
DEVELOPING SELF-STUDY COMPETENCE IN TEACHING INFORMATIONAL TEXT WRITING FOR 10TH-GRADE STUDENTS USING THE FLIPPED CLASSROOM MODEL

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ABSTRACT

Self-study is the shortest path for learners to deepen and master knowledge. Learning is not just reproducing and repeating knowledge through pure memorization, but effective learning must be built on exploration, curiosity, and creative thinking. In Vietnam, teaching and learning are facing great opportunities and challenges because traditional and modern teaching approaches are not yet synchronized, lack continuity, and have not developed in a balanced way. In teaching Literature, organizing learning activities based on traditional methods still play a certain role. In writing lessons, teachers mainly provide theory, guide the essay structure, and may even brainstorm ideas for the learners. However, in the current context, these traditional methods of teaching text creation (writing) seem unable to meet the requirements of educational innovation. This is because teaching writing not only requires students to follow a specific text format, but also requires them to master writing skills. To master these skills, learners need to be taught using a suitable method. Given the characteristics of the current 2018 General Education Curriculum, teaching informational text writing in Literature using the flipped classroom model has shown many advantages and positive results because the flipped classroom model both effectively teaches text creation

through the writing process: before, during, and after writing and helps learners develop their ability to brainstorm ideas, outline, study autonomously, and think creatively.

KEYWORDS: self-study, flipped classroom, informational text, text creation, Literature, competence.

1. INTRODUCTION

Informational texts appeared several decades ago, especially in developed countries like the United States (Lan, 2016). An interesting point is that in countries such as Australia, the US, etc., informational texts have been taught from the preschool and primary school levels. So, what has shaped the role of informational texts in teaching in those developed countries? Researchers and educators are well aware that the ability to understand and use information is a key factor for successful participation in society (Keene, 2008; Ogle & Blachowicz, 2002). Informational texts will basically shape a huge industry that will develop around products and services advertising themselves as holding the secret to success (Beth Maloch & Randy Bomer, 2013). From these massive practical benefits, in many countries, informational texts have been taught very early, becoming an important aspect for forming and developing learners' thinking, awareness, and competence. This shows that learning becomes meaningful when it is applied to life.

Vietnamese education over the past 10 years (from 2016 to 2026) has undergone many significant changes. The highlight is the shift in the teaching and learning approach, moving from a content-based approach to a learner quality and competence development approach (Ministry of Education and Training, 2018). In most subjects, this change led to difficulties in the initial stage. However, looking further into the future results of students' learning in Vietnam, these innovations are strategic, substantial, and useful. In Literature teaching, many innovations have occurred on both horizontal and vertical axes. The 2006 educational curriculum and Literature textbooks mainly taught literary texts, while the rest focused on argumentative texts. From the perspective of a country with a rich history and culture deeply embedded with "East Asian characteristics", this is not surprising. However, if learners are placed in a modern context the common context of many countries around the world this approach is somewhat outdated. This is because today's educational trend defines the true meaning of teaching as being connected to life. Considered in this context, literary texts and argumentative texts only meet a part of that trend. In a comparative, selective, and receptive view, the 2018 General Education Curriculum has balanced the proportions harmoniously

and added a new type of text: the informational text. This change occurred because researchers in Vietnam have recognized the importance of informational texts, viewing them as “a close, important, and necessary type of text for humans in life, study, and research” (Hien, 2020). “Informational texts were born and are directly and closely attached to specific communication activities in social life” (Quynh, 2022). Responding to creative thinking, the teaching of informational texts in Vietnam recently has seen many transformations. The use of teaching methods and techniques has also been diversified in a positive and progressive direction, for the development of learners, and to meet the output standards (required achievements) of the curriculum. Using Graphic Organizers to establish, organize, and arrange the information system will be a measure to promote efficiency (Quynh, 2022).

Constructing an objective matrix for the flipped classroom model; and developing evaluation criteria for this teaching model (Anh et al., 2019). Listing the specific roles of teachers and students in organizing flipped classroom teaching activities; and building a number of specific lesson units applying the flipped classroom model (Phuong & Bich, 2019). Applying Web 2.0 platforms in teaching Literature under the flipped classroom model to meet the requirements of the new Literature curriculum has provided a general theoretical system of the flipped classroom model and specifically built a teaching process according to the flipped classroom model based on Web 2.0 platforms. It can be seen that the article has structured a meticulous and scientific overview from the process to the implementation content. Not stopping at the theoretical system of the flipped classroom model or Web 2.0 platforms, the article also points out the basic requirements of the subject of Literature in the new curriculum, thereby showing the connectivity of teaching Literature under the flipped classroom model. The topicality of the article lies in the application of Web 2.0 platforms, which are already familiar to teachers and even students in schools, so the feasibility and practicality are quite high. However, due to designing the teaching process on a web platform, applying this process to actual classroom teaching will have points that are not yet appropriate or need to be improved and transformed to be more suitable for reality (Phuong et al., 2019). Using the flipped classroom model in teaching Literature to develop problem-solving competence for high school students is a descriptive and experimental research work on the results achieved when using the flipped classroom model in teaching practice. The article goes deep into designing tools to evaluate the problem-solving competence of high school students; basically, the criteria for evaluating problem-solving competence are built closely following the required achievements of the 2018 General Education Curriculum. At the same time, it analyzes data from the information brought by the experiment, thereby

giving conclusions on the achievements of learners and the advantages that the flipped classroom model brings to students. However, because this is an experimental descriptive scientific article, the design of the flipped classroom process has not been focused on, and the article has a certain compression, so readers' access to exploit the theory has not yet been satisfied (Yen & Toan, 2020).

However, studies on teaching informational texts using the flipped classroom model remain a research gap in Vietnam.

2. MATERIALS AND METHODS

To conduct this article, we use qualitative research methods to formulate scientific hypotheses. On the basis of document research, we carried out analysis and theoretical sketching to propose the problem posed by the article.

3. FINDINGS AND DISCUSSION

1. Theoretical background

1.1. The flipped classroom model

-Concept

The flipped classroom is a teaching model in which the process of acquiring basic knowledge is moved outside the classroom through means such as lecture videos, digital documents, or online learning materials. Students actively study the lesson content before coming to class, while classroom time is dedicated to active learning activities such as discussion, problem-solving, practice, and collaboration under the guidance of the teacher (Bergmann & Sams, 2012). This model helps optimize classroom learning time, creating conditions for teachers to support personalized learning and enhance interaction between teachers and students. Many studies also show that the flipped classroom contributes to developing self-learning competence, critical thinking, problem-solving ability, and improving learners' academic performance (Bishop & Verleger, 2013). According to author Robert Talbert's view on the concept of the flipped classroom: The flipped classroom is a pedagogical method in which the initial contact with new concepts has been transferred from the group space to the individual space in the form of structured and outcome-based activities; the group space becomes a dynamic, interactive learning environment where instructors guide students as they apply concepts to engage creatively in learning topics (Nga & Lien, 2020). The flipped classroom is considered a teaching strategy and simultaneously a type of blended learning between face-to-face teaching and online teaching. This classroom model is in complete

contrast to the traditional teaching environment because the instructional content usually takes place online and outside the classroom (Ministry of Education and Training, 2017). Unlike traditional teaching where homework is done at home, the flipped classroom brings homework into the classroom. The flipped classroom model is essentially a shift in the roles of the instructor and the learner, taking a learner-centered approach; learners are encouraged to promote their active role in searching for and acquiring knowledge (Nguyen & Thom, 2025). In the traditional classroom, learners will listen to lectures and then do practical exercises in class or at home to process information and acquire knowledge.

- Characteristics of the flipped classroom model

The flipped classroom is a form of blended learning (B-learning). The flipped classroom model is one of the innovative teaching methods that takes a learner-centered approach, which is consistent with the modern educational trend oriented toward developing students' competence (Ministry of Education and Training, 2018). According to the popularization of this model, learners will actively research new knowledge in advance through learning materials (online videos, presentations, podcasts, etc.) provided and guided by the teacher (Brunsell & Horejsi, 2013). For each lesson, students can actively study and do further self-learning under the teacher's guidance. During class time, the teacher needs to answer problems that students have not resolved or issues that easily cause misunderstandings during the students' self-learning process. This ensures that students' learning is not only confined to textbooks but also includes fresh knowledge related to the lesson and life (Cabi, 2018). The flipped classroom changes the roles of teachers and students, reversing the instructional process of the traditional classroom. It organizes the classroom into a practice-laboratory room, changing the role of the traditional teacher from providing information to becoming a guide, resolver, and organizer of activities. Meanwhile, the students themselves must carry out the self-learning process and seize modern educational opportunities to acquire new knowledge (Abeysekeraa & Dawson, 2014). The traditional classroom and the flipped classroom have specific differences (Anh, 2018):

Traditional classroom	Flipped classroom
The teacher guides Students take notes Students follow instructions Students have homework	The teacher guides the lesson at home through videos, books, websites, and groups Students understand concepts more deeply, apply them, and connect with the content discussed in class Students receive personal support when necessary

Surveying research documents on the flipped classroom by various authors, we draw out some basic characteristics of this model, specifically:

-Students watch lectures and study lessons at home

In the traditional classroom, each class period takes place according to a certain process: students come to class, the teacher uses the lecturing method, and students listen to the lecture relatively passively. Afterward, learners go home and gather the knowledge received at school to solve the requirements and tasks (homework) set by the teacher at the end of the class. The problem here is that if students cannot grasp certain points during the lecture or do not remember the knowledge units after going home, solving the teacher's requirements will encounter many difficulties.

In the flipped classroom model, teachers build available learning resources including lecture videos, learning theories, learning worksheets, etc., and share them on an interactive environment on the Internet. Students can watch the lectures, grasp the theories directed by the teacher at home, and easily review them if they have not deeply understood a certain issue. This means students can review the content multiple times, without missing any information conveyed by the teacher. Besides, students also have the opportunity to explore and supplement new knowledge units through the self-learning process to enrich the learning theory, and more thoroughly understand the content conveyed by the lesson. This helps students have a more effective and confident class period.

- Students solve learning tasks at lower-level thinking

Exercises will be integrated into lecture videos by the teacher. These exercises aim to check learners' preparation, so the difficulty level is relatively easy, mainly falling within the "understanding" and "applying" levels of Bloom's taxonomy. In addition, these exercises also provide an opportunity to test learners' lower-level self-learning competence and stimulate students' curiosity. These easy application exercises aim to help classroom time have more duration for problem-solving and solving higher-level application exercises.

For example: In the text "Tu ay" by author To Huu, the teacher poses the problem as follows: What point in time does "Tu ay" refer to? When the teacher poses this problem, learners will apply skills of exploring, searching for information, and researching documents to solve the posed problem. This can also be considered a lower-level application exercise that learners need to solve before coming to class.

- Exchanging, interacting in class, and solving learning tasks at higher-level thinking

Classroom time, instead of listening to the teacher's lecture, students will share the content that the teacher shared before coming to class, and share the knowledge that the learners

themselves explored and gathered through the self-learning process. In addition, learners can pose problems, discuss, exchange, and share questions and difficulties that have not been grasped. More importantly, students also participate in the self-evaluation and peer-evaluation process to gain deep experience. On the other hand, during the class period, students have time to solve learning tasks easily and effectively with the knowledge wealth accumulated at home. This means that according to Bloom's taxonomy, the tasks that students solve not only meet the lower levels ("knowing"; "understanding") but can also solve higher-level learning tasks such as "analyzing", "evaluating", "creating", etc. This way of learning helps students have time to think in the most effective way. Students can apply background knowledge and preparation to personally solve tasks within the zone of proximal development, stimulating the thinking process and interest for learners.

For example: When discussing the exercise related to the text "Tu ay" by author To Huu, the teacher poses the problem as follows: In your opinion, what important factors influenced To Huu's poetic soul? This is an issue not mentioned in the textbook; solving this problem lies in deep research into the life of the poet To Huu to have a more comprehensive view of his life. This requires learners to make efforts to explore and have high systemic thinking to well solve the posed problem, which we believe helps learners develop self-learning competence.

- Organizational process

In fact, there are many works and articles proposing teaching processes according to the flipped classroom model. Each process has certain advantages. However, in this article, based on the research on "Designing integrated teaching activities in Literature 10 using the flipped classroom model" (Nguyen & Thom, 2025), we consistently refer to the organizational process of teaching the creation of informational texts according to the flipped classroom model as follows:

GENERAL PROCESS IN APPLYING THE FLIPPED CLASSROOM MODEL	
DESIGN CONTENT	DESIGN REQUIREMENTS
1. Determining the required achievements of the lesson	Based on the description table of required achievements for Literature 10 in the 2018 General Education Curriculum.
2. Selecting appropriate teaching texts according to the flipped classroom model	- Based on the required achievements of the 2018 General Education Curriculum. - Based on the characteristics of informational texts. - Based on the design principles of the flipped classroom model.
3. Designing lectures, videos, building learning resources, and sharing reference materials on software	- Based on the required achievements of the 2018 General Education Curriculum. - Designing teaching objectives for each type of

	informational text. - Selecting applications/software based on the advantages/disadvantages and the reality of the experimental location.
4. Students watching lectures, materials and completing learning contents under the teacher's guidance	- Sharing learning resources and building learning guides for students. - Managing students' interaction process on applications.
5. The teacher processing students' assignments	- Based on the required achievements of the 2018 General Education Curriculum. - Based on the objectives designed and agreed upon with the students.
6. Going to class, students practicing, discussing, and exchanging with each other and with the teacher	- Publishing the products/assignments that students have completed. - Identifying discussion and interaction issues (Teacher - Student; Student - Student).
7. Evaluating and expanding the learning issues	- The teacher comments and finalizes the lesson content. - Creating conditions for learning products to enter life.

- Advantages of the flipped classroom model

To integrate into the digital transformation trend in education worldwide, organizing flipped classrooms is an inevitable change.

(1) This modern teaching method helps students become more active in acquiring knowledge, discovering hidden potential, and promoting creative thinking. Applying the flipped classroom model in teaching will help learners achieve the top three levels of cognition according to Bloom's taxonomy (Bergman & Sams, 2012).

(2) Besides, applying the flipped classroom model helps increase autonomy and independence in researching, exploring, inquiring, and studying problems. Learners apply time management skills and actively choose the space and time suitable for themselves in acquiring knowledge to progress toward higher levels of thinking.

(3) Learners do not study alone but have connection, interaction, and direct support from the instructor and peers, having more time to interact with the instructor through application questions (Jang & Kim, 2020).

(4) Learners have opportunities to develop teamwork, presentation, and critical thinking skills. Even when learners are absent or miss some lessons, they still have the opportunity to review necessary information and catch up with the class's learning progress.

(5) The flipped classroom model provides opportunities for instructors to become professional teachers in planning and designing instructional content and curricula logically,

with orientation and a roadmap to increase the efficiency of the learning process. This stimulates learners to participate in creative learning activities and in-depth research (Akçayır & Akçayır, 2018).

(6) Teachers are upgraded as they have to approach new teaching trends, increase creativity, and update new tools into teaching, creating engaging activities for students and stimulating self-learning abilities as well as the subjective role of learners.

(7) Through online videos, presentations, podcasts, etc., instructors can support learners remotely without going through face-to-face classes (Brunsell & Horejsi, 2013).

1.2. Self-learning competence

1.2.1. The concept of self-learning competence

In the context of education transforming toward a learner competence development orientation, this is considered an educational innovation trend, clearly identifying self-learning competence as one of the core competences that students need to form and develop. According to the Vietnamese Dictionary, competence is understood as individual subjective abilities and conditions or those brought by nature that help perform a certain activity (Luong, 2011), or competence is the ability to mobilize and apply knowledge, experience, skills, attitudes, and interests to properly and effectively perform activities in life situations (Taylor, 1995). Self-learning competence is one of the core competences that learners need to have. In general, it can be conceptualized as follows: self-learning competence can be understood as the ability of learners to explore, discover, orient cognition, and apply skills, methods, experience, knowledge, and attitudes to perform learning tasks (Nhi, 2016). Self-learning competence plays an extremely important role that learners must possess to achieve lifelong self-learning. Self-learning competence is the way of learning, skills, and learning content; it is the overall integration of the aforementioned factors acting on learning content in emerging situations and other problems (Ministry of Education and Training, 2018). In summary, self-learning competence is one of the core competences of individual learners; it is the active autonomy and self-awareness to explore, discover, and apply methods, skills, knowledge, and learning ways to solve situations and problems arising during the learning process to achieve the desired results.

1.2.2. Manifestations of self-learning competence

According to the 2018 General Education Curriculum - Master Curriculum, the required achievements for self-learning competence have been set and are manifested as follows (Ministry of Education and Training, 2018):

- Identifying learning tasks based on achieved results; knowing how to set detailed and specific learning goals, and overcoming limitations.
- Evaluating and adjusting learning plans; forming one's own way of learning; searching for, evaluating, and selecting appropriate document sources for different learning purposes and tasks; recording information in appropriate formats that are convenient for memorizing, using, and supplementing when necessary.
- Self-recognizing and adjusting one's own mistakes and limitations during the learning process; reflecting on one's own learning method and drawing experience to apply to other situations; knowing how to self-adjust the learning method.
- Knowing how to regularly cultivate oneself according to personal striving goals and civic values.

In addition, another research work also proposed several manifestations within the flipped classroom model (Phuong & Anh, 2017):

- Identifying learning goals: Students self-identify learning tasks based on achieved results; set detailed and specific learning goals, and overcome weak aspects.
- Planning and implementing the learning method: Students have the ability to evaluate and adjust learning plans; form their own way of learning; find appropriate document sources for different learning purposes and tasks; proficiently use the library, select materials, and make appropriate bibliographies for each learning topic of different exercises; record read information in appropriate formats that are convenient for memorizing, using, and supplementing when necessary; self-posed learning problems.
- Evaluating and adjusting learning: Students self-recognize and adjust their own mistakes and limitations during the learning process; reflect on their learning method and draw experience to apply to other situations; know how to self-adjust the learning method. For the convenience of evaluation, each criterion needs to be divided into different levels to objectify the assessment.

1.2.3. Structure of self-learning competence and evaluation criteria

With the spirit of realizing the goals of the 2018 General Education Curriculum, in recent years, testing and assessment have been particularly emphasized by educators. In order for testing and assessment to be aligned with the teaching and learning situation, and to gradually fit the educational objectives set out in the 2018 General Education Curriculum, first of all, true focus must be placed on the component structure of each type of competence. Regarding self-learning competence, quite few researchers have proposed a specific structure. In the article by (Giang et al., 2018), the following specific proposal was made:

Component skill manifestations of Self-learning competence

Skills	Manifestations of component skills
Skill 1: Planning for self-learning	Identifying self-learning goals Making a timetable for self-learning Identifying self-learning content Identifying tasks that need to be performed to achieve self-learning goals Identifying self-learning conditions Knowing how to perceive and self-evaluate one's own self-learning activities Selecting effective self-learning methods
Skill 2: Implementing self-learning activities	Knowing how to look up and search for information effectively Processing information during the self-learning process Presenting self-learning results and possessing critical thinking skills Being self-conscious in self-learning Having a sense of perseverance to overcome difficulties when self-learning Identifying learning interests Having a sense of responsibility to fully and correctly perform learning activities Selecting effective self-learning methods Setting a set of questions to inquire into problems
Skill 3: Self-evaluation skills	Proficiently using tools to evaluate one's own self-learning process Perceiving and drawing lessons from experience to adjust one's own self-learning process

Based on studies on structuring self-learning competence, it can be divided into 4 component competences and 10 criteria (Dai et al., 2019), and the structure is described as follows:

Structure and evaluation criteria table of self-learning competence.

No.	Component competence	Evaluation criteria
1	Identifying learning goals	[Case 1] Identifying required knowledge/skills and relevant prior knowledge/skills [Case 2] Identifying and proposing problems in learning/practical contexts
2	Developing and adjusting learning plans	[Case 3] Identifying current learning conditions and personal learning styles [Case 4] Identifying learning tasks and establishing a timetable for implementation
3	Implementing learning plans	[Case 5] Learning online through provided lectures/learning materials [Case 6] Searching for information and materials on the Internet [Case 7] Exchanging ideas with teachers and peers [Case 8] Note-taking and presenting learning results

4	Evaluating and adjusting	[Case 9] Evaluating learning results [Case 10] Overcoming errors and limitations, and adjusting learning styles
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To evaluate self-learning competence, it will be based on expressions at 3 different levels, including: level 1 (1 point) - not yet accomplished; level 2 (2 points) - accomplished but not yet proficient; level 3 (3 points) - proficiently accomplished (Trang et al., 2023).

1.3. Informational text

- The Concept of Informational Text

Currently, although informational texts have been introduced into the curriculum of many countries, including Vietnam, there is still a lack of uniformity in its definition. Reviewing several studies, we observe that informational texts do not contain fictional elements and primarily aim to provide information (Nam & Hieu, 2017). “A type of text aimed at providing accurate information, written with the purpose of helping readers better understand the natural and social world” (Ministry of Education and Training, 2018). Informational text is a term used to refer to types of non-fiction texts that have the main purpose of providing information on specific topics, and the information must ensure truthfulness, objectivity, and usefulness for readers (Nam et al., 2026). In general, these concepts all define informational text as a type of text that provides information (including linguistic and non-linguistic means, without fictional elements) to help readers grasp and clearly understand various aspects of life.

- Key Considerations in Teaching the Creation of Informational Texts:

(1) Closely adhering to the characteristics of informational texts: The organization of teaching needs to originate from the genre characteristics and communicative functions of each text; teachers need to clearly identify the specific type of informational text (explanatory texts, reports, popular science lessons, tables and charts, user manuals, etc.) in order to select appropriate teaching strategies. Organizing instructional activities based closely on genre characteristics not only helps students form skills to effectively exploit and process information, but also contributes to developing logical thinking capacity and the ability to apply information to reality, which aligns with the competency-development orientation of the 2018 General Education Curriculum (Tung, 2025).

(2) Closely adhering to the characteristics of the process writing approach: Ensuring the writing process consists of three stages: pre-writing, during-writing, and post-writing (Quynh, 2022).

(3) Developing self-study competency: The learning activities designed and organized for learners must ensure they meet the self-study competency standards of the 2018 General Education Curriculum, accompanied by specific evaluation criteria.

(4) Ensuring the process of the flipped classroom model: Here, we propose a 7-step process.

2. Proposing a teaching process for creating informational texts using the flipped classroom model to develop self-study competency for 10th-grade students

2.1. Principles of Designing the Process

+ Ensuring the Objectives of the 10th-Grade Literature Curriculum

The active teaching method “Flipped Classroom” can ensure the objectives of the 10th-grade Literature curriculum because the process of organizing the classroom aligns with the orientation of developing students’ qualities and competencies in the 2018 General Education Curriculum. According to the Master General Education Curriculum: education aims to comprehensively develop the qualities and competencies of learners. In the General Education Curriculum for Literature: it aims to form and develop linguistic competency and literary competency, while also fostering the good qualities of students through reading, writing, speaking, and listening activities (Ministry of Education and Training, 2018). Meeting the objectives of developing linguistic and literary competencies: Students actively learn the lesson through online videos, presentations, podcasts... under the prior guidance of the teacher at home (Brunsell & Horejsi, 2013). In class, students focus on discussing, analyzing, presenting opinions, and solving problems, thereby practicing reading, writing, speaking, and listening skills (Ministry of Education and Training, 2018). In a flipped classroom, students do not receive knowledge passively but explore, ask questions, and construct knowledge under the guidance of the teacher. Forming qualities for students: through cooperative activities, group discussions, and critical thinking, students are trained in qualities such as honesty, responsibility, and compassion (Akçayır & Akçayır, 2018). The ability to apply knowledge into practice: classroom time is dedicated to practical activities, presenting perspectives, relating to reality, and solving learning situations, thereby applying Literature knowledge into life. Individualization: learners can actively choose the time, pace, and method of accessing content before class, creating conditions for each student to develop according to their own capacity (Strelan & Palmer, 2020).

+ Suitability for the Characteristics of the Flipped Classroom

The specificity of Literature according to traditional educational concepts contains academic and theory-heavy content. This includes a vast number of characteristics that need to be

memorized, such as the historical process of literature associated with the developmental traits through each stage. This makes the majority of students feel discouraged and uninterested in learning (Hattie, 2009). Traditional teaching methods focus on imparting knowledge in a dry manner, lacking interaction and failing to inspire learners. The 2018 General Education Curriculum for Literature is built around the orientation of developing learners' qualities and competencies, shifting from transmitting knowledge to organizing learning activities that help students explore and construct knowledge by themselves (Ministry of Education and Training, 2018). This is similar to the nature of the flipped classroom, where students actively access the lesson content beforehand at home through online videos, presentations, podcasts, etc., while classroom time is used for discussion, practice, problem-solving, and applying knowledge under the guidance of the teacher (Bergman & Sams, 2012). When in class, learning time is focused on practical text creation activities such as group discussions, outlining, paragraph writing, editing, and product peer-review and evaluation. The teacher plays the role of an organizer, guide, supporter, and problem-solver for difficulties during the learning process (Robert Talbert, 2017). Teaching text creation through the flipped classroom model creates favorable conditions for individualizing the learning process. Each student can approach materials from their own perspective, choose a method of learning that suits themselves, and promote their personal strengths during the writing process. At the same time, regularly practicing, exchanging, and editing texts helps students improve their language proficiency, forming logical thinking and effective expression abilities (Bergman & Sams, 2012). Creating texts not only requires students to master theoretical knowledge about text types, genre characteristics, and writing processes, but also demands learners to apply knowledge into practice, creativity, and solving specific writing tasks. These are the requirements that align with the student-centered spirit of the flipped classroom (Bishop & Verleger, 2013).

The self-study competency of general education students falls within the group of autonomy and self-study competencies. This is one of the three general competency groups that need to be formed for students across all three educational levels: self-reliance, self-assertion, and protection of legitimate rights and needs; self-regulation of emotions, attitudes, and behaviors, adapting to life and career orientation; self-study and self-improvement (Ministry of Education and Training, 2018). Thanks to self-study competency, learners can assert themselves through their own thinking operations, will, determination, and passion for learning. Self-study is an essential competency for citizens in the digital age and a rapidly changing society (Morri, 2019). Self-study competency is an individual attribute, manifested

through identifying and implementing learning tasks consciously and actively, achieving desired learning outcomes, and demonstrating an effective learning process (Candy, 1991). The learning process of an individual with self-study competency includes: identifying learning tasks consciously and actively, setting appropriate personal learning goals, and having the determination to achieve those goals; preparing necessary learning tools by oneself, and implementing effective learning methods; self-evaluating and adjusting personal errors and limitations when performing learning tasks (Hang, 2020); actively seeking the support of educators when issues arise during the learning process. Self-study consists of three components: self-management of learning, self-monitoring of the learning process, and learning motivation (Garrison, 1997). All of these components are developed according to the pre-class, during-class, and post-class structure of the flipped classroom model.

2.2. The Teaching Organization Process

Based on the study ‘Designing Integrated Teaching Activities in 10th-Grade Literature Using the Flipped Classroom Model’ (Nguyen & Thom, 2025) and the principles, processes, and requirements of teaching with the flipped classroom model, we propose a teaching organization process for creating informational texts according to the flipped classroom model to develop self-study competency as follows:

Stage	Implementation process	Teacher’s activities	Student’s activities
Stage 1: Pre-class		- Designing lecture videos, infographics, or digital learning materials on the content, characteristics, and process of creating informational texts. - Developing a system of guiding questions, learning worksheets, and learning tasks for students before coming to class. - Assigning tasks to explore text characteristics, analyze materials, handle pre-writing preparation requirements, and write informational texts before class.	- Watching lecture videos, reading digital materials, textbooks, and researching the assigned materials. - Answering learning worksheets and preparing the teacher’s requirements before coming to class. - Planning and executing the writing of informational texts.
Stage 2: In-class	Warm-up	The teacher organizes game activities, situational questions, or short discussions to check students’ level of lesson preparation.	Students answer the teacher’s questions.
	Knowledge	The teacher organizes and	Students present their

	Formation	facilitates discussions, requiring students to present their individual findings on creating informational texts.	discussion results on informational text knowledge.
	Practice	- The teacher organizes for individual students to present their text creation results that were assigned to be completed before coming to class. - The teacher provides feedback, comments, and edits students' writing.	- Students present their text creation results that were assigned to be completed before coming to class. - Students comment on their own writing and their peers' writing.
	Application	The teacher requires students to apply the acquired knowledge to write a new informational text.	Students write the informational text according to the teacher's requirements.
Stage 3: Post-class		- The teacher requires students to resubmit their papers after feedback and edits. - Developing evaluation criteria. - Guiding students to edit and complete their writing.	- Students edit their individual writing and resubmit it to the teacher. - Students conduct a self-evaluation of their own writing. - Students evaluate their peers' writing.

4. CONCLUSION AND RECOMMENDATIONS

- Conclusion

The study has proposed a teaching process for creating informational texts using the flipped classroom model to optimize the self-study competency of 10th-grade students in Literature. With a three-stage teaching process, learners can take control, explore, discover, and construct knowledge. Students' learning activities are placed within a plan that involves the organization, monitoring, and adjustment of the educator. Here, we build a toolset using Rubrics to evaluate students' self-study competency. Creating informational texts helps learners better understand the structure, formatting design, and creation process of this text type. Through the self-study process, students have the opportunity to explore a wealth of new knowledge across multiple aspects of life, which is a key skill to keep pace with the rapid movement of modern life.

- RECOMMENDATIONS

For this theoretical model to be effective in practice, we hope that more teachers will build academic communities to enhance the development of a synchronized digital learning material system (lecture videos, self-study guiding worksheets, teaching processes, etc.),

while flexibly changing testing and evaluation criteria toward emphasizing the learners' entire process of self-reliant experience instead of only grading the final product.

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