THE READINESS LEVEL FOR IMPLEMENTING FLIPPED CLASSROOM TEACHING IN LITERATURE IN VIETNAM: CURRENT SITUATION, CHALLENGES, AND POLICY RECOMMENDATIONS

MỨC ĐỘ SẴN SÀNG TRIỂN KHAI DẠY HỌC FLIPPED CLASSROOM TRONG MÔN NGỮ VĂN TẠI VIỆT NAM: THỰC TRẠNG, THÁCH THỨC VÀ KHUYẾN NGHỊ CHÍNH SÁCH

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Abstract - In the context of digital transformation and educational innovation, the Flipped Classroom model is gaining attention in Vietnam due to its potential to enhance learning autonomy and improve the effectiveness of teaching Literature in high schools. However, the readiness to implement the Flipped Classroom model has not been thoroughly studied, leading to various challenges in practice. This study evaluates the readiness to adopt the model in teaching Literature, identifies key barriers, and proposes supportive solutions. A survey of 55 teachers and 156 students shows that although there is a positive perception of the model, its implementation still faces difficulties due to a lack of materials, limited digital skills, and insufficient policy support. To enhance effectiveness, the study suggests developing detailed guidance materials, training teachers in digital skills, and establishing supportive mechanisms from educational management.

Key words - Flipped Classroom; digital transformation; educational innovation; self-learning skills; teaching Literature

Tóm tắt - Trong bối cảnh chuyển đổi số và đổi mới giáo dục, mô hình lớp học đảo ngược (Flipped Classroom) đang thu hút sự quan tâm tại Việt Nam nhờ tiềm năng nâng cao tính chủ động học tập và hiệu quả giảng dạy Ngữ văn ở các trường Trung học phổ thông. Tuy nhiên, mức độ sẵn sàng triển khai Flipped Classroom vẫn chưa được nghiên cứu đầy đủ, dẫn đến nhiều thách thức trong thực tiễn. Nghiên cứu này đánh giá mức độ sẵn sàng áp dụng mô hình trong dạy học Ngữ văn, đồng thời nhận diện các rào cản và đề xuất giải pháp hỗ trợ. Khảo sát 55 giáo viên và 156 học sinh cho thấy, mặc dù có nhận thức tích cực về mô hình, việc triển khai vẫn gặp khó khăn do thiếu tài liệu, kĩ năng số hạn chế và thiếu sự hỗ trợ chính sách. Để nâng cao hiệu quả, nghiên cứu đề xuất: xây dựng tài liệu hướng dẫn chi tiết, đào tạo kĩ năng số cho giáo viên và tạo cơ chế hỗ trợ từ phía quản lý giáo dục.

Từ khóa - Lớp học đảo ngược; chuyển đổi số; đổi mới giáo dục; kĩ năng tự học; dạy học Ngữ văn

1. Introduction

In recent years, digital transformation and educational innovation have become inevitable trends in the global education system, and Vietnam is no exception to this movement. To promote these processes, the Vietnamese Government has issued several important policies, notably Decision No. 131/QĐ-TTg dated January 25, 2022, approving the Project "Enhancing the Application of Information Technology and Digital Transformation in Education and Training for the Period 2022-2025, with Orientation to 2030" and Decision No. 749/QĐ-TTg dated June 3, 2020, approving the "National Digital Transformation Program to 2025, with Orientation to 2030". These policies lay the foundation for the application of digital technology in education, aiming to improve the quality of teaching and learning [1], [2].

The rapid development of digital technology, especially the widespread adoption of online learning platforms, has facilitated the implementation of modern teaching models that enhance students' autonomy and learning effectiveness. Among the highly regarded models in the context of educational innovation is the Flipped Classroom (FC). This is a teaching approach in which students access new knowledge through digital learning materials (videos, readings, digitized documents) prior to attending class; meanwhile, classroom time is primarily devoted to interactive activities, discussions, and application of knowledge under the guidance of teachers. This model fosters students' critical thinking skills and enables teachers to adjust their teaching methods to better meet the needs and abilities of individual students.

In Vietnam, the innovation of teaching methods to promote the positivity and autonomy of students is receiving particular attention, especially in the context of implementing the 2018 General Education Program. Among the subjects, Literature - a core component of the general education curriculum - is expected to undergo innovations in both approach and teaching methods to develop students' language proficiency, literary competence, critical thinking, and creativity. The Flipped Classroom is considered a promising model to meet these innovation requirements, as it allows students more time to read, reflect, and practice skills directly in the classroom, rather than passively receiving knowledge from teachers.

Although the Flipped Classroom model has been extensively studied and applied in many countries worldwide, its implementation in Vietnam remains limited. In particular, the readiness of teachers, students, and the

educational system to adopt this model has not been systematically assessed. Challenges related to technological infrastructure, digital competencies of teachers and students, teaching methods, as well as shifts in teaching and learning mindsets, pose significant barriers to the deployment of the Flipped Classroom in Literature instruction. Additionally, traditional learning culture, in which teachers play a central role in knowledge transmission, may affect the acceptance and practical effectiveness of this model.

To concretize digital transformation policies in education, the Ministry of Education and Training has issued Circular No. 02/2025/TT-BGDĐT dated January 24, 2025, stipulating the Digital Competency Framework for learners. This framework guides the development of essential digital skills for students, providing a foundation for effective access to and use of technology in learning. However, the implementation of the FC model requires not only readiness in students' digital competencies but also thorough preparation from teachers and educational institutions [3].

Based on the aforementioned context, this study aims to assess the readiness to implement the Flipped Classroom in Literature teaching at Vietnamese high schools. Specifically, the research analyzes the current status of FC application in Literature instruction, identifies key challenges in implementation, and proposes policy recommendations to support teachers, schools, and educational management agencies in adopting this model effectively and sustainably. The research results contribute not only theoretically to the development of modern teaching methods but also practically to improving the quality of Literature teaching and learning in the context of Vietnam's vigorous educational reform.

This study also measures the readiness of Literature teachers and students regarding the FC model, providing a two-sided perspective on the feasibility of implementation in Vietnamese high schools. Building on digital transformation policies (749/QĐ-TTg, 131/QĐ-TTg) and the Digital Competency Framework for learners (Circular 02/2025), the article links survey results with the digital competency requirements in schools. Key contributions include: (i) identifying priority groups/conditions for support during implementation; (ii) synthesizing barriers and solutions at different management levels; and (iii) providing evidence-based guidance for training Literature teachers in designing digital learning materials and organizing interactive activities in the flipped classroom.

2. Approach, Objectives, and Research Methods

2.1. Approach

This study adopts a mixed-methods approach, combining theoretical analysis, quantitative surveys, and statistical analysis to ensure the reliability and accuracy of the results.

Theoretical Analysis: Synthesis and systematization of scientific works, policy documents, and conference reports both domestically and internationally on the FC model, particularly in the context of Literature teaching in Vietnam. This aims to build a theoretical foundation and identify research gaps.

Practical Survey: An online survey was conducted via Google Forms with high school teachers and students in Quang Binh, Quang Nam, and Da Nang. The questionnaire included both quantitative and qualitative questions, focusing on perceptions, attitudes, readiness levels, and experiences in applying FC. The research sample of 55 teachers and 156 students was selected in order to ensure diversity across teaching experience, grade levels, and school contexts.

Data Analysis: Data were processed using SPSS 26.0, employing descriptive statistics (mean, standard deviation, frequency) and content analysis. The results were cross-referenced with the theoretical framework to determine readiness levels, barriers, and proposed solutions.

2.2. Objectives and Research Questions

2.2.1. Objectives

The study aims to assess the readiness of teachers and students to implement the FC model in Literature at Vietnamese high schools, with specific objectives as follows:

- To evaluate teachers' perceptions, attitudes, and understanding of the FC model in Literature instruction.

- To analyze the effectiveness of the model in enhancing students' reading comprehension skills and learning outcomes.

- To survey students' perceptions of learning methods in the FC, including technological competencies and participation in out-of-class learning activities.

- To identify factors influencing the implementation process, including teaching methods, digital competencies, student engagement, and support from schools.

2.2.2. Research Questions

To achieve the above objectives, the study addresses the following issues:

For Teachers:

- Perceptions and readiness to apply the FC model in Literature teaching.

- Commonly used teaching methods and technological tools, and their effectiveness.

- Student participation levels as assessed by teachers.

- Main challenges in implementation (learning materials, time, technology integration).

- Factors influencing the decision to adopt the model.

For Students:

- Interest in Literature and activities in the FC.

- Proactivity and self-study ability outside the classroom.

- Difficulties encountered when learning with the model (comprehension, learning materials, technology).

- Assessment of reading comprehension effectiveness in Literature on online platforms.

- Contribution of activities (group discussions, digital materials) to improving reading comprehension skills.

2.3. Research Methods

2.3.1. Theoretical Analysis and Synthesis

The research team collected and systematized scientific literature on the FC model and reading comprehension

instruction in Literature from reliable sources such as monographs, scientific articles, and domestic and international conferences. Based on this, the study identified theoretical perspectives and developed a conceptual model suited to the realities of Vietnamese education.

2.3.2. Survey Method

An online survey was conducted with high school teachers and students in Quang Binh, Quang Nam, and Da Nang via Google Forms. The questionnaire included both quantitative and qualitative questions, focusing on perceptions, self-study habits, and readiness to implement FC. The research sample consisted of 55 teachers and 156 students, selected to ensure diversity and representativeness.

2.3.3. Statistical and Data Analysis Methods

Data were processed using SPSS 26.0. Descriptive statistics (frequency, mean, standard deviation) were used to assess readiness levels and identify challenges in implementing FC. The analysis results were compared with the theoretical framework to draw conclusions and practical implications.

3. Research content

3.1. Theoretical foundation of the flipped classroom model and reading comprehension skills in Literature

3.1.1. Flipped Classroom model

The Flipped Classroom (FC) model is a modern teaching approach in which students access learning content in advance through digital materials such as videos, readings, or online resources. Classroom time is then used for practice, discussion, problem-solving, and in-depth exploration under the guidance of the teacher.

According to Bergmann and Sams, pioneers in developing this model - the flipped classroom involves a fundamental shift in the traditional classroom role: "What is usually done in class is now done at home, and what is usually done at home is now done in class" [4]. This enables students to proactively acquire knowledge and optimize interactive time with teachers.

In the context of Vietnamese education, the FC model has been introduced in various training programs by the Ministry of Education and Training, regarded as a blended learning strategy combining face-to-face and online instruction. According to the Ministry, the FC is "entirely opposite to the traditional teaching method, in which instructional content is delivered online outside the classroom, while classroom time is reserved for interactive and practical activities" [5].

Talbert identifies four main features of the flipped classroom: (1) Pre-class knowledge transfer: students acquire theoretical content via digital materials before class; (2) Optimized classroom interaction: teachers organize activities such as discussions and group work to apply knowledge; (3) Personalized learning: students learn at their own pace, enhancing self-study skills; (4) Technology integration: use of tools such as videos and learning management systems (LMS) to support flexible learning [6].

The FC model not only familiarizes students with self-directed learning but also encourages active participation in the learning process. This aligns with the current educational reform trends in Vietnam, especially in the implementation of the 2018 General Education Program.

3.1.2. Reading comprehension skills in Literature

Reading comprehension is a complex cognitive process where learners not only receive information from texts but also analyze, infer, and evaluate based on their knowledge and personal experience. According to the RAND Reading Study Group (2002), reading comprehension is "the process of extracting and constructing meaning through interaction between the reader, the text, and the reading context" [7].

In Literature instruction, reading comprehension goes beyond recognizing words or understanding surface meanings; it also requires developing analytical, evaluative, and real-world connection skills [8]. This helps students build critical thinking, expressive ability and creativity.

The Programme for International Student Assessment (PISA), initiated by the OECD, emphasizes the role of reading comprehension in developing the ability to receive and process information from various sources. PISA categorizes reading comprehension into six levels, ranging from basic information recognition to analysis, reasoning and creative thinking [9], [10].

In the modern educational context, developing reading comprehension skills through the FC model enables students to actively seek materials, decode texts independently, and participate in discussions guided by teachers. This not only enhances self-learning capacity but also helps students build analytical, synthesizing and critical thinking skills - core competencies in both learning and life.

Bloom's taxonomy is also a useful tool for developing reading comprehension skills. The cognitive levels - from remembering, understanding, applying, analyzing, evaluating, to creating - help students progress through learning stages. Applying Bloom's taxonomy in Literature teaching provides clear direction for developing reading comprehension skills, thereby improving teaching and learning quality [11].

3.2. Research results

3.2.1. Teachers' and students' perceptions of the flipped classroom model

Survey results for teachers are presented in the following Figure 1.

Teachers with 11-20 years of experience show the highest readiness, with a mean score of 1.813 (SD = 0.403), while those with over 20 years have the lowest readiness (mean = 1.400, SD = 0.548). This suggests that moderately experienced teachers are more open to adopting new methods, whereas long-serving teachers may struggle to change traditional teaching habits. The difference between the 11-20 years and >20 years groups indicates barriers related to professional habits and the need for digital skill training among senior teachers. The high readiness among grades 10-11 reflects exam pressures in grade 12, leading to a preference for familiar methods. The consistent trend across groups confirms that the analysis accurately reflects the characteristics of each demographic.

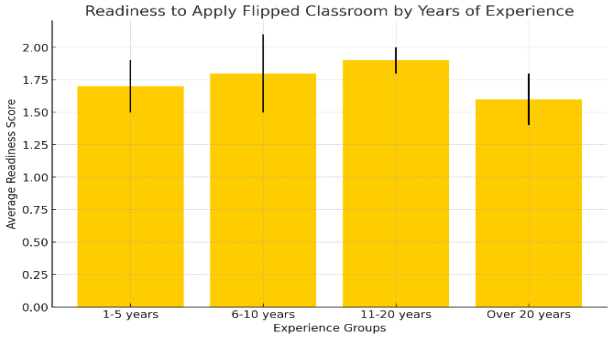

Figure 1. *The level of readiness to apply Flipped Classroom according to years of work experience*

The FC model is increasingly recognized as an effective teaching method, improving learning quality and fostering a dynamic learning environment. Surveys of both teachers and students show that both groups acknowledge the importance of the FC model, though differences remain in how it is perceived and implemented in practice.

Teachers' Perceptions

According to the survey of 55 teachers, the FC model is still a novel concept and not widely implemented. Only 21.8% (12 teachers) have used the model in their teaching, while the majority (69.1%) have only heard of it but not practiced it. Notably, 9.1% (5 teachers) had never heard of the model, reflecting a clear gap in awareness and preparedness for adopting modern teaching methods.

Analysis by years of experience shows: Teachers with 6-10 years of experience account for the highest proportion (34.5%), followed by those with 11-20 years (29.1%). Those with over 20 years make up the lowest proportion (9.1%), indicating limited readiness to adopt FC.

Teachers with 11-20 years of experience show the highest readiness (mean = 1.813, SD = 0.403), while those with over 20 years have the lowest (mean = 1.400, SD = 0.548). This pattern suggests that moderately experienced teachers are more open to new methods, while veteran teachers may find it harder to change traditional teaching habits.

Students' Perceptions

Survey results from 156 students show a positive reception of the FC model. Up to 24.4% (38 students) had heard of and were ready to participate in the model, while 62.2% (97 students), though unfamiliar, expressed interest and willingness to try. This indicates students' openness to new learning methods, especially those promoting autonomy and creativity.

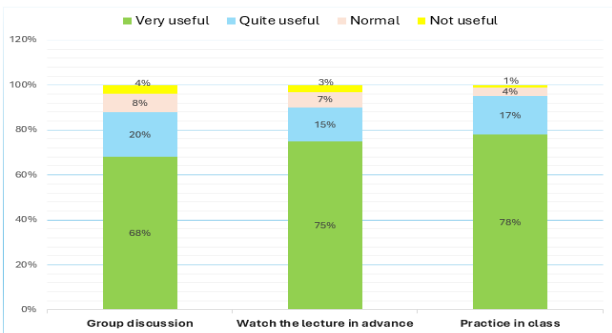

Figure 2. *Students' attitudes towards activities in Flipped Classroom*

Further analysis shows that students in grades 10 and 11 have higher readiness than those in grade 12: 72% of grade 10 and 65% of grade 11 students expressed strong interest and readiness to try FC, compared to only 58% in grade 12. This may be due to final exam pressures leading grade 12 students to favor traditional methods.

Regarding attitudes, when asked about the usefulness of activities such as group discussions, watching lecture videos before class, and in-class practice, 78% of students rated them as "very useful", especially for lessons requiring critical thinking and text analysis. However, 22% found self-study at home challenging, particularly when lacking supporting materials and clear guidance from teachers.

Overall, students value interactive and self-directed activities in the FC model. However, to maximize its effectiveness, teachers must provide materials and guidance for pre-class study.

3.2.2. Extent of FC model application in Literature reading comprehension

To assess the extent of FC model application in Literature reading comprehension, we surveyed 55 teachers who have applied the model. Results show that FC is highly rated for suitability in teaching Literature reading comprehension.

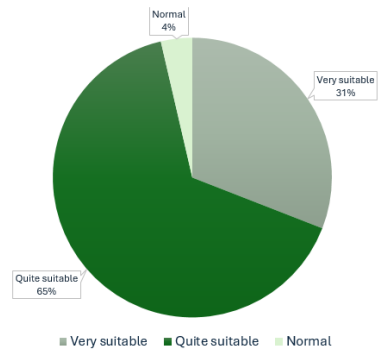

Figure 3. *Evaluation of the suitability of the Flipped Classroom model in teaching Literature*

Data analysis shows most teachers (65.45%) find the FC model quite suitable for Literature reading comprehension, while 30.9% rate it as highly suitable. Only 3.63% consider it moderately suitable. This consensus focuses on the design of pre-, during- and post-class activities aimed at developing reading comprehension skills, including previewing materials, in-class discussion, and applying knowledge to real-life situations. This organization aligns with the reading comprehension teaching process and Bloom's taxonomy levels, contributing to improved student learning outcomes.

However, practical implementation still faces many challenges. Most teachers note that it requires significant time to prepare online lessons and design appropriate interactive activities. Additionally, traditional teaching habits make some teachers hesitant to change methods.

Overall, the FC model in Literature reading comprehension has initially demonstrated feasibility and suitability, but scaling up requires support such as digital skill training for teachers and development of detailed implementation guides.

3.2.3. Advantages and challenges in implementing the Flipped Classroom model

The FC model offers significant benefits in Literature teaching, particularly in enhancing student autonomy, creativity and self-learning ability. However, implementation is not without challenges related to technology, classroom management and changes in teaching habits.

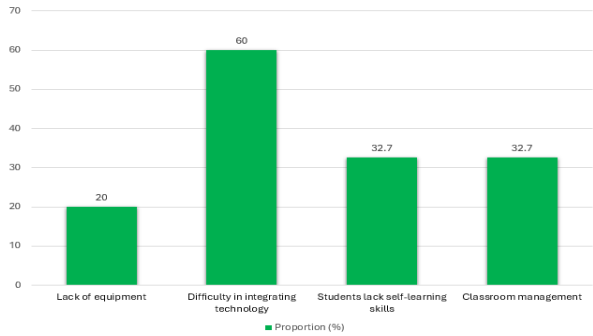

Figure 4. *Difficulties in implementing Flipped Classroom according to teachers' opinion*

a. Advantages

Increased Student Autonomy: 78% of students highly value group discussions and watching lecture videos before class, indicating that FC enables proactive knowledge acquisition and strengthens analytical and critical thinking in class. Activities like group discussion and in-class practice encourage students to share ideas and apply knowledge.

Improved Classroom Interaction: 63.6% of teachers note that FC fosters more active student engagement in discussion and exchange. Allocating class time for practice and group work has proven effective in developing reading comprehension and text analysis skills.

Motivation for Pedagogical Innovation: Younger teachers (1-10 years experience) are more enthusiastic and willing to adopt new models (73%), indicating that FC motivates pedagogical innovation.

b. Challenges

Technology Integration: 60% of teachers face difficulties using technology for lesson design and classroom management. This is most pronounced among teachers with over 20 years' experience (75%), mainly due to limited tech skills and unfamiliarity with online learning platforms.

Students' Self-Learning Ability: While students appreciate the model's interactivity, 32.7% of teachers report students are weak in self-study and pre-class research. Student surveys also reveal that 36.5% struggle due to lack of materials and specific guidance. The absence of standardized digital resources and clear pre-class instructions leads to unfocused self-study and reduced effectiveness in class activities - the core of the FC model.

Classroom Management: About 32.7% of teachers report difficulties managing large classes, especially in monitoring students' completion of pre-class tasks. This highlights the need for teachers to develop effective classroom management skills in online learning environments.

Lack of Consensus on Methodological Change: 9.1% of teachers have never heard of or are unwilling to implement FC, mostly those with long tenures (>20 years), reflecting resistance to changing traditional teaching habits.

3.2.4. Feasibility and conditions for implementing the Flipped Classroom model

Data analysis shows the FC model has great potential to enhance Literature teaching effectiveness in Vietnam. However, successful implementation requires careful analysis of influencing factors and necessary conditions.

a) Readiness Levels: Readiness varies by teaching experience, peaking among mid-career teachers: 1-5 years (M = 1.733; SD = 0.458), 11-20 years highest (M = 1.813; SD = 0.403), >20 years lowest (M = 1.400; SD = 0.548). This "inverted U" pattern suggests: (i) 11-20 years group combines sufficient pedagogical experience with motivation for innovation; (ii) 1-5 years group, though young, lacks experience in digital resource design and class management; (iii) >20 years group is constrained by professional habits and low tech confidence; high SD (0.548) indicates substantial dispersion. Thus, a stratified approach is needed - prioritizing digital skills training and habit change for >20 years, increased mentoring for 1-5 years, and leveraging the 11-20 years group as core practitioners.

b) Technological Infrastructure: 60% of teachers report difficulty integrating technology, with higher rates among >20 years experience. Main barriers include: (i) lack of supporting equipment (projectors, personal computers, interactive boards), (ii) unstable internet, especially in remote and rural schools, (iii) limited skills operating online platforms and digital tools. These factors not only affect electronic material preparation and activity organization but also create unequal implementation opportunities. This highlights the importance of adopting a strategic approach to infrastructure investment, prioritizing under-resourced areas and coupling it with technology training programs designed according to the needs and initial skill levels of various groups of teachers.

c) Students' Self-Learning Ability: This is key to FC success, as the process depends on students' proactive engagement with materials before class. Surveys show 32.7% of teachers say students lack self-study habits, while 36.5% of students report insufficient materials. These are directly linked: lack of standardized digital resources and pre-class guidance leads to fragmented self-study and reduced effectiveness. This is especially clear in final-year classes, where exam pressures favor traditional methods. Thus, besides adequate materials, structured self-study guides with prompts, pre-class tasks, and early feedback mechanisms are needed.

d) Teacher Training and Support: Effective FC implementation requires teachers to master both digital pedagogy and online learning management, including: (i) designing interactive digital lessons, (ii) developing multimedia resource banks, (iii) managing student progress on tech platforms. Survey results highlight clear differences by experience, emphasizing differentiated training needs: >20 years group needs digital skills and habit change; newcomers need support in pedagogy and active classroom

management. Forms of professional development should combine direct training, collegial mentoring, and participation in professional learning communities (PLCs) so as to ensure sustained support, thereby enhancing teachers' confidence in implementing and optimizing the model.

e) *Policy Support from Schools and Education Management:* FC effectiveness depends heavily on management commitment and direction. At the school level, a synchronized support mechanism is needed: providing technological infrastructure, allocating time for resource preparation, recognizing innovation workload, and encouraging pedagogical initiatives. At the education management level, professional guidelines and digital resource standards should be issued, along with technical and financial support programs for disadvantaged schools. Linking FC to digital transformation and methodological innovation in current decisions and circulars will create legal frameworks and strong motivation for teachers.

In summary, for FC to be effective in Literature teaching, comprehensive investment is required: upgrading technological infrastructure, digital skill training for teachers, guiding students in self-learning, and support from schools and management agencies. Only when these factors are ensured can the model overcome barriers and maximize its potential in the context of educational digital transformation.

3.3. Discussion

3.3.1. Analysis of key barriers to implementing the Flipped Classroom model

During FC implementation in Vietnamese high schools, research results indicate that barriers stem not only from technology but also organizational factors, individual competencies, and changes in teaching-learning habits of both teachers and students. These factors interact and reduce consistency and effectiveness in applying the model.

a. Difficulty in Technology Integration

Survey results show 60% of teachers face difficulty integrating technology into teaching, with higher rates among those with >20 years' experience. This reflects two main causes: (i) lack of essential digital skills for designing and managing online lessons; (ii) influence of long-standing traditional teaching habits.

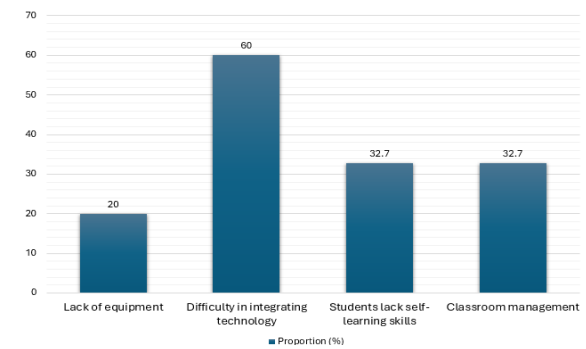

Figure 5. *Difficulties in implementing Flipped Classroom according to teachers' opinions*

Additionally, limited technological infrastructure is a significant obstacle. Lack of personal electronic devices, unstable internet connections, or insufficient learning software make access to the model uneven among student groups. This is especially evident in rural and disadvantaged areas.

The combination of teachers' limited digital skills and inequality in students' technological access leads to inconsistent FC implementation across classes and schools, reducing the effectiveness of classroom activities that require students to be well-prepared for interactive, discussion-based, and application tasks.

b. Difficulty in Changing Learning Habits

The FC model requires a fundamental shift from passive to active learning, where students must research and prepare lessons at home. However, surveys show 32.7% of teachers believe students have not developed self-study habits, while 36.5% of students admit difficulty due to lack of suitable materials.

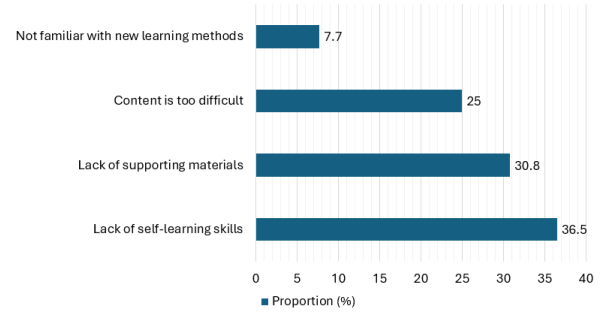

Figure 6. *Students' difficulties in the Flipped Classroom model*

This limitation arises from three main causes: (i) traditional learning culture still sees teachers as the central knowledge transmitters, so self-study skills are not regularly practiced; (ii) lack of standardized digital resources and pre-class guidance leads to unfocused preparation; (iii) reluctance to change, especially among final-year students.

The lack of materials and guidance not only reduces self-study effectiveness but also causes many students to feel less confident in class activities. This is particularly evident in grade 12 students, who face high exam pressure and tend to maintain familiar learning methods, resulting in lower readiness for FC than grades 10 and 11.

As a result, interactive and application activities in class - the core of the model - do not reach optimal effectiveness, as some students are not adequately prepared before class.

c. Difficulty in Classroom Management

Classroom management in the FC model requires different skills than traditional methods, especially in monitoring and evaluating students' pre-class preparation. Surveys show 32.7% of teachers experience difficulty supervising self-study, particularly in large classes where individual checks are time-consuming.

Data also show notable differences by experience: 63.6% of younger teachers (1-5 years) show greater flexibility in classroom management, tending to use digital tools (Google Classroom, online quizzes, interactive boards) to monitor learning progress. Conversely, teachers with >20 years' experience face more obstacles, mainly

due to unfamiliarity with online learning management systems and limited use of quick pre-class assessment methods.

Limitations in classroom management lead to some students not completing pre-class preparation, reducing the effectiveness of interactive and application activities - the core of the FC model. This suggests that, beyond lesson design skills, teachers need training in managing students' learning progress in blended learning environments.

3.3.2. Proposed Solutions to Enhance FC Model Effectiveness

To address the identified barriers, we propose several solutions to strengthen FC implementation in Literature reading comprehension:

a. Enhance Teachers' Technological Competency

Intensive training programs in educational technology should be implemented, focusing on digital lesson design, online classroom management, and use of digital tools. Priority should be given to senior teachers to increase their confidence in adopting new methods.

Solution: Organize workshops on using online learning platforms; support teachers in building video lecture banks and digital materials.

b. Improve Students' Self-Learning Ability

Guide students on how to self-study using video lectures and materials before class. Organize training sessions on self-learning skills and provide pre-class study guides.

Solution: Provide sample instructional videos; develop lesson-specific self-study guides; encourage students to share successful self-learning experiences.

c. Improve Technological Infrastructure and Learning Devices

Invest in facilities such as projectors, display devices, tablets, and ensure stable internet connectivity. Policies should support device provision for disadvantaged students and upgrade infrastructure in under-resourced areas.

d. Innovate Teaching Methods

Encourage teachers to use interactive activities such as group discussions and case-based assignments. Flexible assessment methods like presentations and projects also foster analytical and self-learning skills.

Solution: Use formative assessment rather than only summative; increase group activities to promote student self-management.

e. Policy Support from Schools and Education Management

A comprehensive plan for FC implementation is needed, covering teacher training, infrastructure provision, and development of learning materials. Schools should commit to long-term technology investment and organize workshops for experience sharing among teachers.

Thus, FC implementation requires not only pedagogical innovation but also support from policies, teacher consensus, and students' self-learning capacity. These solutions will optimize implementation and ensure high effectiveness of the model in Literature education.

4. Conclusion

The study surveying readiness for FC implementation in Literature teaching at Vietnamese high schools shows that the model has potential to foster student autonomy and improve learning outcomes. However, several barriers remain.

For teachers, the main limitations are technology integration skills and traditional teaching habits, especially among senior teachers, requiring intensive training and technical support. For students, while they are interested in activities like pre-class video viewing, group discussion, and in-class practice, many have not developed effective self-study habits, particularly when lacking digital resources and clear guidance.

Technological infrastructure is uneven, especially in rural areas, and the lack of standardized digital learning materials also reduces implementation effectiveness. Therefore, to maximize FC's impact in Literature teaching, pedagogical innovation must be combined with technological infrastructure development, enhancement of teachers' digital competency, and support for students in developing self-learning skills.

Policy implications: The Ministry of Education and Training should issue implementation guidelines for FC linked to the national digital competency framework, and support localities in building standardized digital resource repositories. Schools should have regular teacher training plans and organize orientation activities for students' self-learning skills, ensuring the model is applied consistently and sustainably.

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