

CHAPTER

8

FLIPPED LEARNING TO IMPROVE WRITING

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8.1 INTRODUCTION

The Corona Virus Disease of 2019 (COVID-19) pandemic did more than relocate classroom instruction to virtual platforms; it essentially reshaped prevailing notions of teaching and learning. Amid this rapid pedagogical shift, flipped learning emerged as one of the most widely discussed and potentially transformative approaches of the 21st century (Chou et al., 2021; Siti et al., 2019). By inverting the conventional instructional sequence, flipped learning encourages pupils to engage with videos and digital materials prior to classroom interaction. Consequently, in-class time can be redirected to more student-centred activities such as discussion, collaborative tasks, and problem-solving (Lee, 2020). This pedagogical design has been associated with increased learner participation and the development of deeper, more sustained understanding, attributes that are increasingly essential in contemporary educational contexts.

In Malaysia, English language instruction is guided by The Standards-based English Language Curriculum (SBELC), which is aligned with the Common European Framework of Reference (CEFR). From the early years of schooling, English lessons integrate a primary skill: Listening, speaking, reading, or writing, together with a

complementary skill. While the scheme of work (SOW) offers a structured instructional plan, it simultaneously offers teachers the flexibility to adapt or design learning activities that cater to the diverse needs of their pupils.

Despite these curricular provisions in place, writing remains the skill that learners are most reluctant to participate in. Many pupils perceive writing as challenging and often struggle to articulate their ideas with confidence. Flipped learning presents a pedagogical alternative that may address this long-standing concern. By enabling pupils to review materials at their own pace and revisit resources as needed, flipped learning offers additional support for weaker writers and may enhance their motivation to participate in writing tasks (Chou et al., 2021). Nevertheless, Malaysian research on flipped learning has largely examined the approach in general terms, leaving a notable gap concerning its potential to support writing instruction specifically.

In this chapter, we seek to address this gap by investigating the application of flipped learning in the primary English classroom, with particular emphasis on its role in developing pupils' writing skills. It further examines pupils' experiences across the key phases of the flipped model: before class, during class, and after class, to understand their perceptions of and responses to this instructional approach. As the findings illustrate, pupils display curiosity and receptiveness toward flipped learning but remain cautious in adopting it as a regular learning routine. This uncertainty emphasises the centrality of learner autonomy. Supporting pupils in taking greater responsibility for their pre-class preparation may be critical not only for enhancing their writing performance but also for cultivating more self-directed and confident learners over time.

8.2 CHALLENGES IN TEACHING WRITING

A major challenge in teaching writing is pupils' limited English competency (Al-Mubarak, 2016; Hidayati, 2018; Jefiza, 2016). As Misbah et al. (2017) note, when learners are unable to sustain communication or express their

ideas effectively, their motivation to use the target language often declines. Vocabulary also plays a central role in this process. Moses and Mohamad (2019) describe it as the “fundamental element in constructing sentences which is the core of effective writing skills”. Alongside vocabulary, weaknesses in grammar also hinder the development of coherent and accurate texts (Sarwat et al., 2021).

Vocabulary and grammar are, therefore, inseparable foundations of effective writing. Together, they allow learners to produce clear and comprehensible texts. Yet, as Harmer (2007) observes, second language learners often feel frustrated when they cannot find the right words or structures to express their ideas. This highlights the importance of teaching approaches that not only build language competence but also nurture learners’ confidence and motivation in the writing classroom.

8.3 FLIPPED LEARNING

The concept of flipped learning first emerged in 2007 when two rural teachers experimented with the approach to better manage their daily teaching routines. To their surprise, they discovered that pupils became more active, lessons turned more interactive, and classroom time allowed for greater flexibility and individual attention (Bergmann & Sams, 2012). Flipped learning enables students to acquire foundational knowledge through online technologies before the actual lessons begin. In practice, this involves teachers uploading digital materials such as recorded lectures, annotated slide presentations, or other suitable resources, for pupils to access in advance.

With preliminary learning completed at home, classroom time can then be better used for more meaningful activities: Collaborative projects, deeper engagement with content, skills practice, and personalised feedback from teachers (Hamdan et al., 2013). Put simply, in a flipped classroom, students arrive prepared, ready to apply what they have already learned through tailored readings or video lectures.