

Flipped Classroom Approach for Improving Speaking Skills of TVET Trainees

Charanjit Kaur Swaran Singh^{1*}, Hardev Singh Sokhal Jaswant Singh², Tarsame Singh Masa Singh³, Hasimah Ja'afar¹, Maria Shu Abdullah¹, Nor Azmi Mostafa¹, Muhamad Lothfi Zamri¹

¹English Language and Literature Department Faculty of Languages and Communication, Universiti Pendidikan Sultan Idris, Perak, Malaysia

²Institut Kemahiran Belia Negara Peretak (IKBN) Ministry of Youth and Sports Malaysia

³English Language Unit, Language Department Institute of Teacher Education, Tuanku Bainun Campus, Penang, Malaysia

Corresponding Author: Charanjit Kaur Swaran Singh, E-mail: charanjit@fbk.upsi.edu.my

ARTICLE INFO

Article history

Received: July 11, 2018

Accepted: August 28, 2018

Published: December 01, 2018

Volume: 7 Issue: 7

Advance access: October 2018

Special Issue on Language & Literature

Conflicts of interest: None

Funding: None

ABSTRACT

Flipped Classroom is an approach that is rapidly gaining recognition as a novel teaching approach among Technical and Vocational Engineering and Training institutes in Malaysia. This research aimed at investigating the use of the flipped classroom approach for enhancing Food and Beverage TVET trainees' speaking skills in view of the need to have a good command of the English Language in the workplace. A qualitative research approach specifically a case study research design was used in this study. Classroom observation, semi-structured interviews (for ESL trainees) and document analysis were used to collect data. Thematic analysis was used to analyse the classroom observation and interviews. A pre-test and post-test were administered to ascertain the TVET trainees' performance in speaking skills. The study was carried out in a Level Two, Food and Beverage class which consists of 25 trainees and the researcher as an English Language lecturer. Findings revealed that teaching and learning tools by using video creates a positive atmosphere among the trainees both outside and inside the classroom. It was also revealed that using resources such as YouTube videos as guidance for them to dramatise their role according to the situation given by their lecturer in the class builds confidence and ability to engage with peers. The findings of this study revealed that the flipped classroom approach was effective for IKBN (*Institut Kemahiran Belia Negara*) Food and Beverage trainees because it enhanced their speaking skills based on industry needs.

Key words: Flipped Classroom Approach, TVET Trainees, Speaking Skills

INTRODUCTION

In Malaysia's national vocational and education perspective, expertise training has been utilised synonymously with 'vocational education and training (VET)'. Lately, expertise training has developed progressively and has become a discrete module surrounded by the national vocational and education system in Malaysia, instead of being looked upon as a subset of the VET module (Abdullah & Majid, 2013). Here in Malaysia, expertise training has been considered as the utmost important part of the past within the country's occupational education and training method. There are 20 *Institut Kemahiran Belia Negara* (IKBN) all over Malaysia including Sabah and Sarawak. However, teaching English to vocational trainees can be a challenging experience. To meet the challenges effectively, teachers need to undertake some new approaches to enhance the trainees' communication skills.

Flipping the classroom is more suitable to prepare TVET trainees for future challenges. Former Prime Minister Datuk Seri Najib Razak has declared in 2017 the administration's intent to build up a thorough TVET plan to help the future

workforce confront the Fourth Industrial Revolution. This change will enable instructors to go up against an alternate part with trainees in the classroom when utilising the flipped classroom approach. Instructors do not need to remain before their understudies and talk at them for 30 minutes to an hour. According to Educause (2012), instructors from around the globe have received the approach and are utilising it to show classes in all educational modules territories to basic, centre, and secondary school understudies and likewise adults. The present students grew up with Internet, YouTube, Facebook, MySpace, and many other advanced assets. Since the presentation of the flipped classroom demonstrated by Bergmann and Sams (2012), the part of showing English subject can be changed for powerless understudies. As they stated, instructors typically spend the majority of their class strolling around helping the students who require help talking in the English dialect. Educators assume a key role in the lives of their students. They are guides, companions, and specialists. Instructors having up close and personal cooperation with their students will be significant in the TVET teaching and learning process.

Preference of flipping is that the cooperation between educator to understudies and understudy to instructor has expanded students trust in taking in a dialect (Zainuddin & Halili, 2016). It is on account of the change happens when the instructor has changed from moderator of substance to learning mentor; it will invest more energy conversing with students. Educators will have the capacity to see the students building up their own particular community oriented gatherings if the flipping happens. These are the reasons why flipped classroom is more suitable as Bergmann and Sams (2012) specified.

TVET provides more expertise training prospects for school leavers so that they can become skilled technical assistants, technicians, technologists, semi-professionals, and business personnel (Mohamad, 2017). To face this capacity and challenges, hands-on skills alone are insufficient in dealing with any problems arising in an actual working environment (Bakar & Hanafi, 2012). However, in doing so, the institutes must provide general education teachers with knowledge and the resources to help these TVET trainees acquire educational excellence by becoming proficient in communicating in English which is important in the hospitality industries (Bishop & Verleger, 2013). Trainees need to be taught new approaches to improving communication skills for industry careers (Dove, 2013).

To date, studies discussed locally and internationally about graduates lacking in attributes of generic skills seen as essential by the job market resulting in low employability (Mohamad, 2017). Many studies for instance Kim and Park (1997), Kanapathy (2001), Lee et al. (2001), Pumphrey and Slater (2002), Curry et al. (2003), Borthwick and Wissler (2003), Crebert et al. (2004), Khir (2006), Khairi Izwan, and Nurul Lina (2010), Vijayaletchumy (2011), Singh et al. (2013), Suhaily and Faizah (2013) and Shaik Riyaz Ahmad (2016) have revealed that employers are not satisfied with the generic skills possessed by graduates.

A study titled "Future of Engineering Education in Malaysia" carried out by the Ministry of Higher Education in 2006 enabled 422 employers in Malaysia to share their views, expectations and satisfaction levels of the graduates they have employed (Hassan et al., 2007). The findings of the study revealed that employers expressed concerns in terms of the competencies of engineering graduates such as the ability to tackle a problem, formulation and solution, the ability to communicate effectively, teamwork, ability to use a systems approach to design and evaluate operational performance. Speaking skill proficiency has become a concern employers have raised in recent years (Mestrea Research Infozone, 2012). Even university students are found to have problems speaking the English language (Khairi Izwan & Nurul Lina, 2010) and this contributes to graduate unemployment (New Straits Times, 2013). It is a reality that many students in the tertiary level especially those who come from rural areas are found weak in the speaking skills and anxious when presenting (Vijayaletchumy, 2011). English classes in Malaysia's *Institut Kemahiran Belia Negara*

(IKBN) are rather teacher-centred and probably this method impedes students' speaking skills. Little communi-

cation and interaction between students and teachers in the classroom are insufficient to enhance students' English and communication skills, and also seldom satisfied Malaysia's workforce needs.

Based on previous research, graduates' poor communication skills affect their ability to secure jobs (Mohd Radzuan & Kaur, 2011). Hamidah Yamat et al. (2012) contended that learners might have the capacity to tune in and read well, yet they are not ready to utilise the dialect to create and pass on new information. She added that at TVET, trainees have learnt general English (GE) customarily. Despite the fact that they are educated however because of their absence of dialect capability to convey or express perspectives, thoughts and learning adequately, these may specifically influence their capacity. Hamidah Yamat et al. (2012) demonstrated that the graduates are deficient in their beneficial abilities, basically, consequently making them less equipped communicators. She said it might be because of the approach of educating. However, where speaking is concerned, there seems to be few empirical studies focusing on using flipped classroom approach to improve students' speaking skills (Azlina Abdul Rahman et al., 2015). Therefore, there is a need to carry out a study on using the flipped classroom approach to improve TVET trainees' speaking skills. Speaking in English is considered the toughest element of learning English among the trainees (Shieh, 2012). The need to develop the necessary skills is important due to the rapid change and development of the job market that requires trainees to acquire "good speaking skills". This study will provide IKBN with information and insight that will be valuable in improving, implementing and developing successful flipped classroom approach among TVET trainees. Hence, real tasks for language practice through flipped approach will raise trainees' confidence and motivates them to use English Language effectively. The purpose of this study is to investigate the use of flipped classroom approach to improve trainees' speaking skills.

Objectives of the Study

This study is carried out based on the following objectives:

- 1) To investigate TVET trainees' performance in speaking skills using the flipped classroom approach
- 2) To find out TVET trainees' perceptions regarding the flipped classroom approach used in the classroom

THEORETICAL FRAMEWORK

Student-centred learning theories stem primarily from the theories of Piaget (1967) and Vygotsky (1978). The concept informs the flipped classroom because college students can attain on their very own an expertise of the educational media providing them with new understanding. For that reason flipped classroom improves knowledge gain and increases college students' possibilities to prompt those nodes and pathways in the brain by providing time to practice and experience authentic and interpretive activities in the target language (Bishop & Verleger, 2013). According to Chen (2014), the flipped classroom can be divided into three stag-

es which are pre-class learning preparation, in-class learning activities, and post-class learning consolidation.

This study is based on two theories. According to Bergmann and Sams (2012), transformative learning theory (Mezirow, 2011) and constructivism theory (Vygotsky, 1978) are connected. Mezirow (2011) and Taylor (2011) stated that an activating event can prompt teachers toward teaching and learning by using flipped approach. Furthermore, the researcher should identify the trainees’ current assumptions towards learning English and encourage them to engage well. In order to transfer transformative reflection learning to transformative action learning, learners need opportunities to apply new knowledge (Taylor, 2011).

Vygotsky (1978) mentioned that learning is an active process in improving learners’ speaking skills. Mezirow (2011) agreed that flipped classroom implementation can improve learner’s interest in learning English and perhaps enhance their communication skills. Mezirow (2011) suggested that the “latest ways in comprehending individual, community and universal change are required” in order to tackle the TVET trainees problem in the 21st century. These theories provide better understanding in investigating TVET trainees’ speaking skills through the flipped approach in view of the trainees’ needs to communicate in the English Language at the workplace (refer to figure 1).

The flipped classroom approach creates a good relationship between instructor and learner during teaching and learning activity. The most important is the effect collaboration will have among learners in this flipped approach.

According to Bergmann and Sams (2012) the use of flipped classroom approach connected these two theories in order to improve trainees’ speaking 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 besides creating an active process in learning English.

METHODOLOGY

The qualitative approach was applied in this study to examine contemporary real-life situations and provide the basis for applying ideas and extending methods (Yin, 2012). The researchers used observation, semi-structured interview and documents as data collection tools of the qualitative approach. The aim of the study is to investigate the use of the flipped classroom to improve trainees’ speaking skills. This research aims at enhancing trainees’ speaking skills through

the flipped classroom with a view to enabling trainees to communicate in the English Language at the workplace.

Research design

According to Creswell (2011), a research design is utilised to structure the research in order to indicate all the major elements of the research which have been designed to work together. It is the blueprint for data collection, measurement, and analysis. The current study is a case study. “Case study” is the most flexible of all research designs, which will allow the researcher to retain the holistic characteristics of real-life events while investigating empirical events. The researcher selected the case study because the researcher himself teaches in this institute and knows better the strengths and weaknesses of the trainees. Moreover, researcher chooses researcher’s institute as a sample to guide other IKBN’s under the supervision of Ministry of Youth and Sports. The researcher did a case study in his institute on the use of flipped classroom approach for teaching communication skills in ESL. Based on Creswell (2012), case study research brings understanding of a complex issue and can extend experiences or strengthen what is already known through previous research.

Participants

Level 2 (SKM 2) Food and Beverage trainees were selected to participate in this study. These trainees studied in the second semester which known as Level 2 in IKBN Peretak. There are 3 semesters or known as 3 levels to complete this F&B course. The researcher selected Level 2 F&B trainees because they will be having another semester later to be prepared before undergo their industrial training. Purposive sampling method was used in this study because it was easier to select the whole class which was about 25 trainees who will go for industrial training in next semester.

Twenty-five F&B trainees from the second-semester academic year of the School of Hospitality are pursuing the Malaysia Skills Certificate in Food and Beverage (Level 2) under the Ministry of Youth and Sports. A majority of them are female trainees (21 females and 4 males). All of them are Malay trainees. They are between 19 to 24 years old. The trainees are all SPM (Malaysia Certificate of Education) holders from secondary schools with the majority scoring poor results. Hence, the trainees did not get any place in public universities or colleges due to their poor SPM perfor-

**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
A good relationship between instructor and learner
Collaboration among learners*

Figure 1. Theoretical framework of the study

mance. Moreover, it is appropriate to choose this second-semester trainee because next semester they will be going for practical training.

Data Collection

Role-plays, dramas, oral presentations, and brainstorming sessions were included to make the lessons more effective as authentic activities based on the online videos. The trainees will watch the videos on YouTube webpage before attending the class. Three instruments were administered in order to collect data. This includes interview, observation and document analysis. The researcher developed these instruments for the purpose of this study. The researchers used semi-structured interview, observation, and documentation as a data collection because it is a qualitative approach.

According to Cohen (2011), an interview is a centred debate among humans and interview usage in research can help the researcher to acquire legitimate and reliable facts pertinent to the study's questions and goals. The data collection process begins by an observation from the researcher, who is also an English teacher, in the classroom. The focus is on the course conducted and content, before and after learning ESL through flipped classroom approach. The researcher continued to collect data by conducting two (2) interviews for the classroom observation. The interview consisted of five participants in five (5) groups.

The first step will be the observation in the classroom of teaching and learning through flipped classroom for F&B TVET trainees. A checklist observation was designed by the researcher which is known as "Teacher's Observation Form" involving 30 items of observation. The researcher looked into according to the days of teaching in class. The researcher wrote the total numbers of participants who meet or achieve the requirements in the given space. The researcher interviewed the F&B trainees after the completion of teaching and learning in the seven weeks. The interview focused on the semi-structured interview protocol for group interview. The researcher collected the data by using audio-tape and transcription.

Observation

The researcher has observed the Food and Beverage trainees all the time; before, while and after flipped classroom. The teaching and learning process was conducted over seven weeks by using flipped approach once a week for two hours on Mondays at 8.00 p.m. till 10.00 p.m. Here, the researcher has observed attentively.

Some 30 items of observation are listed in the "Teacher's Observation Form". The researcher has to observe according to the ESL class schedule. The researcher has written the total numbers of participants who met or achieved the requirements in the given space. Finally, the researcher observed the trainees in their classroom and obtained feedback from the trainees themselves. This observation was very important to ascertain whether the trainees really can improve their communication skills based on the industry needs by learning in the flipped classroom. The researcher has observed the train-

ees before, during and after the learning process to ensure that the two research questions are answered.

Interview

The researcher planned to interview the F&B trainees after their learning through the flipped classroom approach. A tape recorder and observation checklist played an important role in the success of this methodology (Rodríguez, 2013). The interview method was used in this study to obtain required information from five (5) focus groups of F&B trainees and one (1) trainer from the F&B School at IKBN Peretak. The qualitative approach was carried out via flipped classroom observation as stated earlier. Apart from that, five focus group interviews of F&B trainees were carried out to obtain an in-depth understanding of the selected respondents' perceptions and experiences related to the content of the flipped classroom syllabus. To validate the responses, semi-structured interview sessions were conducted for the trainees of the F&B course.

There was an interview question for trainees as a group interview. Before the interview began, the interviewees had to fill up the consent form. The first set of questions consisting of two parts was asked to trainees. Part one was on "General Information". A subset of questions at the beginning elicited the personal details such as the trainee's name, age, gender, SPM English grade, and hometown. Part two had six (6) questions on evaluation of flipped classroom for F&B trainees at IKBN Peretak. Questions elicited their opinions related to flipped classroom, the importance of communication skills, how flipped classroom helps to improve communication skills, differences between before and after learning in flipped classroom, their perception of the traditional approach and flipped learning process, and implementation of flipped classroom for other courses. The questions were open-ended thus allowing the trainees to express their personal thoughts and provide comments, suggestions, and opinions. The researcher estimated that each group had about 20 to 30 minutes to give feedback. The responses to the interview questions were recorded while the researcher also took quick notes. These interview sessions had been helpful in acquiring exact information. Bryman (2012) advised that meetings ought to be recorded and transcribed. Therefore, all interviews in this study have been recorded on audio tape and then transcribed.

Document Analysis

The researchers gave the pre-test before conducting the flipped classroom approach for F&B trainees. The pre-test involved the same group of trainees presented in their normal daily English class session. The researchers took that sample as pre-test to determine the outcome or impact after applying the flipped classroom approach for seven weeks. The twenty five (25) Food and Beverage trainees role played a situation on 'Problem-Solving situation with waiter or waitress and customer'. For this situation, the lecturer did not use any video as a sample for them. The lecturer only guided verbally and did not facilitate the trainees closely.

The trainees have to put in their own effort and search for answers by themselves. These trainees achieved marks ranging from 40% to 55% before they underwent the flipped classroom approach. Based on the marks, the researcher wants to investigate if the use of flipped classroom approach was able to improve their speaking skills.

The researchers conducted the flipped classroom approach for Food and Beverage (F&B) trainees (Level 2) every Monday from 8.00 p.m. till 10.00 p.m. This course was conducted from 2nd October 2017 till 13th November for seven (7) weeks. Trainees had to complete five tasks among their own groups. These five tasks were considered as the post-test for them. Here, the researcher has analysed the differences with traditional teaching and the usage of flipped classroom approach. Previously, the trainees were not taught by using resources such as YouTube videos as teaching tools in the classroom. Based on the drama presentation, F&B trainees were instructed to act according to the situation as in the syllabus. These trainees achieved marks ranging from 72% to 92% after undergoing the flipped classroom approach.

Data Analysis

This study applied Creswell's (2012) six stages of the information investigation process, in the following order.

STAGE 1: Arrange, organise and analyse the data. In this research, the researcher reviewed the audio tapes from the interviews and transmitted them into Word documents. Besides that, the researcher inserted some of the points noted in the notes field which were taken during the interview sessions to make the transcripts more valid.

STAGE 2: Read the data thoroughly. This stage aligned with Esterberg's ordinance "get accustomed to the information". Here, the researcher thought about the general significance of the interview. This was to increase the sense of facts as well as thoughts that the respondents revealed in the interview sessions.

STAGE 3: Recorded cipher and topic. CIPHERING is portrayed as "the procedure of sorting out the materials into pieces or sections or texts before conveying the intending meaning to data" as cited by Rossman and Rallis in Creswell (2012). The researcher branded those classifications as "issues" that described the data on different levels of abstraction.

STAGE 4: Use coding procedure to produce a depiction of the setting or individuals to classify these for analysis. The research generated themes/issues for the depictions, which then prompted to sum up into a little number of categories. At that point, the researcher investigated these categories that consolidated and assembled the numerous studies into a general depiction for this bounded study.

STAGE 5: Illustrate the categories denoted in the qualitative method. For this stage, the researcher consolidated the developing classifications into narrative passageways, so that the outcomes arose rationally from the participants' reactions.

STAGE 6: Interpret the significance of data. Creswell perceived that a researcher's own context has an imper-

ative impact on the meaning-making process. Therefore in this research, the researcher included his own experience as an English lecturer and conveyed the participants' perceptions of their experiences accurately. Participant's point of view was described with the researcher's background teaching experience.

RESULTS AND DISCUSSION

Throughout the English course, the researcher has video recorded and transcribed the data for thematic analysis. Moreover, the researcher has also carried out semi-structured interviews after using flipped classroom approach. The researcher has conducted an interview session as a group interview consisted of five participants.

Based on the pre-test analysis, the food and beverage trainees scored between 40% to 55% for their drama presentation based on the situation given. The researcher only gave one situation which was to solve a problem at their workplace. Based on their presentation, Group 1 scored 50 marks out of 100. The trainees in this group were unprepared and lacked confidence to present. Group 2 scored only 40% because all of them were confused and afraid to speak in front of the class. Meanwhile, Group 3 was the only group scoring the highest marks (55%). The trainees from this group scored a little higher because of their teamwork. In general, they were lacking many points during their presentation. However, Group 4 scored 44% and Group 5 scored 40%. Presenters in these groups were shy, feared to speak, lacked confidence and did not discuss properly before presenting.

However based on the post-test analysis, five (5) groups presented throughout the seven (7) weeks. They have created their own 'Restaurant' name. There were King Restaurant, Thai Restaurant, Awesome Restaurant, Bara Restaurant and Lily Restaurant. These five (5) groups scored marks ranging between 78% to 86% after the use of flipped classroom approach. According to the marks, the majority of the trainees performed better than in the previous session. Group 1 mark was 82% which showed increase of about 32 marks over the score before using flipped classroom approach.

Group 2 scored 78% after the usage of flipped classroom approach which was 38 marks increased from pre-test. However, Group 3 maintained to get high marks as they scored in the pre-test. This group presented well and achieved 86% of the total marks after completing the five tasks in seven weeks. Meanwhile, Group 4 marks increased by 37 marks after the total of five tasks. They have tried their level best to focus and work hard and collaborate well with the groups. After post-test was given to this group, they have scored 81%. Hence, 78% scored by Group 5 which showed a 38 mark increase over the previous lesson score.

Therefore, the results show that the majority of trainees have performed better after using the flipped classroom approach in their teaching and learning of English. They were excited learning English over the seven week course. As they mentioned during the class, with AVA or teaching and learning tools by using video creates a positive atmosphere among them in the classroom and outside of the class. Trainees felt they could work at their own pace to study and dis-

cuss. Using video such as YouTube as guidance for them to dramatise their role according to the situation given by their lecturer in the class builds confidence and ability to engage with peers.

Research Question 1: How have the TVET Trainees Performed in Speaking Skills using the Flipped Classroom Approach?

The answer to this question was obtained through classroom observations and document analysis.

Student engagement using authentic materials

According to Paltridge (2012), one of the main reasons for using authentic materials in the classroom is to “expose” the trainee to as much real language as possible. Even if the classroom is not a “real-life” situation, the authentic situation does have a very important place within it. The study shows that trainees feel excited to learn English when the teaching and learning process is taught at the F&B Restaurant. Classroom setting at Restaurant is the best place for presentation based on real situations.

Most F&B trainees expressed a greater willingness to prepare for class when they could see that their preparation would help them to perform better in speaking skills as the tasks given to them. The lecturer used learning-by-doing, hands-on projects, and experiential learning to support individual learning, and used networking activities to support group work. Trainees learned through practicing, undertaking tasks, discussions and solving problems. They exerted great effort during the process and gained a feeling of accomplishment.

Some of the trainees performed very well as they were encouraged by active engagement and increased their participation to communicate in English throughout the seven week course. They were not shy and did not fear anymore after watching the YouTube videos as their task which helped them to act it out according to the situation given by the lecturer. Besides, the specialist’s self-reflection reported an extensive number of days in which the students were currently taking part in the classroom exercises and energetically associated with all parts of the classroom happenings.

Collaboration among students

Collaboration emerged as a major theme in the flipped classroom; the flipped classroom approach helped to enhance trainees speaking skills. Trainees showed a very good attitude by involving in all the activities. They have performed actively in communicating with groups. A few trainees shared support and collaboration with other peers in the classroom and this helped their peers to build confidence and improve their speaking skills.

In addition, the trainees worked as a group and took notes all the time whenever new input was taught. The researcher’s reflection validated this theme in the daily observance of the variety of groups of trainees working together to improve

their speaking skills. According to Philips (2014), trainees enjoyed learning when there is a challenge or competition during the group presentation. Therefore, Rajesh (2015) supported that trainees feel that English input may come from peers since they often feel more comfortable to ask for repetition, clarification, or translation from their peers.

Trainees’ communication strategies

Trainees’ communication improved after learning using the flipped classroom approach. Compared to the traditional environment, the flipped classroom allowed more student-lecturer interaction. The researcher found that the hands-on activities in class cooperative learning improved their speaking skills. They responded that this approach was beneficial as the learning process helped them develop confidence in communicating among friends and in front of the class. Authentic tasks illustrate how English is used naturally and help trainees to understand how to solve workplace problems (Boniadi, 2013).

Research Question 2: What are the TVET Trainees Perceptions Regarding the Flipped Classroom Approach used?

The answer to this question was obtained through classroom observations and interviews with the students.

Motivation and Support given by the lecturer

Learning English course through video is the best method in enhancing speaking skills (Frydenberg, 2012). F&B trainees said during learning through the flipped classroom said that previously they have never been taught or shown videos on F&B service by their teachers. “Simplicity” is the best sub-theme for the positive traits. F&B trainees felt the YouTube videos were easy to follow. Most of the trainees said that the video was easy to understand and follow. They appreciated the video was given to them as it helps them to work in a group for presentation. Groups did well when they acted according to the situation given based on the video. Trainees said the video was easy to access from their smartphones.

“Knowledge development” is another subtheme for these findings. F&B trainees like the online video method. It is because they were allowed to watch it at the hostel. They also felt it is a foundation of learning. The majority said through this flipped classroom approach, the videos have helped them learn the method of delivery and they appreciated the repetition through replay provided. Repetition of learning helped them to grasp and retain the content.

Classroom learning activities

“Knowledge development” is suitable as a subtheme. Learning activities during class time helped some trainees learn new vocabularies. Trainees felt this usage of flipped classroom approach had enabled them to gain understanding of how various vocabulary terms could be used and situations could be solved

during industry training. Trainees demonstrated actions as in the video they had watched. They worked in a cooperative way and were having fun throughout the tasks.

Trainees' beliefs regarding the flipped classroom approach used in the classroom

Some 18 out of 25 trainees believe that learning through the flipped classroom approach makes them motivated in the learning process. They understood better through the video presentation. They were able to speak with varieties of vocabulary related to Food and Beverage terms. Several trainees were speaking English fluently and with correct pronunciation. Before this, they were afraid to present in front of the class. Now, they were very confident and able to speak English without fear. The videos were very useful which provides them with knowledge of grammar, vocabulary and helped to enhance their listening and speaking skills as well. Throughout the seven weeks of class activity, the trainees were very positive, excited and more engaged in their learning and presentation skills.

Trainees' ability to pronounce correctly

Excerpt 1:

Interviewee 1: I am happy to learn English class... my pronunciation is cool now... Reading also good... Grammar was confusing, now I know how to different pas... present tense... t.hmm. Before learning this course I don't know how to pronounce many words... I am confident now my vocabs... Presentation also I can speak ok now...

Interviewee 2: I no good in speaking... but now try slowly learning... My grammar, pronouns, presentation, reading, listening I think better... This course helped me to learn speaking... I can speak now... No fear...No shy... I try slowly slowly...

Interviewee 3: All my skills have improved good... Lecturer teach us very good... Can understand better if like this teaching... I like this class very much.... My presentation also I good now...

Interviewee 4: I improve now my speaking skills. I can speak better than before... This flipped classroom have helped us a lot Sir... Please have this class again... We prefer study like this...Our presentation skills ok... pronun.,ciation... also ok... have help us a lot...I love this class forever...Last time I don't know F&B words., Now I know already.

Interviewee 5: First of all, my English speaking now better. I can pronouns properly no mistake already Sir... My friends laugh at me because don't know pronounce 'Restaurant'. help me also in interview for future Sir... Thank you for teaching... All tasks was ok, easy ...Video good...

The above excerpt 1 revealed that flipped approach has helped trainees to improve their comprehension. Most of them can understand and respond to what they have heard and learned. They learned fast during role play session in their group and also dialogue activity.

The most important outcome was that trainees need to understand the basic questions guests asked and how to respond to them. Flipped classroom approach has helped trainees to improve their pronunciation. The majority of them pronounce "restaurant" wrongly because they have been taught in F&B class to pronounce it in another way. Trainees learned fast during role play session in the class.

Flipped classroom helped trainees to improve their grammar based on their field. Most of them can differentiate their tenses during speaking. They learned fast during role play session in their group and also in the dialogue activity. Trainees need to speak with guests and managers with simple and basic English which is easier for them to practice. The flipped approach also has helped trainees to improve their vocabulary in F&B service. Most of them now know and understand the jargon of F&B service needed at the workplace. They learned fast during role play session in their group and also dialogue activity. The vocabulary taught to them was related to the usage of a waiter and waitress at the workplace which was easier for them to understand and use. Furthermore, it helped trainees to improve their fluency in F&B service. Even though some of them were not very fluent, but they tried to speak with their friends in a group as shown in Excerpt 2:

Trainees' confidence in speaking improved

Excerpt 2:

Interviewee 1: ...I think after learning the course I no nervous anymore.

Interviewee 2: ...I am not shy anymore... I no feeling nervous too...

Interviewee 3: ...I am feeling confident, no nervous... hmm...no shy also...hehe

Interviewee 4: ...No.Yes.Yeah... I no shy, no fear...

Interviewee 5: ...I am very brave now, can present... hehe...no shy no scared...

According to Mohamad (2017), nervousness and shyness can only be avoided after students have been taught how to involve during language approaches. After learning the course, trainees felt not nervous anymore as before to speak in front of the class or with friends. Majority of them were not shy anymore to speak or present in English after learning the course. They feel secure in the group as a beginning and during the presentation, each of them was able to speak as individuals as revealed in Excerpt 3. Grouping was also a good method for them to have a start in speaking and communicating in English.

Trainees are able to comprehend instructions and questions posed

Excerpt 3:

Interviewee 1: ...I understood better now and can speak properly la...

Interviewee 2: ...hmm... yes Sir able to understand and speaking well now...

Interviewee 3: ...understand well and my English ok now...

Interviewee 4: I only speak to Sir ok...to people, I think I can too now...

Interviewee 5: ..I can understand Sir...No problem. I learning now speaking...

As noted by Mohammad (2017), most of the trainees hesitate to speak English because it was difficult to understand. According to the above excerpt, trainees felt that the flipped classroom approach was the best way to learn English because they understood better after learning it. Majority of them are able to speak properly after been taught a few tasks based on real situations commonly faced in their industry. Trainees felt confident to speak as they knew what to say and when, based on the situation.

Trainees' confidence increased after using the flipped classroom approach

Excerpt 4:

Interviewee 1: Yes Sir, I really love now English class because video make me interesting to learn... confident now ...thank you Sir...

Interviewee 2: I confident very much now but still need to learn Sir...this class not enough Sir...presentation ok...same how we learnt in Bahasa Melayu in class...I now love English subject Sir...

Interviewee 3: Confident yes...love yes too...

Interviewee 4: More confident because presentation skills ... make me no shy now...I can speak ... I will learn more ... I love you Sir and English ...

Interviewee 5: Yes sure Sir confident is 100% and I do love English class...Interesting actually.

According to Bryne (2012), trainees have poor communication skills because they lack confidence. But now trainees felt confident to speak after learning the course. They have confidence after practicing drama with their friends in groups and role-playing based on the situations given. The normal way of teaching does not make them feel love for the language but after learning the flipped classroom approach, they love to learn more in English.

Trainees showed their preference for speaking through the flipped classroom approach

Excerpt 5:

Interviewee 1: ...Flipped classroom is awesome Sir... I feel like in the video when see the presentation same how we present... I want Sir teach this everyday please, not only this 7 weeks course...but everyday... we like it a lot...how nice our teacher in class also teach like this... hmm...

Interviewee 2: ...Yes Sir, I and my group prefer this course ... this flipped have in our daily teaching class... It is good...Our speaking sure will be ok.

Interviewee 3: ...Agree Sir...I prefer this course always teach in class... Study with videos help me improve grammar...

Interviewee 4: ...Other course also have this flipped classroom? Sir, should ...must have teach this ...it is good... I like it ... Please teach again like that...

Interviewee 5: ...Yes sure Sir...this course make us confident, brave, happy, enjoy learning in the class...Last time...I don't like English subject...Now I like...

According to Bishop and Verleger (2013), the flipped classroom approach should be implemented in TVET for improving trainees' communication skills. All the trainees agreed that this approach was better than a normal lesson. The flipped approach is preferable because it meets their needs and fully related to their field of study and job task. They preferred this approach to be taught at IKBN as it really helped them. The F&B trainer should teach their trainees in English medium as the syllabus is in English. If the trainer applies this method in the classroom, definitely their trainees will be able to enhance their speaking skills and are prepared for their industrial training. The trainees agreed that Flipped Classroom approach should be implemented for other courses too at the Institute because it helped them in speaking skills. They felt that watching videos and role-playing can help them to be prepared in speaking skills for their future job.

Reflection of the Lesson by the lecturer

Week 1

The first day of the class, the trainees were excited to know about the flipped classroom. They were able to understand the content and instruction by the lecturer. Not much conversation occurred among the trainees for the first 30 minutes of the class. Hence, they have the motivation to learn English. Trainees were given a task for next class which was on "English for My Job". They have to watch a video suggested by their lecturer at their own pace with groups in order to understand and act it out exactly from what had been watched. According to Bergmann and Sams (2012), flipped classroom teaches all students to work at their own pace. In the individual space, they can pause and rewind the video as often as they like. Here, it creates their motivation to learn better. Flipped learning emphasises student-centred, active mastering inside the organisation space through a selection of rich, significant study aids that explore standards in greater intensity and complexity and guide the trainees' production of information.

Week 2

On the second day of the class, the trainees were motivated and showed positive mindset in the learning process. Some 18 out of 25 trainees were prepared to listen and learn. Seven trainees were not ready because they were shy to speak and afraid their friends would laugh at them. The lecturer facilitated the 5 groups equally and asked the trainees to interact with one another in order to make them speak English. All of them presented well for their presentation and the role play was exactly similar to what they watched on YouTube. This was their first task of presentation. The trainees presented how to meet, greet and seat guests at the Restaurant. For the next lesson they were told by the lecturer to watch a video on "Guiding the Guests" which was their second task to be done. The flipped classroom is based on cognitive engagement because the trainees had just started to examine ESL through flipped approach (Houston, 2012). According to Ed-

ucause (2012), the flipped classroom will allow teachers to act as facilitators of knowledge gain instead of the sage on the stage during teaching. The aim is to encourage language mastery through threaded dialogue.

Week 3

Trainees were able to communicate in English with their peers in the question and answer session. Majority of the trainees participated actively in activities given by the lecturer. They were enjoying presenting the Task 2 as the situation related to their career. The scheme of work for food and beverage was shown during their presentation. Several of them were shy to speak because they were not used to speaking in English. After presentations by a few groups, finally these several trainees tried to speak without fear. The trainees were mentioning that after watching the YouTube video on the Task 2 situation, they became brave and more confident to speak. It really helped them in their presentation. Thus, they were happy and enjoyed the Task 2 situation. Another task was given to the trainees for next lesson. Trainees favoured visuals as they trust that hands-on learning is a key in each classroom (Lanford, 2013). Trainees learnt best in the event that they connected the abilities however hands-on exercises. Learning through recordings offers trainees motivation to be engaged with dialect undertakings and take ownership and also pride in their accomplishment (Frydenberg, 2012). As indicated by Tucker (2012), working in a gathering, trainees need to draw in themselves as innumerable chief, basic reasoning and furthermore work helpfully with their peers to guarantee the accomplishment in displaying without fear.

Week 4

On the fourth week, trainees began their Task 3 presentation. They were asked to dramatise on “Ordering food and drinks at wedding anniversary scene”. The 25 trainees were very committed and displayed good teamwork as they wore their attire according to the situation given since the Task 1 itself. This time, for the wedding scene, the majority was excited, enjoyed, and confident in speaking and engaged well among their group members. There were some improvements on trainees’ proficiency level of speaking in English. Trainees were able to use Hospitality jargon and varieties of vocabulary. All of them were waiting for the next task. Since flipped approach gave students more independence yet additionally more moral obligation, it appears that spurred and develop students may have more accomplishment with this learning circumstance (Apodaca, 2015). Having trainees view lessons online before coming to class permitted more class time to be utilised for critical thinking exercises which included cooperation and joint effort (Danker, 2015). As indicated by Gamble (2016), flipped classroom approach expands the measure of trainees time spent occupied with dynamic realising which enhances their capability in speaking and vocabulary usage.

Week 5

Trainees were well prepared for Task 4 presentation. They were punctual to the class and raised many questions regarding the words used in the video. For this task, the trainees felt tired in presenting because were busy with their assignments. Even though busy they managed to complete the drama with some errors. The lecturer commented and explained the correct way to react or respond. Most of the groups were able to role play according to the characters given in the task. At this point, the researcher found that there were engagements among groups in preparing the presentation. All of them performed well during the presentation. According to Chen (2014), ESL educators should concentrate on their trainees’ errors during communicating. As educators, they must make correction to improve trainees’ accuracy in speaking, grammar, and vocabulary knowledge and pronunciation activities. After commenting, the educator should encourage the trainees and provide possible answers or feedback for them to speak more in order to build their confidence (Mezirow, 2011).

Week 6

The final Task 5 given to the trainees allowed them to think critically and they took it as a real-life experience. The lecturer was shocked to see that the 5 groups did very well for the topic on “Problem-Solving situation with waiter, waitress, and customer”. Basically they were a bit confused before beginning the presentation. Trainees were asking WH-questions suddenly regarding the presentation. Moreover, they were overconfident at this task because the majority felt it was the same way of conversing and were outspoken. Active participation occurred among the groups and trainees collaborated well during the presentation. According to Herreid and Schiller (2013), critical thinking, problem solving and hands-on skills related to each other in improving trainees’ communicative purpose. Their confidence level was built up internally as they engaged in groups and by watching the video relating with their real-life experience. Dramatising according to situations will be experienced later on in real-life at the workplace (Riswanto, 2016).

Week 7

This was the last week for trainees to have this lesson for their preparation before undergoing practical hospitality industry training. The lecturer managed to analyse that those trainees who were weak, shy and lacking in confidence have changed in a positive way. On overall reflection, it can be concluded that trainees worked harder in the flipped classroom compared to the traditional classroom. They were also mentioning that flipped classroom approach should be implemented for all the courses to achieve the objectives. Trainees felt the time was not enough and were looking forward to spending more time on flipped classroom learning. Trainees also said they enjoyed interacting with other trainees from a different Institute or School. They also agreed

that they had greater control over their learning. Majority of the trainees perceived the use of flipped classroom approach has improved the F&B trainees' speaking skills. According to Bishop and Verleger (2013), getting trainees to engage in group activities encourages team work and mutual support and can bring a competitive dimension to learning which can motivate trainees to strive harder for results. Perhaps most important of all, it exposes them to others' thought processes and problem solving abilities which helps them to develop their own reasoning skills. This sort of collaborative learning teaches trainees to think more deeply and laterally simply because the answer is not supplied by the educator. They have to work it out for themselves.

CONCLUSION

The main aim of this research was to investigate the use of the flipped classroom approach for enhancing Food and Beverage TVET trainees' speaking skills in view of the need to have a good command of the English Language in the workplace. Furthermore, this study aims to seek the trainees' insight using the flipped classroom approach to improve their speaking skills. This study finds that the flipped classroom approach is beneficial for F&B trainees at IKBN in order to enhance their competency in English oral communication skills. Based on the thematic analysis for observation and interviews, the researchers found out that trainees obtained many positive results by learning through flipped classroom approach. From the observation analysis, there were five important aspects that the trainees have gained after learning the course. Firstly, they were familiar with their career prospect which needed English as a main language in the Hospitality industries. Secondly, learning communication through videos has also helped them to enhance their speaking skills. Thirdly, they have learnt a wide range of vocabulary based on their field which needs to be used at their workplace. Fourthly, learning English through demonstrating has also helped the trainees to correct their mistakes immediately as they have learnt it in the topic known as "Meet, Greet, Seat, Take Orders and preparation for job interview." Fifthly, throughout the observation, flipped classroom approach has also helped the trainees in their communication skills. They enjoyed learning the course at the restaurant as it portrays the real working world. The presentations were all in authentic situations which makes them excited to learn.

Based on the group interview analysis, most of the trainees have improved and were able to build up their pronunciation, comprehension, grammar, vocabulary and fluency. These aspects were very important in speaking skills as it helps the trainees to enhance their communication skills. The majority of the trainees preferred flipped classroom to be taught in ordinary classroom session. They commented that the current syllabus is too general and not specific unlike the new approach. All the participants suggested that flipped classroom approach should be implemented at IKBN as it really helps them to enhance their communication skills. The trainer also gave positive feedback on her trainee's performance after learning the English course especially in their communication skills. Before undergoing flipped classroom

training, her trainees could not present in front and were unable to utter any words in English. After the course, her trainees' showed reduced nervousness and more confidence when presenting in front of the class. She agreed that flipped classroom is the best approach to be taught at IKBN as it meets industry needs and will enable the trainees to communicate well at their workplace. Moreover, trainees were also able to make a quick decision after learning problem solving technique during the course; they are now well trained with regular role plays conducted during the course. TVET trainees were more competent in learning English communication skills through the flipped classroom approach. This can be proven by looking into the available evidence: seven based on observation, six from group interview and two from trainers' interview.

Based on the observation analysis, the researcher found that trainees are lacking in confidence and shy to present or speak in English. However, after having been introduced to the career prospect and flipped learning objectives on the first day of the class, the majority of them actively participated in all the activities. Trainees were motivated to learn and involve actively in the presentation which was conducted at the restaurant. All of them were well prepared before the presentation. They also have improved their communication skills after being praised and rewarded by the researcher after each presentation. Besides that, they also have learnt F&B terminology and understand it well such as where and what word to use. Thus, they can also pronounce the vocabulary terms accurately. Usage of audio visual also enhances trainees' communication skills effectively. Duarte and Jurado (2008) mentioned that trainees can pay more attention and love to improve their skills through audio-visuals. In addition, based on the group interview analysis, the researcher has found that, after learning the English course, trainees were not shy to present in front of the class, were able to speak fluently, showed less nervousness and more confidence when speaking during presentations and group discussions. Besides, the trainees were able to understand better on their group members' feedback and were able to respond spontaneously. Before the flipped classroom approach some of them just mildly liked the subject; however after learning the course, all of them fell in love with English language because it really helps them to enhance their communication skills.

Based on the trainer's interview, trainees have improved in their pronunciation after learning a wide range of vocabulary and all of them feel very happy because they have learnt something and were able to pronounce the words correctly besides achieving the flipped learning objectives. Majority of them mentioned that this course is better than normal English classes where they only learn general English. They were hoping that flipped classroom will be implemented in all the English classes as it meets the industry and learner needs. The importance of communication skills can never be underestimated. Communication is a key part of trainees' learning and teaching in TVET world. Communication skills that trainees learn now can benefit them in the future especially when they communicate with their customers, managers and peers. Flipped Classroom can help learners

to become better communicators as it meets industry needs (Gamble, 2016). Overall, it can be concluded that the trainees had a positive view of the flipped classroom approach because it can enhance trainee learning by offering an interesting approach to improve speaking skills.

REFERENCES

- Abdullah, S., & Majid, F. A. (2013). *English language teaching challenges in Malaysia: Polytechnic lecturers' experience*. *World Applied Sciences Journal*, 28(4), 540-547. DOI: 10.5829/idosi.wasj.2013.28.04.1723
- Ahmad, O. (2003). *The role of the National Vocational Training Council in the management of vocational training in Malaysia: A critical evaluation*. Batu Pahat, Malaysia: KUiTTHO
- Ali, B., Kadir, A., & Zubaidah, S. (2013). *International Conference for PBL learning*. Retrieved June 2012, from PBL: Impact on communication skills for Law students: http://www.lpt.fi/pblconference/full_papers/11_full_papers.htm.
- Azlina Abdul Rahman, Baharuddin Aris, Hasnah Mohamed, & Rosli, M. S. (2015). Significance of Preparedness in Flipped Classroom. *Advanced Science Letters*, 21(10). doi: 10.1166/asl.2015.6514
- Anderson, E. W., & Sullivan, M. W. (2014). The antecedents and consequences of customer satisfaction for firms. *Marketing Science*, 12, 125-143.
- Anderson, L., & Krathwohl, D. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York, NY: Longman.
- Amos, A. (2012, October 1). STEM teacher uses 'flip' method to put classroom focus on students, not educator. *The Knoxville News Sentinel*, p. D1.
- Apodaca, P. (2015, January 31). Patrice Apodaca: Backlash arises over 'flipped' classrooms. Retrieved from <http://www.latimes.com/tn-dpt-me-0201-patrice-apodaca-column-20150131-story.html>
- Ash, K. (2012, September 12). Educators evaluate 'flipped classrooms' Retrieved July 6, 2015, from <http://www.edweek.org/ew/articles/2012/08/29/02el-flipped.h32.html>.
- Bakar & Hanafi. (2012). English for Specific Purpose in Malaysia: International influence, local flavour. *Journal of Southeast Asian Education*, 2(2).
- Bergmann, J., & Sams, A. (2012). How the flipped classroom is radically transforming learning. Retrieved July 3, 2013, from: <http://www.chronicle.com/article/How-Flipping-the-Classroom/130857/>.
- Bishop, J., & Verleger, M. A. (2013). *The Flipped Classroom: A survey of the research*. 120th ASSE International Conference and Exposition.
- Boniadi, A., Ghोजزاده, M., & Rahmatvand, N. (2013). Problems of English for Specific Purpose course for medical students in Iran. *Khazar Journal of Humanities & Social Sciences*, 16(1), 48. doi: 10.5782/2223-2621.2013.16.1.48
- Borthwick, J., & Wissler, R. (2003). *Postgraduate research students and generic capabilities: Online directions*. Canberra, Australia: Department of Education, Science and Training Research Evaluation Programme.
- Brame, C., (2013). Flipping the classroom. Vanderbilt University Center for Teaching. Retrieved June 20, 2015 from <http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>
- Brown, H. (2011). *Personality factors. Principles of language learning and teaching*. New York, NY: Pearson.
- Brunsell, E., & Horejsi, M. (2013). Using web tools to generate learning. National Science Teachers Association, 80(8), 8-9. Retrieved from <http://digital.nsta.org/publication/index.php?i=178562&m=&l=&p=10&pre>.
- Bryman, A. (2012). *Mixed methods: A four-volume set*. Thousand Oaks, CA: Sage.
- Byrne, M., Flood, B., & Shanahan, D. (2012) Communication apprehension among business and accounting students in Ireland. *Irish Accounting Review*, 16(2), pp. 1-19.
- Chang, Ya-Hui Elegance. (2010). *An empirical study of Kirkpatrick's Evaluation Model in the hospitality industry*. Retrieved from <http://digitalcommons.fiu.edu/cgi/viewcontent.cgi?article=1402&context=etd>
- Chen, P., Chiu, W., & Lin, T. (2014, October). The Study on Constructing a Curriculum Model of Hotel English for Undergraduate Hospitality Management in Taiwan. *Theory and Practice in Language Studies*, 4(10), pp. 2001-2007.
- Crebert, G., Bates, M., Bell, B., Patrick, C. J., & Cragno- lini, V. (2004). Developing generic skills at university, during work placement and in employment: Graduates' perceptions. *Higher Education Research & Development*, 23(2), 147-165.
- Creswell, J. W. (2011). Controversies in mixed methods research. In N. Denzin & Y. Lincoln (Eds.), *The SAGE handbook on qualitative research* (4th ed., pp. 269-284). Thousand Oaks, CA: Sage.
- Cresswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson.
- Crebert, G., Bates, M., Bell, B., Patrick, C. J., & Cragno- lini, V. (2004). Developing generic skills at university, during work placement and in employment: Graduates' perceptions. *Higher Education Research & Development*, 23(2), 147-165.
- Cohen, L., Manion, L., & Morrison K. (2011). *Research methods in Education* (5th ed.). London: Routledge Falmer.
- Curry, P., Sherry, R., & Tunney, O. (2003). What transferable skills should students develop during their time in college: Results of Modern Languages Students Survey. Trinity College, Dublin.
- Danker, B. (2015). Using Flipped Classroom Approach to Explore Deep Learning in large classrooms. *The IAFOR Journal of Education*, 3(1).
- 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 Educa-

- tion, San Antonio, TX. Retrieved from <http://www.engr.uky.edu/-aseched/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, LA. Retrieved from <http://www.editlib.org/p/48133>
- Duarte, J., & Jurado, J. C. (2008). Pedagogical processes and their school coexistence relationship. *Revista Colombiana de Educación*, 55, 62-81.
- 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>.
- Enfield, J. (2013). Looking at the impact of the Flipped Classroom Model of Instruction on Undergraduate Multimedia Trainees at CSUN. *TechTrends*, 57(6), 14-27.
- Frydenberg. (2012). Video streaming in online learning. *AACE Journal*, 14(1), 31-43.
- Fulton, K. (2012). Upside down and inside out: Flip your classroom to improve student learning. *Learning and Leading with Technology*, 39(8), 12-17.
- Gamble, Jeanne. (2016). From labour market to labour process: Finding a basis for curriculum in TVET. *International Journal of Training Research*, 14:3, 215-229. doi: 10.1080/14480220.2016.1254367
- 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.
- Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. M. (2013). *The Flipped Learning Model: A White Paper Based on the Literature Review Titled A Review Of Flipped Learning*. Pearson. George Mason University.
- Hamidah Yamat, Melor Md. Yunus & Norzaini Azman. (2012). English language proficiency for quality in education: Are our students ready? *Proceedings of International Conference on Education for All* (pp. 225-233).
- Herreid, C. F., & Schiller, N. (2013). Case studies and the flipped classroom. *Journal of College Science Teaching*, 42(5), 62-66.
- Houston, M., & Lin, L. (2012). Humanizing the Classroom by Flipping the Homework versus Lecture Equation. In P. Resta (Ed.), *Proceedings of SITE 2012--Society for Information Technology & Teacher Education International Conference* (pp. 1177-1182). Austin, TX: Association for the Advancement of Computing in Education (AACE). Retrieved from <https://www.learntechlib.org/primary/p/39738/>.
- Jay Kandampully, & Dwi Suhartanto. (2000). Customer loyalty in the hotel industry: the role of customer satisfaction and image. *International Journal of Contemporary Hospitality Management*, 12(6), pp. 346 - 351.
- Kachka, P. (2012). Educator's Voice: What's All This Talk about Flipping. Retrieved from <https://tippie.uiowa.edu/faculty-staff/allcollege/kachka.pdf>.
- Kay, C., & Russette, J. (2000). Hospitality-Management Competencies: Identifying managers' Essential Skills. *Cornell Hotel and Restaurant Administration Quarterly*, 41(2), 52-63.
- Kanapathy, V. (2001). Building Malaysia's IT society. *Raffles Review*, 5(1), 1-14.
- Kavanaugh, R. R., & Ninemeier, J. D. (2009). *Supervision in the hospitality industry* (3rd ed.). Michigan: The Educational Institute of the American Hotel & Lodging Association.
- Khairi Izwan Abdullah, & Nurul Lina Abdul Rahman. (2010). *A study on second language speaking anxiety among UTM students*. Fakulti Pendidikan, Universiti Teknologi Malaysia.
- Kim, U., & Park, Y. S. (1997). The development of Korean adolescents' psychological and behavioral make-up: The influence of family, school, friends and society. *Korean Journal of Educational Psychology*, 13, 99-142.
- Khair, Kamal. (2006). *Training Approach for the Employability of Graduates: Critical Graduate Competencies in the Changing World*. Paper presented at National Conference on Continuing Technical Education & Training 2006, Challenges in Technical Education and Training: Enhancing Employability among Graduates 28-29 July 2006, The Katerina Hotel, Batu Pahat Johor.
- 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., & 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. (2001). *Three ESL teacher's reflections upon their beliefs toward communicative language teaching and classroom practices. A multiple case study*. (Unpublished PhD. dissertation, University of Nebraska).
- Lee, I. (2007). Preparing pre-service English teachers for reflective practice. *ELT Journal*, 61(4), 321-329. doi: 10.1093/elt/ccm022.
- Leedy, P., & Ormrod, J. (2013). *Practical research: Planning and design* (11th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Maclean, R., & Wilson, D. (Eds.) (2009). *International handbook of education for the changing world of work: Bridging academic and vocational training*. Springer, Netherlands.
- Mezirow, J. (2011). Transformative learning as discourse. *Journal of Transformative Education*, 1(1), pp. 58-63.
- Mestra Research Infozone. (2012, March). Communication skills among Malaysian University students.
- 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>
- Mohamad, Hashim. (2017). *The Impact of Problem-based Learning on Students' Competencies in Technical Vocational Education and Training*. (Phd dissertation, Aalborg University, Denmark). Aalborg University Press.
- Mohd Radzuan, N. R., & Kaur, S. (2011). Technical oral presentations in English: Qualitative analysis of Malaysian

- engineering undergraduates' sources of anxiety. *Procedia - Social Behavioral Sciences*, 29, 1436-1445.
- Moy, J. W., & Lam, K. F. (2010). Selection criteria and the impact of personality on getting hired. *Personnel Review*, 33(5), 521-535.
- Mulcahy, J. D. (1999). Vocational work experience in the hospitality industry: Characteristic and strategies. *Educatio + Training*, 41(4), 164-174.
- Nederveld, A., & Berge, Z. L. (2015). Flipped learning in the workplace. *Journal of Workplace Learning*, 27(2), 162-172.
- Nguyen, T. N. (2011). The effect of explicit vocabulary teaching on ESP students' vocabulary acquisition: A Quasi-experimental research in Vung Tau Vocational College. Retrieved from <http://dl.vnu.edu.vn/bitstream/11126/544/1/04051000610.pdf>
- Paltridge, B., Starfield, S., Ravelli, L., Nicholson, S., & Tuckwell, K. (2012). Doctoral writing in the visual and performing arts: Two ends of a continuum. *Studies in Higher Education*, 37, 989 - 1003.
- Pandian, A., & Aniswal A. G. (2005). University curriculum: An evaluation on preparing graduates for employment. *Monograph 5/2005*. Penang, Malaysia: University Sains Malaysia, National Higher Education Research Institute.
- Pattanpichet, F. (2011, November). The effects of using collaborative learning to enhance students' English speaking achievement. *Journal of College Teaching & Learning*, 8(11), 1-10.
- Piaget, J., Elkind, D., & Tenzer, A. (1967). *Six psychological studies*. New York, NY: Random House.
- Poon, J. (2014). Blended learning: An institutional approach for enhancing trainees' learning experiences. *Journal -of Online Learning and Teaching*, 9(2).
- Project Tomorrow/Flipped Learning Network. (2013). A second year review of flipped learning and 2013 trends in digital learning: Students' views on innovative classroom models. Irvine, CA.
- Project Tomorrow/Flipped Learning Network (2014). A third year review of flipped learning and 2014 trends in digital learning: Students' views on innovative classroom models. Irvine, CA.
- Pumphrey, J., & Slater, J. (2002). An assessment of generic skills needs. *Skills Dialogues Report No. 13*. Nottingham, UK: Dfes.
- Rajesh, M. (2015). Revolution in communication technologies: impact on distance education. *Turkish Online Journal of Distance Education*, 16(1), 62-88.
- Richards, J. C. (2004). Communicative language teaching today. *Guidelines*, 26(2), 3- 10.
- Riswanto, A. (2016). *The effect of hand puppet as media to build up the students' ability in speaking at MTs swasta nurul Amal Kuala*. (Masters dissertation, Department Of English Education Faculty Of Tarbiyah Science And Teacher Training State Islamic University Of North Sumatera).
- Rivers, W. M., & Temperley, M. S. (1978). *A practical guide to the teaching of English as a second or foreign language*. New York, NY: Oxford University Press.
- Rodríguez, Olga. (2013). *Examining the effects of Academic English as a Second Language pathways at the Community College: A mixed methods study*. (Ph.D dissertation, Columbia University).
- Sekaran, U., & Bougie, R. (2010). *Research methods for business: A skill building approach* (5th ed.). West Sussex, UK: Wiley.
- Shaik Riyaz Ahmad. (2016). Importance of English communication skills. *International Journal of Applied Research*, 2(3), 478-480.
- Shieh, W. (2012). Hotel Employees' Perception on Their Workplace English Use. Retrieved from <http://www.davidpublishing.com/davidpublishing/upload/12/17/2012/2012121768800321.pdf>
- Singh, P., Thambusamy, R., Ramly, A., Abdullah, I. H., & Mahmud, Z. (2013). Perception differential between employers and instructors on the importance of employability skills. *Procedia - Social and Behavioral Sciences*, 90, 616-625.
- Suhaili Abdullah, & Faizah Abdul Majid. (2013). English language teaching challenges in Malaysia: Polytechnic lecturers' experience. *World Applied Sciences Journal*, 28(4), 540-547. doi: 10.5829/idosi.wasj.2013.28.04.1723
- Taylor, E. W. (2011). Transformative learning theory. *New directions for adult and continuing education*, 119, 5-15.
- Tucker, B. (2012). The flipped classroom. *Education Next*, 12(1), 82-83. Retrieved from <http://educationnext.org/the-flipped-classroom/>
- The New Straits Times, (2013, March 14). Helping unemployed graduates in Malaysia. Retrieved from <http://www.nst.com.my/opinion/columnist/helping-unemployed-graduates-in-malaysia-Education>.
- (2015). in normative instrument concerning Technical and Vocational Education, UNESCO. (2015). Retrieved from <http://unesdoc.unesco.org/imaqes/0014/001406/140603e.pdf>
- Vijayaletchumy, S., Wan Muna Ruzanna Wan Mohammad, Yong, C. C., & Nertiyan E. (2011). Analysis of explication aspect by Malay students in the teaching of English vocabulary. *Asian Social Science*, 7(8).
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wong, H. K., & Ee, T. H. (1975). *Education in Malaysia* (2nd ed.). Hong Kong: Heinemann.
- Yang, C. H., Chang, H., & Kao, M. Y. (1994). A study on the use of field-specific authentic English texts in a junior college. In *Third International Symposium on English Teaching* (pp. 171-189).
- Yin, R. K. (2012). *Applications of case study research* (3rd ed.). Thousand Oaks, CA: Sage.
- Zainuddin, Z., & Halili, S. H. (2016). Flipped classroom research and trends from different fields of study. *International Review of Research in Open and Distributed Learning*, 17(3), 313-340.