FLIPPED CLASSROOMS AND DIGITAL RESOURCES IN ENGLISH LANGUAGE TEACHING AT DONG NAI TECHNOLOGY UNIVERSITY

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GENERAL INFORMATION

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ABSTRACT

This study explores the effects of implementing flipped classrooms integrated with digital resources on the English language proficiency of non-English major students at the Dong Nai Technology University. A quasi-experimental mixed-methods approach was employed, involving 80 participants who were divided into control and experimental groups. The experimental group received instruction through the flipped classroom model, which required students to engage with online materials, such as video lectures, interactive exercises, and supplementary digital content prior to in-class sessions. During class time, students participated in various communicative activities, discussions, and collaborative tasks designed to reinforce and apply pre-learned materials. The quantitative results demonstrated that students in the flipped classroom group achieved significantly greater improvements in their English proficiency than those in the traditional teaching group. Complementary qualitative data gathered from student interviews and surveys highlighted generally positive attitudes toward the flipped learning model, with students reporting increased motivation, active engagement, and a more autonomous learning experience. However, some students noted challenges related to time management, self-discipline, and preparation. The findings offer practical insights for educators seeking to enhance English language instruction through innovative pedagogical approaches and suggest avenues for future research to address the identified challenges and further optimize flipped classroom implementation.

1. INTRODUCTION

1.1 Background to the Study

In the context of global integration, English proficiency has become an essential skill for students in Vietnam. However, English language teaching (ELT) in Vietnamese universities remains largely dominated by traditional teacher-centered approaches, which often lead to passive learning and insufficient communicative competence (Tai & Zhao, 2022). Dong Nai Technology University (DNTU), recognizing

these limitations, has sought to implement innovative teaching methodologies to enhance students' English proficiency.

The flipped classroom model, which reverses the conventional sequence of instruction, allows students to acquire fundamental knowledge outside the classroom through digital resources, thereby maximizing active learning opportunities during face-to-face sessions (Turan & Akdağ-Çimen, 2020). This pedagogical shift offers potential benefits in fostering learner autonomy, engagement, and communicative skills, which are critical for effective language acquisition.

Traditional ELT methods in Vietnam are often criticized for their overemphasis on grammar translation, limited student interaction, and lack of authentic language use. These limitations hinder the students' development of communicative competence, which is essential for real-world language use. The adoption of flipped classrooms supported by digital resources has the potential to enhance learner autonomy and active engagement, particularly in EFL contexts, by shifting responsibility for initial content acquisition to students and allowing more time for meaningful practice in class (Tsai, 2019). However, empirical studies examining the effectiveness of this approach in Vietnamese higher education are scarce.

1.2 Literature review

1.2.1 Flipped Classroom Approach

The flipped classroom represents a significant shift from traditional instructional models by reversing the typical sequence of teaching and learning activities. In this approach, students first access instructional content outside the classroom through a variety of digital materials such as video lectures, assigned readings, and online quizzes, which allow them to familiarize themselves with foundational knowledge at their own pace (Eichler & Peeples, 2016). As a result, class time is reserved for more interactive, student-centered activities, including group discussions, problem-solving exercises, peer collaboration, and instructor-facilitated feedback sessions. This structure encourages higher-order thinking skills such as analysis, synthesis, and evaluation, which are essential for language development and long-term retention. Rooted in constructivist learning theory, the flipped classroom emphasizes the importance of active knowledge construction, where students build understanding through meaningful engagement with both content and their peers (Yulian, 2021).

1.2.2 Digital Resources in Language Education

Digital resources play a critical role in modern language education by offering a diverse array of tools that support and enrich the learning process. These tools include mobile language learning applications, interactive online platforms, and multimedia content, such as videos and podcasts, and virtual communication technologies that enable real-time language practice with native or proficient speakers (Slamet, 2024). The integration of such resources facilitates differentiated instructions, allowing teachers to tailor learning experiences to meet diverse student needs and learning pace (Thoma et al., 2019). Additionally, many digital tools provide immediate feedback, helping learners identify and correct errors quickly, thus promoting more effective language acquisition (Sadiq et al., 2024). Furthermore, students gain increased exposure to authentic language input, which is crucial for developing communicative competence (Wang et al., 2018). However, the successful implementation of digital resources also presents challenges, as both students and instructors require adequate digital literacy skills, and institutions must ensure stable technological

infrastructure to fully support these innovations (Masterson, 2020).

1.2.3 Previous Studies

Numerous empirical studies have provided strong evidence supporting the effectiveness of flipped classrooms in improving language learning outcomes across various contexts. Implementing flipped classrooms encouraged active student engagement, increased learner autonomy, and led to significant improvements in overall language performance among English as a Foreign Language (EFL) learners (Li, 2023). Similarly, students in flipped classroom environments exhibit notable gains in speaking and listening proficiency because of increased opportunities for interaction and real-time feedback during in-class activities (Wang et al., 2018). The flipped instruction not only enhanced students' speaking confidence, but also fostered higher levels of motivation and participation (Van Alten et al., 2021). Despite these promising findings, existing literature remains relatively limited in fully integrating both quantitative achievement measures and qualitative learner experiences within a single comprehensive study, leaving room for further investigation.

2. METHODOLOGY

2.1 Research questions

The primary objective of this study was to investigate the effectiveness of implementing flipped classrooms combined with digital resources in English language teaching for non-English major students at Dong Nai Technology University.

Specifically, this study seeks to answer the following research questions:

- To what extent does the flipped classroom model supported by digital resources improve students' English language proficiency compared with traditional teaching methods?

- What are students' perceptions and attitudes toward learning English in a flipped classroom environment?

- What challenges and benefits do teachers encounter when implementing flipped classrooms with digital resources in English instruction?

The significance of this research lies in its contribution to the ongoing pedagogical shift in ELT, particularly in contexts such as Vietnam where innovative teaching approaches are still emerging. The findings aim to inform educators, curriculum designers, and policymakers on effective integration of technology to foster communicative competence and autonomous learning.

2.2 Research Design

This study employed a quasi-experimental mixed-methods design to evaluate the effectiveness of the flipped classroom model supported by digital resources in English language instruction. The quantitative component utilized pre- and post-tests to objectively assess students' English proficiency across four core skills: listening, speaking, reading, and writing. These standardized tests were developed based on the CEFR A2–B1 level descriptors and validated by experienced EFL instructors. The scoring criteria aligned with established rubrics focusing on accuracy, fluency, comprehension, and vocabulary use.

In parallel, the qualitative component involved semi-structured interviews with selected students and teachers to explore their perceptions, engagement, motivation, and experiences with the flipped learning environment. Classroom observations and reflection journals were also collected to supplement the qualitative analysis.

The central research hypothesis was that students exposed to the flipped classroom model integrated with digital resources would demonstrate significantly greater improvement in English language skills compared to those in traditional classrooms. The measurement criteria included both quantitative gains (test score differences) and qualitative indicators (levels of participation, learner autonomy, and satisfaction).

By integrating digital video lectures, online exercises, and interactive tools (e.g., Google Classroom, Quizlet), the study aimed to assess how these digital resources influenced student preparation before class and active participation during class.

2.3 Participants

The study involved 80 first-year non-English major students enrolled in mandatory English language courses at Dong Nai Technology University. Participants were randomly assigned into two equal groups (n = 40 each):

- Experimental group: Received instruction using the flipped classroom model with digital content.

- Control group: Received instruction through traditional teacher-centered methods.

- Participant characteristics were as follows:

- Age: 18–20 years

- Gender: Balanced distribution across both groups

- Initial proficiency level: Established via a pre-test based on CEFR A2 level benchmarks

All participants had similar educational backgrounds and no prior experience with flipped classrooms, ensuring the comparability of the two groups. Pre-test results confirmed the homogeneity of English proficiency levels prior to the intervention, enhancing the internal validity of the study.

2.4 Research Instruments and Procedures

2.4.1 Pre-test and Post-test

A standardized English test was developed based on CEFR A2–B1 descriptors, covering four macro-skills: listening, speaking, reading, and writing**.**

- Listening and Reading sections were structured as multiple-choice items adapted from the Oxford Placement Test (OPT).

- Speaking was assessed through individual interviews using a topic-based prompt, rated with a rubric focusing on fluency, coherence, and pronunciation.

- Writing involved a guided writing task (e.g., describing a personal experience), assessed using criteria for content, organization, vocabulary, and grammatical accuracy. All tests were piloted with a separate group of students to ensure reliability (Cronbach's alpha > 0.8).

This method offers objective, standardized data on language development, though it may not fully capture students' communicative competence or contextual learning progress.

2.4.2 Questionnaires

Structured questionnaires were used to collect information on students' attitudes toward the flipped classroom model**,** learning motivation**,** levels of classroom engagement**,** and perceived self-efficac**y**. The questionnaire included items such as:

"I feel more motivated to learn English in a flipped classroom."

"I am more confident when speaking English in class."

"The flipped classroom makes the lessons more engaging."

"I find it difficult to manage the pre-class learning tasks."

Responses were measured using a three-point scale with the following options: *Agree, Neutral*, and *Disagree*. This simplified format allowed students to express their general perception without requiring fine distinctions in agreement.

While this method enables straightforward data collection and analysis, the limited scale may reduce the sensitivity of responses and overlook subtle differences in students' opinions.

2.4.3 Semi-structured Interviews

Semi-structured interviews were conducted with 10 students (coded as SV1 to SV10) and three instructors (coded as GV1 to GV3) to explore detailed personal experiences with the flipped classroom approach. The interviews were focused on topics such as: students' perceptions of in-class and pre-class activities, motivation, engagement, challenges faced during the flipped learning process, and perceived learning outcomes.

This method provided rich, in-depth qualitative data that complemented the quantitative findings. However, due to the small sample size and the subjective nature of responses, the results may not be broadly generalizable to all student populations.

2.4.4 Classroom Observations

Observational data captured real-time classroom dynamics, focusing on student participation, teacher-student interactions, and the practical implementation of flipped classroom instructional strategies. Observations offer authentic insights into classroom practices, but they can be influenced by observer presence and may lack consistency without a standardized rubric.

2.4.5 Procedures

Week 0 (Pre-test):

All participants completed the pre-test under standardized conditions. The learner autonomy questionnaire was also administered.

Weeks 1–10 (Intervention):

Experimental group: Received weekly flipped lessons. Students accessed digital video lectures and online tasks (hosted on Google Classroom) before class. In-class time focused on problem-solving, discussion, and communicative activities.

Control group: Followed the same curriculum topics but learned through conventional in-class instructions (presentation–practice–production model).

Week 11 (Post-test & Interviews): All participants completed the post-test and learner autonomy questionnaire. Selected students participated in interviews. Observation notes and student journals were collected for qualitative analysis.

The combination of these instruments and procedures enabled data triangulation, which strengthens the validity and depth of the findings, offering both objective measures and subjective insights into the effectiveness of the flipped classroom model.

2.5 Data Analysis Procedures

Quantitative data obtained from pre-test and post-test scores were analyzed using paired sample t-tests and descriptive statistics processed through SPSS software to determine statistical significance. For the qualitative data, thematic analysis was conducted following the framework established by Braun and Clarke (2006),

allowing for the identification of key themes and patterns. Additionally, triangulation of various data sources was applied to ensure the reliability and validity of the research findings.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Impact on English Language Proficiency

Figure 1. Comparison of Pre-test and Post-test Scores by Language Skill in Experimental and Control Groups

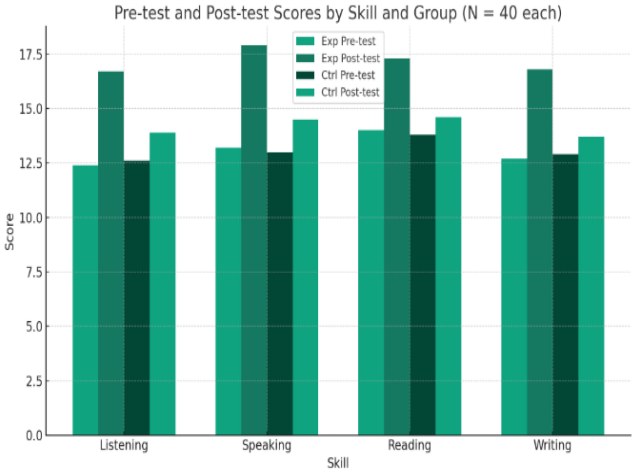

Table 1. Descriptive Statistics and Independent Samples t-Test Results for Pre-test and Post-test Scores by Group (N = 40 per group)

Skill	Group	M	SD	t	df	p
Listening	Experimental	16.8	1.9	9.35	78	<.001*
	Control	14.0	1.9			
Speaking	Experimental	17.8	2.0	9.72	78	<.001*
	Control	14.2	2.0			
Reading	Experimental	14.1	1.8	3.10	78	.003*
	Control	13.6	1.9			
Writing	Experimental	13.6	1.8	3.04	78	.003*
	Control	13.4	1.9			

p-values were calculated to three decimal places and rounded to two decimal places for clarity. An asterisk () indicates statistically significant results at $p < .05$.

Figure 1 and Table 1 illustrates the post-test scores of both the experimental and control groups across four English language skills: Listening, Speaking, Reading, and Writing. Each group included 40 participants.

The experimental group outperformed the control group in all four skills. The most notable improvements were in Speaking (M = 17.8, SD = 2.0) and Listening (M = 16.8, SD = 1.9), compared to the control group's scores in the same skills **(**Speaking: M = 14.2, SD = 2.0; Listening: M = 14.0, SD = 1.9**)**. Statistical analysis using independent samples t-tests showed significant differences between the two groups for all skills, with p-values less than 0.05. The largest effect sizes were observed in speaking and listening, where $p < .001$, indicating highly significant results.

The chart visually supports these findings, showing clear gaps between the experimental and control group's post-test scores, particularly in productive skills (speaking and writing), highlighting the stronger performance of the experimental group.

3.1.2 Student Perceptions and Attitudes

Survey responses from the experimental group indicated:

Table 2. Student perceptions of flipped classroom experience

Perception Item	Agree	Neutral	Disagree
Increased motivation	35 (87%)	4 (10%	1 (3%)
Improved speaking confidence	33 (82%)	5 (13%)	2 (5%)
Enhanced classroom engagement	36 (90%)	3 (8%)	1 (2%)
Difficulty managing pre-class work	10 (25%)	20 (50%)	10 (25%)

Qualitative interviews further illustrated the positive impact of the flipped classroom model on students' learning experiences. Many students appreciated having access to pre-class materials, which allowed them to review complex concepts at their own pace before class. As one student (SV4) noted, *"I feel more confident speaking English in class because I already studied the content at home."* This pre-class preparation enabled students to actively engage in discussions, practice speaking, and receive immediate feedback during in-class activities.

However, some students (e.g., SV6, SV9) reported challenges in balancing the demands of pre-class preparation with their existing academic workload. A few expressed that completing assignments for multiple subjects simultaneously sometimes limited the time they could devote to reviewing English lessons, highlighting the need for better time management support and scheduling adjustments.

3.1.3 Teacher Experiences and Observations

Instructors observed that the flipped classroom model led to noticeable improvements in student participation, with learners demonstrating greater engagement and actively contributing to classroom discussions. The interactive nature of in-class activities fostered more meaningful exchanges and allowed instructors to provide individualized feedback. Nevertheless, implementing the flipped approach posed certain challenges, particularly the considerable time and effort required to design and produce high-quality pre-class video lectures. Additionally, ensuring that all students consistently completed pre-class assignments remained an ongoing concern. As one instructor remarked, "The flipped model requires more initial effort, but once students adapt, the in-class discussions become far more productive."

3.2 Discussions

3.2.1 Interpretation of Key Findings

The findings corroborate previous studies that demonstrate the effectiveness of flipped classrooms in improving English language proficiency (Hung, 2015; Lee & Wallace, 2018). The significant proficiency gains observed in the experimental group indicate that flipped classrooms, when properly implemented, can foster more active learning and enhance communicative competence. In particular, speaking skills showed greater improvement than writing skills. This can be attributed to the interactive nature of in-class activities, which emphasized peer discussions, role-plays, and real-time feedback from instructors-conditions that naturally promote oral communication. By contrast, writing development typically requires

extended practice, multiple rounds of drafting and revision, and individualized corrective feedback, which were less central in the flipped sessions. Consequently, while both skills improved, the structure of the flipped classroom inherently favored faster progress in speaking. The overwhelmingly positive student perceptions further support the flipped classroom's potential to increase motivation, confidence, and engagement-factors crucial for successful language acquisition (Strayer, 2012). However, time management and learner autonomy emerged as challenges, consistent with Godwin-Jones (2018), highlighting the need for support mechanisms when implementing flipped models.

3.2.2 Implications for English Language Teaching

Practical Implications

This study offers valuable implications for English language teaching (ELT) practitioners and institutions seeking to implement the flipped classroom model with digital tools:

Teacher preparation: Instructors require comprehensive pedagogical and technical training to effectively design and deliver flipped lessons. This includes developing engaging pre-class content, utilizing appropriate digital platforms, and facilitating active, student-centered classroom interaction.

Student support: To ensure students can fully benefit from the flipped model, institutions should offer ongoing support in time management, self-directed learning strategies, and digital literacy. This guidance helps students navigate online materials efficiently and participate meaningfully in class activities.

Infrastructure investment: Effective implementation of flipped classrooms requires substantial investment in high-speed internet, modern classroom technology, learning management systems (LMS), and access to reliable digital resources. Institutional commitment to infrastructure development is crucial for long-term sustainability and scalability.

Pedagogical Recommendations

Based on the findings, several pedagogical recommendations can enhance the flipped classroom’s effectiveness in language learning contexts:

Promote active learning: Classroom time should be used for communicative tasks, peer collaboration, and problem-solving activities that reinforce the pre-class content and promote deeper language processing.

Balance between input and interaction: Pre-class materials should offer sufficient input (e.g., videos, readings), while in-class sessions should focus on interactive use of language skills, especially speaking and listening.

Monitor student engagement: Teachers should employ tools (e.g., quizzes, logs, reflections) to track pre-class engagement and use the data to adjust instruction and provide targeted feedback.

Encourage learner autonomy: Scaffold activities that build independent learning habits, such as setting personal goals, self-assessment, and reflection, to empower students in managing their language learning journey.

3.2.3 Limitations of the Study

Despite the promising results, several limitations should be acknowledged. First, the sample size was limited to 80 students from a single institution, which restricts the generalizability of the findings to broader educational contexts. Second, the duration of the intervention was relatively short (12 weeks),

which may not be sufficient to capture the full impact of the flipped classroom model, particularly in terms of long-term language retention and learner autonomy.

Additionally, the study focused mainly on speaking and listening skills, leaving other important language areas such as reading, writing, grammar, and vocabulary less explored. The use of self-reported questionnaires, while efficient, may have been subject to response bias, and interviews involved a small number of participants, potentially limiting the depth and diversity of qualitative insights.

4. CONCLUSION

4.1 Summary of Main Findings

This study examined the effects of the flipped classroom model with digital resources on non-English major students at Dong Nai Technology University. Results showed significant overall improvement in English proficiency, with the strongest gains in speaking and listening due to increased opportunities for active practice and feedback during class. Among the four skills, speaking showed the greatest improvement, while writing progressed more modestly. Students also reported higher motivation, confidence, and engagement, supported by interviews and classroom observations that highlighted a more interactive and learner-centered environment.

4.2 Recommendations for Practice

To implement flipped classrooms effectively, institutions should provide phased adoption, ongoing teacher training, and reliable technological support. Teachers need skills to design engaging pre-class content and facilitate active in-class interaction, while students require guidance in time management and digital learning strategies to maximize benefits.

4.3 Future Research Directions

To build on the findings of this study, future research should adopt a broader scope and longitudinal design. Studies involving larger and more diverse student populations across multiple institutions—including both urban and rural settings—would provide a more comprehensive understanding of the flipped classroom's effectiveness and scalability.

Future research should also examine the long-term effects of flipped instruction, focusing on language retention, the development of independent learning strategies, and students' sustained engagement over time. Furthermore, expanding the investigation to include other language skills—such as writing, reading comprehension, grammar, and vocabulary—would yield a more holistic evaluation of the flipped classroom's pedagogical value.

Finally, comparative studies across different instructional models (e.g., blended learning, traditional, and flipped) and in varied educational disciplines could help identify best practices and inform institutional policy decisions regarding technology integration in language education.

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LỚP HỌC ĐẢO NGƯỢC VÀ TÀI NGUYÊN SỐ TRONG GIẢNG DẠY TIẾNG ANH TẠI TRƯỜNG ĐẠI HỌC CÔNG NGHỆ ĐỒNG NAI

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THÔNG TIN CHUNG

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TỪ KHOÁ

Năng lực giao tiếp;
Tài nguyên số;
Giảng dạy tiếng Anh;
Lớp học đảo ngược;
Sinh viên không chuyên ngữ.

TÓM TẮT

Nghiên cứu này khám phá tác động của việc triển khai mô hình lớp học đảo ngược kết hợp với tài nguyên số đến năng lực tiếng Anh của sinh viên không chuyên ngữ tại Trường Đại học Công nghệ Đồng Nai. Phương pháp nghiên cứu hỗn hợp bán thực nghiệm đã được áp dụng, với sự tham gia của 80 sinh viên được chia thành hai nhóm: nhóm đối chứng và nhóm thực nghiệm. Nhóm thực nghiệm được giảng dạy theo mô hình lớp học đảo ngược, yêu cầu sinh viên tự học các tài liệu trực tuyến như bài giảng video, bài tập tương tác và nội dung số bổ trợ trước khi đến lớp. Trong giờ học, sinh viên tham gia vào các hoạt động giao tiếp, thảo luận và làm việc nhóm nhằm củng cố và vận dụng kiến thức đã học trước đó.

Kết quả định lượng cho thấy sinh viên trong nhóm học đảo ngược có sự tiến bộ vượt trội về trình độ tiếng Anh so với nhóm học truyền thống. Dữ liệu định tính thu thập từ phỏng vấn và khảo sát cho thấy sinh viên có thái độ tích cực đối với mô hình học này, thể hiện qua việc tăng cường động lực học tập, sự tham gia chủ động và trải nghiệm học tập mang tính tự chủ hơn. Tuy nhiên, một số sinh viên phản ánh gặp khó khăn liên quan đến việc quản lý thời gian, tính kỷ luật bản thân và sự chuẩn bị bài vở. Kết quả nghiên cứu cung cấp những gợi ý thiết thực cho giảng viên trong việc nâng cao chất lượng giảng dạy tiếng Anh thông qua các phương pháp sư phạm đổi mới, đồng thời đề xuất hướng nghiên cứu trong tương lai nhằm khắc phục những thách thức hiện tại và tối ưu hóa việc áp dụng mô hình lớp học đảo ngược.