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Invitation

Series of Research and Practice-based Seminars

Flipped Classroom and Gamification

The Writing Portal (TWP)

17 May 2017, Wednesday @ BA64 from 16:00 to 17:00

By Ms Amreet Kaur Jageer Singh, Centre for Languages and General Studies, Sultan Idris Education University (UPSI) &
Associate Professor Lee Kean Wah, School of Education, UNMC

1. An Experience in Transforming Teaching and Learning Practices in English Grammar Course through Flipped Classroom and Gamification

Abstract

English grammar is one of the core courses for Diploma in English students at Faculty of Languages and Communication, UPSI. Through this course, students are acquired to understand the basic principles of grammar and develop their competency in all the language skills. In this presentation, I shall describe the transformations that have been done on the teaching and learning processes for this course in the past years. Flipped classroom and gamification will be introduced as the backdrop of the traditional ESL grammar classroom. Two major problems in teaching are students' mindset about grammar and how to cater for different learning styles in the classroom. As for learning, I shall share my experience on how the course has undergone several transformations to ensure effective learning and becomes more student-centred. This includes implementation of various strategies for flipping and gamifying classroom that allows students to have a better understanding of English grammar rules and usage through active participation and engagement in the classroom. I will also focus on benefits and challenges of employing flipped classroom and gamification in English grammar course.

About the speaker:
Amreet Kaur Jageer Singh is an English language teacher at the Centre for Languages and General Studies, Sultan Idris Education University (UPSI), Malaysia. She has extensive teaching experience in English language contexts at tertiary level. Specifically, her expertise lies in the areas of English language teaching and learning, computer-assisted language learning (CALL), technology-enhanced language learning (TELL), educational technology and flipped classroom. Her expertise has recently earned her crowning glory when she became a recipient of the prestigious Pearson ELT Teacher Award 2017 (People's Choice) for Asia and Oceania region.

2. Exploring the affordances of The Writing Portal (TWP) as an Online supplementary Writing Platform

Abstract

The writing process has traditionally been seen *as a lonely journey* to typify the lack of support that students experience for writing outside the classroom. This paper examines an attempt of The Writing Portal (TWP), a supplementary online writing platform, to support students' writing needs throughout the five stages of the writing process, viz., planning, drafting, revising, editing, and publishing. Social constructivist principles underpin TWP, which was designed to engender collaboration amongst its student participants. Not only does TWP provide links to evaluated Internet resources and a writing portfolio, but it also features collaboration tools such as the Group Forum, chat, a writing portfolio, a private messaging system, and a comment function for pages or articles created. Thus, it is very much akin to a *one-stop centre* for academic writing within a flexible and supportive environment. In this qualitative case study, 16 third-year TESL pre-service teachers at a Malaysian Teacher Education Institute embarked on a 12-week writing course using TWP. Qualitative data in the form of students' online discourses, task reflections, log files, and digital artefacts were captured to explore how TWP's affordances supported students' writing needs. In addition, Soller's collaborative learning conversation skills (CLCS) taxonomy was used as an analytical framework to investigate the collaborative learning engendered in the online environment. The findings indicate that TWP served its purpose by addressing students' writing needs at all stages of the writing process as they accomplished multiple writing tasks. Additionally, evidence of collaborative learning is evident in three functions of TWP: the Group Forum, chat, and the comments for pages/articles. However, there are differences between the frequencies of the specific skills used for each function. To conclude, TWP appears to be a successful tool at supporting students at all stages of the writing process.

About the speaker:

Dr Lee Kean Wah is an Associate Professor at the School of Education, University of Nottingham Malaysia. He currently serves as the Director of Undergraduate Studies for B.A. Hons TESOL and B Ed Hons. TESOL programmes. Dr Lee has more than 30 years of experience teaching English/TESL at all levels of basic Education in Malaysia. He holds a degree and PhD from Lancaster University, U.K. His research interests are in the field of CALL, Teacher Development, Program Evaluation, and language teaching and learning.

Details:

Date: 17 May 2017, Wednesday
Time: 16:00 to 17:00
Venue: BA64
       The University of Nottingham Malaysia Campus
       Jalan Broga 43500 Semenyih Selangor Darul Ehsan

This event is free and open to all. All are welcome.

For further information on the event, kindly contact Wong Tze Peng.

The Series of Research- and Practice-based Seminars are run by the School of Education academic members of staff and external speakers in various education-related strands (e.g. Education; Educational Leadership and Management; Teaching English to Speakers of Other Languages (TESOL); Inclusion and Special Education Needs (SEN).