THE IMPLEMENTATION OF FLIPPED CLASSROOM APPROACH IN AN ACADEMIC ENGLISH COURSE

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Abstract: Since flipped classroom (FC) approach was first implemented over a decade ago, it has been gathering great momentum with more and more research conducted in different fields over the past years. As an attempt to better understand this promising new model, this study aimed to apply it in an academic English language course and examine its effects on student's perception and the quality of their assignment together with the instructor's self-reflection. The participants were 21 sophomores attending an academic English course (integrated reading and writing section) at a state university in Hanoi, Vietnam. Combining both quantitative data from survey and qualitative data from feedback forms together with the instructor's reflection and analysis of students' work, findings of the study indicated positive perception towards flipping learning mode from both the students and instructor's perspective and the analysis of the submitted end-of-course assignments showed a good mastery of essay genres, argument development and text selection. However, synthesizing skill as well as the use of APA in-text citations and references needed more guidance and required more practice. The study also pointed out some limitations and recommendations which further research should take into consideration for a better implementation of a flipped classroom.

Key words: flipped classroom approach, English Language Teaching/ELT, English as a foreign language/EFL

1. Introduction

Over the past six years, the researcher has identified one problem with conventional teaching practices: no matter how extensively knowledge was introduced during lecture time, students were still likely to make unexpected mistakes in their submitted assignments (e.g. citation errors, paraphrasing problems, and so forth). A hypothesis is hence put forward that the blame might be on the lack of on-the-spot guidance and feedback from the teacher when students do the work. Firstly, each lesson rife with theoretical concepts is often too much for students to absorb, which leads to boredom and regular attention drop during class time. One unit is normally presented in approximately 15-20 pages in the course book. If students do not read the course book in advance, they could not understand thoroughly what lecturers deliver in class. As a matter of fact, it is also unfeasible for teachers to cover all the knowledge during the limited teaching time. Some (mainly practice tasks/exercises) must be set as homework for students, but very often end up being omitted because students view

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them as "minor" or "unnecessary" and thereby ignoring them at home. Therefore, class time is mostly allocated to theory instead of practice. In addition, the practice tasks in the course book are too few and mostly deliberately decontextualized for drilling purposes. These tasks are not supportive to the assignment they have to carry out. Apparently, the core contents are not fully covered, students do not get sufficient practice to successfully apply the taught knowledge into their assignment, and teachers do not have time to check students' understanding and evaluate their study process to support them when needed. These are assumed to result in the problem under discussion.

Thanks to the 2019 ULIS National Conference held at University of Languages and International Studies - Vietnam National University (ULIS-VNU), the researcher was inspired with the idea of flipped classroom approach by several colleagues' research reports on the effectiveness of this approach in positively changing students' classroom attitudes (increased participation and improved atmosphere) and boosting the acquisition of knowledge. In addition, an American co-teacher also shared his personal experience flipping his own classroom and gave quite a favorable review on it. These particular occurrences have sparked a daring idea of applying this new method to tackle the aforementioned problem.

As the Cambridge Dictionary (2020) points out, flipped classroom is defined as a teaching method which encourages students to examine and study the needed learning materials online at home and then discussing more about them in class. At first glance, this reverse operation could somehow solve the problem of a classroom too theoretical and lacking practice or interaction time between teachers and learners. If students were more proactive in taking in the knowledge through self-study at home, the precious class time would be saved for much more practical activities such as assignment guidance. Basal (2015) highlighted that the most important benefits of flipped model lie in the in-class time dedicated to tackling complex knowledge and concepts, having more interactive discussions or carrying out more activities, instead of just the usage of lecture videos to replace live lectures.

Besides, the world of technology is changing at a fast pace and now equips our young generations with devices of all kinds connected to the Internet, which gives teachers necessary conditions to flip their classroom with ease. In other words, flipped classroom appears to be more suited to the current era and targeted learners than the traditional course setting. Therefore, a gradual switch to new technology-based approaches like FC is an inevitable trend in education. Flipped classroom approach offers teachers a great opportunity to make use of the equipped technologies inside and outside classroom to make teaching and learning more effective and flexible. In terms of technology involvement, Francl (2014) claimed that flipped classroom with its recorded lectures available at any time, any places could successfully gain an advantage in the competition for students' attention against other technological distractions.

The purpose of the study is to introduce flipped classroom model into an academic English course as an intervention replacing the conventional lecture way. The research expects to get insight into students' and instructor's perception of FC and examine its effect on the quality of the participants' assignment. The following questions guided the research:

1. What is the students' perception of flipped classroom approach in an academic English course?

2. What is the instructor's perception of flipped classroom approach?

3. How does the approach impact the quality of the students' assignment?

Flipped class is quite a new pedagogical approach which has not been around as long as the lecture way; however, research across the globe has been conducted to report the implementation and its effectiveness on student's perceptions, attitudes, or learning outcome in different subjects or courses. Although there is still a lack of empirical studies to prove it is a completely efficient way of teaching and learning, the recorded findings make it a promising approach for educators and teachers to try it out. Upon completion, this study hopes to make a humble contribution to the corresponding body of literature, specifically the application of flipped class, with an emphasis on students and lecturer's perceptions and its effect on student's quality of end-of-term written product. This research is believed to be relevant to all teachers, especially those who have experienced the sample problem as the teacher-researcher has described above and been seeking for feasible solutions. The results and the recommendations, as well as the acknowledged limitations are given in the hope of providing support to the teachers who are considering flipping their own classroom.

2. Literature Review

2.1. Flipped Classroom Approach

Although the first studies on flipped classroom were mostly recorded to take place within the last decade, some forms of flipping were already seen much earlier, such as *Peer Instruction* (Eric Mazur, Harvard, Physics, 1991), *Team-Based Learning* (Larry Michaelsen, Oklahoma, Management, 1974), *Modeling Instruction* (Hestenes, Arizona, Physics, 1989). Flipping was tried and tested predominantly in STEM subjects in general and particularly physics in the USA for many years before this recent flip movement (Raine & Gretton, 2014). Raine and Gretton, in their story of flipping a cosmology classroom about three decades ago, pointed out that the unavailability of technology at the time not only caused difficulties in applying flipped classroom, but also led to the limited literature on this teaching strategy back then. Recently, the rapid development of technology has made it possible for almost all students to have online access at home. As a result, the flipped model has gained momentum as more and more research in various disciplines (STEM subjects (Bergmann & Aarons, 2012); medical education (Chen et al., 2017); language teaching (Turan & Akdag-Cimen, 2020) and so on) have been conducted on the subject matter in the past years. This revolutionary movement could be attributed to the fact that educators and instructors globally are in search of more suitable way to the new era of technological advances and differentiated teaching methods catering for different student profiles and needs.

The term Flipped Classroom was commonly believed to be first coined in 2012 by two leading pioneers Jon Bergmann and Aaron Sams, two high-school science teachers in the USA even though these two authors, in the book *Flip your classroom*, refused this credit. This new teaching model soon captured immediate attention of international researchers ((Flipped Learning Network [FLN], 2014); Chen et al., 2017). As its name suggests, flipped classroom could be simplistically understood as "school work at home and home work at school" (FLN, 2014). This plain definition may not be regularly cited in scientific research, but it works perfectly well for any teachers (regardless of their experience with this practice) to get a basically adequate understanding of the concept at once and maybe seriously take it into their considerations to utilize it in the classroom. In addition, in order to prevent any possible

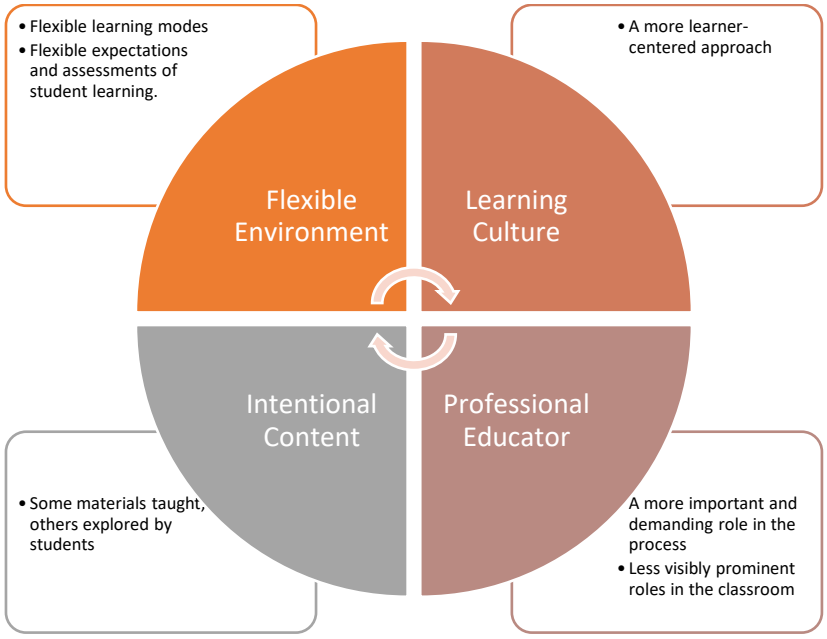
misconceptions or myths of the approach, a "formal definition" was proposed by the key pioneers, also experienced Flipped Educators as follows:

> Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter (FLN, 2014, p. 1)

It is also noteworthy that the two terms "flipped classroom" and "flipped learning" should not be used interchangeably. While the former refers to the alterations initiated from teacher's side, the latter is more of learners' adaptation or transformation in case of their classroom flipped. Moreover, flipped classroom does not necessarily always result in flipped learning. These key leaders also suggest "the Four Pillars of F-L-I-P^{TM}" which are in fact the four criteria educators must meet to bring out flipped learning:

Figure 1

The Four Pillars of F-L-I-P^{TM} (adapted from FLN, 2014)



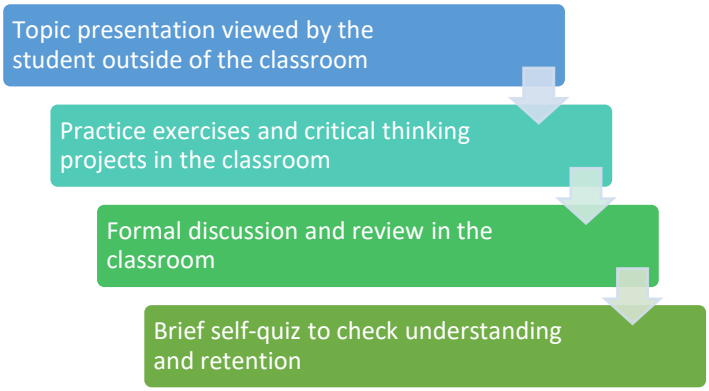
The term flipped classroom could be used interchangeably with other education models such as blended learning, reverse instruction, inverted classroom, or 24/7 classroom in certain contexts because of the noticeable similarities among them (Bergmann & Sams, 2012).

Although numerous attempts to implement FC were reported internationally, it was hard to find a rigid flipped procedure agreed upon by all the practitioners (Francl, 2014; Yang et al., 2018). Take video use as a prime example, from the approach theory, it has not been explicitly stated that the use of lecture videos is of a mandatory requirement for pre-delivering materials (Raine & Gretton, 2014), numerous examples of research show the utilization of recorded lecture videos or downloaded videos from the Internet. This is defined as "pure" flipping in which readily produced videos to replace live lectures are supposed to "have underpinned the excitement around

the flip movement" (p. 6). Bergmann and Sams (2012) agreed that using screencast videos as a substitute for lectures realized their own flipping, but showed that other teachers could also flip their class without using videos at all. In order to facilitate the implementation process in this study, the following steps suggested by Francl (2014) in his study were used as the key guidance:

Figure 2

Sequencing Activities in FC (adapted from Francl, 2014)



2.2. Related Studies on FC

Similar to other new approaches in pedagogy, flipped classroom received both positive reactions and disagreeable criticisms from educational experts and educators. The conflict between the advocates and the opponents of the approach has aroused a heated debate in literature and thereby encouraging more research undertaken in the field. While some findings indicated promising results of the flipped classroom, the others proved otherwise, worse or no difference found.

Is flipped classroom a genuine revolution in pedagogy in the 21st century education?

Flipped classroom approach is believed to be more effective and sensible than the traditional ones. When the classroom is flipped, the work requiring lower cognitive level including remembering and understanding could be finished before class. As a result, higher cognitive levels of learning (analyzing, evaluating, and synthesizing) take place during class time in which students could get more support and guidance from their teacher or peers. To put it differently, flipped approach closely complies with the revised Bloom's Taxonomy proposed by Anderson and Krathwohl (2001). Besides, some research (Yang et al., 2018) also based their flipping research on other theoretical frameworks such as Vygotsky's (1979, 2005) socio-cultural theory, or Piaget's (1967) theory of cognitive conflict. Another reason why it is more effective than traditional class is it promotes two factors of success – student-centred learning and autonomy (Amiryousefi, 2017; Han, 2015, as cited in Turan & Akdag-Cimen, 2020). Francl (2014) has listed several studies on FC which indicate the widespread implementation of this approach at tertiary level in the US, including Satullo (2013) reporting "students [in Pennsylvania community colleges] are doing better than… traditional classroom" with students' deeper engagement and increased teacher's approachability, and Kucher (2013) referring to an impressive growth by 30% in the pass rate in an electrical engineering course at San Jose State University. Generally, the qualitative data on improvements in student engagement are significantly positive (Johnson, 2013). In his

own master thesis, Johnson (2013) stated that there was a remarkable improvement as regards to content delivery, in-class activities, and assessment. Basal (2015) reported some benefits of FC as perceived by the participants, including learning at one's own pace, advanced student preparation, overcoming the limitations of class time, and increased participation. Choe and Seong (2016) adapted Johnson's (2013) questionnaires to retrieve both quantitative and qualitative data in their implementation of FC in a foreign language course (a general English course) at college level in South Korea which indicated a largely positive result in terms of better chances of communication in English, greater participation, preparedness, feedback and deeper understanding of the course content. In a survey conducted in 2014, *Faculty Focus* collected data from 1,089 people to "gain a better understanding of their views on flipped learning". The key findings showed that a significant proportion of the participants have tried flipped classroom approach and intend to continue for better student engagement and improvement. More than 60% of those who had flipping experience considered it a positive one for both themselves and the students. The reason may lie in boosted students' collaboration and more questions received.

Or is it just a passing educational fad?

Besides the supporting studies, flipped classroom model also gained criticisms. Pettigrew (2012) in an Macleans article which explained why he did not flip his classroom questioned the source of motivation students needed to watch the online videos in their spare time. Although the proponents of flipped learning criticized the tedious and hour-lasting lectures as the main motive behind flipping decision, Pettigrew pointed out lectures when done properly did more than transferring information but also "context and perspective". In this article, he also categorized flipping model as one of educational fads in the history which was born to fade in the history. One of the main problems of flipping model which constantly copes with judgment from the opponents is its success mostly relies on students' motivation to attend to the online lectures/videos at their leisure. Another issue is the additional work for already-busy teachers because they have to spend more time preparing materials, or record their lectures (Taylor, 2015). The case-study experiment with flipping model at Coventry University London Campus showed lower student performance and satisfactory level compared to non-flipped in the previous semester, echoing the negative finding in DeSantis et al. (2015, as cited in Lo & Hew, 2017). First and foremost, the researcher explained the reasons may lie in technological issue, lack of instructor contact, considerable workload of material preparation for teachers and student disengagement to partake in flipped activities. In case students do not study the materials before class, they could not take advantage of the class time to explore the lesson at greater depth as expected. Secondly, this model is not accessible and affordable for every student because not everyone could have all the required equipment such as tablet, smartphone or computer connected to strong Internet as well as a certain level of computer literacy. In addition, Burton (2013, as cited in Taylor, 2015) emphasized the investment in creating materials such as slides or video could be "labor intensive and onerous" for teachers. Last but not least, flipped classroom raised a concern about the lack of essential rapport between teachers and students which is gradually built up through direct communication during lectures. Lo & Hew (2017) in their review of flipped classroom studies also indicated several challenges in the use of this approach and categorized

them into student-related (familiarity, student workload, lack of support, etc.), faculty (familiarity, preparation) and operational difficulties (IT skills and resources, outside-class monitoring). Besides positive results, Choe and Seong (2016) noted that dissatisfaction was also found in some students due to time requirement of the online homework and quizzes, video quality and activity varieties. Some reviewed studies (Chen, 2016; Clark, 2015; DeSantis et al., 2015; Kirvan et al., 2015) showed no significant differences in student achievement between flipped and traditional class.

Through literature review, several points could be concluded: 1) more and more studies of the development and implementation of flipped class are undertaken and reported in journal publications; 2) mixed results are discovered to show both advantages and challenges of the approach; 3) more empirical research needs carrying out to prove its effectiveness on student achievement or performance and contribute to the growing body of knowledge in the subject matter; and 4) a significant lack of related research in Vietnam, which emphasizes the increasing demand for more implementation guidance to provide Vietnamese teachers necessary support to apply innovative teaching practices in the context of the national education reforms.

3. Methods

3.1. Sampling, Participants and Setting

The sampling method used in this study is non-probability based on convenience. The chosen class was randomly assigned to the researcher for the academic English course during the first semester of AY2020-2021. A background questionnaire was sent out to collect the background information of the whole class in order for the instructor to get a better grasp of the participants. The questionnaire collected the demographic information (age, gender, hometown, major, program), their first-year GPA and final mark in the prerequisite course 2B, length of their English learning time, their computer use and experience with flipped classroom approach before. No identification information was collected from this survey to ensure the anonymity of the participants.

Regarding their demographics, the majority of the class is female students (90.5%), while male students and other genders (LGBTQ+) account for the remaining 9.5%. All the participants aged from 19-20 are all sophomores and majored in English (fast-track program). Their hometowns scatter in the northern region of the country (with 23.8% living in big cities).

The average GPA at the end of their first year is 3.12/4.0 (range 2.7-3.58), and the final mark in the prerequisite course (2B) is 7.9/10 on average (range 7-9.1). Their time exposure to English varies: more than half of the students (57.1%) have studied English for 5-10 years; 33.3% from 10-15 years and 9.5% for less than 5 years. Meanwhile, the students are quite similar in terms of technological experience and computer use. The average time they spend on the Internet is 4 hours, with a few exceptions of some claiming longer hours 6, 8, or 20 hours per day. A vast majority (90.5%) equally used their computer for education and entertainment purposes; 66.7% for communication or socialization; 42.9% for information updates; and just 14.4% for job-related purposes. 71.4% reported no previous experience with flipped approach before the course, while 28.6% selected affirmative reply.

The course in the study is a 4-credit academic English one, designed for English-majored students. The course lasts 15 weeks (one semester) with no required mid-term or end-term tests. It consists of two sessions:

Reading-Writing and Listening-Speaking, taught separately by two teachers. This study involves the former section only. The assessment is an on-going assignment which requires students to collect reading materials and select information from these to develop their own arguments/claims in a written 600-word essay. Students have to choose a topic (either argumentative or discursive one) in the first week; finish selecting reading materials by week 5 to seek teacher's feedback and approval; submit the essay outline in weeks 8-9; submit the first draft of the essay in week 11; then get feedback, revise and submit the final package in week 15. The reading portfolio accounts for 40% of the final mark, and the essay 60%.

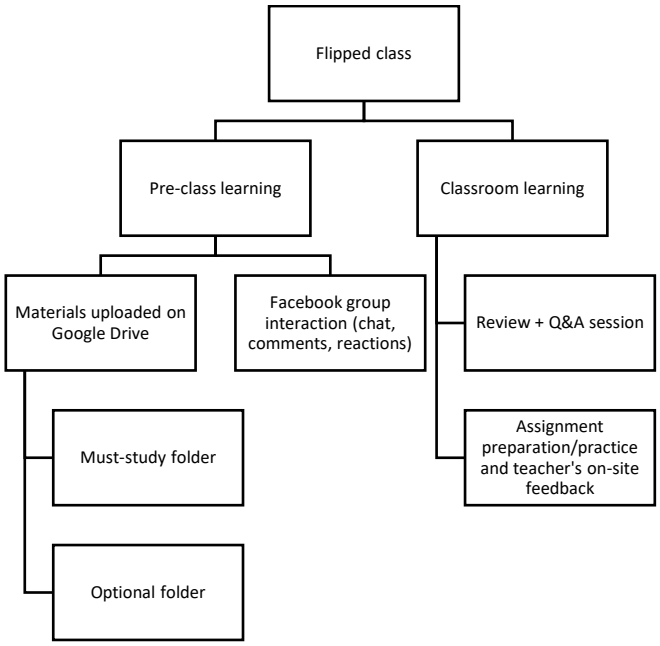
3.2. Implementation Procedure

In the first three week, due to the impact of Covid-19 pandemic, online classes via Zoom using traditional lecture teaching mode were carried out. Over this period, the idea of applying flipped classroom was triggered and the researcher prepared the needed materials for the upcoming flipped lessons. Then flipped method was used from week 4 to week 12 in which the lectures contained all the core knowledge of the course. From week 13 to week 15, the students had to present their text and argument selection in reading panels and then finalize their portfolio to submit in week 15, so there was no flipped class during this phase.

One week before each class meeting, the students were sent all the materials for self-study through posts in a private class Facebook group. The pre-class materials generally include: 1) Must-study folder (week 4 - week 12) which contains: a ppt slide, video(s) and supplementary handouts and 2) Optional folder (week 6 – week 12) contains: more videos and/or supplementary handouts. The structure of a flipped class in the study could be illustrated as follows.

Figure 3

The Structure of Activities in the Flipped Class



The slides predominantly contain all the core contents based on the course book, examples to illustrate or explain the theories, and the answer keys to the exercises in the book. In fact, according to the suggested FC activities, each Powerpoint lecture should be

self-recorded videos or voice-overs. However, due to the time limit for preparation, the researcher decided to use Powerpoint slides only, supplemented by lecture videos from prestigious universities globally downloaded from the Internet (i.e James Cook University-Australia, Monash University-Australia, University of Minnesota-USA, HELPS University of Technology Sydney-Australia, Athabasca University-Canada, to name a few). Bergmann and Aaron (2012) suggested creating self-made videos or using someone else's videos be both acceptable, and insisted on not making one for the sake of making a video. In case of time shortage, discomfort in front of camera, or technophobia, teachers do not need to record themselves and should opt for the latter choice. This semester the instructor did not have time to create her own videos, so selecting videos on the Internet was a safety net. In addition, a few supplementary materials were carefully selected to provide more useful knowledge and information in the light of their relevance and credibility. The students were advised to go through all of the materials in the must-study folder and only proceeded with the other one if they really want to. The items in the optional folder adhered to the lecture objectives and thereby supplying related materials to further students' understanding of the contents. As Wantanabe (2014, as cited in Yang et al., 2018) suggested the connection between pre-viewing material and the in-class activities as a way to boost previewing rate, the instructor designed review part to test students' understanding and remembering/knowledge retention for 15-30 minutes before any class. The review part could take form of a set of reviewing questions (mostly) or Kahoot! quizzes (occasionally).

The following table, adapted from FC model at University of Texas at Austin (Choe & Seong, 2016), shows the teacher and students' responsibility in different phases of the flipped class in this research.

Table 1

Teacher and Students' Roles in Flipped Class

	Students	**Teacher**
Pre-class	Access and study the provided materials Take notes of main ideas and questions (if any) Discuss with their peers about questions and assignment	Prepares and uploads materials Keeps track of students' study process through instant feedback (Facebook comment)
Class time	Answer teacher's review questions of the previous weeks (brief review) Attend mini-lectures (if any) and ask prepared questions (Q&A) Practice performing skills which they have learned	Helps students to review learned knowledge/skills Answer students' questions Guides the process with feedback and mini-lectures (if necessary)
After class	Continues to apply their knowledge/skills after clarification and feedback Seek teacher's help when they need it Reflection via after-class feedback forms (6)	Posts any additional explanations and resources as necessary Continues to provide feedback or grade students' work Continues to guide students towards deeper understanding

3.3. Data Collection

The study utilized both quantitative and qualitative data in order to provide a balanced and objective view on the subject matter. The instruments were selected carefully to answer the intended research questions.

Quantitative data

An end-of-course questionnaire was developed to examine the students' perception of flipped classroom. The survey was based on Johnson's (2013) and Jaster's (2017) questionnaires. Although both of these surveys were used for mathematics courses, some constructs (i.e. Johnson's survey: contribution of FC to the mastery of the main contents of the course, flipped classroom; or Jaster's: video viewing engagement, preference for the flipped format) proposed by these researchers are relevant to a language course using flipped classroom. Jaster's (2017) survey seems to be more relevant and better validated than Johnson's (2013); therefore, five questions from the former was borrowed and/or adapted to put in this study questionnaire while only one came from the latter. The questionnaire consists of twenty-one closed-ended ordinal scale items with responses given on a 5-point Likert scale ranging from 1 to 5 (1 means strongly disagree, 5 means strongly agree). The survey measures student perception in terms of five constructs including 1) mastery of the main contents of the course (5 questions), 2) evaluation of provided previewing materials on Google Drive (4 questions), 3) material studying engagement (5 questions), 4) evaluation of class time (5 questions) and 5) preference for the flipped format (2 questions). The questions of each construct were then mixed randomly in order to avoid transparency and enhance the internal validity and reliability.

After piloting the questionnaire with eight students (~38%) chosen voluntarily out of the sample, Cronbach's alpha was calculated for each of the survey constructs to estimate the consistency of responses between the items corresponding with the construct. Four out of five constructs had desirable reliability scale values, whereas question items 15 and 20 in Material studying engagement appeared to lower the reliability of the construct. As a result, these two items were deleted and the final Cronbach's alpha of this construct was 0.717.

In the end, a questionnaire of nineteen items were administered to the sample to collect required data (see Appendix A)

Table 2

Questionnaire Reliability With Cronbach's Alpha Before and After Pilot Revision

Survey construct	Questionnaire items at pilot	Cronbach's Alpha at pilot	Questionnaire items after revision	Cronbach's Alpha after revision
Mastery of the main contents of the course	1, 2, 7, 12, 13	0.969	1, 2, 7, 12, 13	0.969
Evaluation of provided previewing materials on Google Drive	3, 8, 19, 21	0.941	3, 8, 18, 19	0.941
Material studying engagement	4, 11, 14, 15, 20	0.361	4, 11, 14 (deleted 15 & 20)	0.717

Evaluation of class time	5, 9, 16, 17, 18	0.936	5, 9, 15, 16, 17	0.936
Preference for the flipped format	6, 10	0.874	6, 10	0.874

Qualitative data

Six after-class quick feedback forms from lesson 1 to lesson 6 (08/09 – 27/10/2020): The forms mainly used 8-9 open-ended questions to collect students' feedback after the first six classes so that the teacher could make necessary adjustments to the practice.

The instructor's self-reflection on flipped class experience: The four pillars of F-L-I-P™ which was developed by FLN (see Appendix B) was used to guide the instructor's own reflection on her flipping experience.

The instructor's observations of the quality of students' assignments: A checklist of reviewing aspects was developed to examine the quality of students' assignments with reference to selection of reading materials; paraphrasing, summarizing and synthesizing skills; developing arguments in two essay genres; and the use of APA citations and references. This process utilized students' submission package and teacher's feedback and grading papers to retrieve needed information to tackle the last research question.

3.4. Data Analysis

All the after-class feedback forms were anonymous so that the students could honestly express their ideas or opinions towards the course approach or the instructor.

The questionnaire and interview were carried out after all the assignments were graded and the grades together with teacher's feedback were sent to all the students in order to guarantee the results from these instruments would not affect the marks, the instructor's affection/mood and the on-going instruction.

Survey data: The survey data were quantitatively analyzed using SPSS 20.0 to produce descriptive statistics for understanding students' perception of flipped class. A measure of central tendency (mean) and a measure of variability are calculated and included for each construct in the survey.

Feedback forms: The qualitative data were coded to look for any existing common patterns, themes and categories. The entailed interpretation was to relate the found patterns to the research questions.

Instructor's self-reflection: The field notes written by the instructor during the course were collected and analyzed based on four themes: flexible environment, learning culture, intentional content and professional educator.

Observation of students' work: The students' on-going assignment together with the assigned marks and the teacher's feedback were qualitatively analyzed to point out the strengths and weaknesses in terms of knowledge mastery and application.

3.5. Ethical Considerations

The participation of the students in this study is voluntary. Before the implementation, the instructor introduced the approach to the whole class with all necessary information (including both advantages and disadvantages) so that they could make a well-informed decision whether they want to have their learning flipped or not. The students also answered the questionnaire and attended the interview at their own will and could withdraw from the study at any time.

Both the feedback forms and survey did not collect any identification information of the participants so that all the provided information was kept anonymous. Besides, the survey was administered to the students only when the course had finished and all the grades had been informed to them. The researcher also made it clear that their answers in the questionnaire would not affect their final mark at all.

4. Results

4.1. Research Question 1: Student Perceptions

Survey data and feedback forms Quantitative data collected from the survey was analyzed to reveal student perceptions of flipped classroom as regards research question 1. The mean and standard deviation of the responses to all questionnaire items in each construct were calculated and reported in Table 3. The supplementary data from six after-class feedback forms (mostly in qualitative data because the forms mainly comprise open-ended questions) was also utilized to further capture and characterized the perceptions.

Table 3

Descriptive Statistics for Survey Constructs

Survey construct	M	SD
Mastery of the main contents of the course (M)	3.9905	.618
Evaluation of provided previewing materials on Google Drive (EM)	4.3452	.539
Material studying engagement (ME)	3.4444	.618
Evaluation of class time (EC)	4.1667	.713
Preference for the flipped format (P)	4.1667	.713

As regards the first construct Mastery of the main contents of the course (M), the mean of 3.99 suggested that the respondents felt that the flipped classroom helped them to learn the course contents better than the traditional one, and that they have been able to acquire the core knowledge and skills required in the course including: how to write a research-based argumentative or discursive essay (mean of 4.10), how to evaluate materials (4.05), how to develop an effective search strategy (3.90), and how to use APA in-text citations and references (3.81) (arranged with descending means). The students appeared to be the most confident about writing two kinds of research-based essays introduced in the course and the least about APA citations and references, which was then confirmed in the analysis of their submitted work at the end of the semester. The aspect of APA in the written essay got the lowest mark of all because students make frequent and critical mistakes in both citations and references.

Table 4

Descriptive Statistics for Each Question Item in One Construct

Theme 1	Mastery of the main contents of the course	Code	M	SD
Item 1	I believe that I am able to learn the course contents better with flipped classroom instruction than with traditional lecture-based one.	M1	4.10	.700
Item 2	I feel that I have learned how to write a research-based argumentative or discursive essay well in flipped classroom.	M2	4.10	.831
Item 7	I feel that I have learned how to develop an effective search strategy	M3	3.90	.768

	well in flipped classroom.			
Item 12	I feel that I have learned how to use APA in-text citations and references well in flipped classroom.	M4	3.81	.680
Item 13	I feel that I have learned how to evaluate materials well in flipped classroom.	M5	4.05	.805

The second construct named Evaluation of provided previewing materials on Google Drive (EM) consists of the questions asking the students to evaluate the provided materials before each class. The highest mean of 4.35 and lowest standard deviation of .539 would indicate that the students highly valued the material package prepared by the teacher in terms of diversity of types (mean of 4.67), relevance (4.33), quantity (4.24), and usefulness (4.14).

Table 5

Descriptive Statistics for Each Question Item in One Construct

Theme 2	**Evaluation of provided previewing materials on Google Drive**	Code	M	SD
Item 3	I think that the number of provided materials before class is sufficient to meet each lesson's objectives.	EM1	4.24	.768
Item 8	The provided materials are of various types (videos, slides, handouts)	EM2	4.67	.658
Item 18	I find all the materials academic, reliable and relevant to each lesson's objectives	EM3	4.33	.658
Item 20	Studying the provided materials before class helps me feel more prepared and confident in class.	EM4	4.14	.793

In after-third-class feedback forms, while 90.9% of the participants rated the materials as "very useful and relevant to the lesson", about 9% thought that the materials were quite good, but needed little improvement. When asked to specify their idea of improvement, one student wanted to have "more detailed information in the slides" to understand the lesson more deeply because the slides were believed to be only "the summary" of the lecture. In fact, the slides contain all the content the instructor intends to deliver to the students because she is well aware of the lack of instructor support at home when students study the course by themselves and no recorded live lectures are included in the folder to further explain the ideas. However, this cannot assure that students could get everything they need from the materials; that is why the importance of brief review, mini-lectures and Q&A sections should not be neglected.

In the fourth feedback form, there are several direct comments on the materials as follows.

Table 6

Student Responses on the Provided Materials

	Student responses
Must-study folder	"important and useful – when I have any difficulties, I could open the folders again and review the noteworthy points."

	"sufficient numbers, good quality and the contents are good. Lots of new information is out of the course book but extremely useful" "Fairly useful, plenty of information relevant to the course book and updated" "sufficient in quantity, useful, and help me to master the knowledge" "… provide illustrative examples, so help us to understand [the content] more easily" "I find them useful because it helps me to get all the main ideas of the lesson. I can also check my exercises with provided answer keys. However, the number is too many, so I can only study half of them carefully"
Optional folder	"I can learn several things from the Optional" "I always study the Optional and find them very relevant with necessary knowledge and skills to the lesson" "I think it will be useful because you (the teacher) have selected them, I will study it at the mid-term break"

Thirdly, the construct of Material studying engagement was designed to examine the frequency of student self-study on the previewing materials including Must-study and Optional folders. This third construct got a mean which is slightly higher than the midpoint of 3 and had a standard deviation of .618 shown in Table 3. The survey data suggest that some students are more engaged in studying the materials than the others, and that although the Optional folder was thought to be quite necessary for learning, more students chose to study Must-study folder only. The Optional, as one student said, was saved for mid-term break or whenever they had more leisure time.

Table 7

Descriptive Statistics for Each Question Item in One Construct

Theme 3	**Material studying engagement**	Code	M	SD
Item 4	I only study Must-study folder all the time	ME1	3.48	.981
Item 11	I study both Must-study and Optional folder all the time	ME2	3.24	.944
Item 14	I feel that the Optional folder is necessary for my learning	ME3	3.62	.921

Finally, the fourth and fifth constructs of Evaluation of class time (EC) and Preference for the flipped format (P) had the same mean of 4.1667 and the standard deviation at .713. The statistics indicate that the students highly appreciate the use of class time and show a fairly strong preference for flipped model. The main reasons might be that more useful feedback was given (mean of 4.33) and they had more time for practice (4.38) instead of listening to hour-long lectures.

Table 8

Descriptive Statistics for Each Question Item in One Construct

Theme 4	**Evaluation of class time**	Code	M	SD
Item 5	I like being able to speak with my instructor during class and receive individual help when working on the assignment.	EC1	4.19	.873

Item 9	I can get more useful feedback from the teacher in flipped classroom than traditional one.	EC2	4.33	.730
Item 15	Flipped classroom offers me more opportunities to collaborate with my teammate(s) during class time	EC3	4.14	.793
Item 16	I have more time to practice in class	EC4	4.38	.669
Item 17	The class time in flipped classroom is more effective than traditional one.	EC5	4.05	.921

Table 9

Descriptive Statistics for Each Question Item in One Construct

Theme 5	**Preference for the flipped format**	Code	M	SD
Item 6	I would like to have another flipped classroom in the future.	P1	4.33	.856
Item 10	I prefer the flipped classroom format to the traditional lecture format.	P2	4.00	.775

Through the feedback forms, some of student thoughts were captured as follows:

After the second class:

"The atmosphere is more exciting and we can do more practice"

"Very useful because we can deal with the difficulties in doing our assignment directly. Besides, we can practice with the sources we have found. I think it is truly effective"

After the third class:

"Very practical because our work is commented and then revised right at class"

"More effective because we can continue to work on our assignment"

"Very detailed and the teacher gives us some helpful suggestions"

"She (the teacher) reviews all the learned materials, comments on the found reading texts and guides us on directions"

4.2. Research Question 2: The Instructor's Self-Reflection on the Flipped Classroom Practice

The instructor's self-reflection was analyzed by four main themes adopted from four pillars of F-L-I-P namely flexible environment, learning culture, intentional content, and professional educators with respect to research question 2.

4.2.1. Flexible Environment

The flipped classroom provided flexible learning modes for the students

In terms of the flexibility of ***space and time***, the instructor uploaded learning materials about one week before every class meeting. This is to make sure the students had sufficient time to study the materials and seek for peers' or instructor's help if necessary. They would have time to try applying the knowledge in completing the assignment and figure out any popped-up problems in their private space. The students shared that they could study the materials at their own pace, in their most comfortable place and at their most convenient time. Simultaneously, the teacher could save a significant amount of class time to guide students' practice instead of delivering theories. Thanks to this, she was also better aware of the students' problems and needs to accommodate while progressing through the assignment.

The flipping model set flexible expectations and assessment of learning

Two folders of materials were given, but the instructor did not expect all of the students would study both of the folders completely all the time. The feedback form responses show that most of the students (40-60%) were more likely to study all or part of the Must-study folder, while a minority (around 10%) of them also studied Optional folder. From the observation of review and Q&A session, several students were more willing to share their understanding of the knowledge than others while most of the others remained silent unless being asked. During class time, the students were allowed certain periods of time (10-30 minutes) to discuss with their partners, work on their assignment and raise questions to look for the instructor's support. In this part, most of the students showed that they were well aware of the tasks and less hesitant to ask questions or call for support.

With respect to different ways to learn content and demonstrate mastery, normally, students only have a course book to study in the course. With the uploaded materials, the participants had more choices ranging from written ones (worksheets, handouts) to audio/visual ones (slides, videos) which were believed to cater for different learning styles. However, it was a pity that the course did not offer a variety of ways for mastery demonstration. The students all had to submit the same assignment of a reading diary and a written essay. In order to improve this limitation, the instructor informed them of rewarding a bonus mark up to 0.5 if they showed creativity in presenting their work (suggested as video, blog, vlog, newspaper article, etc.). Nevertheless, no students did this at the end of the course. All of the submissions were in written form.

4.2.2. Learning Culture

Flipped classroom was more learner-centered than the traditional one

A significant amount of class time was allotted to the students' pair work to practice the skills or apply the learnt knowledge in doing the assignment. For example, they developed their own search strategy to look for relevant and academic readings in week 4 and then evaluated these to select the best ones for their essay writing in the following weeks. While doing so, they could always get instant feedback from the teacher, or watch the teacher's demonstration with a sample before attempting to carry out by themselves. So the flipped model gave them opportunities to engage in meaningful activities without the teacher being central.

In terms of differentiation**,** the researcher holds a firm belief in students' differences and individual preferences in learning. However, differentiating instructions to a class of 20-30 students within a limited time stretch is not always feasible task, sometimes undoable even. Meanwhile, flipped class offers more interactive one-to-one time between teacher and student, and thereby making differentiation more possible and realistic. Admittedly, not much differentiation as expected was seen in the course although the teacher attended to different pairs differently in terms of allocated time and feedback depending on their need. Some pairs were faster in the process and could get feedback on their work, but the others who were slower could get more advice in certain steps. The instructor could spend more time with more struggling students and provide more constructive feedback for fast-finishers (often stronger students) to better their work. By this way, struggling students could get more help and attention from the teacher.

4.2.3. Intentional Content

In the course there were many important concepts new to the students such as active reading, search strategy, research-based writing, or APA style, to name a few. In a non-flipped classroom, these concepts would require a considerable amount of lecture time to get through to students. After the lectures finished, there would hardly be anytime left for practice so it was very often set as homework and became neglected. Using flipping model, the teacher could send the materials which explain these concepts thoroughly beforehand and then spend a more reasonable amount of class time reviewing, and answering students' questions regarding these concepts or demonstrating how to do it visually. By doing this, much more time was saved for more meaningful practice activities, whereas the concepts were still understood much better than in traditional lecture type.

Each lesson was planned to include all the following sections: brief review Q&A, mini-lecture, student practice with teacher's feedback and support. However, not all of these sections were delivered, but which ones depend on student's understanding and mastery of the contents. Mini-lectures were carried out only when students showed the need for further and direct instructions and explanations. Otherwise, the time would be spent on student practice and teacher feedback.

4.2.4. Professional Educators

Students have to work harder in FC in order to get a good grasp of the lectures all by themselves, so does it mean instructors either become redundant or get "a free ride"? In fact, instructors, now "the facilitators of learning" have a more challenging role of giving more insightful one-on-one consultations to students and tapping into deeper learning of the subject matter (Francl, 2014). The role is switched from "sage on the stage" to more of "guide on the side" (Choe & Seong, 2016). While the students were discussing or working on their assignment, the teacher usually walked around to offer support. Whenever they had a question, it could be handled right away. Besides, the teacher also encouraged the students to email or text her via Messenger or Facebook comments if they encountered any problems out of class.

With respect to feedback, students only get feedback once they submit their assignment in conventional class. Flipped classroom provides them a chance to get feedback step by step along the way and thereby making necessary adjustments before the final submission.

After each module of main content ended, the teacher would assess the students' work and give feedback. For example, after learning how to create an effective search strategy and make a good evaluation, the students had to find and select three reading texts reliable and relevant to their essay topic. The teacher would take a look at all pairs' selection and either approved if they met the requirements or otherwise asked them to redo the selection process. Additionally, through observation in review section of every class, some students were asked to re-study the materials in case they showed a lack of understanding and/or mastery. However, admitted as a limitation of the course, the instructor did not arrange any online quizzes or tests for the students to do their own self-assessment after studying the materials. This is a big missing point.

After-class feedback forms were recorded to make essential modifications in order to guarantee the participants' satisfaction. Six students' quick feedback forms which were administered in the first six weeks of the implementation together with the instructor's own observation were two main sources of information for adjustments. Some of the modifications have

been done:

- In the second feedback responses, a student wanted the materials to be sent earlier so that they could arrange self-study time more conveniently for different courses. After that, the instructor set the time one week before the due class for the materials to be handed out since then.

- In the first five weeks, the materials were all compulsory. From week 6 onwards, the instructor added the optional folder which provided more materials for those who were willing to study more deeply. The must-study folder was minimized to the core knowledge one must absorb to do the assignment, which reduced the workload for weak students to some extent.

Last but not least, the teacher had to spend more time preparing each lesson than before. These added tasks included making slides, searching for and selecting materials, uploading them and writing feedback for the students. Sometimes, it was true pressure to keep up to the uploading schedule and feedback returns; however, it was really worth the effort when observing more of the students' improvement and less of their confusion and disengagement in class, earning their gratitude for the constructive comments.

4.3. Research Question 3: The Quality of Students' Assignment

The students were divided into 10 groups (9 pairs and 1 group of three), and they all submitted their assignments on schedule.

Each assignment was then assessed based on the course rubrics. The reading section was marked in terms of 1) the selection of texts, 2) interactions with the texts, 3) notes and 4) reading panel. The essay rubric evaluates student work with respect to 1) task response and quality of arguments, 2) coherence and cohesion, 3) language use, mechanics and formality, and 4) APA citations and references.

In this study, the quality of students' assignments would be reviewed with reference to certain aspects which are the main contents of the course. This is to examine the effectiveness of flipped classroom on students' mastery of the main contents shown in their own end-term product and thereby tackling research question 3.

Table 10

Reviewing Aspects of the Assignment

Targeted aspects	**Selection of reading materials**	**Paraphrasing, summarizing and synthesizing skills**	**Developing arguments in two essay genres**	**The use of APA citations and references**
Guiding questions	Were they able to search for and select academic readings relevant and useful for their writing?	Were they able to paraphrase, summarize and synthesize the information from the texts?	Were they able to write a proper essay (argumentative or discursive) as requested? Were they able to develop effective arguments?	Were they able to cite the sources properly (both in text and in reference list)?
Teacher's Evaluation	All of the groups chose from 3 to 6 reading texts	Of three skills, 3 groups did not write synthesis	The majority (80%) could develop effective arguments	They had the lowest point for this aspect. 80%

	which are all relevant to their essay topic and taken from academic sources. The genres of the reading texts are predominantly journal articles. Three pairs also used encyclopedia entries, or conference paper, or book, or dissertation as their references.	paragraph(s) in their notes, while all groups did the paraphrase and summary. 4/10 (40%) groups showed good paraphrasing skills, and the same figure with synthesis. On the other hand, summarizing skill had a much higher percentage of good work at 80%. The rest needed more or less improvement, except for one group which synthesized the information quite badly.	with claim-warrant-grounds in the whole essay. Two groups (20%) showed a lack of warrant in one argument. Either of them also provided irrelevant ground or ineffective claim once in the essay. They all got 8.5-9.0 (out of 10) for task response and quality of arguments.	got 5.5 or 6, and just 20% had over 7 (out of ten). For those with 5.5 or 6, they made frequent mistakes in both in-text citations and references. 4 groups even had the whole reference list in inaccurate format. For those getting over 7, they made several mistakes in both citations and references, except for one group getting 8 who showed no mistakes in in-text citations.

As shown in Table 10, the students showed good mastery of text selection and argument development although there still remained occasional missing warrants or an irrelevant ground or an ineffective claim. These were followed by the set of three writing skills in which the participants demonstrated good summarizing skill, but were somewhat not confident in synthesizing one. Last but not least, the students are not adept at the use of APA style in both citations and references. Some common mistakes they mostly made were: no hanging indent, use of bullet points, missing required information (pages, volumes, DOI, links, etc.).

5. Discussion

Regarding the first research question, the study findings show positive perceptions of the students towards flipped classroom in almost all respects asked in the survey, especially affirmative feedback on provided materials and class time use. This echoed the results found in the previous research: improved engagement (Satullo, 2013; Johnson, 2013; Basal, 2015; Yang et al., 2018), more meaningful use of class time (Yang et al., 2018), better understanding of course content (Choe & Seong, 2016). The plausible reason for this could be flipping the course has truly offered them more time for practice right in class. Compared to the traditional lecture-based classroom, students have more practice opportunities individually and in small groups. More importantly, because the teacher is freed from the lecturing and task checking role, the students could always seek for the teacher's direct support or instant feedback on their work. This resulted in better satisfaction of class time. Besides, flipping model witnesses more questions asked and issues raised by students mostly due to the fact that there is more silent time in class in which students feel less hesitant to raise their voice

without interrupting their instructor. As a result, the quality of their assignments was significantly improved compared to those of previous cohorts studying in traditional classroom. Based on the instructor's own experience teaching the same course for six consecutive years, students of previous cohort were confused between argumentative and discursive essays and thereby getting subtracted points in task response. What is more, they also made worse selection of texts in terms of reliability and/or relevance. They had not had as much support and guidance from instructor as these participants did.

In answering the second question, from the instructor's perspective, there was no need to spend hours talking and explaining, but very often fail to finish the lesson on time. The contents in academic English course, especially reading and writing, could be quite long and not easy to acquire at once. Therefore, the learning opportunities afforded by flipped activities before class have facilitated the acquisition of these main contents. Together with brief review, mini-lectures and Q&A sections in class, students would have had a good grasp of knowledge by the time each class meeting ended. Additionally, students also get exposed to more materials than usual when the course book has been studied in advance outside class in their spare time. The self-reflection revealed flipped classroom truly afford more time for practice, feedback and one-on-one interactions. Despite the mentioned challenge of extra workload (preparation and feedback) which leads to occasional pressure, the instructor also echoed the positivity of the students about this teaching approach.

In terms of the last question, the quality of the students indicated radical improvement although the use of synthesizing skill and APA reference did not live up to the instructor's expectation. This finding is similar to other studies: improved academic success and retention of knowledge (Boyraz & Ocak, 2017) or positive impact on language skills (Amiryousefi, 2017) or idiomatic knowledge (Chen Hsieh et al., 2017). What is new in this finding is the humble impacts of the teaching mode on synthesizing and APA referencing skills. A possible explanation is these skills are among the advanced ones and hard to master at once. The students definitely need more guiding demonstration and real practice in research over time.

In the literature, there were a number of studies undertaken in general English courses which mainly focus on listening and speaking skills. The findings reported here shed new light on the effectiveness of flipped classroom in an academic English course focusing on reading and writing components. Among the constructs in the survey, while four of them could be replicated in almost all kinds of courses or subjects, the first construct namely the main contents of the course was made very unique to the subject; and therefore, it indicated an original finding which contributed to our understanding whether the flipping mode was effective in delivering such complex academic knowledge to students. This was confirmed positively in the answers to the first and third questions, which was shown through affirmative student perception of mastering the contents as well as the significantly improved quality of submitted works.

6. Conclusion

The implementation of flipped classroom in this study has its own limitations in some respects. Firstly, because of a lack of preparation time, no recorded or voice-over self-made videos were used in the course. The videos are curated from the Internet, so students may not feel as connected to the video teachers as their own instructor. Secondly, although there has not

been a standardized procedure to carry out a flipped class yet, researchers (Francl, 2014; Yang et al., 2018) who applied or examined this approach seem to agree with each other in that an online quiz/test should be provided together with the pre-viewing materials for students to test themselves and evaluating their absorption of knowledge. However, in this research, the instructor could not prepare any online quiz/test so the students had to make their self-evaluation on their own and decide how many times they should go through the learning materials. In the future research, this self-testing feature should be added to facilitate students' self-paced e-learning more effectively. Moreover, even though the teacher introduced Facebook group with all of its useful functions to support further interactions outside the classroom, this was mostly done out of the students' own free will. There were no designated slots of online chats as in Yang et al. (2018) or obligations of leaving comments or reactions to posts on this platform at all. In addition, the small sample makes this a case study rather than a survey one, which somewhat prevents generalization of the findings to the population. Therefore, the research can actually function as a pilot study with exploratory purpose, paving the way for a further future study on a larger scale. Besides, there was a lack of training for students how to use the pre-delivery materials effectively (note taking, critical thinking, questions) and how to make the most use of in-class time with their teacher and peers (asking good questions). Last but not least, video views were not counted by Google Drive compared to other learning management systems. Therefore, the teacher cannot monitor students' engagement with flipped activities at home. Although the participants were encouraged to report their progress of material study on the class Facebook group, this was hardly done. Besides, what was found in the survey, there were no other ways to assure their engagement level.

From the study, some advice could be drawn to improve the implementation for further research. First of all, recorded lecture videos and self-assessment quizzes should be prepared in advance before the start of the semester. Preparing the materials during semester time would prevent instructors from producing sufficient quantity or high-quality materials for students. Secondly, the use of the flipped-mastery model (Bergmann & Sams, 2012) could allow students to learn through the materials and master the course objectives at their own pace. Flipped-mastery model is a combination of flipped and mastery learning: students can master different objectives of the course at their own pace at different time and be provided with formative assessment for self-check together with summative assessment at the end. Through summative assessment, if students cannot demonstrate their mastery over a particular objective, a remediation is then offered. This is used for the course in which the mastery of one certain objective is required for the grasp of all the subsequent objectives. Thirdly, future research should be based on reliable theoretical framework such as Piaget (1950) or Vygotsky's (1978, 2005) socio-cultural theory. Fourth, the contents of all weeks should be provided beforehand, so that some students could even work ahead of the course schedule at their preferred pace. Last but not least, the platforms chosen for uploading pre-viewing materials should have a function of checking the views: checking students' notes, requiring every student to ask at least one question related to the materials, doing the self-check quizzes (e.g. Kahoot challenge lets you know how many players have taken the challenge). There needed mechanisms to monitor students' self-study hours with the materials before class.

All in all, this approach is a truly promising one in teaching English as a foreign language, but needs more empirical

research to make it more grounded. Besides, practitioners when implementing it might beware of the limitations in this study, consider the advice, and draw lessons from this case for a better utilization of the teaching approach.

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Appendix A: Student Survey

For the following questions except items 15 and 20, please circle the number that best reflects your perception on a five-point scale.

1 2 3 4 5

Strongly disagree Disagree Neutral Agree Strongly agree

For items 15 and 20, please chose one of the five options shown with the item below.

No.	Questions	1	2	3	4	5
1	I believe that I am able to learn the course contents better with flipped classroom instruction than with traditional lecture-based one.	1	2	3	4	5
2	I feel that I have learned how to write a research-based argumentative or discursive essay well in flipped classroom.	1	2	3	4	5
3	I think that the number of provided materials before class is sufficient to meet each lesson's objectives.	1	2	3	4	5
4	I only study Must-study folder all the time	1	2	3	4	5
5	I like being able to speak with my instructor during class and receive individual help when working on the assignment.	1	2	3	4	5
6	I would like to have another Flipped Classroom in the future.	1	2	3	4	5
7	I feel that I have learned how to develop an effective search strategy well in flipped classroom.	1	2	3	4	5
8	The provided materials are of various types (videos, slides, handouts)	1	2	3	4	5
9	I can get more useful feedback from the teacher in flipped classroom than traditional one.	1	2	3	4	5
10	I prefer the flipped classroom format to the traditional lecture format.	1	2	3	4	5
11	I study both Must-study and Optional folder all the time	1	2	3	4	5
12	I feel that I have learned how to use APA in-text citations and references well in flipped classroom.	1	2	3	4	5
13	I feel that I have learned how to evaluate materials well in flipped classroom.	1	2	3	4	5

14	I feel that the Optional folder is necessary for my learning.	1	2	3	4	5
15	Flipped classroom offers me more opportunities to collaborate with my teammate(s) during class time.	1	2	3	4	5
16	I have more time to practice in class in flipped model.	1	2	3	4	5
17	The class time in flipped classroom is more effective than traditional one.	1	2	3	4	5
18	I find all the materials academic, reliable and relevant to each lesson's objectives	1	2	3	4	5
19	Studying the provided materials before class helps me feel more prepared and confident in class.	1	2	3	4	5

Appendix B: The Four Pillars of F-L-I-P™

(for teacher's reflection)

Flexible environment		
F1.	I establish spaces and time frames that permit students to interact and reflect on their learning as needed.	☐
F2.	I continually observe and monitor students to make adjustments as appropriate.	☐
F3.	I provide students with different ways to learn content and demonstrate mastery.	☐
Learning culture		
L1.	I give students opportunities to engage in meaningful activities without the teacher being central.	☐
L2.	I scaffold these activities and make them accessible to all students through differentiation and feedback.	☐
Intentional content		
I1.	I prioritize concepts used in direct instruction for learners to access on their own.	☐
I2.	I create and/or curate relevant content (typically videos) for my students.	☐
I3.	I differentiate to make content accessible and relevant to all students.	☐
Professional educators		
P1.	I make myself available to all students for individual, small group, and class feedback in real time as needed.	☐
P2.	I conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction.	☐
P3.	I collaborate and reflect with other educators and take responsibility for transforming my practice.	☐

Appendix C: Descriptive Statistics for Each Survey Item and Each Survey Construct

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
M1	21	3	5	4.10	.700
M2	21	3	5	4.10	.831
M3	21	3	5	3.90	.768
M4	21	3	5	3.81	.680
M5	21	3	5	4.05	.805
EM1	21	3	5	4.24	.768
EM2	21	3	5	4.67	.658
EM3	21	3	5	4.33	.658
EM4	21	3	5	4.14	.793
ME1	21	2	5	3.48	.981
ME2	21	2	5	3.24	.944
ME3	21	2	5	3.62	.921
EC1	21	3	5	4.19	.873
EC2	21	3	5	4.33	.730
EC3	21	3	5	4.14	.793
EC4	21	3	5	4.38	.669
EC5	21	2	5	4.05	.921
P1	21	3	5	4.33	.856
P2	21	3	5	4.00	.775
Valid N (listwise)	21				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
M	21	3.00	5.00	3.9905	.61798
EM	21	3.00	5.00	4.3452	.53896
ME	21	2.33	5.00	3.4444	.61764
EC	21	3.00	5.00	4.1667	.71297
P	21	3.00	5.00	4.1667	.71297
Valid N (listwise)	21				

Appendix D: Lesson Plan Sample

Lecturer's name:	**Date:**
Course: Academic English 3B* (Reading and writing)	**Duration:** 4 periods (~ 3 hours)
Unit/Week: 4	
Topic: Evaluating and selecting reading sources	
Aims of lesson: To develop an effective search strategy	

<table>
<tr><td colspan="4">To evaluate and select good sources for writing an essay</td></tr>
<tr><td colspan="4">Lesson objectives:
Students will be able to
Create an effective search strategy to search for good reading materials on the Internet
To assess the quality of the sources through two steps
To choose academic, reliable and relevant reading texts for essay writing</td></tr>
<tr><td colspan="4">Assumed prior knowledge:
Students may have some knowledge about the subject in the previous course
Students may have basic searching skills and have some experience in selecting reading texts on the Internet</td></tr>
<tr><td colspan="4">Resources:
Course book 3B* (Reading and writing)
Must-study folder: 1 Powerpoint presentation, 1 video (Evaluate your sources of information – James Cook University), 1 search strategy worksheet, 2 sample reading materials for practice
Sample 1) Jalongo, M. R. & Saracho, O. N. (2016). Writing for publication: Transitions and tools that support scholar's success. Switzerland: Springer International Publishing.
Sample 2) Byers-Heinlein, K. & Lew-Williams, C. (2013). Bilingualism in the Early Years: What the Science Says. Learn Landsc</i, 7(1), 95–112.
Optional folder:
Further reading: The Internet search strategies of successful college student
1 video: Using Google scholar effectively
1 supplementary handout: advanced Google search skills</td></tr>
<tr><td>Time</td><td>Content & Teacher activity</td><td>Student activity</td><td>Resource</td></tr>
<tr><td>5’</td><td>Register</td><td></td><td>Register</td></tr>
<tr><td>15-20’</td><td>Review (the previous lesson)
Helps students to review learned knowledge/skills</td><td>Answer teacher’s review questions of the previous weeks (brief review)</td><td>PowerPoint</td></tr>
<tr><td>30’</td><td>Q&A session (the due lesson)
Answer students’ questions</td><td>Ask prepared questions</td><td></td></tr>
<tr><td>30’</td><td>Mini-lecture</td><td>Attend mini-lectures (if any) and ask further questions</td><td>Powerpoint
Search strategy handout
Two sample handouts for evaluation</td></tr>
<tr><td>1 hour</td><td>Assignment preparation/practice and teacher's on-site feedback
Guides the process with feedback</td><td>Practice performing skills which they have learned</td><td>Students’ search strategy
Students’ own reading materials</td></tr>
<tr><td>5’</td><td>Wrap-up</td><td></td><td></td></tr>
<tr><td colspan="2">Homework/assignment sets:</td><td colspan="2">Hand in date:</td></tr>
</table>

ỨNG DỤNG PHƯƠNG PHÁP LỚP HỌC ĐẢO NGƯỢC TRONG MỘT KHOÁ HỌC TIẾNG ANH HỌC THUẬT

Nguyễn Thị Thịnh

Trường Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội,
Phạm Văn Đồng, Cầu Giấy, Hà Nội, Việt Nam

Tóm tắt: Kể từ khi phương pháp lớp học đảo ngược lần đầu tiên được áp dụng khoảng hơn một thập kỷ trước, phương pháp này đã liên tục thu hút sự chú ý của giới học giả, thể hiện qua việc ngày càng có nhiều nghiên cứu về nó được thực hiện ở nhiều lĩnh vực hay môn học khác nhau trong những năm vừa qua. Mục đích của nghiên cứu này là nhằm thử nghiệm phương pháp mới đầy hứa hẹn này trong một khóa học tiếng Anh học thuật tại đại học và kiểm chứng hiệu quả của nó đối với nhận thức của cả người học và người dạy cũng như xem liệu nó có giúp nâng cao chất lượng bài tập lớn của sinh viên. Đối tượng nghiên cứu gồm 21 sinh viên năm thứ hai chuyên ngành tiếng Anh tham gia khóa học tiếng Anh học thuật (học phần Đọc-Viết) tại một trường đại học công lập ở Hà Nội, Việt Nam. Kết hợp thu thập dữ liệu định lượng thông qua bảng hỏi và dữ liệu định tính từ các bản phản hồi sau từng buổi học của sinh viên, sự tự chiêm nghiệm và phân tích chất lượng bài tập lớn của giảng viên, nghiên cứu đã chỉ ra sự tích cực trong nhận thức và phản hồi của cả sinh viên và người dạy đối với phương pháp này cũng như sự tiến bộ đáng kể của sinh viên thể hiện trong bài tập lớn cuối kỳ trong việc nắm được loại hình bài luận, phát triển lập luận và sự lựa chọn tài liệu đọc học thuật. Tuy nhiên, kĩ năng viết tổng hợp và trích dẫn theo APA cần có thêm sự hướng dẫn từ giáo viên và luyện tập từ sinh viên. Nghiên cứu cũng chỉ ra một số hạn chế và gợi ý để các nghiên cứu trong tương lai có thể xem xét để có thể áp dụng phương pháp lớp học đảo ngược một cách hiệu quả hơn.

Từ khoá: phương pháp lớp học đảo ngược, giảng dạy tiếng Anh, tiếng Anh như một ngoại ngữ