IMPLEMENTING SELF-REGULATED LEARNING STRATEGIES IN FLIPPED CLASSROOMS: THEIR IMPACT ON ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS' SKILL DEVELOPMENT: A REVIEW OF MÜCAHIT ÖZTÜRK AND ÜNAL ÇAKIROĞLU (2021)

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INTRODUCTION

The study "Flipped learning design in EFL classrooms: implementing self-regulated learning strategies to develop language skills" by Mücahit Öztürk and Ünal Çakıroğlu (2021), published in Smart Learning Environments, investigates how integrating self-regulated learning (SRL) strategies into the flipped classroom model influences English as a Foreign Language (EFL) learners' performance. The authors aim to determine whether SRL strategies—such as planning, monitoring, and self-reflection—can enhance students' language proficiency and learner autonomy within a technology-supported environment. This research aligns closely with contemporary TESOL goals that emphasize learner-centered approaches and independent learning.

SUMMARY OF THE ARTICLE

Öztürk and Çakıroğlu (2021) employed a quasi-experimental research design with two groups: an experimental group that received flipped instruction combined with SRL strategies and a control group that participated in a conventional flipped classroom without SRL integration. Data were collected using pre-tests and post-tests to assess learners' progress in speaking, writing, reading, grammar, and listening. The results indicated significant improvement in speaking, reading, writing, and grammar for the experimental group, suggesting that SRL strategies reinforced engagement and self-discipline in language learning. However, the listening component did not show statistically significant progress, implying that receptive skills may require different instructional adjustments. The authors concluded that embedding SRL within flipped learning can foster autonomy and enhance student outcomes across several language domains.

CRITICAL EVALUATION AND REFLECTION

This article presents a valuable and innovative contribution to the field of TESOL by combining two established pedagogical frameworks—flipped learning and SRL—into a unified instructional model. Its methodological rigor, use of empirical data, and grounding in Zimmerman's SRL theory provide a strong foundation for its claims. The inclusion of reflective "diary modules" is particularly noteworthy, as it offers a practical tool for encouraging self-assessment and continuous learner engagement. Moreover, the study effectively links theoretical insights with real classroom practices, demonstrating how flipped instruction can move beyond passive video-based learning to active, self-directed

learning. Despite these strengths, several limitations are evident. The authors offer limited demographic information about participants, which restricts generalizability. The study's duration and contextual variables—such as learners' digital literacy, motivation, and access to online materials—are not explored in depth, leaving some questions about external validity. Additionally, while the quasi-experimental design is appropriate, the inclusion of a third, traditional instruction group could have provided a more comprehensive comparison. The absence of follow-up data also prevents evaluation of the long-term impact of SRL strategies on sustained language acquisition. Nonetheless, the study serves as a valuable framework for future TESOL research focused on learner autonomy and blended learning environments.

CONCLUSION

Overall, Öztürk and Çakıroğlu's (2021) study contributes meaningfully to understanding how flipped classroom methodology can be enhanced through the integration of self-regulated learning strategies. It demonstrates that SRL can significantly improve students' productive language skills and promote independent learning behaviors. For future research, extending this model to varied educational contexts, incorporating qualitative data on learner perceptions, and addressing receptive skills such as listening could deepen the pedagogical insights. The article offers both theoretical and practical guidance for TESOL educators seeking to implement more interactive, reflective, and learner-centered approaches to English language teaching.

REFERENCE:

1.Öztürk, M., & Çakıroğlu, Ü. (2021). Flipped learning design in EFL classrooms: Implementing self-regulated learning strategies to develop language skills. Smart Learning Environments, 8(1), 1–20. https://doi.org/10.1186/s40561-021-00146-x