



SOCIAL INFLUENCE ASPECT AFFECTS ESL LEARNER'S ACCEPTANCE LEVEL TOWARDS FLIPPED LEARNING

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Abstract

Flipped learning is a common method that is widely used in secondary and tertiary education. So, how about primary education? Many would question whether this method could be utilised effectively in a primary school ESL classroom. Undoubtedly, this is indeed one of the main issues that worried the authorities. Due to the lack of empirical studies, the Malaysian society was not confident to use flipped learning in primary school. Therefore, this study would focus on and explore the relationship between social influence and its effect towards the acceptance level of flipped learning. A mixed-method design was carried out where 215 participants from a primary school in Malaysia were selected as survey participants while 15 participants among them were chosen as the group interviews participants. It had found out that social influence had a certain degree of impact towards the flipped learning acceptance level among ESL students. Influence from teachers, influence from parents, peer pressure (influence from friends) and even self-influence were found out to affect the learner's acceptance level towards flipped learning approach. Hence, social influence aspect is a vital part that should be deeply studied and discussed in order to increase the acceptance level towards flipped learning among ESL students.

Keywords: Social Influence, Flipped Learning, Acceptance Level, ESL, Education.
