

SpringerBriefs in Applied Sciences and Technology

Azman Ismail · Fatin Nur Zulkipli · Rahimah Mahat ·
Mohd Amran Mohd Daril · Andreas Öchsner *Editors*

Analyzing Education, Sustainability, and Innovation

Multidisciplinary Research
Perspectives

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Multidisciplinary Research Perspectives

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Preface

This book describes a diverse array of studies unraveling the intricate interplay of education, sustainability, and organizational dynamics. From innovative teaching methodologies to sustainability trends and the pandemic's impact, this compendium offers a rich tapestry of insights. Traverse through a compendium of studies that intricately dissect the synergy between education, sustainability, and organizational dynamics. It is ideal for academics, practitioners, and curious minds seeking a deeper understanding of these vital contemporary forces.

Lumut, Malaysia
Machang, Malaysia
Masai, Malaysia
Masai, Malaysia
Esslingen am Neckar, Germany

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Competencies Framework for Flipped Learning in Writing Instruction



Farah Idayu Mohd Salleh, Sarimah Shamsudin, Harmi Izzuan Baharum,
and Riza Lestari

Abstract As students in a classroom have varying degrees of proficiency, teaching writing can be difficult, especially for English Second Language teachers. Teachers should adapt their teaching methods to the various learning levels of their students in order to meet their needs. The goal of this case study is to examine the writing instruction skills of English lecturers utilising a flipped learning strategy. According to this study, flipped learning was more engaging than the conventional method. Due to the use of technology, it was also simpler for the lecturers to evaluate the work of the students. In this study, a competencies framework has been put out to highlight the variables that affect English lecturers' abilities when using a flipped learning approach to teach writing skills. According to this paradigm, if the English lecturers have the knowledge of teaching writing using technology, together with support from facilities and the teaching environment, they will be more ready to teach writing skills using flipped learning approach.

Keywords Flipped learning · ESL · Teaching writing

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1 Introduction

Writing instruction presents challenges for English as a Second Language (ESL) teachers in Malaysia, particularly those pertaining to norms and punctuation, according to research by [1]. According to their study, [1] language proficiency is what ESL students struggle with the most when completing writing tasks. The author of [2] in his study, ESL students reported having trouble grasping word connotations and meanings, which disappointed them.

Similar issues arise for the majority of English second language students learning writing skills [3]. The issues include the inability to develop and organise ideas clearly, a lack of vocabulary, difficulty with grammar structures, including writing mechanics, a lack of interest in the writing topics, the inability to receive immediate feedback from the teacher due to a lack of classroom time, a lack of writing materials, and a general sense of boredom and lack of motivation [3].

Flipped learning would be employed in this study to get around teachers' challenges with teaching writing skills. According to [4], flipped learning involves employing technology to give asynchronous direct instruction in order to make more classroom time available for student-centred learning. On the other hand, [5] notes that flipped learning is a teaching strategy that allows teachers to use class time for hands-on application activities while still delivering lecture information to the students via an electronic medium. The traditional face-to-face teaching technique is placed as an outside activity in the flipped learning paradigm so the teachers can concentrate on problem-solving or project-based learning activities [6]. The teachers can give the students the materials, give them a video assignment, and instruct them to watch it before they come to the class using flipped learning. According to [7], flipped learning encourages a setting that improves the interaction between students and teachers. Flipped learning places more of an emphasis on student-centred than teacher-centred learning. According to [8], flipped learning encourages individualised learning since it allows students to watch online videos at their own pace while pausing, and pausing again. In addition, flipped learning has been adopted by several universities because it helps foster deeper student participation and peer interaction [6]. Currently, in Malaysia, the implementation of technology in education has caught great interest not only the teachers but also the students in higher education institutions. According to [9], technology-enhanced learning (TEL) means bringing knowledge closer and more accessible to everyone.

In conclusion, teaching writing is a challenging endeavour [10]. According to research by [1], the majority of ESL teachers in Malaysia encounter difficulties when instructing writing, particularly when it comes to norms and punctuation. Flipped learning will therefore be utilised in this study to address this issue. By delivering training outside of the classroom via technology, flipped learning focuses on student-centred learning. Students will be able to perform collaborative activities, peer instruction or feedback, project-based learning, or creative projects by adopting flipped learning in the writing classroom [3]. In a nutshell, this study will examine the writing-flipped learning competencies of English lecturers.

2 Objectives of the Research

1. To identify the elements of competency needed in the teaching of writing skills using flipped learning among English lecturers.
2. To determine the factors that influence English lecturers' competencies on the use of flipped learning approach in the teaching of writing skills.

3 Results and Discussion

3.1 Findings for Research Objective 1

The findings from the interviews, classroom observations, and journal entries show that the technical components (grammar, punctuation, and sentence construction) and the capacity to upload the materials into the e-learning websites are the elements of competency required in the teaching of writing skills using flipped learning.

The graduates and post-graduate students in Malaysia have an appropriate degree of preparation for flipped learning, according to the results of descriptive statistics from earlier research by [11]. However, flipped learning uptake among lecturers and students depends in large part on sufficient teaching on the value and efficacy of using technology. In addition, the study by [11] examined online skills, which is comparable to this study because uploading the materials to an e-learning website—also known as online skills—is one of the competencies required by English lecturers in the teaching of writing skills using the flipped learning approach. According to the findings, the flipped learning strategy for teaching writing skills requires the elements of competency of perceived utility and perceived usability, as per the Technology Acceptance Model (TAM). It will increase their willingness to use flipped learning in the teaching of writing skills when the English lecturers possess competencies such as technical parts (grammar, punctuation, and sentence construction) and are able to upload the materials to the e-learning websites. All these elements of competencies would support them in using flipped learning.

3.2 Findings for Research Objective 2

Based on the results from the journal entries, classroom observations, and interviews, there are three elements that affect the abilities of English lecturers to employ flipped learning in the teaching of writing skills, including face-to-face instruction, technology, and learning environments.

Ineffective software/systems and accessibility of technology are two problems that affect English lecturers' abilities to apply flipped learning in the teaching of writing skills, according to interview replies. Observations made in the classroom