

## Teachers' Perspectives on the Flipped Classroom (FC) at Tertiary Education

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### ABSTRACT

**Keywords:** flipped classroom (FC), benefits, perspectives, challenges

The combination of virtual learning with classroom-based instruction as an innovative method to enhance students' learning in active practice has attracted ample interest from researchers and practitioners in the field of second language learning. Several previous studies have elucidated students' perceptions of the benefits and challenges of attending the flipped classroom (FC). Nevertheless, the ones addressing instructors' perspectives on the flipped classroom model and practice, especially in the context of English language teaching at the tertiary level in Vietnam, were scattered, flimsy, and inconclusive. Thus, a case study approach employing a questionnaire, interview, and observation investigated teachers' perceptions of the FC in tertiary education. An in-depth interview following a questionnaire that was delivered to 40 teachers at a foreign language faculty was conducted to have more valuable details about the advantages and disadvantages of the FC, while several observations were conducted to see how FC is applied in practical teaching situations. The findings clearly showed that the majority of the instructors were in favor of the FC model despite visible challenges. As long as these prerequisite requirements had to be taken into account - students' preparation at home, time expansion for active practice, and teachers' huge effort in preparation, a successful FC was reachable.

### Introduction

Amid the spread of technology all over every facet of the world, education has perceived blended learning as the new breeze of the digital era. Traditionally, learning and teaching have always occurred in brick-and-mortar schools with direct interactions between peers, teachers, and students. However, everything is now changing with the intervention of different approaches to increase student achievement.

Focusing on student achievement, educators and researchers have been searching for different methods to transition from a traditional teacher-centered to a student-centered approach with the hope of addressing students in such a very active learning atmosphere. Teachers need to adopt or modify strategies to be appropriate to different targets of students, as there is not even

one way to deal with each or every student. The FC might be a potential solution, which can bring a series of traditional activities done outside the classroom inside and vice versa. For the most part, the flipped classroom triggered self-study and enhanced students' academic achievement.

## Literature review

### *Defining the FC*

The FC instructional strategy, also called the inverted classroom, is described as reducing lectures and increasing collaborative activities (Millman, 2012). The FC is primarily employed to transmit in-class instructions out by watching a recorded video or prepared slides and doing homework assignments before showing up in class, and this also generates active and collaborative learning for students in the classroom (Nguyen, H.A.V., Choon, K.T., Lee, K.W., 2018) or basically, it is "to deliver the teacher's lectures before class through online videos, in order to free-up the in-class time for active learning and problem-solving activities" (Lo, C.K., Hew, K.F, 2017).

### *The FC considerations and limitations*

The first advantage of the FC is the focus on a student-centered approach, which enables them to learn and complete the assignments on their own (Millman, 2012); Bergman & Aaron, 2012; Elaine, K., Mira P., Jonathan, S., & Howell, R., 2018); and it motivates teachers to design the learning activities in order to help students actively possess comprehensive understanding.

The second significant benefit that was generated in the process of flipping the classroom is to enhance students' academic achievements, helps students achieve better performance during the intervention (Johnson & Renner., 2012; Huang, YN., Hong, ZR., 2016; Shao, M., and Liu, X., 2021; Nguyen, N.Q., Lee, K.W., Szabo, C.Z., Nguyen, N.P.D., 2021)

Students' satisfaction exposed to the FC was later counted on in some studies. A cluster of teachers and educators all affirmed that their students left positive comments on the use of this approach and even recommended using it in other subjects due to its benefits (Davies, Dean & Ball, 2013; Ahmet Başal, 2015; Talan & Gulsecen, 2019; Nguyen, T.T., 2021).

Additionally, this approach was affirmed to stimulate students' creativity (Nguyen, N.V. & Le, M.T., 2017) or cherish their learning attitudes and behaviors (Tran, V.H., Mohan. Yellishetty., Thanh, N.T., Arul Patil., Le, T.H., 2017).

However, the FC has some limitations: low-quality video lectures (Milman, 2012; Bergmann & Aeron, 2012); the availability of irresponsible students to watch the video (Milman, 2012), many distractions during the watch (Milman, 2012; Nguyen, H.A.V., KT Choon., K.W. Lee., 2018; Bergmann & Waddell, 2012); and insufficient support for student understanding (Milman, 2012).

### *Why should we flip the class?*

The FC sets foot on teaching and has been transforming our teaching practice. The teacher stops standing for a long time on stage and delivers lectures with the participation of students as good

listeners. The radical change inverted the roles of teachers and students, and vice versa, allowing us to take advantage of potential benefits and minimize the weaknesses of traditional approaches. Significantly, according to Bergman & Aeron (2012), the benefits obviously outweigh the drawbacks, leading to their widespread application throughout. Below are some significant advantages of the FC published in the book "Flip Your Classroom" by two authors, Bergmann & Aeron (2012).

Table 1. Why we should flip class (Bergmann & Aeron, 2012)

Advantages	Explanations
✓ Flipping helps busy students	The flexibility of the videos or materials
✓ Flipping helps struggling students	The majority of teacher attention goes to who need the most assistance
✓ Flipping allows students to pause and rewind their teacher	A chance to process the speed of the videos or materials to be the most appropriate with each individual.
✓ Flipping increases student-teacher interaction	Face-to-face instructional interactions or personalized support to students Tutor or mentor roles are far more applied than delivering the lecture.
✓ Flipping increases student-student interaction	Collaborative learning and active learning are most conducted.

### *Research Questions*

To fulfill the purpose of the study, the survey sought to answer the following research questions:

1. How is the FC implemented in English classes at the university of Finance and Marketing?
2. What advantages and disadvantages do the teachers have during the implementation of the FC?

## **Methods**

### *Pedagogical Setting & Participants*

The study was conducted at the UFM Foreign Language Faculty of the University of Finance - Marketing, which has more than 40 lecturers, including tenured and visiting lecturers.

The 40 teachers who participated in the study were all from the UFM Foreign Language Faculty. First, all 40 teachers have had at least one year of teaching experience at tertiary institutions. Among them, 10 teachers spent the longest time working, more than 14 years as English lecturers at UFM university, while 10 were the least experienced teachers within 1 to 3 years of teaching and the rest smacked in the middle. All of them acquired a Master of Arts in Applied Linguistics and TESOL.

Table 2. Description of teachers' information

Group	Number of teachers	Years of teaching English	Language teaching area
1	10	Less than 14	Basic English and ESP
2	20	From 5 to 13	Basic English and ESP
3	10	Less than 5	Basic English

Second, three teachers anonymously answered the interview with extensive data, which was extracted from different groups of teaching experience: one from the ultimate group of more than 14 years, one from the middle group between 4 and 10 years, and the last one from the least experienced group of fewer than 4 years.

Table 3. Interviewed and observed teacher participants

Teacher's code	Years of teaching English	Class in charge	Materials	Proficiency language level	Age	Gender
T1	12	General English 6	Complete IELTS	B2	44	female
T2	7	General English 4	Personal Best	B1+	35	male
T3	2	General English 3	Personal Best	A2	26	female

### *Design of the Study*

By means of studying 3 separate classes, the researcher aimed to gain a holistic picture of the use and effects of the flipped classroom in UFM language faculty. The study was developed as a case study, which was defined as "an in-depth exploration of a bounded system (e.g., an activity, event, process, or individuals) based on extensive data collection" (Creswell, 2002, p. 485). This approach is fitting for this study because it effectively "investigates a contemporary phenomenon in depth and within its real-life context" (Yin, 2009). According to Creswell (2002), intrinsic, collective, and instrumental cases are three types of a case study. Among them, the collective case study is designated as the most appropriate with the current study because it "provides detail and explanation regarding a situation, phenomenon, or experience where individual studies provide information to investigate the issue".

### *Research instruments*

To seek out answers to the two stated research questions, the researcher employed three instruments: survey, observation, and interview.

### *Observation*

In order to answer RQ1 on how the FC has been applied in English classes, three class observations were conducted in brick-and-mortar classes with very great assistance and permission from the class teachers. The researcher contacted the teacher participants to conversationally ask for which room and which campus to observe the chosen classes. The researchers showed up 10 minutes before class started so as to avoid their attention and disturbance caused by the sudden strangers' presence. They also chose a very far back row to best observe both the teacher's and students' activities during class time. These minor arrangements and plans would help minimize students' nervousness and distractions to get involved in class activities, ensuring the study's subjectivity.

### *Survey*

The 18-item questionnaire (appendix 1) was adapted from the original design of E. Gough, D. Dejong, M. Baron & T. Grundmeyer (2017) and is mainly based on Bergman and Aaron's theory to discover the advantages and disadvantages the teachers encountered during the implementation of the FC on the second RQ. To be more appropriate for the current study, the researcher adopted the questionnaire and, to some extent, modified it. Three separate parts were included to identify different angles of the teachers' perceptions of the pros and cons of the FC: (1) How masterful are the teachers in the implementation of the FC?; (2) What advantages do teachers have while using the FC?; (3) What disadvantages do teachers encounter during the application of the FC?.

The first three were closed-ended questions to figure out how masterful the teachers are in terms of the use of the FC in their teaching profession and the primitive thoughts or perceptions on whether the advantages outweigh the disadvantages. Subsequently, the 2nd and 3rd sections to the greatest extent, lay stress on what pros and cons the teachers have encountered during the application, employing the 5 Likert-scale responses from "strongly disagree" to "strongly agree". The questionnaire was then brought to an analysis by using Excel.

By collecting the responses more technically and effectively, the researcher delivered this online by using the Google Docs.com platform, which really excels in distributing the survey and compiling the advancement of data collection.

Before officially distributing the questionnaire to the participants, the researcher had conducted one pilot to check the validity and reliability of each item in the questionnaire. Ten participants were politely requested to enter the pilot.

Table 4. Reliability Statistics

N of items	N	Cronbach's Alpha
18	10	0.76

Cronbach's Alpha reached 0.76, provings that all of the items in the questionnaire were highly accepted and proceeded to the official data collection of the study.

## Interview

To get teachers' in-depth opinions about the advantages and disadvantages of applying the FC, an interview with five open-ended questions was conducted with the participation of three teachers from three different English classes in the UFM Foreign Language Faculty. The teachers were coded as T1, T2, and T3, as shown in table 2, and they were interviewed based on their convenience of time and location. Because teachers have to travel among different campuses, T1 and T3 cordially agreed to have a face-to-face interview, whereas T2 recommended filling up the interview online using the MS Team platform. The researcher audio-taped these interviews to avoid missing the information and keep the conversations going smoothly. As an act of respect to ethical research principles, all participants were informed that their participation in the study was totally anonymous and confidential.

The data collected from the interview was then analyzed in themes, aiding in the triangulation of all the sets of data.

## Data collection & analysis

To answer the two research questions, the researcher utilized a descriptive statistical method with thematic analysis for the interview. Research question one was answered by mainly collecting data from the observations and the interview, while research question two calculated means and standard deviation in combination with some in-depth responses from the interview.

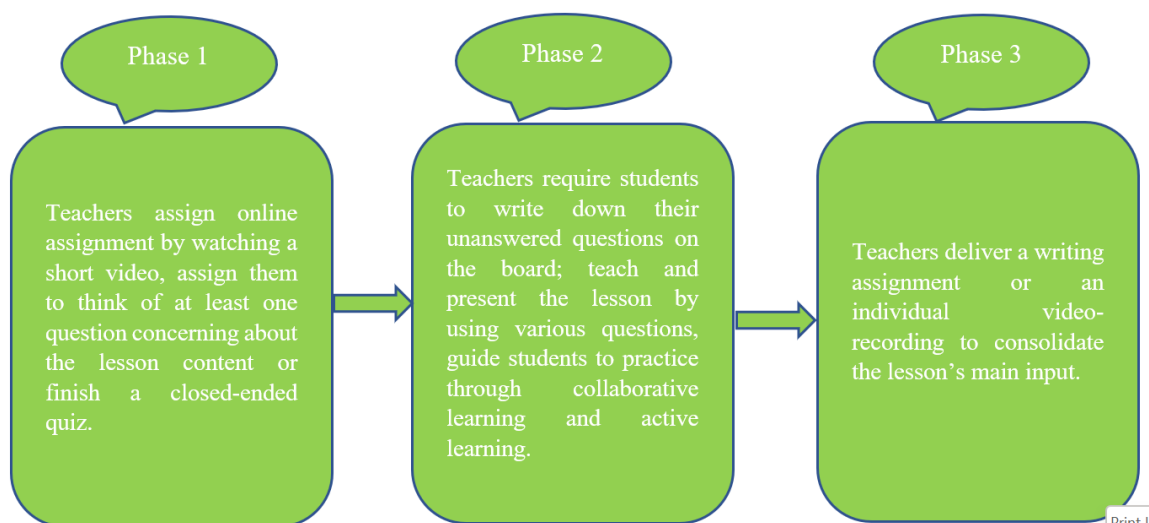
## Results/Findings and discussion

*Research question 1: How is the FC implemented in English classes at the university of Finance and Marketing?*

According to the data collected from a series of observations in three English classes and information from questions one and two in the interview, a four-period lesson was broken down into three primary stages.

Figure 1.

### Conducted Phrases in The Flipped Classroom



*Phase 1: Teachers assign online assignments by watching a short video or sending slides and then assigning them to think of at least one question concerning the lesson content or sometimes finish closed-ended quizzes.*

All three teachers admitted that they favor sending slides rather than making their own videos, covering all the lesson's main points in combination with the textbook as a very significant step of preparation at home. Two-thirds of teachers take advantage of slides to send to students, while T3 one admitted to designing his own video for his flipped classroom.

*Phase 2: Teachers require students to write down their unanswered questions on the board, teach and present the lesson by using various questions, and guide students to practice through collaborative learning and active learning.*

T3 let students finish a short paper quiz prepared and collected after 5 minutes. The assignment is not as simple as ordinary homework but much more involved with subsequent examinations or inquiries. In line with rewinding the out-of-class videos or slideshow, each student was pushed to have at least one question written down on the board regarding their curiosity or unanswered problems that remained in the dark and needed more teachers' explanations or instructions.

In line with the availability of written questions, the teachers categorized them into distinctive portions streaming with the lesson's input. Then, they implicitly explained and presented each of the following collaborative learning activities for students. After collaborative discussions, students presented what they got and understood about the emerging issues raised on the board. Shortly thereafter, the teachers provided direct confirmation of their proper understanding.

All teachers designed a list of questions and problem-solving topics clearly shown on PowerPoint slides and handouts to promote more general practices with respect to the lesson in the target language. More importantly, the most striking feature of this approach was that it immerses students in very open and active learning. While several groups of students were working in their target languages in the process of assignment completion, the teachers freely walked down the alley and stopped by some individuals or groups that actively raised their concerns or questions, or sometimes they sat by some low-competent students who had struggled with the assignments or remained much too silent in class to give them assistance in deed.

*Phase 3: Teachers deliver a writing assignment or assign online homework on the Richmond Learning Platform*

*UFM Foreign Language Faculty has been used to support teaching and learning on some specific subjects on the basis of using the textbook "The Personal Best". The Richmond Learning Platform contains tools and functionalities for teachers and students. Teachers can easily assign homework for students without any paper-based tasks and then correct and assess their work directly on the Platform with the correct task percentages.*

At the end of each lesson, it was observable that the teachers paid careful attention to homework assignments by either writing a topic-based essay or just finishing an online assignment on the



Platform. These practices aimed to consolidate and deepen students' understanding of specific key language points.

According to the set of observations, the researcher found some basic roles extracted from all three observed teachers, and they are fully described in the table below:

Table 5. *Teachers' and students' roles in the FC*

<b>Stages</b>	<b>Teachers' roles</b>	<b>Students' roles</b>
Pre-class	Record short videos or slides and prepare textbooks Upload videos on Youtube and send students the link to access them. Send prepared slides to students to read and read the textbook Design a brief quiz to track students' learning outside of the classroom	Rewind the videos and cram-prepared materials to get the lesson's main input. Think of at least one question to ask teachers or peers before class. Finish the quiz about what they have learned.
During class time	Instruct students to answer their own questions and others. Group students to solve the question collaboratively. Implicitly answer the questions on the board. Give the outline of the lesson and pay attention to important points to help students grasp the whole. Correct exercises with feedback and mark their work. Deliver a set of questions based on the lesson and then let them work on that with peers. Flexible movement around to help students if needed.	Write down their own questions on the board. Collaborate with their peers to tackle the questions. Perform their answers to show their group work with everyone Listen and take note of necessary language points. Actively discuss the exercises with peers. If needed, ask for help from teachers for clarification and explanations.
After class	Set mini homework: write a short essay or do an online workbook	Work on the assignments to review the lesson.

*Research question 2: What advantages and disadvantages do the teachers have during the implementation of the FC?*

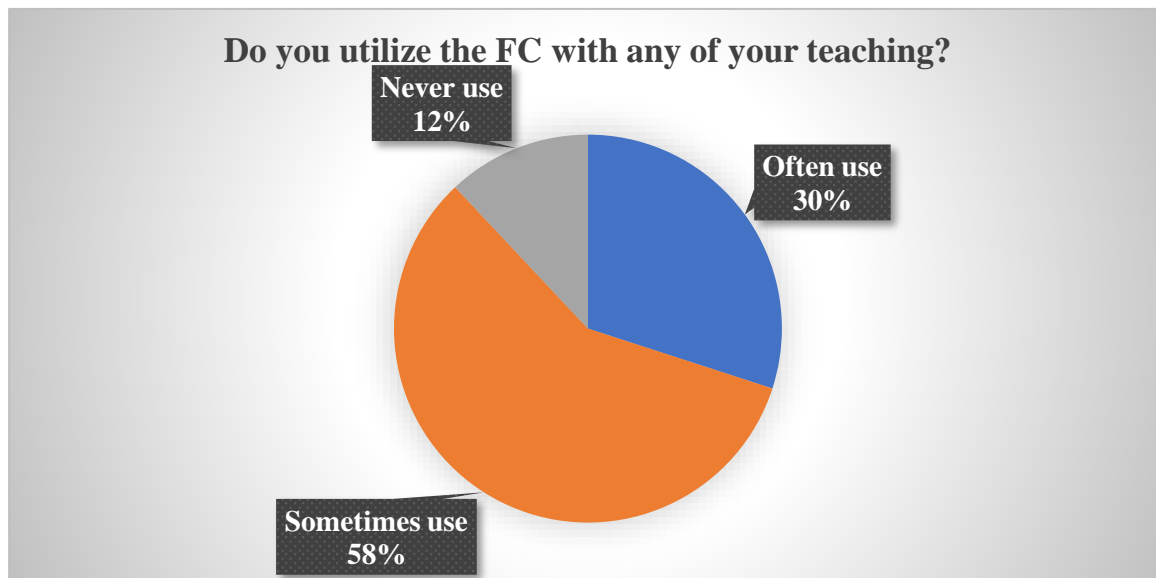
*Survey data and informative in-depth interview*

Quantitative data collected from the questionnaire was used to explore teachers' perceptions of the flipped classroom on the point of responding to research question 2. The first construct, illustrating the frequency teachers apply the FC in their teaching, was exposed in charts through the use of percentages on Excel, whereas the entire eleven questions covering constructs 2 and 3 were presented in the form of calculating the mean and standard deviation of the participant's responses in the tables below:



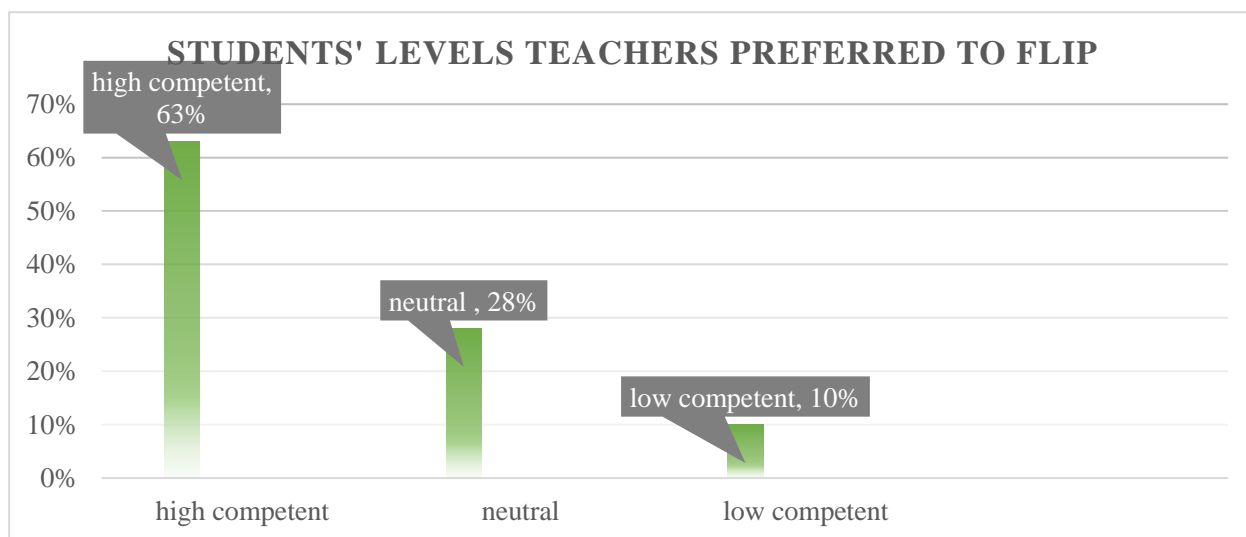
*How masterful the teachers are in the application of the FC*

Figure 2. The frequency of using the FC in teaching by teachers



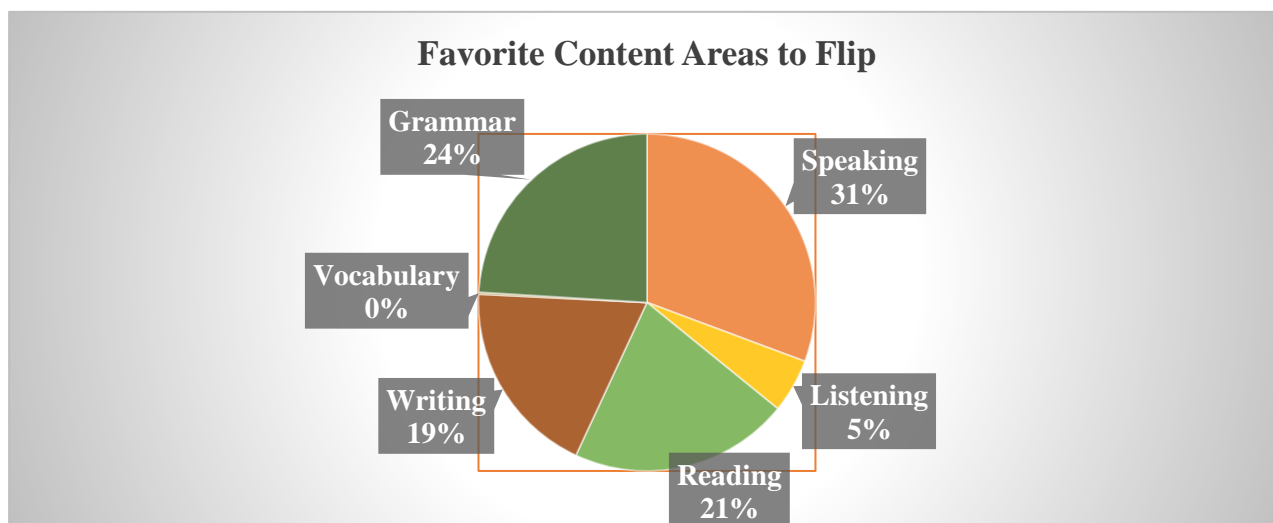
As illustrated, 30 percent of teachers admitted to frequently implementing the FC in their teaching, while 58 percent had done so at least once. These figures made it possible to conduct the subsequent questions and steps in the study.

Figure 3. Levels of proficiency are preferred to apply the FC



It was clear that most teachers preferred applying the FC to highly competent students because of its appropriateness and advantages. Specifically, T2 admitted that "it seemed much easier to apply active learning and free discussion with better competent students." at times, the proportions for the two other target students are 28% and 10% for neutral and low-competent students, respectively.

Figure 4. Favorite language content areas teachers preferred to flip



Pick-up content areas received little significant difference from teachers, who indicated that their favorite skill to apply the FC is speaking (31%), while grammar and reading received 24% and 21%, respectively. The teacher participants indicated less interest in writing at 19% and listening at 5%. To be more specific, T1 said, "I like to conduct speaking in the FC for the sake of taking advantage of interaction and oral discussion among students and even between me and some individuals." Similarly, T2 indicated that "With grammar, I often allow them to read materials and watch some tutorial videos at home and then let them discuss the usage and structure more in class with their peers. I can move around and instruct them more if necessary."

*The advantages teachers have during the FC implementation*

The second construct revealed the advantages of the FC to teachers. However, the researchers categorized them into thematic groups to address teachers' perceptions. To gain a better understanding of this aspect, three main themes were coded and categorized.

Table 6. The main themes related to the advantages

Themes	Items
Teachers' perceptions of conceivable benefits for inattentive students	4, 5, 6, 7
Teachers' perceptions in associated with increasing interactions during class time	8, 9, 10, 11, 12
Teachers' perceptions are associated with students' preferences.	13, 14

Table 7. *Teachers' perceptions of conceivable benefits for inattentive students*

Items	Statements	Mean	SD
4	The flipped classroom is beneficial to busy students	3.98	1.83
5	Low-competent students benefit from the flipped classroom	4.35	1.97
6	The flipped classroom allows students to learn at their own pace	4.23	1.93
7	Students are able to rewind the lectures if they do not understand	4.09	1.78

Table 7 gives a summary of the means and standard deviation of the conceivable benefits for students in the FC (RQ2) in terms of supporting busy and low-competent students and allowing them to self-pace learning. Teachers voted most strongly in favor of benefiting low-competent students ( $M = 4.35$ ) and making it open for all students to access without limitation, so they can learn or relearn as many times as they wish ( $M = 4.23$ ). Evidentially, one teacher coded T3, said, "*low-competent often tells me that they rewind the video many times until they understand the lesson, and it is worth doing that.*"

Table 8. *Teachers' perceptions in associated with increasing interactions during class time*

Items	Statements	Mean	SD
8	Students experienced more peer interaction and collaboration than in the traditional classroom	4.52	2.04
9	Students have a chance to work in collaboration	4.15	1.82
10	Teachers can remove passive learning from class	3.38	1.65
11	More teacher-student interactions were created during the flipped classroom	4.12	1.88
12	Teachers are able to personalize their instructions and scaffolding to students	4.49	2.01

Table 8 summarizes the means and standard deviations of the increase of interactions in the FC as one of the advantages. A great number of teachers agree with the possibility of giving more peer interactions ( $M = 4.52$ ) and teacher-student interactions ( $M = 4.12$ ) for all. Furthermore, teachers admitted that they were able to scaffold or assist those who had more difficulties in learning than others ( $M = 4.49$ ). It was even more interesting when T1 mentioned, "*It is really surprising to me when I have more individualized free time to move around and take a glance at some students in trouble-solving exercises with their peers.*"

Table 9. *Teachers' perceptions of students' preferences for the FC*

Items	Statements	Mean	SD
13	Students preferred the flipped classroom to traditional approaches	4.18	1.89
14	Students learn better in the flipped classroom	3.95	1.76

A considerable number of teachers agreed that their students clearly preferred to learn English in the FC ( $M = 4.18$ ). It was also confirmed that "I can see my students have better performance in exercises" (T3). Table 9 provides a summary of the means and standard deviations associated with students' preferences in the FC.

#### *The disadvantages teachers have encountered during the applications of the FC*

The third construct exposed the disadvantages of the FC that teachers encountered during the application. From the descriptive statistics and coded interviews, two main themes were extracted below:

Table 10. Thematic groups to expose the disadvantages of the FC

Theme	Items
Technology accessibility	15, 16
Overwhelming workload	17, 18

Table 11. Problems of technology accessibility

Item	Statements	Mean	SD
15	Students meet difficulties accessing the video or materials due to technology problems	1.86	.82
16	Teachers can ensure that the students are access to the video	2.89	1.31

Table 11 summarizes the means and standard deviation in relation to the difficulties students and teachers face when accessing the materials. It was not too difficult for students to access videos or at-home materials ( $M = 1.86$ ), while teachers had some invisible struggles to confirm whether students really worked on their assignments before class ( $M = 2.89$ ). Clearly, several coded teachers responded, "*I am not sure how many times or how much students really watch and learn the at-home assignment before class*" (T1) and "*to know whether students are accessible to read the slides or watch a video is still questionable to me*" (T3).

Table 12. Overwhelming workload

Item	Statements	Mean	SD
17	Teachers have too much workload to record their own videos	4.06	1.85
18	Teachers need to work hard to edit the videos	4.03	1.8

Two types of disadvantages were illustrated in table 12 received so much agreement from most teachers in terms of up-to-ear workload ( $M=4.06$ ) and creating videos as at-home assignments

(M=4.03). Obviously, T2 said, *"It takes me so much time to complete a video, so I often choose to send slides to students instead"*.

From observations and questionnaire data collection, it was uncovered that the flipped classroom brought a number of benefits that accommodate the process of learning and teaching English in English classes.

The findings from the questionnaire illustrated that teachers perceived the flipped classroom as a benefit for promoting student-centered learning, which increases their learning autonomy and helps them actively grasp the process of learning. This is consistent with a literature review where the activeness of rewinding materials or cramming them as many times as they wish is considered an advantage (Millman, 2012; Bergman & Sam, 2012; Elaine, K., Mira P., Jonathan, S. & Howell, R., 2018).

As reported in the questionnaire, it is clear that students are satisfied with the use of the flipped classroom. The increased preferences index can be attributed to the student's engagement in information exchange and discussion while learning. The results are consistent with some previous authors showing that this benefit serves as a rich resource for building engagement (Davies, R. S., Dean, D. L., & Ball, N., 2013; Baçal, Ahmet, 2015; Talan & Gulsecen, 2019; Nguyen, T.T, 2021).

More importantly, with the reference from table 1 given by Bergmann & Aeron, a potential result towards the increase of teacher-student interaction and student-student interaction is likely shown. Teachers agreed that students expressed more positive information exchange and participation (Bergmann & Sams, 2012).

However, the findings from the questionnaire also revealed some challenges for students and teachers while participating in the learning activities of the flipped classroom. For starters, the teacher cannot know whether students actively use the video or prepared materials at home (Millman, 2012; Bergmann & Sams, 2012). Furthermore, technical issues encountered while recording or creating videos were demonstrated (Millman, 2012; Bergmann & Sams, 2012). However, these barriers did not prevent teachers from trying and applying this approach in their teaching. Teachers admitted these difficulties encouraged them to figure out more approaches to have more efficient applications for students.

## Conclusion

Based on the findings of observations, interviews, and questionnaires, it is possible to conclude that the FC has aided teachers in improving their teaching and providing more effective assistance to their students. Besides, according to the teachers' interviews, the activities conducted in this approach positively influenced students' perceptions towards participation and engagement. Teachers affirmed that their students actively joined and immersed themselves in different activities with the support of teachers as mentors and supporters in need. Thanks to the FC, teachers have been offered more private time to work one-on-one with struggling students more often, which has increased teacher-student interaction during the lesson period.

However, to carry on a successful FC, teachers had to get through some challenges, such as preparing a workload related to making their own videos or designing in-class activities. Some technical problems were also big concerns for teachers in terms of ensuring that students were easily accessible to networking or pre-activities at home without instant help from teachers.

To successfully reach the destination of blended learning in general and the FC in particular, a well-prepared stage is really significant. To have good control over how activities are conducted, teachers must have a solid foundational understanding of the approach and its construction. Thus, teachers should spend more time reading and experiencing it before officially applying it to their teaching. When teachers decide to use the FC in their teaching, it is pivotal to stick to it since its benefits are worth trying persistently.

As this research is conducted at a specific university, the small number of participants is a limitation, so the generalization is not as strong as in some other studies. Moreover, researchers based some observations solely on several lesson periods, which is another limitation.

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### **Biodata**

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### Appendix 1 Questionnaire

Constr ucts	Ite ms	Statements	Answer					
			Yes		No			
1: How masterful are the teachers in the implementation of the FC?	1	Do you utilize a flipped classroom with any of your teaching?	Yes		No			
	2	Which students' level do you apply to flipped learning?	High competent		Neutral		Low competent	
	3	Which language area do you prefer to flip?	Spea king	Liste ning	Rea ding	Wri ting	Gra mma r	Voca bular y
			<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	
2: What advantages do you have while using the flipped classroom?	4	The flipped classroom is beneficial to busy students						
	5	Low-competent students benefit from the flipped classroom						
	6	Students are able to rewind the lectures if they do not understand						
	7	The flipped classroom allows students to learn at their own pace						
	8	Students experienced more peer interaction and collaborations than traditional classroom						
	9	Students have chance to work in collaboration						
	10	Teacher can remove passive learning from class						
	11	More teacher-student interactions were created during the flipped classroom						
	12	Teachers are able to personalize their instructions and scaffolding to students						
	13	Students preferred the flipped classroom to traditional approaches						
3: What disadvantages do teachers encounter during the application of the flipped classroom?	14	Students learn better in the flipped classroom						
	15	Students meet difficulties to access the video or materials due to technology problems						
	16	Teachers can assure that the students are accessible to the video						
	17	Teachers have too much workload to record the own videos						
	18	Teachers need to work hard to edit the videos or prepare materials						

**Appendix 2: Interview**

Date:.....

Teacher Code:.....

1. What pre-class activities do you assign students to do?
2. Which language area do you prefer to flip? Why so?
3. Do your students learn better in the flipped classroom compared with the traditional classroom?
4. What kinds of pros do you have while flipping your classroom?
5. What kinds of cons do you encounter while flipping your classroom?