

Teachers' and Students' Attitude Towards Flipped Teaching in EFL Classroom in Higher Education

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Abstract—Flipped teaching has become a continuous trend since COVID – 19 pandemic when online learning was popular more than ever. Following this model of teaching, teachers are required to record videos on the subjects that they are teaching before sharing them with students. This study aims at exploring both EFL teachers' and students' attitude towards the employment of flipped teaching at higher education level. The participants were 10 teachers and 10 students majoring in English Language Teaching and English Language at a university in Viet Nam. To collect data, semi-structured interviews were conducted. The results show that while teachers' preparation and students' engagement, interaction, critical thinking, and relevant learning style are amongst the positive attitudes, less motivation, more pressure, distraction, and lack of responsibility are considered as the negative feelings on flipped teaching. Suggestions for further studies are also presented.

Index Terms—flipped teaching, flipped learning, EFL classroom, higher education, learning attitude

I. INTRODUCTION

Although traditional teaching was employed for ages, the millennials in the modern world preferred to be involved in the lessons connected with internet or other interesting applications (Saglam & Arslan, 2018). The incorporation of technology in teaching and learning is welcomed and practiced by both teachers and students at different levels due to the effectiveness both inside and outside classrooms (Saglam & Arslan, 2018). Moreover, the success of learning has also been proved to be linked to information technology (Naimie et al., 2010). Accordingly, flipped teaching appears to be a method which makes use of technology to empower students in exploring knowledge (Saglam & Arslan, 2018). Basically, flipped teaching is opposite to traditional methods of teaching which means new knowledge and contents are delivered through homework (Roehl et al., 2013). According to Bishop and Verleger (2013), flipped teaching is developed following constructivism theory of teaching and learning.

Perhaps Bergmann and Sams (2011) are amongst the pioneers in adopting flipped teaching when they decided to record their lessons and uploaded on YouTube to attract students who often skipped classes. Of course, these teachers did not forget to add questions and quizzes on such videos to elicit students recalling knowledge. The results of the study showed that while most students preferred flipped teaching method, others were into the traditional way of teaching. In EFL context, Chen Hsieh et al. (2017) used mixed method with questionnaire, pre-test and post-test to conduct a study on the use of flipped classroom with 48 sophomore English majors. The results showed that both students' knowledge and motivation were improved due to the application of flipped teaching. Study by Lestari (2021) used both questionnaire and group interviews to investigate students' attitudes towards flipped teaching in EFL classroom. The findings showed that students had positive attitudes towards the use of flipped teaching. Besides, motivation and the employment of videos were considered as benefits of flipped teaching.

In Vietnamese classroom setting, Hung (2022) conducted quantitative research to explore EFL students' perceptions of online flipped classroom during COVID -19 pandemic and beyond. The results indicated that both positive and negative perceptions were mentioned by students. In contrast, a qualitative research design was carried out by Vuong et al. (2018) to question students' perceptions of challenges in a Vietnamese flipped EFL classroom. The findings of the study pointed out several challenges consisting of difficulty in self - regulating learning, heavy workload in learning, lack of urgent support, and ICT resources.

Obviously, flipped teaching is considered as a growing pedagogical approach in the education sector with various subjects such as mathematics, English, and so on. However, the understanding of both teachers' and students' attitudes towards the employment of flipped teaching still needs to be investigated. While most of the researches focus on whether flipped teaching is students' preferences (Chen Hsieh et al., 2017; Lestari, 2021), others explore students' perceptions inside the classroom (Hung, 2022; Lopes & Soares, 2018). Research linked to the employment of flipped teaching and students' perception on flipped teaching in other aspect is also conducted; however, most of these aims to explore only students' perception. In addition, there is a lack of longitudinal studies that examine whether teachers' and students' attitudes towards flipped teaching changes. Most studies tend to focus on quantitative outcomes such as questionnaire or test scores without conformation from qualitative aspect. Hence, such gaps are crucial for building the constructs to

explore teachers' and students' thought of flipped teaching. By addressing such gaps, the researcher hopes to provide more comprehensive insights related to the implementation of flipped teaching in the EFL classrooms.

II. LITERATURE REVIEW

Flip teaching, or the flipped classroom approach, involves moving the delivery of knowledge typically imparted in physical classrooms to outside settings (Abeysekera & Dawson, 2015). This entails students engaging in recorded lectures or reading materials prior to attending class. In this model, teachers primarily facilitate hands-on activities or oversee student presentations and discussions (Förster et al., 2022). The flipped classroom model represents a contemporary pedagogical approach emphasizing active, collaborative problem-solving activities within the classroom. It contains the use of prerecorded video tutorials for asynchronous learning outside class, coupled with homework (Bishop & Verleger, 2013).

Flipped classrooms involve three main sets of tasks: those done before, during, and after class sessions (Demirel, 2016). According to Gerber and Eybers (2021), researchers observe that in these classrooms, activities are tailored to different levels of learning in Bloom's revised taxonomy. Pre-class work typically comprises of fundamental learning tasks that students must accomplish in advance of the lesson. Teachers try to provide important foundational knowledge to all students through pre-class exercises so that they can recall and comprehend fundamental ideas in accordance with Bloom's taxonomy (Forehand, 2007). One of the common assignments that students have to prepare for is reading or watching the lessons beforehand. Although the flipped classroom approach is often linked with video content, teachers can also use traditional resources to flip their instruction by depending on pre-existing web content or materials rather than generating their own. Typically, students grasp fundamental concepts prior to class, then during and after class, they concentrate more on applying these concepts (Hyder & Bhamani, 2016). The foundational element of the flipped classroom method is in-class/lesson activities. Higher levels of Bloom's taxonomy (Forehand, 2007), such as application, analysis, synthesis, and evaluation, are the emphasis of these exercises. Students are expected to prepare the presentation and practice phases ahead of time in an online flipped lesson that follows the standard protocol of presentation, practice, and production. This allows the online lesson time for the production component. Activities for assessing and applying the knowledge that has been taught are referred to as the post-class/lesson stage. These can be done at home to support the pre-class and in-class phases. In case they still have questions, students can continue chatting with their teachers and peers on the platform after the flipped classroom. Instructors can provide extra practice for their students outside of the classroom by assigning problems from the textbook, a course website, or a learning platform like Moodle.

The benefits of flipped teaching have been highlighted in Vaughan's (2014) research, focusing on increased student engagement, preparedness, and teacher feedback. Firstly, flip teaching places emphasis on students, requiring them to either watch provided video lectures or read materials to prepare their own presentations for the classroom. Consequently, thorough preparation becomes essential as students must be ready to address questions raised after their presentations. This approach maximizes student engagement, as they are encouraged to provide feedback, comments, or questions during presentations to facilitate knowledge acquisition. It is important to dispel the notion that teachers have reduced responsibilities in a flipped classroom.

On the contrary, teachers must attentively observe students' presentations, providing constructive feedback and comments. Furthermore, teachers may need to facilitate hands-on activities as needed or lead discussion sessions, concluding with a summary of the lesson. Besides, flipped teaching is believed to improve students' confidence and motivation, interaction enhancement, engagement in learning, soft – skill improvement, and better learning management (Lestari, 2021; McNally et al., 2017). Obviously, by engaging with course materials at their own pace and having the opportunity to ask questions during in-person sessions, students can feel more confident in their understanding of the material. Additionally, active learning activities in class can boost motivation by making the learning experience more dynamic and relevant to students' interests and goals. Besides, flipped teaching encourages more interaction between students and between students and instructors. In-class sessions can be structured to promote discussions, debates, and collaborative problem-solving, fostering a more interactive and engaging learning environment. With pre-class materials setting the stage for in-depth discussions and activities during class time, students are more likely to be engaged with the course content. This engagement can lead to deeper understanding and retention of the material. In terms of soft-skill improvement, flipped teaching often involves activities that require teamwork, communication, critical thinking, and problem-solving skills. By participating in these activities, students can develop and practice these soft skills, which are highly valued in both academic and professional settings. For better learning management, flipped teaching allows instructors to manage their teaching time and resources more effectively. By shifting some of the content delivery outside of class time, instructors can dedicate in-person sessions to activities that promote deeper learning and skill development. Furthermore, the use of technology for delivering pre-class materials can provide instructors with valuable data on student engagement and comprehension, allowing for more targeted and personalized instruction. Moreover, the improvement in academic achievement and attitude in English course is another advantage of flipped teaching (Saglam & Arslan, 2018). Results from Saglam and Arslan (2018) research have proved that students who participated in flipped classrooms got higher scores compared to those who were at traditional classrooms. Moreover, participants also expressed the positive attitude toward the employment of flipped teaching in EFL contexts. Apart from the listed benefits, flipped teaching is believed to enhance students' critical thinking skill (Ma, 2023). By interviewing 300 students majoring in Business

Administration at higher education level, Ma (2023) has concluded that flipped teaching promotes students' critical thinking skill to some extent.

Conversely, flip teaching is believed to contribute more to the expansion of community rather than improvements in academic outcomes (Karppinen et al., 2023). Due to the diverse learning styles among students, what proves effective for one may not work well for another. For example, while many students prefer listening to lectures and taking notes, others prefer reading materials at home and engaging teachers in discussions for further clarification. Besides, research by Karppinen et al. (2023) suggests that some students show less motivation towards flip teaching, possibly due to resistance to new teaching methods or sheer laziness. This issue is exacerbated when class attendance decreases. While Karppinen et al. (2023) noted only three teachers encountering such problems, it underscores that flip teaching may not be suitable for all classes. Furthermore, the pace of flip teaching tends to be slower, as it requires time for student presentations and teacher feedback. Therefore, careful consideration should be given before integrating flip teaching into the curriculum. Additionally, Missildine et al. (2013) identified that the extra time required for out-of-class preparation could potentially lower students' satisfaction. This is due to the fact that students might consider the task of watching videos related to the lessons at home a burden while students in other classrooms without flipped teaching can spend time doing other tasks. Similarly, students might experience heightened pressure to finish pre-class activities, leading to discomfort during the class sessions. Consequently, the effects of flipped classroom could be compromised (Strayer, 2012). Moreover, students are easy to get distracted by social media networks or preferred websites (Missildine et al., 2013) which prevents them from watching a one-hour recorded video. In a different study, Lopes and Soares (2018) noted that some students exhibit a lack of responsibility in constructing knowledge and others may struggle with managing the upcoming pressure of learning before commuting to the classroom. Furthermore, Bhagat et al. (2016) identified the absence of immediate assistance or support outside of class as another challenge. Several students show frustration because they cannot seek immediate clarification during pre-class activities.

The core theoretical framework for this study is constructivism theory of teaching and learning. The discussion below clarifies the relevance of active learning theory to flipped teaching. First, Bishop and Verleger (2013) believe that flipped teaching derived from constructivism teaching and learning theory in which learners construct their own meaning based on existing knowledge. Instead of providing direct information to the students, teachers require them to participate in the learning process by watching a recorded video and obtaining knowledge before going to the classrooms. Besides, process of learning will be more important than products of learning in constructivism theory because of the emphasis on active engagement, personalized learning, critical thinking, metacognition, and lifelong commitment to learning (Amineh & Asl, 2015). As discussed previously, students can utilize their preferable style of learning in flipped classroom and constructivism also provides students with opportunities to explore suitable learning styles (Jonassen, 1991). Accordingly, while some students prefer active and intuitive learning styles, others take visual and sequential styles into account (Wei Hsu, 2016).

III. METHODOLOGY

A. *Research Questions*

This study aims at examining both teachers and students' attitudes towards flipped teaching in EFL context. Following such aims, two main research questions are developed including:

- *What are teachers' attitudes toward flipped teaching?*
- *What are students' attitudes toward flipping teaching?*

B. *Methodology*

The study employs qualitative research design to investigate both teachers and students' attitudes towards the use of flipped teaching in the classrooms. Semi-structured interviews were conducted to be aligned with the research questions. Nevertheless, by using semi-structured interviews, the researcher could balance structure and flexibility which is beneficial when delving into students' attitudes due to the students' provision of deeper understanding of their perspectives (Ryan et al., 2009). In addition, semi-structured interviews enable the researcher to gain open-ended responses in their most comfortable state. This is because students are not required to answer questions that they do not know, and the researcher will not put pressure on the students. In comparison with survey or questionnaire, semi-structured interview facilitates the collection of rich and detailed data because more follow-up questions would be generated to clarify an ambiguous response (Pallant, 2007).

As mentioned above, two semi-structured interview questions related to the attitude towards flipped teaching were developed to match the objectives of the current study. To validate such interview questions, the researcher invited experts and colleagues in EFL teaching to check and give comments. Since the participants in the study were English majors, the scripts were in English completely. After all the interviews were conducted, the data was coded via Microsoft Excel. Then, themes were generated based on the codes before the process of analysis.

The demographic of this study were 10 lecturers and 10 students majoring in both English Language Teaching and English Language. The condition for the participants to join in the study was that they must have experience with flipped teaching. Consent forms would be delivered to the participants before the interview was conducted to ensure ethical

approval. Moreover, the participants' privacy was promised to be guaranteed as the researcher would label each participant with a pseudonym name.

IV. RESULTS AND DISCUSSIONS

A. Positive Attitude

(a). Teachers' Preparation and Students' Engagement

Data collected from the individual interviews showed that flipped teaching led to teachers' awareness of preparation and students' engagement in the lessons. Extracted below illustrates this point of view.

"Flipped teaching creates an opportunity for me to be professional in preparing and recording the lesson. Although I have to spend more time on designing the lesson and get familiar with the software to record my lesson, I feel happy because I am more confident when delivering my lesson." (T5)

"When COVID-19 occurred, we had to adapt with the situation by turning the traditional class into the virtual ones. We were also encouraged to either prepare our recording of the lessons or find an available one on the internet to send to students before class time. This was practiced for three semesters and up to now, I still remain this habit." (T8)

"I am more engaged in the lessons because I have watched the recordings provided by teachers at home and got knowledge related to the lesson. As a result, I can discuss the topic with my classmates in the classroom confidently." (S2)

Obviously, both teachers and students in the current study share the similarity with Vaughan (2014) in identifying the benefit of preparation awareness and engagement in the classroom as the benefit of flipped teaching. Adapting to the situation's requirement is not an easy task since it takes time, energy, and the spirit of learning. With regard to this research, while teachers are aware of the preparing and recording the lessons for students before class time, students report that watching a recorded lesson would equip them with knowledge and they are more confident to engage in the discussion questions during the lessons.

(b). Interaction

The results of the study revealed that students' interaction was increased when it came to flipped teaching. One teacher stated:

"After several semesters of employing flipped teaching in EFL classrooms, I recognize that students are more interactive in studying; especially, they are more active in speaking lessons." (T6)

"Before I used flipped teaching, students were passive in the classroom meaning they just came to the class and listened to teachers and took note. After the application of flipped teaching method, students were more interactive with both teachers and peers." (T1)

"Since we have to watch the video of the lessons before going to the class for discussion, we have to really focus and take note of the important things. The teacher is going to assign discussion questions and we are supposed to give our own opinion, so we have to communicate with our classmates or teacher to understand the content of the lessons" (S10)

This finding is in line with the claims of Lestari (2021) and McNally et al. (2017) in a way that flipped teaching increase the interaction between students and teachers or students and students. Once students are empowered to self – explore knowledge, they will have to be more aware of their study and this can be done through interaction with teacher and their peers. The task of watching recorded videos provided by teachers assists students to engage more in classroom activities because they are well – prepared in advance. Compared to the traditional way of teaching, flipped teaching is livelier and students can replay the videos several times to understand the main points. Once students get the ideas, they would be willing to interact with both teacher and students in the classroom.

(c). Critical Thinking

Finding from semi – structured interview also reported that flipped teaching contributed to the improvement of students' critical thinking. One participant shared:

"When I watch the recorded videos, I am so motivated because the teacher not only gives lectures but also asks comprehensible questions. I try to find the answer such questions but sometimes I am not sure about my answers, and I have raised a lot of questions to ask my teacher and my friends." (S4)

At the same time, one participant added:

"I am often curious about certain topics in the videos that teachers require us to watch at home. For example, the topic that I am most interested in is space exploration and I remembered that a teacher has asked us to watch her reading lesson on this topic. I was so excited and a lot of questions about space exploration appeared in my mind." (S1)

One teacher also supported this idea by explaining:

"I do not only send the video recordings to students but also provide several open-ended discussion questions with specific examples for each topic and ask students to get their ideas so that we can build knowledge." (S1)

As discussed in the literature, it is true that flipped teaching does bring about students' enhancement of critical thinking skill (Ma, 2023). The results of the current study confirmed this idea. Perhaps this teaching technique suits a certain number of students since different students hold their own learning styles. When students are equipped with information ahead, it is obvious that they have to brainstorm knowledge and raise questions surrounding the topics. Once students are trained regularly, they will establish a habit of raising questions before discussing with their teachers and peers. This is of great significance for the success of their studying and their future life.

(d). Reduction in Teachers' Workload in the Classroom

Results from the current study showed that teachers' workload in the classroom has been reduced once flipped teaching is employed. One teacher stated:

"Before I use flipped teaching, I have to talk a lot in the classroom. Besides, I have to prepare games, physical activities or other interactive tasks to engage students. If I just teach 2 hours to 4 hours a day, it's not a big deal. However, there are some days that I have to teach 6 to 8 hours making me exhausted because of communicating and organizing classroom activities. Flipped teaching is a treatment that solves my problem because students will have to be more active in learning. I will be the facilitator only and I just raise my voice when necessary." (T9)

Similarly, another teacher expressed:

"I am very much into ICT and software which are beneficial for teaching and learning. I find recording videos interesting because I have learnt how to use various applications to assist me in teaching in a professional way. I feel that my teaching workload is totally reduced when applying flipped teaching in EFL classroom. What I need to do is prepare a video lesson and send to students. The next day, when I go to classroom, I just play a role as a moderator and students would have to join in discussion forum." (T3)

One student also supported this technique of teaching:

"At first, I am not familiar with this way of teaching because the teacher just assigns us discussion questions and does not do much. Some of my friends don't watch the videos so they just go to the classroom with a blank mind, and we must report them what is included in the video. Then the teacher tells us that this will be employed for the whole semester so we have to get used to it; otherwise, we will fail the exam." (S7)

Obviously, flipped teaching belongs to student - centered approach (Shah, 2021) in which knowledge would be explored and built by students while teachers' job is to facilitate the classroom activities. Thanks to the development of advanced technology, students are now able to approach diverse sources of knowledge. Hence, when teachers incorporate ICT in creating videos, students might find it more interesting because this is like watching an entertaining clip on the internet. This requires teachers to make the video lessons more engaging by using effects, relevant tone of voice and eye - catching visuals. Once these tasks are done, teachers' workload in the physical classroom would be reduced and teachers just need to synthesize ideas before concluding the content of the lesson.

B. Negative Attitude

(a). Less Motivation and Laziness

Apart from the positive attitude towards the use of flipped teaching in EFL contexts, the participants in the current study believed that less motivation was raised when this teaching technique was employed for the whole semester. One student complained:

"I am not familiar with flipped teaching. We often go to the classroom and listen to teachers delivering the lectures. Then we take notes. Since the lessons contain new knowledge, I sometimes cannot understand what teachers say. Moreover, the video lesson was from 1 to 2 hours which was too time – consuming for me to replay." (S8)

Besides, one student stated that the state of laziness has negatively led to students' less motivation in flipped classroom. This student shared:

"I don't understand why I am so lazy to watch the video shared by my teachers. Maybe I'm not motivated enough to watch the whole video because it is normally 1 hour to 2 hours. But when it comes to social media such as Facebook, Tik Tok or Zalo, I am so delighted." (S5)

Another student added:

"I have to work part-time to earn money for my study here because my family is poor. I work as a waiter at a restaurant in my free time and I don't get home until mid-night. So, I don't have time to watch teachers' video recordings." (S9)

One teacher also explained how less motivated she was:

"I am not used to teaching without students. So, when I have to record the lessons and there is no interaction as well as answers from students, I feel less motivated to teach." (T1)

The above extracts reveal that students are less motivated and lazy to spend time on watching recorded videos which is partly close to the work of Karppinen et al. (2023). Accordingly, students must be responsible in a flipped classroom since less support is provided by teachers. In addition to this, some students do not even have self - directed learning skills due to their learning style preferences. A vivid example is that several students cannot focus on studying if they do

not participate in a group. In contrast, others prefer to self-study since they cannot stand the noise from their surrounding environment. Sometimes, students' family background is a barrier that prevents students from arranging extra time for studying.

(b). *Pressure*

Results from this study showed the pressure in flipped teaching in both teachers and students.

"I am quite stressed when I have to record several videos weekly. The more classes I teach, the more videos I have to record. As for me, I teach 4 classes a week so I have to produce 4 videos which is a burden for me." (T1)

Another teacher shared:

"I think flipped teaching is a stressful task because I am not good at IT. Although my university has organized training for us, I still encounter technical problems such as cutting and joining video or exporting the file. Besides, I also find it difficult to convert file to the right format before uploading to a storage or sending to students." (T7)

One student participant believed:

"I am pressurized when teachers require us to watch videos for all subjects. You know, I have to study 4 – 5 a semester which means I have to watch 4 – 5 videos a week equal to 5 – 10 hours. Besides, I have to spend more time on watching videos to gain understanding and doing the tasks assigned by teachers." (S3)

"I am worried and stressed because flipped teaching may affect my academic learning outcomes. If all the subjects are assessed in assignment format, I would find the relevance here. However, we have to take part in final exams for most subjects. So, I really need to listen to teachers in the classroom so that I can get something." (S1)

Teaching and learning pressure from the current study when employing flipped teaching in the classroom is similar to research conducted by Missildine et al. (2013). Obviously, the application of a new teaching method needs to be piloted before spreading to other classrooms. The pressure constraint is a predictable one as it depends on the hours that both teachers and students have to teach and study in a week. Besides, students are familiar with the task of going to the class without skimming the lesson and teachers would be providing new knowledge; so, it is difficult for students to follow this technique for the whole semester.

V. CONCLUSION

Overall, the participants in the study have shown both positive and negative attitude towards the employment of flipped teaching in an EFL context. While some participants feel that flipped teaching increase teachers' preparation and students' engagement, interaction between students and teachers, improve students' critical thinking, and reduce teachers' workload in the classroom, less motivation and laziness, and pressure are considered as negative attitude.

The first limitation for this study is that it is conducted with a small sample of participants. Hence the findings are not diverse and interesting compared to a study with a larger sample. Second, this study is carried out with EFL context only; thus, the results are limited to those who are majoring in EFL background.

Several implications for further studies on flipped teaching could be seen from this study. First, flipped teaching should be taken into account to EFL teaching for theoretical subjects such as English Literature or English Culture since students would find it easier to obtain knowledge while doing other tasks. Since these subjects' evaluations are often in the form of writing assignments, students just need to read or listen to the audio to get an insight about the subjects before synthesizing and producing their own pieces of writing. It is not suitable when flipped teaching is applied in subjects that require students to practice the four core skills such as listening, speaking, reading, and writing as there is no feedback or correction from teachers. Second, studies on motivation and learning style in a flipped classroom can also be investigated. Since motivation and learning style are different from student to student, more exploration on these terms should be done in a flipped classroom. Next, students' pressure in a flipped classroom is also a recommendation for interested scholars. This phenomenon is vital since it directly affects students' academic achievement. Once students are comfortable in studying, they are likely to obtain fruitful knowledge; in contrast, if they are in a negative state, nothing can be gained.

Flipped teaching has emerged as a dynamic and transformative pedagogical approach, reshaping traditional classroom dynamics and fostering deeper engagement and understanding among students. Through its innovative blend of asynchronous learning and interactive in-class activities, flipped teaching has shown immense potential to enhance student learning outcomes and create a more personalized and effective educational experience. Furthermore, flipped teaching promotes greater flexibility and accessibility in education. With pre-recorded lectures and materials available online, students have the flexibility to review content at any time and place that suits them, accommodating diverse schedules and commitments. Additionally, flipped teaching has the potential to bridge geographical barriers and reach learners beyond the confines of the traditional classroom, opening up opportunities for remote and distance learning.

In conclusion, the employment of flipped teaching in Viet Nam has been required by Ministry of Education and Training for sustainable goal. This is due to the e-transformation synchronization for all aspects of life in the whole country. Following this, a lot of laptops have been sponsored by various organizations to donate the students in the remote areas. Besides, internet connection is also encouraged and sponsored in such mountainous areas for supporting disadvantaged students. Hence, there is no barrier for the development of flipped teaching as well as other teaching

methods with the use of internet. More training programs on new and advanced methods of teaching have also been organized to support teacher across the country. In terms of flipped teaching, teachers are required to set up a virtual classroom through the most convenient platforms so that students and parents can easily find the materials as well as useful videos provided by teachers.

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