

**MINISTRY OF INDUSTRY AND TRADE  
HANOI UNIVERSITY OF INDUSTRY**



**NGUYEN THI PHUONG**

**CHALLENGES FACED BY STUDENTS IN A FLIPPED  
EFL CLASSROOM AT A UNIVERSITY IN VIETNAM**

**MASTER THESIS IN ENGLISH LINGUISTICS**

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**Major: English Linguistics**

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**MASTER THESIS IN ENGLISH LINGUISTICS**

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## **DECLARATION BY THE AUTHOR**

To the best of my knowledge and belief, this thesis contains no material previously published by any other person except where due acknowledgment has been made.

This thesis contains no material that has been accepted for the award of any other degree or diploma in any university.

Date: \_\_\_\_\_

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**Nguyễn Thị Phượng**

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## ABSTRACT

As English language proficiency gains prominence in Vietnam's global landscape, optimizing English instruction for university students is imperative. This study will delve into the flipped classroom model's application in teaching English as a Foreign Language (EFL) to second-year non-English major students at Hanoi University of Industry E(HaUI), focusing specifically on a group of 67 students. The strategy will involve the use of pre-class materials and active in-class activities to improve language learning but also poses challenges for those not fluent in English. This research will analyse the complexities and barriers these students at HaUI experience when shifting to the flipped classroom model. Through surveys and semi-structured interviews, it will identify key troubles faced, particularly motivation, engagement, learning results, and technological hurdles. The study aims to propose effective strategies to education professionals to tackle these issues by gathering insightful student feedback. Moreover, this study will intersect EFL pedagogy, ed tech, and student-centric approaches. It will aspire to contribute valuable insights to improve Vietnamese universities' language education practices. Ultimately, the objective is to enable students to become confident English communicators, apt for success in a globally connected setting.

**Keywords:** EFL classroom, flipped classroom, students' challenges, student engagement



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## **LIST OF ABBREVIATIONS**

EFL: English as Foreign Language

ESL: English as Second Language

SPSS: Statistical Package for the Social Sciences

HaUI: Hanoi University of Industry

EOP: English for Occupational Purposes

GPA: grade point average

IT: Information Technology

Q&A: Questions and Answers

S1,2,3,4: Student 1,2,3,4

# INTRODUCTION

## 1. RATIONALE

The significance of English language proficiency in our modern, swiftly globalizing world is undeniable, and it is this escalating relevance that has inspired the present project. In the new normal fueled by cross-continental interconnectivity, mastery over English has become a non-negotiable key that opens doors to countless opportunities spread across academic, professional, and international spectrums.

Anticipating this rising demand, educational institutions in Vietnam, exemplified by the Hanoi University of Industry (HaUI), are making concerted efforts to enhance their English language instruction for non-English major students. The aim is clear - to enable them with the lingual acumen required to survive and thrive amid the relentless waves of globalization.

With this backdrop, the Flipped English as a Foreign Language (EFL) classroom model has gained traction as a progressive strategy in language education. By endorsing active learning and collaboration, the model reallocates the typical confines of language education. Students interact with learning materials outside the conventional classroom environment, thereby priming themselves for active and interactive participation during in-person class sessions. The pedagogical realignment inherent in the flipped model, in essence, advocates for increased learner autonomy and heightened student engagement, fostering a more profound language acquisition experience.

However, implementing the flipped EFL classroom model in the context of 67 non-English major students at HaUI poses its unique set of challenges. Factors such as students' diverse linguistic backgrounds, varied learning styles, preferences and the potential paucity of prior exposure to English language learning could present hurdles in seamlessly transitioning to this new pedagogical approach.

Therefore, the primary pursuit of this thesis is to illuminate these challenges and strategize ways to capitalize on the flipped model's potential in the context of non-English major

students at HaUI. By demystifying the hurdles students might face in adapting to the flipped model, this research aims to assist educators and language instructors to customize their pedagogical tools and support systems to accommodate the learners' diverse needs. Such a fine-tuned approach, in turn, would bolster the students' overall lingual competence and prepare them for successful global participation.

Additionally, the research aspires to assess the discernible impact of the flipped EFL model on the overall academic performance, language learning outcomes, and communication skills of students. By scrutinizing the effectiveness of this pedagogical model, this study hopes to offer beneficial insights to improve English language education practices in the broader Vietnamese university landscape and substantially contribute to the burgeoning corpus of EFL pedagogical literature.

## **2. METHODS OF THE STUDY**

The below-outlined research methods were adopted to carry out the study.

1. **Quantitative Questionnaires:** The primary method utilized for data collection was structured questionnaires. These were designed to include numerically quantifiable data related to the students' attitudes and responses to the implementation of the flipped EFL model. Administered to a pool of 67 second-year non-English major students, the questionnaires employed Likert-scale questions for ascertaining students' perceptions of their progress, engagement, and overall satisfaction with the instructional model.
2. **Qualitative Interviews:** Alongside the questionnaires, semi-structured interviews with a sample of students from the original participant group served as the qualitative aspect of the research. These interviews were designed to gain an in-depth understanding of the participants' experiences with the flipped classroom model. They also aimed to facilitate a deep exploration of the personal challenges and perspectives on the effectiveness of the model.
3. **Data Analysis:** Statistical methods were applied to analyze numerical data acquired from the questionnaires. Descriptive and inferential statistics were used to identify patterns and trends in attitudes, perceptions, and satisfaction levels of students. For the qualitative data

gathered from the interviews, a thematic analysis was carried out to discern recurring themes and patterns related to the flipped classroom implementation.

In conclusion, the complex and multi-faceted nature of the study necessitated the application of a mixed-method research approach, featuring both qualitative and quantitative methods of data collection and analysis. The robustness of the selected methods greatly contributed to the richness and depth of insight the study offers into the implementation of the flipped EFL model at Hanoi University of Industry.

### **3. AIMS AND OBJECTIVES OF THE STUDY**

The aim of this study is to comprehensively explore the intricacies of implementing flipped learning in the context of English as a Foreign Language (EFL) education for non-English majoring second-year students at HaUI. It seeks to identify and understand the specific challenges faced by these students when transitioning to the flipped learning model, emphasizing aspects such as engagement, motivation, learning outcomes, and the impact of technological factors. Furthermore, it will examine potential cultural factors that may influence the acceptance and successful implementation of student-centered learning approaches like flipped learning within the Vietnamese educational context. By addressing these challenges and opportunities, this study aims to provide practical recommendations to enhance the implementation of flipped learning in EFL classrooms at HaUI.

### **3. RESEARCH QUESTIONS**

As flipped classrooms become more popular, they are now being used more in language teaching also. Supporters praise increased student participation, self-paced learning, and practicing language actively in small groups. However, studies also show major adjustments are needed from how traditional classrooms run. Students need help adapting academically, emotionally, and with the technology side. This points to a need to explore how to best support students in flipped English classes, particularly second-year university students in Vietnam facing new expectations and demands. So, this research wants to uncover from the student view - what are the main challenges, and what types of assistance can help overcome difficulties?

- What are the main challenges experienced by second-year students in a flipped EFL classroom at a university in Vietnam?
- What suggested strategies should be implemented to address the challenges faced by students and enhance their learning experience?

#### **4. SCOPE OF THE STUDY**

The research will endeavor to explore the implementation of the flipped model in the EFL classroom setting at HaUI and its implications on language learning experiences and outcomes for non-English majored students. As emphasized by Creswell (2014), qualitative research is an ideal model for understanding the complexity of individuals' experiences, perspectives, and attitudes, making it the primary methodological choice for my study.

Data collection will be conducted by second-year students who are enrolled in English language courses as compulsory subjects at HaUI. These students will actively participate in the research process by providing insights, experiences, and perspectives related to their flipped EFL classroom experiences. The study will adopt qualitative research methods, such as surveys and semi-structured interviews, to elicit detailed insights into the students' perspectives on the flipped EFL classroom model.

While this study will focus on the specific challenges encountered by non-English majored students in the flipped EFL classroom setting at HaUI, it is important to acknowledge the limited scope of the research. The study will not investigate the broader impact of the flipped model on English language education across various university settings in Vietnam. Additionally, the research will not explore the extended impact of the flipped model on language skills beyond pronunciation. The study will, however, offer valuable insights to HaUI administrators, language educators, and policymakers, helping them to understand the dynamics and challenges of the flipped EFL classroom model and pave the way for potential improvements in language education practices at the university.

#### **5. SIGNIFICANCE OF THE STUDY**

The study holds significant importance for the field of English language education in Vietnam and beyond. By exploring the specific challenges encountered by non-English

majored, the study aims to address critical issues in EFL pedagogy. The research will provide valuable insights into the implementation of the flipped model, offering evidence-based recommendations to language educators and administrators at HaUI to optimize instructional approaches and support systems for non-English majored students. Furthermore, by investigating the impact of the flipped EFL classroom on language learning experiences and outcomes, the study aims to enhance language proficiency and overall academic performance. Policymakers in the field of education can utilize the study's findings to make informed decisions on language curriculum design and teacher training, benefiting language education practices across Vietnamese universities. As the research contributes to the limited literature on flipped EFL classrooms in Vietnamese university settings, it enriches the body of knowledge on flipped learning and provides valuable implications for educators interested in innovative pedagogical approaches. Ultimately, the study seeks to empower non-English majored students, fostering their confidence and motivation in language learning and equipping them with the language skills necessary to become successful global communicators in an interconnected world.



## **CHAPTER 1: LITERATURE REVIEW**

### **1.1. THEORETICAL FRAMEWORK**

#### **1.1.1. Overview of flipped classroom model in language teaching and learning**

The flipped classroom approach, a dynamic and learner-centric pedagogical model, has gained considerable traction across diverse educational landscapes, particularly in the realm of language teaching and learning (Bishop & Verleger, 2013). This innovative model stands as a departure from conventional instructional paradigms by reversing the sequence of learning activities (Strayer, 2007). However, some studies note that further research is still needed to conclusively determine effectiveness specifically for language acquisition (Chen Hsieh et al., 2017).

In the specific domain of language education, the flipped classroom model has garnered attention due to its potential to elevate language competence, enhance communication proficiency, and ultimately transform language learning outcomes. To enact this model, language instructors harness technological tools to disseminate pre-learning content, which could encompass multimedia resources like video lectures, audio recordings, online modules, or readings. These materials are made accessible to students prior to their attendance at physical class sessions.

The advantages of this approach for language learners are multi-faceted. Foremost, it serves as a catalyst for active learning, as students are spurred to engage with learning materials prior to class. This proactive interaction empowers learners to navigate the content at their own pace, facilitating a more profound engagement with the subject matter and providing opportunities to revisit intricate concepts. This, in turn, nurtures a deeper understanding and more enduring retention, as learners are afforded ample time for content assimilation and reflective contemplation.

Furthermore, the flipped classroom methodology fosters a student-centric learning milieu, shifting the instructional emphasis from the educator as the solitary source of knowledge to

students as proactive participants charting their language learning journey. In-class sessions are transformed into arenas for meaningful discourse, group dialogues, and language application exercises, wherein learners can independently apply the previously acquired concepts.

The integration of technology within the flipped classroom framework amplifies learning possibilities beyond the confines of the classroom walls. Learners can seamlessly access learning materials at any time and from anywhere, dismantling temporal and geographical barriers and endowing learning with a newfound accessibility and adaptability. This flexibility is particularly advantageous for language learners juggling diverse schedules and multifaceted commitments.

Moreover, the flipped classroom paradigm kindles heightened student engagement and motivation. By ceding learner a degree of ownership and autonomy over their learning trajectory, this approach engenders a more uplifting and empowering learning environment. As a consequence, students become more deeply invested in their language education, resulting in heightened intrinsic motivation and an intensified aspiration to excel.

### **1.1.2. The effectiveness of flipped classroom model in language teaching and learning**

The flipped classroom approach in language teaching and learning has been widely studied, and research indicates its positive impact on language proficiency and overall learning outcomes. Several studies have demonstrated the benefits of this pedagogical model, supported by relevant quotations from academic literature:

Researchers have found that the flipped classroom approach contributes to improved language proficiency among language learners. As Ma et al. (2014) state, "The flipped classroom allows learners to engage with the language content independently, providing them with more opportunities to practice and apply language skills, resulting in enhanced language proficiency."

This approach has been shown to increase student engagement and motivation in language learning. As Lo and Hew (2017) highlight, "By promoting active learning and empowering

students to take charge of their learning, the flipped model fosters greater engagement and motivation, leading to a more positive language learning experience."

Studies have indicated that the flipped classroom model facilitates the development of critical thinking and problem-solving skills. As Chen et al. (2018) explain, "The interactive nature of in-class activities in the flipped classroom encourages students to think critically, collaborate with peers, and apply language concepts to real-life scenarios, fostering higher-order thinking skills."

The flipped classroom approach promotes collaborative language learning experiences, enabling students to engage in meaningful interactions with their peers. As Bergmann and Sams (2014) assert, "In-class activities of the flipped classroom often involve group discussions, role-plays, and language practice, fostering a collaborative learning environment that enhances communication skills."

The flipped classroom model offers learners flexibility in accessing pre-learning content and allows instructors to personalize instruction based on individual needs. As Betihavas et al. (2016) note, "The flipped classroom provides learners with the autonomy to control their learning pace, while instructors can use in-class time to address specific language learning needs and provide personalized feedback."

Studies have reported positive student perceptions of the flipped classroom approach in language learning. As Strayer (2012) found, "Students appreciate the active and interactive nature of the flipped classroom, expressing satisfaction with the opportunities for self-directed learning and collaborative activities."

In short, the effectiveness of the flipped classroom approach in language teaching and learning is supported by research that demonstrates its positive impact on language proficiency, student engagement, critical thinking, and collaborative learning experiences. With the potential to enhance language learning outcomes and foster a more student-centered and interactive language learning environment, the flipped classroom model holds promise as an innovative and effective pedagogical approach for language educators.

### **1.1.3. Challenges of implementing flipped classroom in language teaching and learning**

When teachers want to use the flipped classroom method for teaching languages, they face several challenges that they need to handle well. The flipped classroom method is when students learn some things on their own before coming to class, and then they do more interactive activities in class. Teachers need to make sure this approach fits smoothly into the language learning environment.

A major concern is ensuring technology access equity, as learners use devices to study independently (Bashar, 2015). In this approach, students use computers or devices to learn outside of class. But not all students might have these things at home, which can be a problem. Some students might not have a computer or a good internet connection, and this can create differences among students. This is something teachers need to think about and try to solve.

Another challenge is student motivation and self-discipline for independent learning, as some students may resist materials engagement (Chen Hsieh et al., 2017). Teachers must encourage participation through varied methods (Bergman & Sams, 2012). As Betihavas et al. (2016) found, consistent student involvement is a persistent issue, with some resisting serious content interaction. Instructors should implement comprehension checks to enforce understanding (Moranski & Kim, 2016).

Making sure students consistently and strongly engage with the learning materials before class is an ongoing challenge. Some students might not take it seriously and just go through the content quickly without really understanding it. Teachers need to find ways to make sure students are taking the learning seriously and really understanding the

Classroom activity and time management also proves demanding, requiring balance between interactive and didactic approaches (Long et al., 2016). Teachers need to balance the time spent on interactive activities and the time needed to cover all the topics they planned to teach. It's like finding the right mix so that students are engaged in activities and still learn what they need to. Some students respond better to visual, auditory, or textual

content formats (Strayer, 2007). Educators also need preparation for in-class question answering to resolve confusion (Bergman & Sams, 2014). Students should fully grasp pre-class concepts before applying them through activities (Young et al., 2017). This comprehension foundation enables impactful participation.

Creating materials for students to learn on their own before class also adds to the challenges. These materials need to be interesting and helpful for students with different ways of learning. Some students learn better by watching videos, while others prefer reading or listening to audio. Teachers need to cater to these different learning styles.

Moreover, both students and teachers might not immediately embrace this new way of teaching. They might be resistant to change and prefer the traditional way of teaching. Convincing them to try the flipped classroom method could take some time and effort.

#### **1.1.4. Challenges of flipped classroom in EFL Education**

In the context of learning English in Vietnam, students grapple with various challenges that significantly impact their language learning journey. One major hurdle is the limited exposure to authentic English use outside the classroom, making it challenging for English as a Foreign Language (EFL) learners to engage with diverse language contexts, including different accents, idioms, and everyday expressions. This lack of exposure hampers their ability to effectively comprehend and communicate in various English language environments, restricting opportunities to refine speaking and listening skills authentically.

The intricacies of English grammar and syntax add another layer of difficulty. The structural differences between English and the students' native language pose challenges in constructing grammatically correct sentences, affecting both written and spoken communication. Additionally, cultural disparities play a role, with EFL learners struggling to grasp context-specific language use and cultural nuances embedded in English communication.

Motivation emerges as a crucial factor affecting language learning outcomes. Some students may lack intrinsic motivation, particularly when they don't see immediate practical

applications of English in their daily lives. This lack of motivation can impede engagement with the language, hindering overall progress.

Technological challenges compound these issues. In an increasingly digital world, not all students have equal access to technology, and some may lack the necessary digital literacy skills for effective engagement with online language learning resources. Moreover, the competency of teachers and the instructional methodologies used in EFL classrooms significantly impact the learning experience. Variances in teaching quality, outdated materials, and ineffective strategies can impede student progress.

Large class sizes in Vietnamese educational settings present an additional obstacle, limiting individualized attention and meaningful student-teacher interaction, thereby hindering language development. The transition from rote memorization to critical thinking represents a unique challenge, as students may initially focus on memorizing language rules rather than developing analytical and expressive language skills.

Understanding these challenges is crucial, especially when considering the application of a flipped learning model in Vietnamese EFL classrooms. The transition to a flipped approach introduces new dynamics, and a nuanced exploration of these challenges within this specific context is essential for developing effective strategies to address and overcome them.

### **1.1.5. Cultural considerations in EFL Education**

Cultural considerations play a pivotal role in shaping the intricate landscape of English as a Foreign Language (EFL) education (Smith, 2017). In the multifaceted context of EFL classrooms, where students bring a rich tapestry of cultural backgrounds, educators must navigate a nuanced terrain to foster effective language instruction. An essential facet involves the careful curation of teaching materials, ensuring they are culturally sensitive and avoiding content that might be unfamiliar or culturally inappropriate (Lee, 2019). Moreover, language instruction transcends the mere dissemination of vocabulary and grammar; it extends to an exploration of cultural nuances in communication. This encompasses understanding the diverse ways people express politeness, convey humor, and employ

different language registers (Brown, 2020), contributing to a more comprehensive language acquisition experience.

Cultural awareness training emerges as a vital component for EFL teachers (Martinez, 2021), empowering them with the tools to comprehend and adapt their teaching approaches to resonate with students from diverse cultural contexts. This training facilitates the development of a pedagogical approach that is not only linguistically effective but also culturally attuned, enhancing the overall educational experience. In addition, integrating cultural topics into the curriculum serves to enrich students' understanding of the cultural context in which the English language operates (Gonzalez, 2022). This encompasses exploration of literature, customs, traditions, historical events, and societal norms, providing students with a broader contextual understanding that goes beyond linguistic proficiency.

Fostering intercultural competence becomes a key educational objective (Williams, 2021), equipping students with the ability to communicate effectively across cultural boundaries. Encouraging interactions that celebrate and respect the diversity present within the classroom creates a positive learning environment (Stewart, 2018). Acknowledging and embracing the unique cultural perspectives each student brings not only fosters mutual understanding but also enhances the collective learning experience.

Furthermore, adapting teaching methods to accommodate diverse cultural preferences and learning styles contributes to an inclusive and effective learning environment (Park, 2020). Cultural factors can significantly influence educational approaches, and a flexible teaching methodology ensures that students from varied cultural backgrounds can engage meaningfully with the material. Awareness of language taboos or sensitivities within different cultures becomes imperative (Watson, 2019), guiding educators in navigating language use that is respectful and considerate of cultural norms.

Cultural considerations extend to understanding how cultural values impact students' motivation to learn English (Kim, 2022). Tailoring motivational strategies that align with cultural attitudes toward education and language learning can significantly enhance students' commitment and enthusiasm. In essence, the integration of cultural considerations into EFL education not only facilitates linguistic proficiency but also cultivates a broader skill set that prepares students to navigate the complexities of cross-cultural communication with finesse and cultural intelligence (Thompson, 2020).

### **1.1.6. EFL Education in Vietnam**

English as a Foreign Language (EFL) education in Vietnam is a dynamic and evolving field that reflects the nation's increasing recognition of English proficiency as a vital component of academic and professional success. Government initiatives have been instrumental in prioritizing English language education across educational levels. The Vietnamese Ministry of Education and Training has implemented comprehensive reforms to enhance English language skills, incorporating structured curricula and approved textbooks to provide a standardized framework for language instruction . These curricula typically emphasize the development of fundamental language skills, including listening, speaking, reading, and writing.

Language proficiency exams, such as the National Foreign Language Project 2020 and Cambridge English Qualifications, play a crucial role in assessing students' language skills, influencing educational policies, and serving as benchmarks for language learning outcomes. The emphasis on teacher training programs is notable, aiming to meet the growing demand for qualified English educators. These programs focus on enhancing teachers' language proficiency, teaching methodologies, and cultural understanding to better equip them for the diverse needs of EFL students.

In response to the evolving educational landscape, technology integration has become more prevalent in EFL classrooms throughout Vietnam. Digital resources, online platforms, and interactive tools supplement traditional teaching methods, providing students with diverse and engaging learning experiences. Private language centers have also proliferated, offering supplementary English courses outside regular school hours and catering to individuals seeking additional language support or specialized English skills for specific purposes, such as business or exam preparation.

Cultural considerations are integral to EFL education in Vietnam, given the country's rich cultural diversity. Teachers incorporate cultural topics and awareness into the curriculum to enhance students' understanding of both language and cultural nuances. Challenges persist, including limited exposure to authentic English language use outside the classroom, large class sizes, and variations in the quality of instruction. The ongoing transition from traditional teaching methods to more interactive and communicative approaches represent a noteworthy challenge.



The demand for English proficiency in Vietnam is closely tied to the country's globalization and economic development. Proficiency in English is increasingly viewed as a valuable asset for employment opportunities and international collaboration. Some educational institutions in Vietnam are exploring innovative approaches, such as flipped learning, encouraging students to engage with instructional materials outside of class and allowing in-class time for more interactive and collaborative activities. As Vietnam continues to place a strong emphasis on English language education, ongoing efforts are being made to address challenges, enhance the quality of instruction, and prepare students for success in an increasingly interconnected and globalized world.

### **1.1.7. Frameworks for addressing challenges in flipped EFL classrooms**

#### ***Framework 1: Flipped Classroom Research and Trends from Different Fields of Study (Zainuddin and Halili, 2016)***

Zainuddin and Halili's framework is a comprehensive approach to addressing challenges in flipped EFL classrooms. Drawing from research and trends across various fields of study, this framework recognizes that flipped learning is inherently multidisciplinary. It incorporates insights from educational psychology, technology-enhanced learning, and pedagogical theories to provide a holistic solution. The framework emphasizes the effective integration of technology, suggesting the selection of appropriate tools and platforms to enhance accessibility and facilitate active participation. Furthermore, it highlights the importance of fostering self-regulated learning in students, offering strategies to promote metacognitive awareness and timely feedback. Active learning strategies during in-class sessions, such as collaborative activities and problem-solving exercises, are also advocated to enhance student engagement and interaction. By addressing challenges from a multidisciplinary perspective, this framework offers a robust approach to improving flipped EFL classroom experiences.

#### ***Framework 2: Students' Perceived Challenges of Attending a Flipped EFL Classroom in Vietnam (Nguyen Huu Anh Vuong, Choon Keong Tan and Kean Wah Lee, 2018)***

The framework focusing on students' perceived challenges in a flipped EFL classroom within the Vietnamese context offers valuable insights into addressing concerns from the

learners' perspective. It recognizes that students' linguistic backgrounds and proficiency levels vary, which requires tailored solutions. One key solution involves customizing pre-learning materials to match individual needs, ensuring that all students can access and comprehend the content effectively. Additionally, this framework emphasizes the importance of enhancing classroom support mechanisms. Strategies such as peer interaction facilitation, opportunities for clarification, and structured collaborative activities create a supportive learning environment where students can address challenges more effectively. Moreover, promoting student autonomy is central to this framework. Encouraging students to take ownership of their learning journey through setting realistic expectations for pre-class preparation and fostering self-assessment empowers them to overcome challenges independently. Overall, this framework offers context-specific strategies that cater to the unique challenges faced by students in the Vietnamese flipped EFL classroom setting.

## **1.2. PREVIOUS STUDIES ON FLIPPED EFL CLASSROOM**

Previous studies on the flipped EFL classroom have demonstrated its potential to positively impact language learning outcomes, student engagement, and autonomy. Researchers have explored various aspects of the flipped approach, ranging from its impact on language proficiency to its influence on student engagement and learning experiences.

For instance, a study by Abeysekera and Dawson (2015) investigated the impact of the flipped classroom on the academic performance of EFL students. The researchers found that students in the flipped classroom group achieved higher grades and demonstrated improved language proficiency compared to the control group in the traditional classroom setting.

A 2019 study by Zainuddin and Perera titled, "Exploring students' competence, autonomy, and relatedness in the flipped classroom pedagogical model", explored the impact of the flipped classroom on EFL students' academic performance. They found the students in the flipped classroom setting not only achieved higher grades but also displayed a considerable improvement in language proficiency compared to their peers in traditional classrooms.

Another study by Lo and Hew in 2020, "A critical review of flipped classroom challenges in K-12 education: possible solutions and recommendations for future research", considered

the flipped model's influence on student engagement in an EFL class. The remarkable finding from their study was that students demonstrated heightened enthusiasm and participatory involvement in their language learning journeys, thereby showcasing the flipped classroom's potential.

Furthermore, the role of the flipped classroom in fostering learner autonomy within an Asian EFL context was highlighted in a 2021 study, "Student-Teacher Interactions in a Blended Learning Scenario for EFL: a Descriptive Study" by Le and Nguyen. The research indicated students utilizing the flipped model exhibited heightened self-directed learning behaviours, showing a greater propensity to independently access resources and interact with language content.

An additional study by Pham (2021), "Learners' Perceptions of Mobile- Assisted Language Learning: A Gender Study Among Vietnamese Students", gave attention to Vietnamese students' standpoint of the flipped EFL classroom, investigating their experiences and attitudes. The study verifies that learners viewed the flipped model beneficially, citing its flexibility, active collaboration, and engagement.

While these studies offer valuable insights into the flipped EFL classroom's advantages, there is also recognition of potential challenges and limitations. Some research has highlighted concerns related to student access to technology, variations in learning preferences, and the need for further research on specific language skills development.

### **1.3. RESEARCH GAP**

While interest is growing, the flipped classroom approach remains under-examined for EFL students at Vietnamese universities. No studies have specifically analyzed how non-English majors experience and perceive flipped classrooms for developing skills essential for communication like speaking and listening. Additionally, there is a dearth of Vietnamese-based studies tracking long-term impacts on retention and language proficiency gains. Several knowledge gaps persist, including understanding the model's efficacy in:

- Building intercultural communicative competence for success amidst globalization

- Scaffolding self-regulated learning and addressing challenges perceived by students themselves
- Applying flipped pedagogies effectively across diverse university-level EFL populations and contexts
- Demonstrating sustainable enhancements to achievement over time compared to traditional methods

This study aims to qualitatively elucidate non-English majors' firsthand perspectives on participating in a flipped EFL classroom at a specific Vietnamese university. By gathering rich insights from those directly impacted, findings will address current research limitations and inform practitioners struggling to implement emerging flipped approaches. Results can reveal areas requiring additional support to maximize communicative, cultural, affective, and linguistic learning outcomes for tertiary EFL cohorts. Careful documentation of the receptive and productive language development trajectory can demonstrate if initial student challenges dissipate or remain persistent barriers. Overall this exploration will guide context-specific best practices for translating flipped model benefits to Vietnamese classrooms amidst digital transformation.

## **CHAPTER 2: RESEARCH METHODOLOGY**

### **2.1. RESEARCH SETTING**

This research is set to transpire at the Hanoi University of Industry (HaUI), situated in Vietnam. It will specifically scrutinize a flipped English as a Foreign Language (EFL) classroom within HaUI's English department. Here, an experimental implementation of the flipped classroom model is occurring as part of an overhauled curriculum strategy. The investigation includes 67 participants, all being second-year undergraduates hailing from diverse academic disciplines and obliged to partake in English classes. This cohort comprises 39 female students, 25 male students, and 3 students who identify as other genders.

Each student from this sample, evaluated using a standardized proficiency exam conducted by the university, has been classified as having a B1 level of English proficiency prior to commencing their studies. The academic concentration of these students is either Business Administration (35 students) or Electrical and Electronics (32 students), both disciplines mandating English as a compulsory subject. Collectively, they engaged in the survey, with 7 of the total opting for participation in the interview process. This data collection took place during the summer term of 2023.

In addressing the structure of the flipped classroom model at HaUI, students initially engage in self-directed online study via the learning platform, eop.edu.vn. The academic resources supplied for this purpose are bespoke textbooks that are specifically relevant to their chosen major. Following this preparatory phase, students utilize in-class sessions to apply their newly acquired knowledge to concrete tasks and situation-based scenarios, thereby engaging in active learning.

### **2.2. RESEARCH METHODS**

The research conducted at Hanoi University of Industry (HaUI) will employ a mixed-methods approach combining quantitative and qualitative methods to gather a profound understanding of the challenges students face in a flipped EFL classroom. The methods used will provide broad-based results and nuanced insights offering a rich, multi-faceted view of students' experiences.

Regarding participants, the study will focus on 67 second-year undergraduate students, from different academic concentrations and gender identities, enrolled in EFL flipped classrooms. Students' English competency levels will be homogeneous, assessed at a B1 level based on a standardized placement test.

Data will be collected using two main instruments: questionnaires and interviews. Questionnaires, which will be translated into both Vietnamese and English to ensure comprehension, will explore areas like frequency of online learning platform use, difficulties faced, views on the usefulness of materials, effectiveness of group activities, level of teacher support, and suggestions for improvements. Semi-structured interviews, conducted with select students who volunteer, will serve to clarify questionnaire responses and offer deeper insight into the challenges faced.

The concurrent usage of surveys and interviews allows capturing the quantitative wholesale data and more profound, intricately qualitative data providing an overarching understanding of the challenges in implementing the flipped model.

Lastly, in alignment with the mixed methodology, both quantitative and qualitative data will be subjected to a thorough analysis process. For the quantitative data, Likert scale responses will be quantified into percentages and descriptive statistics calculated. For qualitative data, interview transcripts will be coded based on themes, and illustrative quotes will be enlisted to support the findings. An in-depth data analysis will ultimately serve the purpose of this research – to identify the primary difficulties students experience in a flipped EFL classroom at a Vietnamese university.

### **2.3. PARTICIPANTS**

The participants were 67 second-year undergraduate students enrolled in English as a Foreign Language (EFL) flipped classrooms at Ha Noi University of Industry in Vietnam. None of the students are English majors. There were 39 female students, 25 male students, and 3 students who identified otherwise in terms of gender.

All participants were assessed to have a B1 competency level in English based on their performance on a standardized placement test conducted by HaUI University prior to the semester. The students represented two major areas of academic concentration, with 35 students majoring in Business Administration and 32 students majoring in Electrical and Electronic Engineering. However, all students were instructed using the flipped teaching method.

The sample comprises two intact class sections, each of which consented to participate in the study during the Summer 2023 academic term at HaUI. The two classes were purposively sampled because the courses utilized a flipped classroom approach. This enabled direct investigation of second-year non-English major students' experiences and challenges faced in a flipped EFL environment.

## **2.4. DATA COLLECTION TOOLS**

This study utilized a mixed methods approach to data collection, including both quantitative questionnaires and qualitative interviews.

### **2.4.1. Questionnaires**

A survey questionnaire was designed for the purpose of the study based on the theoretical framework of *Students' Perceived Challenges of Attending a Flipped EFL Classroom in Vietnam* (Nguyen Huu Anh Vuong, Choon Keong Tan and Kean Wah Lee, 2018).

A bilingually designed questionnaire with 25 items was distributed to 67 university students taking a flipped English class. To ensure the suitability of the survey, pilot distribution of questionnaires with students was conducted. All participants were asked to complete the survey to check for complete understanding of the survey. A short but concise explanation of the nature of the study was given at the beginning of the questionnaire. The revised questionnaire was distributed live in paper form during class to maximize the response rate. Students have 30 minutes to complete the questionnaire.

The questionnaire employs closed-ended questions on a 5-point Likert scale to gather data on:

- Frequency of online learning platform use
- Difficulties faced in flipped classrooms
- Views on usefulness of pre-class materials

- Participation and effectiveness of in-class group activities
- Perceived level of teacher support
- Suggestions for improvements

The questionnaire additionally collects background information on gender, English learning experiences, flipped classroom familiarity, and major. It was distributed in paper copy during class sessions to maximize response rates.

### **2.4.2. Interviews**

Semi-structured interviews were conducted with 7 student volunteers who left contact details on the questionnaire. Open-ended verbal probes sought to clarify questionnaire responses and elicit more in-depth perspectives on challenges students encountered regarding motivation, adaptation, group work, teacher support, and recommendations. Interviews averaged 30-40 minutes and were audio recorded and transcribed.

Data were analyzed according to thematic codes and triangulated from multiple instruments to provide descriptive details and statistical insights into difficulties confronting students in a flipped EFL environment

## **2.5. DATA COLLECTION PROCESS**

Capturing multi-dimensional learner perspectives regarding flipped English classroom model experiences necessitates a mixed methodology encompassing numerical and narrative instruments. While surveys quantify broad-stroke patterns, interviews uncover complexities behind averages that literature reviews then contextualize against previous knowledge. Together these sources elucidate realities for tailored, ethical practice.

### **2.5.1. Surveys**

A questionnaire will be developed to gather quantitative data on students' perceived challenges in the flipped EFL classrooms at Hanoi University of Industry. The survey will include questions related to the implementation of the flipped model, technology accessibility, student engagement, and overall satisfaction with the instructional approach. By administering the survey to a larger sample of students, the research can gain a broader understanding of the common challenges encountered in the flipped EFL classroom.



### **2.5.2. Interviews**

Semi-structured interviews will be conducted with students to delve deeper into their experiences and perspectives. These interviews will allow for more nuanced insights, exploration of emerging themes, and understanding the contextual factors that may influence the challenges faced in the flipped EFL classroom. The interview data will complement the quantitative findings from the surveys, providing a more comprehensive understanding of the complexities involved in implementing the flipped model.

## **2.6. RESEARCH APPROACHES**

This study uses a mixed methods approach, combining qualitative and quantitative data to understand the difficulties students face in a flipped English classroom.

First, open-ended interviews will explore students' in-depth experiences with flipped teaching. This will provide descriptive details about the range of challenges they encounter.

Second, a survey will be administered to a larger group of students based on the initial interview results. Closed-ended questions will gather data to determine how often certain difficulties occur. Statistics will test connections between variables influencing the flipped classroom problems.

Together, the detailed qualitative interviews and broader quantitative survey offer well-rounded insights. The initial interviews gather narrative examples and detailed student perspectives. The following survey examines patterns across a bigger population. This two-phase approach draws out both rich descriptive experiences as well as generalizable statistical data related to the research topic.

The mixed methods design takes advantage of qualitative strengths in gathering in-depth understanding, alongside quantitative strengths in testing measurements across samples. This combination offers a more complete picture of flipped classroom challenges for English students in Vietnamese universities.

## **2.7. DATA ANALYSIS**

The data collected in this study underwent quantitative and qualitative analysis procedures aligned to the mixed methodology.

### **2.7.1. Quantitative Data**

- Questionnaire responses were compiled in an Excel spreadsheet. Likert-scale item frequency percentages were calculated to identify prevalence of flipped classroom challenges.
- Descriptive statistics including means and standard deviations were computed for ordinal variables.
- Data analyses addressed the core research question regarding primary difficulties students experienced.

### **2.7.2. Qualitative Data**

- Audio recordings from interviews were professionally transcribed.
- Transcripts underwent open, axial, and selective coding guided by the initial questionnaire themes and emerging new topics.
- Major categories included motivation issues, adapting to active learning, technology problems, teacher engagement, and peer interaction challenges.
- Illustrative quotes provide detailed evidence to augment quantitative questionnaire results related to impediments students faced.

Connections between variables were analyzed using SPSS analytics. Interpretations were made to determine central impediments within a Vietnamese university flipped classroom context, addressing the study's research aims.

## **2.8. SUMMARY**

The chapter outlines the step-by-step process for collecting data on experiences in a flipped English as a Foreign Language (EFL) classroom at Hanoi University of Industry in Vietnam. It provides details on the research setting, data collection timeline, mixed methods approach integrating surveys and interviews, sample of 67 second-year non-English majors, use of questionnaires and verbal probes to gather statistics and narratives, and analytical procedures quantifying patterns alongside coding qualitative themes.

Specifically, the research design involves an initial exploratory phase of in-depth student interviews investigating challenges encountered regarding motivation, adaptation, technology issues, teacher support, and peer interactions in a flipped context. Findings

inform a structured questionnaire distributed to all participants analyzing prevalence of difficulties. Literature reviews contextualize results against prior knowledge.

Intentional connections between observations, surveys and verbal discussions allow triangulation across instruments to capture authentic perspectives. The goal is gathering multi-dimensional insights on scaffolding techniques and activities that best assist Vietnamese university EFL learners transition to active, technology-enhanced flipped classrooms. Findings will advise educational programs on maximizing benefits of this model given Vietnam's complex English education landscape.

## CHAPTER 3: RESULTS AND DISCUSSION

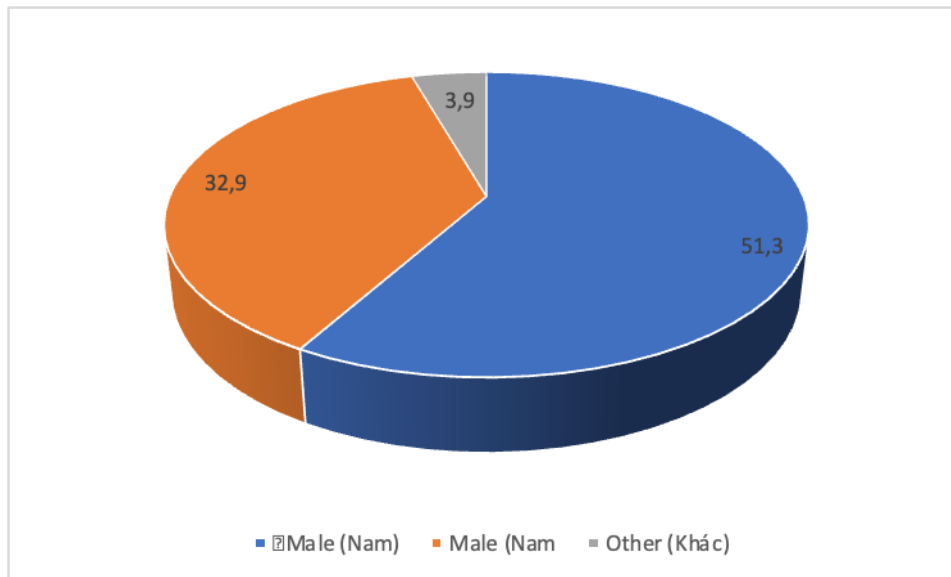
### 3.1. SAMPLE CHARACTERISTICS

- On gender:

Survey samples with gender characteristics are listed in the following table:

	Frequency	Percent
Female	39	51,3
Male	25	32,9
Other	3	3,9
Total	67	88,2
System	9	11,8
Total	76	100,0

*Table 3.1.1: Sex statistics of the study sample*



*Figure 3.1.1: Graph showing the gender of the survey sample*

*Source: Author compiled from SPSS*

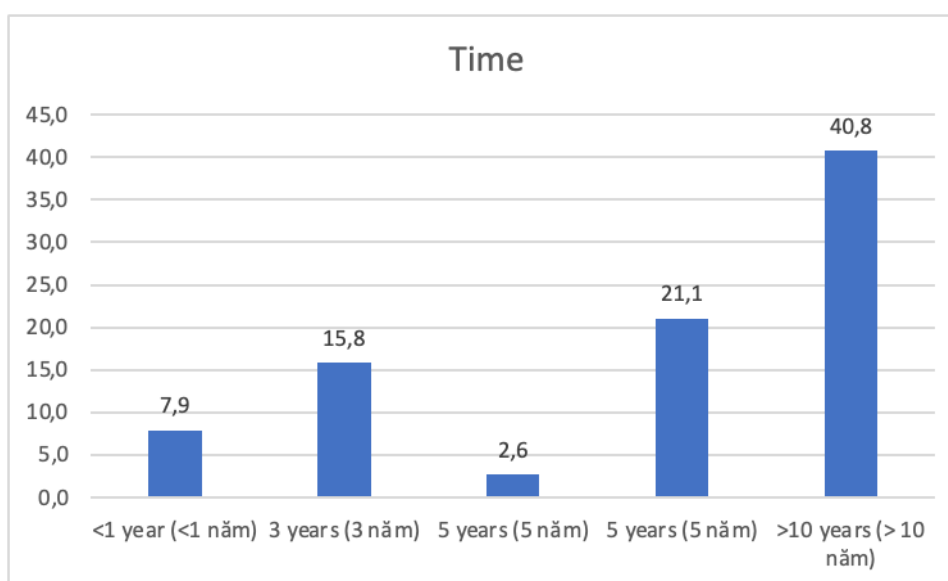
According to the results, 51.3% of the surveyed subjects were male, corresponding to 39 people. 32.9% of the studied subjects were female, reaching the remaining 25 people; the remaining 3.9% were other subjects. It can be seen that the survey subjects are mainly male gender, and the female gender is only a tiny part.

### 3.2. ENGLISH LEARNING TIME

The English learning time of the respondents has specific differences in the following table and chart:

	Frequency	Percent
<1 year	6	7,9
Three years	12	15,8
Five years	2	2,6
Five years	16	21,1
>10 years	31	40,8
Total	67	88,2
System	9	11,8
Total	76	100,0

*Table 3.2.1: Statistics of the number of years of English study of the study sample*



*Figure 3.2.1: Chart showing the number of years of English language study of the survey sample*

Through tables and charts, it can be seen that 40.8% of respondents studied English for more than ten years (this is consistent with the fact that education in our country has made English a compulsory subject for a long time, so most students have learned English since high school years), 21.1% of respondents have studied English for more than five years. The rest are looking for over one year and over three years, accounting for a low rate. Overall,

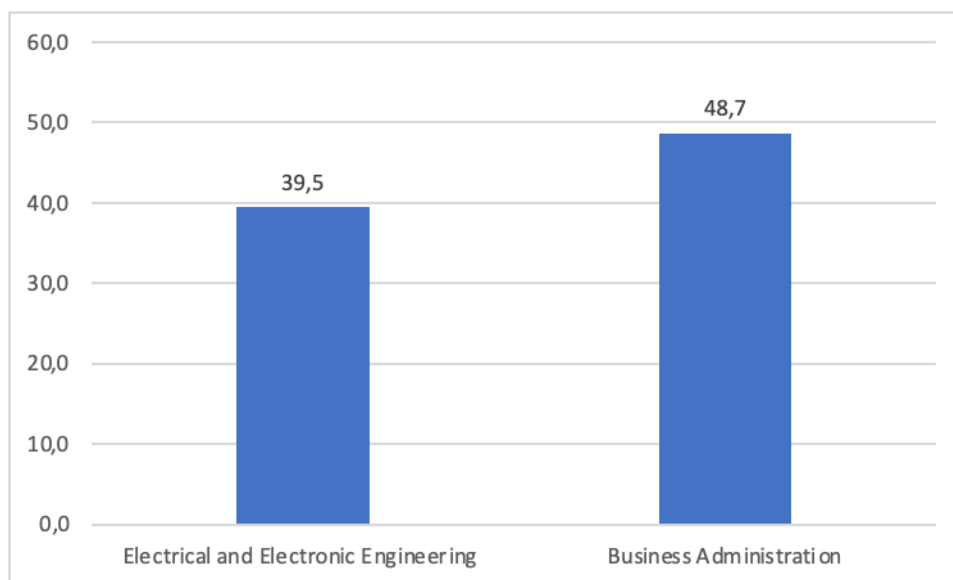
the data indicates a substantial presence of long-term English learners, likely influenced by the mandatory inclusion of English in the education curriculum.

### 3.3. FIELD OF STUDY

For the subject question, the survey results are as follows:

	Frequency	Percent
Electrical and Electronic Engineering	30	39,5
Business Administration	37	48,7
Total	67	88,2
System	9	11,8
Total	76	100,0

*Table 3.3.1: Field statistics of the survey sample*



*Figure 3.3.1: A chart showing the field of study of the survey sample*

Based on the data, 48,7% of the survey sample studied business administration, and 39,5% studied electrical and electronics, which further explains the fact that the gender of the study sample is more than 50% male, which is typical for the study sample. The implication is that certain academic disciplines, such as business administration and electrical/electronics, may attract a higher percentage of male students, contributing to the overall gender composition observed in the study sample.

### 3.4. STUDENTS' AWARENESS OF THE FLIPPED CLASSROOM MODEL IN ENGLISH

The flipped classroom model in English requires positivity and awareness on the part of students. Students' understanding of this model can be assessed by their level of active participation in the learning and discussion process, their self-management of learning, and their ability to apply their knowledge in practice. Unlike the traditional model, the flipped classroom emphasizes students doing their research and learning in addition to just listening to lectures and memorizing.

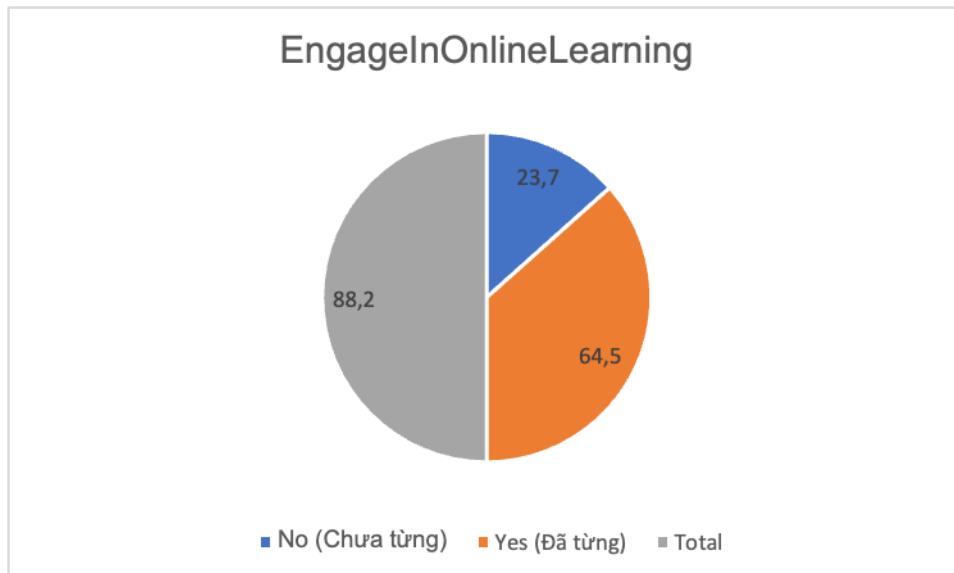
Students need to be able to self-study, seek information, and know how to participate in group or individual learning activities. They must also demonstrate the ability to collaborate, communicate, and criticize when engaging in flipped classroom learning activities.

However, students' level of awareness may vary depending on their learning mindset, learning environment, and support from faculty. Most importantly, it is necessary to create conditions for students to maximize their abilities in the flipped classroom model in English. While the survey and synthesis analyzed the survey results, there are surprising results as follows:

With the question: Did you engage in online learning before attending University? (Before going to university, have you ever studied online/online?): Up to 23.7% of surveyed students have never studied online; this result is quite surprising because 2020-2021 is two years affected by the pandemic, and almost all students in Vietnam participate in online learning, specifically in the table below:

	Frequency	Percent
No	18	23,7
Yes	49	64,5
Total	67	88,2
System	9	11,8
Total	76	100,0

***Table 3.4.1: Results of whether students have ever studied online or not***



**Figure 3.4.1: Chart showing results of previous online learning**

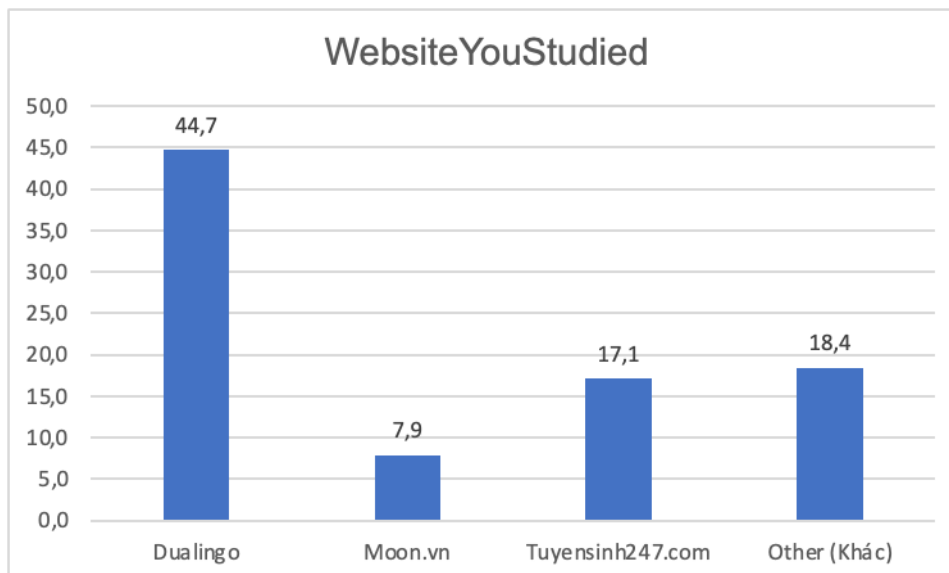
In addition, 64.5% of students responded that they had studied online; the results were entirely accurate.

If you have engaged in online learning, please list the website(s) you studied. The results are shown in the following table:

	Frequency	Percent
Duolingo	34	44,7
Moon. vn	6	7,9
Tuyensinh247.com	13	17,1
Other	14	18,4
Total	67	88,2
System	9	11,8
Total	76	100,0

**Table 3.4.2: Websites used to study**





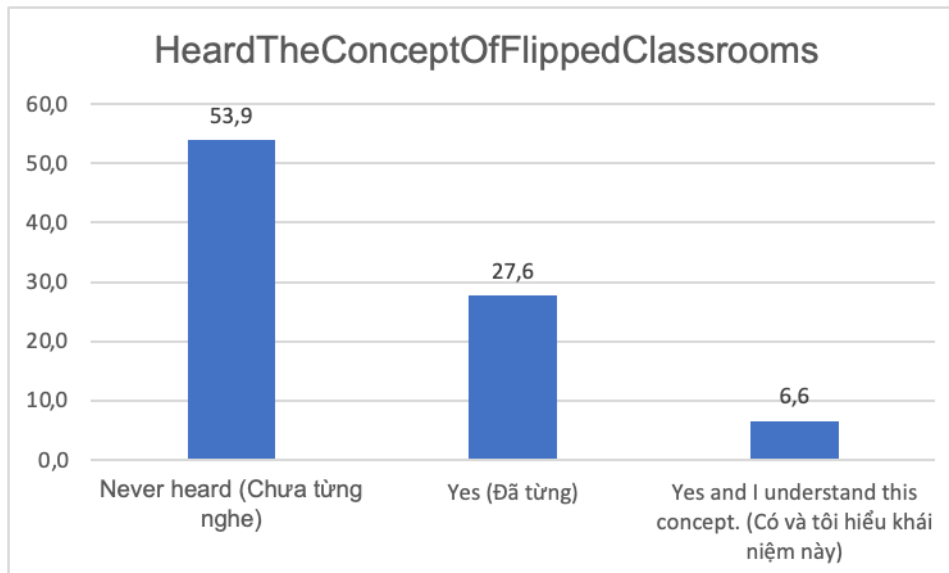
**Figure 3.4.2: Website chart of students studied.**

Of the 64.5% of respondents who have studied online, 44.7% of students have learned on the Duolingo website, and 7.9% looked at the Moon.vn website, 17.1% of students studying at Tuyensinh.com and the rest at other websites. This shows that more students choose Duolingo to learn online, partly because Duolingo has good lecture quality and an easy-to-use interface.

Have you heard the concept of "flipped classrooms" before?: The survey results are obtained as follows:

	Frequency	Percent
Never heard	41	53,9
Yes	21	27,6
Yes, and I understand this concept.	5	6,6
Total	67	88,2
System	9	11,8
Total	76	100,0

**Table 3.4.3: Student Perception Survey Results with the idea of "flipped classrooms"**



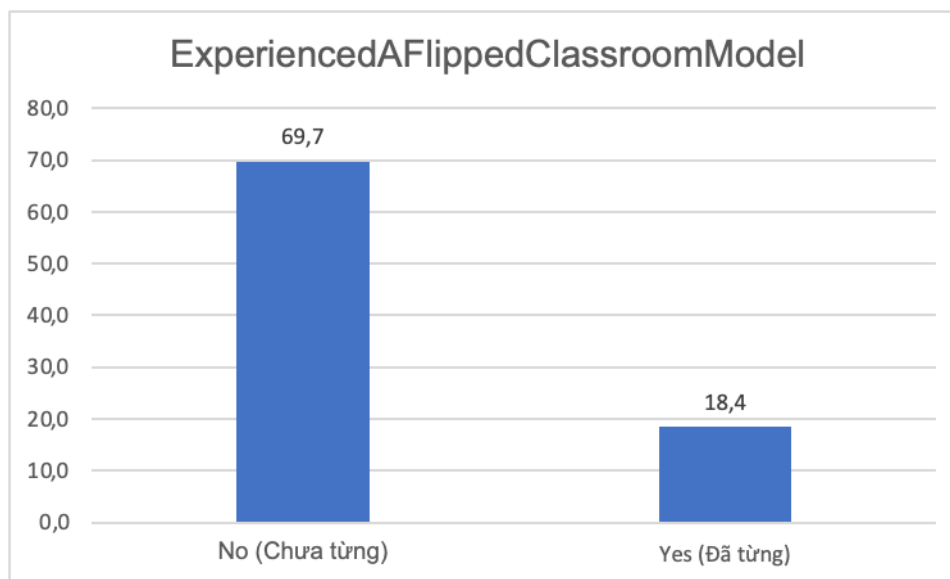
**Figure 3.4.3: Student Perception Statistics Chart with the concept of "flipped classrooms"**

Through tables and charts, we see that 53.9% of students have never heard of the concept of the flipped classroom, 27.6% of students have heard of this concept, and only 6.6% of students have heard and understood this concept; understandably, the number of students who understand this concept is understandable because this concept is still new to students in particular and education as well as the application of the flipped classroom to general teaching in Vietnam. The analysis recognizes that the limited understanding among students is understandable given the novelty of the flipped classroom concept in the educational landscape of Vietnam. This suggests that there is room for educational initiatives to increase awareness and comprehension of this teaching approach.

Have you experienced a "flipped classroom" model before attending university? (Have you studied in the "Flipped Classroom" model before?): The results are shown in the table below:

	Frequency	Percent
No	53	69,7
Yes	14	18,4
Total	67	88,2
System	9	11,8
Total	76	100,0

**Table 3.4.4: The results of the survey students learned the "flipped classroom"**

*model*

**Figure 3.4.4: Charts Student Survey Statistics Learn the "flipped classroom" model.**

Through tables and charts, we can see that among students who know about the flipped classroom and understand the flipped classroom, 69.7% of students have never learned the flipped classroom model, and the remaining 18.4% have learned the flipped classroom model. The data suggests that there is a gap between awareness and formal learning of the flipped classroom model among students. A considerable percentage, almost 70%, who are familiar with the concept and understand it, have not undergone formal instruction in the model. This gap may be indicative of a potential need for increased implementation or dissemination of the flipped classroom model in the educational context. Further investigation could explore the reasons behind the high percentage of students who are aware of the flipped classroom but have not learned it. This could involve studying factors such as curriculum design, teaching methodologies, or institutional support for implementing the flipped classroom model.

### **3.5. CHALLENGES ENCOUNTERED IN A FLIPPED CLASSROOM**

When taking flipped classes, students may experience some of the following difficulties: The flipped classroom requires students to study and do more research independently than in the traditional classroom. Therefore, students need to be able to manage their own time and create effective study schedules.

The flipped classroom requires students to inquire and study information independently, which can sometimes be daunting if students are not accustomed to learning this way.

Flipped classes often encourage students to engage in group activities and discussions. This can be difficult for some students due to their introverted personality or communication ability.

Some students may need help applying the flipped classroom knowledge to practice due to a lack of experience or creative thinking ability.

To address these challenges, faculty support and resources such as detailed instructions, reference materials, and assistance in self-managing time can help students better adapt to the flipped classroom model.

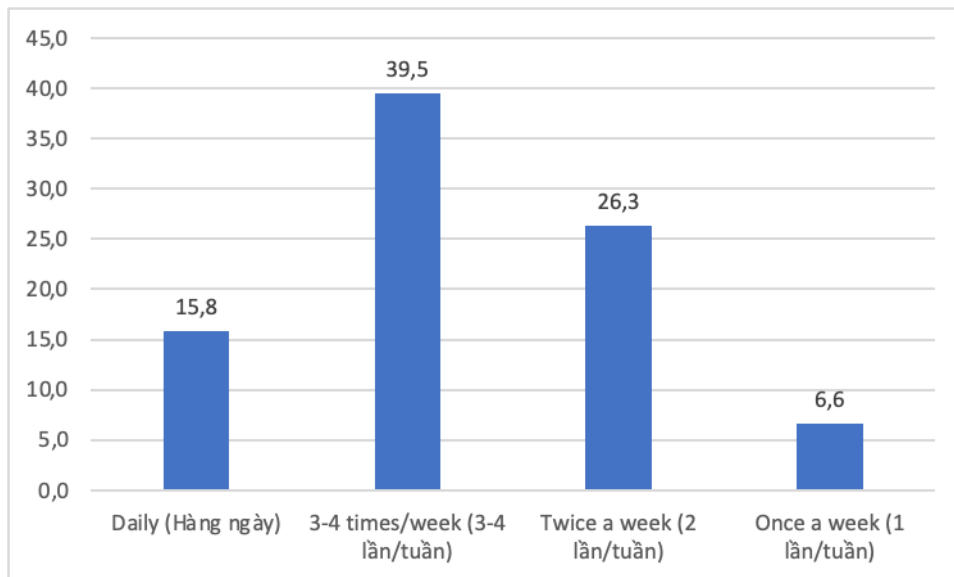
This was similar to the respondents' responses: "Please share the most specific challenges you have faced when participating in a flipped classroom." Moreover, the answers compiled by the author include: "*Some contents are not detailed and not understood*"; "*Flipped classroom requires creativity compared to the old way of learning, causing difficulties for students with traditional thinking (learning combining online and offline)*" (S#3); Students have not absorbed enough knowledge when studying online (due to themselves); not familiar with technology, upload exercises; Knowledge on the system is not rich.

To find out the current state of difficulties students face when participating in flipped classes, we analyze the survey results below:

**How often do you study English on the school's website <http://eop.edu.vn>? (How often do you learn English on the blended learning site <http://eop.edu.vn>): the following result is obtained:**

	Frequency	Percent
Daily	12	15,8
3-4 times/week	30	39,5
Twice a week	20	26,3
Once a week	5	6,6
Total	67	88,2
System	9	11,8
Total	76	100,0

**Table 3.5.1: Statistics of students regularly participating in learning English on**



**Figure 3.5.1: The chart shows the Statistics of students who regularly participate in studying English on eop.edu.vn**

Based on Table 3.5.1, we see that the majority of students study 3-4 times/week, accounting for 39.5%, 15.8% of students look daily; this result is relatively low; 26.3% of students learn two times/week, and only 6% of students check one time/week. The number of students studying daily is minimal because the majors of the surveyed students are electrical engineering and business administration, mainly calculating, exposed to numbers, so learning English is infrequent.

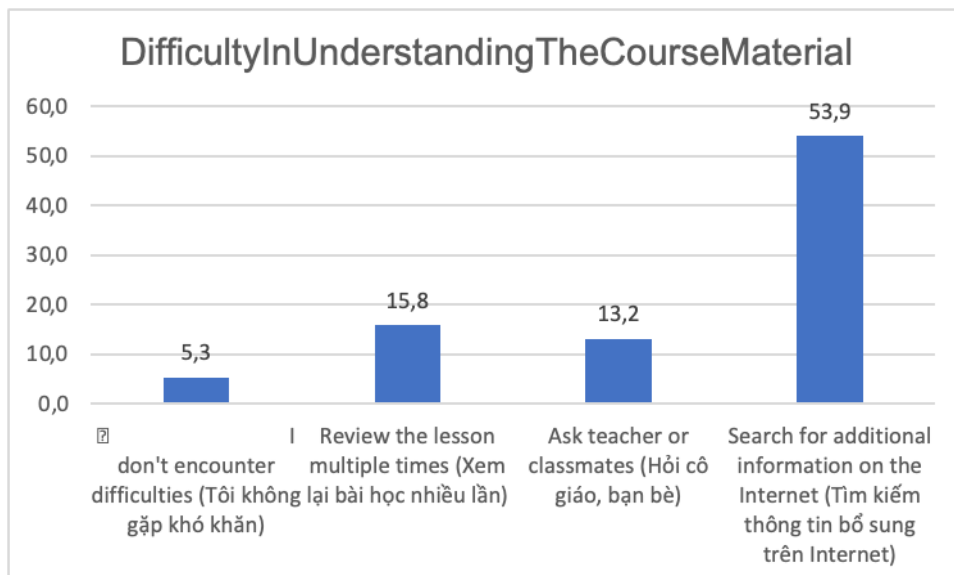
Personal solutions of respondents given when facing difficulties are: Learn more carefully when do not understand or ask friends; Make a specific plan, have specific and clear learning goals; Divide the lesson into stages, learn little by little; Ask friends; search online, ask friends. To clarify this, we rely on the following analysis:

The result for the question "When you have difficulty in understanding the course material before class, what do you usually do? (When you are having trouble understanding the material before class, what do you usually do?)" The following results are obtained:

	Frequency	Percent
I do not encounter difficulties	4	5,3

Review the lesson multiple times	12	15,8
Ask the teacher or classmates	10	13,2
Search for additional information on the Internet	41	53,9
Total	67	88,2
System	9	11,8
Total	76	100,0

**Table 3.5.2: Statistics on students' handling methods when having difficulties with materials before going to class**



**Figure 3.5.2: Chart of students' handling methods when having difficulties with materials before class**

It can be seen that 5.3% of students did not have difficulty before going to class with the lesson using the inverted model, which is consistent with the previous survey when 6.6% understood the flipped classroom model, the remaining 15.8% of students will review the lesson several times when they encounter difficulties. There are 13.2% of students who will ask questions with teachers and friends, the remaining 53.9% of students will do their research on the internet, self-study and learning with materials is also part of the flipped classroom when applying to teaching.

*"When I have difficulty understanding online lessons, I often ask my friends. If my friends don't know, I will ask the teacher to understand correctly and apply it to do exercises."* (S#2)

*"If I don't understand the lesson, I often reread the material myself and search on the Internet."* (S#5)

The data portrays a diverse set of strategies employed by students when facing difficulties with lessons in the flipped classroom model. While a small percentage finds no difficulty, the majority utilizes self-directed learning methods, including internet research and self-study. This aligns with the principles of the flipped classroom model, where students are encouraged to take an active role in their learning process.

Implications: Educators can take note of the varied approaches students use to overcome difficulties and tailor support mechanisms accordingly. Additionally, the data reinforces the idea that the flipped classroom model supports individualized learning, allowing students to choose methods that best suit their learning preferences and needs.

To measure the level of difficulty in learning the flipped classroom model, we further analyze the survey results with the following level-based assessment questions:

Students choose the inverted classroom difficulties statements with the following levels:

<b>Never</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Always</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

The results are summarized as follows:

### **3.5.1. Difficulties in online classes**

Eight statements about difficulties in the online flipped classroom obtained average results, as shown in the table below.

	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
No computer with internet access for online learning	2,0448	,99137	67
Slow and unstable internet	2,6716	,95961	67

connection			
Difficulty uploading assignments (speaking, writing, etc.) to the EOP system due to lack of IT skills	2,3134	,82036	67
Lack of time for online learning	2,1940	,89169	67
Not understanding online content	2,3582	,79203	67
Difficulty staying focused while learning online	2,0746	,94249	67
Lack of timely support from teachers	2,4627	,87609	67

*Table 3.5.1.1: Average results of online classroom difficulties*

Through Table 3.5.1.1, it can be seen that the average score of the difficulties is at a specific low level:

No computer with internet access for online learning has an average score of 2.0448, which means that students have enough computer and internet access. Hence, they rarely lose connection or computers to study online.

Slow and unstable internet connection also had the highest average score of 2.6716 in the assessments. It showed that some students have slow and irregular internet connections and objective difficulties, which can be overcome.

Difficulty uploading assignments (speaking, writing, etc.) to the EOP system due to lack of IT skills has an average score of 2.3134, indicating that sometimes students upload assignments (speaking, writing, etc.) to the EOP system.

Lack of time for online learning has a GPA of 2.1940, indicating that some students need more time to study online.

Not understanding online content has an average score of 2.3582, which means that sometimes students need help understanding the scope of online lessons.

Difficulty staying focused while learning online has an average score of 2.0746, showing that when studying online, it is rare for students not to focus; it can be understood that online learning needs high concentration to absorb and record all knowledge while looking.



Lack of timely support from teachers with the second highest GPA of 2.4627 shows that sometimes students do not receive timely support from teachers, possibly due to online learning, the number of questions from students being too high, and online classes are challenging to receive information from students promptly such as face-to-face learning, so sometimes teachers cannot support at the same time many students.

To determine more clearly, we analyze the reliability of statements through the Cronbach alpha index with the following results:

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
No computer with internet access for online learning	14,0746	12,282	,457	,744
Slow and unstable internet connection	13,4478	12,706	,411	,753
Difficulty uploading assignments (speaking, writing, etc.) to the EOP system due to lack of IT skills	13,8060	12,825	,501	,734
Lack of time for online learning	13,9254	11,979	,594	,713
Not understanding online content	13,7612	13,063	,480	,738
Difficulty staying focused while learning online	14,0448	12,710	,423	,750
Lack of timely support from teachers	13,6567	12,289	,551	,723

*Table 3.5.1.2: Reliability of online learning difficulties*

The table shows that the statements' reliability all has Cronbach's Alpha coefficient greater than 0.6, and the total variable correlation is more significant than 0.3. Additionally, the actual variable correlation is more minor than Cronbach's Alpha coefficient, so the statements about the difficulty of learning online are statistically significant.

	Mean	Std. Deviation	N
Difficulty in group activities, presentations, or discussions	2,5672	,97272	67
Lack of timely support from teachers	2,2090	,80787	67
Inability to keep up with in-class activities provided by the teacher	1,9851	,91275	67

**Table 3.5.1.3: Average Outcome of In-Person Classroom Difficulties**

With the table above, we see that the difficulties of studying in class are also at a specific average:

Difficulty in group activities, presentations, or discussions has the highest average score of 2.5672 among the group of statements. Most students have problems in group activities when presenting talks, possibly because each student's comprehension level is different when applying the flipped classroom model, causing challenges in presentations and group discussions.

Lack of timely support from teachers has a GPA of 2.2090, so students sometimes need timely help. Online and face-to-face classes are more limited, so sometimes teachers respond to students' questions after some time.

The inability to keep up with in-class activities provided by the teacher with the lowest GPA of 1.9851 may indicate that only a few students are keeping up with the exercises the teacher gave, which is a good sign when teaching with a flipped classroom model.

Assess the reliability of difficulties when learning in class through the following table:

	Scale Mean if Item	Scale Variance if	Corrected Item-Total	Cronbach's Alpha if

	Deleted	Item Deleted	Correlation	Item Deleted
Difficulty in group activities, presentations, or discussions	4,1940	2,431	,586	,778
Lack of timely support from teachers	4,5522	2,554	,754	,607
Inability to keep up with in-class activities provided by the teacher	4,7761	2,601	,584	,770

**Table 3.5.1.4: Reliability of in-person learning difficulties**

The table shows that the statements' reliability all has Cronbach's Alpha coefficient greater than 0.6, and the total variable correlation is more significant than 0.3. Additionally, the actual variable correlation is more minor than Cronbach's Alpha coefficient, so statements about the difficulty of in-person learning are statistically significant. Only "Lack of timely support from teachers" is correlated with total variables greater than Cronbach's Alpha coefficient. So, when analyzing factors, the author will not explore that statement.

### **3.5.2. Impact of difficulties on adopting the flipped classroom model**

To assess the impact of problems, we can follow the following table of results:

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4,253	42,531	42,531	4,253	42,531	42,531
2	1,263	12,631	55,163	1,263	12,631	55,163
3	1,078	10,778	65,941	1,078	10,778	65,941
4	,768	7,684	73,624			
5	,733	7,334	80,958			
6	,513	5,126	86,084			
7	,462	4,620	90,704			
8	,415	4,154	94,857			

9	,326	3,261	98,119			
10	,188	1,881	100,000			

**Table 3.5.2.1: Factor analysis results**

With eight difficulties when learning online and two complex statements when learning face-to-face, the author put into factor analysis and found that those ten complex statements had an impact of 65.941% on the application of the flipped classroom model. This result is relatively large, and the improvement of difficulties is urgent.

### **3.6. PERSONAL VIEWS ON THE FLIPPED CLASSROOM**

Question: Are the materials you must study before class functional? The results are obtained in the following table:

	Frequency	Percent
Very useful	36	47,4
Useful but needs more variety	26	34,2
Not very useful	5	6,6
Total	67	88,2
System	9	11,8
Total	76	100,0

**Table 3.6.1: Survey results on functional materials before class**

47.4% of students thought the material helped them learn before taking flipped classes, with only 6.6% feeling unhelpful. Indeed, in the responses of the surveyed students, students said that the additional materials added by teachers are essential and that providing this additional material brings effects such as the need for additional study materials, need materials to learn more about grammar, need for additional learning materials, many examples (some lessons in the book are not very relevant); need more documents.

*“I think we need some additional learning materials and some examples (some lessons in the book are not very relevant)” (S#1)*

*“I need some more materials about grammar. Sometimes the knowledge about grammar in the coursebook is not enough for us to understand. We have to ask friends/ teachers or search in the Internet if we don’t know.” (S#6)*

Question: Do you regularly participate in group activities or discussions in flipped classrooms? How practical are these activities? (How often do you engage in group activities or flipped classroom discussions? The effectiveness of those activities?) The results are as follows:

	Frequency	Percent
Very frequently, and I find them very effective	28	36,8
Occasionally, I find them effective	24	31,6
Frequently, but I do not find them effective	7	9,2
I do not participate in group activities or discussions	8	10,5
Total	67	88,2
System	9	11,8
Total	76	100,0

***Table 3.6.2: How often do you engage in group activities or flipped classroom discussions***

There are 36.6% of students Very often and find it very effective to participate in group activities, 31.6% of students sometimes participate in group activities and feel effective, 10.5% of students do not participate in group activities, the fact that students do not participate in group activities may be due to not understanding the lesson well as not acquiring knowledge when studying flipped classes. The data indicates a generally positive attitude towards group activities, with a majority of students either very often or sometimes participating and perceiving effectiveness. However, the acknowledgment that some students do not participate in group activities due to potential difficulties in understanding the lesson suggests a connection between comprehension levels and engagement in collaborative learning activities.

Implications: Educators could use this information to tailor their instructional approaches, emphasizing group activities for enhanced engagement and effectiveness, especially for students who find this mode of learning beneficial. Additionally, understanding the reasons for non-participation can guide educators in addressing potential knowledge gaps or comprehension issues, ensuring that all students can benefit from collaborative learning experiences.

Question: How do you perceive the usefulness and level of instructor support during flipped learning? Results:

	Frequency	Percent
Very useful and always supportive	41	53,9
Useful but not timely	14	18,4
Needs improvement	11	14,5
Did not receive support	1	1,3
Total	67	88,2
System	9	11,8
Total	76	100,0

***Table 3.6.3: Hindrance to teacher usefulness and support***

Through the table, we see:

53.9% of students said that it was helpful and always had support from teachers, 18.4% said that teacher support was useful but not timely, 14,5% students think that instructor support can be improved, and 1.3% said they did not receive support from teachers. The data paints a generally positive picture of teacher support, with the majority expressing satisfaction. However, the presence of percentages indicating room for improvement, both in terms of timeliness and overall quality, suggests that there may be variations in the level of support provided by different instructors or in different circumstances.

The question: Do you need additional support or supplementary study materials to improve your learning before attending flipped classroom sessions?:

	Frequency	Percent
Do not need additional support or study materials	13	17,1
Need a small quantity of additional support or study materials	40	52,6
Need a lot more support or study materials	14	18,4
Total	67	88,2
System	9	11,8
Total	76	100,0

**Table 3.6.4: Surveys using extra support or learning materials**

17.1% of students did not need extra support or study materials, 52.6% needed extra help or study materials, and 18.4% required more support or study materials.

Question: Do you have enough time to prepare for lessons before attending class?

	Frequency	Percent
Yes, enough time	22	28,9
Yes, I have enough time, but I need better time management	41	53,9
Not enough time	4	5,3
Total	67	88,2
System	9	11,8
Total	76	100,0

**Table 3.6.5: Survey whether there is enough time to prepare before class**

28.9% of students have enough time to study, and 53.9% have enough time but need better time management. Only 5.3% of students need more time to prepare their papers before class. The relatively low percentage of students expressing a need for more time may suggest that time constraints are not a major issue for the majority.

Question: Do teachers provide you with a clear learning schedule and guidelines for effective online learning at home?:

	Frequency	Percent
Yes, very detailed	41	53,9
Yes, but not in detail	16	21,1
Yes, but not in detail	8	10,5
No guidance provided	2	2,6
Total	67	88,2
System	9	11,8
Total	76	100,0

**Table 3.6.6: Teachers offer and guide the learning path**

53.9% of students said that teachers have very detailed instructions, and teachers have instructions but not details, accounting for 21.1%. 10.5% of students said teachers were only general, and only 2.6% said teachers should have provided or guided them.

Overall, do you like the "flipped classroom" model?

	Frequency	Percent
Yes	33	43,4
No	8	10,5
No opinion	26	34,2
Total	67	88,2
System	9	11,8
Total	76	100,0

**Table 3.6.7: The flipped classroom model has fun.**

The number of students interested in flipped learning accounted for 43.4%, with 10.5% disliking converted classes and 34.2% not giving an opinion. The data reflects a diverse range of attitudes toward flipped learning. While a significant number of students are interested, there is a smaller percentage that expresses dislike. The other major group, however, has not formed a clear opinion, which may indicate a need for more information or experiences with flipped learning.

In short, this chapter analyzed research results collecting from the data, discuss about the results and propose some solutions depending on the results.



### **3.7. SUMMARY AND DISCUSSION**

This study examined student perspectives on the challenges encountered in flipped EFL classrooms, employing methods such as surveys and interviews to ascertain key insights. The primary areas of concern highlighted by the students included difficulties in maintaining motivation and engagement, the impact on learning outcomes, technological barriers, and issues concerning the overall adaption to this new learning model.

Specifically, students sometimes traced impediments to their learning to internet connectivity issues, problems with uploading assignments, and difficulties in discerning the content delivered online. They also cited in-class complications such as participating in group activities and accessing timely help from teachers. However, the majority felt that they were given adequate time and materials to prepare in advance.

Interestingly, although slightly more than half of the students approved of the guidance and utility provided by their instructors, the overall attitude towards the flipped model was mixed. While 43% liked the approach, 10% expressed disapproval.

The implications drawn from these results underscore the need for a tailored approach in support of students, particularly in areas like providing IT skills training and comprehension aids, as well as structuring group discussions more effectively. Making academic staff more accessible and providing detailed educational plans and materials may also ease the transitional struggles noted in this study.

This research offers strategies based on student feedback to ensure a more productive implementation of the flipped classroom model. While it highlights significant obstacles to overcome, the overall sentiment from participants was one of acceptance if they receive adequate support from educators.

The main challenges faced in the flipped EFL classrooms, as gleaned from the interviews, centred around comprehension of online materials, technology use, the development of independent learning skills, and a wish for more resources.

A report of difficulty understanding pre-class materials was a common theme among several students. They attributed this issue to the lack of depth and clarity of the material, which hindered proper absorption of key concepts. Understanding and applying online course content through independent study is critical to succeeding in a flipped classroom model (Long et al., 2016). However, if the course materials do not provide sufficient explanatory detail, students' aptitude and participation might be hampered.

Various students also mentioned the challenge of using technology, including trouble with certain platforms used for assignment submissions. Lack of familiarity or access to the necessary technology can pose significant hurdles to student success in a flipped learning environment (Bergman & Sams, 2012).

A concern that emerged from these challenges could be the lack of developed self-directed learning capacities. This was evident in students' admissions of insufficient knowledge retention and reflections on the need to improve their strategies for independent study. While collaboration is encouraged, the apparent dependency on others could stand in the way of fostering a key tenet of the flipped classroom model - resourcefulness (Bergman & Sams, 2014).

Reflecting a unanimous preference for additional supplementary materials among the students, it is clear that the current resources might not be sufficient. By addressing specific comprehension issues and catering to different learning styles, a robust portfolio of teaching materials might help bridge proficiency gaps among cohorts.

Though the insights stem from a small sample in Vietnam, they shed light on several key areas for improvement, which range from reassessing online content designs to boosting self-regulated learning skills. There are certainly limitations to the sampling representativeness and subjective perceptions. However, as localized exploratory research, these findings hold great value in providing practical strategies for optimizing the flipped classroom model to address context-specific challenges. Further research assessing the

implementation of proposed solutions can further improve the flipped learning experience for Vietnamese EFL students.

## CONCLUSION

This part summarizes the study's main findings, followed by the implications for further research. Finally, the study's limitations and suggestions for other studies are presented.

### 1. CONCLUSION

In the current study, an attempt was made to investigate the impediments that hinder the prosperous execution of the flipped classroom methodology, as perceived by the students. The significant barriers identified include challenges in self-directed learning, excessive academic workload, inadequate and delayed support, and insufficient information and communication technology resources. Addressing these hurdles can pave the way for the flipped classroom approach to become a successful mode of instruction in Vietnam's English as a Foreign Language context.

To address the challenges that students face, it is recommended that teachers and students take specific measures. Firstly, pre-class activities include teacher-requested references; further references are self-inquired by students depending on the purpose. Furthermore, an online forum should be available on the e-learning platform for students to ask any questions related to the course material, and teachers should try to respond promptly. Additionally, students are encouraged to engage in online discussions with their peers. Moreover, for students lacking access to computers or other necessary devices, teachers can work with the university to provide access to resources such as library and computer rooms or even equip the classroom with computers for student use. Students may be advised to share devices with their peers in some instances. The online platform needs to be accessible on a range of different computing devices. Lastly, implications emerge for higher education program development. Institutions need incentive policies attracting experienced teachers and engaged students to English programs. Also, regular English teaching and language training for teachers would enhance academic content instruction. Content and language teachers should increase self-study and collaboration to trade pedagogical techniques and language support. Students likewise need self-study skills, time management, IT fluency, and motivation when undertaking language learning.

## **2. SOLUTIONS**

With the question, “If you had the authority to propose a specific change in how the flipped classroom is organized, what would it be, and why do you believe it would enhance the student learning experience?” The students commented as follows: Increase interaction between teachers and students, have more off-study sessions => Teachers monitor the learning process and help students promptly; Have more tests => summarize the lesson + Teachers should have more fun activities; Need more interaction between teachers and students (on EOP); Practice more in class (do exercises + activities). From there, the author offers solutions:

### **2.1. Enhance Teacher Support in the Flipped Classroom**

Teachers create detailed instructional materials for students, including recorded lectures, videos, exercise guides, and flipped classroom access to knowledge. Provide non-specialist English students with access to an online learning platform where they can access materials, lectures, and tests and interact with teachers and other students. Teachers use multimedia tools such as images, videos, and simulator software to illustrate and explain lesson content more intuitively. Set up an online discussion or forum so students can discuss, Q&A, and work together to solve lesson-related issues. Establish mechanisms to collect feedback from students after each lesson so that teachers can improve teaching methods and learning materials according to student feedback.

### **2.2. Creating student enjoyment in the flipped classroom**

To keep students excited in the flipped classroom, instructors can use the following methods:

Create fun and motivating learning spaces by using visual media, videos, and educational games and applying technology to the teaching process. Use interactive methods such as group discussions, hands-on knowledge applications, and fun learning projects to stimulate student curiosity and engagement. Allow students to choose how to approach and understand lessons and encourage creative ideas during learning. Aim to apply knowledge in practice to help students realize the value and meaning of what they are learning. Provide constructive and encouraging feedback to help students see their progress and success.

Please encourage students to self-research, seek, and build their knowledge through performing unique learning tasks and interacting with learning materials. By applying these methods, instructors can create an enjoyable learning environment and stimulate students' curiosity and interest in the flipped classroom.

### **2.3. Adding additional references before flipped classes**

Before the start of flipped classes, adding references can help students better prepare for the learning experience. Here are some concerns that students can search for and research before taking a flipped class: Learn and read specialized books, textbooks, or lectures on topics the flipped class will focus on. This helps students master the basics and better prepare them for the active learning process. Search for online references such as articles, specialized articles, and teaching videos on YouTube or other online education platforms. These resources can provide a diverse perspective on the topic of learning. If the flipped classroom uses technology during the learning process, students can learn about the tools and software used, ensuring they are proficient in using them beforehand. Participating in specialized forums, online communities, or social networks can help students connect with quality information resources and have the opportunity to exchange knowledge with experienced people. By accessing and studying reference materials in advance, students can create a solid knowledge base and effectively enhance their preparation for the flipped classroom.

### **2.4. Organize flipped classes by the principles**

Ensure student-centered principles. Class time is spent exploring topics in more depth and creating exciting learning opportunities. Meanwhile, online lectures and educational videos are designed to convey content outside the classroom.

The application of information technology in teaching is essential for implementing flipped classes. Information technology tools and applications will support students to grasp the main content smoothly through the capacity and the speed of learning. Present learning materials suitable for different learning styles and learning methods. Create opportunities for discussion, exchange, and interaction inside and outside the classroom (e.g., online exchange tools, social sharing, survey responses, polling, discussion tools, and content creation tools). Providing timely information allows for creating alerts, updates, and

reminders for students. Provide instant, anonymous feedback to teachers and students to assess improvements and adjustments for student progress. Collect data on students' progress and academic achievements and forecast difficulties and challenges for students. Give bonus scales in the assessment of each student's specific ability, the scale of participation in the lecture (class participation usually accounts for 10-20% of the score in the student's learning process). From there, motivate students about homecoming tasks and promote autonomy, in line with the new learning trend: student-centered.

### **3. IMPLICATIONS**

The findings of this research have particular implications. Predominantly, it emphasized the key barriers that can deter the successful implementation of the flipped classroom approach, primarily issues ranging from self-directed learning challenges, hefty academic workload, delayed and inadequate assistance, and deficient resources in information and communication technology. The suggestions presented align with these identified challenges, underscoring the need for comprehensive support to facilitate the flipped model's positive implementation in Vietnam.

In addressing these impediments, a series of specific measures have been proposed for both teachers and students. For instance, teachers are encouraged to ensure the availability of necessary references before class and, furthermore, to respond promptly to any queries raised by students on the online forum. Several technological solutions have also been proposed to overcome barriers relating to lack of resources, proposing that the university works with teachers to provide these and that the online platform be made accessible on diverse devices. In terms of student learning, a need for increased self-study and collaboration has been identified, requiring a change not just in institutional policies but also in classroom culture.

Considering the students' perspectives, several suggestions have been proffered for potential enhancements in the implementation of the flipped classroom model, emphasizing increased teacher-student interaction and additional non-study sessions for clarification of course material. This showcases the importance of student feedback as a vital resource for refining teaching strategies and classroom processes.

From a teacher's standpoint, achieving equality in education is of utmost importance. The successful implementation of the flipped classroom approach heavily depends on this. Addressing the key obstacles such as independent learning difficulties, excessive academic workload, inadequate and delayed assistance, and limited information and communication technology resources, should be coupled with fostering a sense of equality in the classroom. To do so, teachers are encouraged to ensure that all students have access to required references before class commences and answer any queries promptly, thus maintaining an even level of support for all students. Achieving educational equality within the flipped classroom model might involve a cultural shift, but the rewards of such a transformation, in terms of enriched student-teacher dynamics and enhanced learning outcomes, are likely to be significant. By creating a conducive, inclusive, and fruitful learning ecosystem within the flipped classroom, we can ensure that every student, regardless of their background, has a fair and equal chance of thriving in their academic pursuits.

Cultural factors are subtly interwoven in these implications. Given that the flipped classroom model's implementation involves a shift from traditional passive learning to active, self-directed learning, this requires a significant cultural shift in pedagogical models. The model insists students and teachers assume new, unfamiliar roles, which could be particularly challenging in a culture where students are more accustomed to traditional student-teacher dynamics.

Therefore, understanding and effectively addressing these culture-related factors are crucial in implementing pedagogical changes. Developing effective strategies grounded in understanding these cultural contexts can pave the way for fostering a fruitful learning ecosystem that can successfully leverage flipped classroom methodology.

#### **4. LIMITATIONS**

While this research delivers a comprehensive understanding of the difficulties faced by students in a flipped EFL classroom at a university in Vietnam, there remain limitations that should be acknowledged. The study primarily relied on students' perspectives collected via surveys and interviews. These subjective viewpoints may contain inherent biases since they are reliant on the students' interpretation and recollection of their experiences.



Despite employing multiple data collection methods, the study gives less attention to objective measures. The research's limitation to only 67 second-year students at HaUI may also have implications for the generalizability of the results to other institutions or more diverse student populations.

The data revealed occasional challenges with internet connection, assignments uploads and comprehension of online contents that point towards a need for better technological preparedness. Technological issues, however, could be less prominent in settings where technological infrastructure is more robust.

The mixed attitudes towards the flipped model, with 43% liking it and 10% disliking it, indicate the subjective nature of learning preferences that may not be unanimously addressed with a single pedagogical approach.

Moreover, the proposed strategy suggestions are primarily based on these challenges identified through students' narratives. While this ensures a learner-centered approach, it may overlook challenges not directly voiced by students or factors that students may not be consciously aware of, emphasizing the need for further research and evaluation of the flipped EFL classroom implementation. Hence, this study acts as a stepping stone in providing a nuanced understanding of the flipped EFL approach, calling for further comprehensive and broader research in the future.

## **5. SUGGESTIONS FOR FURTHER STUDIES**

Based on the current study and the feedback from students, the following suggestions for further studies can be made:

1. Investigate the Impact of Enhanced Teacher Support in the Flipped Classroom: A study could be conducted to assess the impact of detailed instructional materials, multimedia tools, online discussions, and feedback mechanisms on student learning outcomes and engagement in the flipped classroom setting. This study could involve comparing the performance of students who receive enhanced teacher support with those who do not, and analyzing the qualitative feedback from both groups.
2. Assess the Effect of Creating Student Enjoyment in the Flipped Classroom: Another study could focus on evaluating the impact of using visual media, educational games, interactive methods, and constructive feedback to create an enjoyable learning

environment in the flipped classroom. This study could measure student motivation, curiosity, and academic performance before and after the implementation of these methods.

3. Explore the Benefits of Adding Additional References Before Flipped Classes: A study could be designed to investigate the effects of providing additional references to students before flipped classes. This study could examine how access to specialized books, online resources, and participation in online communities influences students' preparation and engagement in the flipped classroom approach.
4. Evaluate the Implementation of Flipped Classes by Student-Centered Principles: A study could be conducted to assess the impact of organizing flipped classes based on student-centered principles. This study could analyze the effects of creating exciting learning opportunities, using information technology tools, providing timely information, and promoting autonomy on student learning experiences and academic achievements.

These suggestions aim to further explore the potential of the flipped classroom approach and provide evidence-based insights into addressing the identified challenges and enhancing the student learning experience in the context of English as a Foreign Language instruction in Vietnam.

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## APPENDIXES

### APPENDIX 1: QUESTIONNAIRE

**SURVEY ON CHALLENGES FACED BY STUDENTS IN A FLIPPED EFL CLASSROOM AT A UNIVERSITY IN VIETNAM (KHẢO SÁT VỀ NHỮNG KHÓ KHĂN MÀ SINH VIÊN GẶP PHẢI TRONG LỚP HỌC ĐẢO NGƯỢC TẠI MỘT TRƯỜNG ĐẠI HỌC Ở VIỆT NAM)**

*This is an anonymous questionnaires about challenges faced by students in a flipped EFL classroom at a university in Vietnam. Please indicate your opinion by ticking (v) in the corresponding box to indicate your level of agreement with each statement. There are no right or wrong answers. Please respond to each item as honestly as possible.*

*Thank you!*

Đây là những câu hỏi ẩn danh nhằm tìm hiểu về những thách thức mà sinh viên gặp phải trong lớp học đảo ngược tại trường Đại học ở Việt Nam.

Bạn hãy vui lòng cho biết ý kiến của mình bằng cách tích (v) vào ô tương ứng để chỉ mức độ đồng tình của bạn với từng câu hỏi.

Xin lưu ý rằng đây là ý kiến của riêng cá nhân bạn, câu trả lời của bạn không mang tính chất đúng hoặc sai. Xin cảm ơn!

#### A. PERSONAL INFORMATION (THÔNG TIN CÁ NHÂN)

1. Your gender (Giới tính của bạn):

- Male (Nam)
- Female (Nữ)
- Other (Khác)

2. How long have you been learning English? (Bạn đã học Tiếng Anh được bao lâu?):

- <1 year (<1 năm)
- 3 years (3 năm)
- 5 years (5 năm)
- 7 years (7 năm)
- >10 years (> 10 năm)



3. What is your major? (Chuyên ngành của bạn là gì?):
  - Electrical and Electronic Engineering (Điện – Điện tử)
  - Accounting (Kế toán)
4. Did you engage in online learning before attending University? (Trước khi học Đại học, bạn đã từng học trực tuyến/online chưa?):
  - No (Chưa từng)
  - Yes (Đã từng)
5. If you have engaged in online learning, please list the website(s) you studied (Nếu bạn đã từng học online, xin cho biết (những) tên trang web mà bạn đã học):
  - Duolingo
  - Moon.vn
  - Tuyensinh247.com
  - Khác:.....
6. Have you heard the concept of "flipped classrooms" before? (Bạn đã từng nghe đến Khái niệm "Lớp học đảo ngược" chưa?):
  - Never heard (Chưa từng nghe)
  - Yes (Đã từng)
  - Yes and I understand this concept. (Có và tôi hiểu khái niệm này)
7. Have you experienced a "flipped classroom" model before attending university? (Trước đây, bạn đã được học theo mô hình “Lớp học đảo ngược” chưa?):
  - No (Chưa từng)
  - Yes (Đã từng)

## **B. CHALLENGES ENCOUNTERED IN FLIPPED CLASSROOM (NHỮNG KHÓ KHĂN GẶP PHẢI KHI THAM GIA VÀO LỚP HỌC ĐẢO NGƯỢC)**

1. How often do you study English on the school's website <http://eop.edu.vn>? (Bạn có thường xuyên học Tiếng Anh trên trang học kết hợp <http://eop.edu.vn> không?):
  - Daily (Hàng ngày)
  - 3-4 times/week (3-4 lần/tuần)
  - Twice a week (2 lần/tuần)

- Once a week (1 lần/tuần)
  - I don't study (Tôi không học)
2. When you have difficulty in understanding the course material before class, what do you usually do? (Khi gặp khó khăn trong việc hiểu rõ tài liệu trước khi lên lớp, bạn thường làm gì?):
- Review the lesson multiple times (Xem lại bài học nhiều lần)
  - Ask teacher or classmates (Hỏi cô giáo, bạn bè)
  - Search for additional information on the Internet (Tìm kiếm thông tin bổ sung trên Internet)
  - Do nothing, I skip it (Không làm gì cả, tôi bỏ qua)
  - I don't encounter difficulties (Tôi không gặp khó khăn)
3. When participating in a flipped classroom, do you often encounter the following difficulties? (Khi tham gia vào lớp học đảo ngược, bạn có thường xuyên gặp những khó khăn sau đây không?):

	Difficulties (Khó khăn)	Never (Chưa bao giờ)	Rarely (Hiếm khi)	Occasionally (Thỉnh thoảng)	Frequently (Thường xuyên)	Always (Luôn luôn)
Online	No computer with internet access for online learning (Không có máy tính nối mạng để học online)					
	Slow and unstable internet connection (Mạng internet chậm và không ổn định)					
	Difficulty uploading assignments (speaking, writing, etc.) to the EOP system due to lack of IT skills (Upload bài tập (nói, viết,...) lên hệ thống EOP vì thiếu kỹ năng CNTT)					
	Lack of time for online learning					

	(Không có thời gian để học online)					
	Not understand of online content (Không hiểu rõ nội dung bài học online)					
	Difficulty staying focused while learning online (Không tập trung khi học online)					
	Lack of timely support from teachers (Không nhận được hỗ trợ kịp thời từ giáo viên)					
	Heavy workload for online learning (Khối lượng kiến thức học online nặng/quá nhiều)					
	Adapting to new teaching and learning methods (Thích nghi với phương pháp dạy và học mới)					
In class (Trên lớp)	Difficulty in group activities, presentations, or discussions (Khó khăn trong các hoạt động nhóm, thuyết trình hay thảo luận)					
	Lack of timely support from teachers (Không nhận được hỗ trợ kịp thời từ giáo viên)					
	Inability to keep up with in-class activities provided by the teacher (Không thể theo kịp các hoạt động trên lớp mà giáo viên đưa ra)					

	Inconsistency between in-class activities and specialized knowledge (Kiến thức/ nội dung các hoạt động trên lớp chưa sát với kiến thức chuyên ngành)					
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4. If you have any other specific difficulties or challenges when participating in a flipped classroom, please let me know (Nếu bạn có bất kỳ khó khăn hoặc thách thức cụ thể nào khác trong việc tham gia vào lớp học đảo ngược, hãy cho tôi biết khó khăn đó là gì?):

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 .....

### C. PERSONAL VIEWS ON FLIPPED CLASSROOMS (QUAN ĐIỂM CÁ NHÂN VỀ LỚP HỌC ĐẢO NGƯỢC)

1. Are the materials you need to study before class useful to you? (Các tài liệu cần học trước khi tới lớp có hữu ích với bạn không?):
- Very useful (Rất hữu ích)
  - Useful but need more variety (Hữu ích nhưng cần đa dạng hơn)
  - Not very useful (Chưa thực sự hữu ích)
  - Not useful at all (Không hữu ích)
2. Do you regularly participate in group activities or discussions in flipped classrooms? How effective are these activities? (Bạn có thường xuyên tham gia vào các hoạt động nhóm hoặc cuộc thảo luận trong lớp học đảo ngược không? Tính hiệu quả của những hoạt động đó?):
- Very frequently and I find them very effective (Rất thường xuyên và tôi thấy rất hiệu quả)
  - Occasionally, and I find them effective (Đôi khi và tôi thấy hiệu quả)

- Frequently, but I don't find them effective (Thường xuyên nhưng tôi không thấy hiệu quả)
  - I do not participate in group activities or discussions (Không tham gia vào các hoạt động nhóm hoặc thảo luận)
3. How do you perceive the usefulness and level of support from instructors during flipped learning? (Bạn cảm nhận thế nào về tính hữu ích và mức độ hỗ trợ từ giảng viên trong quá trình học tập đảo ngược?)
- Very useful and always supportive (Rất hữu ích và luôn có sự hỗ trợ)
  - Useful but not timely (Hữu ích nhưng không kịp thời)
  - Needs improvement (Cần cải thiện)
  - Did not receive support (Không nhận được hỗ trợ)
4. In your opinion, do you need additional support or supplementary study materials to improve your learning before attending flipped classroom sessions? (Theo bạn, có cần thêm sự hỗ trợ hoặc tài liệu học thêm để giúp bạn học tốt hơn trước buổi học trên lớp của lớp học đảo ngược không?):
- Do not need additional support or study materials (Không cần thêm sự hỗ trợ hoặc tài liệu học thêm)
  - Need a little additional support or study materials (Cần thêm một chút sự hỗ trợ hoặc tài liệu học thêm)
  - Need a lot more support or study materials (Cần thêm nhiều sự hỗ trợ hoặc tài liệu học thêm)
5. Do you feel that you have enough time to prepare for lessons before attending class? (Bạn cảm thấy mình có đủ thời gian để chuẩn bị bài học trước khi đến lớp không?):
- Yes, enough time (Có - đủ thời gian)
  - Yes, enough time but need better time management (Có – đủ thời gian, nhưng cần quản lý thời gian tốt hơn)
  - Not enough time (Không đủ thời gian)

6. Do teachers provide you with a clear learning schedule and guidelines for effective online learning at home? (Giáo viên có cung cấp và hướng dẫn bạn lộ trình học và cách học online tại nhà sao cho hiệu quả không?):
- Yes, very detailed (Có, rất chi tiết)
  - Yes, but not in detail (Có nhưng không chi tiết)
  - Only general guidance (Chỉ nói chung chung)
  - No guidance provided (Không cung cấp hoặc hướng dẫn)
7. Overall, do you like the "flipped classroom" model? (Nhìn chung, bạn có thích mô hình "lớp học đảo ngược" không?):
- Yes (Có)
  - No (Không)
  - No opinion (Không có ý kiến)
8. Do you have any suggestions or feedback to improve the flipped classroom? (Bạn có bất kỳ gợi ý hoặc phản hồi nào để cải thiện lớp học đảo ngược không?)

.....  
 .....

If you want to participate in the next part of my project, please provide your contact information (Nếu bạn muốn tham gia vào phần tiếp theo trong dự án của tôi: phỏng vấn, xin hãy để lại thông tin liên hệ):

Name (Họ và tên):.....

Email/Phone (Email/ SĐT):.....

**APPENDIX 2: INTERVIEW**

1. Please share the most specific challenges you have faced when participating in a flipped classroom.
2. Have you tried any personal solutions to overcome these challenges? Are there any failures or successes you would like to share?
3. How do you perceive the level of support from instructors during the flipped learning process?
4. Do you believe that providing supplementary resources can help address some of the difficulties? If so, what are your thoughts on the content and delivery of these materials?