
**PROPOSING THE APPLICATION OF THE FLIPPED CLASSROOM
MODEL IN TEACHING SHORT STORY READING
COMPREHENSION TO DEVELOP SELF-LEARNING COMPETENCE
FOR GRADE 11 STUDENTS**

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Article Received: 18 May 2026, Article Revised: 6 June 2026, Published on: 26 June 2026

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Doi: <https://doi-doi.org/101555/ijarp.9079>

ABSTRACT

The 2018 General Education Curriculum is oriented toward organizing teaching and learning activities to develop learners' qualities and competencies, in which self-learning competence plays an important role. In Literature teaching, the development of self-learning competence raises the following question for teachers: "How can students be helped to effectively form and develop self-learning competence?" There are many methods to address this issue. Within the scope of this study, we used the flipped classroom model to organize teaching for high school students in order to develop the self-learning competence of Grade 11 students.

KEYWORDS: Flipped classroom, self-learning competence, Grade 11 Literature.

I. INTRODUCTION

Vietnamese education is undergoing a breakthrough transformation, which is clearly reflected in the implementation roadmap of the 2018 General Education Curriculum issued by the Ministry of Education and Training. The 2018 General Education Curriculum poses many major challenges, including the development of a system of learning outcomes that meets the goal of developing students' qualities and competencies. This demonstrates that the objectives of Vietnamese education are gradually approaching those of several advanced educational systems around the world. However, with the limited duration of each lesson (45

minutes per period), the teaching of Literature faces numerous challenges. First, the vast amount of knowledge creates many obstacles to the interaction between teachers and students, particularly in terms of time. Moreover, classroom practice reveals that students' learning abilities are not uniform, requiring teachers to be flexible and maintain comprehensive classroom management to avoid leaving any students behind. Therefore, an important question arises: is there a superior solution that can overcome the limitations of instructional time and classroom interaction? Based on this reality, we explored and identified the many advantages of the flipped classroom model. Consequently, we conducted the study entitled "*Applying the Flipped Classroom Model in Literature Teaching to Develop Self-Learning Competence for Grade 11 Students*" with the aim of enhancing students' self-learning competence, particularly that of Grade 11 students.

II. Content

1. Research Methodology

We primarily employ a qualitative research method. This method is used to analyze data from the article, students' responses, as well as students' answers in class. The participants of our survey are Grade 11 students in Ho Chi Minh City.

2. Theoretical Framework

2.1. Flipped Classroom Model

2.1.1. Concept of the Flipped Classroom Model

The flipped classroom model is a new pedagogical model in which instructors share predetermined digital resources with students through a platform outside the classroom, and related content is also delivered asynchronously through this external platform (Bergmann & Sams, 2012). The flipped classroom model is an approach based on learning the simple and theoretical parts of a subject outside class hours with the support of educational technologies and conducting higher-level studies in the classroom (Baker, 2000; Bergmann & Sams, 2012).

In Vietnam, the flipped classroom model has attracted considerable research attention, although not yet commensurate with the benefits it offers. The flipped classroom model refers to all teaching and learning activities being conducted in reverse compared to conventional practice. The reversal here is understood as a change with pedagogical intentions and strategies, reflected in the way content, teaching objectives, and learning activities are implemented differently from the traditional approaches previously adopted by teachers and

learners (Chinh, 2016). A flipped classroom reverses the traditional learning process, meaning that students listen to lectures at home, while exercises, practice, and application activities are carried out in class (Tuan & Lien, 2020). Through a highly objective review, the authors conveyed Robert Talbert's perspective on the concept of the flipped classroom as follows: a flipped classroom is a pedagogical approach in which the initial exposure to new concepts is shifted from the group space to the individual space in the form of structured activities and outcomes. Consequently, the group space becomes a dynamic interactive learning environment where instructors guide students as they apply concepts and participate creatively in learning topics (Nga & Lien, 2020).

In literature teaching, the flipped classroom model has become a common research direction among many teachers in recent years. Initial studies on the flipped classroom model in Literature in particular and in other subjects in general have confirmed that the flipped classroom model essentially involves a transformation of the roles of teachers and learners, placing learners at the center; learners are encouraged to actively seek and acquire knowledge (Nguyen & Thom, 2025). The flipped classroom model is envisioned through positive interactions between teachers and learners within a flexible learning environment, where both teachers and learners collaboratively construct units of knowledge for the lesson. In this process, teachers play the roles of orientation, organization, and regulation of classroom activities. Students are encouraged to share opinions, raise questions, and independently resolve issues to acquire new knowledge. It can be understood that, based on the interactive learning environment provided by the system, teachers prepare lectures, learning materials, learning theories, and other resources in advance and share these contents through a learning platform implemented for students. Students then study the materials prepared by teachers, combined with their own exploration and research, to build and shape their fundamental knowledge before coming to class. During class sessions, teachers and students discuss, exchange ideas, and address questions raised by the lesson. In this process, students play the central and active role, while teachers serve only as facilitators, organizers, and regulators of classroom activities.

2.1.2. Characteristics of the Flipped Classroom Model

A common practice among teachers when using the flipped classroom is the use of lecture videos (Brunsell & Horejsi, 2013). After focusing on topics by listening to lectures or watching videos outside the classroom, students will acquire them with the support of practical application and interaction with instructors in class (Cabi, 2018). The flipped classroom model can be considered a reversal of the traditional teaching process because,

while the traditional approach involves teachers delivering lectures in class and then assigning homework, the Flipped Classroom Model conducts lecture sessions outside class time. It is based on practicing in class what would normally be assigned as homework (Abeysekeraa & Dawson, 2014). The differences between the traditional classroom and the flipped classroom are shown below (Anh, 2018).

Traditional Classroom	Flipped Classroom
The instructor provides guidance. Students take notes. Students follow the instructions. Students are assigned homework.	The instructor provides guidance at home through videos, books, websites, and online groups. Students gain a deeper understanding of concepts, applications, and connections with the content discussed in class. Students receive individualized support when needed.

It can be observed that there are two fundamental differences between the traditional classroom and the flipped classroom identified by the authors of the two studies above. The first is that students are required to take a more “active” role in constructing and exploring knowledge. This means that students must engage in active learning before coming to class. The second difference is that the learning environment in a flipped classroom is primarily based on sharing and interaction, where the teacher plays the role of guiding and facilitating the class, unlike in a traditional classroom where the teacher primarily serves as the transmitter of knowledge.

2.1.3. Principles of Organizing Teaching According to the Flipped Classroom Model

The fundamental principle of the flipped classroom model is to ensure better understanding and reinforcement of content, which is learned by students outside the classroom and guided by instructors during class sessions (Herreid & Schiller, 2013).

The principles of learning activities in the flipped classroom model include: identifying the learner’s central role, application, and the principle of mastery learning in the flipped classroom (Phuong & Anh, 2017). Based on these principles, we elaborate as follows:

Regarding the principle of identifying the learner’s central role: The fundamental and core distinction of the flipped classroom model is the transformation of the teaching approach from transmissive teaching (teacher lectures and students listen the teacher plays the essential role) to competency-based teaching (students construct and acquire knowledge independently students occupy the central role). At this stage, the teacher serves only as a guide and facilitator of students’ learning processes. Students are given opportunities to present, share

the knowledge they have prepared, and provide comments and feedback through mutual interaction. In other words, the classroom becomes an interactive and dynamic learning environment in which learners provide knowledge themselves, take ownership of it, learn from one another, and learn through exchange and mutual sharing.

Regarding the principle of application: The application of information technology is a prerequisite that demonstrates the flipped classroom as a modern teaching approach and an effective utilization of technological advancements in education. Teachers must thoroughly and deeply study modern teaching technologies and possess the ability to analyze and evaluate the effectiveness of current technologies (Is this application suitable for teaching? What competencies can this application help students develop and enhance? Does this application have any limitations? Are those limitations serious, and can they be addressed? ...). In addition, teachers must also understand students' psychology in order to design appropriate teaching pathways (Will students be receptive to this application? What aspects of learning motivation can this application stimulate in learners? ...).

Regarding the principle of mastery learning in the flipped classroom: The principle of mastery learning means that each student must master a lesson before moving on to the next one. In the flipped classroom, students watch lectures and complete learning tasks only after they have mastered the previous lesson. This means that regardless of the learning environment (traditional classroom or flipped classroom), the fundamental and primary principle remains helping and ensuring that learners achieve mastery of knowledge.

2.1.4. Effectiveness of the Flipped Classroom Model

Students are expected to interact with instructors and classmates in the classroom, apply and practice knowledge, and take advantage of the opportunities provided to improve their learning effectiveness and higher-order thinking skills. In other words, the implementation of active learning strategies by instructors is fundamental in helping learners manage responsibility, self-regulation, and their own learning process (Wiginton, 2013). The flipped classroom model encourages students to take ownership of their own learning while freeing up class time for interaction with teachers through numerous instructional strategies in applying the content they have learned. Since simulation is considered a "best practice" in the field of education (Conklin, 2008; West & Graham, 2007), it is essential for educators to allocate time to emphasize and employ instructional strategies that regularly enhance student learning. In addition, it meets the needs of millennial learners by allowing them to learn at their own pace and authentically integrate technology into the learning process (Vaughan, 2014).

2.1.5. Procedure for Organizing Teaching Using the Flipped Classroom Model

In its most general form, the flipped classroom model is organized according to a seven-step procedure (Nga & Lien, 2020):

No.	Step	Specific Content
1	Step 1	Develop a concise and comprehensive list of learning objectives for your lesson.
2	Step 2	Reorganize the learning objectives so that they can appear in a cognitive sequence.
3	Step 3	Develop and preliminarily design the group activities that you intend students to carry out.
4	Step 4	Revisit the list of learning objectives and classify them into basic objectives and advanced objectives.
5	Step 5	Complete the design of the group activities.
6	Step 6	Design and develop activities for the individual learning space.
7	Step 7	Design and develop the activities that you intend students to carry out after working in the group learning space.

With a process consisting of specific steps, each step has been described with particular tasks. However, the tasks are given special attention in the preparation stage, while the organization of activities and post-lesson study have not yet received adequate emphasis. This may allow practitioners to flexibly and adaptively supplement the process so that teaching activities can be organized more scientifically and achieve higher effectiveness.

Based on a review of teaching processes using the flipped classroom model proposed by various researchers, we propose a general process for organizing teaching according to the flipped classroom model as follows:

GENERAL PROCESS FOR APPLYING THE FLIPPED CLASSROOM MODEL	
DESIGN CONTENT	DESIGN REQUIREMENTS
1. Determine the learning outcomes of the lesson	Based on the description table of the learning outcomes for Grade 11 Literature in the 2018 General Education Curriculum.
2. Select appropriate teaching texts for the flipped classroom model	- Based on the required learning outcomes of the 2018 General Education Curriculum. - Based on the genre characteristics of the text. - Based on the design principles of the flipped classroom model.
3. Design lectures and videos, develop learning resources, and share reference materials on software platforms	- Based on the required learning outcomes of the 2018 General Education Curriculum. - Design teaching objectives for each text. - Select applications/software based on their advantages, disadvantages, and the actual conditions of the experimental site.
4. Students watch lectures, study	- Share learning resources and develop study

materials, and complete learning tasks according to the teacher's instructions	guidelines for students. - Manage students' interaction process on the applications.
5. The teacher processes students' assignments	- Based on the required learning outcomes of the 2018 General Education Curriculum. - Based on the designed objectives and those agreed upon with students.
6. In class, students practice, discuss, and exchange ideas with one another and with the teacher	- Publish students' completed products/assignments. - Identify issues for discussion and interaction (teacher-student; student-student).
7. Evaluate and extend learning issues	- The teacher provides feedback and concludes the lesson content. - Create conditions for learning products to be applied in real life.

This is the general procedure that we designed and consistently applied to all lessons. In these steps, each stage has its own specific work structures, which are interconnected to form a tightly organized activity.

2.2. Self-Directed Learning Competency

2.2.1. Concept of Self-Directed Learning Competency

In recent years, self-directed learning competency has received special attention among students. Self-directed learning competency is understood as a highly complex skill attribute, including skills and techniques, which must be associated with corresponding motivations and habits, enabling learners to meet the requirements set by their tasks (Toan, 2001). Self-directed learning competency is demonstrated through learners' ability to correctly identify their learning motivations, manage their own learning, maintain a positive attitude in activities so that they can work independently, adjust their learning activities, and evaluate their own learning outcomes in order to work independently and collaboratively with others (Lap, 2008). Self-directed learning competency also encompasses learning methods, skills, and learning content; it is the overall integration of learning approaches and skills that affect content across a wide range of different situations and problems (Ministry of Education and Training, 2018). It can be seen that self-directed learning competency is an essential competency for students at various educational levels, including upper secondary education. Self-directed learning competency is manifested through students' learning activities. In this process, learners are able to explore, construct, and supplement knowledge for themselves and for one another. Since students' learning pace is not uniform, self-directed learning provides them with opportunities to research and explore so that, when attending classes, they

can keep up with the learning progress of their peers. Self-directed learning competency contributes to realizing the concept of “learner-centered education.”

2.2.2. Structure of Self-Directed Learning Competency

In the spirit of realizing the objectives of the 2018 General Education Curriculum, assessment and evaluation have received special attention from educational practitioners in recent years. To ensure that assessment and evaluation are aligned with the actual teaching and learning context and gradually become consistent with the educational goals set out in the 2018 General Education Curriculum, it is first necessary to pay close attention to the component structure of each competency.

The structure of autonomy and self-directed learning competency according to the Overall General Education Curriculum at the upper secondary level (Ministry of Education and Training, 2018):

Competency Components	Indicators
1. Self-reliance	Always proactively and actively carries out personal tasks in learning and daily life; knows how to help dependent individuals strive to develop a self-reliant lifestyle.
2. Self-assertion and protection of legitimate rights and needs	Knows how to assert and protect personal rights and needs in accordance with ethics and the law.
3. Self-regulation of emotions, attitudes, and behaviors	- Is able to evaluate personal strengths and limitations in terms of feelings and emotions; is confident and optimistic. - Knows how to regulate personal emotions, attitudes, and behaviors; always remains calm and behaves appropriately. - Is ready to accept and determined to overcome challenges in learning and life. - Knows how to avoid social evils.
4. Adaptation to life	- Adapt one's understanding, skills, and experiences required for new activities and new living environments. - Change ways of thinking and ways of expressing attitudes and emotions. - Oneself to meet new requirements and new circumstances.
5. Career Orientation	- Recognize one's own personality and life values. - Grasp the main information about the labor market, as well as the requirements and prospects of different occupations. - Determine an appropriate development direction after upper secondary education; make plans and select suitable subjects in accordance with one's career orientation.
6. Self-Study and Self-Improvement	- Identify learning tasks based on achieved results; know how to set detailed and specific learning goals and overcome limitations. - Evaluate and adjust learning plans; develop personal learning methods; search for, evaluate, and select appropriate sources of

	materials for different learning purposes and tasks; record information in suitable forms that facilitate memorization, use, and supplementation when necessary. - Recognize and adjust personal mistakes and limitations during the learning process; reflect on learning methods, draw lessons from experience to apply in other situations; know how to self-adjust learning approaches. - Regularly cultivate oneself according to personal development goals and civic values.
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It can be seen that the proposed structure of self-study competence in the General Education Curriculum issued by the Ministry of Education and Training is quite detailed regarding each manifestation of self-study competence. Based on this, it is possible to easily develop a toolkit/assessment criteria for evaluating self-study competence across all subjects, including Literature at the upper secondary school level.

Some manifestations of self-study competence (Phuong & Anh, 2017):

- *Identifying learning objectives*: students independently determine learning tasks based on the results they have achieved; set detailed and specific learning goals to overcome their weaknesses and limitations.

- *Planning and implementing learning methods*: students are able to evaluate and adjust their learning plans; develop their own learning methods; find appropriate sources of materials for different learning purposes and tasks; proficiently use libraries, select materials, and compile bibliographies suitable for each learning topic and various assignments; record information obtained from reading in appropriate forms that facilitate memorization, use, and supplementation when necessary; independently formulate learning problems.

- *Evaluating and adjusting learning*: students recognize and adjust their own mistakes and limitations during the learning process; reflect on their learning methods and draw lessons that can be applied to other situations; know how to self-adjust their learning approaches. For the convenience of assessment, each criterion should be divided into different levels in order to make the evaluation more specific.

2.2.3. Criteria for Assessing Self-Study Competence

The assessment of several skills related to self-study competence employs a rubric adapted from the Guidelines for Training Key Teachers (Ministry of Education and Training, 2020):

Skills to be	Level 3	Level 2	Level 1
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Assessed			
<i>Identifying and implementing learning objectives</i>	Proactively set appropriate learning goals, including short-term and long-term goals, methods for achieving these goals; make efforts to accomplish the goals.	Able to set learning goals, although they are not always clearly defined; aware of the need to achieve these goals; but sometimes does not make full efforts.	Have not yet developed awareness of setting learning goals and always require assistance from others in achieving those learning goals.
<i>Developing a self-study plan</i>	Proactively develop self-study plans that align with learning goals. The plans clearly present objectives, time, space, activities to be carried out, methods, and means for implementing the activities. Implement the plans proactively and creatively.	Proactively develops self-study plans aligned with learning goals. The plans clearly specify objectives, time, space, activities to be carried out, methods, and means for implementing the activities. Carries out the proposed plans. Occasionally still requires assistance from others.	Have not yet been proactive in planning and implementing self-study plans, showing passivity and dependence in fulfilling learning requirements.
<i>Selecting learning resources</i>	Be proficient in selecting and searching for appropriate resources from both domestic and international sources, including libraries, the Internet, mass media, and real-life situations.	Knows how to select and search for appropriate resources from domestic and international sources, including libraries, the Internet, mass media, and real-life contexts.	Have not yet known how to, nor proactively learned how to, search for learning resources.
<i>Storing and using learning resources</i>	Exploit and store resources in a scientific and creative manner, including preserving and using them effectively to solve learning tasks and life-related problems.	Knows how to exploit and preserve resources, including storing and using them effectively to solve learning tasks and real-life problems.	Have not yet been proactive and do not know how to exploit and preserve learning resources.

Although it does not describe or divide the assessment into multiple levels, this checklist concisely presents the assessment criteria for learners' self-study competence, with each indicator corresponding to an achieved level. Based on the scientific foundation of this checklist, in our research article, we will consistently adopt this checklist as the criterion for assessing students. Since the application of the flipped classroom model in teaching Grade 11 Literature to develop students' self-study competence is an initial approach for students, the assessment criteria for several skills of self-study competence are also limited to a basic and relative level.

2.3. Proposed Teaching Process Based on the Flipped Classroom Model in Teaching Short Story Reading Comprehension to Develop Self-Study Competence for Grade 11 Students

2.3.1. Determining the Expected Learning Outcomes of the Lesson

The expected learning outcomes of each lesson unit are determined based on the expected outcomes specified in the 2018 General Education Curriculum for Grade 11 Literature. Specifically, they are identified according to the expected outcomes related to reading comprehension of both the content and the form of literary texts in order to determine the outcomes that can be achieved through a particular lesson unit. Naturally, these expected outcomes must be based on the short story genre; that is, when determining the expected outcomes, it is necessary to select those that are appropriate to the genre characteristics of the lesson type. Specifically, the short story texts in Grade 11 Literature (Volume 1) from the *Cánh Diều* textbook series (Vietnam Education Publishing Investment and Equipment Joint Stock Company) selected for teaching must meet the following expected learning outcomes:

READING
READING COMPREHENSION
Literary Texts
<i>Content Comprehension</i> - Analyze representative details, themes, stories, events, characters, and their relationships within the overall structure of the work; comment on important details in expressing the content of the text. - Analyze and evaluate the themes, ideas, and messages that the text intends to convey to readers through its artistic form; distinguish the main theme and sub-themes in a text with multiple themes.
<i>Form Comprehension</i> - Identify and analyze some elements of modern short stories such as setting, time, story, characters, the third-person narrator (omniscient narrator), the first-person narrator (limited narrator), shifts in point of view, and the connection between the narrator's discourse and the characters' discourse.

The requirements to be achieved determine that the selected elements must be truly representative of the text, appropriate to students' abilities, and practiced repeatedly in order to master the skills. Only in this way can reading competence be formed and developed in a solid manner.

2.3.2. Selecting Appropriate Teaching Texts According to the Flipped Classroom Model

The Grade 11 Literature textbook (Volume 1) of the **Cánh Diều** series (Vietnam Education Publishing Investment and Equipment Joint Stock Company) contains a total of three short-story texts, of which two are officially taught: *Chi Pheo* (Nam Cao) and *The Prisoner's Letter* *Chu người tù tù* (Nguyễn Tuân). These texts also serve as the materials for our research.

Based on genre characteristics, these two texts are exemplary illustrations that fully demonstrate the fundamental and representative features of the short-story genre. In other words, the two texts contain all the necessary data appropriate to the teaching objectives, especially the training and enhancement of students' short-story reading skills according to genre characteristics.

The genre-specific characteristics of the short story in the two texts *Chi Pheo* (Nam Cao) and The Prisoner's Letter *Chu nguoi tu tu* (Nguyen Tuan):

Questions/Learning Content in the Textbook	Genre Characteristics of the Short Story
1. Text: <i>Chi Pheo</i> (Nam Cao)	
1. Summarize the content of each numbered section in the text.	Identify the plot (summarize the main events of each section).
2. Draw a diagram showing the relationships among the characters; then indicate the roles of the characters in Chi Pheo's fate.	Analyze the characters and their relationships within the unity of the work.
3. Describe Chi Pheo's psychological developments after meeting Thi No. Why did Chi Pheo take a knife to kill Ba Kien and then commit suicide after being rejected by Thi No?	Comment on important details that contribute to expressing the content of the text.
4. In your opinion, what was Chi Pheo's greatest suffering and humiliation? Why? Through this character, what feelings and ideas does the writer express?	Analyze and evaluate the thoughts and feelings that the text conveys to readers through its artistic form.
5. Analyze and clarify several artistic features of <i>Chi Pheo</i> from the following aspects: the opening of the story, setting and time, the use of details, narrative language and character language, narrative point of view and shifts in perspective, etc.	Identify and analyze several elements of the modern short story, such as setting, time, story, characters, the third-person narrator (omniscient narrator), the first-person narrator (limited narrator), shifts in point of view, and the connection between the narrator's speech and the characters' speech.
6. What cultural values and philosophies of life can be found in <i>Chi Pheo</i> ? In your opinion, does Chi Pheo have a sub-theme? If so, what is it?	Identify and analyze the historical and cultural context represented in the literary text.
7. Write down your deepest impression of the character Chi Pheo (about 10 lines).	State the meaning or impact of the literary work on readers' perspectives, ways of thinking, and emotions; express personal feelings and evaluations of the work.
2. Text: <i>Chu nguoi tu tu</i> (Nguyen Tuan)	
1. What story does <i>Chu nguoi tu tu</i> tell? What are your comments on the setting and time of that story?	Identify the story. Comment on the setting and time in the narrative work.
2. Identify the narrative situation and the roles and positions of the characters in the	Be able to analyze the typical details of the story, the characters, and their relationships

work. What effects does this situation have in portraying the characters' characteristics and creating dramatic tension in the story?	within the artistic unity of the work.
3. Present your thoughts and feelings about the character Huan Cao.	Be able to analyze the characters and their relationships within the artistic unity of the work.
4. Between Huan Cao and Vien quan nguc, which character impresses you more? Why?	State the significance or impact of the literary work on the reader's perspectives, thoughts, and emotions; express personal feelings and evaluations of the work.
5. Analyze the scene in which Huan Cao gives calligraphy to the prison warden and give your comments on that scene.	Comment on the important events in conveying the content of the text.
6. Contrast is an artistic device commonly used in Romantic works. Point out its manifestations and analyze its effects in the short story <i>Chu nguoi tu tu</i> .	Identify and analyze some elements of the modern short story, such as contrast.
7. Identify the main theme and the sub-themes of the story <i>Chu nguoi tu tu</i> . In your opinion, through this work, how did the writer Nguyen Tuan express his conception of "calligraphy" and the "art of appreciating calligraphy"?	Distinguish the main theme and sub-themes in a text with multiple themes.

2.3.3. Designing Lectures, Videos, Developing Learning Resources, and Sharing Reference Materials on Software Platforms

This stage requires teachers to invest considerable effort and meticulous preparation. Does designing a lesson plan help teachers deliver engaging lessons and ensure novelty for learners? At this stage, teachers mainly record videos or search for videos that are suitable for the lesson content in order to edit them and design learning tasks. However, this does not mean that teachers should focus excessively on these activities. Teachers must consider what learning objectives students need to achieve in the lesson, which knowledge units will help students attain those objectives, whether the knowledge orientation embedded in the video design ensures that students achieve the intended learning outcomes, and whether it can stimulate learners' interest. Finally, teachers need to consider whether the exercises and tasks can motivate learners, inspire enthusiasm, and foster passion for learning. More importantly, are they appropriate to learners' abilities? When teachers can effectively answer and connect these questions, it means that they have prepared the lesson plan and learning tasks well. However, before creating effective learning resources, teachers need to be cautious and carefully consider the following guiding questions:

- For this lesson/group of lessons, what learning objectives do students need to achieve? How can students be supported in achieving these objectives?
- For this lesson/group of lessons, what applications can teachers use to facilitate the development of learning resources in the easiest and most effective way?

Teachers record instructional videos and upload them to the selected software platform, or they may collect valuable learning resources to share with students. After providing engaging learning resources for learners, teachers embed questions into the lecture content, and students are required to complete these questions/exercises. Before learners participate in learning through videos, teachers require them to prepare a learning journal (*suggestion: a study notebook*) to take notes on important content, issues that need to be raised, or content that requires critical reflection. Learning materials and reference resources must be scientifically selected by teachers, clearly sourced, and especially effective in supporting students' learning. These materials should be delivered to students before the in-class session takes place. In addition, teachers require students to search for and supplement further learning resources and reference materials and share them with the class. Students then explain the basis for their selection. Through this process, learners can develop information-seeking, research, and information-processing skills.

Thus, although this stage involves preparation by both teachers and students, it is a strategic stage that determines the success of the flipped classroom model. The levels of remembering, understanding, and low-level application are formed before the class session takes place. Learners independently acquire new knowledge, while teachers provide guidance, support, and facilitation for learning activities. The classroom session truly promotes learners' autonomy and self-directed learning. Students express opinions, raise issues, present ideas, and engage in critical discussions. Through these activities, students can more easily achieve higher-order levels such as high-level application and evaluation. Such learning effectively promotes the role of students, enabling learners to become the masters of their own knowledge.

2.3.4. Students Study Lectures, Learning Materials, and Complete Learning Tasks According to Teachers' Guidance

The flipped classroom model places learners at the center of the learning process. Self-study competence is formed, practiced, and developed through studying lectures (videos), learning materials, and exercises before attending class. At the most fundamental level, knowledge is formed through inquiry and study. Students act as potential "researchers," taking ownership of knowledge through the guidance of teachers. First, they must carefully study the lecture

content that has been thoroughly prepared by the teacher. It can be said that this is an important source of learning material that learners must fully exploit because teachers have invested substantial effort in designing it while carefully considering the characteristics of the learners.

During the learning process, students must take notes on lecture content that they consider important, as well as any questions, ideas, or suggestions for discussion that they wish to present in class. To gain a deeper understanding of the lecture content, students must also thoroughly study the materials and learning resources provided by the teacher. At the same time, they should expand their exploration of additional learning resources to deepen their understanding of the lesson. Therefore, learners must truly be proactive and devote considerable time to pre-class activities. Self-study competence is developed through these processes.

During preparation at home, in addition to taking notes and completing learning products, students will also answer several short questions so that teachers can monitor their progress and help them make regular adjustments to their learning activities.

To facilitate the monitoring of learners' working process and, at the same time, to provide more effective guidance for their learning activities, teachers will ask students to complete the following questionnaire:

No.	Question	Answer	Notes
1	How many sources have I consulted to study this lesson? (<i>specific number</i>)		
2	The sources I consulted include: <i>videos, books, newspapers, the Internet, articles, journals, etc.</i>		
3	When searching for materials on the Internet and obtaining too much information, what do I do to control the reliability of the sources?		
4	What difficulties did I encounter when studying this lesson at home?		
5	How did I solve those difficulties?		
6	Am I satisfied with my preparation for the lesson at home? (<i>I may provide some reflections</i>)		
7	Did I discuss the difficulties encountered during the learning process with my teacher or classmates?		
8	What did I learn from those discussions?		

2.3.5. The Teacher Processes Students' Assignments

The assignment-processing stage involves synthesizing and evaluating learners' work outcomes. Through worksheets, interactive content, and feedback questions, the teacher

provides feedback on students' products. The teacher and students engage in discussions that are both constructive and instructional. Learners will develop the ability to solve problems independently, construct knowledge autonomously, and evaluate their own learning outcomes. The teacher, while performing a synthesizing role, must clearly identify both the strengths and limitations of learners. Only then can students' learning activities be continuously adjusted and guided in the right direction.

2.3.6. In-Class Practice, Discussion, and Interaction Between Students and the Teacher

To ensure that practice, discussion, and interaction are meaningful and effective, a five-step process is employed (Phuong & Bich, 2019).

- *Step 1:* The teacher prepares students for the lesson and reviews their at-home preparation: Similar to a traditional lesson, the teacher needs to design warm-up activities or review previous knowledge so that students are mentally prepared for the lesson. By monitoring students' learning through instructional videos, the results of basic knowledge quizzes, and the questions students raise in videos and learning materials, the teacher can draw conclusions about the class's self-study situation and preparation process. As a result, students can recognize their strengths and gain experience for subsequent learning activities.
- *Step 2:* The teacher systematizes the new knowledge: Before coming to class, students have already acquired a basic foundation of knowledge about the lesson through completing learning tasks. However, students' understanding may sometimes remain superficial, fragmented, and not yet logically or scientifically connected and systematized. Moreover, some students may not have completed the assigned tasks, may not have actively engaged with the instructional videos, and therefore may not have mastered the basic knowledge. Consequently, the teacher must systematize the lesson content. However, instead of delivering a traditional lecture, the teacher carries out this task with the support of PowerPoint and technological devices. This stage focuses only on foundational and basic knowledge and is not the central component of the lesson.
- *Step 3:* The teacher organizes discussions on lesson-related issues or assigns higher-level application tasks: This is the core stage of a lesson based on the Flipped Classroom Model, clearly reflecting the learner-centered approach. The teacher divides students into groups to discuss, debate, and solve issues related to the lesson that students have previously discussed on the software forum before coming to class or that are proposed by the teacher. Through this process, students are trained and developed in presentation skills, teamwork, critical thinking, listening, and the ability to receive feedback from others. The issues discussed help

answer students' questions arising during their self-study at home while also expanding and deepening the lesson content.

- *Step 4:* The teacher comments, explains, expands, and consolidates knowledge: During students' discussions, the teacher acts as a guide, supporter, and "referee" for all parties. This helps ensure that discussions remain focused and prevents students from becoming distracted or engaging in debates that stray too far from the lesson content. After the discussion process ends, the teacher should comment on and evaluate students' performance not only in terms of knowledge but also regarding posture, demeanor, communication, and collaboration skills. Next, the teacher addresses students' questions. At this stage, technology should be used to expand, deepen, and consolidate lesson knowledge. Through this step, students once again verify whether the knowledge they acquired independently at home is accurate, resolve misunderstandings, and enhance their understanding of the lesson content at a higher level.

- *Step 5:* The teacher assigns homework for the next lesson: At the end of each lesson, the teacher assigns students tasks to reinforce the knowledge learned in the current lesson. Alongside these tasks, students begin carrying out self-study activities for the upcoming lesson (if the teacher continues to apply the Flipped Classroom Model in the next lesson).

2.3.7. Assessment and Extension of Learning Issues

Assessment is the process of measuring and collecting the "data" that learners achieve after an activity or lesson. To ensure that assessment is objective and that the collected "data" accurately reflect learning outcomes, we propose the use of several tools such as questionnaires, checklists, rubrics, or check sheets. When designing assessment tools, teachers should ensure that they closely align with the expected learning outcomes and the activities designed for students. Only then can assessment be effective. After receiving feedback from peer groups, the teacher creates opportunities for students to conduct self-assessment, followed by the teacher's assessment. It is essential to allow students the opportunity to revise and improve their individual or group learning products/content after receiving assessment results. This provides students with opportunities to review and practice, thereby developing skills and proficiency.

In addition to reinforcing classroom learning by reviewing instructional materials and completing assignments required by the teacher, students who are interested in the subject and wish to explore knowledge more deeply may consult additional advanced and specialized materials available on the web to gain a richer understanding of the lesson. By repeatedly engaging in lesson-preparation tasks after each lesson, students are guided and directed in their self-study, gradually transforming homework completion into a habit of independent

learning and research with the effective support of technology. Through a process of self-study under the guidance of teachers, students will, in the future, be fully capable of independently reading and comprehending literary texts of the same genre, not necessarily limited to those included in the textbook. This is precisely the outcome of guided self-study that we hope students will achieve (Phuong & Bich, 2019).

For future research, we also propose the establishment of academic platforms (Facebook, TikTok, Websites, etc.) to publish students' learning products. In this way, the intellectual effort invested in learning can be shared, and learners will feel that the knowledge products resulting from their learning are valued. To some extent, such processes may motivate students to invest more effort in their learning activities in the future.

III. CONCLUSION

The Flipped Classroom Model is an effective approach that helps learners become active, proactive, and capable of independently constructing their own knowledge. The application of the Flipped Classroom Model in classroom organization enables students to form and develop self-learning competence, while providing them with opportunities to explore knowledge through their own personal perspectives. In the Literature subject, students have opportunities to explore history, authors, characters, and discover themselves. Learning Literature is no longer a one-way transmission process (teacher teaches - students listen), which often causes boredom. Instead, the classroom is built upon multidimensional perspectives, where learners act as "co-creators" and "co-constructors" of knowledge. As a result, literature no longer exists only on the pages of books but has truly entered life and become part of learners' consciousness. With all these meanings and values, we believe that the application of the Flipped Classroom Model not only effectively helps students develop self-learning competence but also contributes to the continuous formation and development of other qualities and competencies specified in the General Education Curriculum.

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