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THE USE OF RESOURCE MANAGEMENT STRATEGIES IN EFL FLIPPED CLASSROOMS

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Abstract:

The flipped classroom provides more class time for students by providing flexibility and learning convenience. However, to keep up with the progress in flipped classrooms, learners should pay attention to the significance of managing the available learning resources. Hence, this study examined the use of resource management in EFL flipped classrooms and how students employ these strategies in terms of their English levels. The study was conducted with an explanatory sequential design. The participants of this study were 152 students who were in Elementary to Upper-Intermediate at an English centre in Ho Chi Minh City. The quantitative and qualitative data were collected through the use of adapted questionnaires and semi-structured interviews. Descriptive statistics, one-way ANOVA, and content analysis were employed for data analysis. The results showed that students often used peer learning, help seeking, and effort regulation; they sometimes used time and study environment. Besides, the study indicated significant differences in the use of these strategies in terms of learners' English levels. Based on the preliminary results of this study, some pedagogical implications and recommendations for further research on the employment of resource management strategies in English as a foreign language (EFL) flipped classrooms are given.

Keywords: *English language learning, flipped classroom, resource management, self-regulated learning strategies*

1. Introduction

The flipped classroom model (FCM) provides more class time for students by reversing traditional teaching. It has a significant advantage in English as a Foreign Language (EFL) courses because it allows learners to have more time to learn and practise their language skills both in and out of class. Shih and Huang (2020) also stated that students in a flipped classroom (FC) can study a variety of course materials at their own speed in a flexible environment. As FCM transfers the focus of learning from educators to students and encourages them to participate more actively in class, Amiryousefi (2017) documented that it is critical that students study pre-class content prior to attending in-class sessions. Therefore, students are required to enhance self-regulated learning strategies (SRLS) because they are expected to be fully responsible for their own learning while independently pursuing their academic goals. According to Zimmerman (2002), SRLS are acts and procedures undertaken by learners for the purpose of gaining knowledge or skills. Pintrich (1999) classified self-regulation strategies into three domains, which are cognitive strategies, metacognitive self-regulation, and resource management. While planning how to learn and how to process the given

information, it is vital for EFL learners to understand how to manage their learning resources to create a good learning atmosphere. This leads to a question concerning the use of resource management that needs to take into consideration.

Although there are many studies on SRLS in Vietnam, most of them are about self-regulation in the traditional classroom context (Tran & Duong, 2013; Broadbent & Poon, 2015; Ganieva et al., 2020; Duong & Nguyen, 2021). Most of the findings revealed that students had difficulties balancing their learning time and avoiding distractions. Therefore, understanding how students use resource management in their flipped classrooms needs to be found. Another point to consider is that the participants in most research were mostly in Elementary to Intermediate referring to the CEFR level chart. This brings up the question about the SRLS employment of those at other levels. This is regarded as a big gap that needs to be fulfilled. Therefore, this paper aims to scrutinize the frequency of resource management used by EFL students at an English centre in Ho Chi Minh City and explore the differences of using resource management in terms of English levels. Accordingly, two research questions are formulated as follows:

1. To what extent do the students use resource management in EFL flipped classrooms?
2. Are there any differences in terms of the use of resource management among the students at different levels of proficiency? If so, how?

2. Literature Review and Methods

2.1. Literature Review

2.1.1. Flipped classrooms

A flipped classroom is considered a new term, but its idea is not new since it has its origins in the peer instructional teaching method of Mazur (1997) and has been referred to as an inverted classroom (Lage et al., 2000). One of the most common understandings of this concept is that the in-class and out-class learning processes are inverted with the utilisation of technology. In this model, technology will be used to introduce course content to learners outside of the classroom and encourage prior exposure to targeted knowledge before participating in in-person instruction. Bergmann and Sam (2012) stated that in a flipped classroom, what is done at school is done at home, and homework completed at home is performed in class. According to Flipped Learning Network (2014) - an official platform for sharing knowledge and skills, and getting resources on the flipped model, the flipped classroom approach has four different pillars, which are a flexible environment, learner-centred approach, intentional content to let students build their cognitive comprehension and fluency, and professional educator to support learners throughout their course. Teachers are believed to take these four elements into consideration in order to successfully implement this method. The four pillars are explained by referring to the first letters of the word "F-L-I-P":

The flipped classroom method can be beneficial to language learning outcomes by giving pre-class instructions and allowing additional activities for more practice during in-class sessions (Amiryousefi, 2017; Çakıroğlu & Öztürk, 2017). The findings of the studies by Amiryousefi (2017) and Adnan (2017) concluded that flipped learning was positively viewed by students, as they thought that flipped learning made their learning more enjoyable, increased their self-confidence and in-class interactions because they could prepare before class, and gave them more room to practice the language. Thus, instructors' engagement and students' self-regulation of pre-class engagement should be emphasized in order to effectively apply the flipping method in a class.

2.1.2. Self-regulated learning

Zimmerman and Schunk (1989) described self-regulated learning as learners controlling what they are studying. In other words, students are capable of obtaining management skills in their own learning path.

Self-regulated learners can monitor their own thoughts, feelings, and behaviours in order to achieve their objectives and self-reflect on their achievements. Self-regulation is also characterised as a constructivist procedure in which students first determine

their learning objectives and then manage and regulate their mental processes and behaviours (Pintrich, 2000). This implies that every student must be able to take control of their own learning. Moreover, Schunk and Ertmer (2000) viewed self-regulation as generating ideas and feelings that a learner needs to learn and also as a source of motivation. After that, the learner will put his actions into practice by organizing them in line with those ideas and feelings. In brief, self-regulated learning is a high-engagement activity that engages several areas of the brain.

2.1.3. Resource Management

Self-regulated learning empowers learners to have complete control over their own processes of learning, and self-regulated learners are those who develop “their personal initiative, perseverance, and adoptive skills” (Zimmerman, 2002, p. 70). Self-regulated learning strategies (SRLS) are employed during the processes of students' learning with the aim of helping them get better learning results by allowing learners to gain and retain knowledge in a structured and systematic way. Pintrich and Zeidner (2000) stated that SRLS is a series of activities or steps that learners use to strengthen their abilities to set up objectives, assess, regulate, and manage their learning within the conditions of the learning environment. Pintrich (1999) classified self-regulation strategies into three domains, which are cognitive strategies, metacognitive self-regulation, and resource management. In detail, resource management, including four subsets: time and study environment, peer learning, help-seeking, and effort regulation, refer to aspects of how to intelligently use the available resources.

Time and Study Environment: Students should have the ability to schedule, make plans, and manage their study time. Moreover, the setting where students study should also be considered to avoid distractions.

Effort regulation: Speaking of distraction, effort regulation is the capacity to remain positive and stay focused when encountering unexpected learning obstacles.

Peer learning: Peer learning is the collaboration or the exchange of information with other learners or peers for assistance in the learning process.

Help seeking: Help seeking is defined as asking for help from others, such as the professor or classmates, or looking for external resources and assistance.

FCM provides students with the opportunity to be responsible for directing their learning process. Shih and Huang (2020) also stated that students can seek help from their peers while working in FCM. By adopting cognitive strategies and metacognitive self-regulation, EFL Intermediate learners in the study by Abe et al. (2018) stated that these strategies have a strong

influence on their self-efficacy and satisfaction with flipped model. The responses of Intermediate learners in the research of Hosseini et al. (2020) demonstrated the high frequency of employing cognitive and metacognitive strategies in flipped classrooms rather than conventional settings. Moreover, the students in the study by Nguyen et al. (2018) expressed their concern about being responsible for their out-of-class learning time. They found it hard to fully focus on the lessons due to many distractions. These findings also reported the challenges of EFL learners in balancing their time for pre-class activities.

2.2. Methods

2.2.1. Research site and Participants

The study is carried out in an English centre in Ho Chi Minh City, which let students learn English through the flipped model. The centre provides a blended flipped and total English environment for busy adults who are over 16 years old. Students are categorised into 5 main level groups: Beginner (L1-2), Elementary (L3-5), Pre-Intermediate (L6-9), Intermediate (L10-13), and Upper-Intermediate (L14-20). After completing the interactive video-based lesson on the online platform, students take a face-to-face class with a foreign teacher to practise using what they learn in the interactive video-based in assigned contexts.

152 participants were 37 students (24.3%) were in Elementary, 37 students (24.3%) were in

Pre-Intermediate, 40 students (26.3%) were in Intermediate, and 38 students (25.0%) were in Upper-Intermediate. Most of the students chose to study at the centre because the course could support their academic (97.4%) or career (99.3%) achievements. Of the 152 participants, there were 112 students (73.7%) who had been introduced to SRLS. This percentage is a good sign that the students know about SRLS and can use these strategies during their courses.

2.2.2. Research instruments

A web-based questionnaire, Google Form, was conducted on learners as the first instrument because of its several benefits as this instrument can quickly gather data and is convenient for participants due to their regular use of the Internet and websites (Creswell & Guetterman, 2018) and it gives respondents adequate time to give a well-thought-out and honest answer (Kothari, 2004). The first part of the questionnaire consisted of background questions including information about levels of English in the centre level chart, the reason for taking this course, and whether students had been introduced to SRLS or not. The five-point Likert-scale questionnaire: 1 (Never), 2 (Seldom), 3 (Sometimes), 4 (Often), and 5 (Always) was the second part that was adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) of Pintrich et al. (1991) because this questionnaire contains items relating to resource management strategies.

Resource management strategies in the questionnaire were categorized into four groups: Time and learning environment (7 items), effort regulation (3 items), peer learning (2 items) and help seeking (2 items). The questionnaire was first written in English language and was translated into Vietnamese. After that, semi-structured interviews were conducted with 8 representatives. The key parts of the questionnaire, as well as the related literature and study aim, were employed to construct and design the interview questions for students.

2.2.3. Data Collection and Analysis Procedures

The web-based questionnaire, a Google Form in Vietnamese, was sent to 152 students through the centre staff. To make sure all the questions were unambiguous, before sending out the official questionnaire, a pilot study was conducted with 10 learners who were not involved in the study to test the questionnaire. It took the participants 20 minutes to complete the survey and a week for the researcher to get the responses from 152 students. As the researcher used an explanatory sequential design, the semi-structured interview happened after analysing the questionnaire data. Each interview took 20–30 minutes and was fully recorded to keep the interview information full and accurate.

Then, the collected data is calculated by using Descriptive Statistics in SPSS (Statistical Package for Social Science) version 27.0 to determine the means (M), standard deviation (SD), and frequency (F). The following was the interpretation of the mean (M) scores for the frequency of students' use of resource management strategies: 1.00 - 1.80: Never; 1.81 - 2.60: Seldom; 2.61 - 3.40: Sometimes; 3.41 - 4.20: Often; 4.21 - 5.00: Always. After that, One-way ANOVA was applied to find out the differences in resource management strategies use among students in terms of their levels. The qualitative data collected from the semi-structured interviews was analysed by content analysis.

3. Results and Discussion

3.1. Results

3.1.1. The extent of the use of resource management in flipped classrooms

The first research question aimed to investigate the frequency of students' use of resource management. The results of the collected data from the research instruments analysed by Descriptive Statistics in SPSS 27.0 are displayed as follows:

The total mean score of this scale is 3.36 and the standard deviation is .36, which infers the regular use of the participants. The frequency of using each subset of resource management is shown in detail in Table 1. The highest mean score is for peer learning ($M = 3.76$, $SD = .46$),

followed by help seeking ($M = 3.67$, $SD = .66$), effort regulation ($M = 3.63$, $SD = .47$), and time and study environment ($M = 3.04$, $SD = .46$).

Table 1.

The Frequency of Using Resource Management

Subset	N = 152		
	M	SD	Rank
Effort regulation	3.63	.47	3
Help seeking	3.67	.66	2
Peer learning	3.76	.46	1
Time and study environment	3.04	.46	4
Average	3.36	.36	

Generally, this result shows that the participants frequently worked closely with their friends or other classmates and did not hesitate to ask for help when studying. When encountering study problems, the students usually tried to stay optimistic to deal with them and continue their lessons. They managed study schedules and study locations at a lower frequency. A detailed analysis of the frequency of each sub-category of resource management is shown below:

The mean scores and standard deviations of the frequency of the three items of effort regulation are presented in Table 2. The overall mean score and standard deviation of this scale (Item 1 to Item 3: $M = 3.63$, $SD = .47$) indicated the regular application of the students.

Table 2.

The Frequency of Using Effort Regulation

Item	Effort regulation	N=152		
		M	SD	Rank
1	I work hard to do well in face-to-face class, even if I don't like what we are doing.	3.45	.88	3
2	When the interactive video-based lessons are difficult, I either give up or only study the easy parts	3.76	1.07	1
3	Even when the interactive video-based lessons are dull and uninteresting, I manage to keep working until I finish.	3.69	.73	2
Average		3.63	.47	

In particular, the highest mean score was held by “When the interactive video-based lessons are difficult, I either give up or only study the easy parts” (Item 2: $M = 3.76$, $SD = 1.07$). Although this item was reversed, the data had been edited before analysis. Thus, the high mean score of this item meant the students seldom gave up when having difficulties studying difficult parts of the lesson. Also, as this item had a high standard deviation (greater than 1), it implied that there was wide dispersion in the given answers towards Item 30. The second place was “Even when the interactive video-based lessons are dull and uninteresting, I manage to keep working until I finish.” (Item 3: $M = 3.69$, $SD = .73$), which revealed the students often tried their best to finish the lesson despite being bored with the content. The last position was “I work hard to do well in face-to-face class, even if I don't like what we are doing.” (Item 1: $M = 3.45$, $SD = .88$). This means that the respondents also tried their best in class in spite of being uninterested in the class activities.

In line with the quantitative data, the students shared the same ideas in their interviews. The interview responses emphasised that the learners worked hard for their lessons although the lessons took more time to finish when they got to a higher level and the contents were sometimes boring or not to the students' liking. It can be inferred that the students had high levels of responsibility for their studies and the ability to maintain their concentration.

Even when the lessons are hard, I try to finish them so I can keep up with my study. (S3)

My lessons are getting harder, which makes me want to give up sometimes, but I try my best to finish them as I think it will be good for my studying progress. (S6)

I try my best not to give up on the lessons as they are longer and harder with more points to learn but sometimes I have to stop to relax and get back later. (S8)

The mean scores and standard deviations of the frequency of the two strategies of help seeking are presented in Table 3. The average mean score and standard deviation of this whole scale ($M = 3.67$, $SD = .66$) indicated the students regularly employed help seeking. Specifically, the learners tended to reach for the

support of the centre's academic staff (Item 4: $M = 3.84$, $SD = .71$) rather than asking for friends' support (Item 5: $M = 3.50$, $SD = .86$). It can be concluded that the students did not hesitate or feel shy to reach for others' assistance while studying.

Table 3. The Frequency of Using Help Seeking

Item	Help seeking	N=152		
		M	SD	Rank
4	I ask my Coach or the teachers to clarify concepts I don't understand well.	3.84	.71	1
5	When I can't understand the interactive video-based lessons, I ask another student for help.	3.50	.86	2
Average		3.67	.66	

In their answers for the interview, the students also stated the same ideas. They believed that the academic staff had better knowledge of English rather than their friends so asking those experienced people was likely to get the correct answers faster. However, sometimes when the students did not follow the good study habits of the centre like not finishing interactive video-based lessons on the centre platform or skipping classes, they were afraid to reach the centre staff as they felt embarrassed.

My group members always support each other when we have study problems. I am sometimes afraid to talk to my Coach because I sometimes do not finish the lessons on time and I feel embarrassed so I like to talk to my friends. (S1)

When I have something I don't know, I try my best to find out the answers or the solutions or ask my Coach or my friends for help. (S4)

If the lesson is too boring or difficult, I skip that part and ask my Coach or the native teachers for help later. I prefer talking to my Coach or native teachers as they have better English knowledge. (S5)

Table 4 presents the mean scores and standard deviations of the frequency of using peer learning (Item 6 & Item 7: $M = 3.77$, $SD = .46$). It can be inferred from the overall mean score and standard deviation of this scale is that the student collaborated with their friends during the learning process at a high frequency. Particularly, they set time to discuss the lessons with their friends at the centre (Item 7: $M = 4.03$, $SD = .59$) more often than trying to explain the lesson to their friends (Item 6: $M = 3.50$, $SD = .66$). This means the learners regularly exchanged information about the lessons with other learners and were willing to assist each other when needed. These results came to no surprise as the learners also shared in their interviews that they considered having friends to practise when coming to the centre was essential for developing their English skills. Moreover, helping friends understand the main points of their lesson, the students in high levels of proficiency considered it as a change to recall what they learnt before, which was good for their learning process.

Table 4. The Frequency of Using Peer Learning

Item	Peer learning	N=152		
		M	SD	Rank
6	When studying the interactive video-based lessons, I try to explain the material to a classmate or friend.	3.50	.66	2
7	When studying in face-to-face class, I set aside time to discuss what I learn with a group of students from the class.	4.03	.59	1
Average		3.77	.46	

Although I don't have any groups of close friends to use English with, I usually stay after class to practise with others in Social Area. I believe that talking to others in English lets me immerse myself in an English environment which is good to improve my English skills.(S6)

I often talk to my friends about what I learnt and help low level students clarify the things they don't get as I studied those already. I think that explaining things to low level students helps me recall what I learnt. My Coach also advised me to do that. (S7)

Table 5 presents the mean scores and standard deviations of the frequency of using time and study environment (Item 8 to Item 14: M = 3.05, SD = .46). According to the overall data in this table, it can be understood that the learners sometimes employed time and study environment in general.

Table 5. The Frequency of Using Time and Study Environment

Item	Time and study environment	N=152		
		M	SD	Rank
8	I find it hard to stick to a study schedule.	3.54	.90	1
9	I have a regular place set aside for studying the interactive video-based lessons.	3.10	.79	3
10	I find that I don't spend very much time on this course because of other activities.	3.06	.84	4
11	I find time to review my interactive video-based lessons before a face-to-face class.	3.16	1.18	2
12	I make good use of my study time to learning the interactive video-based lessons.	2.99	.70	5
13	I make sure that I keep up with the weekly requirements for the interactive video-based lessons.	2.76	.82	6
14	I attend the face-to-face class regularly.	2.72	.97	7
Average		3.05	.463	

The detailed data for each item in this scale displays that the highest position belonged to “I find it hard to stick to a study schedule.” (Item 8: M = 3.54, SD = .90). As this was a reversed item, the data had been edited before analysing, which means that the students often followed their study schedule strictly. Except for Item 8, other items had the mean scores in the range of

2.61 to 3.40, which meant the respondents sometimes used these strategies. In particular, the second and third positions were “I find time to review my interactive video-based lessons before a face-to-face class.” (Item 11: M = 3.16, SD = 1.18) and “I have a regular place set aside for studying the interactive video-based lessons.” (Item 9: M = 3.10, SD = .79). As Item 39 had a high standard deviation (greater than 1), it implied that there was wide dispersion in the given answers towards this strategy. The fourth place was held by “I find that I don't spend very much time on this course because of other activities.” (Item 10: M = 3.06, SD = .84)

which was a reversed item and was edited before the data analysis procedure. The mean score of this item can be implied that the students sometimes felt that they did not devote enough time in learning English as they had other things in their mind, which meant they did not manage their time wisely. This also gave support for the result of the low frequency of “I make good use of my study time to learning the interactive video-based lessons.” (Item 12: $M = 2.99$, $SD = .70$). The last two items were “I make sure that I keep up with the weekly requirements for the interactive video-based lessons.” (Item 13: $M = 2.76$, $SD = .82$) and “I attend the face-to-face class regularly.” (Item 14: $M = 2.72$, $SD = .97$). The low mean scores of these two items indicated the respondents do not follow the course requirements and take classes frequently.

In general, the learners occasionally had problems following a fixed schedule. Moreover, they sometimes set up regular places for studying to avoid distraction. However, they seemed to have difficulties managing their time. Although they commented that they tried to find time for reviewing before the in-class sessions, they also shared that they felt a lack of time to study due to other distractions, which made them not be able to make use of their studying time or meet the course requirements.

I always book the next Encounter class in advance so I can set time for my Multimedia Lessons but I sometimes do not spend much time studying as I am busy with other things like my job or my family. I like to study in the area of Computer 28 as it is a familiar place for me to study as I like a quiet place. However, I sometimes sit in other areas to study with my friends. (S2)

I feel it is easy to follow a fixed schedule as I think it will help me manage my study well. I sometimes have to change my Encounter class schedule as I have other plans. However, I make sure to keep up with my lessons and classes on my Study Plan. (S3)

I make sure that I complete my lessons on time and come to class regularly. However, I sometimes do not finish the lesson because I think about my work or my children. (S5)

3.1.2. Differences in the use of resource management in terms of levels

The second research question investigates the possibility that there were differences among levels of proficiency in the specific students' use of resource management strategies. To answer this question, one-way ANOVA tests were performed. Table 6 indicates that the students' usage of resource management ($F = 6.659$, $p < .001$) differs significantly from one another. The detailed results from Tukey Post Hoc tests with significance at the .05 level shows that the respondents in Pre-Intermediate ($M = 3.57$, $SD = .31$) applied this strategy significantly differently from those in Elementary ($M = 3.22$, $SD = .34$), Intermediate ($M = 3.35$, $SD = .36$), and Upper-Intermediate ($M = 3.32$, $SD = .36$) with $p < .001$, $p = .034$, and $p < .012$, respectively. This means the students in Pre-Intermediate made use of the available resources the most often out of the four levels. According to Table 6, there were significant differences in the frequent use of three out of four subcategories of resource management including effort regulation ($F = 5.432$, $p = .001$), help seeking ($F = 31.277$, $p < .001$) and time and study environment ($F = 6.202$, $p < .001$).

Table 6.

One-Way ANOVA: Summary of Differences in The Frequency of Using Resource Management Strategies in Terms of Levels (with Mean and Standard Deviation)

Variables	F	Sig	Mean (SD)			
			Elementary(L3-5)	Pre-intermediate (L6-9)	Intermediate(L10-13)	Upper-intermediate (L14-20)
Resource management	6.659	.000*	3.22 (.34)	3.57 (.31)	3.35 (.36)	3.32 (.36)
<i>Effort regulation</i>	5.432	.001	3.45 (.41)	3.87 (.26)	3.61 (.53)	3.61 (.55)
<i>Help seeking</i>	31.277	.000*	2.95 (.58)	3.93 (.44)	3.86 (.58)	3.92 (.45)
<i>Peer learning</i>	0.949	.419	3.81 (.32)	3.66 (.54)	3.83 (.48)	3.76 (.47)
<i>Time and Study Environment</i>	6.202	.000*	3.03 (.39)	3.31 (.38)	2.96 (.40)	2.90 (.55)

*p < .001

An extensive analysis of the variances is provided as follows. The detailed results from Tukey Post Hoc tests with significance at the .05 level show that the use of effort regulation is different between Elementary (M = 3.45, SD = .41) and Pre-Intermediate (M = 3.87, SD = .26) with p = .001. This result means that the students from Level 6 to Level 9 can stay focused and remain positive more often than those in Level 3 to 5.

In Table 6, there is a clear sign of a significant difference in the regular use of help seeking (F = 31.277, p < .001). According to results from Tukey Post Hoc tests with significance at the .05 level, Elementary learners (M = 2.95, SD = .587) use help seeking significantly differently from Pre-intermediate (M = 3.93, SD = .444), Intermediate (M = 3.86, SD = .588), and Upper-intermediate (M = 3.92, SD = .458) with p < .001. This means the participants in other groups asked for help from others much more often than those in Elementary.

Table 6 shows that there are significant differences in the use of time and study environment (F = 6.202, p < .001). The students at Pre-Intermediate (M = 3.31, SD = .38) used the strategies of time and study environment significantly differently from Elementary (M = 3.03, SD = .39), Intermediate (M = 2.96, SD = .40) and Upper-Intermediate (M = 2.90, SD = .55) with p = .041, p = .004 and p = .001, respectively. This means that Pre-Intermediate respondents managed time and settings for studying more frequently than those in the other three levels.

3.2. Discussion

Concerning the employment of resource management, the study discovers a less frequent use than Cognitive Strategies and Metacognitive Self-regulation during the students' flipped classrooms. Of the four subcategories in resource management, time and study environment were reported to be in the least frequent use. The students shared that they do not find it hard to follow the schedule but manage time smartly to balance their studies and other activities. These findings are in alignment with research from Nguyen (2018), Nguyen et al. (2018), and Chung and Phuong (2020) who revealed the challenges of managing their time to balance time between studying and other things in their lives. Moreover, it was discovered that the students also use peer learning and help seeking in the strategies of resource management in this study, as they tend to work with their friends, ask for help, and learn from them. The participants also seem not to give up easily when encountering study obstacles. The findings in this study, however, are inconsistent with those of Altas and Mede (2020) who pointed out that there is no significant link between the flipped model and self-regulation.

Regarding the differences in terms of levels, there are no differences in the frequency of using peer learning. However, it can be seen from this table that students from Level 6 above with higher mean scores tended to apply effort regulation and help seeking more often while the students below Pre-intermediate use time and study environment more than those in higher levels. These results are consistent with the reported data from the research of Nguyen et al. (2018), who identified the students' concerns about time management and dealing with distraction. Besides, the current findings are consistent with the study by Hosseini et al. (2020), which demonstrated the highest frequency in this level belonged to the use of help seeking. This can be inferred that students from all levels often learn from their friends in flipped classrooms. Those in high levels are not easy to give up and make sure to find out solutions by asking for external support. This is a good sign that the students are persistent to reach their English goals. Moreover, the students at higher levels might have more problems in balancing learning time and preventing distraction. This can be understandable as the high-level lessons are longer and require more skills in order to be able to obtain and use the knowledge.

4. Conclusion and Recommendation

The findings of the current research showed that the students often used resource management in their flipped classrooms. The strategies of peer learning were used most frequently, followed by help seeking, and effort regulation. The strategies of time and study environment were employed occasionally as the students shared that they did not manage time well and set time for practising for the lessons before the in-class session. Additionally, the learners at high levels showed their determination in reaching their English goals through the frequent employment of effort regulation and help seeking. However, the students in lower levels tended to manage their time and avoid getting distracted better.

The findings of the current research suggested that the administrators and academic staff should consider introducing resource management strategies as an important part of the flipped method in the first lesson so the students can start using these strategies as early as possible. Moreover, the administrators should train their employees about resource management strategies so they can support their students better. Regarding the students in flipped classrooms, they should acknowledge the importance of employing resource management strategies in their learning progress so they can become more independent learners, which helps them be prepared for the in-class sessions better. Besides, students can be aware of which strategies they can apply during their learning process to meet the course requirements and learning outcomes.

Despite the careful research in this study, there are a few unavoidable limitations. The research only samples the students at one centre, not all centres in Vietnam. The study results are therefore insufficient for

generalisation and cannot be used to compare English flipped classrooms at other centres. Due to the short amount of time and human resources, only half of the centre population took part in the questionnaire. So, it would be better if the study could have a larger population.

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