PERCEPTIONS OF THE FLIPPED CLASSROOM MODEL IN SPEAKING CLASSES: A CASE STUDY OF NON-ENGLISH MAJOR STUDENTS AT A VIETNAMESE UNIVERSITY

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Abstract:
The flipped classroom has emerged as an innovative instructional model that replaces traditional in-class lectures with online, pre-class materials, allowing class time to be dedicated to interactive, student-centered learning activities. This study investigates the perceptions of non-English major students regarding the implementation of the flipped classroom in speaking classes at Kien Giang University. A mixed-methods approach was employed, integrating quantitative data from a structured questionnaire with qualitative insights obtained through semi-structured interviews. The participants comprised 120 non-English major students enrolled in speaking courses during the second semester of the 2022–2023 academic year. The findings indicate that students generally held positive views of the flipped classroom model. They reported increased motivation, enhanced engagement, and greater flexibility in managing their learning. Nonetheless, several challenges were identified, including limited access to technology and initial difficulties in adjusting to the new instructional format. The study further presents students' suggestions for improving the effectiveness of flipped classroom practices in future EFL speaking instruction.

Keywords: flipped classroom, students' perceptions, speaking instruction, non-English majors

1. Introduction

As Vietnam continues to integrate into the ASEAN (Association of Southeast Asian Nations) community, English communication skills are becoming increasingly essential for Vietnamese students to succeed in both their academic and professional lives. Despite

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having studied English for several years, many Vietnamese learners, particularly non-English majors, still lack the confidence and competence to use English effectively in real-life communication. This issue has been a longstanding concern in English as a Foreign Language (EFL) education in Vietnam.

To address this gap, the Vietnamese Ministry of Education and Training launched the National Foreign Languages 2020 Project in 2008, which set the B1 level of the Common European Framework of Reference for Languages (CEFR) as a graduation requirement for undergraduate students (Tran, 2018). However, students' limited exposure to communicative speaking activities in traditional classrooms continues to hinder their ability to meet this standard, especially among non-English major learners who often experience passive, teacher-centered instruction.

In response to this pedagogical challenge, the flipped classroom model has emerged as an innovative instructional approach that reallocates the traditional structure of teaching and learning. In a flipped classroom, instructional content is delivered outside of class (e.g., via video lectures), while class time is reserved for active learning activities such as discussion, practice, and application (Bergmann & Sams, 2012). This model has been shown to increase student engagement, motivation, and opportunities for speaking practice (Challob, 2021). Furthermore, prior studies indicate that the flipped classroom enhances learner autonomy and fosters more student-centered learning environments (Chen Hsieh *et al.*, 2017; Li & Suwanthep, 2017). Despite these advantages, the flipped classroom approach is not without limitations. Some researchers have cautioned that not all students benefit equally from flipped instruction and that up to 10% of learners may struggle with its demands (Bergmann & Sams, 2012). Additionally, much of the existing literature has focused on the effects of flipped classrooms on reading, writing, or general academic performance, while empirical studies specifically addressing student perceptions of flipped speaking classes remain limited, particularly in the Vietnamese EFL context.

At Kien Giang University, non-English major students often rely heavily on memorization techniques and teacher-centered lectures. They are rarely provided with sufficient opportunities for interactive language practice. As a result, many students lack both motivation and confidence in speaking English, viewing it as a secondary skill that is not relevant to their major field of study. This highlights the urgent need for alternative instructional models that foster greater participation, autonomy, and real-world communication.

Within this context, the current study aims to investigate the perceptions of non-English major students regarding the application of the flipped classroom model in their speaking classes. The study focuses on how this model influences students' engagement, learning experiences, and perceived challenges in a public university in southern Vietnam.

2. Literature Review

2.1. Definition of Flipped Classroom

The flipped classroom is widely recognized as an innovative instructional model that redefines the traditional learning structure. Instead of delivering lectures during class and assigning homework afterwards, this approach reverses the process: content delivery occurs outside the classroom, allowing in-class time to be dedicated to deeper interaction and engagement. This pedagogical shift is grounded in the idea of increasing learner autonomy and encouraging active learning.

Bergmann and Sams (2012), pioneers of the flipped classroom model, describe it as a strategy in which direct instruction is moved outside of the classroom through the use of pre-recorded videos or other online resources. As a result, class time can be used for active learning activities, such as group work, discussions, and practical applications. Similarly, Bishop and Verleger (2013) define the flipped classroom as "*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.*" This definition highlights the shift from passive to active learning, emphasizing the reallocation of instructional time for collaboration and problem-solving.

Herreid and Schiller (2013) further characterize the flipped classroom as one that allows instructors to "*assign students to learn course content on their own outside of class, usually via video, and then use class time for activities that involve applying the material, solving problems, and working collaboratively.*" This model is often linked with increased student motivation, better use of instructional time, and enhanced learning outcomes.

In the context of this study, the flipped classroom was implemented in speaking classes for non-English major students at Kien Giang University. The flipped classroom is defined as a student-centered approach in which learners are first introduced to lesson content via digital materials (e.g., instructional videos, interactive slides) before class. During in-class sessions, students actively engage in speaking tasks, discussions, and collaborative activities designed to enhance their oral communication skills. This model not only facilitates language exposure and practice outside the classroom but also transforms class time into a space for meaningful interaction and personalized support, thereby promoting both language competence and learner autonomy.

2.2. Flipped Classroom Model

In this study, the flipped classroom model was tailored to improve the speaking skills of non-English major students at Kien Giang University. Foundational content, including vocabulary, grammar, and communicative strategies, was delivered through short pre-class videos (2–3 minutes) hosted on the Canvas platform. In-class time was then dedicated to communicative speaking tasks, such as pair work, group discussions, role-plays, and performance activities. After class, students completed tasks like submitting speaking recordings via Canvas or Flip and writing reflections to reinforce language use. The overall structure followed the three-phase process outlined by Prust *et al.* (2015):

- **Pre-class:** Students engaged with video-based learning materials to build foundational knowledge at their own pace.
- **In-class:** Sessions emphasized interaction, with activities designed to apply pre-learned language in meaningful communication.
- **Post-class:** Learners consolidated their knowledge through reflection, performance tasks, and self-assessment.

To guide the implementation, the study adopted the F-L-I-P™ model proposed by Hung (2015), which consists of four pillars:

- **Flexible learning environment:** Students accessed content independently, allowing them to study at a pace and time that suited their learning styles.
- **Learning culture:** Classrooms shifted from teacher-led instruction to a learner-centered environment that fostered autonomy and peer interaction.
- **Intentional content:** Instructional materials and class activities were purposefully aligned with course objectives, particularly communicative competence.
- **Professional educator:** Teachers acted as facilitators and learning coaches, providing guidance, feedback, and scaffolding throughout the process.

Furthermore, the model incorporated Brame's (2013) instructional principles, which emphasize:

1) ensuring students are exposed to content before class,
2) motivating them through clear expectations and accountability,
3) using tools to assess understanding, and
4) designing in-class tasks that promote higher-order thinking and application.

This integrated approach created a supportive, structured, and technology-enhanced environment that enabled learners to engage deeply with speaking tasks. It also empowered students—especially those with limited prior exposure to English speaking practice—to build confidence, develop fluency, and take greater ownership of their language learning process.

2.3. Students' Perceptions in the Flipped Classroom
2.3.1. Motivation in the Flipped Classroom

Motivation plays a key role in language learning success. According to Broussard and Garrison (2004), it drives learners to engage in tasks. Flipped classrooms can enhance motivation by offering flexible and interactive learning environments. Strayer (2012) and Bishop & Verleger (2013) found that flipped models increased student engagement and autonomy, leading to more active learning. When motivated, students are more likely to embrace pre-class preparation and take ownership of their learning.

2.3.2. Engagement in the Flipped Classroom

Engagement refers to students' active involvement in learning activities. Kuh (2009) linked engagement to increased effort and meaningful interaction. Flipped classrooms foster engagement by promoting collaboration and autonomy. Research by Strayer (2012)

and Mason *et al.* (2013) showed that students in flipped settings were more involved, innovative, and participatory than those in traditional classrooms.

2.3.3. Perceived Effectiveness in the Flipped Classroom

Perceived effectiveness relates to how well students believe a method helps them achieve learning outcomes. Studies by Betihavas *et al.* (2016) and Lage *et al.* (2000) indicated that flipped classrooms improved performance and critical thinking. When students recognize gains in speaking skills, they tend to view the model more positively.

2.3.4. Flexibility in the Flipped Classroom

Flexibility is a hallmark of the flipped classroom. Students can access materials anytime, anywhere, and learn at their own pace. Nouri (2016) found that learners appreciated this autonomy, which made learning more personalized and adaptable. Flexibility enhances student satisfaction by accommodating diverse learning needs.

2.3.5. Overall Satisfaction in the Flipped Classroom

Student satisfaction reflects their overall experience with the learning process. Studies by Missildine *et al.* (2013) and Bergmann & Sams (2012) show that flipped classrooms often lead to high satisfaction levels. When students see improvements in speaking, enjoy greater flexibility, and feel supported, their satisfaction with the model increases.

2.4. Benefits of the Flipped Classroom

A growing body of research has highlighted the pedagogical advantages of the flipped classroom model, particularly in enhancing student engagement and academic performance. According to Kim *et al.* (2014), flipped learning encourages students to participate in active learning, which is crucial for deeper cognitive engagement. Strayer (2012) reported that students in flipped classrooms exhibited increased motivation, while studies by Dill (2012) and McLaughlin *et al.* (2014) found that this model led to improved academic achievement. Additionally, research by Webb, Doman, and Pusey (2014) revealed that students appreciated the flexibility offered by flipped materials and held generally positive attitudes toward this approach. Similarly, Marlowe (2012) demonstrated that students' academic outcomes significantly improved, as reflected in higher exam scores.

The flipped classroom aligns well with constructivist learning theory, which emphasizes that learners construct knowledge most effectively through active engagement with content and tasks (Clarke, 2008). From this theoretical lens, it is essential to evaluate any instructional model by examining students' actual learning and their perceptions of the learning process. A study by Quyen and Loi (2018) investigated the effectiveness of the flipped classroom for teaching English as a foreign language (EFL) speaking skills. Their findings, along with Tran's (2018) study, suggest that when learners engage with flipped learning activities—especially in speaking-focused classes—they benefit from increased exposure to content and more opportunities to practice language

in class. Therefore, research on students' perceptions is not only relevant but necessary to understand the actual impact of this model on learning experiences and outcomes.

2.5. Challenges of the Flipped Classroom

Despite the documented benefits, the flipped classroom model presents certain challenges that may hinder its effectiveness. One concern is the additional time students must spend preparing outside of class, which can negatively affect their satisfaction levels (Missildine *et al.*, 2013). Resistance to change is another issue; as Chen (2016) and Simpson and Richards (2015) note, students accustomed to traditional lecture-based instruction may find it difficult to adapt to the new structure of flipped learning. Furthermore, Milman (2012) observed that some students did not watch or fully understand the video content, leaving them unprepared for in-class activities and struggling to keep pace with their peers.

Learning pace is another factor to consider. According to Shi-Chun (2014), students absorb information at different rates, yet assessments are often standardized. This misalignment can cause anxiety, especially when students feel unprepared for upcoming tests, sometimes leading them to procrastinate. In addition, students from disadvantaged backgrounds may lack reliable access to digital devices and the internet, posing a significant barrier to participating in flipped learning environments.

Afrilyasanti (2017), in her study on Indonesian EFL students, found that learners were easily distracted while watching video lectures at home. This led to reduced motivation and, in some cases, complete avoidance of the video content. Some students waited for brief in-class explanations instead, which ultimately resulted in lower academic performance. Roehling (2017) also reported that students perceived flipped courses as more challenging and time-consuming than traditional ones. Due to the higher expectations, some learners resorted to shortcuts such as skimming materials or multitasking during videos, which undermined the effectiveness of their preparation.

2.6. Related Studies

Gaining insight into students' perceptions is essential for evaluating the effectiveness of the flipped classroom, particularly in speaking-focused courses. Prior research has consistently shown that learners generally respond positively to this approach.

For instance, Abdullah (2019) conducted a mixed-methods study at the University of Malaya and found that students—especially shy and international learners—expressed favorable attitudes toward the flipped classroom, appreciating the opportunity to review content privately and participate more confidently in class.

Similarly, Li (2017) examined 94 Thai non-English majors and reported that students valued the increased opportunities for speaking and the independence afforded by the model. Participants expressed strong support for its continued use.

In a Saudi context, Al-Ghamdi (2017) found that EFL students responded positively to flipped instruction, citing increased engagement with video lectures and active participation in class. Tran (2018) studied 60 Vietnamese non-English majors and

noted improvements in vocabulary acquisition, pronunciation, and overall communicative competence, as well as heightened motivation.

Hsieh (2016), in a mixed-methods study with 48 English majors, observed that flipped learning significantly enhanced students' motivation, in-class participation, and satisfaction with their learning experience.

Drawing on these frameworks, the present study explores students' perceptions of the flipped classroom in speaking classes at Kien Giang University, focusing on five key dimensions: motivation, effectiveness, engagement, flexibility, and overall satisfaction.

3. Methodology

3.1. Research Design
This project employed a mixed methods approach characterized by a process of generating and interpreting both qualitative and quantitative data to answer two research questions. The quantitative method collects numerical data to explain students' perceptions of the flipped classroom in the speaking classes. The qualitative method discovered the advantages and drawbacks of the flipped classroom. The quantitative data built from a questionnaire was used to explore the students' perceptions of 5 factors, including motivation, effectiveness, engagement, flexibility and overall satisfaction. After that, the semi-structured interview was applied to find out the benefits as well as the difficulties they experienced when studying speaking using the flipped classroom model.

3.2. Research Questions
The current study aims to investigate students' perceptions of the flipped classroom in a speaking class. It is important to provide details about students' perceptions and help educators realize the benefits and drawbacks of the flipped classroom. Specifically, the following research questions are the focus of this study:
1) What are students' perceptions of the flipped classroom in the speaking class?
2) What are the benefits and challenges that students experienced in the speaking class using the flipped classroom?

3.3. Participants
The participants were 120 non-English major students enrolled in three classes during the 2022–2023 academic year. The students were aged between 18 and 21 and had an approximate CEFR level of A2 in English. Besides engaging in classroom activities, students were required to complete online pre-class tasks, including video viewing and digital exercises.

3.4. Research Instruments

This study employed two main instruments: a questionnaire and a semi-structured interview, designed to capture both quantitative and qualitative data on students' perceptions of the flipped classroom model.

3.4.1. Questionnaire

The questionnaire was adapted from established instruments developed by Hsieh (2016) and Tran (2018), and revised to align with the specific objectives and context of this study. It comprised 29 items, organized into five thematic dimensions: motivation, perceived effectiveness, engagement, flexibility, and overall satisfaction.

Section one gathered demographic information, while section two employed a five-point Likert scale (ranging from 1 = Strongly Disagree to 5 = Strongly Agree) to assess students' perceptions of the flipped learning experience.

3.4.2. Semi-Structured Interview

To complement the quantitative findings, semi-structured interviews were conducted to gain deeper insight into students' lived experiences with the flipped classroom. The interviews focused on two main areas: (1) the perceived benefits and challenges of the flipped classroom, and (2) students' overall attitudes toward this instructional approach. All interviews were conducted in Vietnamese to ensure comfort and clarity for participants. The conversations were audio-recorded using smartphones, encouraging students to express themselves openly. These qualitative responses provided valuable context to the questionnaire results, helping to explain why students responded positively or negatively to specific items.

3.5. Materials and Development Process of Flipped Classroom

The textbook used in the course was Compact Preliminary for Schools (also known as the Preliminary English Test - PET), which targets the CEFR B1 level. The book contains units on reading, writing, listening, and speaking, structured according to the Cambridge exam format. In this study, flipped instruction focused specifically on speaking lessons.

Traditionally, a speaking lesson consisted of a 50-minute lecture including vocabulary and grammar input, followed by 30 minutes of grammar and vocabulary exercises, and concluding with speaking practice in pairs or groups.

In the flipped classroom model, students accessed two instructional videos per lesson as homework: one for grammar and one for vocabulary (2–3 minutes each), selected from reliable sources such as BritishCouncil.org. These videos were hosted on the Canvas platform. Students were required to watch the videos and complete related exercises before class. This online preparation, totaling approximately 30 minutes, provided essential input to support students in their in-class speaking tasks.

Table 3.1: 6-week deployment timeline for flipped classroom

Unit (Topic)	Pre-Class Tasks (Canvas)	In-Class Tasks	Post-Class Tasks	Unit (Topic)
Week 1	All About Me	Watch intro video, vocab handout, quiz (self-intro)	Pair interview, intro speech, record 1-minute video	Submit video + reflection form
Week 2	Winning & Losing	Video: past tense + sports, quiz	Share personal experience of a game/contest	Group video: mini-story about winning/losing
Week 3	Let's Shop	Role-play sample video, phrases for buying/selling	Shopping role-play (market/shop), record conversation	Submit a pair video (1–2 mins)
Week 4	Relax	Video: relaxing activities, present simple	Discussion in groups: weekend plans	Write a comment + record a plan for the weekend
Week 5	Extreme Diet	Diet & food video, health vocab	Debate: "Are extreme diets healthy?"	Submit an individual video opinion (2 mins)
Week 6	My Home	Video: house tour, prepositions	Present "My Room" with visual (image/map/sketch)	Record & upload the room description

3.6. Data Collection Procedure

To gather information for the study, a combination of questionnaires and interviews were used. The Vietnamese version of the questionnaire was used to collect data from 120 students in three different classes at Kien Giang University. Before collecting data from the questionnaire, it is important to follow a few steps to ensure the process is effective and reliable. Firstly, the researchers carefully design the questionnaire, taking into consideration the research objectives and the specific aspects they want to measure. After the questionnaire is designed, it should be thoroughly reviewed and tested for clarity, coherence, and relevance. She gave her teacher the questionnaire, and the feedback from the teacher helped identify any ambiguities or confusing elements in the questionnaire and enabled necessary revisions to be made. The students received guidance from the researcher and one teacher while completing the questionnaire in their classrooms, and after that, the questionnaires were collected. The gathered data were entered into SPSS for analysis, with 120 valid responses.

To gather qualitative data, an interview was conducted. Six students were selected for this interview. The researcher explained the purpose and duration of the interview, introduced herself as the moderator, and assured confidentiality. Each interview lasted 10 minutes and was recorded in the Vietnamese language. The transcribed data were narratively processed to understand students' perspectives and later translated into English by the researcher for analysis.

3.7. Data Analysis Procedure

This part provides a detailed description of the analysis of the collected data. This section attempts to answer two research questions related to students' perceptions of the flipped classroom in speaking classes. First, it identifies students' perceptions of the flipped classroom in speaking classes. Second, it finds out the benefits and the challenges of the flipped classroom

The questionnaire has two distinct sections, with the first section gathering information regarding gender and class. The second section utilises a five-point Likert scale to collect data. The second section contains 29 items that examine students' perceptions of the flipped classroom in speaking classes. In order to improve reliability, it is essential to check the dataset for errors. All collected data were input into SPSS 22.0.

Once the data were screened and processed, a check for normal distribution was performed on the dataset. Specifically, descriptive statistics were conducted on the 29 items related to students' perceptions of the flipped classroom in speaking classes. The results showed that all 29 items had Kurtosis and Skewness values between -2 and +2, indicating that the data obtained from these items were normally distributed. Overall, the 29 items collected from the questionnaire were deemed suitable for further analysis.

3.7.1. Reliability of the Questionnaire

This study was carried out to investigate non-English major students' perceptions of the flipped classroom in speaking classes at Kien Giang University. A questionnaire was employed to measure students' perceptions towards the use of the flipped classroom in speaking classes

First, students will learn in the speaking class by applying the flipped classroom. At the end of the class, the post-questionnaire was then delivered to students, aiming to explore their perceptions towards using flipped classrooms in a course.

Table 3.2: Internal consistency of the five aspects regarding
students' perceptions of the flipped classroom in speaking classes

Aspects regarding students' perceptions	No. of Items	Cronbach's Alpha
Motivation	7	.95
Effectiveness	5	.95
Engagement	7	.94
Flexibility	5	.94
Overall satisfaction	5	.96

To ensure the instrument's reliability, an internal consistency test was conducted using Cronbach's alpha. Firstly, the internal consistency of the five aspects relating to students' perceptions of the flipped classroom in speaking classes was assessed. The results are presented in Table 3.2 (located on page), which shows that Cronbach's alpha values for each dimension were .95,.95,.94,.94,.96.

According to conventional research standards, a Cronbach's alpha value of .70 or higher is considered reliable. However, there are studies that suggest a lower acceptable

level, such as Clark and Watson (1995) who found .60 to be acceptable, and Bynner and Stribley (1979) who argued for a minimum of .67. In the present study, five aspects of students' perceptions of the flipped classroom were found to have acceptable reliability. Thus, all of them were acceptable for further analyses.

All five aspects related to students' perceptions were found to be reliable based on Cronbach's alpha coefficients obtained in the statistical analysis and therefore included in further analysis. The collected data were analyzed to gain insights into students' perceptions of the flipped classroom in speaking classes, which will be presented in the following sections.

3.7.2. Analysis of Data Collected from the Interviews

To complement the quantitative findings and gain a deeper understanding of students' perceptions, semi-structured interviews were conducted with six non-English major students who had experienced the flipped classroom model in speaking classes at Kien Giang University. The interviews aimed to explore participants' personal experiences, focusing on two main areas:

1) the benefits and challenges of the flipped classroom, and (
2) their overall perceptions and suggestions for improvement.

Each interview lasted approximately 10 minutes and was conducted in Vietnamese to ensure participants could express their views comfortably and clearly. All interviews were audio-recorded with consent and later translated into English for thematic analysis. Thematic analysis was chosen as it allows the researcher to identify recurring patterns and categorize insights across individual experiences. This qualitative data offers rich, contextual insights into how students interact with and respond to the flipped classroom model beyond what the questionnaire could reveal.

The thematic analysis of the interview data was organized around three major themes:

1) perceived benefits,
2) challenges encountered, and
3) student suggestions for improving the flipped classroom experience.

4. Results and Discussion

The study aimed to examine non-English major students' perceptions of the flipped classroom model in speaking classes at Kien Giang University, using both quantitative and qualitative data. A questionnaire adapted from Hsieh (2016) and Tran (2018) was administered to 120 students, focusing on five dimensions: motivation, engagement, effectiveness, flexibility, and overall satisfaction. The findings from both the survey and interviews collectively revealed that students generally held positive perceptions toward the flipped classroom approach.

4.1. Students' Perceptions Toward the Flipped Classroom Model in Speaking Courses

To explore how students perceived the flipped classroom in speaking classes, descriptive statistics were employed across five key dimensions: Motivation, Effectiveness, Engagement, Flexibility, and Overall Satisfaction. For each dimension, individual item scores were aggregated and averaged to obtain the mean score, allowing for a comprehensive understanding of students' attitudes.

Table 4.1: Descriptive statistics on the mean difference among
5 aspects of the flipped classroom in speaking classes

	N	Min	Max	Mean	SD
Motivation	120	2.1	5.00	4.0	.59
Effectiveness	120	1.7	5.00	3.9	.67
Engagement	120	1.8	5.00	4.2	.63
Flexibility	120	1.8	5.00	4.2	.63
Overall satisfaction	120	2.0	5.00	3.9	.69

As shown in Table 4.1, the overall mean scores across all five dimensions reflect positive perceptions of the flipped classroom model. Students reported a strong sense of engagement and flexibility, indicating that they found the flipped approach interactive and adaptable to their learning needs.

In terms of motivation, with a mean of 4.00, students expressed increased enthusiasm for learning when participating in flipped lessons. This suggests that the model successfully stimulates learners' interest and encourages more active involvement in speaking activities.

The dimension of effectiveness also received a relatively high mean score (3.90), implying that students believed the flipped classroom enhanced their learning outcomes. Similarly, overall satisfaction with the model was reflected in a mean score of 3.90, highlighting that students were generally pleased with their experience.

In summary, the data reveal that students hold favorable perceptions toward all five dimensions of the flipped classroom approach in speaking classes. The model appears to foster motivation, engagement, and satisfaction while offering an effective and flexible learning environment.

Across all five dimensions, the data indicated that students were more motivated and engaged during flipped classroom sessions compared to traditional teaching methods. Many reported increased enthusiasm for speaking tasks, citing the pre-class videos and materials as helpful tools that allowed them to prepare beforehand and feel more confident when participating in class. This aligns with previous research by Hsieh (2016), Chen Hsieh *et al.* (2017), and Tran (2017), which highlighted the role of flipped classrooms in enhancing student motivation and autonomy.

In terms of effectiveness, students viewed the flipped classroom as a valuable model that provided more time to process content and apply language skills during class activities. Interview responses emphasized how the approach enabled richer interaction, peer collaboration, and in-depth understanding of speaking tasks. Notably, many

students appreciated the opportunity to practice English in an active, student-centered environment, consistent with the findings of Han (2015) and Li & Suwanthep (2017), who stressed the value of task-based interaction in EFL speaking.

Regarding flexibility, students appreciated the ability to access learning materials at their own pace and revisit content as needed. This was seen as particularly helpful for learners with different proficiency levels or those who needed additional time to comprehend certain topics. However, this flexibility also posed challenges for some students, particularly in terms of adapting to self-directed learning. Several interviewees mentioned difficulties in managing their own learning schedules and missing the structure provided by traditional teacher-led lessons.

Technical issues such as unreliable internet connections were also reported as obstacles that sometimes hindered access to pre-class materials, thus reducing the effectiveness of the learning process. These challenges reflect those cited by Oraif (2018) and Vuong *et al.* (2018), who emphasized the importance of digital readiness and learning support in implementing flipped classrooms successfully.

Lastly, students expressed a high level of overall satisfaction with the flipped classroom model. They recognized its ability to make learning more engaging, interactive, and personally meaningful. Most interview participants stated that they would prefer to continue using this model in future English-speaking courses due to its dynamic nature and the increased sense of agency it fosters.

In summary, the flipped classroom model appears to have significantly enhanced students' learning experiences in speaking classes, particularly in terms of motivation, engagement, and satisfaction. The findings indicated that students held favorable perceptions toward the flipped classroom model in speaking classes. These findings are consistent with prior research, such as that of Hsieh (2016) and Tran (2018), which emphasized the role of flipped classrooms in increasing student engagement, motivation, and autonomy.

Students viewed the flipped classroom as a flexible and effective model, offering increased opportunities for communication, more time to process learning materials, and higher satisfaction with the learning experience. This approach also appeared to support their language development and foster a more active, student-centered learning environment.

4.2. Results from the Interviews

To explore students' perceptions of the flipped classroom in speaking classes at Kien Giang University, semi-structured interviews were conducted with six students. Each interview lasted approximately 10 minutes and was conducted in Vietnamese to ensure clear and comfortable communication. The interviews were recorded using a smartphone and later translated into English for analysis. Participants were asked to describe what they appreciated about the flipped classroom as well as any difficulties they encountered. Overall, most participants expressed satisfaction with the model and offered suggestions

for enhancing its effectiveness for both learners and instructors. The following sections present the main findings.

4.2.1. Perceived Benefits of the Flipped Classroom

The majority of participants viewed the flipped classroom as a more effective and engaging approach to learning compared to traditional methods. Students highlighted the advantages of previewing materials before class, which enhanced their readiness and participation during lessons.

"Participating in the flipped classroom model, I was able to preview the content and grasp some knowledge before attending class. Therefore, when I came to class, the teacher only needed to review briefly, and I could understand the content better. This allowed me to actively participate in discussions and group activities, and it helped me develop critical thinking and problem-solving skills." (Interviewee 1)

Many students noted an improvement in learning attitudes and speaking skills:

"I feel that after learning through the flipped classroom, my attitude toward learning has improved significantly. I've become more proactive in learning English and enjoy it more. My understanding and speaking skills have also improved." (Interviewee 2)

Flexibility and control over their learning process were also identified as key benefits, particularly for students balancing academic and personal commitments:

"What I like most is that the learning time suits my personal schedule. The environment is more flexible, and I can be more proactive in studying." (Interviewee 3)

"*With the flipped model, I can log in on my phone to listen and do exercises, so class time isn't wasted.*" (Interviewee 4)

Students also appreciated the focus on hands-on, collaborative learning during class time:

"Rather than just listening to lectures, I can engage in hands-on activities and discussions that help me apply what I've learned." (Interviewee 5)

"*By working with my classmates, I've developed better interpersonal skills.*" (Interviewee 6)

In general, students perceived the flipped classroom as effective in enhancing engagement and improving their speaking skills through increased interaction and learner autonomy.

4.2.2. Challenges of the Flipped Classroom in the Flipped Classroom

Despite its benefits, students also identified several challenges. A common issue was limited access to reliable internet or suitable digital devices, which affected their ability to engage with pre-class materials.

"Learning in a flipped classroom is exciting, but it becomes difficult because my internet connection is weak. Sometimes the video won't load or takes too long to download." (Interviewee 1)

"The file is large, and I often can't download it due to slow internet. It interrupts my learning." (Interviewee 2)

Another challenge related to the increased responsibility placed on students. Some found the shift from traditional teacher-centered methods to self-directed learning difficult to manage.

"I was used to listening to lectures and doing homework afterwards. With the flipped model, I now spend more time preparing before class, which reduces time for other subjects." (Interviewee 3)

"I'm not used to learning independently. Without clear guidance, I sometimes feel lost." (Interviewee 4)

Time constraints were also a concern. Students with heavy schedules found it difficult to complete pre-class activities:

"My study schedule is packed, so I have to stay up late or skip lunch to finish the assignments. Sometimes, I don't get feedback from peers, which makes revision hard." (Interviewee 5)

"Because of my part-time job and long commute, I have little time to watch the videos." (Interviewee 3)

4.2.3. Student Suggestions for Improving the Flipped Classroom

Participants offered several suggestions to improve the flipped classroom experience. One common recommendation was the use of multimedia content to enhance engagement:

"I think the lecturer could use more images and multimedia in the videos to make the lessons more engaging and easier to understand." (Interviewee 2)

Students also expressed a desire for easier video access—preferably through direct online streaming rather than requiring downloads:

"I'd prefer to watch videos online without having to download them. Sometimes my phone runs out of storage, which wastes time." (Interviewee 2)

"Uploading videos directly to the class group would make them easier to find." (Interviewee 4)

Additionally, students requested more in-class speaking exercises and supplementary materials:

"I'd like more practice exercises and more supporting videos to improve speaking." (Interviewee 3)

"The lecturer could give speaking activities right after teaching a new structure so we can immediately practice it." (Interviewee 3)

Overall, students' feedback highlighted the importance of balancing flexibility with support, ensuring technological accessibility, and enriching the flipped learning environment with more interactive content and speaking opportunities.

5. Recommendations

Given the encouraging findings of this study, there are several practical suggestions for teachers, students, and institutions to make the flipped classroom model work more effectively in speaking classes. For teachers, a good starting point is to create engaging, easy-to-follow materials that students can access before class. Short videos with clear explanations, guiding questions, or small tasks can help learners better grasp the lesson content in advance. Just as important is building a supportive classroom atmosphere where students feel motivated and confident to participate. Simple strategies like gentle reminders, low-pressure quizzes, or open discussions can help keep students on track. Since this model may be unfamiliar to some, teachers should also be patient and ready to guide students through the change by offering feedback, encouraging questions, and adjusting the pace when needed.

For students, success in a flipped classroom means taking an active role in their own learning. Watching the assigned materials ahead of time, reviewing key vocabulary, and coming to class prepared to interact can boost both confidence and speaking ability. It's also helpful for students to manage their time well, especially with more learning happening outside the classroom. Setting up a consistent study routine or reviewing videos with classmates can make the learning process smoother and more effective.

In terms of institutions, schools and universities play a key role in supporting this teaching approach. Providing teachers with the tools and training to develop quality digital content is essential. At the same time, ensuring students have reliable internet access and suitable devices will help remove technical barriers. Finally, institutions can promote a culture of innovation by encouraging experimentation with flipped learning. This might include launching pilot programs, sharing success stories, and creating spaces for teachers across departments to collaborate and learn from one another.

6. Conclusion

This study set out to explore how non-English major students at Kien Giang University perceive the flipped classroom model in speaking classes. Through a combination of questionnaire data and student interviews, the research revealed that the majority of students responded positively to this teaching approach.

Students found the flipped classroom to be motivating, engaging, and flexible, providing more opportunities for speaking, collaboration, and personalized learning. The model supported greater student autonomy and helped create a more dynamic, student-centered classroom environment. However, some challenges were noted, particularly in adjusting to self-directed learning and dealing with technology-related issues.

Despite these challenges, the overall findings underscore the potential of the flipped classroom to enhance English language teaching in higher education. With thoughtful implementation, proper guidance, and institutional support, this model can offer a valuable alternative to traditional teaching, empowering students to take greater ownership of their learning while building the speaking skills they need for academic and real-world success.

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