

Barriers and Opportunities of Implementing Flipped Classroom in Teaching Reading Comprehension of Literature in Vietnamese High Schools

Oanh Ngoc Tran Ho

The University of Danang – University of Science and Education, Danang, Vietnam

Introduction: The integration of digital technology into education has transformed teaching approaches globally. In Vietnam, the Flipped Classroom (FC) model aligns with ongoing curricular reforms aimed at promoting student-centered learning, particularly in subjects like Literature, where traditional instruction still dominates. This study examined teachers' and students' awareness, readiness, and engagement with the FC model in the context of reading comprehension instruction in Vietnamese high schools. The aim was to assess key enablers and constraints, contributing to a more effective transition to flipped pedagogies in Literature teaching.

Methodology: This mixed-methods study explored perceptions and implementation challenges of the Flipped Classroom model by surveying 55 high school Literature teachers and 156 students in central Vietnam. Using questionnaires based on established frameworks, data were collected via Google Forms featuring five-point Likert scale items and open-ended questions on dimensions such as usefulness, digital readiness, and barriers. Quantitative findings were examined using descriptive statistics, chi-square tests, logistic regression, and cluster analysis, while qualitative responses underwent inductive content analysis to evaluate implementation feasibility and learner autonomy.

Results: Findings revealed high awareness (90.9%) and willingness (100%) among teachers to adopt the FC model, but only 21.8% had implemented it. Key teacher-reported barriers included insufficient resources, difficulty monitoring student engagement, and lack of student self-regulation. From the student perspective, challenges involved low independent learning habits, limited access to digital content, and difficulty using educational technologies. Statistical analysis indicated a strong correlation between students' self-directed learning skills and their engagement with video-based instruction ($\chi^2(4) = 35.37$, $p < .001$). Cluster analysis identified three learner profiles based on motivation and digital behavior. Teachers' digital tool usage moderately predicted their readiness to implement the model.

Conclusion: While both teachers and students recognize the value of the Flipped Classroom, practical constraints hinder its widespread adoption. Bridging the gap requires institutional support, targeted training, and improved digital infrastructure. The model holds promise for cultivating interpretive and critical thinking skills vital to Literature education in Vietnam.

Practical Value: This study highlights the need for teacher development programs and specialized digital content to enhance flipped instruction in Literature. It also recommends embedding metacognitive and digital literacy training in student curricula to improve readiness for self-directed learning. These findings can guide educational policymakers and school leaders in scaling up innovative teaching models aligned with Vietnam's curriculum reform agenda.

Direction for Future Research: Future studies should explore longitudinal impacts of flipped instruction on students' literary competencies and examine school-wide implementation models across regions. Research into culturally responsive flipped content and scalable digital platforms tailored to Literature would further support sustainable adoption.

Keywords: flipped classroom, reading comprehension, literature education, digital literacy, self-directed learning, learner autonomy, mixed-methods research, teacher readiness, Vietnam

CORRESPONDENCE: htnoanh@ued.udn.vn

ORCID: <https://orcid.org/0000-0001-7719-5027>

CO-AUTHORS: Tien Thuy Nguyen Tran, Nhi Yen Thi Nguyen, Quan Van Pham, Anh Lan Thi Luong