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EFL Students' Perceptions of Online Flipped Classrooms during the Covid-19 Pandemic and Beyond

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Abstract. The online flipped classroom has been a growing trend in education, particularly since the Covid-19 pandemic, and now, in the new normal, online learning has become the dominant alternative to traditional learning. In this model of learning, students can prepare new materials through reading or watching lesson videos at home, and then, in the physical or virtual classroom, they have time for active discussions. Although the flipped classroom model has been popular for several decades, the implementation of the flipped classroom in online-based teaching and learning in the context of teaching English as a foreign language (TEFL) has not been widely researched. In this study, an online questionnaire with both closed-ended and open-ended questions was administered to 120 EFL students at a public university in Vietnam, with the aim of understanding EFL students' perceptions of online flipped learning. The results reveal that students have a relatively positive perception of online flipped learning, although a number of typical challenges can have a negative influence on the effectiveness of this type of instruction. Many suggestions for improving the online flipped classroom were also presented.

Keywords: Covid-19 pandemic; perceptions of EFL learners; effectiveness; online flipped classroom; online learning

1. Introduction

Flipped pedagogy has been popular in STEM education, for teaching science, technology, engineering, and mathematics, and these flipped classrooms proved to improve student retention of knowledge, content understanding, student engagement, and student-teacher interaction (Tang et al., 2020). The most prominent advantage of flipped instruction is heightened flexibility of teaching, and switching the roles of teachers and students. Students are more active and self-directed when they participate in class activities (Haghi, 2020). For the past two years, as a response to the Covid-19 pandemic, most education institutions had to make the transition from onsite to online teaching and learning. Flipping a fully online class has been suggested as an effective way to improve traditional face-to-face learning by developing important skills, such as critical thinking, problem-solving, and collaborative learning (Aljaraideh, 2019). Unlike the

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traditional flipped classroom, which requires learners to prepare class assignments by watching videos or reading material before attending class meetings, in online flipped classrooms, teachers and students do not meet physically, but via virtual lessons, which are appropriate for maintaining social distancing protocols in the new normal.

Although online flipping of the classroom has increased and has been a highly effective teaching method during the Covid-19 pandemic, very little research has focused on this teaching approach in the context of English as a foreign language (EFL), particularly in Vietnam. A study examining students' perceptions of the online flipped classroom is important, as the insights from this study can be useful for both students and teachers to obtain the optimum benefits of online flipped learning. This study used an online survey to examine the perceptions of online EFL students on flipped online learning during the pandemic.

2. Literature Review

2.1 Online Flipped Classroom and its Effectiveness

The term "flipped classroom", coined in 2007, represents an e-learning methodology that employs technology to switch the traditional roles relating to classroom activities (Sakulprasertsri, 2017). Since its inception, the characteristics of the flipped classroom have evolved, and it has been known by various names, such as "flipped classroom", "flipped learning", "flipped instruction" or "flipped teaching". In this paper, these terms will be used interchangeably.

Technology and task-based learning are two key characteristics of the flipped classroom in an online-based learning model. The central principle of flipped learning is to apply technology in a teaching context, so that direct instruction in the lesson can be reduced; instead, teachers focus more on group work and task-based learning via a variety of activities. Flipped instruction aims to maximize interaction time in the classroom. Both teachers and students are encouraged to interact more, and spend more time on more meaningful learning activities.

Flipped learning has prominent advantages, including encouraging active and collaborative learning, encouraging students to increase their engagement in the course, improving interaction between teachers and students, and accommodating differences between students (Akçayır & Akçayır, 2018). Although the model of flipped learning has weaknesses, it also has many advantages.

For EFL teachers, assigning work to students to prepare before the lesson, by expecting them to do some reading or watching a video, is not an innovative idea; however, flipped learning involves more than this. It is an effective way to allocate lesson time for interactive activities that students cannot do on their own. In the EFL teaching and learning context, engagement plays a vital role in students' performance. Passive students are not able to learn a language effectively, and flipped classrooms require students to engage inside the classroom, and in activities beyond the classroom. Collaborative group work, student-led discussions, task-based activities and problem-solving activities are

common in flipped instruction, and these activities are also often suggested for use in EFL classrooms (Öztürk & Çakıroğlu, 2021).

2.2 Basic Procedure of Teaching an Online Flipped Classroom

Flipped classrooms consist of three typical groups of activities: pre-class/lesson, in-class/lesson and post-class/lesson activities (Demirel, 2016). In a flipped classroom, researchers (Gerber & Eybers, 2021) report organizing these activities according to the different learning levels of Bloom's revised taxonomy; students generally understand basic concepts before the lesson, and during and after the lesson time, focus on more on application of the concepts (Hyder, 2016).

Pre-class work generally consists of basic learning activities that students need to prepare and complete before the lesson. In pre-class activities, teachers aim to provide all the students with key foundational knowledge, so that the students can remember and understand basic concepts according to Bloom's taxonomy. Common assignments students are required to prepare include reading or viewing the lessons in advance. While video content is associated with the flipped classroom model, teachers can flip their teaching by using traditional resources, by relying on available materials or using existing online content rather than creating new material. Textbook chapters, relevant articles or related YouTube clips are common sources of content that teachers can post via student mailing groups, or on the learning platform. To ensure that they can participate in discussions in future class meetings, the students are required to complete assignments and post their questions on the learning platform, and respond to questions posted by other students.

In-class/lesson activities are the central part of the flipped classroom approach. These activities focus on higher levels of Bloom's taxonomy, including application, analysis, synthesis and evaluation. In an online flipped lesson with a common procedure of presentation, practice and production, students are required to prepare the presentation and practice stages in advance, leaving the online lesson time for the production element. Generally, teachers start the class with students' questions about the pre-lesson assignments. Group problem-solving exercises are also common activities for engaging more students in a specific task. Promoting discussions is also important in an active flipped classroom, as this generally fosters collaborative learning. For effective discussions, the task should be goal-oriented and the students should be allocated sufficient time to think and respond, and positive and immediate feedback should be provided.

The post-class/lesson stage refers to activities of assessment and application of the learned knowledge, which can be completed at home to reinforce the pre-class and in-class stages. After the flipped classroom, students can continue interacting with their peers and teachers on the platform, if they still have questions. Teachers can present additional problems on a learning platform such as Moodle, a course website, or from the textbook, for students to get further practice on their own, outside the classroom. Online assessment systems can also be used to provide immediate feedback to students.

2.3 Online Flipped Classrooms During the Covid-19 Pandemic and in the New Normal

The Covid-19 pandemic required a substantial change in education systems around the world, by forcing teaching and learning to be shifted from onsite to online instruction. Since flipped pedagogy can apply the characteristics of both synchronous and asynchronous content delivery, the online flipped classroom can be an effective method, particularly for emergency online teaching. In traditional flipped classrooms, students are assigned tasks, for instance, to view video lectures at home and prepare for class meetings. During the pandemic crisis, due to social distancing, and unlike the original flipped classroom model, students and teachers do not meet in physical classrooms, but through online instruction. Using online flipped teaching during the pandemic and in the new normal is very useful for guaranteeing the continuous process of teaching and learning, though it requires the adoption of technology to enhance education quality (Gopalan et al., 2021).

3. Methodology

Research Aims and Research Questions

The current study aimed to explore EFL students' perceptions of online flipped learning during the pandemic at a public university in South Vietnam. The following two main questions were posited: "What are students' perceptions of typical characteristics of flipped classroom?", and "What are major challenges of online flipped instruction?"

3.1 Research Design

In the current study, a descriptive survey design with an online questionnaire was employed with EFL students of a public university in Vietnam. The survey method was feasible as it is a relatively inexpensive research tool that can be used to collect data from a large population within a limited time. A questionnaire was based on a literature review of the online flipped classroom, and was useful in this study, because of its feasibility to deliver, respond to, and produce reliable data.

3.2 Participants

The sample of this research comprised EFL students in the School of Foreign Languages at Can Tho University in the south of Vietnam. In total, 120 participants completed the survey. The basic characteristics of the participants are shown in Table 1.

Table 1: Demographic characteristics of the participants (N = 120)

Characteristics	Number	Percentage
Gender		
Female	84	70%
Male	36	30%
Year of study		
First-year students	6	5%
Second-year students	16	13.3%
Third-year students	30	25%
Fourth-year students	68	56.7%

3.3 Research Instrument

The participants were invited to respond to an online survey on Google Forms (see Appendix). There were three sections. The first section elicited participants' demographic information. The second section consisted of 15 closed-ended questions about typical characteristics of a flipped classroom, adapted from literature on flipped instruction (Aljaraideh, 2019). Each item was rated with a 5-point Likert scale relating to the respondents' level of agreement, from 0 (do not agree at all) to 4 (completely agree). The last section consisted of two open questions, which asked the participants to present typical challenges of online flipped learning and to suggest effective ways to improve this type of learning approach.

4. Results

The results of the main sections of questions in the survey were analyzed and presented.

4.1 Online Flipped Learning Interest and Motivation

There are five statements in the questionnaire that enquire about the participants' interest in and motivation for the flipped classroom. Table 2 provides the descriptive statistics of the students' interest in and motivation for the learning process.

Table 2: Mean scores for interest in and motivation for online flipped learning (N = 120)

Statements	Mean	SD	Scale				
			0	1	2	3	4
Flipped classroom can improve interest in exploring topics	2.79	1.003	4	8	27	51	30
Flipped classroom can improve interest in knowledge construction	2.63	1.028	6	11	24	59	20
I feel more confident about my learning due to the flipped instruction	2.60	1.024	6	11	27	57	19
Flipped classroom attracts my attention to learning and teaching process	2.57	1.042	6	11	32	50	21
I feel more motivated in a flipped classroom.	2.50	1.053	5	16	33	46	20
Overall mean score	2.62						

Interest and motivation are important factors that influence online learning (Xiu & Thompson, 2020). In this study, the mean scores for questions on this topic are relatively high – the overall mean score is 2.62, the highest mean score is 2.79, and the lowest mean score is 2.50.

It is clear that the statement “Flipped classroom can improve interest in exploring topics” has the highest mean score. Similarly, the statement “Flipped classroom can improve interest in knowledge construction” also had a relatively high mean score. This finding is in line with a recent study (Noori et al., 2022),

which found that, in flipped learning, students were more active and more interested in their learning. Instead of lecturing students, as teachers would in a traditional classroom, teachers in flipped classrooms facilitate students to become self-directed learners, through setting up the content, mapping out assignments, and organizing interactive and productive activities to be undertaken in class meetings (Öztürk & Çakıroğlu, 2021).

The statement “I feel more confident about my learning due to the flipped instruction” has a relatively high mean score of 2.60. An explanation can be that, in a flipped classroom, where students have prepared beforehand, students are likely to feel more confident about joining in a class meeting (Lestari & Sundari, 2020).

Students generally reported positive motivational beliefs about the flipped classroom (Xiu & Thompson, 2020). In the current study, over half of the participants reported a high level of agreement with the statements “Flipped classroom attracts my attention to learning and teaching process” and “I feel more motivated in a flipped classroom.” It was quite unexpected that, in this study, the factor of motivation in relation to flipped learning received the lowest mean score. It is possible that not all the student participants were completely ready for the transition from onsite to online learning during the pandemic. However, this speculation needs further examination.

4.2 Effectiveness of Online Flipped Learning

Flipped learning is generally reported to be more effective than traditional lecture-based learning, across most disciplines, as students are more centered and more empowered in an active learning environment (Hwang et al., 2019). In traditional lectures, it is possible for students to sit through a class without prior preparation, but in a flipped classroom, doing prior homework is a requirement. The results of the current study support that of previous research (Yavuz & Ozdemir, 2019), as the majority of participants (69.2%) indicated a high level of agreement with the statement, “With flipped instruction, I have to do more work out of the classroom,” as shown in Table 3.

Table 3: Mean scores of the effectiveness of online flipped learning (N = 120)

Statements	Mean	SD	Scale				
			0	1	2	3	4
With flipped instruction, I have to do more work out of the classroom	2.80	1.050	3	14	20	50	33
With flipped classroom model, I am more prepared for my learning	2.78	1.132	6	13	17	49	35
Flipped classroom gives me the opportunity to ask more questions inside the classroom	2.68	1.069	5	12	27	48	28
I think flipped classroom guides me toward a better understanding of the lesson content	2.68	1.006	4	10	32	49	25
Flipped classroom learning has reduced my dependency on teachers	2.67	1.048	4	13	29	47	27

I can learn more in the flipped classroom	2.64	1.129	7	10	33	39	31
I believe that I am able to learn materials with flipped classroom instruction better than with traditional lecture-based instruction	2.57	1.090	4	18	29	43	26
My performance on English tests is better with flipped classroom	2.54	1.114	6	15	33	40	26
A flipped classroom in online-based learning is a better way of learning in comparison with traditional classroom	2.54	1.052	5	13	37	42	23
The flipped classroom is more engaging than traditional classroom instruction	2.42	1.193	10	17	28	42	23
Overall mean score	2.63						

The participants in the current study generally indicated relatively high levels of agreement with the beneficial characteristics of flipped learning, such as “With flipped classroom model, I am more prepared for my learning,” “Flipped classroom gives me the opportunity to ask more questions inside the classroom,” “I think flipped classroom guides me toward a better understanding of the lesson content,” and “Flipped classroom learning has reduced my dependency on teachers.” The results confirm the findings reported on the literature on flipped learning, which indicates that students are the center of the learning environment, and they should be more in control of their own learning (Kim & Yoon, 2021).

In comparing flipped learning and traditional learning, over half the participants indicated their preference for the more active model of learning. The results support several previous studies, which found that EFL students in a flipped class could perform significantly better than those subjected to traditional learning (Nguyen, 2021); however, it is noteworthy that all four statements – “I believe that I am able to learn materials with flipped classroom instruction better than with traditional lecture-based instruction,” “My performance on English tests is better with flipped classroom,” “A flipped classroom in online-based learning is a better way of learning in comparison with traditional classroom,” and “The flipped classroom is more engaging than traditional classroom instruction” – had lower mean scores than the other statements relating to the effectiveness of online flipped classroom. This result was very similar to the findings of a study by Ma and Luo (2022), which reports EFL undergraduates’ concerns about the effectiveness of learning platforms and online interaction in flipped instruction. The effectiveness of online flipped instruction compared to the traditional classroom needs further investigation.

4.3 Challenges of Online Flipped Learning

In the section of open questions, the participants were asked to report typical challenges they faced in attending flipped classrooms. Despite the numerous benefits of flipped classrooms, for instance, being more flexible and enabling students to be more self-directed in their learning, students in the current study encountered some challenges when attending the flipped classes. Lack of

Internet or unstable Internet connectivity, the heavy workload caused by pre-lesson activities, low levels of self-motivation, insufficient physical interaction, a shortage of relevant and available resources, the physical environment and health problems were prominent themes in relation to the challenges students in this study faced.

Many respondents indicated that Internet connectivity presented as the most important barrier to their participation in flipped learning. Flipped classrooms are almost impossible without a stable Internet connection. Additionally, while the Internet has grown in popularity in Vietnam over the past few decades, smaller cities and remote villages experience consistent problems with the network coverage (Statista, 2021). Many students responded negatively about this problem, and its relation to online learning:

Unstable Internet connection is the biggest challenge I have encountered in this method.

Internet connection is one of the most problems I have to deal with through flipped instruction in online-based learning.

My Internet bandwidth is not high and I hardly join online flipped classroom with camera on.

The heavy workload caused by pre-lesson activities, which is reported as a significant disadvantage of the flipped instruction (Nguyen et al., 2018), was also identified as a major concern by many participants in this study. In general, students complained about time-consuming assignments and experiencing extreme pressure to complete the pre-lesson activities. Examples of students' comments in relation to this challenge include the following:

Flipped learning takes me much time to read and prepare homework, and I hardly finish before the class meetings.

It is always deadline for my study. I must complete huge assignments before class during the week.

Learning with flipped classrooms requires more time and effort because it has to be prepared in advance.

During the pandemic, the new experience of online flipped learning was considered to present a great challenge for many students. Self-motivation is also a challenge, as online learning requires a high level of participation by students in their learning. As reported by literature about online learning, lack of motivation is generally the main reason why many students fail to complete online courses (Gustiani et al., 2020). Some of the students commented as follows:

Flipped learning makes me feel stressful because it is not typically the same as traditional classroom, and I must adapt with new learning strategy.

I have less motivation to self-study than normal classroom because there is no 'pressure' from the lecturer.

Several participants in this study indicated insufficient physical interaction as a barrier for online flipped classroom, which usually reduces students' satisfaction (Turley & Graham, 2019). This result deviates from that of previous research

(Sakulprasertsri, 2017), which reports on effectively enhancing interaction through various engaging tasks in an online flipped classroom. An explanation can be that the student participants in this study were not completely ready for online flipped learning during the pandemic; however, the number of these respondents was not significant, and the result needs further investigation. Some of comments about this problem were as follows:

There is limited interaction in online flipped learning.

Most of my time in flipped classrooms is for reading materials but not much time for class interaction. I need 'real' classroom atmosphere.

Flipped classrooms cannot give me good social interactions and class discussion or arguments are very limited in online learning.

Finding relevant resources was another challenge for several student participants, which negatively influences the effectiveness of this learning approach.

I have difficulties to search for valuable sources for further readings.

I cannot find the exact or the original sources to study and feel confused.

My teachers assigned a lot of readings but many of these are not much useful for the subject.

Problems relating to the physical environment, and health problems, were also common concerns for several students. They gave the following examples:

I am easily distracted by many things around me.

Interruption from my parents, and noises around me, from the teacher or some classmates doing something else without turning off the microphone are really annoying.

Long hours of online learning with screen reading is really boring and tiring.

4.4 Suggestions for Improving Online Flipped Instruction

Participants of the study were also invited to provide suggestions for improving online flipped learning. It is important to note that a number of the respondents (25.8%) expressed their satisfaction with the program, and had no specific suggestions. Most of the suggestions were about the role of teachers and their pedagogy, the task schedule, grouping techniques, the students' role in flipped classroom, and technical support.

The role of teachers in the flipped classroom was emphasized: Teachers should decide what lesson content to cover in class meetings, and what materials are appropriate for assignments to help learners explore on their own outside the classroom (Sakulprasertsri, 2017). In this study, over 20% of the participants made suggestions directly related to teachers' responsibilities. Some of their comments were the following:

Teachers should be more helpful to facilitate students with basic knowledge.

Teachers need to use teaching tools such as Kahoot or Quizizz to have more engaging lessons.

Teachers should provide instant feedback, and focus on main points during teaching hours.

The lesson objectives need to be informed and reviewed in every lesson.

The task schedule is usually of great concern in flipped classrooms. Many students in this study shared their views about task assignments and made suggestions for improvement.

I like my teachers to extend more time for assignments.

The flipped classroom is a good choice, but assignments should be reduced because I have eight subjects in this semester.

Personally, I think online flipped instruction is effective if teachers can reduce the amount of difficult assignments or give students suitable time to understand and complete all the homework. I think it is about one week.

Grouping technique was another common theme for improving online courses. Group learning is beneficial in the flipped classroom. It is worth noting that groupwork activities outside the classroom can be just as valuable as those applied directly in the classroom (Haghi, 2020). Some comments included

Study group is important, and I think teachers should divide the class into small group to study and support each others.

Groupwork is very necessary and helpful in the way that group members can share and solve many problems together.

I think with online learning, grouping is much easy with different tools such as Zalo group or Zoom break-out room functions. Students can decide their group members and assign the tasks among the members.

To improve the effectiveness of online flipped learning, some of the participants also indicated the importance of students' role in this active learning approach. Some of them said

Students should be more active and independent, preparing the given exercises for effective classroom discussion.

Doing extra exercises will be better for class learning, and students should also actively contribute ideas to the lecture to help the teacher understand the student's learning situation.

We [students] have to study more about the subject and find more books to understand the subject better.

Providing technical and online learning supports was a common suggestion for improving online flipped classrooms. As online flipped instruction is a new method, and is different from traditional teaching and learning, students must know what to expect when they participate in a virtual flipped classroom. It is important to note that confusion can result in ineffective learning, whereas clarity can foster students' engagement (Redmond et al., 2018). Several participants shared their concerns:

Course standards and requirements should be fully informed before the course.

The program should provide more technical supports through Zalo groups.

5. Discussion

Online flipped classrooms are a growing trend, and it implements technology in education, particularly in the process of teaching and learning during the Covid-19 pandemic and beyond. From the results of the study, it is concluded that the success of the flipped classroom is associated mainly with three factors, that is, teachers, students and instructional materials.

The flipped classroom creates an interactive learning environment in which the teacher's role is, typically, changed from "sage on the stage" to "guide on the side" (Morrison, 2014). The main role of teachers, as course facilitators, is to provide support to students when they need it, to spend time expanding the understanding of students, and to provide support for individual students during class time. Teachers are also responsible for providing instant feedback on each student's learning progress; it is generally necessary for the teachers to have mastered the subject matter. Teachers are also responsible for selecting relevant content, or creating content for students. In addition, teachers need to create appropriate assignments and assessments for students (Dong, 2016).

In flipped learning classrooms, students are encouraged and empowered to take charge of their learning, and to be self-directed. The flipped classroom method requires students to independently explore learning material in greater depth before class. Although it may challenge students in traditional classrooms, who are used to merely listening to lectures, students in a flipped classroom are required to participate in various engaging activities, such as individual presentations, student-led discussions, and collaborative group work. Unlike traditional lecture-based learning, flipped learning asks for a higher level of participation and interaction, compared to regular online classes. Students are expected to come to class prepared, otherwise they cannot fully participate. This expectation encourages students to be more responsible about their learning process (Ngo & Yunus, 2021). It is also worthy to note that teachers in online flipped classes should be more readily accessible to provide immediate support before, during and after the class (Keaton & Gilbert, 2020).

Instructional materials are of great importance in flipped learning. In every flipped classroom, teachers' lectures are replaced with flipped learning materials. Although videos are the most popular tool to help students learn at their own pace outside the classroom, instructional materials can also include interactive tutorials, audio clips, and even traditional textbook readings and articles. The two common formats of instructional materials are coursebook-style reading and video lectures. Coursebooks are available for both teachers and students. Though the reading material in coursebooks is often also used in the traditional teaching style, when it is used in a flipped classroom environment, students are required to prepare and complete the required assignments beforehand, and to understand and be able to apply the relevant knowledge during and after the class activity. Video lectures are usually visual and

auditory, and prove to be very effective in flipped instruction (Bui, 2021). To obtain the greatest effect of flipped learning, teachers should consider what content would be most suitable for teaching in the lesson meetings, and that can be assigned to help learners explore on their own outside the classroom.

The most significant finding of the study is that EFL students have a relatively positive perception of online flipped learning, and this innovative pedagogy can be one of the dominant alternatives to learning in the new normal, although a number of typical challenges need to be considered to enhance the effectiveness of this type of instruction.

6. Conclusion

Online flipped instruction has become a popular approach to education during the pandemic, and continues to be effective in the new normal, because this new pedagogical approach has the potential to enhance active and collaborative learning. Advantages of the flipped instruction are numerous, including increasing self-directed learning, enhancing good interactions between teachers and students, and emphasizing students' individual differences. This preliminary study found that EFL students generally had relatively positive perceptions towards the online flipped classroom, although a number of typical difficulties need to be addressed and resolved to improve the effectiveness of this type of instruction. The flipped classroom is only effective if students can actively engage in assigned tasks through pre-class, in-class and post-class activities. Instructional materials should be selected or created to support an autonomy-supporting learning environment, and, most importantly, teachers should be aware of their role change, from content provider in traditional classrooms, to course facilitator in a flipped classroom. An active learning process in a flipped classroom can only be successful when there are greater efforts and engagement by both students and teachers.

This study could provide a valuable reference for teachers when they implement this innovative approach in EFL classes in the new normal. However, because this study was conducted with a relatively small group of participants from only one university in Vietnam, there are some limitations to the research. Given the small sample size, generalization is relatively restricted. Additionally, the results were mainly based on qualitative data obtained from open-ended questions, which can limit in-depth data analysis. Further research involving a larger sample size and using different types of data for effective triangulation needs to be carried out to shed greater light on the issue in the future.

7. Recommendations

Successful flipped learning is generally based on a number of factors, which should be taken into consideration. The first factor is collaboration, because, in the flipped classroom, collaborative learning is the heart of active learning when students work together to achieve a common goal. Collaborative learning strengthens the communication of students and helps them grow into productive members of a team. The second factor is student-centered learning, which is encouraged by using more engaging teaching strategies. Instead of

giving lectures, as in a traditional classroom, in flipped teaching, teachers need to reorganize lesson plans to enhance student engagement through lesson delivery. The third factor is instructional materials. In a flipped classroom, it is not as simple as adapting instructional materials from a traditional classroom to a flipped classroom. Instead, learning materials should be selected intentionally, and should form part of clear design. It is suggested that facilitators in flipped classrooms consider both the content and the presentation method of the material, in order to maximize the effectiveness of in-class sessions (Liu et al., 2016). The last factor is technology support. The online flipped classroom approach is a technology-supported pedagogy, so it is obvious that technology forms a central part of online flipped instruction. Teachers should be trained and equipped with appropriate tools and skills to create effective and interactive flipped content (Mehring, 2017).

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Appendix

QUESTIONNAIRE

Section A:

Please indicate your gender.

Female Male

Your year of study:

- First-year students
 Second-year students
 Third-year students
 Fourth-year students

Section B:

The following are typical characteristics of flipped classroom. To what degree do you agree with the following statements? Please indicate the level of your agreement from 0 (not agree at all) to 4 (completely agree).

Statements	0	1	2	3	4
I feel more confident about my learning due to the flipped instruction.					
I feel more motivated in a flipped classroom.					
Flipped classroom attracts my attention to learning and teaching process.					
Flipped classroom can improve interest in exploring topics.					
Flipped classroom can improve interest in knowledge construction.					
With flipped classroom model, I am more prepared for my learning.					
With flipped instruction, I have to do more work out of the classroom.					
Flipped classroom gives me the opportunity to ask more questions inside the classroom.					
Flipped classroom learning has reduced my dependency on teachers.					
I think flipped classroom guides me toward a better understanding of the lesson content.					
The flipped classroom is more engaging than traditional classroom instruction.					
A flipped classroom in online-based learning is a better way of learning in comparison with traditional classroom.					
I can learn more in the flipped classroom.					
My performance on English tests is better with flipped classroom.					

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I believe that I am able to learn materials with flipped classroom instruction better than with traditional lecture-based instruction.					
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Section C: Provide your answer to the following questions.

- **What are typical challenges you have encountered with online flipped learning?**
- **Suggest some effective ways to improve online flipped instruction.**

THANK YOU FOR YOUR PARTICIPATION!