

FOREIGN LANGUAGES AND VIETNAMESE

**STUDENTS' PERCEPTIONS OF THE FLIPPED
CLASSROOM MODEL IN ENHANCING
ENGLISH-SPEAKING SKILLS****DANG THI HUONG THAO* - TRAN MINH TAM** -
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ABSTRACT: Due to the fast-paced digital transformation in education, the integration of information technology into teaching to facilitate learning plays a crucial role. Thus, the flipped classroom model (FCM) has offered a wide range of advantages for both the English learning and teaching processes. This study aims to explore fourth-year students' perceptions of the flipped classroom model in enhancing their English-speaking skills and to investigate the perceived benefits of this model in English speaking learning at the Faculty of English, Hanoi Open University. To achieve two research objectives, both quantitative and qualitative methods were employed, including questionnaires administered to 198 students and semi-structured interviews conducted with 30 students. The findings reveal that students generally hold positive perceptions of the flipped classroom model. They perceive improvements in various aspects of English-speaking skills, including vocabulary, grammar, fluency, pronunciation, discourse management. In addition, students report several perceived benefits of the model, such as increased opportunities for communication practice, greater learner autonomy, and reduced speaking anxiety. The research offers significant implications for enhancing students' English-speaking performance.

KEYWORDS: Digital transformation; flipped classroom model; English learning; English-speaking skills; positive attitudes.

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1. Introduction

The flipped classroom has been recognised as an innovative teaching method that helps reorganise the learning process by moving lectures and teaching input out of the classroom while spending time in class for practice, feedback, and communication. In English programs, this model provides learners with pre-class resources and opportunities to participate more actively during class. Evidence suggests that flipped classrooms can improve English speaking skills, enhance critical thinking awareness, and reduce speaking anxiety by combining structured pre-class preparation with communicative in-class activities (Chen and Hwang, 2020).

In the flipped classroom, the teacher will act as a supporter. Therefore, students will no longer passively receive knowledge from teachers; instead, they will have to research, discover, and accumulate professional knowledge about the lesson content. This model helps develop learner autonomy, thereby improving learning results. This highlights the effect of getting into digital pre-school tasks combined with rational classroom activity that creates more opportunities for practical speaking practice (Zou et.al., 2022). Recent evidence also demonstrates that appropriate flipped designs with role-playing activities significantly improve verbal communication skills by supporting fluency, accuracy, and confidence in learning English at tertiary level.

At the Faculty of English, Hanoi Open University, fourth-year students are expected to achieve an

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English proficiency level equivalent to C1 according to the Common European Framework of Reference (CEFR) before they graduate from the university. However, they still face challenges such as a lack of confidence, limited authentic communication opportunities, and restricted oral practice in traditional classrooms. Investigating the impact of the flipped classroom on this cohort is therefore necessary. The study aims to explore students' perceptions of the flipped classroom model in enhancing English speaking skills and to examine their perceptions of its benefits in English speaking learning at the Faculty of English, Hanoi Open University. Its findings are expected to provide useful recommendations for integrating innovative methods into the speaking curriculum of the university.

To obtain the objectives of the study, two research questions are stated as follows:

1. What are students' perceptions of the flipped classroom model in enhancing their English-speaking skills?
2. What are students' perceived benefits of the flipped classroom model in English speaking learning?

2. Literature review

2.1. The flipped classroom model

The flipped classroom model is an instructional approach that reverses the sequence of teaching and learning when compared to traditional methods. In this model, at home, students have to prepare new content for the lesson through materials such as lecture records, readings, or multimedia assigned by the teacher. Then, in class time, they have to present what they have learned through activities such as problem-solving, role-plays, group discussion, or even presentations. On one hand, the aims of preparation at home are to help students control their learning pace and to revisit terms and concepts if needed before class. On the other hand, during class time, the role of the teacher is a facilitator who supports, guides, and gives feedback to students, as well as maintains the class process. As a result, basic content can be introduced before class, enabling classroom time to focus on interactive learning activities. Key features of the flipped classroom include pre-class exposure to the new instructional content, active engagement during class time sessions, and improvement of learners' autonomy.

In the context of English as a Foreign Language (EFL) learning, the flipped classroom helps learners to prepare essential input before class, such as a vocabulary list, grammar explanation, and listening materials. In addition, the flipped classroom proves its usefulness as it supports autonomous learning. According to Fisher et al. (2024), students in this model show their motivation and advanced cognitive abilities as they take responsibility for adjusting their study pace and preparing material before attending lessons. This self-directed approach is advantageous in language education, where various skill levels and diverse learning preferences influence how students interact in class; that is to say, the pace and competence of students in learning are different. Moreover, the flipped classroom approach shows its benefit in learning vocabulary and grammar. By providing learners with access, they are able to listen and watch the recordings of lessons which have word parts of speech, word meanings, and vocabulary, any time they want, or even rewind the recording if needed.

In advantageous aspects, the flipped classroom brings plenty of opportunities for learners, as mentioned in many studies. Desa & Abd Halim (2022) also added that the flipped classroom could provide students with active learning and increased student engagement. Interaction between teachers and students or among students themselves is enhanced, and with flipped classroom models, students' knowledge as well as creativity are also improved. Additionally, students can have enough time to watch video lectures before class as preparation.

2.2. Speaking skills

Although the term "speaking skills" is familiar to many learners, it may not have an exact definition. In order to clarify this concept, speaking has been defined in various ways by different scholars.

Speaking is considered a productive skill that helps people communicate with others. It plays a vital role in exchanging information successfully; that is to say, the speaking skill is a process of practising a certain language in order to convey the meaning of the speech with the intention to have the listener understand what they say. One of the major challenges in developing speaking skills is the limited opportunity for students to engage in meaningful oral communication in traditional classrooms. As learners often assume a passive role during teacher-centred instruction, they may have insufficient time to practise speaking and interact with others. Tazijan et al. (2017) argued that the flipped classroom can help address this issue by moving content instruction outside the classroom, thereby allowing more class time for interactive speaking activities such as discussions and oral presentations, which may contribute to the development of speaking proficiency. Brown and Yule (1983) describe spoken language as consisting of short, fragmentary utterances with frequent repetition and overlap between speakers, and they note the use of non-specific references, loosely organised syntax, and fillers such as “well” or “oh.” Speaking can take the form of both dialogue and monologue; each requires different strategies and competencies.

To acquire the English language, speaking is one of the most important skills in that process. As it helps learners convey their own ideas clearly, build linguistic confidence, and be able to join academic as well as social interactions. In fact, students lack speaking skills, they often face challenges in classroom engagement. In addition, according to Hoque et al. (2025), group discussion proves its effectiveness in improving speaking ability, as well as anxiety reduction.

2.3. The Impact of the Flipped Classroom on Speaking Skills

As the flipped classroom model has been widely recognised as an effective method to support learners in developing English speaking skills, the relationship between this method and English language learning is shown in many aspects through the integration of pre-class preparation and interactive activities during class time. The first aspect is homework preparation. In this model, the preparation shifts input-based learning in class time, which includes grammar explanation, vocabulary practice, and lecture content, to preparation tasks before class. At home, through digital resources such as video, podcast, and reading materials, students are exposed to a wide range of authentic resources before coming to class. Beyond its impact on academic achievement, the flipped classroom has been found to enhance learners' motivation, self-regulation, confidence, and higher-order thinking skills (Zou et al., 2022). These learner-related factors are particularly important for speaking development, as they can increase students' willingness to communicate and their ability to engage effectively in oral interactions. The second aspect is that the flipped classroom fosters a language learning environment. Communicative tasks, such as group discussion, role-play, debate, and problem-solving, are implemented during class time. Those activities allow learners to apply what they have prepared at home during the interaction period. As demonstrated by Chen and Hwang (2020), the flipped classroom provides flexible learning settings and more active interaction, which encourages active engagement and eventually leads to an overall improvement in English speaking performance. The last aspect is how the model affects language learning through the learner's attitudes. Since this method positively affects the learner's attitudes and confidence, that is to say, students who complete pre-class preparation tend to participate in the lesson with greater readiness, their anxiety while speaking in class time activities is greatly reduced. As a result, this increases learners' focus during communicative tasks, which further develops speaking competence.

The flipped classroom model has drawn heightened interest in English language teaching research, particularly regarding its impact on speaking skills. A number of studies across different EFL contexts provide empirical support for its effectiveness. In a study on the use of flipped learning combined with concept mapping, The flipped classroom not only improves students' overall English-speaking performance but also significantly reduces their speaking anxiety (Gustian et al., 2023). This is because structured pre-class preparation helps free up in-class time for interactive activities that directly enhance students' speaking performance and oral communication (Chen & Hwang,

2020). Similarly, in a systematic review study, Nguyen (2023) stated that the flipped classroom consistently promoted learners' autonomy, engagement, and created opportunities for speaking practice. Moreover, the researcher emphasised the significance of combining pre-class input with in-class interactive communication in developing speaking skills.

In addition, the flipped classroom model is positively perceived by learners and demonstrates a significant impact on improving their overall communicative competence (Zuo, 2016). Another example, in Indonesia, Baskara (2024) studied the development of a virtual flipped classroom and found that students had greater competence and engagement, which directly supported the improvement of their speaking ability. Similarly, Kristyowati et al. (2023) indicated that the flipped classroom improved university students' speaking performance in terms of fluency and accuracy. In general, these studies show that the flipped classroom model is beneficial for the development of speaking skills. FCM is a supporting device for learners to improve their fluency, accuracy, and automaticity. In addition, this model can reduce speaking anxiety and encourage learners' autonomy. However, these studies have been conducted with lower-level learners and EFL learners in general, and only a few studies have specifically looked at the effectiveness of flipped classrooms for highly advanced learners such as fourth-year English majors. There is therefore a need to evaluate the impact of the model on both English-speaking skills and students' perceptions of using the model in the context.

2.4. Constructivism

Constructivism asserts that learners are active constructors of knowledge, central to the learning process, rather than passive recipients of information (Neo & Neo, 2009). In the context of the flipped classroom, students engage with instructional materials prior to class through videos, readings, or online media, allowing them to build an initial understanding independently. Classroom time is then devoted to interactive activities, collaboration, and problem-solving, enabling students to refine and expand their knowledge through active engagement.

From a pedagogical perspective, constructivist teaching emphasizes student-centered learning, in which teachers act as facilitators and guides rather than direct transmitters of knowledge (Yilmaz, 2008). Constructivist learning environments encourage learners to actively construct meaning through authentic tasks, social interaction, collaboration, and classroom discourse. Through collaborative activities and meaningful conversation, students are provided with opportunities to express ideas, negotiate meaning, and develop deeper understanding based on their prior knowledge and experiences. In this framework, instructional design focuses on fostering learner autonomy, promoting interaction, and creating meaningful learning situations that support active engagement and critical thinking (Yilmaz, 2008). Furthermore, media and technology are used as supportive tools to facilitate communication, interaction, and self-directed learning rather than reinforcing teacher-centered instruction.

In sum, constructivism provides a theoretical foundation for the flipped classroom by positioning students as the primary agents of learning and promoting active, meaningful knowledge construction through structured, interactive, and collaborative learning experiences.

3. Methods

Research Design

A mixed-methods research design was used to achieve the stated objectives. Both quantitative and qualitative approaches were employed to explore students' perceptions of the flipped classroom model in enhancing English speaking skills, with a particular focus on its perceived benefits in English speaking learning. This combination ensures greater validity and reliability of the study.

Participants

The participants of this study were 198 fourth-year English majors at the Faculty of English, Hanoi Open University. They have completed six English-speaking courses and are experienced in

FCM. The courses were organized according to a flipped classroom model combining face-to-face learning and self-study at home with documents uploaded to the university's LMS.

Data collection and analysis

To collect reliable and comprehensive data, this study employed both questionnaires and interviews. Each instrument was carefully chosen to serve a specific function in achieving the research objectives, therefore allowing both qualitative and quantitative aspects of the study to be adequately examined.

Questionnaires

Questionnaires are widely recognized as an efficient and economical method for gathering significant quantities of data in basic education research. Therefore, in this study, the questionnaire was adopted as the primary method to collect data from 198 fourth-year students who experienced the flipped classroom model. The survey involved a total of 198 first-year students, comprising 160 females (80.8%) and 38 males (19.2%), indicating a predominance of female participants in the sample. The participants were aged between 21 and 22 years, representing a relatively homogeneous age group typical of first-year university students. Prior to entering university, the students reported having studied English for 7 to 9 years, which suggests that they had accumulated a moderate level of exposure to the language through secondary education.

Although participants had completed six English-speaking courses as part of their curriculum, the specific effects of these courses on their current speaking proficiency were not examined in this study. Consequently, while the data provide a clear overview of the demographic characteristics and prior language learning experience of the participants, the influence of prior English-speaking instruction remains an area for further investigation. This contextual information is essential for interpreting students' perceptions of the flipped classroom model in enhancing their English-speaking skills.

The questionnaire was developed based on the constructs identified in previous studies on the flipped classroom, including effectiveness of FCM, learner autonomy, interaction and engagement, and instructional design. Some questionnaire items were adapted from Phan's (2025) validated scale, and some items were added to align with the specific objectives of the study. To assess the item comprehensibility, a pilot test with 30 students was conducted. Minor adjustments were made before the final administration. The questionnaire was divided into two parts following two research questions about the perceptions and benefits of the flipped classroom application. Part 1 included 12 statements on the students' perceptions of the flipped classroom application. Part 2 consisted of 9 statements on the advantages of the flipped classroom application. The reliability of the questionnaire was examined by Cronbach's Alpha. The result ($\alpha = .915$, $N = 12$ items for the questionnaires about the perceptions of FCM and $\alpha = .908$, $N = 9$ items for questionnaires about the perceived benefits of FCM) indicates excellent internal consistency, confirming that the scale is highly reliable. For all 21 items divided into two parts, the authors used a 5-point Likert scale (1-strongly disagree, 2-disagree, 3-neutral, 4-agree, and 5-strongly agree).

Interview

The semi-structured interviewing style helps achieve depth. It is very flexible for adapting the conversational flow. Semi-structured interviews can use open-ended questions to explore subjects in detail and gain deep insights from participants. This approach provides a balance between the structure of predetermined topics and the flexibility to pursue unexpected themes that arise during the conversation. Thus, the author used semi-structured in-depth interviews with 30 students to get as much information as possible about the topic. There are 3 questions in the interview which were designed to shed light on the perceptions of the FCM, its most effective aspects, English speaking improvement, and English practice. Besides, interviewees were comfortable expressing their thoughts in a straightforward manner, which gave the researcher access to a valuable set of data.

The questionnaire results were presented in SPSS 25 statistical analyses. While the information obtained from the interview was analyzed in terms of research questions, the following three main steps were taken: transcribing the interviews, classifying the data, and interpreting the data.

4. Results and Discussion

4.1. Students' perceptions of the Flipped Classroom Model in enhancing their English-speaking skills

To find out the students' perceptions of FCM, the researcher based on the data obtained from Part 1 of the questionnaires, combined with interview questions 1 and 2. The findings from Part 1 of the questionnaire are presented in Table 1 below.

Table 1. *Students' perceptions of the Flipped Classroom Model*

Statements	Mean	Std. Deviation
1. The flipped classroom model is more effective for developing English speaking skills compared to traditional teaching methods.	3.93	0.78
2. I am satisfied with the way the flipped classroom is organized and implemented in English speaking lessons.	4.03	0.81
3. Pre-class learning materials (videos, readings, quizzes) are clear and easy to follow.	4.12	0.73
4. I believe the flipped classroom helps the teacher give more effective feedback	4.08	0.72
5. I find that the flipped classroom model encourages me to learn at my own pace.	4.24	0.85
6. The flipped classroom model makes me feel more responsible for my own learning	4.34	0.84
7. The flipped classroom approach allows me to interact more actively with my peers.	4.22	0.86
8. Compared to a traditional classroom, I feel less anxious when speaking in the flipped classroom.	4.11	0.85
9. The flipped classroom helps me retain knowledge better compared to traditional classes.	3.91	0.82
10. Overall, I believe the flipped classroom model has a positive impact on my English learning experience.	4.25	0.85
11. The flipped classroom approach motivates me to actively participate in speaking activities.	4.23	0.84
12. During flipped lessons, I have many opportunities to practice speaking English.	4.19	0.92

In general, Table 1 shows that means are consistently above 4.0 except for Items 1 and 9. Standard deviation (0.72-0.92) is moderate, which indicates the consistent responses among students. It illustrates that students have positive perceptions of the flipped classroom model across four themes: effectiveness of FCM (Items 1,4,9,10), learner autonomy (Items 5,6), interaction and engagement (Items 7,8,11, 12), and instructional design (Items 2,3), with the mean scores ranging from 3.91 to 4.34, indicating students agreed or strongly agreed with all the statements.

Learning responsibility achieved the highest score ($M = 4.34$, $SD = 0.84$). Students perceived that FCM encourages them to take more responsibility for their own learning process because they are allowed to access the LMS to review the lessons, understand key concepts, and post all questions that they need the teacher to explain for the next lessons. Furthermore, they know how to explore a lot of interesting information, which improves their learning autonomy ($M=4.24$, $SD = 0.85$). This is

consistent with Gustian et al. (2023)'s assertion that fostering students' greater autonomy in their studies was one of FCM's advantages. Furthermore, students realised that FCM is very effective and beneficial for English-speaking skills. In terms of classroom interaction and motivation, this group also gained high ratings, proving that FCM provides students with valuable knowledge that facilitates their confidence to participate in the face-to-face lessons. Knowledge retention got the lowest score ($M=3.91$), suggesting that not all students could internalise and transform the knowledge supplied through pre-class materials into meaningful understanding, so teachers should provide clear guidelines and instant feedback for students in the LMS; however, it maintains that the FCM is a useful approach for improving English-speaking skills.

The analysis of the semi-structured interviews revealed that students generally perceive the flipped classroom model (FCM) as a highly engaging and effective approach for improving English-speaking skills. Three primary themes emerged from the data: *engagement and interactivity, pre-class preparation, and enhanced speaking practice*.

Engagement and Interactivity

Students consistently reported that the FCM made class time more interactive compared to traditional lessons, where teacher-centered instruction predominated. In the flipped model, students could focus on speaking, discussion, and real-time communication, which they found motivating and enjoyable. As one student noted, "*Flipped: as learned and prepared before class, the lesson becomes interactive and enjoyable because I only spend time discussing, sharing opinions, and using English in real communication*" (S4). Another emphasized the dynamic nature of class activities: "*It is more active and engaging. Traditional: I mostly listen and repeat. Flipped: get prepared before class, spend time actually speaking. It feels like real communication*" (S8). These insights suggest that students associate the FCM with a shift from passive listening to active participation, which they perceive as more conducive to improving speaking skills.

Pre-Class Preparation

Pre-class preparation emerged as a crucial element influencing students' perceptions of FCM. Students appreciated the opportunity to study materials, including videos and vocabulary lists, at their own pace before attending class. This preparation allowed them to organize ideas, become familiar with the topic, and feel confident to speak during in-class activities. For instance, one participant stated, "*Since I already know the lesson content before class, I can focus on practicing speaking and using new vocabulary. I also feel less nervous speaking in front of the class*" (S29). Another commented, "*Watching videos and doing small tasks before class make me feel more prepared. That way, I can focus on speaking confidently rather than struggling to understand new content*" (S15). Pre-class preparation thus underpins students' confidence and readiness to participate, making class time more productive and practice-oriented.

Enhanced Speaking Practice

A prominent theme was that FCM significantly increased opportunities for speaking practice, which students linked directly to improvements in fluency, pronunciation, and confidence. Many students highlighted that repeated in-class practice, coupled with immediate teacher feedback, accelerated their language development. As one student explained, "*Practicing so much in a supportive environment made me less afraid to speak. As my confidence grew, my fluency improved and I also received much more detailed pronunciation feedback*" (S21). Another observed, "*I can speak more naturally and smoothly now because I already prepare ideas and vocabulary at home. During class, I can focus on expressing myself instead of thinking too long*" (S15). These perceptions indicate that students value the combination of preparation and interactive practice as a mechanism for enhancing their oral proficiency.

Overall, students perceive the flipped classroom as more effective than traditional teacher-centered lessons in fostering English-speaking competence. The model's emphasis on pre-class preparation, active engagement, and immediate application of knowledge aligns with principles of

communicative language teaching and learner-centered pedagogy. Students' reflections highlight that FCM not only increases speaking opportunities but also supports the development of learner autonomy and self-confidence, which are essential for long-term language improvement.

The findings obtained in the present study are comparable with those reported in earlier research on the flipped classroom model. Chen and Hwang (2020) demonstrated the effectiveness of the FCM in significantly reducing students' speaking anxiety. Sharing similar viewpoints, Nguyen (2023) highlighted that flipped learning enhances students' autonomy, motivation, and opportunities for speaking practice, while Baskara (2024) confirmed its role in boosting students' active engagement and confidence. Beyond psychological and behavioral benefits, the instructional design of the FCM is also highly valued by learners. Specifically, Do (2022) explained that flexible access to diverse pre-class learning materials, combined with quality in-class feedback from teachers, enables students to recognize their mistakes and make continuous learning progress.

4.2. Students' perceived benefits of the FCM in English speaking learning

To investigate what speaking aspects are improved by FCM, the data from part 2 of the questionnaires and interview question 3 were analysed descriptively. Table 2 below demonstrates the data obtained from the survey.

Table 2. *Students' perceived benefits of the Flipped Classroom Model*

Statements	Mean	Std. Deviation
1. Pre-class learning helps me enrich my vocabulary for speaking	3.96	0.83
2. The flipped classroom model helps me improve my English-speaking fluency.	4.04	0.76
3. The flipped classroom model enhances my grammatical accuracy in speaking.	3.93	0.80
4. I feel that my pronunciation has improved after participating in flipped classroom activities.	4.03	0.84
5. The flipped classroom model helps me plan and organize ideas more effectively when speaking.	4.07	0.73
6. The flipped classroom model provides me with more opportunities to practice real communication.	4.24	0.86
7. The flipped classroom model increases my confidence in speaking English.	4.27	0.78
8. The flipped classroom reduces my reliance on memorization and helps me focus on communication.	4.10	0.88
9. After the flipped lessons, my overall English-speaking skills have improved.	4.24	0.82

Table 2 shows that the effectiveness of FCM on students' English-speaking skills is very high, with the mean scores ranging from 3.93 to 4.27. The standard deviations (0.73–0.88) are relatively low, showing that participants have consistent agreement. The highest rated item was speaking confidence ($M = 4.27$, $SD = 0.78$). Pre-class activities and in-class practice create a friendly learning environment for students to speak English more freely. Moreover, FCM provided students with opportunities for real communication ($M = 4.24$, $SD = 0.86$) due to frequent interaction with authentic materials through pre-class videos and materials. Bergmann & Sams (2012) shared the same view about the time for meaningful learning interaction. With the benefits of FCM, students can have more time for communication tasks in the class, which strengthen their fluency, accuracy, and interaction skills through debates, discussions, pair work, and group work activities. The next benefit of FCM was the improvement of speaking skills ($M = 4.24$, $SD = 0.82$). The students had high agreement about the remarkable progress in their overall English-speaking performance.

Furthermore, students confirmed that their fluency, grammar, pronunciation, vocabulary, and idea organization were strengthened due to FCM. With good preparation at home and communicative tasks in the class, learners were comfortable and confident to share their ideas and take part actively in different activities.

The semi-structured interviews revealed that students perceive multiple benefits of the flipped classroom model (FCM) in enhancing their English-speaking skills. Thematic analysis identified three major themes: *improved fluency and confidence*, *enhanced pronunciation and language accuracy*, and *development of autonomy and effective learning habits*.

Improved Fluency and Confidence

Students consistently reported that the FCM provided them with more opportunities to practice speaking, which led to increased fluency and confidence. The combination of pre-class preparation and interactive in-class activities allowed students to participate more actively and speak more naturally. One student emphasized, “*Fluency and confidence: chances to practice in supportive settings, feedback right after mistakes are made*” (S1), while another stated, “*I can speak more naturally and smoothly now because I already prepare ideas and vocabulary at home. During class, I can focus on expressing myself instead of thinking too long*” (S15). Many students highlighted that prior preparation helped reduce anxiety and hesitation, enabling them to communicate more effectively. For example, “*Since I already know the lesson content before class, I can focus on practicing speaking and using new vocabulary. I also feel less nervous speaking in front of the class*” (S29). These findings suggest that students perceive the FCM as fostering both practical speaking skills and psychological readiness for oral communication.

Enhanced Pronunciation and Language Accuracy

Another benefit reported by students was the improvement of pronunciation and grammatical accuracy. Immediate feedback from teachers during class allowed students to correct mistakes on the spot, enhancing the accuracy of their spoken English. One participant noted, “*Pronunciation has improved thanks to the teacher’s clear feedback and the chance to listen and repeat words before class. I can now speak more clearly and accurately*” (S14). Similarly, “*Practicing so much in a supportive environment made me less afraid to speak. As my confidence grew, my fluency improved and I also received much more detailed pronunciation feedback*” (S21). The combination of self-paced pre-class learning and interactive practice ensures that students not only become more fluent but also produce language more accurately.

Development of Autonomy and Effective Learning Habits

The FCM was also perceived as promoting learner autonomy and positive learning habits. Students reported taking responsibility for their own learning, consistently preparing before class, and engaging in self-directed practice outside the classroom. For instance, one student remarked, “*Yes, definitely. I’ve become more responsible for my own learning since I have to prepare before class. It makes me realize that my progress in speaking depends a lot on how well I prepare at home*” (S12). Another noted, “*I now spend more time preparing and reviewing materials outside class. This habit helps me feel more responsible for my own learning*” (S27). These reflections indicate that the FCM not only benefits immediate language performance but also cultivates long-term learning skills such as planning, self-discipline, and consistent practice.

Overall, students perceive the flipped classroom model as highly beneficial for improving their English-speaking skills. In addition to enhancing fluency, confidence, and pronunciation, the model fosters learner autonomy and sustainable learning strategies. These perceived benefits align with the principles of student-centered and communicative approaches to language teaching, highlighting the FCM’s potential to create more effective and engaging English-speaking learning experiences. Consequently, students reported significant progress in both linguistic components (vocabulary, grammar, pronunciation) and communicative skills (fluency, organization, confidence). This finding

is consistent with Kristyowati et al. (2023), who found that the flipped classroom enhanced the fluency and accuracy of university students' oral performance.

5. Conclusion

This study was conducted with 198 fourth-year English majors to investigate students' perceptions of the flipped classroom model and its perceived benefits for their English-speaking performance. The findings showed students' very favourable perceptions of the model, and demonstrated its effectiveness in fluency, grammar, vocabulary, pronunciation, and discourse management. The FCM created a more flexible, engaging, and learner-centered environment that enhanced students' motivation, confidence, and autonomy.

Pedagogically, the study confirms that it is beneficial for teachers to shift lecture content to pre-class learning so students have more class time for communicative practice, which helps them maximize interaction and participate actively during the lessons. Teachers should pay attention to preparing pre-class activities and materials that are appropriate to students' English level and relevant to lesson topics. In the class, teachers act as facilitators who support students to take part in various interesting learning activities.

The study employed two research instruments, which is an unavoidable limitation. Future research should involve more participants from other courses to generalize the results to the wider student population. Furthermore, the results only reflect students' self-perception of FCM, so further studies should use a pre-test and post-test to demonstrate the benefits of FCM.

Overall, the flipped classroom model is an effective method to foster learner autonomy, enhance speaking competence, and promote active learning in tertiary EFL settings. It is hoped that the research brings benefits for both teachers and students in their English learning and teaching process, especially in English-speaking skills.

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Nhận thức của sinh viên về mô hình lớp học đảo ngược trong việc nâng cao kỹ năng nói tiếng Anh

Tóm tắt: Trong bối cảnh chuyển đổi số diễn ra nhanh chóng trong giáo dục, việc tích hợp công nghệ thông tin vào giảng dạy nhằm hỗ trợ quá trình học tập đóng vai trò quan trọng. Theo đó, mô hình lớp học đảo ngược (Flipped Classroom Model - FCM) đã mang lại nhiều lợi ích cho cả hoạt động dạy và học tiếng Anh. Nghiên cứu này nhằm tìm hiểu nhận thức của sinh viên năm thứ tư về mô hình lớp học đảo ngược trong việc nâng cao kỹ năng nói tiếng Anh, đồng thời tìm hiểu những lợi ích của mô hình này trong quá trình học kỹ năng nói tiếng Anh tại Khoa Tiếng Anh, Trường Đại học Mở Hà Nội. Nghiên cứu sử dụng phương pháp hỗn hợp (định tính và định lượng), với các công cụ thu thập dữ liệu gồm bảng hỏi dành cho 198 sinh viên và phỏng vấn bán cấu trúc với 30 sinh viên. Kết quả nghiên cứu cho thấy sinh viên nhìn chung có nhận thức tích cực về mô hình lớp học đảo ngược. Họ nhận thấy sự cải thiện ở nhiều khía cạnh của kỹ năng nói tiếng Anh, bao gồm từ vựng, ngữ pháp, độ trôi chảy, phát âm, nội dung và liên kết ý. Bên cạnh đó, sinh viên cũng ghi nhận nhiều lợi ích của mô hình này như tăng cơ hội thực hành giao tiếp, nâng cao tính tự chủ trong học tập và giảm lo lắng khi nói.

Từ khóa: Chuyển đổi số; mô hình lớp học đảo ngược; học tiếng Anh; kỹ năng nói tiếng Anh; thái độ tích cực.