

Learners' perceptions towards Flipped Classroom Approach by Chun

Chun, T. W., & Sathappan, R. (2020). Using Flipped Classroom Approach to Teach Adjectives for Malaysian Year 4 Chinese ESL Learners. *Changing The Game: English Language In Education 4.0*, 164.

10 Items

Dimensions are not defined

- 1 Flipped Classroom Approach is more engaging than the lessons I had before.
- 2 Flipped Classroom Approach has improved my mastery of adjectives.
- 3 I am more motivated to learn English adjectives in Flipped Classroom Approach.
- 4 I like the routine of reading the materials at home and then doing activities about them in class.
- 5 I could study at my own pace in Flipped Classroom Approach.
- 6 Flipped Classroom Approach encourages me to work with my classmates actively.
- 7 I contacted with my teacher more often in Flipped Classroom Approach.
- 8 I was able to apply what I have learnt in the Flipped Classroom Approach into real life settings.
- 9 I needed academic and technical assistance in Flipped Classroom Approach.
- 10 Overall, I prefer learning English adjectives via Flipped Classroom Approach compared to traditional approach

5 point Likert Scale (Strongly Disagree; Disagree; Not sure; Agree; Strongly Agree)

Cronbachs α : NA