facilitating and supporting their flipped language learning and 10% disagreed with it. 90% of respondents agreed that smartphone allows them to use their time efficiently in their language learning, and 3.3 % disagreed, while 6.7 % undecided. They also agreed (96.7%) by using the smartphone as technical tools in flipped language learning, they enabled to give feedback on the given task at their convenient timelier, while 3.3 % shared by both disagreement and undecided decision. This indicates that videos are useful because students have the time they need to learn the material, and the flipped approach can encourage independent learning. These reported benefits align with those in the literature on the flipped approach (Bergmann, Overmyer, & Wilie, 2013; Brinks Lockwood, 2014; Webb, Doman, & Pusey, 2014).By using smartphone students (86.6%) are able to do things such as online interaction via the application (Telegram, WhatsApp, Pad let etc.) at their own time and space which they could not have done when using non-smartphone such as books or lecture notes that need them to be in a formal class at certain duration. In contrast, 10% disagreed with the statement and 3.3% have not decided on any decision. 96.7% strongly agreed that smartphone offers more interaction among colleagues and the lecturer while 3.3 % disagreed. They (93.3 %) had an adequate time watching the video uploaded via mobile apps using their smartphones before entering the class, while 3.3% disagreed. 80% disagreed that they faced problem accessing the video using their smartphone in flipped language learning. Still, 20% stated that they encountered difficulties. The summary of the students' acceptance and feedback in the usage of smartphone as the right technological tools in FLL can be seen in Fig.6.

### Qualitative Analysis: Semi-Structure Interview

The semi-structured interviews session were conducted involving 5 selected respondents. The first question revealed the answer on the most applicable tech tools in flipped language learning. Among few selected technological tools or gadgets such as iPad, tablet, smartphone, and laptop; smartphone becomes the most favorite gadget. The overall reasons given by them were; small, pocket size, ease of use; they can use it at any time and place and at their own pace; everybody owned and hooked on it. Even though they owned a computer, the size of the computer prevented them from using it at any time and place. Besides, the applications offered in the mobile are easily used such as Telegram, WhatsApp, Share It, etc. become one of the multiple interactions among peers and lecturer.

Next, the second research question elicited the respondents to respond to the chosen video length of the assigned task before entering the tutorial session. They agreed that a suitable assigned video length are between 0-2 minutes and 2-4 minutes. This is due to the smartphone capacity and the availability of the storage in their phone or memory card; thus most of them chose the option of 2-4 minutes video length. The lengthy video show will not only cause the downloading problem but also require a duration of time for them to watch it. The mobile data connectivity, via Wi-Fi, at the hostel was sometime slow and distracted the process of downloading the video caused disappointment among them. Therefore, instructor should consider this important factor before they uploaded any assigned video via smartphone.

The third question refers to the most preferred learning approach between conventional and the current flipped language learning. Students preferred flipped learning as it involved of blended learning, the used of technologies; online, convenient and engaging. They were convenient because they could self-pace their learning, learn at their own time of convenience, and replayed the video for prior understanding on the issue raised in the video. While watching, they provoked their own thinking skills by outlining important concepts and questions. This is aligned with the Bloom's Taxonomy of

thinking, promoting students to throw out their variety perspectives, applying the 'WH' questions in helping them synthesizing, "deepened topics" and "evaluating the information" given through the video. Most of the respondents felt that the videos provided a basis for effective discussion and allowed everybody to participate more often in class, besides having a room for self-improvement. Nevertheless, there were some interviewee who preferred conventional approach, face-to-face and teacher-centered style, and they preferred more on reading booklet vs. a desire to learn by videos. Responses given were reading material provided more detail and the question asked can be seen clearly. Furthermore, by watching videos were "difficult" than reading because if they wanted to review a certain part of the scene, they need to watch an entire video to trace it. Some of them could not see the goal of having flipped classroom experience was to have them understand that the lesson is their learning opportunity. They came to the class unprepared with the homework assigned through the video. Then the video sometimes has to be played again in the class while the teacher facilitated the weak students with the questions posted in the smartphone application. Most of them liked the discussion of video assigned compared to the written assignment on problem-solving from the reference book or past year MUET examination paper used by the teacher. The new style of homework aroused their interest towards the learning of English language. They gave a positive feedback on the usage of video as a homework. They also enjoyed learning the language via video because they were provoked to prepare question (with the help of 'WH' format) for the next class. By preparing their own questions, they also could see the possible answers be given. This stimulates their high order thinking skills, and it makes them more prepared with the other problem-solving issues. The discussion was completely student-led. They had ample time to discuss in the class and enjoyed discussing the matters when every group members prepared and completed their video assigned homework. All of them agreed that the video uploaded via smartphone offers them a space for Q & A session. They liked when they were invited to answer several questions online anonymously after watching the video through the Telegram group as well as to provide justifications for their answers. The answers were then shown at the beginning of the class on the next day. They responded that they received a better understanding of common misunderstandings that incurred when discussing the issue. It was extremely rewarding for the researcher to hear that all of them cherished this experience, and were looking forward to more interaction. They also pointed out that in a conventional class, they really engaged in a discussion with one another but in a very limited time, and most of the time they ended up with the unfinished discussion. Thus, researchers believed that by reducing their normal lecture or giving instruction in the classroom, students will have more spaces for discussions, as what FLL practiced.

The fourth question revealed an answer of students' suggestion of flipped learning implementation in the other course subject.

The English language course is recommended to lead the other course subject in the implementation of flipped learning because they found that some course contents such as basic engineering theory or other science courses could imply the video usage as an assigned homework before they enter the next class. Thus, the process of learning would not be bored as before and yet, it aroused their motivation to attend the lecture or tutorial.

Finally, in sustaining the student's communication skills in the language learning, it is suggested that educators need to add further activity after the flipped classroom. These technical students were found not fully self-independent learners yet, they still need some guidance on the future activity such as providing the suitable URL or web address for them to explore with the other language content and activity.

## CONCLUSION

FLL can result in large learning achievements and a positive self-change in enhancing students' performance in learning and acquiring the second language among the learner. The findings indicated a positive feedback towards the implementation of FLL among these technical matriculation students and could be implemented in all learning subjects as it is aligned with this netizen's needs and favors. This preliminary study demonstrates that the FLL is an appropriate model to enhance students' understanding of the lecture's content. Flipped learning requires a flipped classroom activity, and with creative planning on the extended activities propose to the students will guarantee the sustainability for future learning. Thus, educators have to plan and face the challenges that emerge along the process of teaching and learning such a well-planned activity for the three stages; before, during, and after the flipped classroom to facilitate students' motivation and maximize learning outcomes.

The benefits of FLL is the transformation of teacher-centered to student-centered have been researched extensively. The findings continue to illustrate how students' build critical thinking skills and increases focus on high order thinking skills (blooms taxonomy), enhances motivation, increases engagement and maximizes productivity. When respondents are invested efforts in their learning, they are motivated to succeed and are engaged in the process, the idea of learning something new takes on a whole new meaning which allows them for changes. FLL also helps students to excel in their own abilities; hence, they can perform better in the real MUET test, which enhances the learning outcome. Besides that, class time can be free up and maximize the amount of language learning such reading, writing, speaking, and listening, can also be produced during and out of the class, where there is a change in the dynamic classroom, setting, and management. This will make the students to be more accountable and responsible for their own learning. Last but not least, FLL increases students-teacher interaction, help students who have the problem with

the subject, where student learn the language rules and principle unconsciously contrast with the conventional approach, where grammar was taught in the class. When teacher becomes a facilitator, it builds up the multiple interaction and relationship between peers and teacher, changes the way of communication to a new shift.

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