


# Analyzing the Use of Flipped Classroom through Students' Learning Environment: A Perspective from EFL Learners

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## ABSTRACT

Learning innovation is one of the important things in the development of student learning process and experience, one of them is Flipped Classroom. It is one of teaching innovation and methodology that is still actively utilized by the educators nowadays. Therefore, this research is to analyze students' perspective about the use of flipped classroom through their learning environment. The research methodology used is a quantitative survey design. This research involved 100 fifth and seventh semester students majoring in English Language Education at Universitas Brawijaya. These students have experienced using the flipped classroom in their learning. A close-ended questionnaire via Google Form was used to collect data from the participants about the efficacy and challenges in using a flipped classroom through their environment. The data of this research were analyzed through descriptive statistics. Focused on the results, despite recent research indicates that some students find it difficult to concentrate outside of the classroom due to interruptions or distractions, most of students give their positive perspective toward the use of flipped classroom, as demonstrated by its effectiveness in assisting with offline session preparation and increasing their level of participations.

**Keywords:** *EFL Learners' Perception, Flipped Classroom, Learning Environment*

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## INTRODUCTION

Learning English may be both simple and challenging, especially for individuals of various genders who undoubtedly have distinct learning preferences. All learning, though, seems simpler in our digital age, both inside and outside of the classroom. Teachers and lecturers apply a variety of innovative learning strategies created by the field of education for their students. One of the innovations in education is flipped classroom. Innovative flipped classroom learning has been widely implemented in the process teaching and learning, especially in higher education, with the aim of building a culture of independent learning and critical thinking skills in students.

Flipped classroom is combination of in-class collaborative learning with classmates and the teacher with outside individual technology-based activities. (Bishop and Verleger, 2013) Furthermore, the flipped classroom approach develops a curriculum rather than just restructuring classroom activities. A flipped classroom integrates technology, classroom instruction, and active learning, where students are the focal point of the process.

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In addition, flipped learning allows students to utilize technology for studying outside of the classroom. It offers a chance to move away from traditional teaching methods and embrace a more dynamic and learner-centred approach. This combination method blends face-to-face instructional activities with internet-based instruction (Graham et al., 2012). It reverses the ways that conventional learning is conducted. Students can choose their own time and place to study before class by watching videos or using other resources provided by the teacher. During class, students engage in interactive and collaborative learning activities that help them manage their time more effectively.

Hence, Albert and Beatty (2014) suggested five crucial flipped classroom elements. First, students become active learners through the educational process instead of passive ones. Second, technology makes the strategy easier. Third, homework is completed before class, with customary homework time being reversed. Fourth, the topic is presented in an authentic setting. Fifth, class activities assist students in understanding especially difficult subjects or require them to participate in higher level critical thinking and problem solving. Educators can utilize these qualities as a guide for creating and implementing flipped classrooms.

Educators should view these advancements as limitless opportunities to improve instruction and increase its effectiveness in achieving the intended learning goals. Educators are no longer the only providers of knowledge these days, according to Bergmann & Sams (2012)

and Fulton (2012), since internet sites provide a wealth of free material that is accessible anywhere at any time. Educators might implement a cutting-edge teaching strategy that uses technology to enhance student learning. Flipped learning is one of the approaches that may be applied; with ICT assistance, it has the potential to replace conventional or traditional learning.

Therefore, improved learning possibilities can be provided to students by technologically enhanced learning settings. Language educators have been using technology into their classes with increasing frequency since it presents them with specific opportunities (Seljan et al., 2006). Richter & McPherson (2012) state that because technology connections allow people to access instructional videos and other material for free at their convenience, free online learning resources are becoming increasingly widely available. The goal of educators using these technological tools is to give learners numerous educational opportunities and to make the classroom environment more stimulating and engaging.

Moreover, there are other benefits of flipped classroom. According to Egbert et al. (2015), it first leads to more efficient and effective learning, enhanced learning outcomes, increased student engagement, and alignment with school resources and student needs. Additional advantages include reducing the amount of time spent in class on engaged learning sessions (Pape et al., 2012), changing the focus of the learning setting from teacher centred to the student centred (Gilboy et al., 2015), and enhancing the readiness of students for learning outside of the classroom. Furthermore, according to Yang (2017), using flipped learning helps students' study at an independent pace, personalized and individualized the learning process, increase learning possessions, and develop reflective skills. The majority of research in the literature shows that this teaching method was positively viewed by educators as well as learners (El-Bassuony, 2016).

Nearly all educational institutions worldwide are now required by pandemics to provide online courses using a variety of learning tools, including Google Classroom, Zoom, Google Meet, etc. This also occurred at the college where this research was carried out, when Google Classroom was still used to convert lectures to a virtual version. Despite the near end

of the pandemic, learning management systems, Google Classroom are still being used before classes are held. The exercises and activities, together with the resources, are uploaded for the students to engage with or complete. According to Reidsema et al., (2017), flipped classroom instruction is a crucial step of transition that gets students and teachers away from conventional classes. Put another way, students are assisted in conducting independent study and exercises pertaining to the subjects or tasks that will be covered in classroom discussions.

Therefore, previous studies have revealed that by using flipped classroom method in grammar class, students are helped to prepare themselves for offline classes, improve their English grammar exercises in class, and get more engaged in class activities (Yusmalinda, 2023). Moreover, a study conducted by Khadafi (2022) was to ascertain how EFL learners or students perceive their writing skill, as well as the variables that depending on their view, might enhance or diminish such capacity through flipped classroom. The findings of this research successfully affirmed that the application of flipped learning in Essay Writing II class was successful. Most students gave their positive responses for the implementation of flipped learning in their writing class. However, they still had some difficulties when they did the English writing activity. Another study was conducted by Anwar and Rohmawati (2021) in Madrasah Aliyah Nahdlatul Ulama Demak was aimed at knowing students' perceptions toward the implementation of flipped classroom in fostering their speaking skills. The findings showed that the use of the flipped classroom method resulted in enhanced communication between the teacher and students as well as better speaking abilities.

Since some researches in this field was effective in only improving one of students' English skill so this research was conducted to investigate the short-term impacts of flipped classroom instruction to their retention of knowledge based on EFL learners' perceptions, how they feel when they have to manage their busy lives by studying outside of the classroom, and whether they think their outside classroom environment supports this learning method or not. The importance of this study is; First, to provides standards for curriculum designers to follow while creating and developing curriculum that meet the needs of students through their learning environment. Second, it is expected that the results of this study would enhance educator's professional growth by knowing what students want for their learning model by means of educational institutions learn about students' needs in order to design inclusive workshops that enhance the teaching process. Therefore, the researcher conducted this research on fifth and seventh semester students of English Language Education Program at one of the state universities in Malang.

## METHOD

To investigate EFL students' perceptions about the use of flipped classroom, this study used a quantitative survey design. Survey research is defined as the collection of information from a sample of individuals through their responses to questions' (Check & Schutt, 2012). This study employed the survey approach and administered a closed-ended questionnaire in order to obtain data from fifth and seventh semester students majoring in English Language Education at Universitas Brawijaya. Through quantitative research, numerical data is expected to be analyzed to find the perceptions of EFL learners toward the use of flipped classroom through student's learning environment.

### Data and Source of Data

Data is a collection of facts in the form of symbols and numbers obtained from the observation of an object of research. Data from the research in all forms of facts and figures can be used as material for compiling information. The population under research consisted

of all Universitas Brawijaya's fifth and seventh semester students enrolled in the English Language Education Program at the Faculty of Cultural Studies. Since the participants are students who have previously used flipped classroom for EFL instruction in their classroom, their selection is based on certain criteria. There were 100 responses received (75 females and 25 males) from the research in the form of distributing the questionnaires.

### Research Instrument

A questionnaire was used as an instrument to collect data. Questionnaire use because they are a fast and practical data collection tool that allowed researchers to obtain large amounts of data in a short time (Bell, 2011). The authors adapted the questionnaire from Mansoor (2022). The questionnaire consisted of 14 items. There are four sections and cover the dimensions of the questionnaire, which are related to demographic information including age, gender, the efficacy of using flipped classroom (5 items), the challenges in flipped classroom (5 items), and students' perceptions on using flipped classroom through their environment (4 items). The survey was a closed-ended one used in. In each statement, the scale is using a Likert type with four scale ranges. The following requirements had to be met by the respondents when they selected an answer from 1 to 4.

Table 1. The rating scale

| Category              | Rating Scale |
|-----------------------|--------------|
| SD= Strongly Disagree | 1            |
| D = Disagree          | 2            |
| A = Agree             | 3            |
| SA= Strongly Agree    | 4            |

### Research Procedure

To investigate EFL Students' perceptions toward the use of flipped classroom, there are several procedures during the study. The steps include developing the questionnaire in order to prepare the instrument. The entry on the questionnaire deals with the efficacy of flipped classroom, the challenges of flipped classroom, and how students perceive using flipped classroom in their environment. Following that, the questionnaire was validated by the expert. After validating that the questionnaire items aligned with the study objectives, it was determined that the items may be properly delivered to the participants.

### Data Collection and Data Analysis

To collect the data, the questionnaire distributed to the participants through link on Google Form by WhatsApp personal chat and WhatsApp group chat to fifth and seventh semester students of English Language Education Program. Descriptive statistics generated automatically by Google Form were used to examine the questionnaire data. Finally, the results were shown in charts. The research question and the theoretical review were examined in order to interpret the computation's result.

## FINDINGS AND DISCUSSION

The findings of this study consist of three main aspects: students' perceptions on the efficacy of flipped classroom, students' perceptions on the challenges of flipped classroom, and students' perceptions in using flipped classroom through their environment. Introductory section of the questionnaire examines personal details, including name, age, and gender. Section two, which consists of statements 1 to 5, discusses the effectiveness or the efficacy of flipped classroom for EFL learners (Table 1).

*The Efficacy of Flipped Classroom*

Table 2. The Efficacy of Flipped Classroom

| No. | Statements  | Rating Scale |     |     |     |
|-----|---|--------------|-----|-----|-----|
|     |   | SD           | D   | A   | SA  |
| 1.  | Flipped classroom enables me to participate and engage more in the learning process.                                    | 3%           | 14% | 53% | 30% |
| 2.  | Flipped classroom contributes to the development of my language and the improvement of my learning process.             | 1%           | 14% | 68% | 17% |
| 3.  | I think flipped classroom guides metoward a better understanding of the English course topics.                          | 1%           | 7%  | 42% | 50% |
| 4.  | I think I get more opportunities to learn at my own pace.   | 1%           | 8%  | 40% | 51% |
| 5.  | Flipped Classroom using digital tools enable me to communicate and collaborate with my classmates outside the classroom | 2%           | 3%  | 39% | 56% |

The data analysis in table 1 revealed that 83% of students gave a positive response regarding the flipped classroom method which turned out to be very engaging. For statement number 2, the results show that 85% of students agree that the flipped classroom provides a good improvement in their language and process in learning English. The majority of EFL students at English Language Education Universitas Brawijaya agreed with item 3 which states that the flipped classroom gives them better English topics comprehension. Furthermore, in item4, around 91% of students (with the option of 44 students choosing agree and 54 students choosing strongly agree) agreed that by implementing flipped classroom they get more opportunities to learn at their own pace. Moreover, most of them agreed (95%) that implementing flipped classroom using digital tools makes communication and collaboration with their classmates easier.

With the results above, it can be said that the majority of students majoring in English Education at Universitas Brawijaya who have applied the flipped classroom methodology in their class with their lecturers, feel that flipped classroom is quite effective in increasing the positive short impact on their learning process, enabling them to engage more, give them chance to develop and improve their abilities, guides them to have a better understanding about English course topics, and they can learn at their own pace. It goes on further to state that as each student learns at different paces, flipped learning provides greater opportunity for self-management to go over the material, comprehend the lessons, or complete the tasks assigned. Additionally, students can also study whenever it is convenient for them. These results corroborate findings by (Freeman et al., 2014), who found that the application of student-centered strategies like flipped learning leads to improvements in student performance. Furthermore, the results are also consistent with those of McGivney-Burelle and Xue (2013), who found that learners had more chances to participate in meaningful activities with flipped classroom.



**The Challenges of Flipped Classroom**

Table 3. The Challenges of Flipped Classroom

| No. | Statements   | Rating Scale |     |     |     |
|-----|--|--------------|-----|-----|-----|
|     |  | SD           | D   | A   | SA  |
| 1.  | Flipped classroom is not adequate to prepare me for the class activities.                          | 14%          | 66% | 12% | 8%  |
| 2.  | Flipped classroom is a burden for me.  | 32%          | 52% | 11% | 5%  |
| 3.  | It does not make sense to make an explaining material through video.                               | 34%          | 48% | 11% | 7%  |
| 4.  | I need more guidelines and more feedback from the lecturer before class to understand the content. | 4%           | 4%  | 59% | 33% |
| 5.  | I would prefer to receive the lecturer's explanation during class time instead of watching videos. | 40%          | 28% | 31% | 1%  |

Table 2 shows students' responses about the challenges of flipped classroom. There were positive and negative perceptions regarding the statements given. It was found there were 80% of students disagree that flipped classroom not adequate to prepare them in the class activities, which means that they still can prepare themselves better before class (statement 6). This is in line with Yusmalinda (2023), who stated that more opportunities to review and complete activities or assignments for the upcoming lesson were provided via flipped learning. As a result, students are better able to prepare themselves compared to conventional classes. Meanwhile, the remaining few students agreed that the flipped classroom did not prepare them for learning because they needed more guidance from the lecture to understand the material or do the assignments related to statement item number 9. Students felt they were not burdened by the flipped classroom methodology, but they only need coherent and clear guidance and feedback from their lecturers to understand the content in English courses before face-to-face classes are held. In contrast with students' responses in statement number 10, most of students strongly disagree (40%) and disagree (28%) with the course explanation during class time, which means they prefer to watch explanations on videos, as long as the videos are clear, concise, and provide all the necessary information to help students grasp the material. This is also in line with Long et al. (2016) who noted that students expressed great appreciation for the instructor-produced pre-class videos. As a result, the learning environment incorporates the concise essential summaries that have a beneficial impact on students learning.

Moreover, according to their responds to statement number 7, most of students strongly disagreed (32%) and disagreed (52%) that the flipped classroom gave them too much stress, The flipped classroom does not burden them at all in learning, in fact they enjoy doing it. The same thing goes to the statement number 8, most of them also disagree that making an explanation of a material through video does not make sense. On the other hand, it means that they are agree with the statement that flipped classroom is not a burden but rather a learning methodology that can be used for a long period of time both before and after the pandemic so that they can have more time to study outside of class due to the limited time they have in class. They also agree that watching explanations lecturers through video are also not a bad thing. This result is consistent with the previous research by (Naing

et.al, 2023) who said that a flipped classroom is flexible, easy to employ and the learning environment supports students' learning because it can encourage their participations, cooperations, and interactions in the classroom, which will increase their performance.

### *Students' Perception in using Flipped Classroom*

Table 4. Students' Perception in using Flipped Classroom Through Environment

| No. | Statements  | Rating Scale |     |     |     |
|-----|---|--------------|-----|-----|-----|
|     |   | SD           | D   | A   | SA  |
| 1.  | There are too many distractions from my environment when I have to study outside the classroom. | 5%           | 12% | 58% | 25% |
| 2.  | I do not have adequate access to technology to study using flipped classroom.                   | 46%          | 42% | 7%  | 5%  |
| 3.  | I cannot manage the time of learning when I have to learn outside of classroom activity.        | 44%          | 51% | 4%  | 1%  |
| 4.  | I think the time and effort I spent on flipped classroom are just waste of time.                | 42%          | 46% | 9%  | 3%  |

Table above shows students' responses in using flipped classroom through their environment. The answers to each question are discussed in order to clarify the outcomes of the EFL students' perception toward the use of flipped classroom. In statement number 11 it indicates that the majority of students give negative attitudes towards the statement, 58% of students agree and 25% of students strongly agree that the environment outside their classroom provides distractions that are quite disturbing for them to learn, so their environment has quite a big influence on the use of flipped classroom. However, another 17% of students do not feel that way. Item 12 explains students' responses to adequate access to technology for use in the flipped classroom, because the flipped classroom is a learning innovation that definitely requires technology and the internet in it; around 88% of students disagree with the statement because the majority of them definitely have adequate digital tools that can be used in the long term, both for learning in the classroom and outside the classroom. This result is consistent with studies conducted by Clark (2015) and Sezer (2010) which encourage students and teachers to take advantage of the merger technology in online or face-to-face learning and at the same time achieving learner success in working on target language tasks. On statement 13, most of the students accounting for 95% stated that they did not agree that they could not manage their time when they had to study outside the classroom, on the contrary they were happy with the learning innovation called flipped classroom, they could explore their own abilities, and also learn in a way which is more flexible. In item 14 it is the same, the results show that 42% of students strongly disagree and 46% of students disagree with the statement that flipped classroom is just waste of their time.

Additionally, the essence of the overall EFL students' perceptions toward the use of flipped classroom shows that 100 who answered this research questionnaire responded with negative and positive perceptions regarding challenges through their environment. Students do not consider the flipped classroom as a burden that burdens them, they are actually happy because they can study in their free time. However, most students feel that they get a lot of distractions when they have to study outside the classroom and they want guidance and

feedback from the teacher in a coherent and clear manner, so that they know what they have to do. But the student's ability to learn by themselves, effectively manage their time, and find a peaceful place to study are all dependent upon their commitment to learning. This study also showed that some students' negative perceptions of flipped learning were mostly caused by their inability to control themselves and their desire for more information or help from the lecturer. Thus, the fundamental components of flipped learning that have been highlighted in the research include student self-regulation and participation in the learning process (Shyr & Chen, 2018; Sletten, 2017). Students must exhibit self-regulatory behaviors in order to learn and be prepared for in-class activities, since they will be expected to self-study and preview course material outside of the class. Furthermore, lecturers must constantly support students' enthusiasm by encouraging them to work in groups as well as on their own. It is recommended that lecturers provide training sessions on flipped classroom guidelines and online resources to ensure learners have a comprehensive understanding of the methodology before employing it.

## CONCLUSIONS

The use of flipped classroom was positively perceived by most of the students through their learning process. It can also be said that the flipped classroom is still used nowadays by their lecturers, especially through e-learning campus platforms and Google Classroom. But based on the findings of EFL students' perception it shows that there are also negative attitudes toward the use of flipped classroom. First, the positive perception regarding the efficacy of flipped classroom to the students learning process, with this innovation, students feel that the flipped classroom is one of the learning innovations that makes them more engaged, they are also given opportunities to learn at their own pace, flipped classroom guidesthem toward a better understanding of the English course topics, being able to communicate and collaborate well with their friends outside of class. While some of them gave negative perceptions, the first reason was related to the assignment guidelines and feedback given by their lecturers which they felt were insufficient and the second reason was because there weretoo many distractions in their environment which made them disturbed when carrying out their assignments. Therefore, based on the data presented above, it is necessary to provide students with clear explanations, guidelines, and feedback. This is dependent on the lecturer's ability to prepare the lesson plans that will be distributed to the students, make sure they are easy to understand, set deadlines that will not frustrate them when they have to study or turnin assignments outside of scheduled class times, and acknowledge that the success of students' learning processes depends on their ability to manage their time and find a comfortable learning environment by their own self. In this way, the roles of both students and lecturers can go hand in hand to create a good learning environment.

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