FLIPPED LEARNING
IN ESL CLASSROOMS

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Preface

The needs of 21st-century skills and the industrial revolution 4.0 (IR 4.0) require educators to be more creative in providing the best approach especially in teaching English lessons. This book is written for all researchers interested in exploring the flipped learning approach. In writing this book, the authors assume that readers have prior knowledge of the flipped learning concept and the design and development research (DDR).

Flipped Learning in ESL Classrooms aims to share author's experience in conducting the flipped learning research. Readers will be walked through the process of designing and developing the new flipped learning framework step-by-step. This book also discusses the vital elements in every process of developing the flipped learning framework in great detail. Hence, readers will not miss any crucial factors of the new flipped learning framework.

This book also investigates the idea of lifelong learning as ubiquitous learning, which can be a part of this approach, is a tool known to promote this concept. This investigation will help infer students' autonomous learning to complement their learning in the universities. This is made possible by the nature of the approach that requires self-study or independent learning to be carried out by the students to build their knowledge and increase their understanding of a particular lesson. Therefore, developing a model on how to effectively implement the flipped learning approach in a local ESL classroom would provide impetus on the usage of such an approach in technology-mediated classrooms to ensure effective learning takes place.

This book can also be a great reference source and guidance for educators regardless of the fields or subjects. As this book offers a new framework, lecturers, researchers, and stakeholders can adapt or adopt the proposed framework and utilise it based on their purposes. Policymakers too can use the findings from this book in considering necessary elements in implementing flipped learning into primary, secondary, and tertiary institutions. It helps policymakers to

Chapter 6: The Fuzzy Delphi Method Analysis presents the two sub-phases which are via Fuzzy Delphi Method (FDM). The preliminary test is also being presented and discussed in depth.

Chapter 7: The Rasch Model Analysis presents the preliminary study done on ESL undergraduates, studying in UiTM Shah Alam, Selangor. The analysis of the data was done using the Rasch model analysis method. The Rasch model analysis involved only analysis of items and construct acceptance and rejection only.

Chapter 8: The Verification Processes talks about the quantitative data that is being analysed through Rasch model analysis again, for an investigation and verification of the relationship between the respondents and items of the developed framework. The interview is also being discussed in this chapter to support the quantitative findings.

Chapter 9: The Future of Flipped Learning Approach in ESL Classrooms presents the overall review of the findings based on the research objectives, the implications of the study, followed by contributions and the proposed framework as well as the challenges in conducting the study. The chapter finally ends with recommendations for future research and an overall conclusion.

This is a book that explains thoroughly the designing and developing processes of the new flipped learning framework as well as the crucial elements in every process of developing the framework in great detail. Ubiquitous learning is also presented as it is the main tool to promote this flipped learning approach.

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