# Article information:

The effectiveness of using Flipped Classroom Approach to teach adjectives to Malaysian Year 4 Chinese ESL learners - ProQuest
<https://www.proquest.com/docview/2211915804/B9B14DE5D657439EPQ/7?accountid=188730>

# Article summary:

1. This study investigated the effectiveness of using Flipped Classroom Approach to teach adjectives to Malaysian Year 4 Chinese ESL learners.

2. The experimental group, which used Edmodo to acquire input before the lesson, showed a significant difference in learning adjectives compared to the control group that followed traditional teaching methods.

3. The study provides information for policymakers, teachers, parents and pupils on the implementation of Flipped Classroom Approach in a Malaysian primary ESL classroom.

# Article rating:

May be slightly imbalanced: The article presents the information in a generally reliable way, but there are minor points of consideration that could be explored further or claims that are not fully backed by appropriate evidence. Some perspectives may also be omitted, and you are encouraged to use the research topics section to explore the topic further.

# Article analysis:

The article "The effectiveness of using Flipped Classroom Approach to teach adjectives to Malaysian Year 4 Chinese ESL learners" presents a study that aims to investigate the effectiveness of using Flipped Classroom Approach in teaching adjectives for Malaysian Year 4 Chinese ESL learners and their perceptions towards this approach. The study uses a Pre-test-Post-test Non-equivalent Group Design, with an experimental and control group consisting of ten Malaysian Year 4 Chinese ESL learners each.

The article provides a comprehensive literature review on Flipped Classroom Approach, highlighting its benefits and limitations. However, the article lacks a discussion on the potential biases and sources of bias in the literature reviewed. Additionally, while the article acknowledges some limitations of Flipped Classroom Approach, such as learner's self-discipline and lack of access to online materials, it does not explore these limitations in-depth or provide suggestions for addressing them.

The methodology section is well-written and provides detailed information on the research design, participants, data collection procedure, and analysis. However, there are some missing points of consideration. For example, the article does not discuss how the participants were selected or whether they had any prior knowledge or experience with Flipped Classroom Approach. Additionally, while the article mentions that both groups were given a post-test after the intervention, it does not provide any information on what was included in this test or how it was scored.

The results and discussion section presents the findings of the study in a clear and concise manner. However, there are some unsupported claims made in this section. For example, while the article states that there was a significant difference between the experimental and control groups' performance after learning adjectives with different approaches, it does not provide any statistical analysis to support this claim.

Overall, while this article provides valuable insights into using Flipped Classroom Approach to teach adjectives to Malaysian Year 4 Chinese ESL learners, there are some areas where it could be improved by providing more thorough discussions on potential biases, limitations, and missing points of consideration. Additionally, the article could benefit from providing more statistical analysis to support its claims.

# Topics for further research:

* Potential biases in flipped classroom approach literature
* Addressing limitations of flipped classroom approach
* Participant selection criteria for flipped classroom approach studies
* Content and scoring of post-tests in flipped classroom approach studies
* Statistical analysis in flipped classroom approach research
* Learner self-discipline in flipped classroom approach implementation

# Report location:

<https://www.fullpicture.app/item/2447a499e2b37c051565d22afdea4ca9>