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The Flipped Spanish Classroom: Student Engagement, Satisfaction and Autonomy

Ana Garcia-Allen, *The University of Western Ontario*

Supervisor: Taylor, Shelley K., *The University of Western Ontario*
Co-Supervisor: Bruhn de Garavito, Joyce, *The University of Western Ontario*
A thesis submitted in partial fulfillment of the requirements for the Doctor of Philosophy degree in Education
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Abstract

This dissertation investigates how the implementation of a pedagogical innovation in the foreign language (FL) classroom enabled me to explore student engagement, autonomy and course satisfaction and understand preferred practices for FL development. The 'flipped classroom,' formally known as the 'inverted classroom,' has become 'the' new phenomenon in pedagogical innovations in the last few years (Jensen, et al., 2015). In a Flipped Classroom, direct instruction is moved out of the classroom and takes place at home, by means of reading text or viewing a video or a digital presentation. This appears, at least superficially, positive in that it maximizes class-time for practice and, subsequently, encourages student engagement (Bergmann & Sams, 2014).

This thesis takes an integrated article format and addresses unresolved issues in the implementation of a Flipped Classroom Approach (FCA) in the FL university classroom. Drawing on questionnaire data (N= 233), a pilot study compared the FCA to a traditional approach to examine student learning gains, engagement and attitudes in Spanish FL university courses in both conditions. Results from this first study informed the two subsequent studies implemented in two levels (Beginners and Intermediate) of Spanish FL university courses that followed a FCA. Drawing on online questionnaire data (N= 399 students, and N=12 instructors), and focus group interview data (N=12 students, and N=5 instructors), student academic achievement/performance, autonomy and engagement were explored, as were student and instructor perceptions of, and beliefs about, the FCA.

The focus of my study is the flipped classroom approach. This approach delivers course content that prioritizes both digital technology and active learning. Implications of the implementation of the FCA in a Spanish FL university course are discussed in terms of 1) engagement, 2) autonomy, 3) course satisfaction, and 4) students and instructors' perceptions of the approach.

Keywords

Flipped Classroom Approach, Engagement, Autonomy, Course Satisfaction, Instructors and Students' Perceptions, FL, Spanish, University

Summary for Lay Audience

Flipped learning is a pedagogical approach through which students are introduced to learning material before class, and use time in the classroom to deepen their understanding of the material and practice what they learn individually at home. Since the FCA was first implemented in 2014, there has been ongoing debate about its advantages and disadvantages. Some of the advantages include students have more control, ~~student~~ self-paced learning, and more opportunities for student-centered learning and collaboration. Among its disadvantages are a reliance on preparation and trust, (possible) student resistance, and it relies heavily on student motivation.

My study focuses on how to evaluate the effects ~~that~~ of the Flipped Learning Approach ~~has~~ on both FL students and instructors. My focus is specifically on the implementation of the flipped classroom approach in the Spanish as a foreign language university classroom to study if this approach promotes student autonomy, student engagement and student course satisfaction.

The following overarching research question guides my study: How appropriate is a Flipped Learning Approach for meeting the needs of today's students studying Spanish as a foreign language at university?

Co-Authorship Statement

This integrated-article thesis consists of three research papers co-authored with different colleagues. All three papers will be submitted to peer-reviewed journals. Dr. Shelley K. Taylor and Dr. Joyce Bruhn de Garavito, the PhD candidate's supervisors, and Dr. Adriana Soto-Corominas fully support the inclusion of these articles as chapters for Ana García-Allén Doctoral dissertation.

Chapter 2: Flipping the Spanish Classroom: Learning Gains, Student Engagement, and Student Attitudes in a Flipped Foreign Language Classroom

Authors: Ana García-Allen and Adriana Soto-Corominas

Status: to be submitted to *The Modern Language Journal*

Theoretical background, experimental work, and writing were performed by Ana García-Allén. Dr. Adriana Soto-Corominas provided the statistical analysis as well as copy editing and consultation regarding interpretation of the results. The manuscript was revised by Dr. Joyce Bruhn de Garavito.

Chapter 3: Student Engagement and Student Course Satisfaction in the Spanish Foreign Language Flipped Classroom

Authors: Ana García-Allen, Adriana Soto-Corominas, Joyce Bruhn de Garavito

Status: to be submitted to the journal *Language Teaching Research*

Theoretical background, experimental work, and writing were performed by Ana García-Allén. Dr. Adriana Soto-Corominas provided the statistical analysis and consultation regarding interpretation of results. Dr. Joyce Bruhn de Garavito provided general consultation and advice and revised the manuscript.

Chapter 4: Seeing Innovation from different prisms: University Students' and Instructors' perspectives on flipping the Spanish FL Classroom

Authors: Ana García-Allen and Shelley K. Taylor

Status: to be submitted to the journal *Language Learning in Higher Education*

Theoretical background, experimental work, data analysis, and writing were performed by Ana García-Allén. Dr. Shelley K. Taylor provided the consultation regarding experimental work, interpretation of results, the general background, and revised the manuscrip.

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List of Abbreviations

CEFR	Common European Framework of Reference
FC	Flipped Classroom
FCA	Flipped Classroom Approach
FL	Foreign Language
IC	Inverted Classroom
L2	Second Language
MMR	Mixed Methods Research
TA	Teaching Assistant
TC	Traditional Classroom

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Chapter 1
Introduction

The main goal of this integrated-article dissertation is to contribute to the field of foreign language (FL) teaching and learning at the tertiary level. The second goal is to contribute concrete data to the ongoing debate on whether a teaching innovation known as the "flipped" classroom approach (FCA) is a viable option for FL in higher education. To do so, my research focuses on the implementation of the FCA as a pedagogical innovation in a Spanish as a FL program. I adopted a mixed methods approach to investigate student learning outcomes, engagement, autonomy and course satisfaction from the perspective of learners and instructors to understand the potential of the FCA to promote FL development.

The *flipped* classroom, formally known as the "inverted" classroom, is considered by many as "the" new phenomenon in pedagogical innovations (Horn, 2013; Jensen, Kummer & Godoy, 2015; Roehl, Reddy & Shannon, 2013). The number of educators implementing this teaching approach in their classrooms – with STEM educators leading the way – has garnered research attention (Gannod, Burge & Helmick, 2008; Moravec, Williams, Aguilar-Roca & O'Dowd, 2010; Toto & Nguyen, 2009; Zappe, Leicht, Messner, Litzinger & Lee, 2009; Zainuddin & Halili, 2016). As the popularity of FCA increases, so do the number of research studies on the effects of its implementation – including in the FL classroom (Chen Hsieh, Wu & Marek, 2017; Engin, 2014; Hung, 2015; O'Flaherty & Phillips, 2015). Of particular interest are studies relating to its implementation in the Spanish FL classroom (Jaramillo, 2019; Moranski & Kim, 2016). Having said that, gaps in understanding this phenomenon prevail and must be addressed, making it an area worthy of study.

Of key interest to my study is the potential of the FCA to promote student engagement through active learning. My dissertation seeks to investigate the effects the FCA has on Spanish as a FL learners, in particular on their performance, engagement and autonomy, and on FL instructors' perceptions of its effect on their students.

1.1 Coming to the Research

I teach, coordinate and supervise Spanish language courses at the university level, and I am always amazed to see how students learn a new language and a new world within it. I believe that the learning must be as dynamic as possible and occur in a positive environment. It is very important that students feel comfortable with each other and with the instructor so that they become receptive to the whole FL learning experience. One key to effective teaching is to create an environment in which students enjoy learning and gain confidence in their own abilities. I believe that creating an active learning environment that promotes student engagement and student autonomy is essential to reach this goal. Giving students an experience where they can engage and feel confident in their abilities and comfortable learning should also enhance their satisfaction with the course. The FCA seems to hold excellent potential to reach these objectives.

The higher education scene is changing with the new generations of students currently on campuses worldwide: Millennials[1] and Centennials[2]. Universities need to adapt to them to provide a valuable learning experience, which means that universities need to transform the educational experiences they offer in order to be responsive to the evolving realities of new generations of learners. The importance of linking technology and active learning with these new generations of learners inspired me to implement the FCA in the Spanish FL language courses that I coordinate. As noted, this approach is being used

---

[1] Millennials also known as Generation Y or the 'Net' Generation, are the individuals born between 1981 until 1997. There are multiple proposed birthdates for these generation, ranking as early as 1980 up until 2004 (Dimock, 2019).

[2] Centennials, also known as Generation Z, were born beginning around 1995 until approximately 2012. As of 2020, they are between the ages of 8 and 25 (Seemiller & Grace, 2017).

more and more in language teaching but, as also noted, there is a lack of research on the implications of its use. My research explores the implementation of the FCA in a FL classroom, from five different perspectives:

- evaluating student academic achievement/performance
- evaluating student engagement
- evaluating student course satisfaction
- evaluating student autonomy
- evaluating students' and instructors' experiences, attitudes, and behaviours as concerns the FCA as a pedagogical alternative

1.2 Background/Context

This section presents the theoretical framework that underpins this study. It also reviews approaches to FL teaching, which is the field of research that the present study addresses.

1.2.1 Learner Autonomy Model

For some time, educators have adopted approaches other than top-down, teacher-fronted instructional models or what Freire (1970) referred to as "transmission" approaches to teaching. Instead, they have encouraged student growth within what Vygotsky (1978) termed the "zone of proximal development," and adopted the role of teacher as facilitator. In so doing, educators hand over responsibility for self-directed learning to their students; thereby promoting student autonomy. The autonomy a student exerts learning a FL is a central focus of my research as the FCA hinges on and aims to develop student autonomy.

Holec (1981) was the first author that elaborated on the concept of learner autonomy in FL education. He defined learner autonomy as "the learner's self-direction and control of the language learning" (Little 2017, p. 2). Benson (2001) views learner autonomy as the

ability to take charge of one's own learning, with learners directing their own learning path (e.g., determining their aims, monitoring their progress and assessing their learning).

Benson (2001) identifies a popular misconception about autonomy, commenting that learners merely managing their own learning, setting their own priorities and agendas, and attempting to control affective factors that influence their learning does not automatically lead to learner autonomy. That is, learners that attempt to take control of their learning from time to time cannot be described as autonomous; they must possess the capacity to do so systematically. Similarly, educators do not foster learner autonomy by simply leaving learners to their own devices. Little (forthcoming) cautions that King's (1993) metaphor for contrasting styles of college teaching—from 'the sage on the stage' to 'the guide on the side'— is misleading because the good teacher-as-facilitator is not an omniscient non-entity that leaves learners to their own devices; rather, they:

a) are in control of the class;

b) teach learners reflective habits and the skills of self- and peer-assessment;

c) monitor the progress of each learner;

d) actively encourage and assist learners to take control of their learning and determine their own learning goals, and

e) monitor the whole cohort's progress. (Little, forthcoming)

Therefore, Little (1991) challenges another popular misconception of autonomy by explaining that it is not synonymous with self-instruction. Educators still play a major role in orchestrating classroom learning although, to uninitiated observers, it may seem as though they are taking a backseat to the learning process.

Little (2017) argues that all learners possess a pre-existing capacity for autonomous behaviour ("agency") as they experience what it means to be autonomous in their daily lives (e.g., either choosing to do or not to do what they are told); he further argues that the teacher's role is to channel that *agency* into learners' language learning experiences

(Little, 2017). In that sense, autonomy is part of everyone's lived experience, making it a social-interactive and individual-cognitive phenomenon.

I agree with Little's (2017) view of the combined process of FL learning and developing learner autonomy and agency: "The target language itself is the medium of learner agency in the autonomy classroom, which means that the 'agency' view of learner autonomy does not distinguish between language learning on the one hand and the development of learner autonomy on the other" (Little 2017, p. 3). That is, learner autonomy develops while learning a FL; it is a parallel and interconnected process.

This agency, as Little (2017) understands it, is learners' pre-existing capacity for autonomous behaviour, which leads him to define autonomy as a part of everyone's lived experience: "the essence of learner autonomy is willing, proactive and reflective involvement in one's own learning" (p. 3). He considers language learning and the development of learning autonomy as one process, contrary to other researchers, including Holec (1981); however, both researchers agree when stating that autonomous learners are fully engaged as agents of their own learning, with responsibility for planning, monitoring and evaluation on an individual level, as well as part of a group.

"Autonomous learning can be promoted if 'learning to learn' is regarded as an integral part of language learning, so that learners become increasingly aware of the way they learn, the options open to them and the options that best suit them" (Council of Europe 2001, p.10).

Autonomous learners obtain knowledge of a language individually, but need to collaborate with others to put it in practice and to complete the task. Learners are social agents in an environment in which they complete tasks to build their knowledge and language skills. When successfully orchestrated, classroom experiences based on the FCA encourage student interaction and collaboration, as well as identity investment and heightened engagement, as is discussed next.

1.2.2 Learner Engagement Model

One of the most important predictors of student learning and development is student engagement (Carini, Kuh & Klein, 2006), which constitutes the other pillar of my research. Svalberg (2009) defines engagement with language as:

> a cognitive, and/or affective, and/or social state and a process in which the learner is the agent and language is object (and sometimes vehicle). Cognitively, the engaged individual is alert, pays focused attention and constructs their own knowledge. Affectively, the engaged individual has a positive, purposeful, willing, and autonomous disposition towards the object (language, the language and/or what it represents) and, socially, the engaged individual is interactive and initiating (p. 247).

Her definition implies a degree of autonomy, thus relating it to Little's (2017) notion of autonomy (i.e., "the ability to take charge of one's own learning," p.15). Of the various ways to enhance engagement, Cummins and Early (2011, p. 4) propose the following:

> a) encourage students to connect new information and skills to their background knowledge, that is, connect instruction with students' lives;
>
> b) enable students to produce more accomplished work in the target language;
>
> c) affirm students' identities as intelligent, imaginative and linguistically talented, and
>
> d) increase their awareness of the relationships between their mother tongue and the target language.

That is, encouraging and challenging instruction seem to be two main aspects which stimulate engagement. It is the instructor's role to create an engaging learning environment grounded in their interests and, as Little (forthcoming) concurs, their identities; as is well known, passive, disengaged students have more problems learning a language. Coates refers to student engagement as "the extent to which students are

actively involved in a variety of educational activities that are likely to lead to high quality learning" (2005, p. 26). Engaged students prepare for their classes to be able to participate fully in the in-class knowledge exchange that happens between their instructor and them, and between students. In a student-centered FCA classroom, the instructors adopt the role of facilitator, guiding students in their learning process. Nevertheless, for engagement to occur, the course needs to be well organized, have concise and clear learning objectives, and students need to be informed in order to understand the approach followed.

Cummins (2011) notes that engaged students are active, energized and can construct meaning using both cognitive and conceptual knowledge. In terms of Little's (2017) notion of student autonomy, students need to be proactive and reflective in their own learning. The literature suggests that learner autonomy and engagement are inherent elements of the FCA. My research explores the presence and impact of both notions in the context of implementing the FCA in teaching and learning Spanish as a FL at the tertiary level.

1.2.3 Foreign Language Teaching

This section reviews those L2/FL language teaching approaches that preceded the FCA and inform this research study: communicative language teaching, the *Common European Framework of Reference for Languages*/CEFR, and brief reference is made to the action-oriented approach. I also provide a more detailed explanation of the approach that is the main focus of this study: the FCA.

1.2.3.1 Communicative Language Teaching

Language teaching methods have evolved from the Grammar Translation method, that began in the 17th century in order to teach Latin and Greek, and continued until the 19th century with modern languages such as German, French and English. Other techniques have also been used, such as the direct method, the audio-lingual method, the audio-visual method and, more recently, Communicative Language Teaching (Richards and Rodgers, 2014).

The language teaching paradigm shifted completely with the notion of "communicative competence" coined by Hymes (1972) in reaction to Chomsky's notion of "linguistic competence." Hymes (1972) defined *communicative competence* as the ability to use grammatical competence in a variety of situations; in other words, as the ability to use language meaningfully in specific real-life situations, injecting a sociolinguistic perspective into Chomsky's definition of *linguistic competence*. Canale and Swain (1980) expanded the communicative competence spectrum and proposed the first related theoretical framework made up of three main components: grammatical, sociolinguistic and strategic competences. The strategic component was expanded even more by Canale (1983) when he added discursive competence.

Canale and Swain (1980) defined grammatical competence as the knowledge of the linguistic code (verbal and non-verbal) to create grammatically correct utterances. This includes knowledge of vocabulary, morphological, syntactic, semantic, phonetic and orthographic rules. Sociolinguistic competence is the knowledge of sociocultural rules and conventions. It is concerned with the ability to comprehend and use language in different sociocultural contexts. Discursive competence is the mastery of understanding and producing coherent and cohesive spoken or written texts. Finally, strategic competence is the knowledge of communication strategies (verbal and non-verbal) to solve communication difficulties; these strategies include repetition, circumlocution, paraphrasing, etc.

Following this first model of communicative competence, other researchers have created more complex and detailed models such as Bachman and Palmer's (1996) model of communicative language ability. Comparatively, Canale and Swain's (1980) model is more widely applied due to its simplicity and ease of application (Bargeric & Djigunović, 2007).

The foundational principle of the communicative approach is that the goal of teaching a language is communication. Language became seen as a tool to communicate a message, orally or in writing (Piccardo, 2014). A goal is to bring real life (authenticity) into the classroom. The communicative approach introduced the notion of "learner-centred

learning" or moving the focus of education from the teacher into the classroom and developing content based on learner needs (Piccardo, 2014).

1.2.3.2 The *Common European Framework of Reference for Languages* and the Action-oriented Approach

A major step in the evolution of language teaching and learning was the introduction of the *Common European Framework of Reference for Languages* or the CEFR (Council of Europe, 2001), which views communicative competence in terms of knowledge. It includes three components: language competence, sociolinguistic competence and pragmatic competence; however, the latter also comprises discourse competence and functional competence.

The purpose of implementing the CEFR across a variety of regional or national contexts is that it provides a "common basis for the elaboration of language syllabus, curriculum guidelines, examinations, textbooks, etc." (Council of Europe, 2001, p. 1). By introducing the CEFR across contexts, the Council of Europe (2001) also aims to "promote and facilitate co-operation among educational institutions in different countries" (p. 5). The aim of the CEFR is for educators to focus on teaching, learning and assessment concurrently. The goal of including assessment is to add a communicative dimension to it to complement communicative language teaching rather than perpetuate traditional forms of assessment (e.g., fill-in-the-blanks) that could dissuade teachers from implementing communicative language teaching and creating opportunities for students to use the language they are learning. According to Piccardo (2014), the CEFR proposes "a vision capable of linking teaching and learning, objectives and evaluation, the individual and the social, the classroom and the world beyond" (p. 13) with its focus on real-world language use – in alignment with Hymes' (1972) view of communicative competence.

Not only does the CEFR link teaching, learning and assessment, but it also brings "curriculum, pedagogy and assessment into a closer relation to one another, challenging

us to rethink each from the perspective of the other two" (Little 2009, p. 1). Furthermore, it proposes an action-oriented approach that frames:

> users and learners of a language primarily as 'social agents,' i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. (Council of Europe, 2001, p. 9)

The action-based approach takes the cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent into account, which meshes well with Little's (2017) work on autonomy. Piccardo (2014) notes that while the notion of communicative competence is one of the foundations of the CEFR, in fact the framework has adopted a broader notion of competence than many realize due to developing the capacity to act with ever-increasing autonomy (Piccardo, 2014). Little (2009) draws our attention to the CEFR's subtitle in which learning is placed before teaching, reflecting the learner-centredness of its action-oriented approach. Language use is described in terms of the individual language learner/language user's communicative capacity, which implies agency and autonomy. The potential for communicative capacity, agency and autonomy to play a role in a FCA to FL teaching is discussed next.

1.2.3.3 Methods, Approaches and the Flipped Classroom Approach

Richards and Rodgers proposed a framework to develop communication in second language teaching composed of three elements: 'approach', 'design' and 'procedure', which they refer to as "interrelated elements of organisation upon which language-teaching practices are founded" (Richards & Rodgers, 1982, p.154). A method is comprised of these three elements. Approach is concerned with the nature of language learning, design with the objectives of the method, and procedure targets the practices (Richards & Rodgers, 2014). According to this framework, language teaching involves

approaches that inform methods, which are theories put into practice; that is, it involves the implementation of approaches.

Beyond how approaches are defined and how their roles are viewed, a great deal of research attention in the second half of the last century was focused on finding the 'best' method for FL teaching across educational contexts (Kumaravadivelu, 2001; Widdowson, 2004). Current wisdom holds that no single 'perfect' method that works in all possible circumstances exists; rather, researchers favour the notion of finding which 'approach' (when and where) best addresses specific, current language teaching issues (and why). As expressed by Piccardo (2014), "the word approach is now used to articulate this new vision of language teaching" (p.10). In her view, the hierarchical arrangement in three levels (approach, method and technique) proposed by Anthony (1963) needs readjustment; instead, Piccardo (2014) has adapted Harmer's (2001) definitions and proposed the following definitions for these terms:

> an approach refers to the theories that describe language and language learning and which provide principles that inform language teaching. It describes how people acquire a language and makes statements about the conditions, which promote successful language learning. It also describes how a language is used. Method is the practical realization of an approach. Methods include various procedures and techniques. Procedure is an ordered sequence of techniques, usually described in terms such as *first you do this, then* … (p. 10; adapted from Harmer, 2001, pp. 78-79)

The key part of the latter is incorporating social aspects (e.g., learner agency and engagement) into language learning. For instance, rather than an instructor pre-deciding how to sequence learning, learners with agency can regulate their own learning situations (when and how much to practice on their own or with others), which relates to learner control (and autonomy) over activities. As Piccardo (2014) observes, current approaches to FL learning (including the communicative approach), must focus on actions and on activities performed by learners as social agents in specific situations for specific reasons – not simply as "a pretext for communication" (p. 19). Language is in constant evolution

and the skills needed for communication are also changing; these include technological skills and social agents' demands and preferences for them in their FL learning experiences, all of which come to the fore in courses that adopt a FCA. In this thesis I adopt Piccardo's (2014) definition of approach.

1.2.3.4 Flipped Classroom Approach

Lage, Platt and Treglia (2000) introduced the notion of an "inverted classroom." For them, inverting a classroom meant that events that traditionally take place *inside* a classroom would take place *outside* and vice versa. Their goal in adopting this teaching 'strategy' was to align learning and teaching styles to improve student learning and engagement. Their interest in how student engagement can heighten autonomy and learning is shared by Little (forthcoming) and Cummins (2011). Both see the potential for engagement and autonomy to increase when students can pursue their interests (and thus invest their identity) in the classroom, especially when they can choose their own learning activities. That is unlikely to happen in instructional settings where instructors plod through the content to 'cover the material' no matter whether students need more or less time to understand. It can also boost student self-esteem, which Taylor (2009) suggests is linked to being autonomous enough to explore L2 learning strategies that can lead to academic achievement.

Taylor's (2009) review of the 2000 and 2003 Program for International Student Assessment Reports noted that the performance scores of 15-year-olds in 26 different countries in the areas of reading, mathematics, and scientific literacies were strongly influenced by self-esteem. It, in turn, was linked to confidence in their learning abilities, which made students more willing to try out different learning strategies on their own to meet success (i.e., learner autonomy) and boosted their motivation. Students that autonomously sought out L2 learning strategies that worked best for them developed high levels of self-esteem, which encouraged them to try out yet more strategies. Those students outperformed all their peers, regardless of socio-economic standing. Thus, approaches that build learners' belief in their ability to succeed also promote FL learning (Taylor, 2009). An approach later developed by Bergmann and Sams (2012) drew on

students' learning strategies. They began recording their lectures live using software and stopped giving lectures in class (over a decade before Covid-19 forced everyone to do the same). They called it 'pre-broadcasting,' but eventually it became known as the FCA.

The concept of the flipped classroom is based on a student-centered approach. Students prepare for class at home with material given by the instructor (videos or readings explaining the lectures) in advance, and tackle homework together in class; that is, students view or read the presentations prepared by the instructor before coming to class and in class they discuss them, practise new material and receive assistance and feedback from the instructor. Therefore, the intent is for class-time to be devoted to action-oriented (active) and peer-learning activities, focusing on student learning needs, autonomy, agency and engagement.

The essence of the flipped classroom is to free up class-time by delivering content material before class and using time spent in-class for productive and effective learning activities—including activities with the potential to promote interaction and FL learning. As Talbert (2017) states, 'space' is not only physical. It is also emotional, intellectual and psychological (e.g., the space students encounter when studying). "Work done in the individual space is focused on the *individual student's efforts*" (Talbot, 2017, p. 10). That is, students work individually at their own pace, taking all the time they need to prepare, review, and practice. This gives all students the opportunity to be well prepared and ready for time in class.

On the other side of the spectrum from the flipped classroom is the traditional model in which time spent in-class is used for introducing students to new material and reviewing it, leaving higher-level work to be done by students individually or in small groups outside of class (Talbert, 2017). While technically group work can be done in traditional classrooms, instructors choose whether to make space for it; it is optional, not central as in the FCA. Talbert (2017) describes the design of the traditional model as one that:

- Creates an inverse relationship between the cognitive difficulty of student work and student access to support by making students do the most difficult work when they are alone;

- Takes time away from socially guided exploration of deeper learning since students must explore deep ideas by themselves most of the time;
- Does not promote self-regulated learning behaviour, and
- Creates undesirable intellectual dependencies in students on instructors. (pp. 5-8).

The common denominator in the characteristics of the traditional design presented above is how space, time, and activity are used.

Looking at the range of manifestations of communicative and action-oriented approaches currently implemented in the FL classroom, I decided to focus on one particular one: the FCA. I have implemented this approach in my own Spanish FL courses for the last few years. It provides students with the opportunity to be immersed in the target language by practicing real life tasks interactively with peers during class-time. In my experience, I found it lends itself to enabling students to become autonomous, engaged learners in the classroom as they put the language they are learning into practice. In this thesis I follow Talbert's (2017, p.20) definition of Flipped Learning as "a pedagogical approach in which first contact with new concepts moves from the group learning space to the individual learning space in the form of structured activity, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter".

Returning to Bergmann and Sams (2012), the FCA is summed up as the following: "Flipping the classroom is a mindset: redirecting attention away from the teacher and putting attention on the learner and the learning". As noted earlier, in Little's (2017) opinion, learners possess a pre-existing capacity for autonomy, and it is the instructor's role to channel that capacity. Therefore, the FCA is well suited to developing autonomy.

In broad terms, *flipping* a class implies moving the instruction (i.e. content delivery) outside of the classroom and class-time by means of asynchronous video lectures, presentations or vodcasts, and assigning content delivery as homework to be completed on students' own time. In turn, it leads to devoting class time to active, hands-on, problem-based, cooperative or collaborative learning likely to heighten learner

engagement (Bishop & Verleger, 2013; Chen et al., 2014; Lage, et al., 2000; Roehl, et al., 2013). In this type of classroom, the responsibility and accountability of learning is placed, to a great extent, on the students themselves, making them social agents (not just passive recipients) with the capacity to set their own learning goals. This agency pre-exists in each learner and learner autonomy is a social phenomenon that progresses together with the language learning process. The extent to which it manifested itself in my research on the FCA is described in the chapters following my description of how I designed my study.

1.3 Methodology

As noted regarding the shift from transmission-oriented teaching to the FCA, FL learning and teaching has changed from teacher-centered to student-centered. Current language theories, research findings and experiences support the view that educators' main purpose is to engage learners in interactive communicative language tasks. By adopting a mixed methods research (MMR) design, I can explore a wide range of attitudes to the FCA as a unique approach to teaching Spanish as FL while also gaining an in-depth understanding of individuals' experiences in flipped classroom settings. In this section, I further present the rationale for adopting a MMR approach that is in line with my theoretical framework.

1.3.1 Mixed Methods Research

In this dissertation, I use a MMR approach that works with both quantitative and qualitative data. Quantitative inquiry collects numerical data to seek statistical generalizations using mathematical methods, whereas qualitative inquiry explores perceptions and insights using non-numerical data. There are two completely and fundamentally different worldviews sustaining these two research approaches (positivism/postpositivism and constructivism/interpretivism) leading to important debates that cannot be easily resolved.

Following the hard sciences, studies on second language acquisition and learning first used quantitative research methods (Bailey, Madden & Krashen, 1974; Burt, Dulay & Hernández-Chávez, 1976; Dulay & Burt, 1974; Lightbown, 1983; Lightbown & Spada,

1990). Later, it was felt that this method was not appropriate for some of the questions asked by L2 researchers, and qualitative research became equally important in the field. In recent years, we find the incorporation of mixed methods research, known as the "third methodological movement" (Johnson, Onwuegbuzie & Turner, 2007; Teddlie & Tashakkori, 2009). The mixed methods approach is characterized by both quantitative and qualitative data collection and analysis. In the educational research community, a variety of methodological approaches can and should exist in a complementary system (Denzin, 2008; Eisenhart, 2005).

Creswell (2014) defines mixed methods research as "an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks" (p. 4). Johnson, et al. (2007) state in their definition that the reason for combining quantitative and qualitative elements is "for the broad purpose of breadth and depth of understanding and corroboration" (p. 123).

Mixed methods research offers several benefits. For instance, Denscombe (2008) notes that it can: a) increase the accuracy of data; b) offer a more complete picture of the phenomenon under study than could a single approach; c) help avoid the bias of single approaches; and d) enable the researcher to develop an analysis and build on initial findings (p. 272). To summarize, as Creswell and Plano Clark (2011) argue, mixed methods research is useful when there is a need to gather more data to enable some level of generalization, or when the best way to address a project is by using numerous phases.

The world is not exclusively quantitative or qualitative, and there are similarities between the two methodological approaches to help us answer the "hybrid" research questions that require both numerical and narrative data (Onwuegbuzie & Leech, 2005; Tashakkori & Creswell, 2007). Using a mixed approach may elicit richer data and probe meaning via triangulation and corroboration (Johnson, et al., 2007).

When conducting mixed methods research, it is important to pay attention to the timing of data collection as well as to the weight given to either quantitative and/or qualitative aspects. This is the reason why Creswell (2014) identifies three mixed methods designs:

a. Convergent Parallel Design: data for qualitative and quantitative purposes are collected at the same time, analyzed separately and later compared to see if results correlate. Both qualitative and quantitative data are given the same status;

b. Sequential design: there are two options

i. Explanatory Sequential Design - quantitative: quantitative data are given preference in this design. Quantitative data are collected first, and results are used to build on the qualitative phase, and

ii. Explanatory sequential design - qualitative: qualitative data are given preference in this design. Qualitative data are collected first, and results are used to build on the quantitative phase; or

c. Embedded Design: data are nested within a larger design.

This dissertation comprises three studies. The first was done as a pilot study following a convergent parallel design, in which data for quantitative and qualitative purposes were collected at the same time. A paper questionnaire was used to collect the data, with an open question at the end for students and instructors to give their opinion. For studies 2 and 3, an *explanatory sequential design – quantitative* was adopted, which means that quantitative data were collected first and the results were used for the qualitative phase (Creswell, 2014). On the one hand, quantitative data was collected through questionnaires (students and instructors); on the other hand, qualitative data was collected through open-ended questionnaires and focus group interviews (students and instructors). Classroom observations were also included as part of the original data collection design; however, due to Covid-19 and the subsequent re-structuration of classes, it was unfortunately not possible to conduct classroom observations.

The process was as follows:

Quantitative Data Collection:

1. An email was sent to all students enrolled in Beginner level (1st year) and Intermediate level (2nd year) Spanish courses, inviting them to participate in the

study by completing a student questionnaire. A total of 511 students completed the questionnaire (388 Beginners level students and 123 Intermediate level students).

2. An email was also sent to instructors teaching both levels of Spanish FL courses, inviting them to participate in the study by completing an instructor questionnaire. Twelve instructors completed it (nine that taught at the Beginners level and three that taught at the Intermediate level).

Qualitative Data Collection:

1. Student and instructor participants were invited to participate in a focus group interview after completing the questionnaire. Of the 201 students and seven instructors that indicated interest in an interview, 12 students participated in focus group interviews (seven at the Beginners level and five at the Intermediate level), and five instructors participated in focus group interviews (two that taught at the Beginners level, and three that taught at the Intermediate level).

2. Emergent trends in the quantitative data informed the interview questions.

   a) Examples of the questions that students answered during the focus interviews include:

      i. What do you think about learning Spanish by viewing videos and taking notes outside the class, and putting into practice what you learnt in class?

      ii. What do you like about watching the videos to prepare for class?

      iii. How confident do you feel about the material after watching the video but before going to class to practice it?

   b) Examples of the questions that instructors answered during the focus interviews include:

i. What do you think about teaching Spanish by asking students to view videos and take notes outside the class, and putting into practice what they learnt in class?

ii. Did you find the exercises/discussions at the beginning of the class helpful?

iii. Can you talk about student participation in your classes?

Focus group interviews were included to not only gain breadth, but also to add depth and to contextualize the questionnaire results. The extent to which these goals were achieved are outlined in the subsequent articles of this Integrated Article thesis.

It is also important to be aware of the challenges facing researchers that adopt MMR. One weakness that Bryman (2007) points out with this method is that integrating both quantitative and qualitative data is a difficult task even for experienced researchers. Moreover, researchers frequently collect too much data when conducting qualitative research, which can be doubly daunting when conducting MMR in terms of researchers having difficulty either making sense of or doing justice to all the data collected (Bryman, 2006).

Yet another consideration in whether to adopt a MMR design concerns the issue of triangulation discussed by Denzin (2012). On the one hand, he argues that MMR often confuses pragmatism for triangulation, and triangulation for MMR. Denzin (1970) thus defined triangulation as "the use of multiple forms of qualitative research methods, not the combination of quantitative and qualitative methods" (p. 82). On the other hand, Creswell (2012) and Denscombe (2008) argue that mixed data enhance validity. MMR offers numerous strengths that will enhance my study by offsetting the limitations of utilizing either quantitative or qualitative research alone (Bryman, Bell & Teevan, 2012; Creswell & Plano Clark, 2011). Taking this into account, I hold to the idea that qualitative and quantitative methodologies can be complementary when combined.

The field of education demands multiple investigative tools, as well as the use of different methodologies (Greene, 2007). Like many other mixed methods researchers, I

embrace the idea that no one, single research method is better than the other; the nature of the research question determines the most appropriate methodology. As becomes clear in the subsequent articles based on my study, MMR enabled me to answer both research questions that required numerical data (students' grades, students and instructors' questionnaires) and narrative data (focus group interviews).

A MMR design enabled me to investigate the influence of the FCA on student achievement and FL development from the perspective of learners and educators. The quantitative data provided insight into student performance and academic achievement when their instructors adopted a FCA, and the qualitative data shed light on students' and instructors' experiences learning and teaching Spanish in an FCA learning environment. As is discussed later, MMR as a methodological approach elicited and yielded rich data, enabling me to investigate contradictiory findings and see paradoxes between different data sources via corroboration and triangulation (Johnson, et al., 2007).

Once I gained ethic/NMREB approval for my study, the timeline was the following:

1. Instructors were informed of the project and invited to participate by completing an online questionnaire and/or by participating in a focus group interview. Due to Covid-19 restrictions, focus group interviews were conducted using the online platform Zoom by other researchers (not me) to maintain participants' confidentiality.

2. An email was sent to students from the department where the Spanish FL courses were taught to inform them that a study related to their Spanish course would be conducted and inviting them to participate. For those interested in participating, they were informed that they would be invited to complete an online questionnaire and/or to participate in a focus group interview. As noted, due to Covid-19 the focus group interview was conducted online using the online platform Zoom, and was administered by other researchers (not me) to maintain participants' confidentiality.

1.4 Problem Statement

Over the past 15 years, the FCA has gained popularity and received research attention. Nonetheless, it is a teaching approach that is still interpreted in very different ways and it begs further research, particularly regarding its implementation in FL teaching in higher education. Misconceptions that still abound about the approach, including basics such as when to use the term "flip"; these misconceptions compelled the Flipped Learning Network (2014) to clarify that 'flipped classrooms' and 'flipped learning' are not interchangeable concepts. 'Flipping a class' does not necessarily imply 'Flipped Learning' and, to engage in 'Flipped Learning,' instructors must incorporate the four 'Flip pillars' explained below. The Flipped Learning Network's (2014) definition of flipped learning is one of the most used definitions of the approach:

> Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. (Flipped Learning Network, 2014, p.1)

For flipped learning to occur, the supporting pillars of F-L-I-P must be incorporated into the teaching practice (Flipped Learning Network, 2014, p. 2):

- **F**lexible environment;
- **L**earning culture;
- **I**ntentional content, and
- **P**rofessional educator (observes students in class, provides relevant feedback and assesses students work).

To explain, "Flexible environment" refers to allowing a variety of learning modes and ways for students to study the content, continued monitoring of student progress (making adjustments as needed) and encouraging students to interact and reflect on their own

learning; “Learning culture” refers to following a learner-centered approach, dedicating class time to in-depth exploration of the content, which allows for students to be actively involved in knowledge construction and gives them opportunities to engage with the material; “Intentional content” refers to making decisions regarding which content students can explore independently compared to what needs to be explained in class and, finally, “professional educator” refers to constantly observing students during class-time, being available to them and providing feedback in real time as needed.

These four pillars are the framework within which flipped learning can occur as they promote student engagement and autonomy. On the one hand, the role instructors play is crucial to assure a high level of engagement. They must offer students interesting and exciting activities and provide individual and group feedback, which concurs with Coates’s (2005) definition of engagement as getting students actively involved in activities that lead to learning. On the other hand, autonomy is promoted by allowing students to learn content in different ways, at their own pace, while reflecting on their own learning process; a view that aligns with Little’s (forthcoming) definition of language learner autonomy “in which learners plan, implement, monitor and evaluate their own learning” (p.1).

Proponents of the FCA argue that proper understanding and implementation of this teaching approach in higher education leads to positive, impactful results that include better academic performance, activation of higher order thinking, increased student satisfaction, and heightened learner engagement (O’Flaherty & Philips, 2015; Crisafulli, 2015; Hung, 2015; Basal, 2015; Chen Hesieh et al. 2017). Nonetheless, there are still gaps in the research, particularly regarding the feasibility of implementing a FCA in university-level FL courses. The purpose of my doctoral research is to address this gap in the research on implementing the FCA in general, but particularly in the field of FL teaching and learning in higher education. To summarize, my dissertation will address the following gaps: It will investigate links between the implementation of an innovative approach to communicative, action-oriented learning that feature in-classroom FL pedagogical activities and learners’ FL development, and reasons for these links; it will

also investigate the links between implementing this innovative approach and the development of learner autonomy and learner engagement in a FL classroom.

My study identifies promising practices for those wishing to implement the FCA in the FL classroom. For instance, an analysis of students' involvement, opinions and behaviours in the FCA will help educators better understand what students experience in the classroom and preferred ways to approach the teaching and learning experience. It will also determine whether this teaching approach is favorable to students' academic achievement/performance and overall FL development.

1.5 Research Questions

In this thesis, I address the gaps highlighted above by exploring student and instructor perceptions of implementing a FCA in Spanish FL courses. The four overarching research questions that guide the present investigation are:

- How does an innovative ("flipped classroom") teaching approach that aims to promote Spanish at the tertiary level influence students' (a) academic achievement/performance, (b) engagement and why?
- How do instructors perceive implementing the FCA and its influence on students' academic achievement/performance, autonomy, and engagement?
- How do students perceive the various components of the FCA and the role they play in learning Spanish as a FL at the tertiary level?
- What do the combined findings suggest about the effectiveness of implementing the FCA in Spanish as a FL courses at the tertiary level?

1.6 Preview of 3 Studies

As mentioned, this dissertation follows an integrated-article format. This chapter provides a broad background to the three studies that constitute the research aspect of this dissertation. Each study has a more focused review of the research that expands on the

content from this chapter. Study 1 is a pilot study that investigates the effects of the implementation of the FCA in a Beginner level Spanish FL university course by comparing student performances in, and attitudes to, flipped and traditional classroom settings. Studies 2 and 3 draw on the same cohort of participants teaching or learning in a FCA, focusing on quantitative and qualitative data, respectively. Study 2 investigates student engagement and student course satisfaction in two different levels of Spanish FL university courses (for Beginner and Intermediate learners), both of which adopt a FCA. Drawing on data elicited from students and instructors in the same course levels as in Study 2, in Study 3 we look at student and instructor perceptions of the implementation of a FCA, and student autonomy, engagement and achievement through a qualitative lens.

Each study is framed as an individual 'stand-alone' article with all relevant sections and a reference list for each study. The three studies are followed by a conclusion that summarizes the results as a whole and helps bring together all of the information presented in this dissertation.

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Chapter 2

Flipping the Spanish Classroom: Learning Gains, Student Engagement, and Student Attitudes in a Flipped Foreign Language Classroom

2.1 Introduction

Language teaching methods have evolved over the last century and continue to evolve. Each method has brought new elements and techniques and has tried to deal with issues in language learning. However, no single method can assure successful learning results, due to the fact that each learner is different. Therefore, in order to apply a teaching method effectively and efficiently, we should consider to whom the language teaching is directed; in other words, who the learners are, what their communicative needs are, and what resources and tools we have to teach the language. Consequently, when addressing Foreign Language (henceforth, FL) teaching in higher education, special attention needs to be paid to the generation of the students in today's university classes.

There is an ever-increasing call for adapting education for it to match the type of life and work that students face nowadays, "Higher education needs a new way to present itself" (Talbert, 2017, p.4). With the arrival of Millennials and lately Centennials to university classrooms, the need to change traditional methods of instruction (i.e. lectures, presentations, etc.), which have largely become obsolete, as Prensky (2001) argues, has become evident. Higher education institutions, trying to keep up with the demands of this new generation, are racing to improve their learning experiences. The great majority of these new students has been brought up surrounded by technology from a very early age. Therefore, Prensky (2010) argues that lecture-like, passive classes do not seem well suited to these learners anymore. As a result, new classroom strategies and approaches that match the needs and preferences of these digital natives have been emerging in the past few years. He states that an active learning approach is specifically appealing to

these new generations. “According to Ron Zemke, Generation Y combines the can-do attitude of the Veterans, the teamwork ethic of Boomers and the technological savvy of Generation X. For this group, the preferred learning environment requires teamwork and technology” (Coates, 2007, p. 113). We need to reevaluate how we teach to connect with this new generation. The traditional lecture mode of instruction requires retooling in an age of limited attention spans and increased emphasis on student engagement (Nevid, 2008).

In a world that is permanently connected, it is important that instructors find ways to empower their already connected Millennial and Centennial learners to provide them with new opportunities for learning, using the resources that they like to use in their daily lives. As McMahon and Pospisil (2005) argue, these learners are characterized by 24/7 connectedness, multitasking, ease with new and known technologies and media, the need for experiential and active learning in the class and a preference for collaborative learning. Therefore, Millennial and Centennial students are expected to thrive in an environment that combines purposeful technology and active learning. The $1.87 billion investment in the education technology business in 2015 is evidence that the field is soaring (Singer, 2015). This demonstrates that educational institutions are noticing and catering to the needs of these learners by adapting their campuses: most universities are creating active learning classrooms, flexible learning spaces, and much more to enhance active and collaborative learning.

While not all instructors may be familiar with the use of technology in the classroom, the concept of active learning isn’t new. The benefits of active learning have been demonstrated time after time in terms of student engagement (Deslauriers, Schelew & Wieman, 2011), students’ course opinions and beliefs (Johnson, Johnson & Smith, 1998; Springer, Stanne & Donovan,1999), academic achievement (Deslauriers et al., 2011; Springer et al., 1999), variability in performance (i.e. decreased variability in active learning environments) (Mello & Less, 2013), among other, no less important, advantages (Michael, 2006; Prince, 2004).

One of the methods of delivering course material that takes the most advantage of both technology and active learning is the so-called *flipped classroom approach* (henceforth FCA), explored in the next section in detail. This research study explores the use of the FCA in a second language classroom as a way to present grammar content *before* the class and compares the results of this approach to the results of traditional, lecture-like delivery of the same grammar content.

2.1.1 The Flipped Classroom Approach

Prior to Bergmann and Sams' (2012) well-known introduction to the FCA, an article by Lage, Platt and Treglia (2000) presented the concept as the "inverted classroom". For these authors, inverting the classroom meant that events that traditionally take place *inside* the classroom would take place *outside* and vice versa. With this teaching strategy, they attempted to align students' learning styles and instructors' teaching styles to improve students' learning and engagement with the subject matter. In broad terms, the FCA entails moving the instruction (i.e. content delivery) outside of the classroom by means of asynchronous video lectures, presentations or vodcasts, and assigning content delivery as homework to be completed on students' own time. In turn, it leads to devoting class time to active, hands-on, problem-based, cooperative or collaborative learning (Bishop & Verleger, 2013; Carbaugh & Doubet, 2015; Chen, Wang & Chen, 2014; Lage, Platt & Treglia, 2000; Roehl, Reddy & Shannon, 2013). As a result, the FCA entails a *flipping* of the center of attention, away from the instructor and onto the learner and their learning experience (Bergmann & Sams, 2012). In the FCA, the responsibility and accountability of learning are placed, to a great extent, on the students themselves, making them the agents (and not just passive recipients) of their individual learning experience.

Although the FCA promotes learner-centered instruction, where the teacher is no longer the *sage on the stage,* it does not imply that the FCA instructor is any less critical than in a traditional classroom. FCA instructors need to plan and structure the class (what activities are going to take place, when and in what order and how they will develop), facilitate discussions, and ensure that students are equally engaged and following the

content (Crisafulli, 2015). In fact, flipped classes might require explanations or follow-ups from the instructor that were not clear during the online content delivery. In most cases, instructors are also in charge of developing the materials that enhance the delivery of the content (i.e. videos, presentations, or texts) (Day & Foley, 2006; Foertsch, Moses, Strikwerda & Litzkow, 2002; Zappe, Leicht, Messner, Litzinger & Lee, 2009). As Carbaugh and Doubet (2016) point out, instructors need to design in-class tasks and assignments that allow for the scaffolding of new content on pre-existing knowledge, that give time for learners to reflect and practice so that they can actively process the new content, and that promote a sense of community, by having learners support and challenge each other. In summary, the role of the teacher is not any less significant in the FCA than it is in a traditional classroom (henceforth TC).

The FCA is also intended to promote a more flexible learning environment that allows for personalization (Carbaugh & Doubet, 2016). That is, the FCA gives the students the possibility of learning abstract concepts at their own pace because they can watch, re-watch, rewind, and pause the video or presentation as many times as they find it necessary to get a grasp of the material (a possibility that does not exist in the TCs). Personalization is one of the factors that Cummins, Early & Stille (2011) list as those that may lead to enhanced engagement.

In research surrounding the implementation of the FCA, a wide range of positive results have been reported (Sousa, 2016), besides the obvious advantage of freeing class time for practice instead of content delivery. Some of these reported benefits include increased opportunities to ask for student feedback (Roehl, Reddy & Shannon, 2013), the ability to carry on even if a student or instructor are absent (Roehl et al., 2013), increased attendance and better academic performance (Day & Foley, 2006; Mason, Shuman & Cook, 2013; O'Flaherty and Philips, 2015; Tune, Sturek & Basile, 2013), better understanding of material covered in class (Zappe et al., 2009), and activation of higher order thinking (Crisafulli, 2015; Grimsley, 2015). Furthermore, numerous studies report an increase in the use of interactive learning strategies with the FCA as well as an increase in student satisfaction (Critz & Knight 2013, Hung, 2015; Yeung, 2014). However, some studies also report encountering a degree of resistance from students

(Sousa, 2016), lack of positive results for student performance in a FCA (Bossaer, Panus, Stewart, Hagemeier & George, 2016; McLaughlin, Griffin, Esserman, Davidson, Glatt, Roth & Mumper, 2013), or student dissatisfaction with the FCA (Strayer 2012).

Zappe et al. (2009) found that while the FCA was effective in their architectural engineering course, students wanted this approach used in combination with traditional lectures.

It is widely known that there are pros and cons to the FCA. It follows that there is still much that needs to be done in terms of empirical research. Instructors using FCA affirm that students who attended their classes and were well prepared, had a better understanding of the material and a deeper learning experience, confirming existing research that found pass rates are higher in active learning courses (Freeman, Eddy, McDonough, Smith, Okoroafor, Jordt, Wenderoth, 2014). Nonetheless, there are also some limitations that need to be taken into account. When only one of the students' courses is taught using FCA, students can have difficulties adapting to a more active teaching method. Also, even if it is clearly explained by the instructor, some students do not realize that not being prepared for the class will interfere with or even block their participation during class, as was shown in Van Vliet, Winnips & Brouwer's (2015) research on flipped class pedagogy.

2.1.2 FCA in Higher Education

The literature on the FCA is burgeoning. However, the majority of instructors who have implemented the FCA in higher education belong to the STEM disciplines (Day & Foley, 2006; Foertsch et al., 2002; Franciszkowicz, 2009; Gannod, Burge & Helmick, 2008; Moravec, Williams, Aguilar-Roca & O'Dowd, 2010; Smith & Fidge, 2008; Stelzer, Brookes, Gladding & Mestre, 2010; Toto & Nguyen, 2009; Zappe et al., 2009).

There is a very recent study in which a Master's course on Strategic Organising was taught where half of the course followed a TC model and the other half, the FCA, with the same instructor and students during the whole course (Goedhart, Burge & Helmick, 2019). The findings of this study highlight that the combination of individual pre-class

learning, and peer-learning classroom activities facilitated deeper learning. Feedback from both students and instructor was very positive. However, not all students agreed that the FCA contributed to positive learning outcomes (Goedhart et al. 2019).

A meta-analysis studying the effects of the FCA in secondary and post-secondary education, found a small positive effect on learning outcomes, but no effects on student satisfaction were found regarding the learning approach (van Alten, Phielix, Janssen & Kester, 2019). Nevertheless, the authors reported that when the face-to-face class time was not reduced or when quizzes were added to the FCA, students achieved higher learning outcomes (van Alten et al. 2019).

2.1.3 The FCA in Foreign Language Instruction

Studies investigating the application of the FCA were first done in the STEM disciplines, starting in the early 2000's, followed by all other areas. In the area of humanities, the first studies exploring the effects of the FCA were done in composition courses (Crisafulli, 2015; Grimsley, 2015). The research on the FCA in FL classrooms also started around that time, Engin being one of the pioneers. She investigated the effectiveness of the FCA in FL learning. Engin (2014) asked how students would respond to student-created videos in an English composition class in the United Arab Emirates. Although the author found positive results for the process of creation of the videos, students did not respond as well to being consumers of those videos. Students' videos explained aspects of academic writing and content of the course, which caused concerns related to "trustworthiness". That is, students considered content delivered by the instructor as more reliable than content delivered by peers, thus preferring the former.

Later studies have shown that the FCA boosts student engagement (Basal, 2015; Chen Hsieh, Wu & Marek, 2017), eases learners' cognitive load, and contributes to academic achievement (Turan & Goktas, 2018). It also promotes student autonomy and student-centered learning (Amiryousefi, 2017; Cetin, Wijenayake, Sethu & Ambikairajah, 2017; Hurtubise, Hall, Sheridan & Han, 2015). The results of Boyraz & Ocaz's study (2017) suggest that the FCA is superior to the traditional instruction in terms of academic success, retention of knowledge and students' opinions. Ekmekci's study (2017) about

the impact of FCA on English FL learner's writing skills also found that this approach was beneficial for students. Kim, Park, Jang & Nam (2017), in their study with Korean as a FL, compared second language discourse in flipped versus traditional classrooms and found that students in the flipped classroom produced more cognitive comments involving deeper information processing, although there were no differences in the participation rates between both approaches.

One of the first studies in the field of Spanish L2/FL pedagogy is the one by Moranski and Kim (2016). Their study analyzed the impact of the inverted classroom models (IC, as they called it) in Spanish FL learning as compared to the traditional model. They specifically focused on a grammatical pattern, looking at two uses of the Spanish pronoun *se*. Their results support the use of IC models as an effective instructional model in FL teaching and learning, since learners in an IC environment performed at significantly higher levels than those in the traditional classroom. Nevertheless, this study took place over the course of only one week and it is not clear what the students on the IC model did in class in place of their traditional deductive grammar lecture.

The general assumption that all students know how to learn when a FCA is used was studied by Vojtko Rubí (2017), in her thesis about a flipped Spanish language program. She found that communication at each level is a key element for students' understanding of flipped learning and success in it. Furthermore, she underlined the importance of guiding students to become autonomous learners and to have the capacity to reflect on their own learning process. These results are in line with Cherrez's (2020) study of a FCA in a Spanish college course, suggesting that when learning a language in a flipped environment learners need to be more conscious of their own individual learning process, as previous research has indicated (Seker, 2016; Sinclair, 2000). In her experimental study on an intermediate Spanish course Jaramillo (2019) determines the potential of the FCA to increase the quality of in-class interactions by spending more time in class to use the target language.

The research on the FCA in a FL classroom keeps growing, but it is still limited. It is crucial to address this gap in research, since the FCA could, in principle, yield many

benefits in the FL classroom. First, maximizing opportunities for interaction in class is a priority for language instructors, and the need to explain grammatical structures or present vocabulary often hampers the possibility to do so. This *interaction* is not restricted to student-student interaction to practice communication skills, but also teacher-student interaction. With more opportunities for immediate feedback, instructors would be able to accommodate the needs and preferences of their students. For example, language instructors could see if a certain activity is more effective than others and take advantage of that knowledge. Instant formative feedback would also inform the teacher about student progress. If students are unable to complete, or are struggling through, an activity that requires the use of a grammatical structure, the teacher can immediately notice the need to reinforce the content delivery. This opportunity for feedback goes the other way as well: with more time for in class interaction, instructors can go around the classroom, providing feedback, guidance and suggestions (more) individually. In addition, the FCA in a language classroom would allow for a more self-paced type of learning, as we mentioned previously. It is clear to all language instructors that students master grammatical structures and vocabulary at different times, whether it is due to previous knowledge of a similar language, to previous exposure to the language itself, to differences in motivation, or simply to different aptitudes. The FCA, with the possibility of watching the videos as many times as necessary, would allow students to learn grammar and vocabulary at their own pace.

2.1.4 The Present Study

Despite the potential advantages of the FCA in the FL classroom, empirical research in this area remains limited. The present study addresses this gap by investigating the effects of the FCA on Spanish as a FL by comparing student performance and student attitudes in flipped and traditional classrooms in a first-year introductory Spanish course at the university level. This course met twice a week, two hours at a time, at a university in the province of Ontario, Canada. The university is a top research university catering to both undergraduates and graduates, with the majority of students being enrolled full-time. Spanish for Beginners is a full-year (i.e. September to April) course which introduces students with no prior knowledge of Spanish to the grammar and vocabulary of the

language. In the academic year when this study took place, there were 15 sections (i.e. 15 different class groups). The year started with 241 students enrolled in the 15 sections and finished with 213. The data for these 213 students is reported in the present study.

This study sought to answer three main questions:

1) Does the FCA result in gains in student learning in the FL classroom?

2) Are there any differences between flipped and traditional classrooms in terms of student engagement with the material at home? Do students who follow the FCA complete video materials in preparation for class?

3) Does the application of the FCA result in more positive attitudes among students as compared to students in traditional FL classrooms?

We addressed RQ1 by analyzing the performance of students in flipped and traditional classrooms on five pieces of assessment. RQ2 was addressed by comparing the percentage of homework that flipped and traditional classroom students completed during the academic year. In addition, we investigated the percentage of videos that flipped classroom students watched prior to attending class. Finally, we addressed RQ3 by administering an end-of-the-year questionnaire that included a variety of questions aimed at determining the level of student engagement.

2.2 Method

This study was conducted in the 15 sections of Spanish for Beginners. These 15 sections were split into two groups: those that implemented the FCA (7 sections), henceforth FC sections, and those that implemented the traditional approach (8 sections), henceforth TC sections. Each section was taught by a different instructor. After being informed of the nature of each type of classroom, the 15 instructors voluntarily decided which approach their section would follow throughout the year. Instructors in both groups were mixed in terms of previous experience, ranging from no Spanish teaching experience to 5 years of teaching experience. Specifically, in the FC sections, instructors ranged from 0 to 4 years (M=1.5, SD=1.5) and in the TC sections they ranged from 0 to 5 years (M=1.6 years,

SD=1.9). They were all coordinated and supervised by the same Spanish Language Courses coordinator, who guided both types of sections in terms of activities, advice, and support. Prior to the beginning of the academic year, the course supervisor provided two training workshops of four hours to each of the groups of instruction. The main expectations that were communicated to the 15 instructors appear in Table 1. In addition, instructors were asked to attend regular checkpoints with the course coordinator to ensure that their assigned model was being followed correctly. Sections had a different number of students enrolled, ranging between 6 and 24 students (M_{FC}=14.71, M_{TC}=12.78).

Table 1. *FC and TC expectations*

FC sections	TC sections
Grammar theory has to be delivered *before* class through online videos	Grammar theory has to be delivered *in* class
No more than 15 minutes per class should be devoted to grammar theory in class (as a result of student questions)	Between 15-30 minutes should be devoted to grammar theory in class
A variety of communicative and reflective activities should be used during the remaining part of the class session	A variety of communicative and reflective activities should be used during the remaining part of the class session

2.2.1 Participants

A total of 241 students participated in this study. From the beginning of the year, students were made aware of the type of section they were enrolled in and were informed of the differences between the FC and TC sections. Students were given a month to decide if they wanted to stay in their current section, change sections, or drop out the course altogether. No students changed from FC to TC sections, or the other way around. However, there was a similar attrition rate in both types of sections: 12 (out of 115) students dropped out of FCA sections while 16 (out of 126) dropped out of TC sections. Given that students were not randomly assigned to one of the two classroom conditions,

we examined the demographics of the FC and TC sections to make sure that there were no crucial differences between samples. The demographics of all participants who remained in the course are shown in Table 2.

Table 2. *Student demographics in FC and TC sections*

		FC	TC
N		103	110
Gender			
	Male	23	33
	Female	69	69
	No answer	11	8
Age			
	18-25	103	108
	26-35	-	-
	36-50	-	1
	51 and up	-	1
Year of studies			
	1st	54	57
	2nd	35	33
	3rd or more	13	17
	No answer	1	3
L1			
	English	68	73
	French	2	0
	Chinese	9	18
	Other	14	13
	No answer	10	6
Previous knowledge of Spanish			
	None	103	110
	Basic	-	-

For both FC and TC sections, there were more females than males and the great majority of students fell under the 18-25 age range. In addition, given that the university in question is a highly international university, many students reported having a language other than English or French as their L1, Chinese being the most common one.

In the end-of-the year questionnaire, all 213 students declared that they had no knowledge (active or passive) of Spanish when they began. In fact, students with a previous background in Spanish (who had completed grade 12 in high school, had spent a month or more in Spanish-speaking contexts, or were heritage speakers) were obliged to enroll in Intermediate Spanish.

2.2.2 Materials

Background and classroom attitudes questionnaire. Participants completed a written questionnaire (in English) at the end of the academic year. Most students completed it in pencil and paper during class. Students who missed class that particular day were asked to complete it at home. From the questionnaire, we obtained the demographic information shown in Table 2. In addition, students were asked to indicate, using a 5-point Likert scale, their agreement with different statements (see Results below).

Assessments. Both section types carried out the same summative assessments. Throughout the year there were four tests (two per semester, with the first test taking place in early October and the last test in late March) and one final exam (four weeks after finishing the course).

Importantly, of the first three tests, only the two tests with the highest grades counted toward the final grade for the course. That is, the final grade of the course was determined through student performance on 1) the two best tests out of the first three, 2) the fourth test, and 3) the final exam. These assessments constitute the results on which the present study is based.

All tests contained sections that evaluated oral comprehension, grammar and vocabulary, and reading comprehension. All the exercises required an open answer with right or wrong responses, as there were no fill-in-the-blank exercises. Each single test was scored by three instructors: the section instructor and the two authors. Disputes were settled by discussion until an agreement was reached.

2.2.3 Implementation of FC/TC

All sections shared the same textbook, timelines, and assessments (see Assessments above). The only differences between FC and TC sections are reviewed here.

FC sections. As explained in Table 1, students in FC sections were assigned videos that covered a given grammatical structure. Videos had to be watched prior to the class in which the grammatical structure was practiced. These videos were supplied, as part of the online platform of the Spanish for Beginners' textbook, by its publishing house. These videos were between four and six minutes in length and explained one grammatical structure at a time. FC students were assigned two grammar instruction videos per week. The first video in the course was watched in class by the instructor and the students together, so that students would understand the process of accessing it.

FC instructors were asked to keep track of which students watched the videos, since the website system allowed instructors to see how much time a given student spent on each video. Video completion was built into their assessment. If students watched all videos prior to class and completed all the homework after class during the academic year, they received 6%. Not watching the videos prior to class or not completing the homework impacted their score negatively.

Instructors in FC classrooms did not spend any time discussing grammatical structures unless students had specific questions regarding the videos they had watched or the grammatical structures they explained. Instructors were encouraged to not address general questions that would entail providing a complete explanation of the grammatical structure in order to hold students accountable for watching the videos prior to class. After a maximum of 15 minutes for questions, students were asked to participate in both

communicative and individual activities created to practice the grammatical structure studied. These activities served as a formative assessment for the instructor to see whether the grammar structure had been understood. The vast majority of these activities were provided by the textbook and were shared by all sections.

After each class students were assigned homework on the online platform to review and consolidate the concepts studied, together with the videos pertaining to the new grammatical structures.

TC sections. In TC sections, students had no exposure to the grammatical structure to be covered prior to class. The instructor explained the given structure, using an inductive approach, taking between 30 and 45 minutes of class time. The remaining part of the class was invested in completing the same communicative and individual activities as the FC sections. TC students were assigned the same homework and the grammar videos as FC students, on the online platform, in order to review and consolidate the concepts learned in class. The only difference was that they did not have access to the grammar videos prior to class and could only access them after class. The 6% that accounted for video watching and homework in the FC sections also applied for the TC sections.

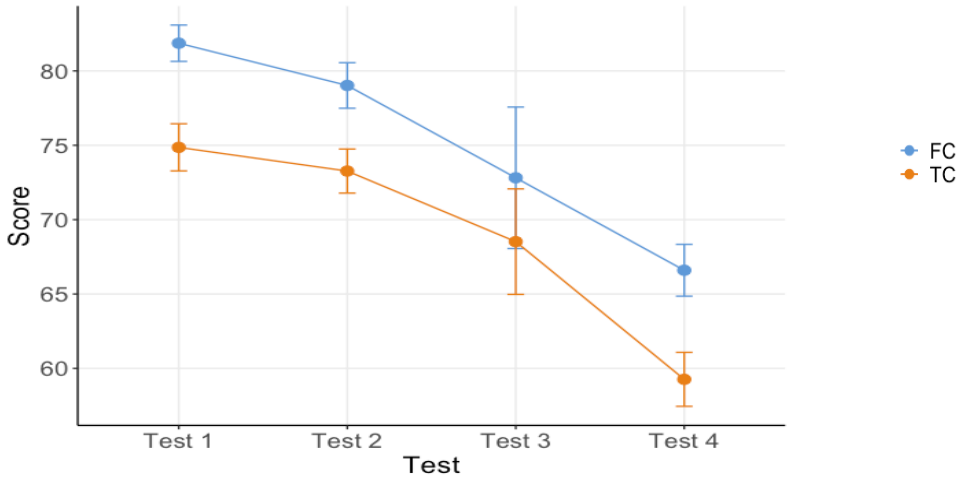
2.3 Results

2.3.1 Assessments

Assessments are reported in two different blocks: the four tests and the final exam. This is done in order to account for the fact that the final exam was delayed, taking place after a 4-week break from classes, while the tests took place during class time. The test scores are shown in Figure 1. Since the material included on each test was cumulative, tests became progressively more demanding, which may explain the downward trend in scores between Tests 1 and 4. As mentioned in Procedures, students dropped the lowest test score of the first three. Following this protocol, we only considered the highest two scores of the first three tests for students. For the vast majority of students (71%), the third test was the lowest score and therefore, fewer data points are available for this test.

Given this, the standard error shown for Test 3 is larger compared to the other three tests in Figure 1.

Figure 1. *Test performance by FC and TC students throughout the academic year. Bars represent standard error*



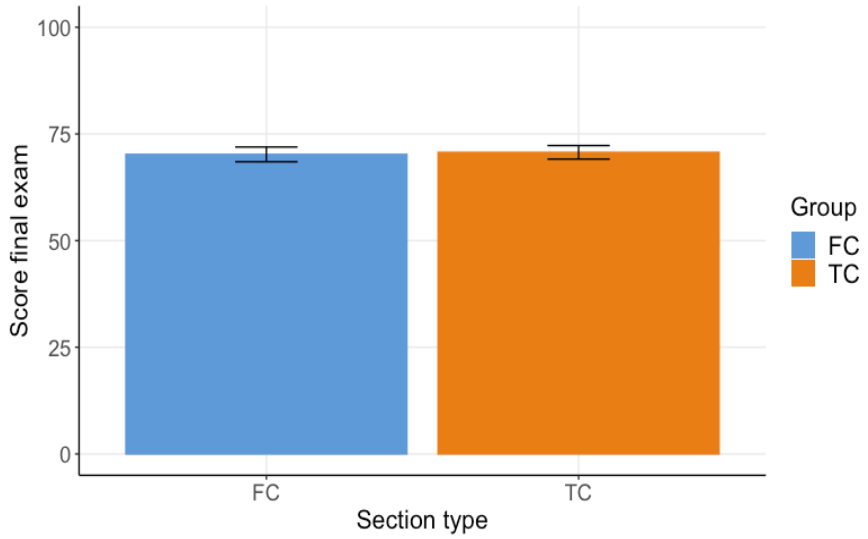
In order to determine whether the difference in test performance between the FC and TC students was statistically significant, we fit a linear mixed-effects model using lme4 package in R (Bates, Maechler, Bolker & Walker, 2015). In this model, the only fixed effect was section type, a categorical variable with two levels (FC and TC). The random effects were participant (nested within class) and test. The coefficient table for this model is shown in Table 3. Results clearly show that section type was a significant factor and that TC sections were, on average, lower than FC sections.

Table 3. *Coefficient table for linear mixed-effects model analyzing section type differences in test scores*

	Estimate	Std. Error	df	t value	Pr(>|t|)
(Intercept)	74.706	4.045	3.847	18.467	<.001***
Section_type:TC	-6.513	1.966	211.713	-3.313	.001***

The results for the final exam are shown on Figure 2. As observed, they are highly similar across the two section types. To ascertain that there was no individual difference, we conducted a Wilcoxon rank sum test with continuity correction (suitable for non-normally distributed samples) and found that, in effect, the two section types had performed similarly (W=5605, p>.05).

Figure 2. *Final exam scores for FC and TC sections. Points are individual students. Horizontal lines indicate FC/TC means and boxes indicate 95% confidence interval. Width of the bean indicates density*



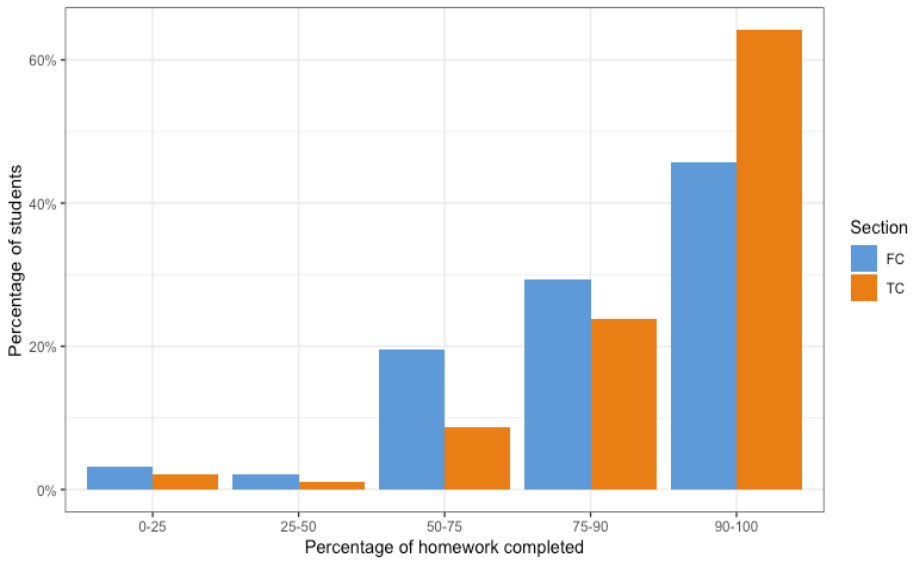
2.3.2 Student Engagement

Student engagement was determined in two ways: by how much homework students had completed and, for the FC students, by how many videos they had watched prior to class. Both results were extracted from the online platform, which recorded student activity with regard to these and more variables (e.g., time spent on platform, attempts at completing homework). Importantly, neither is a measure of *successful* completion. That is, a student who completed 100% of the homework could have completed all homework incorrectly. Similarly, an FC student who watched 100% of the videos could have played all videos but not paid attention to them. The percentage of homework completed by FC

and TC students is shown in Figure 3. *Homework*, as displayed in Figure 3, does not include videos for FC students.

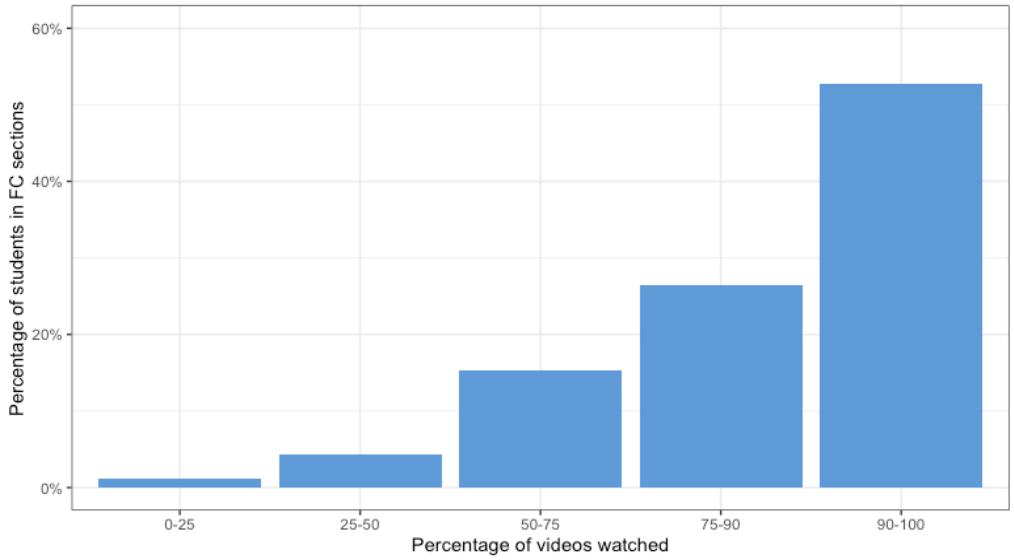
In order to determine whether there was a significant difference in the percentage of homework that participants completed according to their section type, we transformed the categorical variable (bins of percentage of videos watched) into a numerical variable by assigning to each participant the middle value in each bin. That is, a student who had watched "90-100%" of all videos received a 95 in the numerical variable. We then conducted linear regression. The results showed that TC students completed, on average, more homework than FC students (ß=5.734, SE=2.56, t=2.239, p=.026).

Figure 3. *Percentage of homework done by students, divided by section type*



The percentage of videos watched by FC students appears on Figure 4. Overall, the vast majority of students (79%) watched at least 75% of the grammar videos, suggesting that most students engaged with the FCA.

Figure 4. *Percentage of videos watched by FC students*

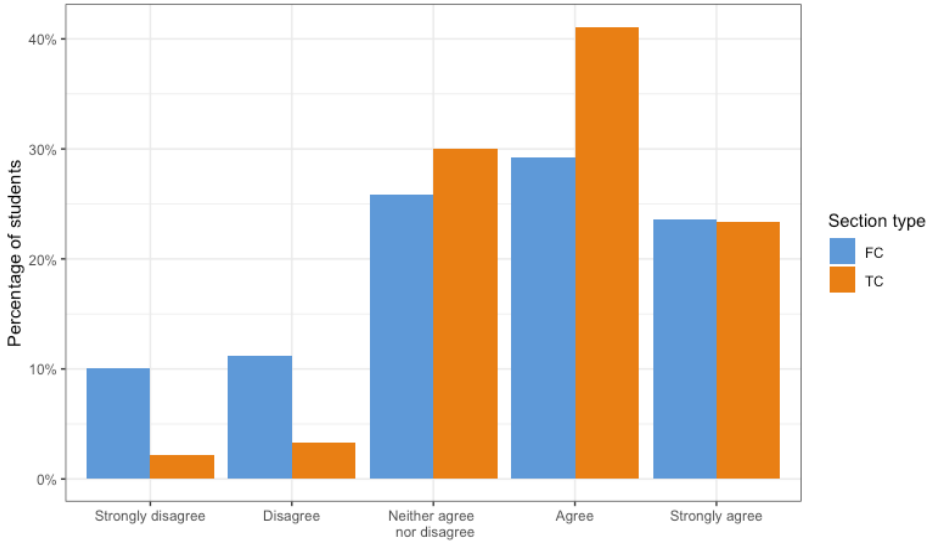


2.3.3 Student Attitudes

In order to measure student attitudes towards their classroom approach, at the end of the year, we administered a questionnaire which asked students to indicate their degree of agreement with different statements using a 5-point Likert scale.

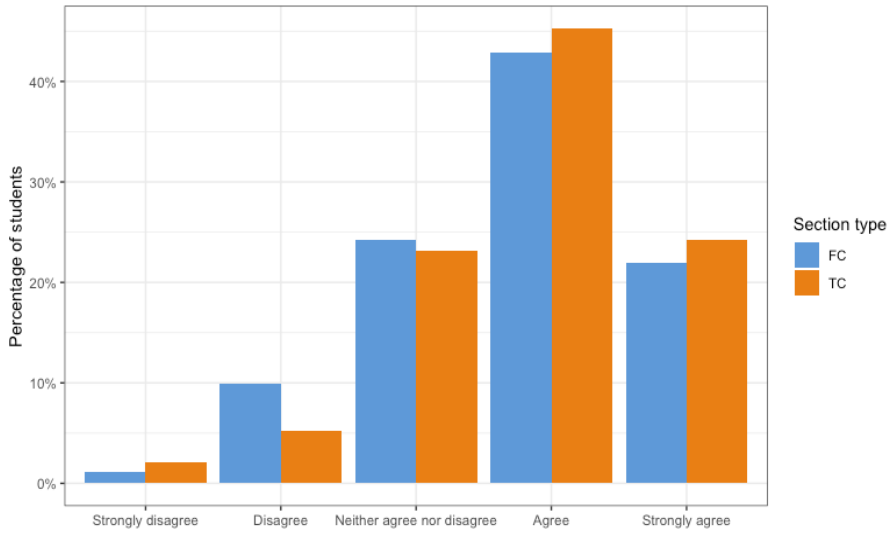
The first statement was "I believe that the format of this class is the format language classes should have". This statement was either followed by "That is, grammar should be explained at home" (FC sections) or "That is, grammar should be explained in class" (TC sections). The results are shown in Figure 5. In order to determine whether there was a significant difference by section type, we conducted a proportional odds logistic regression using the MASS package in R (Venables & Ripley, 2002). It was found that the log-odds of TC students agreeing more with this statement were 0.45 (SE=.28) but this difference only approached statistical significance (t value=1.67; p=.094).

Figure 5. *Student agreement with statement "I believe that the format of this class is the format language classes should have"*



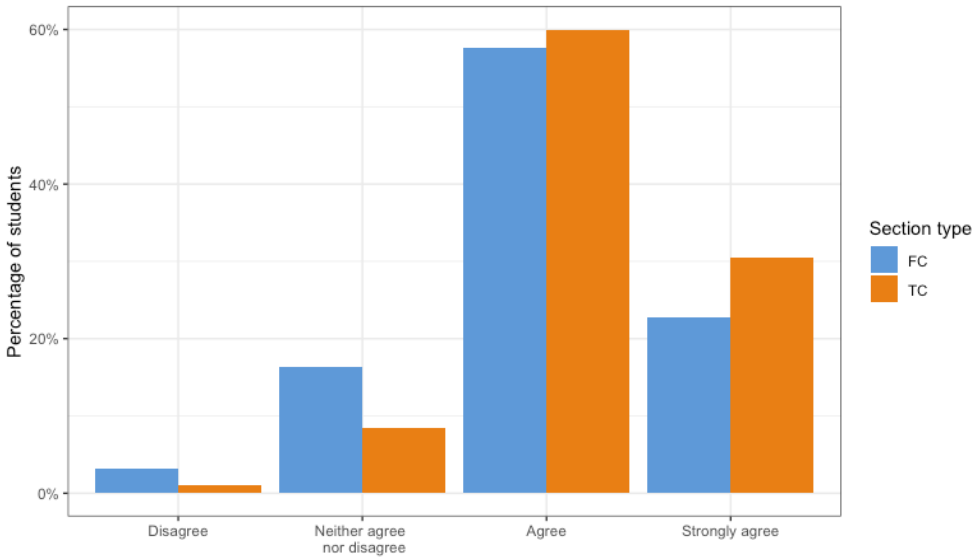
The second statement was "I enjoyed the format of this class". The results for this statement are shown in Figure 6. The results of the proportional odds logistic regression showed that the log-odds of TC students agreeing more with this statement were 0.19 (SE=.27) but this difference did not approach statistical significance (*t* value=.71; *p*>.10).

Figure 6. *Student agreement with statement "I enjoyed the format of this class"*



The last statement was "class time was invested wisely in this course". Students' results with respect to this statement are shown in Figure 7. It should be noted that no student responded "strongly disagree" to this statement. The results of the proportional odds logistic regression showed that the log-odds of TC students agreeing more with this statement were 0.56 (SE=.29). This difference was close to statistical significance (*t* value=1.91; *p*=.056).

Figure 7. *Student agreement with statement "Class time was invested wisely"*



2.4 Discussion

This study sought to investigate the contribution of the FCA in the FL classroom in terms of student performance, engagement, and attitudes. In order to do so, 15 sections of a Spanish-for-Beginners university course were divided into sections that followed the FCA (FC sections) and sections that followed the traditional approach, where grammar is taught in the classroom (TC sections). A total of 15 instructors and 213 students participated in the current study.

2.4.1 FCA Benefits in the FL Classroom

FCA benefits (or lack thereof) were measured in terms of student performance on four tests and the delayed final exam. Final exam was scheduled by the university and took place four weeks after the course ended. Students in FC sections were found to have performed significantly better than students in TC sections on the tests throughout the academic year. However, FC and TC students performed similarly in the delayed final exam.

This discrepancy could be interpreted in different ways. First, it is possible that the FCA leads to short-term learning gains that do not lead to meaningful long-term learning. That is, while Spanish is constantly activated both in class and out (through videos and homework), FC students perform better on the assessments. However, after a period of four weeks of limited/non-existent Spanish exposure, FC and TC may prepare for the exam and a similar way and there is no advantage for FC students.

A second alternative is offered by the data on student engagement. FC students overall completed less homework than TC students. It is possible that the lack of an FCA advantage for the final exam is the result of the cumulative effect of this differential homework completion rate. That is, even though FC students were able to use the knowledge they obtained partly in class, partly at home, to outperform their TC peers during the academic year, their relative lack of at-home engagement led to the loss of this advantage in the final exam.

This finding agreed with Moranski & Kim (2016) which examined the impact of the FCA in Spanish FL and revealed significant differences in student performance when compared to the TC. This study is also consistent with others in students' performance in FL (Engin, 2014; Turan & Gotkas, 2018).

2.4.2 Student Engagement

We measured student engagement in two manners: by the percentage of homework completed and by the percentage of videos watched (FC students only). In terms of the

former, we found that TC students completed significantly more homework than FC students. On the other hand, the majority of the FC students, over 75%, watched the majority of the videos.

We tentatively interpret these results as showing that FC students prioritized watching the grammar instruction videos before class over completing the homework to consolidate their knowledge. It is possible that the amount of class time that was devoted to practice and interaction made homework activities appear unnecessary or redundant.

Our results do not assert that the FC was more engaging than the TC or the opposite, however the percentage of students that came prepared to class could be a sign of engagement with the material and the course.

2.4.3 Student Attitudes towards Classroom Approach

Students were asked to indicate, using a 5-point Likert scale, whether they agreed (and to what extent) with three statements: “I believe that the format of this class is the format language classes should have”, “I enjoyed the format of this class”, and “class time was invested wisely”. No significant differences by section type were found. However, for the first and last statement, trends approached significance. In both cases, trends were the same: TC students were more likely to agree with the given statements than FC students.

It is known that students following the FCA offer some resistance, especially at the early stages of the course (see Section 1.1.1 above). In this study, we only measured student attitudes towards their course at the end of the year. However, these results seem to point to a certain degree of resistance as well. This could be as a result of the way teaching was carried out. It was not only a new experience for students but also for instructors. We hope to address this in future research, as we collected qualitative data on students’ opinions.

2.5 Limitations and Conclusions

The FCA provides a new teaching and learning approach that changes the role of the instructors to one in which they are more active and involved in the learning process. The

findings of this study reveal that the FC improves students' performance and no clear results can be shown in regards to student engagement and student attitudes.

Although other studies have found that FCA promotes student engagement, it seems possible that students, as well as instructors, need to have a better understanding of this approach. Higher education institutions should educate students and instructors in this approach by showing the potential benefits for all those involved.

This study suffered from a number of limitations. First, each section was taught by a different instructor. While the mixed-effect regression accounted for part of the variability that could be associated with this fact (by nesting participants within their section), this was not considered in the comparisons for the statements. While all instructors were coordinated to limit inter-section variability, it is possible that the instructor of each section played an important role in determining, for example, student enjoyment of the section. Also, a study using more objective measures of student engagement (e.g., in-class participation, successful homework completion) would also have the potential of contributing important insights.

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Chapter 3

Student Engagement and Student Course Satisfaction in the Spanish Foreign Language Flipped Classroom

3.1 Introduction

New trends in higher education are shifting how institutions approach teaching and learning. One of these trends is the move from teacher-centered approaches to constructivist teaching and learning approaches, where the focus moves from the teacher to the student. Student-centered instruction is defined as an approach that substitutes active learning for lectures, in which students are responsible for their learning, and that uses self-paced and/or cooperative (team-based) learning (Felder & Brent, 1996). This approach strengthens motivation to learn, deepens understanding and knowledge retention, and increases the appreciation for the subject being taught (Bonwell & Eisen, 1991; Johnson, Johnson & Smith, 1991; McKeachie, 1994; Meyers and Jones, 1993). One of the learning approaches that places the student at the center of the learning process is active learning, in which students are involved in their learning process (Bonwell & Eison, 1991).

Another trend in higher education is the increase in online instruction as a way to provide courses, especially since the COVID-19 pandemic. Instructors, as well as students, need to be prepared for online, blended, and face-to-face models. The flipped classroom is a pedagogical approach that reverses the traditional lecture format. Students are exposed to new material outside of class, and then use class time to assimilate the knowledge. The Flipped Classroom Approach (FCA) fits into the blended learning model where the material students are exposed to outside the class is presented online, usually as lecture videos. This pedagogical approach allows instructors to spend more time tutoring students instead of giving lectures (Wallace, 2013). The role of the teacher in the FCA changes from a provider of knowledge to a facilitator (Basal, 2015; Mello & Less, 2013).

The FCA is an active learning approach, in which the student participates fully, with the instructor guiding and facilitating the learning process, while using available resources to engage students. The FCA emerged two decades ago and is being used more and more in higher education, as well as in language teaching and learning.

Exposure to the target language when learning a foreign language (FL) is essential, but sometimes difficult to implement when the target language is not learnt as an immersive experience. The FCA frees class time that with more traditional methods is used for lecturing, allowing the practice of the target language in an active learning and student-centered approach. By covering the content of the course outside the classroom, time is freed, permitting the participants to focus on what really matters in a language course: communication. It allows language instructors to really focus on group and individual students' needs and address them, as a group or individually.

The Flipped Learning Network (2014) distinguishes between Flipped Learning and Flipped Classroom Approach. For them, a class may be flipped but may not lead to learning. This is true, of course, of every type of methodology, particularly when it is implemented in a superficial manner. In this paper we will always refer to the Flipped Classroom Approach with the understanding that simply expecting students to prepare for class at home does not lead to deep learning. We will follow Talbert's (2017, p.20) definition of Flipped Learning as "a pedagogical approach in which first contact with new concepts moves from the group learning space to the individual learning space in the form of structured activity, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter".

Research on the FCA in higher education is increasing as it is becoming more and more frequent in all areas of instruction. In spite of this increase, its application to FL learning has not been explored deeply. Most of the research in this area has been conducted in teaching and learning English as a FL. Findings in the implementation of the FCA in higher education FL university courses have suggested that it gives students the opportunity to learn at their own pace in their own time (Engin & Donanci, 2014),

increases student engagement (Basal, 2015; Chen Hsieh, Wu & Marek, 2017), and is superior to the traditional lecture approach in terms of academic success, knowledge retention, and student satisfaction (Boyraz & Ocaz, 2017). In other words, the FCA leads to productive and fruitful teaching and learning.

This research study explores the adoption of the FCA in the higher education Spanish language classroom, at beginner and intermediate levels. It compares the correlation between course satisfaction and engagement, and the impact of both factors together with a consideration of students' previous experience in the FCA and the effects of these past experiences on student performance. Finally, both levels of Spanish, beginner and intermediate, are compared in relation to student engagement and to student course satisfaction.

3.2 Previous Research

3.2.1 The Flipped Classroom Approach

The FCA inverts the classroom in the sense that the activities that were normally done outside the classroom are moved to the classroom and vice versa. Individual work is moved outside of the classroom to be replaced by group work. In words of Ogden, Pyzdrowski & Shambaugh (2014, p. 49), the FCA is "a pedagogical design that replaces what typically takes places during a face-to-face lecture (passive transfer of knowledge) with engaging activities, and assigns the lecture as a homework for students to complete autonomously outside of class".

The flipped classroom was first introduced in an economics course and moved very quickly to the STEM disciplines as well as to K-12 courses. Lately, it has become progressively more and more popular in higher education, including its implementation in language courses. Currently, the FCA is recognized as an innovative and effective learner-centered approach (Al Rowais, 2016; Hwang, Lai & Wang, 2015), that allows the use of a flexible pedagogy to address students' needs, improving student participation and engagement (Bergmann & Sams, 2012; Roehl, Reddy & Shannon, 2013). The main goal of the FCA is to use the in-class time with students in the most productive way

possible, which in a language classroom will be communicative activities in class, with the support and guidance of the instructor; that is, providing a space where instructor and students can interact (Casasola, Nguyen, Warschauer & Schenke, 2015). Furthermore, and particularly important for the focus of the present study, research has shown that the FCA enhances student engagement (Basal, 2015; Chen Hsieh et al. 2017; Tucker, 2012), as well as increases student course satisfaction (Critz & Knight, 2013; Hung, 2015; O'Flaherty & Philips, 2015; Seery, 2015; Yeung, 2014).

The number of studies exploring flipped FL learning is growing exponentially in recent years. However, the number of studies addressing flipped Spanish FL learning is still limited and few studies have been published using this learning pedagogy. Moranski and Kim (2016) conducted an experiment in which a particular Spanish structure was taught to several groups using a FCA and a traditional model. They found that students in the FC learned the metalinguistic information taught (the grammar explanations) and did well on a post test. In other words, the FCA is an effective approach for teaching and learning grammar in a FL classroom. However, this was a study limited to a small part of a course and the results may be explained in part by the novelty of the experience for the students. Other studies have shown the importance of clearly communicating to students what is involved in the successful implementation of this approach, guiding them through the process of becoming autonomous learners so that they are more conscious of their own individual learning (Cherrez, 2020; Vojtko Rubí, 2017), as well as providing the opportunity to increase in quantity and in quality the in-class interactions offered by the FCA (Jaramillo, 2019).

3.2.2 Student Engagement

Student engagement is recognized as a key element for student success. Higher education institutions continuously seek ways to increase student engagement in the classroom but also outside. Engagement has been defined by Coates (2005, p. 26) as "the extent to which students are actively involved in a variety of educational activities that are likely to lead to high quality learning". Harper and Quaye (2009) state that purposeful engagement requires the active participation of the student in activities, contrary to students' passive

involvement in many traditional courses. The level of student engagement has a positive effect on student performance (Kuh, Cruce, Shoup, Kinzie, Gonyea, 2008). In the learning process, student engagement also implies a high level of participation and effort (Kuh, 2009). To increase student learning and knowledge retention, active learning and student engagement are essential (Richardson & Swan, 2003). Furthermore, students' engagement perception increases when students work in a more collaborative fashion with their classmates, while at the same time course participation also increases (Thurmond & Wambach, 2004). Parsons and Taylor (2011), in their study reviewing engagement research literature, proposed that to engage learners in learning the following categories must be present: interaction, exploration, relevancy, multimedia, instruction and authentic assessment. These factors can be said to be present in the FCA language course: in-class interaction between students is increased; students are allowed to explore the material at their own pace; the material learned is shown to be relevant because it is clearly useful for communication; multimedia is used, at the very least, for individual preparation and for receiving instruction; and, if done correctly, assessment is authentic and relevant to what is practiced in class, that is, it should include not just knowledge of grammar points but real production.

Engagement has become a leading factor in higher education teaching and learning. The use of effective teaching methods is key to stimulating student engagement (Bryson & Hand, 2017; Jang, 2008). The FCA is one of the teaching approaches that promotes student engagement.

Research conducted to explore the impact of the FCA on student engagement is becoming more frequent, mainly due to the importance that this concept is gaining at the university level. Most studies agree that the FCA leads to greater engagement on the part of students. The study conducted by Lage, Platt & Treglia (2000), in which they focus on the inverted classroom, i.e., the flipped classroom, reveals that the FCA seems to increase student engagement and the students' responsibility for their own learning. The same result was found by Elmaadaway (2018), who argues that students in a flipped classroom are more engaged than when attending traditional lecture classes. A very recent study

done in two undergraduate science courses also showed higher levels of engagement with course material when using the FCA (Loveys & Riggs, 2019).

In a study about a flipped English language classroom and engagement, Hung (2015) stated that the flipped classroom has significant effects on students' perceived learning engagement when comparing a structured flipped classroom and a semi-structured flipped classroom with a traditional classroom. In her study, the structured flipped classroom, or flip, used google sites organized in the WebQuest format, as a tool to deliver in-and-out of class learning materials (all the materials were delivered before each lesson); the semi-structured flipped classroom, or semi-flip, used TED-Ed as a tool to deliver out of class learning materials before each lesson in the electronic format, while materials associated with in-class activities were provided in written format; finally, the traditional classroom, or non-flip, used a print format to present all in-an-out-of-class learning materials, and were delivered during the class.

Alsowat (2016) study focuses on the implementation of the FCA in an English FL graduate course and compares it to a control group. Findings showed that the FCA was effective in improving student engagement. However, Moran (2014) studied the engagement of high school students in a flipped English language class and found mixed results: some students' engagement increased while others' decreased.

Keeping students engaged has always been the instructor's goal in any language classroom. For this reason, it is important to come up with interesting and motivating activities. The use of the FCA could affect student engagement levels as shown by previous research, but it is not only about flipping the class, it is also about how it is flipped and how to engage students outside and inside the classroom. Out-of-class learning materials could take any form (video tutorials, interactive videos, print format) in an effort to engage students with different learning styles, and prepare them for in-class communication. As well, in-class activities should be engaging enough to all students and provide the required knowledge and communicative skills.

3.2.3 Student Satisfaction

The term satisfaction comes from the marketing world where its use is very frequent. In the last decade its use has broadened to the context of higher education. Student satisfaction has been described as "the favourability of a student's subjective evaluation of the various outcomes and experiences associated with education" (Elliot & Shin, 2002, p.198). When referring specifically to student course satisfaction, Howell & Buck (2012) state that it is dependent on several factors: the course as a whole, the assessment of the instructor, and the course content. Furthermore, perceived workload has an influence on student course satisfaction (Howell & Buck; 2012). The FCA encourages self-regulated learning (Lai & Hwang, 2016) which has been associated with higher student satisfaction (Kuo, Walker, Schroder & Belland, 2014).

Alsowat (2016) defines student satisfaction as "the positive attitude toward the teaching and learning activities and experiences implemented in the flipped classroom". Students are generally satisfied with the FCA (Al-Zaharani, 2015). In his student involvement theory, Astin (1999) states that students are more likely to be satisfied with their learning experience the more effort they put in to actively engage with the learning environment and with their peers. The FCA encourages active learning – that is, student involvement or student engagement. Therefore, satisfaction and engagement should be positively correlated. Similarly, Swan (2001) states that interaction with instructors, together with active classroom discussion between students, influenced students' satisfaction significantly.

When comparing FCA to the traditional lecture-based classes, Gross, Pietri, Anderson, Moyano-Camihort & Graham (2015) found modest but consistent evidence that the flipped classroom was superior. The levels of student satisfaction were very high, but they point out that this could reflect the high level of teaching, not specifically the teaching approach used. Other studies have confirmed the increase in student satisfaction when the FCA is implemented (Critz & Knight, 2013; Yeung, 2014). Nevertheless, some studies have found mixed results about students' satisfaction when taking a course that followed the FCA (Betihavas, Bridgman, Kornhaber & Cross, 2016; Lo & Hew, 2017). A

meta-analysis conducted by van Alten, Phielix, Janssen & Kester (2019), in which 114 studies are analyzed, concludes that students' achievement in the FCA is significantly higher than in the traditional classroom, but that there is no difference in regard to satisfaction between the two approaches. Finally, when implementing the FCA in an introductory statistics class, Strayer (2012) found that students in the flip classroom were less satisfied that the ones in the traditional one, although they became more receptive to cooperative learning and innovative teaching approaches.

Turning to the language classroom in particular, research about language learning and student satisfaction in a flipped classroom has shown very positive results. In a qualitative study in a Japanese language classroom, students expressed favorable attitudes towards the FCA (Prefume, 2015). Hung's (2015) research on an English language course showed that the FCA helped students with the development of better attitudes towards the course and with their academic performance. Alsowat's (2016) study also investigated student satisfaction and found that it was higher in the flipped model; he also found significant relationships between student satisfaction and student engagement.

Although overall results seem to show that the FCA could improve students' satisfaction, Strelan, Osborn & Palmer (2020) argue that, when the FCA is used, student satisfaction should not be taken as a given. Likewise, Lombardini, Lakkala & Muukkonen (2018) suggest that further research should focus on "the relationship between the degree to which a course is flipped and its impact on learning outcomes and students' satisfaction" (p. 25). It is crucial to understand the FCA and the way the classroom is flipped when analyzing the impact on different student factors, such as engagement and satisfaction. Flipping a course is not only transferring the lecture outside the classroom, it needs to be followed by an active and engaging learning process in the classroom, in which students can put into practice the knowledge acquired individually, and resolve their questions and doubts about the different topics studied at home. This is the reason why coming prepared to class is extremely important and needs to be clearly explained to all the students.

One of the reasons why we may expect greater satisfaction in a flipped classroom is the way this approach promotes autonomy. Students are encouraged to take responsibility for their progress, for planning and monitoring their own learning (Cummins, 2011). The interactions between teacher and students and, more particularly, between the students themselves, help learners "feel valued in their learning situations and exert their autonomy by investing themselves in their learning" (Taylor and Cummins, 2011). However, it would be a mistake to assume the role of the teacher is in any way reduced (Little, forthcoming). Careful and coherent planning, clear explanations of the reasoning behind the approach, and transparency in regards to the goals, are essential to convince the students of their role in their own success. This in turn leads to feelings of control on the part of students, and to greater satisfaction. As a consequence, they will also be deeply engaged.

3.2.4 The Present Study

Although there is growing research on the FCA in the higher education Spanish classroom, this study is, to the best of our knowledge, the first attempt to study the impact of the FCA in student engagement and course satisfaction. The current study seeks to answer the following questions:

1. What is the correlation between engagement and satisfaction in the beginners and intermediate classroom?
2. Are there differences according to the level (beginners vs. intermediate)?
3. Are student engagement and student course satisfaction predictors of student learning in the FL classroom?

3.3 Method

This study took place in the academic year 2019-2020 in a higher education institution in Canada, in a first-year beginners' Spanish course, and in a second-year intermediate Spanish course. Both courses followed a blended format, 3 hours a week of face to face interaction in class and 1 hour a week of online work; both are full year courses (i.e. September to April). Students enrolled in the beginners' Spanish course do not typically

have any knowledge of Spanish; students enrolled in the intermediate Spanish course either took the beginners' Spanish course the previous year, took Grade 12U Spanish during their high school education, or took a placement test that indicated their level of Spanish was the appropriate one to take the intermediate Spanish course.

There were 18 sections (i.e. 18 different class groups) of beginners' Spanish with a total of 405 students enrolled, and 6 sections of intermediate Spanish with a total of 133 students enrolled. The maximum number of students allowed per section was 30. In the beginners' Spanish course section enrolment varied from 26 to 11, with 18 as the average number of students per section. In the intermediate Spanish course section enrolment varied from 30 to 13, with 22 as the average number of students per section.

Both courses followed a FCA, which was implemented as shown in Table 1. Before class, students had to prepare the grammar and/or vocabulary by watching online interactive video tutorials that correspond to the textbook grammar explanation or vocabulary presentation. After watching the video tutorials, students had to complete 2-3 online exercises related to the structures or vocabulary studied, to help them determine if they understood them or if more review was needed. The face-to-face class started by asking students if they had any questions about the structures or vocabulary studied at home. Once the instructor answered all the students' questions, the next activity was a check-in activity to make sure the structure and vocabulary was clear. The class then continued with communicative practice. Students were assigned homework to do at home, to reinforce the structure and vocabulary learnt and practiced in class.

Table 4. *FCA Class structure*

Before Class	In Class	After Class
1. Watch online interactive video tutorials **2.** Complete 2-3 exercises related to the video tutorial watched	**1.** Q & A about grammar studied individually at home **2.** Communicative activity – to check students' understanding of the material studied individually **3.** Communicative practice	**1.** Online homework – individual practice of concepts learnt individually and reinforced in class

For example, lesson 5 in the beginners' course presents "direct object nouns and pronouns". The interactive video tutorial is 4:57 minutes long. It starts by presenting the grammar structure and in minute 1:32 students need to answer some questions in order for the tutorial to continue. Again, in minute 2:30 students need to answer some questions again. (Due to copyright issues we cannot share the video link; textbook grammar explanations can be found in Appendix A).

In Appendix B we have added a detailed example of a beginners' class. What is important to note is the coherence between the parts, and the progression from the grammar exercises to more communicative practice. Furthermore, students wrote 2 tests during the whole course, one each semester. An example of test 2 can be found in Appendix C.

3.3.1 Participants

There are two groups of participants: students taking Beginners' Spanish and students taking Intermediate Spanish.

3.3.1.1 Students enrolled in a Beginners Spanish Course

The initial sample included 304 completed surveys by 304 different students from Beginners' Spanish; these were all students enrolled in the course that consented to participate. Considering that students who missed more than 10 classes by self-report (roughly 25% of the total of the classes) may have lacked the opportunity to engage with the course, we decided to discard the data from these participants. This decision resulted in the elimination of five participants who declared having missed more than 10 classes and of 15 who did not respond to this question. As a result, the final sample of this study included 284 participants (191 females). Of these, one participant declared having been born before 1980, six were born between 1980 and 1995, 275 were born between 1996 and 2012 and the rest (n = 2) did not report their birthdate. Of the 284 students, 215 stated that they had never participated in a FCA course before, and 69 stated that they had had some previous experience with this type of approach.

Results showed substantial variation in terms of participants' L1. A total of 177 declared English as their L1, while only two declared it was French. A total of 105 declared a different L1. The most frequent L1s among these were Chinese (*n* = 45), followed by Arabic (*n* = 5). For the purpose of this study we are not considering the L1 because no statistical difference was found according to language.

3.3.1.2 Students enrolled in an Intermediate Spanish Course

The initial sample included 95 completed surveys by 95 different students from Intermediate Spanish. We eliminated the participants who had self-declared having missed more than 10 classes (*n* = 2) and those that did not respond to question about missed classes (*n* = 5). In addition, we eliminated those participants who declared Spanish as their L1 (*n* = 7), since their status as heritage speakers could have plausibly have affected their engagement and opinions about the course. We were left with a sample of 80 (55 females). Of these, one participant declared being born before 1980, three were born between 1980 and 1995, and the rest were born between 1996 and 2012. At the 2200 level, 35 students declared having had some experience with the FC approach prior to taking this Spanish course, and 45 declared no such previous experience.

Results again showed variation in terms of participants' L1. A total of 56 declared English as their L1, and two declared it was French. A total of 29 declared having a different L1. The most frequent L1s among these were Chinese (*n* = 3) and Arabic (N=3).

The demographics of all participants are shown in Table 5.

Table 5. *Student demographics in the beginners' and intermediate course*

		Beginners	%	Intermediate	%
N		284		80	
Gender					
	Male	93	33%	25	31%
	Female	191	67%	55	69%
Age	Born:				
	before 1980	1	0.4%	1	1.2%
	between 1908-1995	6	2%	3	3.8%
	between 1996-2012	275	97%	76	95%
	unknown	2	0.6%	0	0%
Experience with FCA					
	no	215	76%	35	44%
	yes	69	24%	45	56%

3.3.1.3 Materials

Online questionnaire. All participants, beginners' Spanish students and intermediate Spanish students, completed an online questionnaire. They were given time in class to do it. Students that missed that class could complete it at home. From the questionnaire, we obtained the demographic information shown in Table 5. Additionally, students were asked to answer questions related to their experience in the Spanish course. Some of the questions included in the questionnaire are:

6. **How many classes have you missed for this course (both semesters)?**

   a) 0-4 b) 5-10 c) 11-15 d) 16-20 e) I don't know

7. **On average, what percentage of the assigned videos did you watch?**

   a) 0-25% b) 26%-50% c) 51-75% d) 76-90% e) 91%-100%

8. **Did you do research on your side to understand better what was covered by the video?**
   a) Never b) Hardly ever c) Sometimes d) Usually e) Most of the time

9. **Did you read the grammar explanations on the textbook related to the video that you watched?**
   a) Never b) Hardly ever c) Sometimes d) Usually e) Most of the time

10. While watching the grammar videos, did you take notes?
a) Never b) Hardly ever c) Sometimes d) Usually e) Most of the time

11. Do you find that the Flipped Classroom Approach is a good way to learn Spanish?
a) YES
b) NO

12. Overall, how have you enjoyed your experience in this class?

a) Didn't enjoy it at all
b) Didn't enjoy it much
c) Enjoyed it more or less
d) Enjoyed it
e) Enjoyed it very much

13. Indicate how much you agree with the following statements using the scale below:

1) Strongly disagree	**2) Disagree**	**3) Neither disagree nor agree**	**4) Agree**	**5) Strongly agree**

"I feel that viewing grammar videos at home, and perhaps taking notes while doing so, contributes to my learning."

1	2	3	4	5

"I feel that doing practice exercises online contribute to my learning."

1	2	3	4	5

"I feel that practicing my Spanish and doing exercises in class contributes to my learning."

1	2	3	4	5

"I try to learn as much as possible while viewing the videos."

1	2	3	4	5

Also, as part of the questionnaire, students were asked to provide their grade in their test 2, that took place two weeks before they completed the questionnaire.

3.3.1.4 Implementation of the Flipped Classroom Approach

Each section was taught by a different instructor. All the instructors were teaching assistants in the graduate program of the Department of Languages and Cultures at the university in question. They were all coordinated and supervised by the same Spanish language coordinator, one of the researchers for this study. Workshops were provided at

the beginning of the year and all through the year to explain to the student instructors the method that should be followed to teach the Spanish courses, i.e., a Flipped Classroom Approach. All instructors received a detailed lesson plan for each and all of their classes, which were prepared in order to reduce their teaching workload and also as a way to homogenize all the sections of a course, as much as possible.

The textbooks used for both courses are from the same publisher, consequently both courses used the same online platform. All sections from the same course shared the same textbook, timelines, and assessments.

To recap what we saw above, students in both courses were assigned online video tutorials explaining the grammatical points for each specific lesson. After watching the video tutorials, students did two or three online activities to practice the grammar just learnt. The videos are part of the textbook and are supplied by the publisher. The length of the videos was between four and six minutes.

The structure of the class was explained to students by their instructor at the beginning of the year, with emphasis on the importance of watching the video tutorials before coming to class, as well as completing the activities related to them. Additionally, a video explaining how to prepare and study for the Spanish class was created and shown to students. This video was also available for them to watch again anytime during the academic year. Grade points were given for watching the tutorials and completing the activities related to those grammar tutorials before coming to class. As mentioned above, instructors were not supposed to spend any time with grammar explanations, unless they realized the need for it, or when students specifically asked questions related to the grammatical point. For that reason, each class started with an activity to trigger students' questions and doubts about the concepts learned individually at home (grammar and vocabulary). The class continued with communicative activities, in an effort to practice and improve all language communicative skills. The FCA is meant to free up the class time allotted to grammar explanations that can be done individually at home, in order to practice as a group, in the class, the knowledge acquired.

3.4 Results

3.4.1 Student Engagement

3.4.1.1 Beginners' Students

Students were asked to report the percentage of videos that they had watched and the percentage of homework they had done using a 1-5 scale (1 = 0-25%, 2 = 26- 50%, 3 = 51-75%, 4 = 76-90%, 5 = 91-100%). In addition, they reported on the frequency with which they read the textbook explanations and the frequency with which they took notes while watching the videos (1 = Never, 2 = Hardly ever, 3 = Sometimes, 4 = Usually, 5 = Most of the time). Calculating the mean for the four 1-5 scales, a value for *engagement* was extracted for each participant which ranged between 1 and 5, with values closer to 5 indicating higher engagement with the course. The mean of this variable was 4.10 (SD = 0.59), which indicates that participants, overall, engaged with the course.

3.4.1.2 Intermediate Students

Just as for beginners' students, intermediate students were asked to report the percentage of videos that they had watched and the percentage of homework they had done using a 1-5 scale (1 = 0-25%, 2 = 26- 50%, 3 = 51-75%, 4 = 76-90%, 5 = 91-100%). In addition, they reported on the frequency with which they read the textbook explanations and the frequency with which they took notes while watching the videos (1 = Never, 2 = Hardly ever, 3 = Sometimes, 4 = Usually, 5 = Most of the time). Calculating the mean for the four 1-5 scales, a value for *engagement* was extracted for each participant which ranged between 1 and 5, with values closer to 5 indicating higher engagement with the course. The mean of this variable was 4.17 (SD = 0.53), which indicates that participants in Intermediate Spanish engaged with the course overall.

3.4.2 Course Satisfaction

3.4.2.1 Beginners' Students

Students were asked to state how much they agreed, using a 5-point Likert scale, with 27 statements (see Questionnaire, Appendix D). We selected 24 of these statements: those indicating positive attitudes related to course satisfaction. As such, we did not factor in the responses to questions 8 ("I have invested too much time in this course"), 9 ("Classes were conducted mostly in Spanish"), and 24 ("I have worked more in this class than if I had taken a more lecture-based class") because these were included with other objectives in mind. For the questions that were retained as part of the course satisfaction measure, responses were turned into a numerical variable (1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree). We calculated the mean for their agreement with these statements, and included their overall rating of the flipped experience. The mean of this variable was 4.04 (*SD* = 0.58), which indicates that participants were satisfied with the course.

3.4.2.2 Intermediate Students

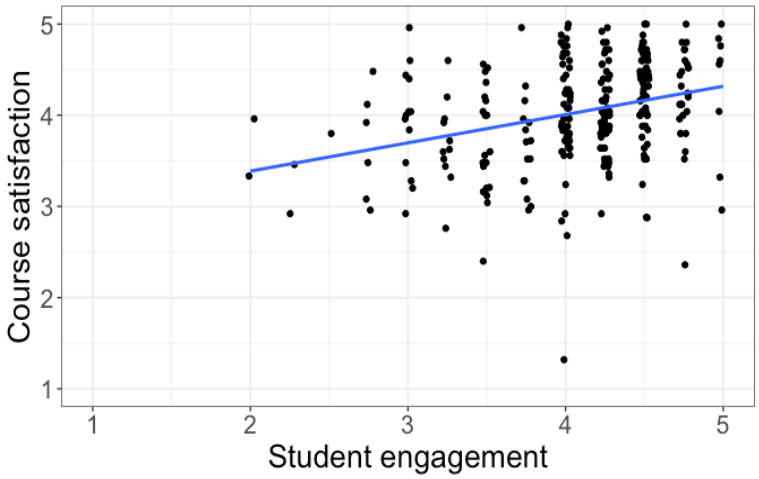
As with the beginners' level learners, students were asked to state how much they agreed, using a 5-point Likert scale, with 27 statements (see Questionnaire, Appendix D). For the questions that were retained as part of the course satisfaction measure, responses were turned into a numerical variable (1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree). We calculated the mean for their agreement with these statements, and included their overall rating of the flipped experience. The mean of this variable was 3.91 (*SD* = 0.57), indicating that participants were satisfied with the course.

3.4.3 Correlation between Satisfaction and Engagement

3.4.3.1 Beginners' Students

In order to investigate the relation between course satisfaction and student engagement, we ran a Spearman's correlation between the two measures. This correlation was statistically significant, positive, and moderate: $r_s = .345$, $p < .001$ (see Figure 8).

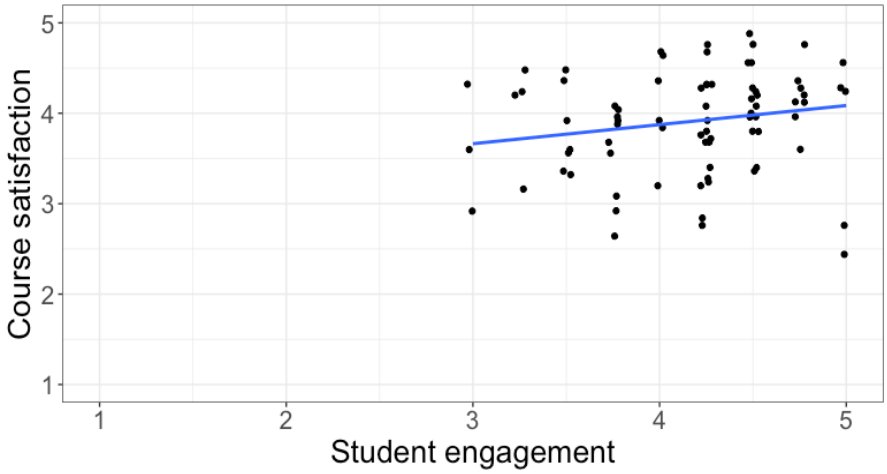
Figure 8. *Correlation between student engagement and course satisfaction in Beginner Spanish students. Points appear jittered to avoid overlap due to discreteness*



3.4.3.2 Intermediate Students

A Spearman's correlation between student engagement and course satisfaction found a weak positive correlation between the two: $r_s = .251$, $p = .025$. This correlation can be visualized in Figure 9.

Figure 9. *Correlation between student engagement and course satisfaction in Spanish 2200 students. Points appear jittered to avoid overlap due to discreteness*



3.4.4 Test 2 scores as predicted by Engagement, Satisfaction and Previous Experience with FCA

3.4.4.1 Beginners' Students

Participants were asked for their scores to Test 2. Only 227 students reported their score, out of 284. The mean of the Test 2 score was 77.15 (SD=16.76). We subsequently ran a multiple linear regression where Test 2 scores were predicted by student engagement, course satisfaction, and previous experience (with the FCA). Previous experience was a binary variable indicating whether the participant had had any previous experience with the FCA (Yes) or whether this was their first experience (No). The reference level for this variable was set to "No". Assumptions of linear regression were checked for this model and while a violation was found for the normal distribution of residuals, we retained the model since there was no violation to the homoscedacity of variance. Two predictors reached significance. First, Course satisfaction had a positive coefficient, indicating that participants with higher scores were more likely to be more satisfied with the course. Second, the predictor Previous experience_Yes had a positive coefficient, indicating that

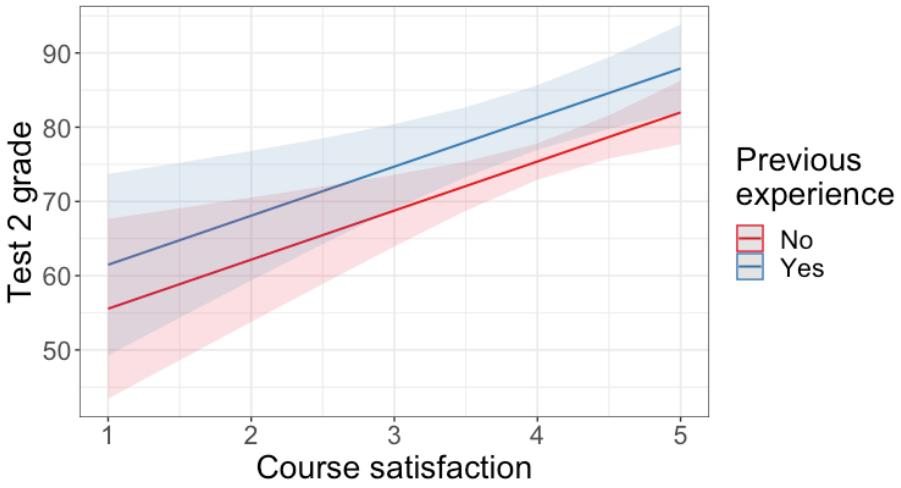
students who had participated in the FCA before had overall higher scores than those students with no experience in the FCA. The R^2 of this model was .07.

Table 6. *Linear regression predicting Test 2 scores – unstandardized coefficients*

	Estimate	Std. Error	t value	Pr(>|t|)
(Intercept)	54.804	9.687	5.889	<.001***
Student engagement	0.0155	1.904	0.008	.993
Course satisfaction	6.609	1.963	3.367	<.001***
Previous experience_Yes	5.921	2.548	-2.324	.02*

The marginal effects of course satisfaction and previous experience, combined, can be visualized in Figure 10.

Figure 10. *Marginal effects of course satisfaction and previous experience*



3.4.4.2 Intermediate Students

Intermediate students were asked for their scores to Test 2. Only 58 students reported their score, out of 80. The mean was 74.76 (SD = 15.88). We subsequently ran a multiple linear regression where Test 2 scores were predicted by student engagement, course satisfaction, and previous experience in the FC classroom. The only predictor which showed a trend towards significance was again Course satisfaction, suggesting that participants with higher scores tended be more satisfied with the course. The R^2 of this model was .10, indicating a better fit than the model for beginners Spanish, overall.

Table 7. *Linear regression predicting Test 2 scores in Intermediate students – unstandardized coefficients*

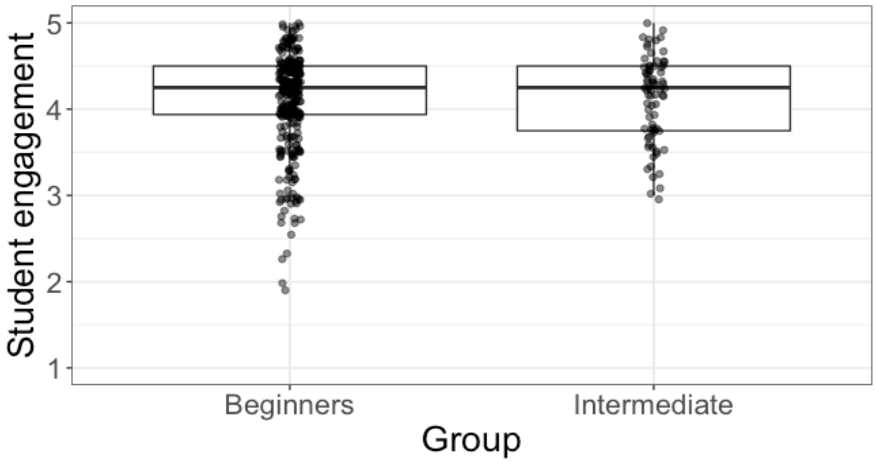
	Estimate	Std. Error	t value	Pr(>|t|)
(Intercept)	68.530	19.458	3.522	<.001***
Student engagement	-5.311	3.730	-1.424	.160
Course satisfaction	6.836	3.650	1.873	.067
Previous experience_Yes	3.262	4.122	0.791	.432

3.4.5 Beginners' Students and Intermediate Students Compared

3.4.5.1 Comparison with regards to Student Engagement

The results for student engagement, divided by level (Beginners vs. Intermediate) can be visualized in Figure 11. In order to determine whether there was a significant difference in the level of student engagement depending on group, we performed a Wilcoxon test, since the assumption of normality of the data was not respected. The results of this test found no evidence of a significant difference between the two groups (W = 10773; p = 0.475).

Figure 11. *Student engagement by Spanish level*

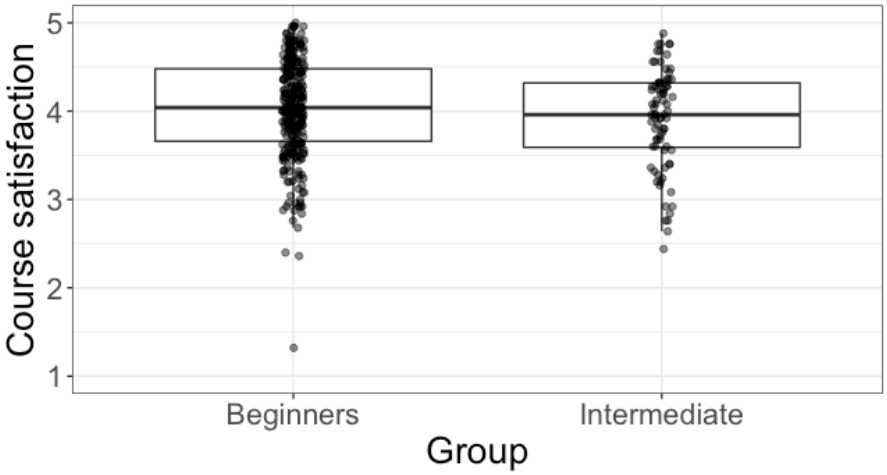


Note: Each point is one participant. Box in boxplot indicates first and third quartile, with the middle line indicating the median. The whiskers indicate minimum and maximum. Points are jittered and have their transparency reduced due to data discreteness.

3.4.5.2 Comparison with regards to Course Satisfaction

The results regarding course satisfaction, divided by Spanish level, can be visualized in Figure 12. We again performed a Wilcoxon test due to the violation of normally-distributed data. This test again found no evidence of a significant difference between the two groups in terms of course satisfaction (W= 12718, p = .102).

Figure 12. *Course satisfaction by Spanish level*



Note: Each point is one participant. Box in boxplot indicates first and third quartile, with the middle line indicating the median. The whiskers indicate minimum and maximum. Points are jittered and have their transparency reduced due to data discreteness.

3.5 Discussion

This paper set out to provide empirical evidence on the relation between student engagement and student satisfaction in a Spanish as a FL flipped classroom. Unlike most previous research on flipped language classrooms, we did not focus on comparing a few lessons that used this model, but rather we examined students' reactions and attitudes in a course that implemented this approach all through the school year. The flipped classroom method was intrinsic to the course itself.

One of the most important findings is that students were highly engaged in the course. Their responses to the questions that measured engagement was high, a mean of 4.10/5 for the beginning students and 4.17 for the intermediate groups. This is important because, unless students are engaged, they will not come to class prepared, and as a consequence will not be able to participate fully in the in-class activities, which are based on the assumption that students have internalized the material at home. The fact that students watched a high percentage (beginners students: 72% watched 91-100% & 18% watched 76-90%; intermediate students: 70% watched 91-100% & 17.5% watched 76-90%) of the videos to prepare for class is evidence that they understood the structure of the class and that they found them useful. In the majority of cases, we do not appear to have a tapering off of class preparation in the course of the year, rather the students continued using the videos as sources of learning throughout the year.

In our experience, students in traditional Spanish classes often believe that learning a language consists of mastering the grammar rules and knowing how to apply them in exercises, and they often prepare for exams based on this assumption. In part this is due to the fact that the teacher is the centre of the class, and their role is seen by the students to be explaining grammar and organizing exercises, usually those found in the book. The type of communicative activities practiced in class are often seen as icing, with no real

value. This view is reinforced by many textbooks, in which many grammar exercises are followed by poorly thought out communicative activities, with directions such as *discuss with your neighbour the latest movie you both saw* (see Bruhn de Garavito, 2013a, for a critique of the teaching of object pronouns; 2013b for the teaching of the subjunctive; Whong, 2011 for a general overview to teaching and the type of practice that leads to real communication).

In a flipped classroom methodology it is therefore essential to convince students that the activities carried out are crucial for deep learning to take place. A few lessons are not sufficient to drive this message through. Careful course preparation, setting the course objectives out in a transparent manner and a clear perception on the part of the students of the overall approach to be used clearly pay off in strong student engagement, leading to student autonomy, positive attitudes, and high student satisfaction. The course has to exhibit coherence, with the type of practice the students are exposed to linked to a sense of accomplishment on the part of the students and to the attitudinal belief that it is valuable not only for real learning but also for good grades on the exam.

It is difficult to pin down exactly what satisfaction with a course is, although it has recently become an important factor in evaluations. In the case of language teaching it includes, among many other factors, the fact that students see the course as responding to their own goals and to the goals set out by the instructor; the fact that students feel at ease in class and do not feel anxious or afraid if they make mistakes; the fact that they enjoy the activities in the class and do not feel that they are a waste of time. Satisfaction, we believe, also includes the feeling on the part of the students that they are in control of learning, they can do it at their own pace, and that they have the opportunity to succeed. Some of these characteristics are provided implicitly by the flipped classroom. They are also characteristics that lead to the student feeling engaged with the course.

In the present study, student satisfaction correlates with student engagement. Satisfaction is slightly higher in the Spanish beginner course (mean 4.4/5) than in the intermediate group (mean 3.91), although no significant difference is found between the groups. At the same time, the positive correlation between engagement and satisfaction is weaker in the

case of the intermediate group. However, because engagement is still high with this group we probably have to look elsewhere for the difference in satisfaction and the weaker correlation. We will discuss this below, after we examine the results for the beginner Spanish groups.

The high engagement and satisfaction with the beginner students serve as an endorsement for the FCA. Of course, we recognize that the correlation between engagement and satisfaction does not tell us whether the students were satisfied because they were engaged or vice versa. However, as we mentioned above, engagement implies the students feeling autonomous and confident in their own learning process. This generally, but clearly not always, should lead to satisfaction.

Nevertheless, in the Intermediate Spanish groups, we find a high level of engagement and a lower (though still positive) satisfaction. The correlation between these two factors was also not very strong. This leads to the question of the reasons for this difference, given that in both cases we are dealing with the same type of methodology, the same textbook, and the same pool of instructors. We would like to tentatively argue that the difference lies in the students and what happens between the first and second year of Spanish.

In the beginning level of a language course, learners are acquiring a relatively narrow range of skills. Vocabulary grows slowly, there are a certain amount of words to be internalized in each lesson and these are practiced regularly; the structures are generally simpler, for example, subordinate clauses are not introduced until the subjunctive makes its appearance[3]; although communicative practice is prevalent, it is usually limited by what the student knows. These properties of introductory language classes have two consequences: the student can see clearly what has to be attained, that is, the goal is in sight; and the processing load is considerably lower. The fact that the goal feels attainable

[3] This is actually not an absolutely positive fact. It seems to us subordinate clauses could first be practiced with indicative tenses, so that when the subjunctive is taught there is a lower threshold of difficulty to cross.

makes learners optimistic, they see themselves as progressing in the course of the year from zero knowledge to being able to communicate simple ideas.

Regarding processing, there is some evidence that in the beginning stages learners tend to prefer to process meaning based on lexical items more than on grammatical form (VanPatten, 2002; 2004). In other words, they focus more on learning words and learning morphosyntactic forms as chunks, without analyzing the components of the structure. They are given the tools to communicate, even before they really begin to parse sentences. Learners are therefore optimistic, with a feeling of accomplishment.

In the intermediate level, however, the vocabulary to be learned is no longer limited, students are encouraged to not confine themselves to a few words; the grammar becomes more complex and difficult to process; and reading and writing levels are expected to be much higher. One could say that at this level true acquisition starts while in the first year we only have learning (Krashen 1988). As a consequence, the number of errors made grows and frustration may set in. This could lead to a slightly lower satisfaction level. However, the students in this study are still highly involved in the learning process and fully engaged. This explains why the correlation between engagement and satisfaction is lower because satisfaction itself is less pronounced.

Another possible contributing factor to the difference between the first and second levels of Spanish as a FL may be the number of heritage speakers in the second level. Heritage speakers are those that acquire at home, as a first language (L1), a language that is not the dominant language of the community in which they live. In Canada there are a great many heritage speakers of Spanish, children of immigrants. They are generally educated in English or French speaking schools, and therefore English (or French) is their second language (L2). As is well known, we find a great deal of variation in proficiency in the L1 among heritage speakers (Montrul, 2008), although they are typically fluent with excellent pronunciation. Heritage speakers tend to reach native proficiency in their L2. There is a great deal of disagreement as to the causes for the differences between monolingual native speakers and these bilinguals and how they should be categorized (Puig-Mayenco, González Alonso, & Rothman, 2020). However, what is relevant to the

present study is that these speakers are not allowed to take beginner Spanish, but many of them do register in the intermediate levels in the university where this study took place. Because they are bilingual and have spoken Spanish all their lives, it is difficult for the other students to realize that they may have some real problems in Spanish, leading to a certain amount of frustration. On the other hand, it is also interesting that heritage speakers are so engaged in the course.

3.5.1 Additional factors to be considered

The statistical analyses carried out (see Results section) show that there was no effect for L1. In other words, although there were many students in the course whose L1 was not English, their level of satisfaction and engagement did not vary based on this. We can say with confidence that native language is not a variable that needs to be considered in evaluating a flipped classroom.

A second variable that we considered was whether experience with a flipped classroom in the past had an effect on the engagement and satisfaction results. For the Beginners' course the answer was affirmative: experience with previous flipped classroom approaches led to higher satisfaction with the course. This is contrary to what was found by Moranski and Kim (2016), who reported that learners showed higher attitudinal scores 'to the assignment they were less familiar with, the IC' (p. 17) (IC being Inverted, that is, flipped classroom). It is possible that this difference is due to the fact that Moranski and Kim (2016) conducted an empirical study in which a particular structure was taught using the flipped approach and compared it to the same material used in a non-flipped classroom. Students would have been attracted by a change in approach in the middle of a course. In our case, the full course depended on the flipped approach, so previous experience would have helped.

The value of previous experience seems to disappear in the intermediate level. It is possible that having more university experience exposes students to a greater variety of teaching approaches, nullifying either the novelty (Moranski and Kim 2016) or the familiarity effect.

Perhaps the most important additional factor found is the relation between satisfaction and course grades. Recall that one of the questions on the survey was what grade the students had received in a test they had recently taken. Because of ethical considerations and time constraints it was not possible to use results of the final exam, or to test the students on overall proficiency. Results show that the higher the grade the higher the course satisfaction, and this was the result for both levels. In fact, in this case, the result is stronger for the intermediate group. These results are to be expected. We cannot exclude the fact that many, if not most, university students study for the grade. After all, their future careers often depend on it and the university is organized around grades. At the same time, this result shows that true engagement in a course can lead to success, and the greater the feeling of success, the greater the satisfaction. And to return to the lower satisfaction rates in the intermediate level, success is much more difficult to attain given the factors mentioned above, so it is not surprising that satisfaction decreases.

3.5.2 Limitations and directions for future research

In this paper we focus mainly on the effects of a flipped classroom approach on engagement and satisfaction. The most controversial aspect of this approach is the fact that explicit instruction, i.e., grammar explanations, are 'relegated' to the individual student's personal study time. Though the student receives support in class if they encounter problems, the responsibility for learning the material is the student's. This frees up time to devote the class time to practice, particularly to the use of language in communicative situations. Obviously, the success of the method depends in large part on the students' willingness to engage with the material. If the majority of students come to class unprepared the approach would flounder. However, this focus on individuals' autonomous dedication to the material leaves a question unanswered: how engaged are they in the classroom activities? Of course, it is difficult to separate overall engagement from home study engagement. Nevertheless, it would be interesting to ascertain whether students' engagement with the class activities was greater than or equal to their engagement with home preparation.

Another question we would like to research in the future is how students prepare for the exam. As explained above, tests and exams are consistent with a communicative approach. There are no fill-in-the-blanks questions; questions are open-ended and students are required to write full sentences. However, knowledge of the structures being studied is crucial to being able to write correct sentences. We are therefore curious to know whether students go back to look at the videos with the grammar explanations to prepare for the exam, or whether they rely on other sources, such as notes taken in class.

3.5.3 Conclusion

This paper set out to evaluate students' engagement and satisfaction with two university-level Spanish as a FL courses, one an introductory course for beginners, the other an intermediate course for students who had completed the first level or who knew a sufficient amount of Spanish to enroll, as determined by a placement test. The teaching method employed with these courses is what is referred to as the flipped classroom (inverted classroom). Students receive explicit grammar explanations by watching a video on their own time, and then completing some exercises as homework. If they complete these requirements, they will be well-prepared for the activities carried out in class, which are usually communicative in nature. Because engaging with the material is paramount to the success of the students and of the course itself, our questions focused on this aspect. We also wanted to know how satisfied the students are with this type of course.

Results showed both a high level of engagement in both levels, and a high level of satisfaction. We have not compared the results with a non-flipped classroom. However, we do not believe it is necessary to do so in order to show that the flipped classroom works and that students enjoy it. It is a methodology that allows for an improvement in practice and communication. At the same time, we believe it changes the focus of the class, not only from a teacher-centred class to a student-centred class, but also from a grammar-centred course to a communicative one, without completely abandoning focus on form approaches. In our opinion and experience, adult students seem unwilling to accept language courses in which grammar does not play a role. At the same time, many

instructors, particularly FL instructors, often feel that grammar is important, and that we risk throwing out the baby with the bathwater if we exclude it. While most researchers agree that some sort of focus on form is necessary (Lightbown 1998; Lightbown and Spada 1990; Long 1991), disagreement seems to lie more in the method for delivering information about form and the relevant practice. However, we believe that, whatever the theoretical approach, the implementation, and the different possible aims for language courses, a flipped classroom is appropriate and leads to both engagement and satisfaction.

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Appendices

Appendix A – Sample of Textbook Grammar Explanation

5.4 Direct object nouns and pronouns

Tutorial

SUBJECT	VERB	DIRECT OBJECT NOUN
Juan Carlos y Jimena *Juan Carlos and Jimena*	están tomando *are taking*	fotos. *photos.*

- A direct object noun receives the action of the verb directly and generally follows the verb. In the example above, the direct object noun answers the question *What are Juan Carlos and Jimena taking?*
- When a direct object noun in Spanish is a person or a pet, it is preceded by the word **a**. This is called the personal **a**; there is no English equivalent for this construction.

Mariela mira **a** Carlos. *Mariela is watching Carlos.*	Mariela mira televisión. *Mariela is watching TV.*

- In the first sentence above, the personal **a** is required because the direct object is a person. In the second sentence, the personal **a** is not required because the direct object is a thing, not a person.

- Direct object pronouns are words that replace direct object nouns. Like English, Spanish uses a direct object pronoun to avoid repeating a noun already mentioned.

	DIRECT OBJECT		DIRECT OBJECT PRONOUN	
Maribel hace	las maletas.	Maribel	las	hace.
Felipe compra	el sombrero.	Felipe	lo	compra.
Vicky tiene	la llave.	Vicky	la	tiene.

Direct object pronouns

SINGULAR		PLURAL	
me	*me*	**nos**	*us*
te	*you* (fam.)	**os**	*you* (fam.)
lo	*you* (m., form.) *him; it* (m.)	**los**	*you* (m.) *them* (m.)
la	*you* (f., form.) *her; it* (f.)	**las**	*you* (f.) *them* (f.)

- In affirmative sentences, direct object pronouns generally appear before the conjugated verb. In negative sentences, the pronoun is placed between the word **no** and the verb.

Adela practica **el tenis.**	Gabriela no tiene **las llaves.**
Adela **lo** practica.	Gabriela **no las** tiene.
Carmen compra **los pasajes.**	Diego no hace **las maletas.**
Carmen **los** compra.	Diego **no las** hace.

- When the verb is an infinitive construction, such as **ir a** + [*infinitive*], the direct object pronoun can be placed before the conjugated form or attached to the infinitive.

Ellos van a escribir **unas postales.** → Ellos **las** van a escribir. / Ellos van a escribir**las.**

Lidia quiere ver **una película.** → Lidia **la** quiere ver. / Lidia quiere ver**la.**

- When the verb is in the present progressive, the direct object pronoun can be placed before the conjugated form or attached to the present participle. **¡Atención!** When a direct object pronoun is attached to the present participle, an accent mark is added to maintain the proper stress.

Gerardo está leyendo **la lección.** → Gerardo **la** está leyendo. / Gerardo está leyéndo**la.**

Toni está mirando **el partido.** → Toni **lo** está mirando. / Toni está mirándo**lo.**

CONSULTA

To learn more about accents, see **Lección 4, Pronunciación**, p. 123, **Lección 10, Ortografía**, p. 339, and **Lección 11, Ortografía**, p. 375.

¡INTÉNTALO! Choose the correct direct object pronoun for each sentence.

1. Tienes el libro de español. *c*
   a. La tienes. b. Los tienes. c. Lo tienes.
2. Marcos busca la llave.
   a. Me busca. b. La busca. c. Las busca.
3. El artista quiere dibujar a Luisa y a su mamá.
   a. Quiere dibujarme. b. Quiere dibujarla. c. Quiere dibujarlas.
4. Voy a ver el partido de baloncesto.
   a. Voy a verlo. b. Voy a verte. c. Voy a vernos.
5. Puedo oír a Gerardo y a Miguel.
   a. Puedo oírte. b. Puedo oírlos. c. Puedo oírlo.
6. Rita me lleva al aeropuerto y también lleva a Tomás.
   a. Nos lleva. b. Las lleva. c. Te lleva.
7. Quieren estudiar la gramática.
   a. Quieren estudiarnos. b. Quieren estudiarlo. c. Quieren estudiarla.
8. ¿Practicas los verbos irregulares?
   a. ¿Los practicas? b. ¿Las practicas? c. ¿Lo practicas?
9. Ignacio ve la película.
   a. La ve. b. Lo ve. c. Las ve.
10. Sandra va a invitar a Mario a la excursión. También me va a invitar a mí.
    a. Los va a invitar. b. Lo va a invitar. c. Nos va a invitar.

More activities
vhlcentral
LM p. 30
WB p. 56
Online activities

Appendix B – Example Beginner's Class

Online exercises related to the online interactive video tutorial

Exercise 1: ¡Inténtalo!

Choose the correct direct object pronoun for each sentence.
Modelo: Busca tu pasaje.
Lo buscas

1. Tienes el libro de español.
   a. La tienes b. Los tienes c. Lo tienes
2. Marcos busca la llave.
   a. Me busca b. La busca c. Las busca
3. El artista quiere dibujar a Luisa con su mamá.
   a. Quiere dibujarme b. Quiere dibujarla c. Quiere dibujarlas
4. Voy a ver el partido de baloncesto.
   a. Voy a verlo b. Voy a verte c. Voy a vernos

….. (a total of 10 sentences)

Exercise 2: Seleccionar

Select the correct option to complete the sentences.

1. Aquí está tu cuaderno. ¿Dónde _____?
   a) la pongo b) te pongo c) los pongo d) lo pongo
2. Creo que la puerta está abierta. Voy a _____
   a) cerrarlas b) cerrarla c) cerrarlo d) cerrarlos
3. SUSANA: ¿Están listas las maletas?
   DIEGO: No, _____
   a) los estoy haciendo c) estoy haciéndolos
   estoy haciéndolas d) la estoy haciendo
4. El caballo es muy bonito, pero me da miedo _____
   a) Montarlo b) montarlas c) montarla c) montar una

….. (a total of 8 sentences)

In class, after answering all the questions from students, the instructor will start with a diagnostic exercise. For example, in this case of the direct object pronouns the exercise presented in class was:

1. Identifica el objeto directo en las siguientes frases.
2. Re-escribe la frase usando el pronombre de objeto directo.
   a. Roufa y Silvia confirman las reservaciones.
   b. Leemos los folletos.
   c. Moe estudia el mapa.
   d. Aprendo los nombres de los monumentos de San José.
   e. Rosa escucha a la profesora.
   f. Ethan escribe las instrucciones para ir al hotel.
   g. Morgan busca el pasaje.

h. Todos juntos planeamos una excursión.

According to students' responses, the instructor will add more explanations or ask students to explain why that is the correct answer. This type of exercise was done in Kahoot, a game-based learning platform, most of the time.

Finally, communicative activities will be done, in pairs or groups. In the case that we are showing, these were a couple of the communicative activities done in class with the students:

Activity 1:

En parejas, contestar las siguientes preguntas usando el pronombre de objeto directo correspondiente.
Modelo: ¿Tienes <u>las llaves</u>?
No, no <u>las</u> tengo. No, <u>las</u> tiene María.

1. ¿La Señora Cristina busca la cámara?
2. ¿Sergio tiene que hacer las maletas?
3. ¿El Sr. Simón compra el mapa?
4. ¿Leo y Pancho tienen que confirmar las reservaciones?
5. ¿Qué hacen ustedes con los pasaportes? (mostrar)

(…. a total of 12 sentences)

Activity 2:

1. Entrevista a tu compañero y graba sus respuestas. Las respuestas del compañero deben usar el pronombre de objeto directo cuando pueda.
2. En grupos de tres estudiantes (no puede estar el compañero a quién entrevistaste) revisar las respuestas grabadas y discutir con los demás equipos cuáles son las respuestas más comunes.

<u>Ejemplos de preguntas para la entrevista</u>:

a) ¿Ves mucho Netflix? ¿Tienes una serie favorita? ¿A qué hora ves tu serie favorita?
b) ¿Quién prepara la comida en tu casa? ¿A qué hora prepara la comida?
c) ¿Visitas mucho a tu familia?
d) ¿Haces la tarea de español todos los días? ¿A qué hora haces la tarea de español? ¿Ves el video tutorial? ¿Haces los ejercicios online?
……

Appendix C – TEST 2: Beginners Spanish Course

I <u>COMPRENSIÓN ORAL</u> (2.5 puntos)

Escucha la breve biografía de María Muñoz y contesta las siguientes preguntas.

1. ¿Dónde y en qué año nació María?
2. ¿Qué estudió María en la universidad?
3. ¿Cuándo se casó María?
4. ¿Dónde viven ahora María y su esposo?
5. ¿Qué hacen cada día?

II <u>PALABRAS INDEFINIDAS Y NEGATIVAS</u> (3 puntos)

Selecciona la palabra correcta del banco de palabras.

algún / alguno	nada	algo	nadie	jamás	siempre	o
ninguno / ningún	ni	nunca	jamás	tampoco	alguien	también

1. En la playa, siempre hay …… que hacer.
2. Hoy ……. va a ir a la escuela porque hay mucha nieve.
3. Alicia va a escoger (choose) ……... de estos colores.
4. El martes no va a llover y el miércoles ……...
5. ¿…….. puede ayudarme, por favor?
6. ¿Conoces a algún chico peruano?
   - No, no conozco a ……..

III <u>SER y ESTAR</u> (5 puntos)

Escribe oraciones utilizando los verbos *ser* y/o *estar* y una palabra de este banco de palabras en cada frase. Cada frase tiene que tener por lo menos **seis (6) palabras**. Atención a la concordancia (*agreement*).

inteligente	**canadiense**	**enojado**	**fin de semana**
gimnasio	**profesor**	**enamorado**	**guapo**

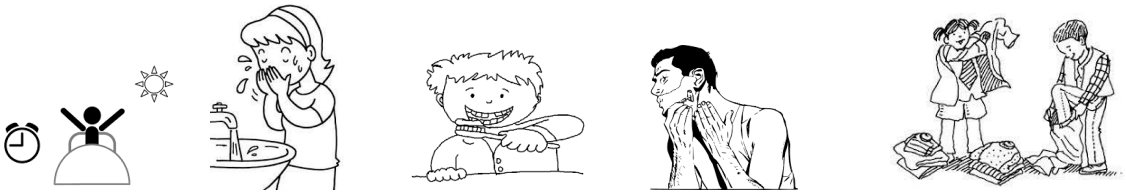
Ejemplo: (favorito) El tenis es mi deporte favorito.

1. _____
2. _____
3. _____
4. _____
5. _____

IV <u>VERBOS REFLEXIVOS</u> (5 puntos)

Mira las fotos y escribe oraciones usando verbos reflexivos. **Mínimo 7 palabras por frase**.

1. (yo) **2. Luisa** **3. (tú)** **4. mi profesor** **5. María y Luis**



1. _____
2. _____
3. _____
4. _____
5. _____

V <u>VERBOS COMO GUSTAR</u> (5 puntos)

Forma frases completas. Recuerda usar el pronombre de objeto indirecto. **Escribe 7 palabras por frase**.

1. María / **aburrir**
2. David / **faltar**/ dos cursos
3. Los niños / **encantar**
4. Juan y Pedro / **quedar bien**
5. (Nosotros) / **molestar**

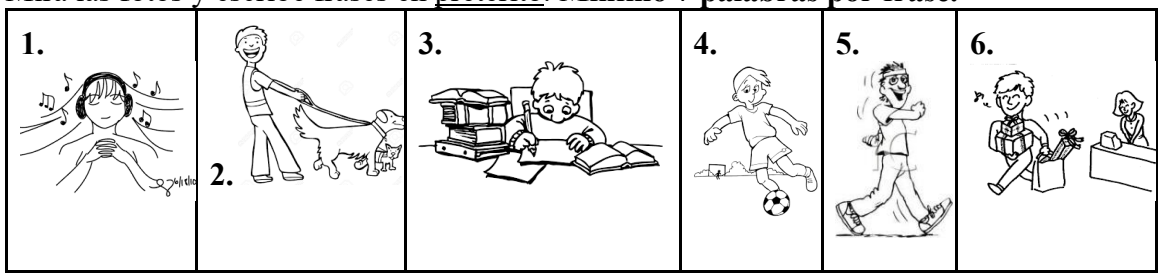
VI <u>PRONOMBRES DE OBJETO DOBLE</u> (4 puntos)

Contesta las siguientes frases reemplazando los objetos directos e indirectos por los pronombres que convengan. Recuerda el uso de los pronombres de objeto doble.

1. ¿Compró Antonio unas gafas a su novia?
2. ¿El departamento está otorgando (otorgar = *to award*) premios a los mejores estudiantes?
3. ¿El camarero (= el mesero) sirvió mariscos a los invitados?
4. ¿Quieres invitar a comer tacos a tus amigos?

VIII <u>¿QUÉ PASÓ AYER?</u> (6 puntos)

Mira las fotos y escribe frases en <u>pretérito</u>. **Mínimo 7 palabras por frase.**



1. Juana 2. (Yo) 3. (Tú) 4. Los chicos 5. (nosotros) 6. Mi padre

IX <u>LECTURA</u> (2.5 puntos)

Hola María,

Te escribo este mensaje desde mi móvil, estoy en Madrid, España. Acabo de llegar aquí y voy a pasar tres días en la ciudad antes de continuar mi viaje por España. Tengo algunas actividades para mi tiempo en Madrid. Mañana, la hermana menor de mi amiga Teresa va a llevarme a un museo y luego vamos a comer en el centro. Durante el fin de semana, voy a ir al centro para tomar algo con mi amigo Pablo. Después de Madrid voy a estar en Toledo. Te escribo otro mensaje cuando llegue a Toledo.

Besitos,
Scott

1. ¿A quién conoce Scott en Madrid? _____
2. ¿Qué va a hacer Scott en Madrid?
   _____
3. ¿Qué utilizó Scott para escribir este mensaje?
   _____
4. ¿A dónde va Scott después de Madrid?
   _____
5. ¿Quién piensas tú que es María?
   _____

Appendix D – Student Online Survey Beginners Spanish

SP 1030 Section: _____

Gender: Male ____ Female ___
You are welcome to provide your self-chosen gender identity here _____

Age range: Were you born prior to …?
a. 1980
b. Between 1980 and 1995
c. Between 1996 and 2012

Expected grade in this course:

0 - 40	40 - 49	50 - 59	60-69	70-79	80-89	90-100

What was your grade in the Spanish TEST 2 that you wrote recently? _____

1. Which of the following is your mother tongue (native language / L1)?
a) English
b) French
c) Other (please specify): _____

2. Where did you study High School?
a) Canada
b) Other (please specify): _____

3. What type of High School you did?
a) English only
b) French only
c) French Immersion
d) International Baccalaureate (IB)
e) Other (please specify): _____

4. What level of Spanish did you have before beginning this course?
a) None
b) Beginner level
c) Intermediate level
d) Advanced level

5. Have you had trouble finding connection to the website to watch the grammar presentations and/or to complete the homework?
a) I have always had problems
b) I have had problems in several occasions
c) I have had some minor problems

d) I haven't had any problems

6. How many classes have you missed for this course (both semesters)?

a) 0-4 b) 5-10 c) 11-15 d) 16-20 e) I don't know

7. On average, what percentage of the assigned videos did you watch?

a) 0-25% b) 25%-50% c) 50-75% d) 75-90% e) 90%-100%

8. On average, what percentage of homework did you do?

a) 0-25% b) 25%-50% c) 50-75% d) 75-90% e) 90%-100%

9. On average, how much <u>time per week</u> did you spend <u>at home</u> working on this course?

a) Less than 1 hour
b) Between 1 hour and 2 hours
c) Between 2 hours and 2.30 hours
d) Between 2.30 hours and 3 hours
e) More than 3 hours

10. Did you do research on your side to understand better what was covered by the video?

a) Never b) Hardly ever c) Sometimes d) Usually e) Most of the time

11. Did you read the grammar explanations on the textbook related to the video that you watched?

a) Never b) Hardly ever c) Sometimes d) Usually e) Most of the time

12. While watching the grammar videos, did you take notes?

a) Never b) Hardly ever c) Sometimes d) Usually e) Most of the time

13. In our Spanish Courses we used the Flipped Classroom Approach: you prepare the grammar before coming to class so we have more time in class to put in practice what you learnt individually. Is this your first time using this approach?

1. YES
2. NO

14. Do you find this approach is a good way to learn Spanish?

3. YES
4. NO

15. Overall, how have you enjoyed your experience in this class?

f) Didn't enjoy it at all
g) Didn't enjoy it much
h) Enjoyed it more or less
i) Enjoyed it
j) Enjoyed it very much

16. What adjectives would you give to this Spanish course? Circle as many as apply and/or write your own in the given spaces:

Boring	Interesting	Uneventful
Entertaining	Difficult	_____
Exciting	Fast-paced	_____
Innovative	Slow-paced	_____

17. Indicate how much you agree with the following statements using the scale below:

1) Strongly disagree	**2) Disagree**	**3) Neither disagree nor agree**	**4) Agree**	**5) Strongly agree**

"I feel that viewing grammar videos at home, and perhaps taking notes while doing so, contributes to my learning."

1 2 3 4 5

"I feel that doing practice exercises online contribute to my learning."

1 2 3 4 5

"I feel that practicing my Spanish and doing exercises in class contributes to my learning."

1 2 3 4 5

"I try to learn as much as possible while viewing the videos."

1 2 3 4 5

"I have learnt a lot in this course."

1 2 3 4 5

"The flipped class style makes it easier to understand the course content."

1 2 3 4 5

"I find it helpful to view videos and practice exercises before coming to class, so that in class I can ask and get answers to non-basic questions."

1 2 3 4 5

"I have invested too much time in this course."

1 2 3 4 5

"Classes were conducted mostly in Spanish."

1 2 3 4 5

"The practice we did in class was very useful."

1 2 3 4 5

"Class time was invested wisely."

1 2 3 4 5

"My questions and doubts were solved in the classroom."

1 2 3 4 5

"I felt confident to participate in the classroom."

1 2 3 4 5

"The videos we watched at home were easy to follow."

1 2 3 4 5

"The videos we watched at home explained the topic clearly."

1 2 3 4 5

"I found that watching videos at home was motivating."

1 2 3 4 5

"The videos we watched at home were effective in explaining a grammar point."

1 2 3 4 5

"I frequently pause or repeat segments of the videos in order to increase my understanding of the material."

1 2 3 4 5

"The in-class work has helped me to learn the course content."

1 2 3 4 5

"It is helpful to do the course exercises and practice my Spanish skills when other students and the instructor are available to answer questions as opposed to doing the homework exercises by myself."

1 2 3 4 5

"Giving and receiving help with other students in my group increases my learning."

1 2 3 4 5

"I enjoy being able to work with other students in the classroom."

1 2 3 4 5

"I prefer this classroom format to a traditional lecture."

1 2 3 4 5

"I have worked more in this class than if I had taken a more lecture-based class."

1 2 3 4 5

"I learnt more Spanish in this class than I would have in a lecture-based format."

1 2 3 4 5

"This should be the format that Spanish language classes should have."

1 2 3 4 5

18. An autonomous learner is the one that takes more responsibility for learning, it takes control of one's own learning. Do you consider that this course has helped you to become an autonomous learner?

1) Strongly disagree 2) Disagree 3) Neither disagree nor agree 4) Agree 5) Strongly agree

19. On a scale of 1-5 where 5 is the highest, I would rate the flipped experience as a:

1	2	3	4	5

20. Please, use the box below to give any feedback about the format of this course. You may think of whether your expectations for this course were met or give advice for future courses of Spanish:

Chapter 4

Seeing innovation from different prisms: University students' and instructors' perspectives on flipping the Spanish FL classroom

4.1 Introduction

Even before Covid-19 changed educational practices, educational technology was altering the landscape of second and foreign language (L2/FL) teaching and learning in face-to-face, online and virtual university instructional settings. Advances in technology enabled university faculties to use learning management systems to support blended learning through or alongside affordances such as cloud applications (e.g., *VoiceThread*) that enable L2/FL instructors to develop students' proficiency across language skills even in online learning. Use of this same technology responded to the learning expectations of today's university students, referred to as 'Generation Y' (or 'Millennials') who make up the bulk of the current student body. They were born between the 1980s to 1995 whereas 'Centennials,' also known as 'Generation Z' (or the 'iGeneration'), born after 1995, loom just over the horizon, and their technological expectations are high (Selingo, 2018).

Generation Z was brought up in a world of multimodality with multiple screens and devices at their fingertips, exposed to communication beyond speech and writing through mixed (and remixed) images, layouts and 3D objects (Kress, 2010). Like Generation Y, they are creative, globally connected and able to multi-task; however, research suggests that Generation Z are more impatient and have lower attention spans (Cilliers, 2017; Rothman, 2016; Seemiller & Grace, 2016). Their lived experiences, including their digital realities, will shape their expectations of university instruction just as instructors' lived experiences have shaped their expectations. The generational difference raises the question of whether the two sets of expectations will converge and what divergence will mean. While the majority of university instructors predate Generation Z, graduate

students responsible for teaching university courses may be at the tip of the new wave, and they may also diverge from their students for reasons such as different cultural traditions in other countries, socioeconomic factors influencing the digital divide, or varying educational traditions and experiences. Given generational differences and other dissimilarities in learners' and instructors' past learning experiences and personal histories, they may view the same educational experience through different prisms, causing them to view the same pedagogical innovation from highly different perspectives.

The purpose of this article is to report on the qualitative findings of a broader mixed methods research project that investigates the feasibility of implementing the flipped classroom approach (FCA) as a pedagogical innovation in a university level Spanish as a FL program; specifically, we investigate instructor and learner perspectives on teaching/learning Spanish as FL in a FCA. The research questions guiding this component of the study are:

1. How do instructors view implementing the FCA and its role in students' language development, and why?

2. How do students view learning Spanish as a FL from a FCA, and why?

3. How do the two perspectives converge or diverge, and why?

In the following section, we provide background information and key notions with regard to the FCA; activity-based learning for learner engagement, self-esteem, the development of strategies, autonomy, and satisfaction, as well as instructor experiences, beliefs & practices. We also situate the methodology adopted for the present paper in terms of the broader MMR investigation, outline related findings in the larger study as well as key findings in the qualitative component of the project, and discuss the findings and implications of this study in the general field of innovations in FL pedagogy.

4.2 Background Information and Key Notions

4.2.1 What is the Flipped Classroom Approach?

The FCA may be characterized as a form of blended (or hybrid) learning which features an innovative combination of face-to-face and online learning experiences facilitated by the affordances of educational technology. Broadly speaking, content delivery in a flipped class is moved outside of class time through asynchronous video lectures, presentations or vodcasts. Students choose when to complete assigned homework (course content). Class time is freed up for active, hands-on, problem-based, cooperative or collaborative learning (Bishop & Verleger, 2013; Chen, Wang & Chen, 2014; Lage, Platt & Treglia, 2000; Roehl, Reddy & Shannon, 2013). In this type of classroom, the responsibility and accountability for learning is placed, to a great extent, on the students themselves, making them social agents, not just passive recipients, with the capacity to set their own learning goals. The view that agency pre-exists in learners and that learner autonomy is a social phenomenon that progresses together with the language learning process is further discussed below.

4.2.2 Activity-based Learning for Learner Engagement, Self-esteem, the Development of Learning Strategies, Autonomy, and Satisfaction

The communicative language approach signaled a paradigm shift from a primary focus on grammatical competence in L2/FL teaching and learning to a broader conceptualization of competences, syllabi, and the locus of attention (from teacher to student and student needs) in as authentic a context as possible in a classroom setting (Canale, 1983; Canale & Swain, 1980). While grammar was not disregarded altogether, it was a question of proportion: focusing on form to convey meaning rather than on forms for the sake of mastering forms, enabling learners to meet real-life needs and complete authentic tasks (Cook & Singleton, 2014). The focus on learners as social agents completing real-life tasks requiring mediation and cooperation to meet their goals has been further accentuated in the action-oriented approach (Piccardo & North, 2019). The

shift to activity-based learning has also taken place in education more broadly as can be seen in the growth in student engagement goals in mission statements. Increasingly, emphasis is being placed on developing activities that require thoughtful student participation (Prince, 2004). An active approach has long appealed to Millennials, who flourish in environments of variety and change, and more broadly to students with different learning styles (Prensky, 2010).

Characteristics of student engagement include: time on task (in this case, on tasks related to learning Spanish); affect (enthusiasm for in- and out-of-school time used to learn Spanish), depth of cognitive processing (strategies to deepen comprehension), and pursuing all related activities, no matter what their nature or where (e.g., during class time, online, in students' spare time, etc.) with interactive dimensions even if students engage in some activities on their own (e.g., online interaction; Cummins, 2011, p. 199; Guthrie, 2004). In drawing on the 2004 Program for International Student Assessment (or PISA) scores, Guthrie (2004) suggests that engaged learners outperform peers from backgrounds with higher socioeducational standing (SES) if the students from lower SES backgrounds are more engaged (Guthrie, 2004).

In drawing on 2000 and 2003 PISA scores, Taylor (2009) suggests that the scores of 15-year olds in 26 different countries were strongly influenced by self-esteem linked to confidence in their own learning abilities. Higher self-esteem made them more willing to try out different learning strategies on their own to meet success, which heightened their motivation and, in turn, led to greater success. The results had dialectical consequences with students that autonomously sought out L2 learning strategies that worked best for them developing higher levels of self-esteem, which encouraged them to try out yet more strategies; they then outperformed their peers, regardless of their SES. Thus, engagement leading to heightened effort has the potential to promote success, greater self-esteem and autonomy, leading to heightened academic success (Cummins, 2011; Guthrie, 2004; Taylor, 2009). Successful, engaged students seek out more practice and varied activities, draw on strategies to deepen their comprehension, and have the confidence needed to engage in interactive activities. Cummins (2011) describes the ownership that students

feel as a result of this engagement, and Little (forthcoming) links taking ownership of their own learning goals and styles to the development of greater autonomy.

Little (forthcoming) distinguishes between the development of language learner autonomy or "a teaching/learning dynamic in which learners plan, implement, monitor and evaluate their own learning" (p. 1) and views of students being left to their own devices. Teachers that adopt facilitator roles still guide students. Without adopting a top-down stance or holding the reins in the same way as in a teacher-fronted classroom (e.g., students repeating after the teacher in unison), teachers-as-facilitators nonetheless: (a) control classroom proceedings, (b) monitor the progress of individual learners and of the cohort, (c) teach learners reflective habits and the skills of self- and peer-assessment, and (d) encourage and assist learners to take control of their learning and determine their own learning goals (Little, forthcoming. p. 7). Additionally, Little (forthcoming) underlines the importance of grounding classroom activities in student interests (and, thus, in their identities) to develop their autonomy and engagement by allowing them to choose their own learning activities (p. 9). This suggestion further highlights the dialectical connection between the benefits of instructors orchestrating learning environments that affirm learner identities. Such environments encourage higher student engagement, resulting in students:

- approaching learning activities more willingly
- spending more time on activities with greater enthusiasm and satisfaction
- meeting greater success
- heightening their self-esteem, autonomy and insight into strategies that help them learn
- bolstering their confidence to interact with peers during class time and online
- building their satisfaction and engagement

While recognizing that no single instructional intervention can overcome all challenges (e.g., SES, prior knowledge), the FCA does promise a learner-focused, activity-based approach to FL learning with the potential to heighten engagement, autonomy, student satisfaction and academic achievement.

In accordance with this approach, instructional content is assigned as homework prior to what (prior to Covid-19) was traditionally taught during class time. The intent was to prepare learners for face-to-face opportunities to work through problems, deepen understanding of new concepts, and engage in collaborative learning (Tucker 2012); all activities relating to notions presented above that relate to learner engagement and autonomy. Bergman and Sams (2012) support this connection, noting that learners work through the rudiments of new course content on their own time so they can engage in activities with instructors and peers during class-time. At the same time, they can delve deeper into new notions and develop skills through problem solving – engaging, developing learner autonomy and strategies and enjoying the learning process, which in turn engenders further engagement.

Graham, Woodfield & Harrison (2013) suggest that blended learning optimizes individualization, thus meeting students' FL learning needs and again heightening their engagement, but what of instructor engagement in the FCA?

4.2.3 Instructor Experiences, Beliefs, & Practices

For educators to adopt new methodologies (i.e., for the 'change process' to occur), they need to see the benefits of the new approach (Burns, 1992; Fullan, 1993; Johnson, 1994). This observation holds true across a range of educational innovations, including ones in L2/FL teaching. The implication for instructors encouraged to adopt a FCA is that they would need tangible evidence of its advantages. The same held true for educators involved in a government funded study on the feasibility of introducing CEFR informed pedagogy to practicing K-12 French as a second language (FSL) teachers in the Canadian context.

Before becoming FSL teachers, they spend up to 13,000 hours observing FSL teaching at elementary and secondary school. During this time, they undergo what Lortie (1975) refers to as an apprenticeship of observation and develop beliefs about what 'good' L2/FL teaching entails. These beliefs not only inform future FSL teachers' subsequent practices, but they are almost impervious to counter-instruction in faculties of education where future FSL teachers spend much less than 13,000 hours.

Researchers Faez, Taylor, Majhanovich, Brown and Smith (2011) noted the pertinence of FSL teachers' prior experiences as FSL learners and in their prior teaching experiences, (2011) observing:

> In order to implement any new approach, it is important to understand teachers' reactions and perspectives and their strongly held beliefs about teaching, learning, and new approaches to L2 education. Teachers are central to improving language teaching and learning in any classroom and their beliefs play a significant role in the acceptance of new methodologies (p. 110).

As such, the roles FSL, Spanish FL and other educators' personal histories and past L2/FL learning experiences play in their teaching, for good or for bad, are equally important. Their past histories and experiences can shape their (tacit and/or unconscious) views about what constitutes 'legitimate' teaching practices, and also influence their acceptance of or resistance to attempts to introduce new teaching approaches. Since only teachers can implement new approaches, their beliefs and ability to see the benefits of new approaches are thus central to the change process.

Personal histories and past learning experiences are especially important in the context of FL teaching in higher education. Magnan (1990) and Walz (1992) observe that a large percentage of university level FL courses are taught by graduate students. They fulfil 'teaching assistantships' (TA-ships) by teaching FL courses in exchange for graduate funding. Typically, graduate students teach FL courses for their TA-ships without the benefit of prior degrees in teacher education and often with few prior professional development sessions on L2/FL teaching and learning (Magnan, 1990 & Walz, 1992). Generally, they teach the way they learned FLs or follow the direction of a director of

basic language courses (Magnan, 1990, p. viii). The extent to which they were open to the change process (adopting the ethos of the FCA and its methodology) with what effect on their beliefs and student satisfaction is discussed in the Findings.

4.3 Methodology & Context of the Study—the FCA Format

4.3.1 Methodology

The study was conducted in a Spanish as a FL program that offers both MA and PhD programs at a research-intensive university in Canada. A mixed methods research design was adopted to investigate the feasibility and successfulness thus far of implementing the FCA as a pedagogical innovation in the program. As noted, this paper outlines the qualitative findings drawn from interview data; however, in an earlier phase of the study all undergraduate students enrolled in 1st and 2nd year Spanish courses, along with their instructors, were invited to complete online questionnaires for the quantitative component of the study. A total of 432 students were enrolled in 18 sections of the 1st year course, and 133 students were enrolled in 6 sections of the 2nd year course. Of the students and instructors involved in 1st and 2nd year courses invited to complete the online questionnaire, 399 students and 12 instructors initially consented to complete it; however, ultimately 304 1st year students, 95 2nd year students, nine 1st year instructors, and three 2nd year instructors completed it. The questionnaires were analyzed for student engagement and course satisfaction (see Garcia-Allén, Bruhn de Garavito, & Soto-Corominas, in preparation), as is briefly discussed at the beginning of our Findings section.

As a final survey item, participants were invited to provide their email address if they agreed to participate in a focus group interview. We selected participants for the focus group interviews on the basis of criterion-based purposive sampling (Onwuegbuzie & Leech, 2007), meaning that they had to fit certain criteria: They had to either be enrolled in 1st and 2nd year Spanish courses or be instructors teaching those courses. Initially, 201 students (163 from the 1st and 38 from the 2nd year course) and seven instructors from those courses (four from the 1st year course and three from the 2nd year course) agreed to

participate in a focus group interview. We contacted them by email with the dates and times scheduled for the interviews; however, due to the unexpected scheduling challenges caused by Covid-19 (e.g., all teaching went online and most students left campus to move home), not everyone that had expressed interest in an interview participated in the end. Nevertheless, seven 1st year students from the 18 sections of the course, five 2nd year students from the six sections of the course, two of the 1st year course instructors, and three of the 2nd year course instructors agreed to participate. The focus group interviews were conducted in three groups: one interview with all seven 1st year students, another with the five 2nd year students, and a final interview with all eight instructors.

Though, due to reasons of confidentiality, we do not know which instructors participated in the focus group interviews, overall instructors in the department come from a variety of national backgrounds including, primarily, North America, Spanish-speaking countries and the Middle East. About two-thirds of the students are from Canada (and a few other countries) and one-third are international students from China (see García-Allén, Bruhn de Garavito, & Soto-Corominas (to be submitted), which provides some student demographic data).

The purpose of these interviews was to capture snapshots of student and instructor experiences, opinions, values, and interests. For purposes of the present paper, only their experiences with and views on the FCA are analyzed and discussed. Before presenting the Findings however, information related to the context of delivering the FCA is provided to contextualize the Findings.

4.3.2 Context

Both the 1st and 2nd year Spanish courses included in this study that adopted the FCA were offered over both terms of the academic year (Fall and Winter semesters). Course-hours are divided between in-class activities and online activities. The latter include grammar video tutorials and related homework activities that students complete independently online prior to in-class time (see below).

Table 8. *FCA Class structure*

Before Class	In Class	After Class
Watch online video tutorials	Q & A about grammar studied individually at home	Online Homework – individual practice of concepts learnt individually and reinforced in class
Complete 2-3 exercises related to the video tutorial watched	Communicative activity – to check students' understanding of the material studied individually	

The publishers of the course texts produce the videos, each of which are between four and eight minutes in duration. Most are interactive in the sense that students must enter responses into the computer for the videos to continue playing. The following links are to sample online videos that are accessible without a code. That is, they are not the interactive videos students that purchase the course materials listen to prior to class; the links below are to optional videos provided by the publisher to assist students in learning content, but also that the public can access. Students can only access the interactive videos with a code they receive when they buy the course materials. We cannot provide those links in this paper due to copyright issues; however, the two following links give an indication of the sort of content students can access online as both are samples of 1st year Beginner-level Spanish videos presented:

1. Forming questions in Spanish: https://www.youtube.com/watch?v=XRsrsqzJOA0

2. Reciprocal reflexives: https://www.youtube.com/watch?v=FFEzc-mKdcw

The interactive videos not open to the public follow a very similar format to the ones presented in the links above except that the interactive course videos include questions for the students to answer as well as grammar exercises related to the grammar point highlighted in the video tutorials. For instance, at the 1st year Beginner's level, they include tag questions and multiple-choice options (see Appendix A). There is a modicum of interactive gamification as students receive immediate feedback through the video

program informing them if their answers were correct and providing them with the right answer if they were wrong.

To give an example of in-class activities, instructors begin with question and answer time; that is, instructors ask whether students have any questions about the video tutorials and answer any questions raised. Instructors encourage students to ask questions in class to help them solidify the knowledge they gain at home. Instructors also lead a communicative activity as an interactive in-class content comprehension check to verify whether students reviewed the grammar video before class and understand it. The preferred activity for this comprehension check is Kahoot, a game-based platform to actively engage students that can be played on any device, though students prefer playing it on their phones.

When using Kahoot, instructors ask students a question, which appears on the screen of their device in multiple-choice format. They have 10-30 seconds to answer the question, after which they receive a message on their phone screen, telling them if they selected the correct response; simultaneously, the instructor sees the percentage of students that selected the correct answer on a white board screen at the front of the room. Based on student responses, the instructor develops a sense of whether the students understood the content of the video tutorial before coming to class or how much additional explanation is required. Instructors uncomfortable with using game-based approaches in their classrooms can opt to do similar exercises in more traditional (paper and pencil) ways. An example of an activity using Kahoot is provided in Appendix B. This type of activity provides instructors with opportunities to ask students to explain their answers, thereby deepening student knowledge through voicing their understanding and sharing it with their peers. It is recommended that the rest of the in-class time be spent on other communicative activities to allow the students to interact with each other, use and hear Spanish, and have time to seek support and guidance from the instructor.

The data were collected during the second term after students were familiar with the FCA format. We cannot provide any specifics of the in-class activities the students participated in or how the instructors orchestrated their delivery of the FCA as the study design was

altered due to Covid-19. All in-person research was cancelled, and on-site teaching was cancelled; therefore, it was not possible to conduct classroom observations. The above description of typical classroom activities is based on the first author's role as course director responsible for preparing the syllabi, outlining course goals, designing summative assessments, providing professional development sessions on the FCA, and observing sessions and providing feedback to TAs at the beginning of the academic year. Instructors have the freedom to design their own in-class activities.

4.4 Findings

Before presenting the findings of the qualitative component of the broader project, it is worth briefly mentioning Garcia-Allén, Bruhn de Garavito, and Soto-Corominas' (to be submitted) findings regarding students' reactions and attitudes toward the FCA and levels of engagement and satisfaction as indicated in the survey instrument. Added to the findings of the literature reviewed for this article and the present findings, we achieve triangulation. For purposes of the "satisfaction" component of the latter study, the authors adopted Alsowat's (2016) view, linking *satisfaction* to an overall positive attitude towards the teaching and learning activities and experiences implemented in the flipped classroom. Garcia-Allén et al.'s (to be submitted) results suggest that both groups of students had similar levels of satisfaction with the FCA and were highly engaged, as indicated by their independent work previewing videos, completing homework, and generally preparing for in-class sessions. These researchers report: "The fact that students watched a high percentage (Beginner level students: 72% watched 91-100% & 18% watched 76-90%; Intermediate level students: 70% watched 91-100% & 17.5% watched 76-90%) of the videos to prepare for class is evidence that they understood the structure of the class and that they found [the videos] useful" (p. 22). They also noted that student satisfaction correlated with student engagement, and that both were high in Spanish courses in which the FCA was implemented. Garcia-Allén et al. (to be submitted) suggest that student engagement is indicative of confidence and feeling autonomous in the learning process. They note that the correlation between engagement and satisfaction is somewhat stronger in the 1st year Spanish course than the 2nd year course and suggest that may be because more heritage learners of Spanish join the group in the 2nd year course,

raising the bar for the students compared to the 1st year course when none of the students' home language was Spanish. They also note that while English is not the home language of a third of the students (who were Chinese international students), they did not indicate on the survey data that learning Spanish as FL through the medium of English lowered their levels of satisfaction or engagement compared to English-dominant students; rather, the authors note that home language was not a variable needing consideration in their evaluation of the feasibility of flipping the Spanish as a FL classroom.

The qualitative data provided deeper insight into a broad range of participant experiences and rationales, as well as learning and teaching goals and needs. This method provides meaningful, in-depth insights into participants' academic achievement, experiences, beliefs, and behaviours. All interview responses were subjected to content analysis and categorized thematically. Student and instructor responses were coded and grouped into the following common themes.

The emergent themes for the student participants in the qualitative study included:

- Specific comments on the FCA
- Engagement
- Learner autonomy and/or (lack of) independent learning
- Effectiveness
- Instructor's lack of English skills
- Oral component of the course

For the instructors, the emergent themes included:

- Specific comments on the FCA
- Engagement
- (Lack of) independent learning

Due to the richness of the qualitative data, some themes partially overlapped in both groups. For purposes of the present paper, we only analyze the themes addressed by both groups that touch broadly on their views of the FCA and specifically on engagement, autonomy and (lack of) dependent learning. We then discuss how the two groups of participants' perspectives converge or diverge, drawing on the research literature for possible explanations for converging or diverging viewpoints.

Students in the 1st year course described the FCA in positive terms (e.g., less stressful and enjoyable mix of online and in-person learning). One student explained, "That was the first time I've ever had a course do that before and I actually liked it a lot because I kind of felt prepared coming to class". They brought up notions related to engagement through interacting with peers: "You practice right after you like watched the videos and it really drove home the point … '*oh we're all learning together and stuff*'" and "I met lots of friends through the assignment or the group project". Their comments also reflected the emotion of being invested in activities: "We played a lot of kahoots. So that is like immediate, like if you got it wrong there is almost like a lot of emotion attached to getting it wrong". They also voiced feelings of autonomy and independent learning, especially setting the pace of their own learning ("It's at your own pace so if you are confused or struggling with something you can go back at your own time and go over it and prepare early for the class ahead"; "Videos made it a lot easier for someone to grasp the contents because you could go at your own pace"), though there were some dissenting voices. Three of the seven 1st year students interviewed expressed a preference for some dependent learning opportunities: "I prefer the group project to the individual assignment"; "I might be more productive if the teacher could present the main point in the class again", and "Students want the professor and TAs to repeat the main concepts from the videos at the beginning of class, in both English and Spanish, to help reinforce material".

There was solid support for the FCA from the 2nd year students for reasons such as more in-class time to practice Spanish as that is the only place they can do so and, similarly, being able to interact with others in Spanish rather than 'being lectured at'. Their comments supported the engaging aspect of the in-class learning environment ("You

have to engage with everyone and then you do all these interactive activities"; "I personally just like the whole environment that I was in . . . I always wanted to go to class which was great!"). With regard to student autonomy, the 2nd year students also mentioned the advantage of going at their own pace as well as using the online materials as a tool. In that regard, one student commented: "The most beneficial part was the ability to go back to the content at any time I wanted to … I can go through the lesson and take notes and then when it came time to study for an exam or a test I would be able to go back to exactly what I had learned and it was easier to kind of solidify that in my memory". One out of five students noted a drawback with independent learning: "We need to do the homework like two times a week and that is hard to manage, manage our time". Overall, the tone of the students in both levels of Spanish courses was extremely positive towards the affordances of the FCA. As is illustrated next, the same cannot be said of the instructors. Findings related to both 1st and 2nd year instructors are grouped for purposes of confidentiality.

There were slightly more pros than cons expressed by the instructors regarding implementing the FCA; with pros such as more time to spend on communicating and having a variety of activities and strategies motivates students. One instructor valued the option of differentiating instruction rather than trying to keep all students marching apace to the same drum, whether they are keeping up or not: "If we were only doing grammar and structure in the classroom that is just one time I can't slow it down for some students and speed it up for others whereas the flipped model allows them to do it [so] they're motivated". One instructor expressed a rather neutral view ("I think that it's imperative for us to revisit and re-explain it if we need to"), and two instructors expressed concern about inadequate pedagogical materials to support the approach: "… the online content isn't adequate for student understanding. . . ." and "So if you want to do just the flipped thing, then the materials should be really well thought out".

The instructors stressed lack of engagement more often than engagement though some of their responses also alluded to a lack of independent learning on the students' parts: "There were times with the students that came to class and I saw that they hadn't any idea about the grammatical structures". The latter comment suggests that students had not

done the independent work required in advance. One instructor suggested that the FCA increased the likelihood of student engagement: “I see more participation definitely in small groups. Groups of two or three you’ll see the students participating”. It is noteworthy that one instructor did not do the background work required in the FCA before going to teach:

> I tried to watch the videos, but I really don’t watch them all because they are so boring and awful. I don’t like them at all. I think that that’s the one of the things that isn’t working because they don’t enjoy watching the videos and I don’t like them too.

Not only does that latter instructor express displeasure with the pedagogical material, but one wonders how course delivery proceeds when the instructor is unaware of what the students studied before attending class. Finally, instructor comments did not touch on autonomy even in broad terms, whereas the student comments did.

Summing up this section, Garcia-Allén, Bruhn de Garavito, and Soto-Corominas’ (to be submitted) quantitative findings and the qualitative findings outlined in this article largely indicate student support for the FCA. The same cannot be said of instructor views, with the instructor cited above as a case in point with implication not only for a mismatch between student-instructor preparation, but also for preferred pedagogical approaches. These observations beg the question: Why?

4.5 Discussion & Conclusion

The questions guiding this article focused on how students and instructors view the FCA, whether their views converged and, if not, why they diverged. The results suggest that students value the opportunity to prepare in advance, go at their own pace and go over topics requiring more processing; they also enjoy more class-time using Spanish in interactive ways, multimodal materials and, to a certain extent, game-based activities. By and large, they are engaged and becoming autonomous learners even if they cannot all be classified as independent learners. Instructor data on some whole cohorts not coming

prepared to class supports the latter observation. More dissenting voices can be heard in the instructor data and, worryingly, no instructors speak to student autonomy.

In answer to the question of why the two groups' responses diverge to the extent that they do, the following quote is illuminating: "Many new TAs have difficulties realizing, first, that their students are not necessarily like themselves and, second, that there are different kinds of learning" (James, 1992, p. 137). The data support James' (1992) observation: Some instructors are not aware of students' need to go at their own pace or for differentiated instruction during class time, which FCA activities would support. Yet others do not do the same class preparation as they require of their students; while they themselves may have been very quick learners, their students may not all be like them. Instructors may consider themselves nearer to their students' age than faculty members are to students and not see a disconnect, but there is still a Generation Y/Z divide. The divergence in responses also begs discussion of the role the instructors' personal histories play in engaging in the change process and implementing the FCA.

Further research into the role of the generational divide and the role played by divergent personal histories is necessary to make stronger claims, and a limitation of the study is that classroom-based observations could not be conducted because of Covid-19; however, the two groups clearly view the same pedagogical innovation from different prisms. As folk wisdom about human observation holds, and as Ralph Waldo Emerson (1803-1882) observes, "people only see what they are prepared to see" (Emerson, 1983/2000). Few instructors were prepared to see how the FCA benefited the students, and fewer still saw the promise of the approach for developing student autonomy.

Generation Z students are on the doorsteps of our universities, ready to or already enrolled in first year courses. It behooves us to meet their learning needs. Their generation is characterized as pragmatic, creative, and self-educated. Their predecessors, Generation Y, are idealistic, innovative, and question authority. For both generations, technology is omnipresent in their lives, but they use it in different ways, with the latter considering it as a consumer item and the former viewing it like the students in our study—as a tool for multimodal communication and exchange. The findings of the

present study raise the question of how to harness the preferences and viewpoints of both groups to improve engagement in and satisfaction with their learning/teaching processes. It also raises the question of how to build bridges between instructors' and students' expectations as they must work in unison for instructional innovations to succeed. The themes identified, analyzed, and discussed in this article may help others understand how students' and instructors' varying personal experiences can influence implementing and benefitting from educational innovations such as the FCA.

It is important to recognize the need to provide more TA education in FL teaching. It is even more important to do so if they are implementing the FCA in their courses as few will have experienced that approach in their own FL learning. In this age of Covid-19, the FCA is poised to become a very valuable approach with "in-class" sessions done as Zoom meetings (or via any other cloud-based video conferencing service).

4.6 References

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Appendices

Appendix E – Sample of Exercises

Sample exercises related to Video 1 on "Forming questions in Spanish" (https://www.youtube.com/watch?v=XRsrsqzJOA0) are provided below:

Exercise 1: *¡Inténtalo!*

Fill in the blanks with intonation and tag questions based on the statements. Follow the model.

Modelo Statement: Hablas inglés
Intonation: **¿Hablás inglés?**
Tag questions: **Hablas inglés ¿no?**

1. **Statement:** Trabajamos mañana
   Intonation: _____
   Tag questions: _____
2. Statement: Raúl estudia mucho
3. Statement: Ustedes desean bailar
4. Statement: Enseño a las nueve
5. Statement: Luz mira la televisión

Exercise 2: *Escoger*

Choose the option that best answers each question.

1. ¿Quién es el chico?
   b) Es Miguel; b) Es chico; c) Es de Cuba; d) Es la mochila
2. ¿Cuándo llegan los estudiantes de México?
   a) Cuatro estudiantes llegan c) Los estudiantes de México llegan
   c) Las estudiantes llegan a la universidad d) Las estudiantes llegan a las diez
3. ¿Cómo cantan los chicos?
   b) Los chicos cantan a las nueve c) Los chicos cantan bien
   c) Los chicos cantan en la clase d) Los chicos cantan
4. ¿De dónde es Margarita?
   a) Es margarita Vega; b) Es de Panamá; c) Es profesora; d) Estudia historia
5. ¿Qué autobús tomas?
   a) Son las cuatro; b) Yo tomo el autobús 27; c) Yo tomo el autobús; d) Yo camino a la universidad

Appendix F – Kahoot Activity Sample

A Kahoot activity related to Video 1 on "Forming questions in Spanish" (https://www.youtube.com/watch?v=XRsrsqzJOA0) is provided below:

Kahoot Activity:

Elige la palabra correcta en cada caso

1. ¿ _____ es tu profesora de español?
   a. Cuándo b. Dónde c. **Quién** d. Quiénes
2. ¿_____ chicos hay en la clase de español?
   a. Quiénes b. Cuánto c. **Cuántos** d. Dónde
3. ¿ _____ trabaja tu amigo?
   a. **Dónde** b. Quién c. Cuál d. Cuántos
4. ¿_____ es tu asignatura preferida?
   a. Quién b. Cuánta c. **Cuál** d. Cuáles
5. ¿ _____ estudias español?
   a) Porque b) **Cuándo** c) **Por qué** d) Qué

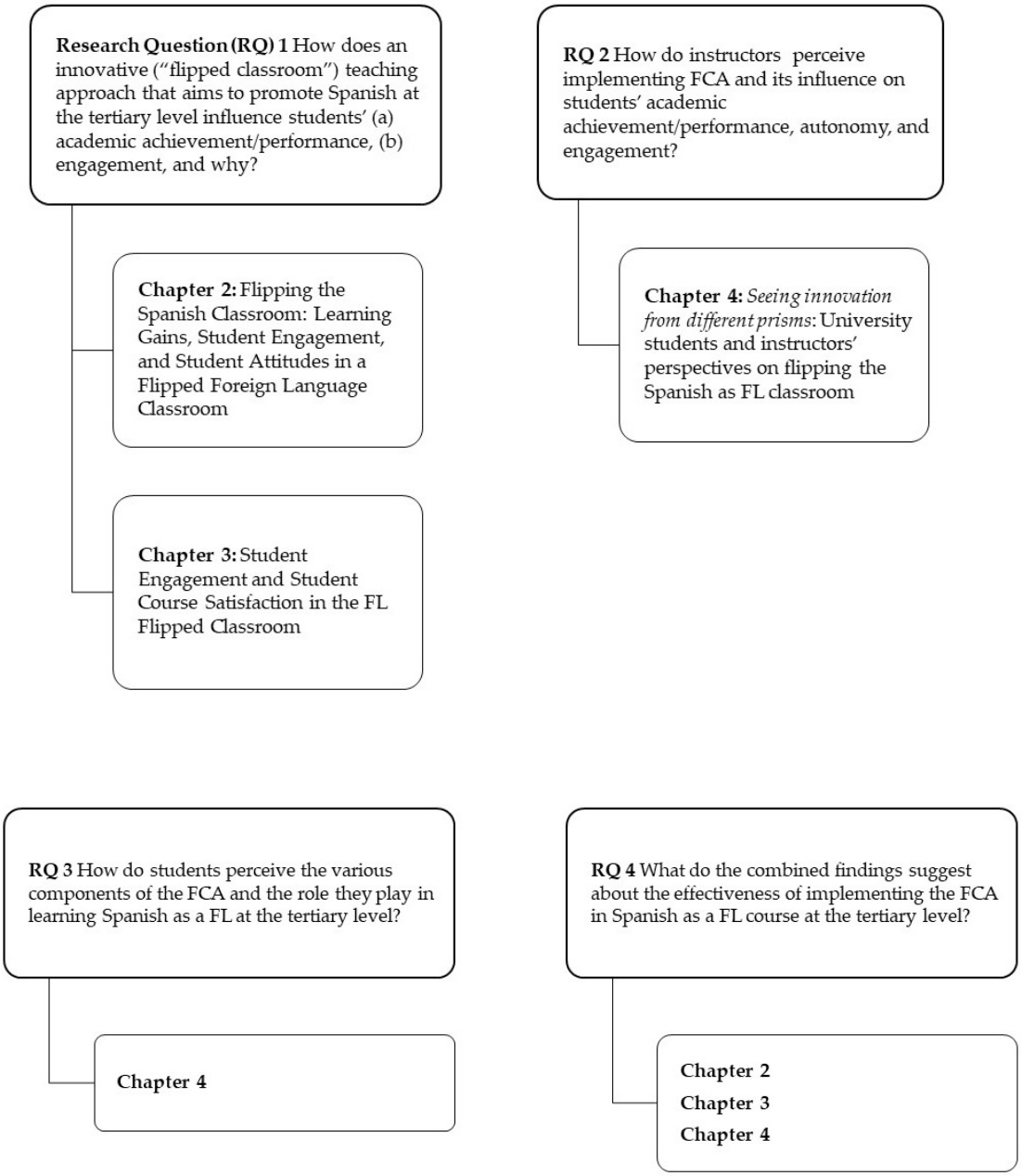
Chapter 5
Conclusions

This chapter outlines the final conclusions of the project presented in this dissertation. Due to the integrated article format of the thesis, the pertinent conclusions for each study are contained within each article. Nevertheless, it is helpful to consider how the three studies fit together. This chapter begins with a review of the overarching research questions presented in the introduction. It then continues with a discussion that compares the results from the three studies, connecting the results with the theory and previous research introduced throughout the dissertation. It ends with a discussion about this study's limitations and potential future directions for research.

5.1 Review of the Research Questions

The overarching research questions that guide this thesis address the implementation of a pedagogical teaching innovation, the Flipped Classroom Approach (FCA), in a foreign language (FL) classroom, by exploring student academic performance, student engagement, student autonomy, student course satisfaction, and students' and instructors' perceptions. Figure 1, below, shows how the different chapters contributed to the research questions (RQ). Study 1 (Chapter 2) and study 2 (Chapter 3) address RQ1 through a quantitative analysis. Study 3 (Chapter 4) uses qualitative data to examine RQ 2 and RQ 3. Finally, RQ 4 is answered by a combination of the three studies.

Figure 13. *Relationship Between Research Questions and Thesis Chapters*



In this study, the implementation of a FCA in a FL course was explored through three separate but interconnected studies to understand the effects on students as well as instructors.

5.2 Discussion

Using a Mixed Methods Research approach (i.e., an approach that uses both quantitative and qualitative data), this study investigated students' and instructors' performances and attitudes towards the FCA in a FL course. A pilot study (Study 1) was carried out with a total of 223 participants, comparing the implementation of a flipped classroom with a traditional teaching approach. The results from this study were not clear with regards to student engagement, which led to my search for answers in a new context in which traditional methods were not used at all and only the FCA was implemented. A total of 399 students and 12 instructors participated in Studies 2 and 3. Building on the results and findings presented in each individual study, in this section I will try to summarize them in order to address the overarching research questions

5.2.1 Student Academic Achievement/Performance

Academic achievement/performance was addressed in Study 1 by comparing students in a flipped classroom (FC) to students in a traditional classroom. Students in the FC performed significantly better over the course of the academic year, although they performed similarly to students in the traditional classroom in the final exam, which took place almost a month after the end of classes.

These results are consistent with those of Turan and Gotkas (2018) who examined the FCA in a basic computer skills course for prospective teachers in an education program. They showed that students taught with the FCA reported higher learning achievements and lower cognitive loads. Likewise, Moranski and Kim (2016) found that students performed at higher levels in the FC when compared to those in a traditional classroom in a Spanish FL course.

5.2.2 Student Engagement

Student engagement was addressed in Study 1, which found no difference in engagement between students in the FC and students in the traditional classroom; however, this should not be interpreted as a lack of engagement. It is important to highlight that in the

FC the percentage of students that came prepared to class was very high, and this could be interpreted as an additional measure of engagement with the material and the course as a whole.

Due to the lack of clear results with regard to student engagement in Study 1, we looked at this factor again in Study 2. We found that students were very much engaged in two levels of a Spanish course: at Beginner and Intermediate levels. These results are in accordance with Lage, Platt & Treglia (2000), the first study that implemented the FCA in a higher education course, and which noted that student engagement seems to increase when this approach is implemented. It also agrees with Alsowat (2016), who implemented it in an English as FL graduate course and compared the results with a control group. The level of engagement for the FCA was higher.

Interestingly enough, instructors' perceptions about student engagement in their courses runs counter to our quantitative and qualitative results. Instructors emphasized the lack of engagement of their students, while, according to student perceptions, they are highly engaged. I will discuss this below in more depth.

5.2.3 Student Course Satisfaction

Student course satisfaction was addressed in Study 2, which found that students were satisfied with the course, and there is a correlation between satisfaction and engagement; however, in this case there is a slight, non-significant, difference between Beginner and Intermediate students in favour of the first group.

Previous studies that looked at course satisfaction in the FCA have suggested that most of the time students are satisfied with this approach (Al-Zaharani, 2015). Gross, Pietri, Anderson, Moyano-Camihort and Graham (2015) found moderate but consistent evidence in favor of the FCA. According to Critz and Knight (2013) and Yeung (2014), student satisfaction increases when the FCA is implemented.

5.2.4 Student Autonomy

Student autonomy was explored in qualitative Study 3 through students' and instructors' perspectives and beliefs. Students reported a sense of autonomy and independent learning, mainly by explaining that the FCA let them set the rhythm and follow their own pace. Some students expressed their preference for group learning opportunities, which is one of the major advantages of the FCA, in that it allows students a first phase of autonomous work followed by participating jointly with instructors and peers for greater depth. Contrary to students' perceptions, instructors feel a lack of autonomy on the part of students, which would have important repercussions on student engagement. If a student does not come to class prepared, it is very difficult for them to engage with the material of the course. Little (forthcoming) notes that it is the instructor's role to "teach her learners reflective habits and the skills of self-and-peer-assessment … to create and sustain a community whose language learning is a function of its language use" (p.7).

It is difficult to explain why this supposed lack of student autonomy was felt by the instructors, contrary to the view held by all the students. Instructors should focus more on fostering the appropriate habits and skills in their learners for them to become more autonomous, which would improve their engagement in the course.

5.2.5 Instructors' Perceptions

Instructors' perceptions are addressed in Study 3. Overall the instructors' perceptions are evenly divided, in the sense that out of the five instructors that participated in the focus group interview, two of them were positive about the implementation of a FCA in the course and aware of the benefits it could bring to students. In contrast, two instructors were very negative, rejecting it and feeling that it was not working at all for them or their students, and as a consequence they made changes along the way—reverting to a more traditional approach. The fifth instructor was in the middle, not expressing either positive or negative attitudes, suggesting that a mix of a FCA and a traditional approach would work best.

5.2.6 Students' Perceptions

In the pilot Study (Study 1) presented in Chapter 2, students' attitudes towards the FCA were examined. There was some degree of resistance by the students, although it was not clear whether that was due to a lack of experience on the part of the instructors or the results were really reflecting student opposition to the FCA. To obtain a clearer picture, deeper answers from students and instructors were needed. Study 3 addresses this question through the data collected in the student focus group interviews. Both groups of students, Beginners and Intermediates, were very positive towards the implementation of the FCA. They referred to it as providing them with the opportunity to learn concepts at their own pace and they reported enjoying the class activities in which they put into practice what was learnt individually. Surprisingly, their comments contrast with some of the instructors' comments.

5.2.7 Effectiveness of the FCA

As in any other teaching approach or teaching innovation, it is important that the instructors are convinced and enthusiastic about the effectiveness and benefits that the new approach may bring to the class, as well as their role in the process. It is well known in the world of education that instructors' motivation, dedication to their teaching, patience and, it goes without saying, knowledge of the content and of their students, are all crucial if we want learners to go beyond expectations. The three studies come together to address RQ 4 when examining the overall effectiveness of the FCA. Looking at the results of all the studies combined, it can be asserted that the FCA promotes student engagement and course satisfaction. Students that understand the approach and take advantage of it, generally enjoy it, and their academic performance/achievement increases. As for the instructors, as noted by Faez, Taylor, Majhanovich, Brown and Smith (2011), they "are central to improving language teaching and learning in any classroom" (p.110) and their perspectives and beliefs are extremely important in the implementation of any approach to L2 education.

5.3 Final Remarks

As each chapter of this integrated article thesis is a standalone work, research contributions for each study were mentioned in each chapter's relevant section. However, I would like to take this opportunity to reiterate that FCA is quite a new teaching approach that is growing as much in its implementation as in its stature as a field of research. It is my belief that this is the first study done that includes such a large number of students and also that compares two different levels of the same subject using the FCA.

As occurs with any teaching approach, it is important to understand who the language learners are, and what their needs and goals may be. It is also crucial to have a well thought out course design and to reflect deeply on the overall learning objectives; however, it is ultimately every instructor or language coordinator/director's personal decision as to which choice of approach will be right for each specific FL course.

This research attempts to show that, for a teaching approach to be successful, it is not only an effective design that is needed; success also depends on instructors and students having a good understanding of what is involved in the implementation of the course, and, most importantly, of what their specific role is in making the course a success. I strongly believe that the FCA is one more option available for FL teaching that can be very useful and powerful if done properly. Nevertheless, there are other approaches to teaching FLs that work as well or better.

5.4 Limitations of this Study

The present study suffered from a number of limitations. The first and most basic one is that due to Covid-19, I could not conduct classroom observations. Everything was moved suddenly to a virtual environment and it was impossible to re-organize classroom observations in such a limited time frame. For the FCA to be successful, engagement is key. Although our results show that students have a high level of engagement with the material at home, it is also important to confirm whether that engagement transfers to classroom activities.

Covid-19 also affected the number of students and instructors who participated in the focus group interviews. Although a very high number of both groups initially agreed to participate, it was very challenging to move the interviews to an online environment, and fewer than expected students and instructors participated in the end.

Despite these limitations (and others that I probably still have not recognized), I believe this study provides valuable original data, and relevant insights into the implementation of a FCA in a FL classroom.

5.5 Recommendations for Future Research

A practical framework for the implementation of the FCA in FL courses is needed. This will allow FL instructors using this teaching approach to better understand what its application entails and to be able to standardize preferred practices, making research in this area much more uniform.

The reality is that, in institutions of higher education in North America, the majority of first and second year language courses are taught by graduate teaching assistants. This fact should be studied more in depth and solutions should be found regarding an effective way to prepare them to teach a L2 or FL. More professional development opportunities for graduate teaching assistants will benefit them as much as it will their students.

The findings presented in this thesis will be of value for future research in the implementation of the FCA in general and particularly in the FL classroom.

Although most of the dissertation is dedicated to the opinions and feelings of students, I would like to end this section by speaking about the role of the course supervisor. As is well known, teaching, as any other profession, involves making decisions at every point in the process of educating students: what to teach, how to teach, when to teach, what the needs of those you teach are, etc. Unlike many other careers, educators have to avail themselves of resources in many different areas of study as teaching is interdisciplinary by nature. Psychology will inform the educator of different learning styles, different ways to approach a task, how age and previous experience may mold the way people approach

learning, how to support people's identity in all manner of ways; sociology will tell us about all the different ways that interaction between people may take place, what social factors we will encounter in and out of class, how minorities may feel in particular settings, how race, class and background may affect a teaching context; linguistics can inform us about structures to be learned, including pronunciation, morphology, syntax; first and second language acquisition studies provide evidence about what we know about the relationship between those structures and learnability, what is easy to acquire and what will almost always be difficult; neuroscience, more recently, has begun informing us about, for example, what types of memory are involved in learning languages; and educators are informed by many other fields. However, after we have absorbed as much as possible from these sciences, in the end, the decisions are ours. We must decide which methods to apply, how to apply them, and how best to exploit the possibilities. The type of research conducted in this thesis is born from a deep understanding of what is involved in this decision-making process, from experience, from passion, and from a deep belief in the students who are brave enough to attempt to learn a second or foreign language.

5.6 References

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Gross, D., Pietri, E., Anderson, G., Moyano-Camihort, K., & Graham, M. (2015). Increased preclass preparation underlies Sstudent outcome improvement in the flipped classroom. *CBE Life Sciences Education*, *14*(4), 1-8. https://doi.org/10.1187/cbe.15-02-0040

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Little, D. (forthcoming). Language learner autonomy: rethinking language teaching *Language Teaching*.

Moranski, K., & Kim, F. (2016). 'Flipping' lessons in a multi-section Spanish course: implications for assigning explicit grammar instruction outside of the classroom. *The Modern Language Journal*, *100*(4), 830-852.

Turan, Z., & Goktas, Y. (2016). The flipped classroom: Instructional efficiency and impact of achievement and cognitive load levels. *Journal of e-learning and knowledge Society*, *12*(4). 51-62

Yeung, K. (2014). Making 'the flip' work: Barriers to and implementation strategies for introducing flipped teaching methods into traditional higher education courses. *New Directions in the Teaching of Physical Sciences*, (10), 59-63.

Appendices

Appendix G - Ethics Approval

Western Research

Research Ethics

Western University Non-Medical Research Ethics Board
NMREB Delegated Initial Approval Notice

Principal Investigator: Joyce Brahn de Garavito
Department & Institution: Arts and Humanities\Modern Languages & Literatures,Western University

NMREB File Number: 107093
Study Title: Flipping the Language Classroom
Sponsor:

NMREB Initial Approval Date: September 10, 2015
NMREB Expiry Date: September 10, 2016

Documents Approved and/or Received for Information:

Document Name	Comments	Version Date
Other	Attachment C - grading breakdown	2015/08/17
Other	Attachment A - script of the video that flipped classroom students would watch at home.	2015/08/17
Other	Attachment B - grammar slides that traditional classroom students would see in class.	2015/08/17
Recruitment Items	Attachment K - recruitment script read by Adriana Soto-Corominas to students whose TA gave consent to participate in the study	2015/08/17
Instruments	Attachment H - questionnaire for traditional classroom TAs	2015/08/17
Instruments	Attachment G - questionnaire for flipped classroom TAs	2015/08/17
Other	Attachment F - script from TA announcing the nature of the section methodology (flipped or traditional).	2015/08/17
Revised Western University Protocol		2015/08/31
Revised Letter of Information & Consent	TAs	2015/08/31
Revised Letter of Information & Consent	Students	2015/08/31
Instruments	Traditional Classroom - Questionnaire	2015/08/31
Instruments	Flipped Classroom - Questionnaire	2015/08/31

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the above named study, as of the NMREB Initial Approval Date noted above.

NMREB approval for this study remains valid until the NMREB Expiry Date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario.

Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB.

This is an official document. Please retain the original in your files.

Western University, Research, Support Services Bldg., Rm. 5150
London, ON, Canada N6G 1G9 t. 519.661.3036 f. 519.850.2466 www.uwo.ca/research/ethics

Western Research

Date: 24 March 2020

To: Dr. Shelley Taylor

Project ID: 114877

Study Title: Implementation of New Innovative Approaches in the Teaching of Spanish as a Foreign Language

Short Title: Innovative Approaches Teaching Spanish

Application Type: NMREB Initial Application

Review Type: Delegated

Full Board Reporting Date: May 1 2020

Date Approval Issued: 24/Mar/2020

REB Approval Expiry Date: 24/Mar/2021

Dear Dr. Shelley Taylor

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the WREM application form for the above mentioned study, as of the date noted above. NMREB approval for this study remains valid until the expiry date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.

This research study is to be conducted by the investigator noted above. All other required institutional approvals must also be obtained prior to the conduct of the study.

Documents Approved:

Document Name	Document Type	Document Date	Document Version
App. B - Student SP1030 Online Survey	Online Survey	28/Feb/2020	2
App. C - Student SP2200 Online Survey	Online Survey	28/Feb/2020	2
App. D - Instructor Online Survey	Online Survey	28/Feb/2020	2
App. E - Confidentiality Agreement	Focus Group(s) Guide	04/Feb/2020	1
App. F - Focus Group Guide Student	Focus Group(s) Guide	17/Mar/2020	3
App. G - Focus Group Guide Instructor	Focus Group(s) Guide	17/Mar/2020	3
App. I - Email Script SP 1030 Students	Recruitment Materials	04/Feb/2020	1
App. J - Email Script SP 2200 Students	Recruitment Materials	28/Feb/2020	2
App. K - Email Script Instructors	Recruitment Materials	04/Feb/2020	1
App. M - Focus Group_LOI & Consent Students	Verbal Consent/Assent	17/Mar/2020	3
App. N - Focus Group_LOI & Consent Instructors	Verbal Consent/Assent	17/Mar/2020	3
App. P - Survey_LOI & Consent Instructor	Implied Consent/Assent	28/Feb/2020	2
App. Q - Survey_LOI & Consent Student	Implied Consent/Assent	28/Feb/2020	2
App. R - Verbal Focus Group Consent Script	Verbal Consent/Assent	17/Mar/2020	2

No deviations from, or changes to the protocol should be initiated without prior written approval from the NMREB, except when necessary to eliminate immediate hazard(s) to study participants or when the change(s) involves only administrative or logistical aspects of the trial.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario. Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB. The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

Please do not hesitate to contact us if you have any questions.

Appendix H – Author CV

Ana García-Allén

Education

B.A. Applied Economic and Managerial Sciences
Universidad de Salamanca
Salamanca, Spain
1989-1992

B.A. Business Administration and Management
Universidad de Salamanca
Salamanca, Spain
1992-1994

M. Ed. Teaching Spanish as a Second Language
Awarded Cum Laude: *Propuesta de un curso virtual de español de los negocios basado en el método del caso.*
Universidad de Salamanca
Salamanca, Spain
2004-2005

M.A. Information and Knowledge Society (eLearning)
Universitat Oberta de Catalunya
Barcelona, Spain
2007-2008

Ph.D. in Education, Applied Linguistics
The University of Western Ontario
London, Ontario, Canada
2014- November 2020

Honours and Awards

Erasmus Scholarships
Universidad de Salamanca – European Council
1993

Award of Excellence – University Students' Council; Teaching Honour Roll
2017-2018, 2016-2017, 2014-2015, 2011-2012, 2010-2011, 2009-2010, 2008-2009, 2007-2008

Related Work Experience

Spanish Instructor
Universidad de Salamanca
Salamanca, Spain
2003

Courses: Spanish Oral Communication – Advanced level; Business Spanish –Advanced level; Advanced Spanish Grammar

Faculty Lecturer
Department of Languages and Cultures
The University of Western Ontario
London, Ontario, Canada
1999 - present

Courses: Spanish for Beginners; Intermediate Spanish; Advanced Spanish Language; Spanish Conversation; Business Spanish; Internship in Spanish; Havana: 500 years of History and Life (Experiential Learning Course)

Graduate course: Principles of Language Teaching and Acquisition (team taught with Prof. Joyce Bruhn de Garavito)

Undergraduate Chair, Department of Languages and Cultures
The University of Western Ontario
London, Ontario, Canada
July 2018 – present

Academic Service

Spanish Content Specialist
Middlebury Interactive Languages
Middlebury, United States
May 2011- December 2013

Design of Spanish Summer Language Program Curriculum including Complete lesson – level learning plans.
CIEE - Council on International Educational Exchange
Middlebury, United States
2011-2013

Editorial – PPTs to accompany the Spanish Textbook "Más" Canadian Edition
Mc Graw Hill Publisher
New York, New York, United Sates
September 2013

Editorial Review of the Spanish Textbook "Nexos, 3rd, Edition"
Heinle Publisher
January 2014

Spanish Language Consultant
Middlebury Interactive Languages
Portland, Maine, United States
2015

Invited Presentations / Workshops

Keynote Speaker: ***Video Production in the Spanish Class as a Learning Tool***
IALTS - The University of Western Ontario
London, Ontario, Canada
April 2013

Workshop: ***Evaluating Proficiency in Spanish Language Courses at Western University***
Universidad de Holguin
Holguin, Cuba
April 2016

Workshop: ***La incorporación del componente lúdico en la enseñanza de lenguas extranjeras.***
Universidad de Holguin
Holguin, Cuba
April 2018

Workshop: ***Language and Cultural Learning Experiences abroad: format, challenges and best practices***.
Universidad de Holguin
Holguin, Cuba
April 2019

Committees

Member of the Undergraduate Committee
Department of Languages and Cultures
The University of Western Ontario
London, Ontario, Canada
2013- date

Outreach Committee Chair
Department of Languages and Cultures
The University of Western Ontario
London, Ontario, Canada
2015 – 2017

Classroom Technology Representative
Department of Languages and Cultures
The University of Western Ontario
London, Ontario, Canada
2016 – date

Co-organized with Prof. Henri Boyi IASLT-Forum (Innovative Approaches to Second Language Teaching) – *Empowering Second Language Learners*
Department of Languages and Cultures, French Studies
The University of Western Ontario
London, Ontario, Canada
November 2016
April 2018

Organized the conference: *Canadian Spanish Teaching Assistants Dialogues*
Department of Languages and Literatures,
The University of Western Ontario
London, Ontario, Canada
February 10th, 2017
February 13th, 2019

Arts and Humanities representative on the Faculty of Health Sciences Council
The University of Western Ontario
London, Ontario, Canada
2017 - 2019

Other Contributions to the University

Coordination and Development of a Tutorial for Spanish TA's (online)
Department of Modern Languages and Cultures
The University of Western Ontario
London, Ontario, Canada
2008

Design, Development, Implementation and Coordination of the Instructional lab for Intermediate Spanish – Use of Second Life as a Language Communication tool
Department of Modern Languages and Cultures
The University of Western Ontario
London, Ontario, Canada
2009-2010

Development and implementation of Community Service Learning for Spanish language courses
Universidad de Holguin
Holguin, Cuba
2012 - date

Development and implementation of Community Outreach for Spanish Students
Department of Languages and Cultures
The University of Western Ontario
London, Ontario, Canada
2010 – date

Development and implementation of Community Service Learning for Spanish Language courses at The University of Western Ontario
Department of Languages and Cultures
The University of Western Ontario
London, Ontario, Canada
2010 – date

Design, Development, Implementation and Coordination of a Cultural and Language Exchange program:
2009-2010: The University of Western Ontario & Universidad de Barcelona (Spain)
2010-2011: The University of Western Ontario & Universidad de los Andes (Colombia)

Study Abroad Program
Universidad de Holguin
Holguin, Cuba
September 2012 - date

Design, Development and Implementation of the website: http://westernspanish.ca/
The University of Western Ontario
London, Ontario, Canada

Development of the Spanish Teaching Assistant Handbook
Department of Languages and Cultures
The University of Western Ontario
London, Ontario, Canada

Conversation Group - Community Service Learning activity with Spanish Seniors in the Community
The University of Western Ontario & London Public Library
London, Ontario, Canada

***Translating the Canadian Kitchen* – Community Service Learning activity with Spanish Seniors in the Community**
The University of Western Ontario & City of London - Recreation
London, Ontario, Canada

Organizer IASLT (Innovative Approaches to Second Language Teaching)
The University of Western Ontario
London, Ontario, Canada
Fall 2016

Founder and main organizer of CASTAD – Canadian Spanish Teaching Assistants Dialogues
The University of Western Ontario & University of Toronto

Workshops for TAs in the Department of Languages and Cultures
The University of Western Ontario
London, Ontario, Canada

Community Service

Organizing Committee and Finance Sub-Committee Chair for Age Friendly London Conference
London, Ontario, Canada
2016 -2017

Committee Member Age Friendly London
Social Participation Group (City of London)
London, Ontario, Canada
2016 – date

Wrote a few articles for *La Jornada* (a popular Hispanic Bilingual Newspaper)
London, Ontario, Canada
2016 – date

Organizing and coordinate *Tendiendo Puentes.* A monthly Space in *La Jornada* (a popular Hispanic Bilingual Newspaper), in which members of the Hispanic Studies Program at Western University share their interests, ideas and projects aiming to engage in a fluent dialogue with the London Hispanic Community.
London, Ontario, Canada
2016 -2019

Professional Memberships

ACH (Canadian Association of Hispanists)

AATSP-ON (American Association of Teachers of Spanish and Portuguese, Ontario Chapter) Vicepresident (November 2017 - present)

AATSP (American Association of Teachers of Spanish and Portuguese)

AAAL (American Association for Applied Linguistics)