

FLIPPED LEARNING DESIGN IN EFL CLASSROOMS: IMPLEMENTING SELF-REGULATED LEARNING STRATEGIES TO DEVELOP LANGUAGE SKILLS

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**Abstract:** *Some people now associate active learning with the flipped classroom. The flipped classroom is just one of many strategies you can use to include active learning in your classes. The foundation of a flipped classroom is the notion that receiving direct instruction or lectures in class is not the most efficient use of time. Rather than in class, students get information outside of class, which frees up time for higher order thinking activities. Even though flipping classrooms has been a practice for a while in some disciplines (even if it wasn't given that name), the idea gained popularity when advancements in technology made it simpler to obtain and produce educational materials. Even though flipping classrooms has been a practice for a while in some disciplines (even if it wasn't given that name), the idea gained popularity when advancements in technology made it simpler to obtain and produce educational materials.*

**Keywords:** *Flipped classroom, Self-regulated learning strategies, EFL course*

Flipped classroom method makes the assumption that a student listening to a lecture in class with other students is the same as listening to it alone. These activities vary greatly from one another, and lectures have advantages as well. For example, they can foster social interactions, as students can learn from one another's nonverbal cues. You can also employ other tactics to add interactivity to your lectures (check out our guide on interactive lecture strategies).

- it's flexible
- students can learn at their own pace
- students take responsibility for their learning
- students learn rather than encounter material in class
- there are more opportunities for higher level learning
- it does not waste time transferring information to students when that information is available to them in books or online (Mazur 2009)
- instructors and TFs work more closely with students, getting to know students better and providing better assistance
- increased collaboration between students

Many teachers think that creating or finding sources for students to use outside of class is the most difficult part of implementing a flipped classroom. However, most of the benefits of a flipped classroom depend on what happens in the classroom instead of lecture. That makes it necessary to first plan how you will use class time before you begin to look for resources for students to use at home. A flipped classroom model involves a lot of work by students outside of class. Students will resent this work if they do not see how it frees class time to do things that help them learn.

You can chose to use this method in all or some of your classes. Either way, you'll want to follow these steps:



1. Decide how you will use your class time and design those activities. Again, if you do not have a reason to flip your course, you should consider other active learning strategies or wait until you have an idea for how you could better use your class time.

2. Find or create resources for students to use at home. These could be readings, audio files, websites, or videos. You do not need to create these sources, but you must make sure that all students have a way to access these materials. If you create the materials for students to use at home, use their feedback to revise it.

3. Teach students how to use the material at home. Unlike when they are in a lecture, students cannot ask questions as they arise, making note taking especially important. Working on their own, students will likely have distractions. Although students engage with media all the time, they may not know how to use educational audio or video clips. Make sure students have an incentive for doing the work on their own.

The flipped classroom technique has long been popular in other nations (Du, 2018). The method's goal is to address the issues with teaching and learning brought on by both location and time. Du (2018) claims that the term "flipped classroom," often referred to as "inverted classroom," refers to a method of teaching that "flipped" the conventional teacher-centered approach. The purpose of flipped classrooms is to facilitate information transfer by giving students access to resources from their lecturers outside of class. Flipped learning, according to Carhill-Poza (2019), gives language teachers extra learning options outside of the classroom while allowing them to concentrate on engagement and socialization in the classroom. They could use the internet to look up more material, watch movies, or listen to audio that the professors have provided. After that, the teachers won't have to lecture the students on the subjects, allowing them to have a full discussion of the subjects in class. The materials have already been reviewed by the students. This is significant because it gives teachers the opportunity to use class time to facilitate peer discussions and time management, which in turn enables students to engage in more cooperative learning activities.

In class, they will have questioning and answering (Q&A) sessions, group discussions, projects, problem-based learning, interactive exchanges, and other activities which are learner-centered. The questions and doubts of learners will be answered by teachers and serve as a guidance for the independent learning (Choe & Seong, 2016). Teachers play the role as facilitator and provide help when needed. The learners have control over their learning progress while having maximum freedom of learning based on their competency, speed, and their cognitive level (Du, 2018; Yavuz & Ozdemir, 2019).

Factors Affecting the Implementation of Flipped Classroom Approach The inadequate autonomous learning ability of learners is one of the factors influencing the implementation of flipped classroom. Flipped classroom is completed by the practices of independent learning capacity of students. Teachers provide learners with plenty of reading resources or materials in advance. As mentioned by Sakulprasertsri (2017), the learners in a flipped classroom setting are required to explore the content of learning in greater depth by themselves. According to Du (2018), the learners were also required to search for additional materials on the

Internet and complete the assigned exercises before the next lesson. In the context of tertiary level education, learners are often required to take the autonomy in their learning by searching for the materials by themselves. Hence, the learners might have problems in adapting the flipped learning if they are not autonomous learners. The distraction on the Internet may interfere with the learning process. Furthermore, autonomous learning required the learners to have high self-discipline. Furthermore, learners found it challenging to take responsibility for their own learning at home due to many distractions which may cause them to lose concentration (Du 2018; Nguyen et al. 2018;). Flipped classroom approach needs the cooperation between the educators and learners for the success of the method. However, learners' unwillingness to experience online learning might cause the approach ineffective in producing the intended outcomes (Yavuz & Ozdemir, 2019). Another factor that affects the flipped classroom approach is the limitations of infrastructures especially the ICT resources. According to the research done by Nguyen et al. (2018), the common challenges concerned the flipped classroom is the limitations of infrastructures such as ICT appliances and strong internet connection. As flipped classroom approach normally involved videos and relies heavily on electronic materials, the ICT infrastructures are essential to ensure the approach a success. Learners need to have computer, laptop, speakers, and strong internet connection.

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