

Illinois State University

ISU ReD: Research and eData

---

Theses and Dissertations

---

2022

## The Impact of Flipped Learning on the Language Performance and Attitudes of Beginning Spanish as a Second Language Learners

Susana Dimas

*Illinois State University*, [sdimas@ilstu.edu](mailto:sdimas@ilstu.edu)

Follow this and additional works at: <https://ir.library.illinoisstate.edu/etd>

---

### Recommended Citation

Dimas, Susana, "The Impact of Flipped Learning on the Language Performance and Attitudes of Beginning Spanish as a Second Language Learners" (2022). *Theses and Dissertations*. 1633.  
<https://ir.library.illinoisstate.edu/etd/1633>

This Thesis-Open Access is brought to you for free and open access by ISU ReD: Research and eData. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of ISU ReD: Research and eData. For more information, please contact [ISUREd@ilstu.edu](mailto:ISUREd@ilstu.edu).

# THE IMPACT OF FLIPPED LEARNING ON THE LANGUAGE PERFORMANCE AND ATTITUDES OF BEGINNING SPANISH AS A SECOND LANGUAGE LEARNERS

SUSANA DIMAS CINTAS

86 Pages

The present study evaluated student academic performance on grammar focused tasks in a Spanish L2 flipped classroom compared to a non-flipped classroom as well as examined learners' attitudes towards the implementation of the flipped model in the Spanish L2 instruction. This research included a between-group design, which involved a control group being instructed via a flipped approach and a comparison group learning the same material under a non-flipped model; and a within-group design with a group of learners combining these two different methodologies during one semester. Results in grammar-focused pre and post-tests indicated that Spanish L2 learners did not improve their target language performance notably more in the flipped learning approach than in the non-flipped learning format. In fact, findings in the within-group analysis indicated that students performed better in the non-flipped model of instruction. Student answers in an end-of-semester questionnaire showed that learners in this study had mainly negative opinions towards the flipped learning approach. Despite having pointed out some positive features, learners manifested a clear preference for the teacher explaining grammar concepts in the classroom and highlighted a great number of disadvantages of the flipped model, especially regarding level of understanding and difficulty, grading system and lack of clarification.

**KEYWORDS:** flipped-classroom approach, Spanish L2, student academic performance, grammar-focused tasks, learners' perceptions and attitudes.

THE IMPACT OF FLIPPED LEARNING ON THE LANGUAGE PERFORMANCE AND  
ATTITUDES OF BEGINNING SPANISH AS A SECOND LANGUAGE LEARNERS

SUSANA DIMAS CINTAS

A Thesis Submitted in Partial  
Fulfillment of the Requirements  
for the Degree of

MASTER OF ARTS

Department of Languages, Literatures, and Cultures

ILLINOIS STATE UNIVERSITY

2022

Copyright 2022 Susana Dimas Cintas

THE IMPACT OF FLIPPED LEARNING ON THE LANGUAGE PERFORMANCE AND  
ATTITUDES OF BEGINNING SPANISH AS A SECOND LANGUAGE LEARNERS

SUSANA DIMAS CINTAS

COMMITTEE MEMBERS:

Mir Monserrat, Chair

Patxi Lascurain

Rachel Shively

## ACKNOWLEDGMENTS

I wish to express my appreciation to my supervisor Dr. Montserrat Mir for an extraordinary support and guidance before and during this project and my master's program. I would also like to extend my gratitude to the Committee members, Dr. Patxi Lascurain and Dr. Rachel Shively, who also advised and helped me throughout this process. Finally, I want to acknowledge the constant support and great love of my family, partner and friends who always offered me a word of encouragement.

S.D.C.

## CONTENTS

	Page
ACKNOWLEDGMENTS	i
TABLES	iv
FIGURES	v
CHAPTER I: INTRODUCTION	1
CHAPTER II: LITERATURE REVIEW	4
Flipped-classroom Approach: history and definition	4
Communication in Language Teaching and Flipped Foreign Language Classroom	7
Research on the flipped model	9
CHAPTER III: METHODOLOGY	24
Participants	24
Teaching context	24
Research design	28
Data collection instruments	29
Grammar written tests	29
Written Questionnaire	30
Data collection procedures	31
Data analysis	31
CHAPTER IV: RESULTS	33
Learners' target language performance on grammar-focused tasks: a quantitative analysis	33

Learners' perceptions and attitudes towards the implementation of the flipped learning approach: a quantitative and qualitative analysis	39
CHAPTER V: DISCUSSION	54
Do Spanish L2 learners improve their target language performance on grammar-focused tasks more in the flipped learning approach than in the non-flipped learning format?	54
What are students' perceptions and attitudes towards implementing the flipped learning approach in Spanish L2 instruction?	58
CHAPTER VI: CONCLUSIONS	64
REFERENCES	68
APPENDIX A: PRE-QUIZZES AND POST-QUIZZES	76
APPENDIX B: WRITTEN QUESTIONNAIRE	85



## TABLES

Table	Page
1. Control group's academic performance in grammar-focused pre and post-quizzes in units 1-6.	33
2. Experimental group's academic performance in grammar-focused pre and post-quizzes in units 1-6.	35
3. Classification of student's perceptions and opinions of the flipped model in the open-ended question.	48

## FIGURES

Figure	Page
1. Video post: Unidad 1. Gramática II ( <i>gender and number agreement between nouns and adjectives</i> ).	25
2. Video post: Unidad 6. Gramática II ( <i>stem-changing present tense verbs</i> ).	25
3. <i>Aplicar</i> . Unidad 3. Gramática II ( <i>the present tense of “tener que” and “ir a”</i> ).	26
4. <i>Aplicar</i> . Unidad 5. Gramática II ( <i>“saber” and “conocer”</i> ).	26
5. <i>Comprobar</i> . Unidad 2. Gramática I ( <i>“ser” and “estar”</i> ).	27
6. <i>Comprobar</i> . Unidad 4. Gramática I ( <i>the verb “haber” in contrast with “ser” and “estar”</i> ).	27
7. Control group’s academic performance in grammar-focused pre and post-quizzes in units 1-6.	34
8. Experimental group’s academic performance in grammar-focused pre and post-quizzes in units 1-6.	35
9. Scores of FC and NFE groups in units 1-3.	36
10. Post-quiz 2 ( <i>“ser” and “estar”</i> ): Paso 1.	37
11. Scores of the NFE and the FE groups.	38
12. Amount of time that students spent completing <i>Aplicar</i> and <i>Comprobar</i> activities in units 4-6.	40
13. Degree of difficulty found by students in <i>Aplicar</i> and <i>Comprobar</i> activities in units 4-6.	41

14. Level of usefulness of in-class language task activities in units 4-6 according to the students.	42
15. Students' opinions about the amount of practice language tasks in class time in units 4-6.	43
16. Level of usefulness of Contraseña's video posts of grammar concepts according to students.	44
17. Learning tools that, according to students, helped them learn and remember more Spanish.	46
18. Students' preferred approach.	47

## CHAPTER I: INTRODUCTION

Education has traditionally been viewed as the transfer of information from teachers to learners within the context of the classroom. However, during the last decades there has been a desire to move away from this paradigm (Vitta & Al-Hoorie, 2020). With innovative methods having adapted to the new technological advancements, some alternatives to teacher-dominated instruction have recently emerged across various educational domains. One method that responds to new ways of teaching and studying is the flipped model (Bergmann & Sams, 2012). This pedagogical innovation moves the direct instruction into videos watched by learners outside the classroom setting, in an individual learning space, while class time is used to engage in higher cognitive levels of learning with peers and teacher present. Many educators applying the flipped model, especially in STEM disciplines, reimagine classroom time, replacing long lectures with scaffolded, learner-centered activities. Since highly interactive activities have long been an integral component of instruction in modern foreign languages (FL) (i.e., task-based instruction, two-way information tasks, etc.), instructors value the flipped classroom pedagogy particularly for its opportunity to dedicate less time to explicit content instruction and to allocate more time to use a second language (L2) meaningfully in class (Moranski & Kim, 2016).

The number of educators implementing the teaching approach in their classroom during the last decade, with STEM instructors leading the way, has garnered research attention (Kugler, Gogineni & Garavalia, 2019; Love, Hodge, Grandgenett & Swift, 2014; Moravec, Williams, Aguilar-Roca & O'Dowd, 2010; Rehman, Hashmi, Akbar & Fatima, 2020; Rubbrick, 2012; Umam, Nusantara & Mulyono 2019; Yildiz, 2018; Zappe, Leicht, Messner, Litzinger & Lee, 2009).

As the popularity of the flipped model increases across different academic contexts, at all levels and fields, research studies have also focused on its implementation in the FL classroom. Many studies have argued that the flipped model seems to have positive results in student academic achievements when compared to more traditional learning formats (e.g., Ahmad, 2016; Al-Harbi & Alshumaimeri, 2016; Doman & Webb, 2016; Farah, 2014; Huang & Hong, 2016; Kang, 2015; Wu, Hsieh, & Yang, 2017; Zhang, 2015). However, some other have claimed that benefits of this teaching methodology in student performance is still debatable (e.g., Oki, 2016). Additionally, positive opinions about this teaching methodology have been shared by learners (e.g., Basal, 2015; Kang, 2015) and teachers (e.g., Vaezi, Afghari & Lotfi, 2019) in some studies, while it has also been found that some teachers recognise problems with its implementation (Fontecha, 2020) and some students manifest a clear resistance towards it (e.g., García-Allen, 2020; Moranski & Kim, 2016)

Today research on flipped learning in the FL classroom is abundant, especially in English courses. However, to the writer's knowledge, limited amount of research has been conducted in the Spanish L2 classroom at the university context (e.g., García-Allen, 2020; Moranski & Kim, 2016), and particularly at the novice level (e.g., Fontecha, 2020). In addition, the majority of studies within the Spanish L2 field seem to have explored differences between a flipped learning environment and a traditional teaching context in different groups, but little is known about the impact of combining these two teaching methodologies in the same group of learners. The need of addressing this gap has partially motivated the present investigation, which besides including a between-group analysis, also involved a within group study.

This research aimed to contribute to this body of literature by implementing the flipped model in two beginner Spanish L2 courses at the tertiary level. The objective of this study was to examine the impact that the flipped-classroom approach has on student

academic performance on grammar-focused tasks compared to the non-flipped model and on learners' perceptions and attitudes towards its implementation in the Spanish L2 instruction.

## CHAPTER II: LITERATURE REVIEW

In this chapter, three major themes that emerge repeatedly in the study of flipped learning are discussed. First, this section offers a brief history and definition of the flipped-classroom approach. Secondly, since communicative language teaching is an L2 approach that precedes the flipped foreign language classroom, the role of communication in language teaching nowadays is addressed. Finally, some previous research conducted on the flipped model and, more specifically on the flipped foreign language classroom is provided.

### **Flipped-classroom Approach: history and definition**

The concept of flipped-classroom model is not new but has evolved to the present stage after the passage of an extended period. The seed of what today is known as the flipped-classroom approach was first proposed in 1984 by Militsa Nechkina, a member of the USSR Academy of Pedagogical Sciences. She advised teachers to “let pupils extract new things from autonomous reading of a textbook at home. Allow them to consider it, then discuss it with their teacher at school and come to a united conclusion” (Nechkina, 1984, p.51). After this, in the 1980s and 1990s teachers in Russia began to try this instructional strategy, becoming the first nation that implemented this innovative practice. In 1993, Alison King, as associate professor of education in the College of Education at California State University in San Marcos, focused on the importance of the use of class time for the construction of meaning rather than information transmission in her book “From Sage on the Stage to Guide on the Side”. Despite not directly illustrating the concept of flipping the classroom, her work is often considered as an impetus for an inversion to allow the educational space for active learning.

In their publication “Inverting the Classroom: A Gateway to Creating and Inclusive Learning Environment” (2000) Lage, Platt and Treglia, associate professors of economics at

Miami University (Ohio), asserted that class time that became available from the inversion of the classroom could be leveraged. By moving information presentation via lecture out of the classroom to media such as computers, students' needs with a wide variety of learning styles could be better met. Therefore, according to them, inverting a classroom meant that events that traditionally take place inside a classroom would take place outside and vice versa with the goal of aligning learning and teaching styles to improve student learning and engagement.

In practice, the flipped classroom approach was then started in 2006 in Colorado by the high school teachers Jonathan Bergmann and Aaron Sams. With their chemistry students reporting that classroom time was not enough to go over all new concepts and then, practice them in class, these teachers noticed that time spent in the classroom explaining new content limited the amount of practice students could do in the classroom. However, without explicit instruction, students could not do the practice exercises.

After reflecting on these difficulties, Bergmann and Sams discovered that taking notes in class, doing the assignments, and catching up with lessons were the main problematic issues in their classes. As a consequence, they decided to invert the classroom lecture and bring homework to class. They recorded PowerPoint slides explaining the new content and distributed them online on YouTube and assigned those videos as homework, using in-class time to help students with the concepts that they had not understood.

In this way, Bergmann and Sams divided the process of flipping the classroom into two steps. The first part consists of transferring lecture content into videos made by educators so that students can go at their own pace since they can stop or rewind the videos and take notes; this is done outside the classroom setting. The second part is developed in class where students complete homework, projects, guided and independent practice, and higher-order thinking activities where interaction and meaningful communication are the main focus. The



resulting outcome was a total success, and in their book “Flip your classroom” (2012) the first definition of flipped learning was born as leaving “what was traditionally treated as homework to be done in the class time, and that which was previously done in class being done at home” (Bergmann & Sams, 2012, p.13).

Thus, the flipped classroom was later defined as “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” (The Flipped Learning Network, 2014).

This inversion results in a different setting for the classroom compared to traditional methods. While in the traditional instruction time is mainly devoted to explaining new concepts and going over assigned homework, in the flipped model, most of the time is used for guided and independent practice, discussion, action-orientated and peer- learning activities, cooperative and collaborative learning, as well as assistance and feedback, and focusing on student learning needs, autonomy, agency, interaction and engagement. This time enhancement is achieved by the fact that lecture time and content delivery is not part of the lesson since the explicit instruction is moved by means of asynchronous video lectures, presentations or podcasts and assigned as homework prior to coming to class. In this way, the flipped classroom model allows learners to work at their own pace, with students receiving a personalized education tailored to their individual needs since they can view and pause the video lectures as many times as needed and at their own pace; which provides students with the opportunity to be well prepared and ready for class time (Bergmann and Sams, 2012).

In addition, the role of both, learners and teachers, changes in the flipped model compared to traditional teaching practices. The concept of the flipped classroom is based on a student-centered approach. In the flipped model students become more autonomous while the teacher becomes the guide and facilitator of content, activities, and models. As stated by Bergmann and Sams (2012) “flipping the classroom is redirecting attention away from the teacher and putting attention on the learner and the learning” (p. 27).

Since Bergman and Sam were chemistry teachers, soon after their experiment, the flipped classroom gained popularity particularly in pure sciences as they are mainly lecture-based classes. Given the positive results obtained in STEM subjects, the flipped model was recommended for all other subjects, including language teaching.

### **Communication in Language Teaching and Flipped Foreign Language Classroom**

Language teaching methods have evolved from the Grammar Translation method that began in the 17<sup>th</sup> century in order to teach Latin and Greek and continued until the 19<sup>th</sup> century with modern languages such as German, French or English. Other techniques such as the direct method, the audio-lingual, and the audio-visual methods have also been implemented in the L2 classroom (Richards and Rodgers, 2014).

More recently, the language teaching paradigm has shifted with the Communicative Language Teaching (CLT) approach. In reaction to Chomsky’s notion of “linguistic competence”, Hymes (1972) coined the notion of “communicative competence” as the ability to use grammatical competence in a variety of situations. That is to say, the ability to use language meaningfully in special real-life situations. Canale and Swain (1980) expanded the communicative competence spectrum and proposed the first related theoretical framework. They stated that communicative competence included three components: the grammatical competence, which is the knowledge of vocabulary morphology, syntax, semantics, phonetics

and orthography to create grammatically correct utterances; the sociolinguistic competence, which is the mastery of the cultural rules and conventions of use regarding appropriateness of communicative acts according to the sociocultural context; and the strategic competence that involves the ability to communicate effectively and repair problems caused by breakdowns in communication. The strategic component was further expanded by Canale (1983) when he added the discursive competence, defined as the ability to use, produce, and recognize arrangements or words, structures, or sentences in a cohesive manner.

The foundational principle of CLT responds to the primary function of language, which is communication, with the goal of developing communicative competence for language learners by also bringing authenticity into the classroom (Brandl, 2008). Teaching practices in a CLT instruction focus on the development of these four competences by encouraging the use of real-life situations and authentic contexts in interactions, where negotiation of personal meaning between the individuals is needed. In other words, CLT gives more focus on meaning rather than structure and students practice to communicate in the target language through numerous kinds of communicative activities, such as role-plays, dialogues, games and problem-solving activities (Phoeun & Sengsri, 2021). In addition, this language teaching 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).

In this way, CLT is an L2 language teaching approach that preceded the flipped-learning classroom. Both approaches happen to complement each other well since the flipped model recognizes the significant role of the communication in language teaching today. As opposed to traditional language teaching approaches where explicit grammar instruction within the classroom is the main focus, the flipped-learning approach aims to increase time for meaningful oral interaction in the classroom by moving direct instruction and explicit

lectures to outside the academic setting. It allows teachers and learners to use class time more effectively to engage in communication-based learning experiences (Strayer, 2007).

Therefore, learners are given more occasions to engage in meaningful tasks where students exchange information focusing on meaning and not on patterns or structures; and language is the means to accomplish the expected language outcome (Long, 2015). Thus, the flipped learning format focuses on developing learners' communicative competence while bringing authenticity into the classroom, which is also the main objective of CLT.

In addition, technology can enhance the implementation of CLT in the classroom. Computer-Assisted Language Learning (CALL) is defined as “the search for and study of application of the computer in language teaching and learning (Levy, 1997, p.1). In this method, computer technology is used in teaching and learning procedures at all stages such as presentation, practice, and feedback, helping learners achieve their learning goals at their own pace and ability. In the foreign language flipped model lesson content is learned at home by means of technology in order to devote class time to practicing the communicative competence. Therefore, although CALL uses virtual environments only and the flipped model operates in both virtual and in-class settings; this innovative language teaching approach shares some foundations of CALL and claims that by moving the lecture content into videos and out of the classroom, teachers can make the most of in-class time to develop learners' communicative competence (Educause Learning Initiative, 2012).

### **Research on the flipped model**

With the increasing implementation of the flipped classroom in many different subjects during the last decades, the study of this innovative teaching practice has recently become a research interest for many scholars. Research has assessed the impact of the flipped model on diverse subjects such as pharmacotherapy, programming, algebra,

mathematics and chemistry courses, just to mention some (e.g., Kugler et al., 2019; Love et al., 2014; Rehman et al., 2020; Rubbrick, 2012; Umam et al., 2019; Yildiz, 2018). These studies have observed that the flipped model could be effective in enhancing students' academic performance.

For instance, Anne J. Kugler, Hyma P. Gogineni and Linda S. Garavalia (2019) assessed the impact of using a flipped classroom instructional approach on students' learning outcomes as well as learners' instructional preferences in a pharmacotherapy course. Selected topics in a gastrointestinal and liver pharmacotherapy course were taught through the flipped classroom method that required students to view lecture modules and respond to self-assessment questions prior to class. In class, students engaged in application exercises, discussion, and quizzes. The following year these topics were taught using the lecture/case format and the instruction of different topics was completed under the flipped model. Student performance under each teaching methods was examined through formal assessment and learners' preferences and study habits were collected via a survey administrated before and after experiencing the flipped classroom. Results showed that tests scores were higher for those topics taught using the flipped classroom format compared to the lecture-based format. Survey responses reflected acknowledgement by about half of the students that the flipped format was more beneficial than traditional methods, but learners still clearly preferred live lectures over prerecorded lectures. The majority of students reported that the amount of preparation time required for the flipped classroom was appropriate and that they had a positive or neutral experience with the flipped classroom overall. This study supported use of the flipped classroom method for teaching standard pharmacotherapy topics but underscored some of the resistance expressed by students despite understanding the potential benefits of the flipped format (Kugler, Gogineni & Garavalia, 2019).

In the same way, Love, Hodge, Grandgenett and Swift (2014) investigated 55 students in two sections of an applied linear algebra course, using the traditional lecture format in one section and the flipped classroom model in another. In the latter, students were expected to prepare for the class by watching screencasts created by the instructor or reading the textbook or the professor's notes. Content understanding was measured by students' performance on course exams. Students in the flipped classroom environment had a more significant score increase between the sequential exams compared to the students in the traditional lecture section, while performing similarly in the final exam. Learners' perceptions were also examined in an end-of-semester survey that indicated that the flipped classroom students had very positive opinions about their experience in the flipped course, and particularly appreciated the student collaboration and instructional video components (Love, Hodge, Grandgenett & Swift, 2014). This study suggested that this approach may hold significant promise for successful implementation in introductory courses in STEM disciplines and may support improved students outcomes. Results also implied that learners not only did still learn the necessary mathematical skills but also enjoyed the classes more, which could increase students interest in the subject.

Moravec, Williams, Aguilar-Roca (2010) found in a large introductory biology class a performance increase of 21% on exam questions related to the topics introduced outside class with videos through a flipped learning approach. Likewise, Day and Foley (2006) in a human-computer interaction course, found that students in the flipped environment scored significantly higher on all homework assignments, projects, and tests. Similar results regarding the effectiveness of flipped learning were also found in multiple meta-analysis studies in engineering courses (e.g., Mason, Shuman & Cook, 2013); health professions education (e.g., Hew & Lo, 2018), nursing education (e.g., Xu, Chen, Nie, Wang, Song, Li, & Zhao, 2019) and some other domains.

However, implementing the flipped model may also come with some challenges, as evidenced by some research. For instance, Umam et al. (2019) examined the effectiveness of a flipped classroom application in a mathematics teacher education programme. Thirty-one pre-service teachers participated in the study and data was collected through observation, written journals, and tests. Findings showed that the flipped classroom promoted independent learning by encouraging students to work together with other peers, and improved learning awareness. Authors in this study suggested that diligent students were highly motivated and those experiencing difficulties requiring peers assistance in understanding encouraged the creation of peer teaching among students. Results also emphasized the challenges during the application of the flipped model regarding technical issues such as editing and recording skills; as well as time constraints. It was suggested that a successful implementation of this approach may require expert assistance,

Considering the shift in the role of the learner in flipped learning where new content is “learned” by learners on their own, research has also focused on examining learners’ perceptions about flipped learning and teaching, without analysing their academic performance (e.g., Kurtz, Tsimerman & Steiner-Lavi, 2014; Hussain, Ahmad, Saeed & Kham, 2015; Iyer, 2007; Zappe, Leitch, Messner, Litzinger and Lee, 2009). For instance, Strayer (2007) compared a traditional classroom with a flipped classroom at an introductory statistics class at the university level. In order to assess students’ perceptions and experiences, Strayer audiotaped classroom sessions, used individual and focus-group interviews, gathered field notes from research team members, and completed reflective journals. His findings showed that initially students were less satisfied with the flipped classroom than with the regular class but gradually they became more open to cooperative learning and innovative teaching methods during the course. Strayer reasoned that lack of enthusiasm to this innovative way of teaching may be that in introductory classes students do not have a deep

interest in the subject and they can be frustrated when they find a new teaching model. Therefore, a transition between the traditional and the flipped classroom was suggested.

In Kurtz, Tsimerman and Steiner-Lavi's study (2014), business university students in Israel prepared for lessons by watching videos away from class. Learners completed a questionnaire distributed towards the end of the course and reported that watching videos between lessons enhanced interest, alleviated boredom, and enriched learning and to a lesser extent, it increased their involvement, understanding, and confidence in their own learning. However, participants clearly preferred to watch them in class. Multivariate analysis indicated that working students were less positive about flipped learning than non-working students, female students were more positive than male ones, and older students were more positive than younger ones.

In an overview of recent studies in flipped learning (Bishop and Verlenger, 2013) it was found that general reports of students' perceptions were consistent and positive. For example, students preferred going to the classroom having previously worked on the material on their own and also, they came to class better prepared than when they had been given textbook readings (DeGrazia, Falconer, Nicodemus and Medlin, 2012). Students in other studies have also pointed out to the level of enjoyment and engagement in flipped learning (Zappe et al., 2009).

Some research has also been conducted with teacher education students, an interesting population since these are students training to become teachers. In Hussain et al. (2015)'s study students (prospective teachers) were instructed in four pedagogical skills (i.e., planning for instruction skills, presentational skills, classroom management skills and classroom assessment skills) through the flipped-learning with ready-made videos, audios, reading material, pictures, diagrams, and PowerPoint presentations that they watched before coming



to class. Using a questionnaire, the researcher measured students' perceptions before and after flipped lessons regarding these four pedagogical skills. Students recognised having enhanced these four pedagogical skills in the flipped approach. It was found that prospective teachers may be taught through this methodology regularly since it allowed them to plan regularly for the class, thus positively impacting their planning skills; and practice different presentation activities and discussions, which had a positive effect on their presentational skills. Additionally, students highlighted that classroom seating, teaching time management, content distribution and collecting the summary in flipped learning approach had positive influence in their classroom management skills. Finally, the assessment of classwork, reading material and formative practices of assessment along with the usage of assessment results for modifying instruction were, according to learners, aspects of the flipped model that had a positive effect on their assessment skills.

Basal (2015) also examined the perceptions of prospective EFL teachers at a state university in Turkey on flipped classrooms. This study counted with 47 prospective EFL teachers (students) in advance reading and writing classes. The study had two different phases. First, the preliminary phase was used to examine and resolve possible problems with the implementation of the flipped model. For example, the author recognized problems with videos' completion, length of the videos, and late delivery of the videos. In order to solve these problems, it was decided to include secret words in the videos to make sure that students watched them, limit the length of the videos to 15 minutes, and post the videos four days prior to the class. The second phase was used to evaluate the opinions of the participants through open-ended questions in a written questionnaire. According to learners responses, it was concluded that flipped classroom was beneficial in terms of learning at one's own pace, advancing student preparation; increasing participation; and overcoming the limitations of class time (Basal, 2015). This study also provided recommendation towards the integration of

learning management systems into courses in other English language teaching departments and for implementing flipped classrooms in language teaching.

Given the success of the flipped model in many different teaching contexts, researchers have recently started looking at flipped teaching in the second/foreign language classroom. Similarly, to other studies, research in the L2 classroom also have included comparisons between traditional teaching contexts and flipped classrooms and their impact on language performance as well as students' perceptions. Interestingly enough, much of the research in L2 settings has taken place in EFL classrooms across many different countries. For instance, Doman and Webb (2016) investigated whether the flipped classroom led students to increased gains on learning outcomes in two EFL contexts, in Macau (China) and in the United States. Participants in this study were considered high-intermediate EFL learners. A pre and post-test quasi-experimental mixed-method design was used to determine any differences in students' achievement that might be associated with the flipped approach. The effectiveness of this model on students' achievement with grammar-student learning outcomes was evaluated with a pre-test and post-test grammar test, along with students' perceptions of their increased comfort and confidence using English grammar through a grammar survey. Despite the differences in instructional contexts, the findings suggested that although both the control and experimental groups showed increased comfort in the self-report data, gains on actual achievement were significant only for the flipped learning groups (Doman & Webb, 2016). The researchers of this study made recommendations for a flipped curriculum and material design for EFL teachers in any context globally.

Similarly, Farah (2014) examined the impact of using a flipped classroom instructional method on the EFL writing performance of twelfth grade Emirati female students at the Applied Technology High School (ATHS) in Abu Dhabi, United Arab Emirates (UAE). The main objective of the research study was to measure whether there

were any significant differences in the writing attainment of students who learnt through the flipped model and those who learnt “traditionally”. The study also sought to identify female students’ perceptions of the flipped instruction in an EFL writing setting. Participants in this study presented a high level of English Language Proficiency. The 15-week writing program consisted of instructional videos and differentiated class tasks that were used with only one group of students while the other group studied the teaching material in a similarly learner-centered class. Both groups completed a pre-test and post-test. Findings revealed statistically significant differences between the mean scores in favor of the students in the experimental group. The results showed that this improvement in the writing performance was largely attributable to the flipped instruction method of teaching. Students’ attitudes towards the flipped instruction were analysed through a questionnaire. Supporting, those findings in student performance, the majority of learners showed positive attitudes towards this approach regarding involvement, confidence and motivation. However, almost half of students showed preference to having the teacher explaining in class and favored the traditional instruction over the flipped model.

In Kang’s (2015) study, 24 upper-intermediate EFL learners in Korea were taught using both regular and flipped approaches. In order to explore the efficiency of the flipped model pre-tests and post-tests were analysed. These pre and post-tests illustrated that only the flipped classroom group produced statistically significant changes in both vocabulary and grammar knowledge. In addition, student’s perceptions were also examined. Learners were asked to keep track in logs of their degree of integration of preparation assignments prior to coming to class. Data from students’ logs and opinions suggested that well-blended flipped classroom maximized face time, retained more interaction, and achieved learning goals. Likewise, students in a post-questionnaire and interviews reported that the flipped model was highly positive in aspects such as satisfaction, helpfulness, in-class activities, and instructor’s

roles. However, the author also found that students not completing the pre-assigned tasks was the biggest disadvantage of the flipped classroom (Kang, 2015).

Findings regarding gains on students' achievement in these studies are also consistent with more research that has also observed that flipping the classroom benefits intermediate and upper-intermediate students in other various aspects, including enhancing their creative thinking (e.g. Al-Zahrani, 2015), listening comprehension (e.g. Ahmad, 2016), grammar skills (e.g. Al-Harbi & Alshumaimeri, 2016), reading comprehension (e.g. Huang & Hong, 2016), writing skills (e.g. Ahmed, 2016), English pronunciation (e.g. Zhang et al., 2016), and overall English proficiency (e.g. Wu, Hsieh, & Yang, 2017; Zhang, 2015).

The flipped classroom has also been found to help students become more responsible for their learning (e.g., Homma, 2015; Han, 2015). For instance, Homma (2015) investigated students' autonomy in two EFL classes. He analysed how different types of learners react to flipped learning. He carried out a study where the flipped model was gradually implemented in two EFL classes with two different sets of students. One class was an EFL course for freshman university students and the other was an EFL conversational class for professionals. A partially flipped classroom was applied throughout the first five weeks of the semester to use the videos and the online material. By the sixth week, students kept watching video tutorials at home, but they were also given full access to other online material for practice. Students' perceptions of the flipped model were collected by means of an oral interview and a survey. Although all students considered that the course material helped them improve oral and written performance in class, they gradually gave more relevance to interactive and digital skill practice. The professional language learners perceived that being able to use the course materials at will allowed them to evaluate effective steps to their target goals. Although both groups had access to the same material, the freshmen group did not know how to choose from the various resources offered to practice and learn, so it was difficult for them

to make independent choices of learning materials. Homma (2015) concluded that being familiarized with a learning style can help students to make informed choices, become independent, and responsible leading to autonomy in language learning.

Although most of these studies agree that the flipped classes obtain better results than the traditional classes in terms of performance, in Oki's study (2016) in an intermediate EFL course in Hawaii, it was found that students' academic performance was not impacted by the flipped classroom. In this action research study, course grades as well as students' perceptions of the flipped model were used to examine the impact of flipped learning. Like other studies, these EFL students seemed to enjoy their flipped classroom because they perceived that class-time was used more efficiently to review, discuss and engage in critical thinking activities. They also stated that the teacher's role as a facilitator in class was very helpful. However, the academic performance did not reveal statistical difference; in fact, the author claimed that students performed similarly in either flipped or traditional contexts. Similar findings appear in Al-Harbi's study (2016), where it was suggested that although adopting the flipped classroom strategy appeared to play a role in enhancing students' grammar performances with the flipped group showing a mean score higher than that of the non-flipped class, the difference between both classrooms' mean scores was not statistically significant.

Considering teachers' attitudes is important in their decision to implement teaching approaches since their perceptions are translated into classroom practices, some researchers have recently focused on teachers' perceptions towards the use of a language flipped classroom. For instance, Vaezi, Afghari and Lotfi (2019) examined perceptions of experienced EFL teachers in Iran through a written questionnaire and found that an overwhelming majority of these instructors agreed or strongly agreed that this approach had the capacity to improve students' knowledge of English. They also recognized flipped

learning could open up many possibilities for language teachers including ability to personalize instruction, manage time more efficiently, and connect more to the L2 learners (Vaezi, Afghari & Lotfi, 2019).

It has also been found that the flipped classroom allows teachers more individual interaction with every learner and helps them develop better relationships with all their students (e.g., Zhang & Wu, 2016). It has also been suggested that flipping the instruction significantly reduces negative behaviour in the classroom (e.g., Cockrum, 2013).

Research on the flipped model in Spanish L2 contexts is very limited. Moranski and Kim (2016) compared the learning of complex Spanish grammatical structures in flipped or inverted classrooms (IC) and in-class presentational classes (CP). Students participating in this study were enrolled in all 14 sections of Intermediate Spanish I at a selective private university in the United States. This course was part of the university's required basic language sequence. To assess student's Spanish L2 knowledge, a grammaticality judgment test (explicit knowledge), a usage description task (metalinguistic knowledge), and a chapter test (production knowledge) were used. An attitudinal inventory scale rating was also included for students to rate their assignments in terms of comfort, enjoyment, and confidence with the material. The results showed that students in the IC scored higher in the grammatical judgment test, although no statistically considerable differences were found for both IC and CP in the usage description task or in the chapter test. The results from the attitudinal questionnaire showed that learners in this study were aware and in favor of the ways in which the IC facilitated their processing of the material. The majority of the IC group's comments were directed at the grammar videos, with similar numbers of positive and negative comments addressing specific characteristics of the videos themselves. Many of the positive comments on the instructional videos focused on how the assignment structure facilitated interaction with the lesson's content. Some learners commented favorably on the

pace of the videos as well as how these videos forced them to actively listen to answer the question. In addition, this results also showed that preparing for a lesson before class helped students to participate more in language discussions in the classroom. Negative comments most often described the videos as boring and repetitive. A small number of learners objected to the practice of using videos, citing conflicts with existing study habits. For example, the preference to learn by reading or to listen to music when studying. The positive comments in this study suggested a relationship between the act of consciously processing the content and higher scores. Thus, it appears that the IC not only achieved its goal of facilitating deeper processing of the material, but also that the learners themselves were aware of this and reacted positively. However, it is important to highlight that learner preference for the IC was stratified among several predictor variables other than instructional condition, meaning that certain subgroups of learners may have differential reactions to the IC.

Ana García-Allen (2020) compared student performance as well as learner' attitudes in flipped and traditional classrooms in a first-year introductory Spanish course (i.e., Spanish for Beginners) at the university level in Ontario, Canada. Participants in this study were a total of 214 students with ages ranging from 18 to 25 and with no previous knowledge of Spanish. Student performance was examined through summative assessment (four tests throughout the year and one final exam). All tests contained sections that evaluated oral comprehension, grammar and vocabulary, and reading comprehension. All exercises required an open answer with right or wrong responses, as there were no fill-in-the-blank exercises. In addition, participants completed written questionnaire at the end of the academic year where they were asked to indicate, using a 5-point Likert scale, their agreement with different statements regarding enjoyment and expectations. Results in this study indicated that students in the flipped classroom sections (FC) were found to perform significantly better than students in the traditional classroom sections (TC) on the tests throughout the year.

However, FC and TC students performed similarly in the delayed final exam. In the questionnaire, no significant differences between section type were found. However, TC students seems to rate the traditional classroom better than the FC students. This indicates that students following the FCA offered some resistance, especially at the early stages of the course. The researcher highlighted that a possible reason could be that the flipped learning method was a new experience for the students and thus, they needed to have a better understanding of this approach.

In the same vein, although without analysing student performance, Fontecha (2020) conducted an action research that aimed to evaluate teacher's perception and students' attitudes and practices over the impact of applying a flipped learning model for a basic Spanish course at a public mid-sized university. The intervention consisted of four lessons that dealt with grammar topics transferred into tutorial videos and in-class activities to practice the content from the videos. To gain a broader spectrum of the teacher and students' perceptions, questionnaires and field journals designed to obtain both numerical and non-numerical data from the teacher and the students were used. The study highlighted the cyclical process (i.e., reflection phase, action phase and evaluation phase) of implementing a new teaching model. The author concluded that assignment completion was pivotal for the model to work and that if the flipped model was implemented properly, the role of the teacher was more of a facilitator. It was also suggested that the flipped model helped discuss and build grammar knowledge in a bidirectional way between students and teacher.

As seen above, there is abundant research on flipped learning, especially in STEM classes and in EFL contexts. However, there is a lack of research on some fields of language learning, principally in non-English classes, as is the case of Spanish L2 contexts. Moreover, the vast majority of the previously mentioned studies focus on intermediate and upper-intermediate EFL learners, and it seems that further research is needed on beginning courses.



It is also important to point out that most researchers in these studies compared flipped and non-flipped models among different groups of learners. Little is known about the impact of shifting from one to the other within the same group.

In addition, to the writer's knowledge, the flipped model in language learning has not been thoroughly explored in educational contexts in the United States (US). With Spanish being the most studied language in schools and colleges in the US (Looney & Lusin, 2018), there is a need to research how flipped learning impacts Spanish second language classrooms and learning in the United States.

Moreover, as a consequence of technology having significantly evolved during the last decades, its incorporation in academic settings has increased and therefore, the popularity of the flipped classroom has grown rapidly in recent years, including language learning and teaching contexts (Muldrow, 2013). The flipped approach to teaching has become particularly attractive because of the availability of internet resources including audio and video on virtually any subject; and the approach seems to have singular appeal for students in this electronic age (Herreid & Schiller, 2013). In this way, addressing these new contexts of Spanish L2 learning in the American educational framework is an important research interest nowadays.

Given the above-mentioned reasons, this study aimed to learn more about flipped learning in Spanish L2 classrooms by examining beginning Spanish learners' language performance in a flipped classroom compared to a non-flipped classroom at a tertiary level in United States. In addition, this study analyses students' perceptions and attitudes towards the implementation of the flipped model in the Spanish L2 instruction within the American context.

The research questions that the present study aims to answer are:

1. Do Spanish L2 learners improve their target language performance on grammar-focused tasks more in the flipped learning approach than in the non-flipped learning format?
2. What are students' perceptions and attitudes towards implementing the flipped learning approach in Spanish L2 instruction?

## CHAPTER III: METHODOLOGY

### **Participants**

Participants in this study were a cohort of 40 undergraduate students with ages ranging from 18 to 22 enrolled in two basic Spanish classes (i.e., SPA 111) at Illinois State University in Bloomington-Normal, Illinois, United States. However, it is important to indicate that not all 40 students showed up during the duration of all lessons targeted in the study. The language learning groups consisted of novice students who had never received instruction on the Spanish language or took a couple of years of high school Spanish some time ago but did not present a strong foundation in the language.

### **Teaching context**

The Basic Spanish Skills course (i.e., SPA 111) is the first of two introductory courses for beginning students of Spanish. It is a four-credit hour course designed for students with no prior Spanish study and imparted four days a week in fifty-minutes lessons during one semester; that is to say, a total of fifteen weeks, sixty hours per term.

According to the course description, the learning outcome is to help students develop proficiency in the four language skills (i.e., reading, listening, writing and speaking) essential to effective communicative language learning and to offer an introduction to the culture of the ample Hispanic world. Overall, students in this course are trained to be able to convey personal basic meaning and engage in very simple Spanish conversations about personal topics and/or daily occurrences. Emphasis in this course is in development of oral skills and Spanish is the language of instruction.

This course is taught through *Contraseña*, an interactive online platform with all the learning resources and materials needed for the course. It covers six units, each of them including different sections: *Texto* (reading or listening), *Vocabulario*, *Gramática I*,

*Gramática II, Exploración cultural, Estrategia de producción* (writing or speaking) and *Proyecto*.

In this SPA 111 course students learn the material in the six units following the flipped-classroom approach. Students watch instructional and explanatory videos in *Contraseña* and complete some mainly input-based application activities (i.e., *Aplicar* and *Comprobar* activities) before coming to class. During class time, they engage in oral and communication-based tasks in order to review the content previously learned outside the classroom.

All instructional videos are created by *Contraseña*. As Figure 1 and 2 show, they usually last between 5 and 8 minutes and include animation and input enhancement.

1. Presentación (6:18 min)



Figure 1. Video post: Unidad 1. Gramática II (*gender and number agreement between nouns and adjectives*)

1. Presentación (5:48 min)

Subject	pensar (e>ie)
yo	pienso
tú	piensas
él/ella; usted	piensa
nosotras/nosotras	pensamos
vosotras/vosotras	pensáis
ellos/ellas; ustedes	piensan

Figure 2. Video post: Unidad 6. Gramática II (*stem-changing present tense verbs*)

As seen in Figure 3, 4, 5 and 6, *Aplicar* and *Comprobar* activities in *Contraseña* are mainly input-based application exercises.

**Gramática 3-6 ¿Qué va a hacer Juan Pablo mañana?** Juan Pablo has a very busy day tomorrow. Order the activities that he is going to do, paying attention to the times of day mentioned and other clues, such as the word *después* (after) to help you map his day.

≡ Va a cenar en un restaurante italiano para celebrar el cumpleaños de Marco.
≡ Va a regresar a casa después de cenar.
≡ Va a asistir a su primera clase del día: sociología, a las nueve de la mañana.
≡ Va a dormir a la medianoche.
≡ Va a ayudar a su amigo Chad con un proyecto para su clase de español a las once de la mañana.
≡ Va a trabajar en la biblioteca a la una y media de la tarde.
≡ Va a desayunar con su amiga Alicia a las ocho de la mañana.
≡ Va a levantarse y salir de la casa a las siete de la mañana.
≡ Va a almorzar un sándwich.

Figure 3. *Aplicar*. Unidad 3. Gramática II (the present tense of “*tener que*” and “*ir a*”)

**Gramática 5-11 ¿Sabes o conoces?** Select the appropriate option to complete each sentence with *saber* or *conocer*.

1. _____ a una persona famosa.	<input type="radio"/> Sé	<input type="radio"/> Conozco
2. _____ los nombres de los estudiantes en la clase.	<input type="radio"/> Sé	<input type="radio"/> Conozco
3. _____ un país hispanohablante además de Estados Unidos.	<input type="radio"/> Sé	<input type="radio"/> Conozco
4. _____ que el español no es la lengua oficial de Brasil.	<input type="radio"/> Sé	<input type="radio"/> Conozco
5. _____ cuál es la población de México.	<input type="radio"/> Sé	<input type="radio"/> Conozco
6. _____ el cine español.	<input type="radio"/> Sé	<input type="radio"/> Conozco
7. _____ a un director de cine de España.	<input type="radio"/> Sé	<input type="radio"/> Conozco
8. _____ tocar bien un instrumento musical.	<input type="radio"/> Sé	<input type="radio"/> Conozco

Figure 4. *Aplicar*. Unidad 5. Gramática II (“*saber*” and “*conocer*”)

**Gramática 2-7 El Departamento de Español.** You will listen to a conversation between Professor Jiménez and Maryanne from *Contraseña: Texto* about departmental offerings. Follow the steps to complete this activity.

**Paso 1.** Listen to the conversation between Professor Jiménez and Maryanne, and drag each adjective that Professor Jiménez mentions to the appropriate noun category. All adjectives must be used as some categories require more than one.



**TIP:** Instead of dragging you may also click on the word in the bank and then click on the space it belongs in.

activos	aventurera	buenas	cómica	contentos	estudiosos	exóticas	generosos	hispanas	inteligentes
nosotros	las clases	la historia y la literatura	los estudiantes	los profesores	la profesora Gupta	la profesora Alarcón	las excursiones		

Figure 5. *Comprobar*. Unidad 2. Gramática I (“*ser*” and “*estar*”)

**Gramática 4-5 Lugares en la universidad.** Follow the steps to complete this activity.

**Paso 1.** Read a fragment of Lucia’s *selfrecorrido*, from *Contraseña: Texto* and select the 12 forms of the verbs **ser**, **estar** and **haber (hay)** that you can identify.

Hola a todos, aquí estoy, como ya saben, en el campus de mi universidad. El campus es muy bonito y hay muchos lugares donde paso el tiempo.

Aquí está la biblioteca donde estudio todas las tardes. Como ven, siempre hay muchos estudiantes por aquí... porque todos tenemos que estudiar mucho.

Aquí está la cafetería donde voy a comer todos los días. Me gusta comer en la cafetería porque allí están todos mis amigos.

Esto que ves es el centro estudiantil, donde están la librería y muchos salones para reuniones y fiestas. Allí los estudiantes compran libros para las clases y descansan o toman un café con amigos.

Allí está el edificio administrativo donde trabaja mi compañera de cuarto.

Estos edificios que están ahí son salones de clase y laboratorios para las clases de ciencias.

Figure 6. *Comprobar*. Unidad 4. Gramática I (*the verb “haber” in contrast with “ser” and “estar”*)

The control group in this study followed the instructional model for the SPA 111 sequence, as described above.

The experimental group combined different methodologies during the semester. During the first eight weeks of the semester, students were taught the material of the first three units using a traditional face-to face explicit teaching approach where new language concepts were explained by the teacher in the classroom and learners completed homework (i.e., *Aplicar* and *Comprobar* activities in *Contraseña*) at home to practice what was taught in class. Starting week eight and thus, the last three units in the course, the instructional model switched to a flipped learning approach. Students were asked to watch instructional videos on

new content as well as comprehension-based exercises in the online platform and then, come to class to put into practice what they had learned through input- and output-based tasks.

Instructors for the two class sessions participating in this study agreed on the instructional material and lesson plans used on the lessons targeted for this study. All instructors in this Basic Spanish language courses are trained to teach following a communicative approach to language teaching, giving prominence to exposure to meaningful input and encouraging output through personal and meaningful exchanged between students. However, the fact that there were different instructors for the two courses in this study is also a variable.

Students enrolled in this course to fulfil academic language requirements for their majors since they need two semesters of a foreign language. Therefore, it should be considered that perhaps for most of the students their motivation is purely instrumental, that is, to fulfil the language requirement.

### **Research design**

The present study includes a between-group and a within-group design. The between-group design involves one group of learners being instructed via a flipped classroom approach during one semester (control group) and a comparison group learning the same material via a traditional and explicit face-to face approach for approximately eight weeks (experimental group). In addition, the within-group design involves a comparison within the experimental group, where the first eight weeks of teaching learners received traditional explicit teaching in the classroom and the remaining eight weeks of teaching, they learned the material under a flipped model.

In order to facilitate the identification of the three educational scenarios mentioned, the following identifiers are proposed:

-FC: Flipped Control group

-NFE: Non-flipped Experimental group

-FE: Flipped Experimental group

### **Data collection instruments**

The present study was conducted using both quantitative (e.g., grammar written tests and closed-items in the questionnaire) and qualitative methods (e.g., open-ended question in the written questionnaire). These methods aimed to gain a broader spectrum of the results on the impact of a flipped teaching model on learners' academic performance as well as their attitudes and perspectives towards this approach.

#### **Grammar written tests**

The first research question was assessed through six pre and post-tests, which were grammar-focused and mainly output-based tasks. The instructor designed the pre-tests in a way that they asked for the same language function that the post-tests. Therefore, the pre-tests were based on the content and format of the post-tests. The post-tests included:

- (i) Quiz #1 (Unidad 1, Gramática II): *gender and number agreement with nouns and adjectives*. In this output-based task, students are asked to select from a list of missing-ending adjectives the adjective that best describes a picture and to add the ending (-o; -a;-os;-as) so that they agree in gender and number with the subject;
- (ii) Quiz #2 (Unidad 2, Gramática I): *“ser” and “estar” singular and plural forms and uses*. This grammar-focused task consists of two different steps. First, students are asked to match different conjugated forms of “ser” and



- “estar” to their correct use in an input-based activity. In step 2, learners have to complete a conversation with the correct form of “ser” and “estar”;
- (iii) Quiz #3 (Unidad 3, Gramática II): *the present tense of “tener que” and “ir a”*. This is an output-based activity where students are asked to write a short paragraph describing what they have to do (i.e., *tener que*) and what they are going to do (i.e., *ir a*) during the week;
  - (iv) Quiz #4 (Unidad 4, Gramática I): *the verb “haber” in contrast with “ser” and “estar”*. Students are asked to complete a paragraph with the correct form of the verbs “ser”, “estar” and “haber” (hay);
  - (v) Quiz #5 (Unidad 5, Gramática II): *“saber” and “conocer”*. Students are asked to first, decide whether they have to use “saber” or “conocer” in different sentences based on the context, and then complete an email with the correct form of the verbs;
  - (vi) Quiz #6 (Unidad 6, Gramática II): *stem-changing present tense verbs*. Learners need to complete one narration with the correct forms of the most appropriate verb in parenthesis based on the context.

These six grammar lessons were chosen for this study because they included relevant and meaningful grammar concepts that would help students develop their speaking competence and allow them to convey personal meaning in a substantial manner.

Copies of pre- and post-tests appear in Appendix A.

### **Written Questionnaire**

The second research question was assessed through an end-of-semester anonymous written questionnaire distributed online and completed only by students in the experimental group since their instruction combined both, non-flipped and flipped models. The

questionnaire consisted of seven closed-ended items focusing on certain aspects of the last-eight-weeks instruction (flipped approach) and one open-ended question where students shared their different perspectives, opinions and thoughts about the two different methodologies followed in the course.

Questionnaire appears in Appendix B.

### **Data collection procedures**

There were different stages to the data collection procedures. First, out of the seven sections of each unit (i.e., *Texto*, *Vocabulario*, *Gramática I*, *Gramática II*, *Exploración cultural*, *Estrategia de producción* and *Proyecto*), data for this study was collected only in the *Gramática I* or *Gramática II* sections from units 1-6. Students in both control and experimental groups completed one pre- and post- grammar-focused and mainly output-based test on each lesson targeted for this study. Pre- and post-tests were the same in both groups. Six written pen-and-pencil pre-tests were completed in both classrooms the day before the target grammar concept was introduced and/or practiced in the classroom. At the end of the second day of instruction, post-tests were completed by both groups in the classroom. In the experimental group, three of the six pre- and -post tests were done during the first eight weeks of instruction, that is, during the explicating-teaching period or non-flipped model. The last three pre- and post-tests were done during the flipped-model period.

Additionally, at the end of the semester the anonymous written questionnaire distributed online through the Survey Application Qualtrics was completed by students in the experimental group.

### **Data analysis**

Data in this study was analysed using both quantitative and qualitative methods. In order to answer the first research question and using a quantitative analysis, students'

language performance in control and experimental groups was assessed by examining their scores in six pre- and six post- grammar-focused tests. These tests were completed by learners before (pre-tests) and after (post-tests) each targeted grammar section taught either through the flipped (FC c and FE groups) or the non-flipped model (NFE group) in units 1-6. Scores in both groups were analysed using descriptive statistics.

The second research question was assessed by collecting quantitative and qualitative data from an end-of-semester questionnaire, completed only by students in the experimental group, that consisted of seven close-ended items and one open-ended question. Contributing to the quantitative part of the study, student's perceptions of the flipped approach were analysed by examining the percentages resulting from the closed-ended items in the survey. In a qualitative research, the open-ended question was studied by examining students' responses as well as the most significant and repeated comments, classifying their opinions according to different themes and looking for tendencies among their observations.

## CHAPTER IV: RESULTS

Results of the present research have been organised around the two phenomena that this study aimed to examine. First, in a quantitative analysis, learners' target language performance on grammar-focused tasks has been analysed. Secondly, students' perceptions of the flipped approach have been examined following a quantitative and qualitative analysis.

### **Learners' target language performance on grammar-focused tasks: a quantitative analysis.**

Six grammar-focused pre- and post-quizzes in the targeted grammar sections in units 1-6 were completed by learners in each group (i.e., FC, NFE and FE) in order to examine their target language performance with the aim of answering the first research question of this study: *Do Spanish L2 learners improve their target language performance on grammar-focused tasks more in the flipped learning approach than in the non-flipped learning format?*

A spectrum of the results of control and experimental groups in the grammar-focused pre and post quizzes is offered in Table 1 and 2, respectively. In addition, Figures 1 and 2 provide a more visual version of this information.

		<b>FLIPPED APPROACH</b> (Units 1-6)					
<b>CONTROL GROUP</b>	Pre quiz 1	Pre quiz 2	Pre quiz 3	Pre quiz 4	Pre quiz 5	Pre quiz 6	TOTAL
	<b>74%</b> (20 students)	<b>15%</b> (18 students)	<b>5%</b> (15 students)	<b>30%</b> (13 students)	<b>3%</b> (8 students)	<b>1.8%</b> (6 students)	<b>21.4%</b>
	Post quiz 1	Post quiz 2	Post quiz 3	Post quiz 4	Post quiz 5	Post quiz 6	TOTAL
	<b>95%</b> (17 students)	<b>61.7%</b> (16 students)	<b>91%</b> (15 students)	<b>63.4%</b> (16 students)	<b>95.9%</b> (11 students)	<b>86.6%</b> (15 students)	<b>82.2%</b>

Table 1. Control group's academic performance in grammar-focused pre- and post-quizzes in units 1-6.

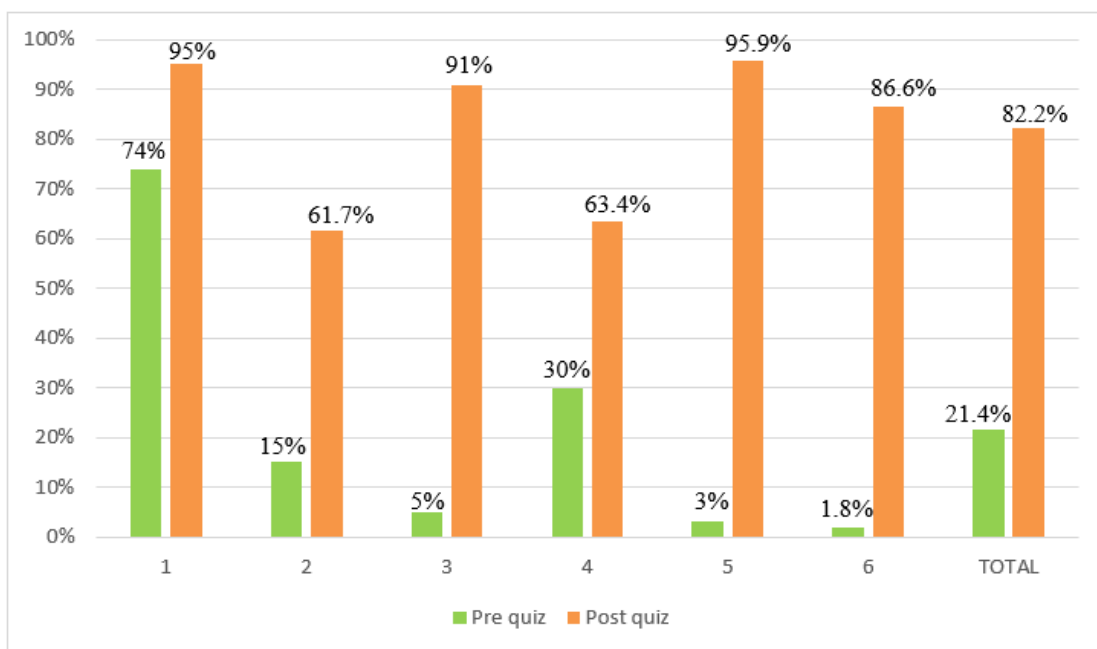


Figure 7. Control group's academic performance in grammar-focused pre and post-quizzes in units 1-6.

Table 1 and Figure 7 show results in the FC group. As expected, students in this group seemed to barely have Spanish grammar knowledge before the instruction, with a total average of a 21.4% in pre-quizzes. As can be seen in their outcomes in post-quizzes, students in the FC group obtained a total average score of 82.2%. Thus, learners achieved an overall increase percentage of 60.8% after the instruction of grammar concepts.

Some interesting facts are revealed regarding learners' performance in pre-quiz 1 and pre-quiz 4. Students obtained a 74% in pre quiz 1. This might happen because pre-quiz 1 focused on *gender and number agreement*. While the course description indicates the course is for students with no previous knowledge of Spanish, the truth is that this course also attracts students with one or two years of High School Spanish but who had Spanish classes several years earlier and thus, did not feel prepared to start their language learning experience in college in the second semester of Spanish. Considering gender and number agreement is one of the most noticeable characteristics of the Spanish language, it may be possible that the results obtained in the pre-quiz#1 is a reflection of the student population's prior knowledge in the language. Similarly, pre-quiz 4 was based on the conjugation of *ser*, *estar* and *haber*.

Although the verb *haber* was first introduced to students in this lesson, *ser* and *estar* were grammar concepts that students had studied in previous units. Therefore, this could explain the fact that they achieved a 30% in this pre-quiz.

Table 2 shows the academic performance of students in the experimental group in grammar-focused pre- and post quizzes in units 1-6.

	NON-FLIPPED APPROACH (Units 1-3)				FLIPPED APPROACH (Units 4-6)			
	Pre quiz 1	Pre quiz 2	Pre quiz 3	TOTAL	Pre quiz 4	Pre quiz 5	Pre quiz 6	TOTAL
<b>EXPERIMENTAL GROUP</b>	78% (20 students)	12% (19 students)	9% (15 students)	33%	33.8% (13 students)	2.3% (12 students)	0% (5 students)	12%
	Post quiz 1	Post quiz 2	Post quiz 3	TOTAL	Post quiz 4	Post quiz 5	Post quiz 6	TOTAL
	87.5% (20 students)	76.6% (19 students)	89.4% (16 students)	84.5%	68.4% (14 students)	86.9% (12 students)	64.7% (12 students)	73.3%

Table 2. Experimental group’s academic performance in grammar-focused pre and post-quizzes in units 1-6.

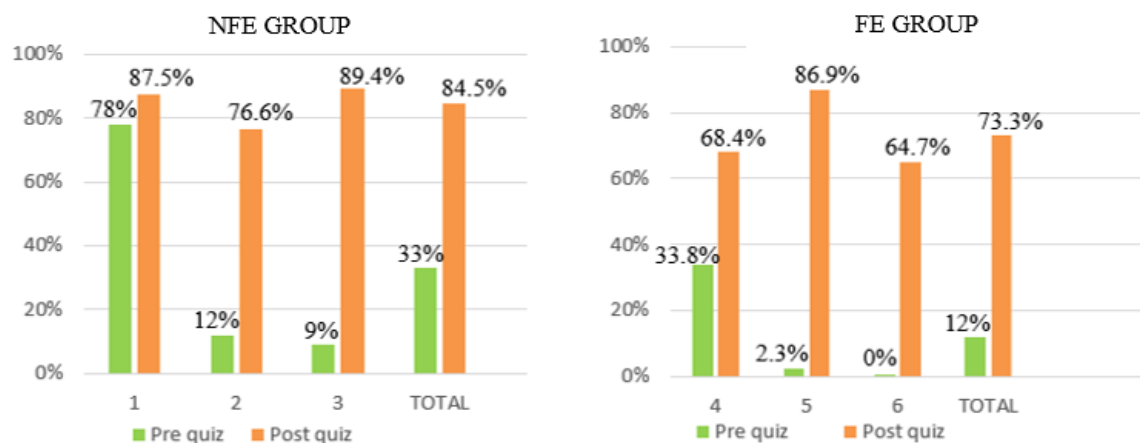


Figure 8. Experimental group’s academic performance in grammar-focused pre and post-quizzes in units 1-6.

As shown in Table 2 and Figure 8, similar results are found in the experimental group. Students in both, NFE (units 1-3) and FE (units 4-6) groups performed as expected in pre-quizzes, with a total average of 33% and 12% respectively. As in the case with learners in the control group, students in the experimental group also showed little

knowledge of Spanish grammar before the instruction. In addition, the same phenomenon as in the control group can be found in pre-quiz 1 and 4. As can be seen in their outcomes in post-quizzes, students in the experimental group achieved a total average score of 84.5% when learning the material under the non-flipped model and a total average score of 73.3% when receiving the instruction through the flipped-classroom approach. Thus, learners achieved an overall increase percentage of 51.5% (units 1-3) and 61.3% (units 4-6) respectively, after the instruction of grammar concepts.

As expected, learners in this study performed better in the grammar-focused tasks after treatment (either through teacher explicit grammar instruction in class or under video posts of grammar concepts in *Contraseña*) in the three educational scenarios (i.e., FC group; NFE group and FE group).

Given that the experimental group was exposed to both flipped and non-flipped learning and thus, results for this group may be confounded by other factors to be examined in the Discussion section, it is important to compare flipped vs. non-flipped in two different groups (i.e., between-group analysis). Therefore, Figure 9 shows the results from post-quizzes for the first three units for the control group (i.e., flipped) and the experimental group (i.e., non-flipped).

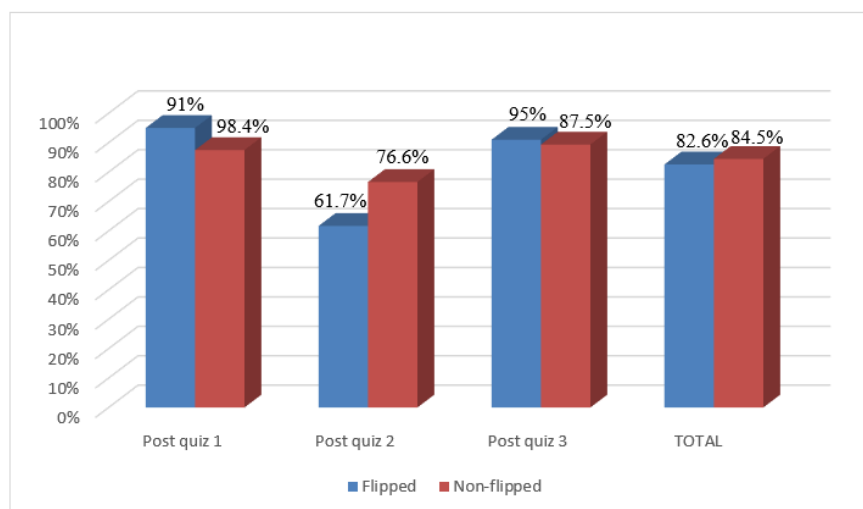


Figure 9. Scores of FC and NFE groups in units 1-3.

The overall average score of the FC group in units 1-3 stood at 82.6% while students in the NFE group achieved an overall average score of 84.5% in the same units. More specifically, in post-quiz 1, the FC group achieved an average score of 95% while the NFE group's average score was 87.5%. In post quiz 2, students obtained an average score of 61.7% in the FC group and a 76.6% in the NFE group. In post quiz 3 the FC group's average score stood at 91% while learners in the NFE group achieved an 89.4%.

Some interesting facts are revealed from these results. First, as can be seen in Figure 9, there was hardly any difference between both groups' total averages in units 1-3. Likewise, student performance in two of the three targeted post quizzes (i.e., post-quiz 1 and post-quiz 3) did not show any important differences between FC c and NFE groups (being slightly higher in the FC group). This may suggest that teaching methodology is not a factor impacting student performance in the form-focused tasks used in this study.

However, learners' academic achievement in post quiz 2 was higher in the NFE group (76.6%), than in the FC group (61.7%). One possible explanation for this fact could be that post-quiz 2 consisted of two different steps and although the second step was similar to other activities in the rest of the quizzes, as Figure 10 shows, the first one was purely theoretical, with students being asked to match different sentences in Spanish with the correct use of the verbs *ser* or *estar*.

**Paso 1: ¡A clasificar!** Classify each statement according to the correct uses of *ser* and *estar*.

**Características**  
**Estado**  
**Lugar**  
**Origen**

Son de América Central.  
Están en Wisconsin.  
Estamos ocupados con la tarea de matemáticas.  
Somos tímidas.  
Están relajados en la lección de biología.  
Somos de Nueva York.

Figure 10. Post-quiz 2 ("*ser*" and "*estar*"): Paso 1.



Since post quiz 2 was the only post quiz that has a theory-based activity, it may be suggested that the NFE group scored higher only in this post-quiz as a consequence of having received an explicit face-to face grammar instruction in the classroom.

In addition to the between-group analysis, a within-group analysis of the data was also conducted in the experimental group in order to compare student performance in the grammar-focused tasks when shifting from a non-flipped to a flipped context. As explained before, in the experimental group the first eight weeks of teaching learners received traditional explicit teaching in the classroom (NFE group) and the remaining eight weeks of teaching, they learned the material under a flipped model (FE group).

Figure 11 offers a comparison between NFE (units 1-3) and FE (units 4-6) groups regarding their academic performances in the targeted post-quizzes.

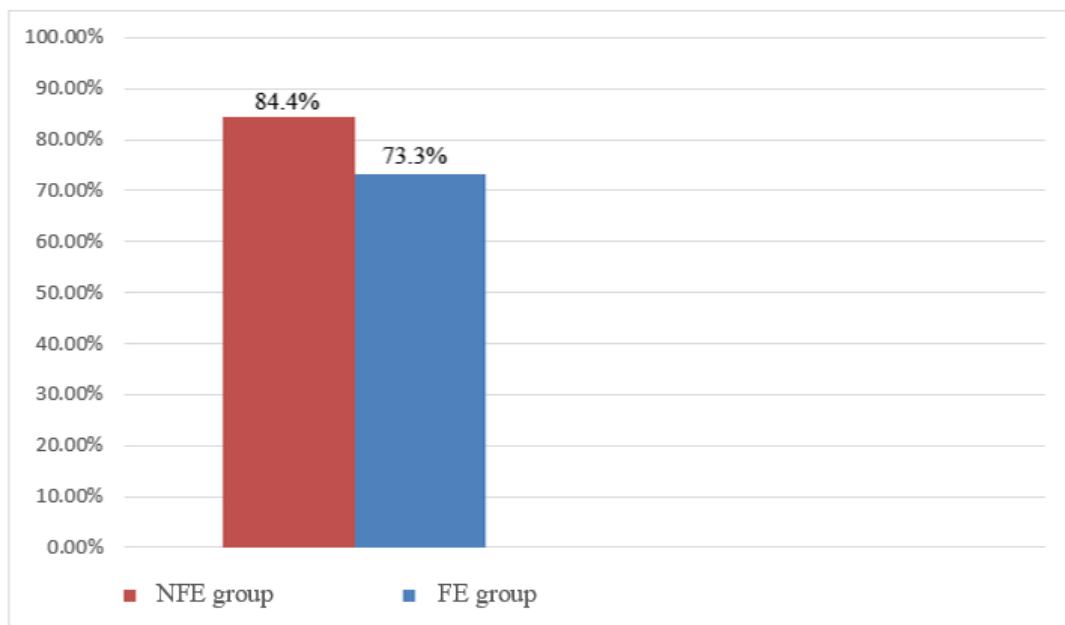


Figure 11. Scores of the NFE and the FE groups.

As can be seen, students achieved an overall average score of 84.4% in units 1-3 when learning the material through a non-flipped approach (NFE group) and a 73.3% in units 4-6 when receiving grammar instruction under the flipped-classroom approach (FE group).

These findings stand against those in the between-group analysis since contrary to what is observed when comparing control and experimental group post-quiz scores, students in the experimental group performed better in the post quizzes in the first eight weeks when they learned the material in a more traditional way (i.e., non-flipped learning context) than in the last eight weeks where students were involved in flipped lessons. This seems to suggest that the flipped model did not positively impact students' academic performance in this group.

In summary, Spanish L2 learners did not improve their target language performance on grammar-focused tasks more in the flipped learning approach than in the non-flipped learning format. In fact, although results in the between-group showed that teaching methodology is not a factor impacting student performance in this study, findings in the within-group analysis indicated that students performed better in the non-flipped model of instruction than in the flipped-classroom approach.

### **Learners' perceptions and attitudes towards the implementation of the flipped learning approach: a quantitative and qualitative analysis.**

An anonymous end-of-semester written questionnaire was completed by 12 learners only in the experimental group (since their instruction combined both non-flipped and flipped models) in order to answer the second research question of the study: *What are students' perceptions and attitudes towards implementing the flipped learning approach in Spanish L2 instruction?*

The questionnaire consisted of seven closed-ended items focusing on certain aspects of the last-eight-weeks instruction (flipped approach) such as the application activities in *Contraseña* (i.e., *Aplicar* and *Comprobar*), *Contraseña*'s video posts of grammar concepts, in-class language practice and learning resources in this course; and one open-ended question where students shared their different perspectives, opinions, and thoughts about the two

different methodologies followed in the course. An analysis of each question is offered in this section.

Contributing to the quantitative part of the study, student’s perceptions of the flipped approach were analysed by examining the percentages resulting from the closed-ended items in the survey.

The first question in the questionnaire was: “Q1. Thinking of the last eight weeks (unit 4-6), indicate how many hours **per day** you spent completing the grammar-related *Aplicar* and *Comprobar* activities in **Contraseña**”.

It is important to remember that during the last eight weeks (units 4-6) learners received the instruction through the flipped-classroom approach and therefore, *Aplicar* and *Comprobar* activities were completed by students before the in-class lesson.

As seen in Figure 12, a 66.67% of students indicated that they spent 0-1 hours per day working on *Aplicar* and *Comprobar* activities in *Contraseña* while a 33.33% of students spent between 2-4 hours. None of them spent 5 or more hours.

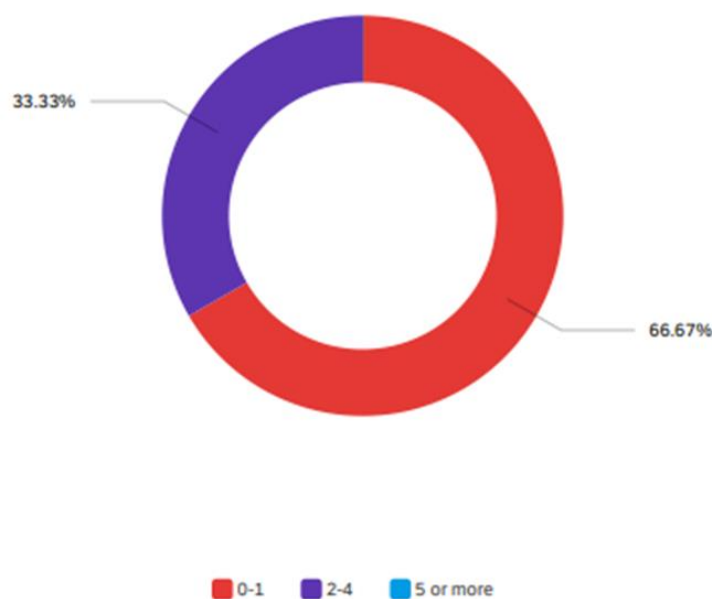


Figure 12. Amount of time that students spent completing *Aplicar* and *Comprobar* activities in units 4-6.

This course is described in the syllabus as a four-credit-hour class, and according to Illinois State University (ISU), for each credit hour students are expected to spend three hours working on assignments. This is a total of 12 hours, and as shown in Figure 10, the majority of learners enrolled in this course spent no more than 1 hour per day (4 per week). On the other hand, 33.33% of students spent between 2-4 hours per day, which is still adjusted to the course description. In this way, the flipped learning approach does not exceed the expected time devoted to homework in this study.

The second question in the questionnaire was: “Q2. Thinking of the last eight weeks (unit 4-6), indicate on this scale how difficult you found completing the grammar-related *Aplicar* and *Comprobar* activities in **Contraseña**”.

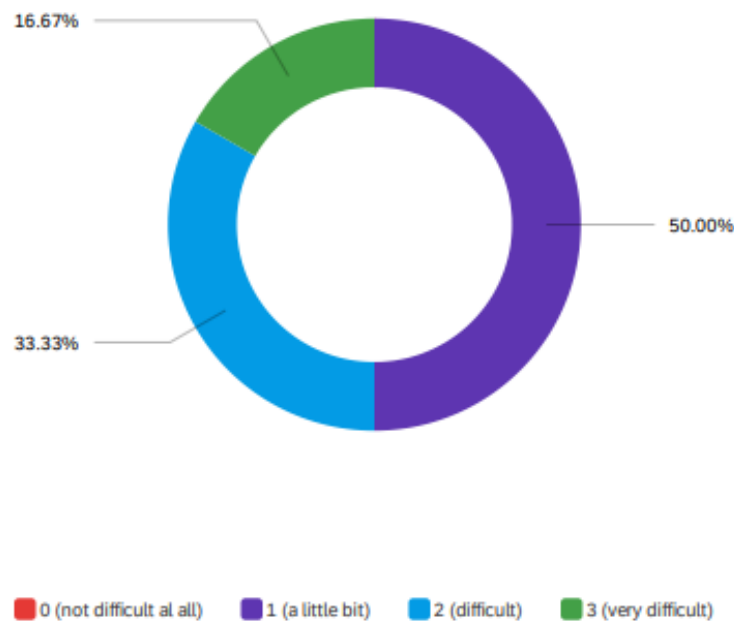


Figure 13. Degree of difficulty found by students in *Aplicar* and *Comprobar* activities in units 4-6.

Figure 13 shows that none of the students found *Aplicar* and *Comprobar* activities easy when learning the material through the flipped approach. Indeed, half of the classroom

found this application activities a little bit difficult, 33.33% of learners found them difficult and a 16.67% very difficult.

Unfortunately, these results cannot offer a detailed picture of why students found these activities difficult. Considering, as shown in Methodology section, *Aplicar* and *Comprobar* are mainly input-based activities, it is uncertain if learners truly found these application exercises difficult or if any other variable could have affected students' perceptions towards *Aplicar* and *Comprobar* activities regarding their level of difficulty (i.e., student comprehension of Contraseña's video posts; time devoted to these activities; motivation, willingness, etc.).

The third question in the questionnaire was: "Q3. Thinking of the last eight weeks (unit 4-6), indicate on this scale how useful you found the practice language tasks that we do **in class** to help you learn Spanish".

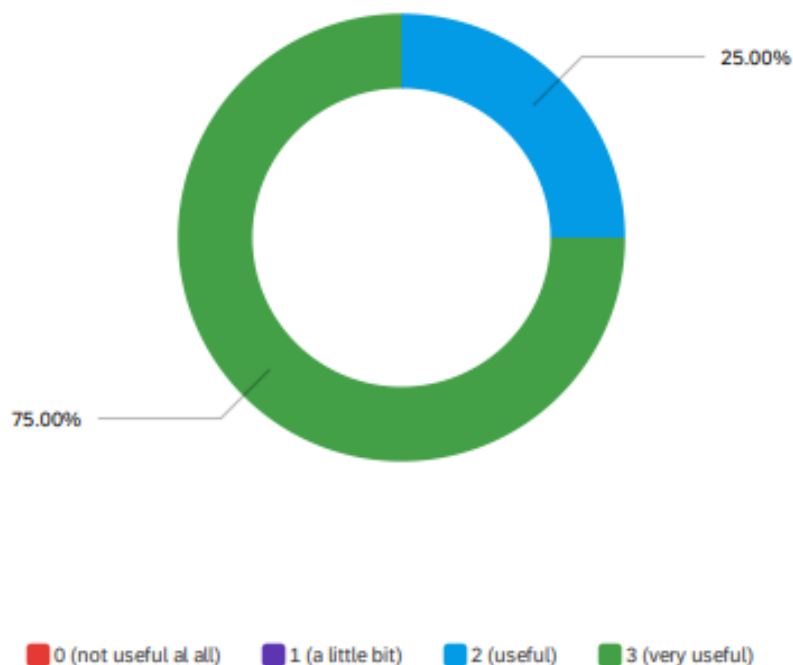


Figure 14. Level of usefulness of in-class language task activities in units 4-6 according to the students.

As indicated in Figure 14, 75% of learners found very useful to engage in language task activities in class and a 25% stated that these activities were useful in order to learn Spanish. Due to the high percentage of students that found language practice in the classroom very useful for their L2 Spanish learning and considering that a higher amount of practice language tasks can be done in the classroom with a flipped than with a non-flipped model of instruction, it seems that the flipped-classroom approach could benefit students' Spanish L2 learning in this sense. However, it is unknown if students would have answered the same if they had been asked the first three units (non-flipped).

The fourth question in the questionnaire was: "Q4. Do you think we did enough practice language tasks in class time?" As Figure 15 shows, a 91.76% of students thought that enough practice language tasks were done in class time. Only an 8.33% answered "no" to this question.

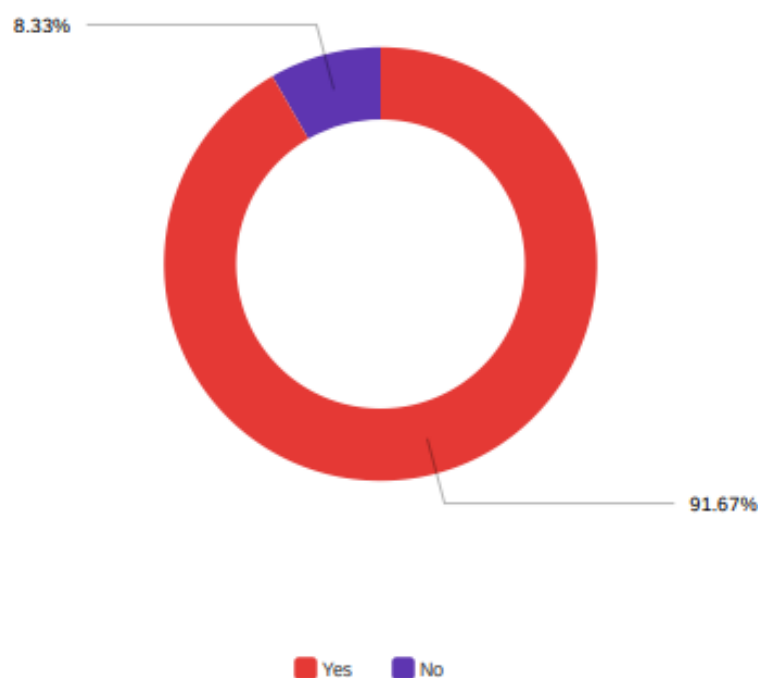


Figure 15. Students' opinions about the amount of practice language tasks in class time in units 4-6.

The amount of language practice done in the classroom was higher in units 4-6 than in units 1-3, where explicit grammar instruction took place in class time. The fact that the vast

majority of students thought that enough practice language tasks were done in class in units (4-6) could possibly suggest that the flipped model may have some benefits for students' exposure to the target language in in-class language practice. However, as also stated before, it is unknown if students would have answered the same if they had been asked right after having received explicit instruction in the classroom in the first three units.

The fifth question in the questionnaire was: "Q5. How useful did you find **Contraseña's** video posts of grammar concepts?"

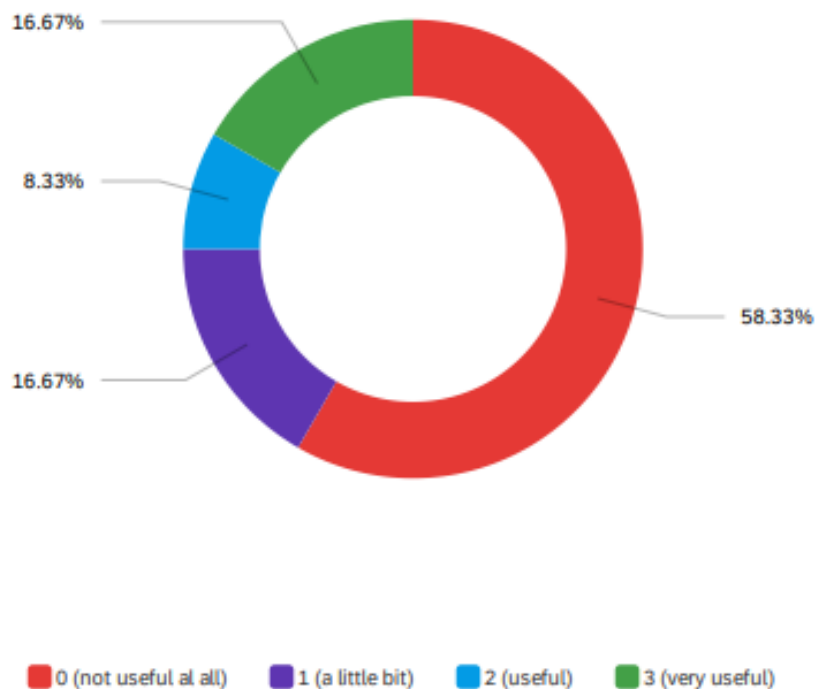


Figure 16. Level of usefulness of Contraseña's video posts of grammar concepts according to students.

Results in this question are interesting for the study. As seen in Figure 16, 58.33% of students indicated that Contraseña's video posts of grammar concepts were not useful at all while only a 16.67% found them very useful. In addition, a 16.67% of learners indicated that these videos were a little bit useful and an 8.33% found them useful.

Given this strong critique from learners against this aspect of the flipped model in this course, the researcher in this study examined learners' academic performance in *Aplicar* and *Comprobar* activities in Contraseña in units 4-6 to confirm if Contraseña's video posts of grammar concepts were not useful for learner's acquisition of Spanish L2. In line with students' opinions, it was found that the class average score of *Aplicar* and *Comprobar* activities in units 4-6 was 58.03% and 49.11% respectively. It is important to mention that scores for *Aplicar* and *Comprobar* activities for units 1-3 (non-flipped) were significantly higher, 79.40% and 77.16%, respectively. However, this comparison is not a faithful one since students in the first three units completed these exercises after class instruction and practice, and therefore, most likely the scores were higher.

While in both the flipped and non-flipped models students had to complete *Aplicar* and *Comprobar* activities, in the flipped learning model, learners were also asked to watch instructional videos at home before going to class. This increased the work-load outside of class may be behind why students did not like the videos in the program. Therefore, the amount of effort and most likely time that students have to endure in the flipped learning method may be responsible for the opinions found in the survey.

The sixth question of the questionnaire was: "Q6. What do you think that helped you learn and remember more Spanish?"

Figure 17 shows that 75% of students thought that language practice in the classroom was what helped them learn and remember more Spanish. Having access to resources in Contraseña (video posts of grammar/vocabulary; additional practice; readings; etc.) was what helped learn and remember more Spanish for a 16.67% of the learners. Only an 8.33% of the classroom indicated that Contraseña's video posts of grammar concepts was what made them learn and remember more Spanish.



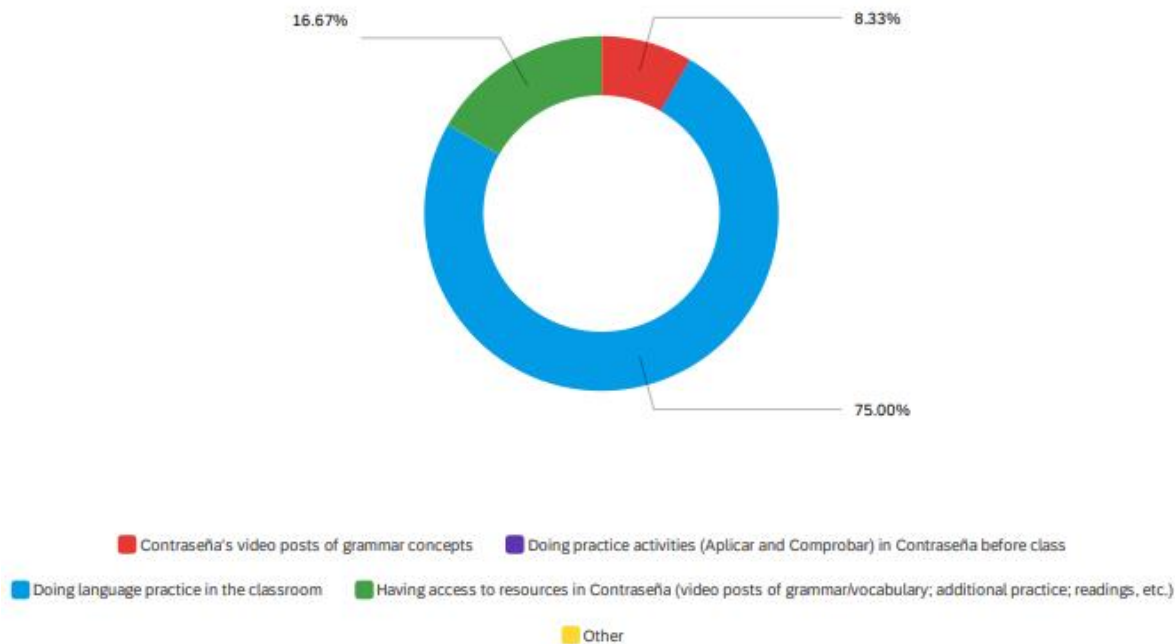


Figure 17. Learning tools that, according to students, helped them learn and remember more Spanish.

In this question students definitely showed a preference for the language practice in the classroom when learning and remembering Spanish, which agrees with their answers in question 4 (“Do you think we did enough language practice in the classroom?”). In this sense, the flipped approach seems to be beneficial for L2 Spanish learners in this class since allows them to engage in a higher number of language activities in the academic setting compared to the non-flipped model.

Moreover, students also mentioned the language resources in Contraseña as a positive feature of the flipped approach. This may be due to the fact that these resources are in the platform as teaching tools for students to prepare for the lesson and learners can also use them whenever they need them, at their own pace and time.

None of the students indicated that doing practice activities (*Aplicar* and *Comprobar*) in Contraseña before class helped them learn Spanish. These results are also in line with low students’ academic performance in *Aplicar* and *Comprobar* activities as mentioned earlier. However, without completing them before going to class, it would not be possible to engage

in a high number of practice language activities within the classroom, which remains as the most useful aspect for learners to learn the target language, according to their answers in this question.

The seventh question of the questionnaire was: “Q7. The first three units in the semester your teacher explained grammar in class, and you completed practice exercises (i.e., *Aplicar and Comprobar*) in *Contraseña* after in-class sections. The remaining three units you watched video podcasts in *Contraseña* and completed practice exercises (i.e., *Aplicar and Comprobar*) in *Contraseña* prior to coming to class. In class, you completed several communication-based tasks. Which of the two approaches you prefer?”

Figure 18 shows that the vast majority of the class (83.33%) preferred the non-flipped model while only a 16.67% preferred the flipped approach.

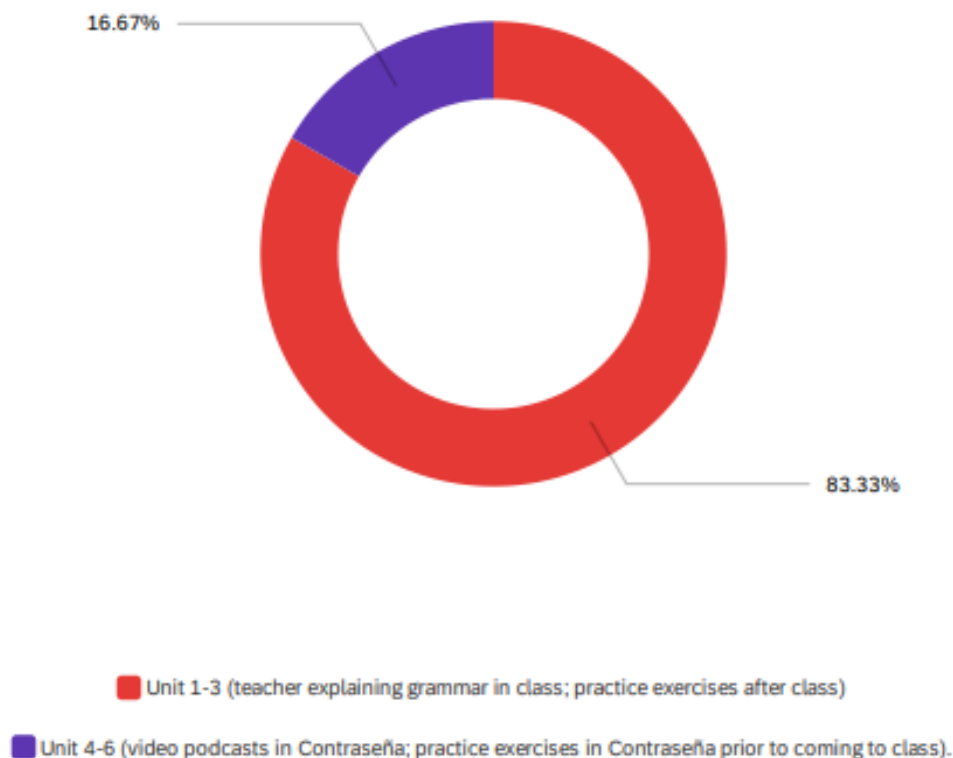


Figure 18. Students' preferred approach.

Students' reasons for their like or in this case, dislike of the flipped model appear in the answers to question 8 "Q8. *Explain your choices in question 7. What advantages and disadvantages do you see in both approaches?*"

In a qualitative analysis of the data, the writer classified students' perceptions and opinions of the non-flipped and flipped models according to different trends and themes, as seen in Table 3

	FLIPPED APPROACH		NON-FLIPPED APPROACH	
	ADVANTAGES	DISADVANTAGES	ADVANTAGES	DISADVANTAGES
<b>SELF-PACED LEARNING</b>	"I found that learning new concepts through Contraseña allowed me to go at my own pace and write notes on my own time"			
<b>LEVEL OF DIFFICULTY/UNDERSTADING</b>	"Practice exercises we do in Contraseña before class make it easier to understand what we are doing in class"	"When we had to do Contraseña before class I felt like it didn't make any sense and I was just guessing"	"You get a better understanding of the material when practicing exercises after class"	
		"The approach we used in units 4-6 was much harder for me"	"I prefer learning the material in class because it makes much more sense"	
		"I had no idea what the homework was saying because we did not go over it beforehand in class"	"After class I felt like I understood the material so the extra practice/homework in Contraseña were easier afterwards" "Being able to talk through the content made the homework much easier and clearer"	
<b>USEFULNESS</b>	"I took the new skills learnt at home and used them while speaking in class and doing in-class activities"	"Video podcasts were never helpful. I stopped using them after a few tries"	"In my opinion it is very helpful to talk through the content with the teacher before completing the assignments"	
		"Contraseña seems pointless when I do not have anything to build off it"		

(Table Continues)

Table 3, Continued

	FLIPPED APPROACH		NON-FLIPPED APPROACH	
	ADVANTAGES	DISADVANTAGES	ADVANTAGES	DISADVANTAGES
<b>PARTICIPATION/PREPARATION</b>	“I could use what I already knew to participate more in class”		“I am more prepared to do homework after going through the material first in class”	
	“Practicing exercises before class made me participate more in class”			
	“Exercises before class helped me prepare for coming to class”			
<b>GRADING</b>		“I am being graded before I learn anything”		
		“I find it frustrating to review something when I have been already graded on it.		
		“If you want me to learn from the homework, the homework shouldn’t be worth a grade”		
<b>CLARIFICATION</b>		“I could not ask questions to the teacher if I was confused, I had to wait until the next class to ask questions”	“It allows me to ask clarifying questions instead of muddling through my own”	
			“Being able to ask questions to the teacher in class before doing homework made them easier”	
			“I found it useful to learn in class since I could ask questions”	
<b>MOTIVATION</b>	“Practicing exercises prior to class makes class interesting”	“If I wanted to teach myself, I would have opted to take an online course.	“Learning in the classroom is endlessly more engaging”	
			“I push myself to apply knowledge more when the content is taught to me first”	

Table 3. Classification of student’s perceptions and opinions of the flipped model in the open-ended question

As Table 3 shows, students did not indicate any disadvantage regarding the non-flipped model approach used in units 1-3. However, they pointed out a lot of advantages of

this face-to face explicit teaching method, especially in terms of understanding, level of difficulty, the opportunity of clarification and motivation.

Learners' comments in this section conveyed the idea of the material being clearer when learning it in class with the professor (i.e. "I prefer learning the material in class because it makes much more sense"), and exercises being easier when they were completed after class, once students have already learnt the material (i.e. "After class I felt like I understood the material so the extra practice/homework in Contraseña were easier afterwards").

A very interesting point that students also stated in this section was that having the opportunity to ask for clarification in class was more helpful and made the material and the practice activities clearer and easier (i.e., "Being able to ask questions to the teacher in class before doing homework made them easier" or "I found it useful to learn in class since I could ask questions"). The instructor clarifying possible questions and problems in the class before students completing the activities seems to be for some students a very strong advantage of the non-flipped model in this study.

In addition, learners in this section also indicated that learning through this model was more engaging and interesting (i.e., "Learning in the classroom is endlessly more engaging" or "I push myself to apply knowledge more when the content is taught to me first"). It could be interpreted that for some students, this model may increase their motivation.

It is also very important to focus on students' opinions towards the flipped model (units 4-6) in order to answer the second research question of this study. As shown in Figure 17, the vast majority of learners in the experimental group preferred the non-flipped model, and therefore, it is not surprising that in Table 3, according to learners' perceptions, disadvantages of the flipped learning approach significantly overcome its advantages.

The few advantages of the flipped approach that students indicated, are mainly related to self-paced teaching, level of understanding, usefulness, preparation and participation, and motivation.

One student indicated that the flipped approach allowed him/her to learn on his/her own pace and take notes at his/her own time. Regarding level of understanding, there is also one comment affirming that practice exercises done before the lesson, made it easier to understand what was done in class afterwards. In addition, a student stated that in terms of usefulness, he/she could take the skills learnt at home and use them in in-class activities. According to another comment in this section, this fact also positively affected the motivation of the students, who stated that practicing exercises prior to class made the lesson more interesting.

The category under which students found more advantages of this approach was participation/preparation. Some students indicated that knowing the material and having practiced some activities before the lesson, made them get more prepared, and therefore, participate more during in-class activities (i.e., “Practicing exercises before class made me participate more in class” or “Exercises before class helped me prepare for coming to class”). This aspect, according to students’ answers, seems to be the strongest advantage of the flipped model.

However, a great number of students portrayed a remarkable frustration with the flipped model, especially in terms of difficulty and understanding, usefulness, opportunity of clarification and grading in the flipped-classroom approach.

Some students indicated that they did not know how to complete the activities before class since they did not understand the material through *Contraseña* (i.e., “I had no idea what the homework was saying because we did not go over it beforehand in class” or “When we

had to do *Contraseña* before class I felt like it didn't make any sense and I was just guessing"). In this sense, according to the students, learning the material through *Contraseña* was also harder and unuseful. For instance, some interesting points that the students made were that video posts were fine as an introduction but not as the main source of information since they could not complete the activities just with the explanation watched in the videos. There is one comment where it can be seen that students still had a preference for the professor as a source of knowledge instead of the explanatory videos (i.e., "Contraseña does not do as good job as our professor"), to the extent that one learner recognized having stopped watching them.

In addition, students also conveyed a high irritation with the grading system in the flipped approach. It is important to highlight that although *Aplicar* and *Comprobar* activities in *Contraseña* were worth a 25% of the course grade, they are mainly input-based activities where students are only asked to recognize the target material and in addition, *Aplicar* activities have unlimited attempts so that students can repeat them until they achieve the desired score.

Nevertheless, according to the students, it is pointless to be graded on a material that they have not seen in the classroom and also spend time in class reviewing a material on which they have already been graded (i.e. "I am being graded before I learn anything"; or "I find it frustrating to review something when I have been already graded on it"; or "If you want me to learn from the homework, the homework shouldn't be worth a grade).

Finally, in the same way that asking for clarification remained as an advantage in the non-flipped model, the lack of opportunities to ask questions while learning the material is considered by students a strong disadvantage in the flipped learning approach (i.e., "I could

not ask questions to the teacher if I was confused, I had to wait until the next class to ask questions”).

In summary, students in this study shared mainly negative perceptions and attitudes towards implementing the flipped learning approach in their Spanish L2 instruction. Despite having pointed out some positive features in terms of amount of in-class language practice; access to resources in Contraseña; self-paced learning and preparation and participation in the classroom; learners indicated a clear preference for the teacher explaining grammar concepts in the classroom. In fact, students highlighted a great number of disadvantages of the flipped model, especially regarding level of understanding and difficulty, grading system and lack of clarification.



## CHAPTER V: DISCUSSION

This study sought to investigate the contribution of the flipped learning approach in the Spanish L2 classroom at the university level in the United States. The aim of the present research was to examine student language performance and learners' perceptions/attitudes towards the implementation of the flipped model in a Spanish for Beginners course at Illinois State University (ISU) in Normal, Illinois.

In order to do so, one group of learners (control group) learnt the material following the flipped-classroom approach during the entire semester (units 1-6) while the experimental group combined different methodologies during the course. In the first eight weeks students were taught the material of the first three units using a traditional face-to face explicit teaching approach. Starting week eight and thus, the last three units in the course, the instructional model switched to a flipped learning approach. A total of 40 students participated in the current study.

In this chapter a discussion of the results has been organised around the research questions of the study.

### **Do Spanish L2 learners improve their target language performance on grammar-focused tasks more in the flipped learning approach than in the non-flipped learning format?**

Students' target language performance in the three educational scenarios (i.e., FC group; NFE group and FE group) was examined through six grammar-focused pre- and post-quizzes completed by students in each targeted grammar section in units 1-6.

In the between-group analysis, no differences were observed between the average scores in units 1-3 for the FC and NFE groups, which may suggest that teaching methodology

is not a relevant factor impacting student performance in the form-focused tasks used in this educational context. One could question whether the starting language proficiency of participants was similar. However, since both groups performed similarly in pre-tests and the overall performance in units 1-6 was 82.2% and 78.9%, respectively, it seems clear that language proficiency is not a factor impacting results in this study.

While learners' academic achievement in post-quizzes 1 and 3 was slightly higher in the FC group, student performance was higher in the NFE group in post-quiz 2. This post-quiz was the only one presenting a theory-based activity that focused on metalinguistic knowledge (uses of *ser* and *estar*). In contrast to Moranski and Kim's (2016) study, where findings indicated that learners in both flipped and non-flipped groups were able to provide the correct metalinguistic information for uses of *se*, results in this study may suggest that receiving an explicit face-to-face grammar instruction with the professor explaining the concepts in the classroom could benefit student performance in purely theoretical tests. However, it is important to consider that the present study assessed student language performance only through these post-quizzes while Moranski and Kim (2016) used three different assessments (i.e., grammaticality judgement test, description tasks and chapter test). That is to say, this study looked at explicit grammatical knowledge in simple production tasks that were not very communicative while in-class activities were mainly meaningful and communicative and thus, the practice that learners had in class and the assessment used were quite different. Findings in the present investigation may be different if, as in Moranski and Kim's (2016), language learning would have been analyzed through several types of assessment, which was not feasible for this study since this course was designed by a supervisor and it was important to ensure that all sections followed the same procedure and expectations.

These findings agree with García-Allen's (2020), who compared student performance in flipped and traditional classrooms in a first-year introductory Spanish course (i.e., Spanish for Beginners) at the university level in Ontario, Canada. She found that although students in the flipped classroom sections (FC) performed better than students in the traditional classroom sections (TC) on the tests throughout the year, FC and TC students performed similarly in the delayed final exam. Therefore, in terms of overall academic performance, no differences between both teaching methodologies were observed.

Results in this study are also consistent with other studies on student performance in the EFL context. For instance, Oki (2016) found that student academic performance in an intermediate EFL course in Hawaii did not reveal statistical difference since learners performed similarly in either flipped or traditional contexts. In the same way, Al-Harbi (2016) did not find a statistical difference between flipped and non-flipped classrooms in language proficiency gains in an EFL secondary school classroom in Saudi Arabia.

While student language performance did not show important differences when learning the material under the flipped or the non-flipped models, these results prove that replacing the traditional face-to face approach by a flipped learning format may still be favorable for the academic achievement of Spanish learners in this context. By moving the explicit grammar instruction to the individual space outside the academic setting, students may be provided with more opportunities to practice and develop their second language communicative skills in the classroom without their performance in grammar-focused tasks being affected. This conclusion is also supported by students' comments in the questionnaire since in several questions they mentioned how useful they found language practice in class.

However, the present study also contributed to this body of literature by examining the effectiveness of the flipped learning approach in a within-group analysis, which sheds

some light on this topic in a genuine manner since it allows to compare not only the target language performance of both control and experimental groups, but also to analyze the academic performance of students in the same group (experimental group), which combined two different methodologies during the semester.

Results in the within-group analysis stand against those in the between-group in this study. The experimental group was found to perform substantially better in units 1-3 when learning the material under the traditional approach (NFE group) than in units 4-6, where the material was learnt through the flipped model (FE group). One could think that topics learnt in the last three units might be more difficult than those in the first three units. However, considering the overall averages for the control group were virtually the same in both halves of the semester (82% in units 1-3 and 81% in units 4-6) this does not seem to be a factor impacting results in this study.

This discrepancy between results in the between-group and results in the within-group analysis may provide significant pedagogical implications since, while teaching methodology does not seem to be a factor impacting student performance in grammar-focused tasks if being the only one followed during the semester (between-group analysis), when combining methodologies in the same group and, more specifically, with the non-flipped model being the first approach implemented, learners' target language performance is negatively affected (within-group analysis). This fact could imply that it may be more difficult for learners to shift from one methodology to another in the same semester.

In fact, students were performing substantially better in the *Aplicar* and *Comprobar* activities in the non-flipped period and it is possible that their level of frustration (also indicated in students' comments in the questionnaire) with the flipped period, seeing their scores for *Aplicar* and *Comprobar* were considerably lower, may have negatively impacted

their overall performance and engagement in class activities and post-tests. More specifically, this may suggest that after having received grammar instruction through an explicit face-to-face approach the first eight weeks of instruction, which requires less work-load and effort in the individual space, it may be harder for students in the experimental group to adapt to the flipped model afterwards, which requires a higher work-load on the part of students. Moving from non-flipped to flipped model may be part of the problem. It would be interesting to see what would have happened if the experimental group had started with the flipped-learning approach.

### **What are students' perceptions and attitudes towards implementing the flipped learning approach in Spanish L2 instruction?**

Students' perception and attitudes towards the implementation of the flipped model in their Spanish L2 instruction was analysed only in the experimental group since their instruction combined both, non-flipped and flipped models. Learners in this group were asked to complete an end-of-semester anonymous written questionnaire that consisted of seven closed-ended items and one open-ended question.

Positive perceptions towards the flipped model referred to students having the opportunity to use course material at will, go on their own pace and take notes at their own time. An important advantage of the flipped approach was better students' preparation before going to class, which also increased their understanding of the material, in-class participation and motivation. These positive comments on the flipped model made by students in this study are in line with those shared by participants in Bishop and Verlenger's study (2013).

Learners also shared positive perceptions towards the amount and usefulness of in-class language practice and the access to online resources in *Contraseña*. Regarding in-class language practice, it is true that moving the grammar instruction to the individual space

outside the academic setting allows students to engage in more language practice tasks in the classroom. Nevertheless, it is hard to tell that it is because of the flipped approach that students have positive opinions towards in-class language practice tasks. It is unknown what they would have answered if they had been asked after the first three units (non-flipped model). Similarly, regarding the access to online resources in *Contraseña*, it cannot be stated that students' positive attitudes towards this aspect is because of the flipped approach. Online resources and digital platforms seem to help students learn and remember more Spanish in this study, but this is not an exclusive feature of the flipped model.

However, despite highlighting some benefits of the flipped-classroom approach, students showed a clear resistance to this methodology and an indubitable preference for the non-flipped model. Learners in this study manifested a noticeable objection to *Aplicar* and *Comprobar* activities and *Contraseña*'s video posts of grammar concepts, which were considered the most controversial aspects of the flipped-model.

The vast majority of students found the application activities in *Contraseña* difficult, as well as *Contraseña*'s video posts of grammar concepts unuseful. These two facts could be related since, considering *Aplicar* and *Comprobar* activities were mainly input-based exercises, it is uncertain if students truly found them difficult or if another variable such as the no comprehension or no viewing of grammar video posts could have affected students' perceptions of these activities. Additionally, perhaps the difficulty with *Aplicar* and *Comprobar* is that these are application activities that require students to apply theoretical knowledge from the videos to meaningful exercises where other components of language (lexicon, syntax, etc.) come into play. It seems that if *Aplicar* and *Comprobar* were just comprehension checks on the theoretical aspects presented on the videos maybe learners would have different opinions with regard to these activities' difficulty level. It is also

unknown if they would have had the same attitude towards these exercises if asked right after the first three units where the non-flipped model was implemented.

Similarly, students' work-load increased in the last eight weeks of the semester with the flipped model since learners were asked to watch the instructional videos in *Contraseña* at home before going to class, thus, the higher amount of effort and time that students endured in the flipped approach compared with the non-flipped model previously followed, may be responsible for students' negative opinions towards *Contraseña's* video posts. Similarly, in Moranski and Kim's study (2016) Spanish L2 students' negative comments on the flipped approach most often described videos as boring and repetitive. In Fontecha's study (2020), he started using commercially made videos that also came with the course textbook, but he eventually decided to create his own video lectures to explain grammar concepts. He found that students preferred the professor's videos because they were more familiar and engaging. these commercially made videos as the ones in *Contraseña* are professionally done and therefore, are very clear, detailed, and easy to understand, however, the human connection, even through a videorecorded lecture, in 'talking' to your students may be unvaluable.

Negative comments of the flipped model also focused on the grading system and the lack of clarification. Since a great number of students conveyed a remarkable frustration with the grading system, (they were graded on *Aplicar* and *Comprobar* activities before the in-class lesson), with *Aplicar* and *Comprobar* activities being worth 25% of the course grade, a possible solution could be leaving just *Aplicar* exercises for before coming to class, and moving *Comprobar* activities, which are timed with limited attempts and are worth a 15% of the course grade, to after the first day of treatment, thus reducing perhaps the above-commented level of difficulty (as seen by students) and also level of frustration regarding grading system. Another alternative could be students getting credit only for completion.

Nonetheless, what seems a valid point raised by participants in this study is how to attach credit to activities prior to coming to class in the flipped classroom. As mentioned in Kang's (2015), one of the negative aspects of the flipped model is getting students to completing activities prior to coming to class. Students who fail to take these activities seriously tend to do poorly in academic language tests. Basal (2015) also found that videos' completion (which is also part of the pre-work in the flipped model) was one of the biggest disadvantage of the flipped approach. In order to solve this problem, it was decided to include secret words in the videos to make sure that students watched them.

In addition, since students considered the lack of opportunities to ask clarifying questions before completing activities a strong disadvantage of the flipped model, a possible solution for this problem could be creating a forum for students to ask questions when learning the material outside the academic setting. Thus, either the rest of their classmates or the teacher could answer some questions to help them completing the application activities afterwards.

Findings in the present study agree with García-Allen's study (2020) where Spanish L2 students following the flipped-classroom approach showed some resistance, especially at the early stages of the course. The researcher highlighted that a possible reason could be that the flipped learning method was a new experience for the students and thus, they needed to have a better understanding of this approach. Results in this study are also consistent with other studies on students' perceptions towards the flipped approach in the EFL context. For instance, in Farah's study (2014) almost half of students showed preference to having the teacher explaining in class and favored the traditional instruction over the flipped model

It is important to consider that students enrolled in this course to fulfil an academic language requirement for their majors and perhaps for most of them their motivation was



purely instrumental, without a deep interest and engagement with the Spanish language. In addition, this was also a beginners course, and many students did not have previous Spanish knowledge or if they did, it was minimal. Considering watching explanatory videos requires more work-load in the individual space and completing application activities before coming to class demands a higher cognitive effort on the part of the students, the flipped model may be more overwhelming for them, especially at the early stage of language learning, as evidenced in Strayer's (2007) and Homma's (2015) studies. Moreover, as also highlighted in the discussion of the first research question, shifting from one methodology to another may be a factor impacting students' perceptions towards the flipped model. Particularly, it may be more difficult for learners to adapt to the flipped model after having received the instruction under a non-flipped approach during the first three units. Strayer (2007) suggested a transition between the traditional and the flipped classroom and indicated that students may need time to adjust to the methodology.

However, it is important to consider that the methodology used in Strayer (2007)'s study is different since it involved a between-group analysis, while these above-mentioned findings are those obtained from a within-group design. In addition, Strayer used individual and focus-group interviews, gathered field notes from research team members and completed reflective journals in order to analyse learner's perceptions towards the flipped-model while the present investigation only used an end-of-semester questionnaire. Implementing interviews and journals in this study was something beyond the writher's control since, as previously commented, this course was designed by a language supervisor, and it was necessary to ensure that all sections followed the same procedure and expectations.

Finally, a concern in this study is to what extent the questions in the questionnaire were about the flipped approach and not about *Contraseña* as a teaching material. It is uncertain whether results would have been the same or not if the questions had been

reworded differently to stress the flipped components of the model without mentioning *Contraseña*.

## CHAPTER VI: CONCLUSIONS

As applications of the flipped-learning approach continue to increase in prominence and implementation across various educational domains, including foreign language teaching and learning, and continue to challenge the traditional models as they try to adapt to new emerging teaching contexts, it is indispensable to evaluate the impact of flipped learning methods in the classroom. This study aimed to learn more about the impact of the flipped model on student language performance and gained an insight into learners' attitudes and perceptions towards this teaching methodology in Spanish for Beginners L2 classrooms at a tertiary level in the United States.

Findings in this study offered some important pedagogical implications. Student language performance on grammar-focused tasks was virtually the same in these Spanish L2 courses when learning the material under either the flipped or the non-flipped models. This result may imply that teaching under the flipped model is not detrimental to language learning and in fact, it is beneficial because it allows more time in the classroom for language practice, something students cannot do on their own since in order to learn to communicate in Spanish they need a partner. Students value the time they spend in class practicing their language skills, as indicated by many in the questionnaire. However, results also suggested that combining flipped and non-flipped models within the same group of learners in the same context may negatively affect their performance on grammar-focused tasks in favor of the non-flipped model. No clear findings can be shown in regards to this phenomenon since, although language proficiency did not seem to be a factor affecting results in this study, it is uncertain if it was due to this combination of different teaching methodologies, due to the order (from non-flipped to flipped model) in which this shift took place or due to other factors such as individual differences (considering the limited number of participants in many of the pre and post-tests) that students performed better in the non-flipped classroom.

Findings regarding students' perceptions of the flipped model have also revealed that learners in the experimental group showed a clear resistance to this methodology and preferred the traditional face-to-face teacher explicit instruction in the classroom. However, the above-mentioned shift from the non-flipped to the flipped model could be a factor impacting students' opinions towards the latter.

Therefore, it would be interesting to compare the experimental group's language performance and perceptions towards the flipped approach inverting the order, with students learning the material first through the flipped model (units 1-3) and then, via the non-flipped learning format (units 4-6). Additionally, the written questionnaire was offered at the end of the semester and therefore, it is unknown how these opinions were impacted by the low score in the *Aplicar* and *Comprobar* activities or by their limited understanding of how the flipped model works. It would have been advisable to administer a similar questionnaire after the first three units and perhaps be more accurate about the questions posed to students to ensure students had a good understanding of the type of teaching methodology they were exposed to.

This study suffered from a number of limitations. First, not all 40 students showed up during the duration of all grammar lessons targeted in the study, thus not all participants completed every pre- and post-tests. The different number of learners participating in each test should be a factor to consider when interpreting results in this study. Similarly, only 12 students in the experimental group completed the end-of semester anonymous questionnaire. In addition, since the questionnaire was only distributed in the experimental group, students' attitudes towards the flipped model in the control group, whose perceptions were not impacted by the combination of different teaching methodologies, have not been examined in this research. A study evaluating this aspect would have the potential of contributing to the collective understanding of this pedagogical practice.

Another limitation in this study is that there were different instructors for control and experimental groups, which brings in another variable. Additionally, videorecorded data of the lessons being targeted was not collected. It would have been interesting to look at the amount of explicit instruction in class time in both, control and experimental groups since students demand it regardless the methodology followed. Thus, it is important that teachers should understand that adopting the flipped model does not mean eliminating explicit instruction in the classroom. What it means is that in class, as students engage in language practice, teachers should focus on form through student feedback or language related episodes where explicit attention to grammatical forms takes place based on students' performance in class tasks. As teachers evaluate students' understanding of the material as they perform language tasks, they should spontaneously and always within meaningful context, provide any form-focused attention to grammatical components in the input as well as making sure students are given the chance to ask for clarification of concepts not fully grasped.

Finally, further research on flipped learning should contrast different participants based on their interest to learn Spanish L2 as well as their level of Spanish proficiency since as seen in this study, in these mandatory introductory classes students lacked the discipline and motivation to learn the language. Comparing student language performance and perceptions towards the flipped model in the teaching context given in the present study with a non-mandatory intermediate or upper-intermediate Spanish L2 course, where students are strongly involved in the subject and present some previous knowledge of the Spanish language, would inform this body of literature with important insights.

In all, results in this study showed that implementing the flipped-learning approach in the instruction of this Spanish L2 course may be a valid teaching practice if following this methodology during the entire semester. However, when combining non-flipped and flipped

models throughout the same term, learners perform substantially better in the non-flipped format and also share negative perceptions towards the latter, manifesting a clear preference for the explicit face-to-face grammar instruction.

## REFERENCES

- Ahmad, S. Z. (2016). The Flipped Classroom Model to Develop Egyptian EFL Students' Listening Comprehension. *English Language Teaching, 9*(9), 166-178.
- Ahmed, M. A. E. A. S. (2016). The effect of a flipping classroom on writing skill in English as a foreign language and students' attitude towards flipping. *US-China Foreign Language, 14*(2), 98-114.
- Al-Harbi, S. S., & Alshumaimeri, Y. A. (2016). The Flipped Classroom Impact in Grammar Class on EFL Saudi Secondary School Students' Performances and Attitudes. *English Language Teaching, 9* (10).
- Al-Zahrani, A. M. (2015). From passive to active: The impact of the flipped classroom through social learning platforms on higher education students' creative thinking. *British Journal of Educational Technology, 46*(6), 1133-1148.
- Basal, A. (2015). The implementation of a flipped classroom in foreign language teaching. *Turkish Online Journal of Distance Education, 16*(4), 28-37.
- Bergmann, J., & Sams, A. (2012). *Flip your classroom*. Alexandria, VA: Association for Supervision and Curriculum.
- Bergmann, J., & Sams, A. (2017). Flipped learning: gateway to students' engagement, International Society for Technology in Education: Eugene, Oregon and Washington, DC, 2014; 169 pp.: ISBN 978-1-56484-344-9. *Center for Educational Policy Studies Journal, 7*(3), 173-176.
- Bishop, J., & Verleger, M. A. (2013). The flipped classroom: A survey of the research. In *2013 ASEE Annual Conference & Exposition*.

- Blair, E., Maharaj, C., & Primus, S. (2016). Performance and perception in the flipped classroom. *Education and Information Technologies*, 21(6), 1465-1482.
- Brandl, K. (2008). *Communicative language teaching in action: Putting principles to work*. Upper Saddle River, New Jersey: Prentice-Hall.
- Davies, R. S., Dean, D. L., & Ball, N. (2013). Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. *Educational Technology Research and Development*, 61(4), 563-580.
- Day, J. A., & Foley, J. D. (2006). Evaluating a web lecture intervention in a human-computer interaction course. *IEEE Transactions on education*, 49(4), 420-431
- De Grazia, J. L., Falconer, J. L., Nicodemus, G., & Medlin, W. (2012). Incorporating screencasts into chemical engineering courses. In *2012 ASEE Annual Conference & Exposition*.
- Educause Learning Initiative. (2012). *7 things you should know about flipped classrooms*. Retrieved from <http://net.educause.edu/ir/library/pdf/ELI7081.pdf>
- Farah, M. (2014). *The impact of using flipped classroom instruction on the writing performance of twelfth grade female Emirati students in the applied technology high school (ATHS)*, The British University in Dubai.
- Fontecha, J. C. A. (2020). *An Action Research Study on the Use of Flipped Learning in a Spanish as a Foreign Language Class* (Doctoral dissertation, Illinois State University).
- García-Allen A. (2020). *The Flipped Spanish Classroom: Student Engagement, Satisfaction and Autonomy*.



- Han, Y. J. (2015). Successfully flipping the ESL classroom for learner autonomy. *NYS Tesol Journal*, 2(1), 98-109.
- Herreid, C. F., & Schiller, N. A. (2013). Case Studies and the Flipped Classroom. *Journal of College Science Teaching*, 42(5), 62–66.
- Hew, K. F., & Lo, C. K. (2018). Flipped classroom improves student learning in health professions education: a meta-analysis. *BMC medical education*, 18(1), 1-12.
- Homma, J. E. (2015). Learner autonomy and practice in a flipped EFL classroom: Perceptions and perspectives in new digital environments. *Chiba University of Commerce Review*, 52(2), 253-275.
- Huang, Y. N., & Hong, Z. R. (2016). The effects of a flipped English classroom intervention on students' information and communication technology and English reading comprehension. *Educational Technology Research and Development*, 64(2), 175-193.
- Hussain, S., Ahmad, N., Saeed, S., & Khan, F. N. (2015). Effects of flip learning approach on prospective teacher's pedagogical skills. *The Dialogue A Quarterly Research Journal*, 10(3), 326-337.
- Hwang, G. J., & Lai, C. L. (2017). Facilitating and bridging out-of-class and in-class learning: An Interactive E-book-based flipped learning approach for Math courses. *Educational Technology & Society*, 20 (1).
- Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected readings*. Penguin, 269-293.
- Kang, N. (2015). The comparison between regular and flipped classrooms for EFL Korean adult learners. *Multimedia-Assisted Language Learning*, 18(3), 41-72.

- King, A. (1993). "From Sage on the Stage to Guide on the Side". *College Teaching*, 41 (1).
- Kugler, A. J., Gogineni, H. P., & Garavalia, L. S. (2019). Learning outcomes and student preferences with flipped vs lecture/case teaching model in a block curriculum. *American journal of pharmaceutical education*, 83(8).
- Kumar, E., & Sreehari, P. (2009). Computer Assisted Language Learning (CALL). In *A Handbook for English Language Laboratories*, 3-14. Foundation Books. doi:10.1017/UPO9788175968677.003
- Kurtz, G., Tsimmerman, A., & Steiner-Lavi, O. (2014). The flipped-classroom approach: The answer to future learning. *European Journal of Open, Distance and E-Learning*, 17(2), 172-182.
- Låg, T., & Sæle, R.G. (2019). Does the flipped classroom improve student learning and satisfaction? A systematic review and meta-analysis. *AERA Open*, 5(3).
- Lage, M. J., Platt, G. J., & Treglia, M. (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. *The Journal of Economic Education*, 31(1).
- Levy M. (1997). *Computer-assisted language learning: Context and conceptualization*. Oxford University Press.
- Long, M. (2015). *Second language acquisition and task-based language teaching*. West Sussex, UK: Wiley.
- Love, B., Hodge, A., Grandgenett, N., & Swift, A. W. (2014). Student learning and perceptions in a flipped linear algebra course. *International Journal of Mathematical Education in Science and Technology*, 45(3), 317-324.

- Lundin, M., Rensfeldt, A. B., Hillman, T., Lantz-Andersson, A., & Peterson, L. (2018). Higher education dominance and siloed knowledge: a systematic review of flipped classroom research. *International Journal of Educational Technology in Higher Education*, 15(1), 1-30.
- Mason, G. S., Shuman, T. R., & Cook, K. E. (2013). Comparing the effectiveness of an inverted classroom to a traditional classroom in an upper-division engineering course. *IEEE transactions on education*, 56(4), 430-435.
- McLaughlin, J. E., Griffin, L. M., Esserman, D. A., Davidson, C. A, Glatt, D. M., Roth, M. T., Gharkholonarehe, N., & Mumper, R. J. (2013). Pharmacy student engagement, performance, and perception in a flipped satellite classroom. *American Journal of Pharmaceutical Education*, 77(9), 196.
- Mehring, J., & Leis, A. (Eds.). (2018). *Innovations in flipping the language classroom: Theories and practices*. New York: Springer Berlin Heidelberg.
- 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.
- Moravec, M., Williams, A., Aguilar-Roca, N., & O'Dowd, D. K. (2010). Learn before lecture: A strategy that improves learning outcomes in a large introductory biology class. *CBE—Life Sciences Education*, 9(4), 473-481.
- Muldrow, K. (2013). A New Approach to Language Instruction: Flipping the Classroom. *The Language Educator*, 11, 28-31.

- Murphree, D. S. (2014). "Writing wasn't really stressed, accurate historical analysis was stressed": Student perceptions of in-class writing in the inverted, general education, university history survey course. *History Teacher*, 47(2), 209-219.
- Nechkina, M. (1984), "Increasing the effectiveness of a lesson". *Communist* (2).
- Network, F. L. (2014). What is flipped learning? The four pillars of FLIP. *Flipped Learning Network*, 501(2).
- Oki, Y. (2016) Flipping a content-based ESL course: An action research report. *Hawaii Pacific University TESOL Working Paper Series*, 14, 62.75.
- Papadopoulos, C., Santiago-Román, A., & Portela, G. (2010). Work in progress—Developing and implementing an Inverted Classroom for Engineering Statics. In *2010 Frontiers in Education Conference*.
- Phoeun, M., & Sengsri, S. (2021). The Effect of a Flipped Classroom with Communicative Language Teaching Approach on Undergraduate Students' English Speaking Ability. *International Journal of Instruction*, 14(3), 1025-1042.
- Piccardo, E. (2014). *From communicative to action-oriented: A research pathway*. Curriculum Services Canada.
- Rehman, R., Hashmi, S., Akbar, R., & Fatima, S. S. (2020). Teaching "shock pathophysiology" by flipped classroom: Views and perspectives. *Journal of Medical Education and Curricular Development*, 7, 1-4.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press.

- Ruddick, K.W. (2012). *Improving chemical education from high school to college using a more hands-on approach*. University of Memphis.
- Strayer, J. F. (2007). *The effects of the classroom flip on the learning environment: A comparison of learning activity in a traditional classroom and a flip classroom that used an intelligent tutoring system*. Dissertation, The Ohio State University.
- Strayer, J. F. (2012). How learning in an inverted classroom influences cooperation, innovation and task orientation. *Learning Environments Research*, 15(2), 171-193.
- Thomas, J. S., & Philpot, T. A. (2012). An inverted teaching model for a mechanics of materials course.
- Umam, K., Nusantara, T., & Mulyono, H. (2019). An application of flipped classroom in mathematics teacher education program. *International Journal of Interactive Mobile Technologies*, 13(3), 68-80.
- Vaezi, R., Afghari, A., & Lotfi, A. (2019). Flipped teaching: Iranian students' and teachers' perceptions. *Applied Research on English Language*, 8(1), 139-164.
- Vitta, J. P., & Al-Hoorie, A. H. (2020). The flipped classroom in second language learning: A meta-analysis. *Language Teaching Research*.
- Webb, M., & Doman, E. (2016). Does the Flipped Classroom Lead to Increased Gains on Learning Outcomes in ESL/EFL Contexts?. *CATESOL Journal*, 28(1).
- Wilson, S. G. (2013). The flipped class: A method to address the challenges of an undergraduate statistics course. *Teaching of Psychology*, 40, 193-199.

- Wu, W. C. V., Hsieh, J. S. C., & Yang, J. C. (2017). Creating an online learning community in a flipped classroom to enhance EFL learners' oral proficiency. *Journal of Educational Technology & Society*, 20(2), 142-157.
- Xu, P., Chen, Y., Nie, W., Wang, Y., Song, T., Li, H., & Zhao, L. (2019). The effectiveness of a flipped classroom on the development of Chinese nursing students' skill competence: A systematic review and meta-analysis. *Nurse education today*, 80, 67-77.
- Yildiz Durak, H. (2018). Flipped learning readiness in teaching programming in middle schools: Modelling its relation to various variables. *Journal of Computer Assisted Learning*, 34(6), 939-959.
- Zhang, H., Du, X., Yuan, X., & Zhang, L. (2016). The Effectiveness of the flipped classroom mode on the English pronunciation course. *Creative Education*, 7(09), 13-40.
- Zhang, L. (2015, June). Teaching model design of business English based on flipped classroom case study. In *Proceedings of the International Conference on Education, Management and Computing Technology*; 176-181.

## APPENDIX A: PRE-QUIZZES AND POST-QUIZZES

### Pre-quiz #1

Select an adjective that describes each person and then complete each description with the correct form of that adjective. **¡OJO!** The adjectives are missing their endings. You will have to complete them so that they agree in gender *and* number.

inteligent-	atlétic-	nervios-	cómic-	cansad-
-------------	----------	----------	--------	---------

1. Ellos son .....



2. Ella está .....



3. Ellos son.....



4. Ellas están .....



5. Él es.....



### Pre-quiz #2.

**Paso 1.** Classify each statement according to the correct uses of **ser** and **estar**. Write the letter next to the sentence.

- a. Características
- b. Estado
- c. Lugar
- d. Origen

Están cansados: \_\_\_\_\_  
Son de España: \_\_\_\_\_  
Estamos nerviosos por el examen: \_\_\_\_\_  
Somos muy inteligentes: \_\_\_\_\_  
Somos de Wisconsin: \_\_\_\_\_  
Están en la clase de español: \_\_\_\_\_

**Paso 2.** Cristina is talking about her favorite classes and teachers. Complete what she says with the correct form of **ser** or **estar**.

Este semestre mis cursos (1) \_\_\_\_\_ todos los días, pero (2) \_\_\_\_\_ muy contenta con mi horario. Mis clases favoritas (3) \_\_\_\_\_ filosofía y español. No (4) \_\_\_\_\_ cursos fáciles, pero la profesora de español (5) \_\_\_\_\_ muy inteligente y la clase de filosofía tiene dos profesores; ellos (6) \_\_\_\_\_ muy cómicos. Los tres profesores (7) \_\_\_\_\_ relajados y nosotros no (8) \_\_\_\_\_ estresados en clase. Bueno, con la excepción de mis amigos Juan y Paula... ellos (9) \_\_\_\_\_ nerviosos en la clase de filosofía porque no comprenden algunas cosas, pero (10) \_\_\_\_\_ trabajadores, así que todo les saldrá bien (everything will work out for them)

### Pre-quiz #3

Write three sentences describing what you *have to do* (obligations) and three sentences describing what you *are going to do* (planned activities) during the week.



#### Pre-quiz #4

María is working as a university tour guide. Complete the text with the correct form of the verbs **ser**, **estar** and **haber** to complete what she tells a group of prospective students.

(1)\_\_\_\_\_ dos bibliotecas en campus: una (2) \_\_\_\_\_ La Biblioteca de Medicina... obviamente a donde van los que estudian medicina; el resto de los estudiantes va a la otra. La biblioteca general (3) \_\_\_\_\_ cerca del centro estudiantil, donde

(4)\_\_\_\_\_ salones que pueden (you all can) reservar para reuniones o eventos. También (5)\_\_\_\_\_ computadoras que pueden usar. El centro (6)\_\_\_\_\_ uno de mis lugares favoritos. También me gusta mi residencia estudiantil. (7) \_\_\_\_\_ lejos de los edificios administrativos, pero no tengo que pasar por ellos mucho.

(8)\_\_\_\_\_ varias residencias estudiantiles por el campus, pero unas

(9)\_\_\_\_\_ más modernas que otras. Las residencias viejas no (10)\_\_\_\_\_ malas... más feas, quizás (maybe).

#### Pre-quiz #5

Victoria Cabrillo, a freshman at the University of Colorado, has just seen a Call for Nominations for the **Premio al mejor maestro** (*Best Teacher Award*). The award recognizes outstanding teachers who positively impact the lives of their students. Victoria immediately thinks that her former high school Spanish teacher would be a perfect candidate and starts planning to nominate her. She sends an email to Alberto to convince him to vote for her. Complete the email with the correct form of the verbs **saber** or **conocer**.

¡Hola, Alberto!

Tenemos que nominar a la Sra. García para el Premio al mejor maestro (*Best Teacher Award*) de este año. Tú la (1)\_\_\_\_\_ bien, ¿no? Solo tenemos que escribir una carta de nominación cada uno. Si muchos estudiantes la nominan, ella va a tener la posibilidad de ganar \$500. Ella es muy buena y (2)\_\_\_\_\_ enseñar a los alumnos. Ella también (3) \_\_\_\_\_ ayudar a los alumnos con sus problemas . Yo no (4)\_\_\_\_\_ otro profesor mejor ¿Qué te parece?

Abrazos,  
Tori

## Pre-quiz #6

Complete each description with the correct form of the appropriate verb.



Marta y Juan \_\_\_\_\_ (entender / soñar) estas ecuaciones matemáticas, pero Nacho no.



Lucas y yo \_\_\_\_\_ (jugar / pensar) a videojuegos los fines de semana.



Tú \_\_\_\_\_ (almorzar / querer) mucho a tu perro, ¿verdad?



4.

Anita y Verónica \_\_\_\_\_ (sonreír / repetir).



5.

Yo \_\_\_\_\_ (jugar / almorzar) sola en la cafetería.



6.

Ustedes \_\_\_\_\_ (contar / servir) historias graciosas.



7.

Nosotros \_\_\_\_\_ (perder / preferir) estudiar en grupo.



8.

El evento deportivo \_\_\_\_\_ (empezar / poder) a las cuatro.

### Post-quiz #1

**Gramática II. Descripciones.** Select an adjective that describes each person and then complete each description with the correct form of that adjective. **¡OJO!** The adjectives are missing their endings. You will have to complete them so that they agree in gender *and* number.

#### MODELO



Ellos son estudiosos.

aburrid-

atlétic-

cómic-

conent-

generos-

intelligent-



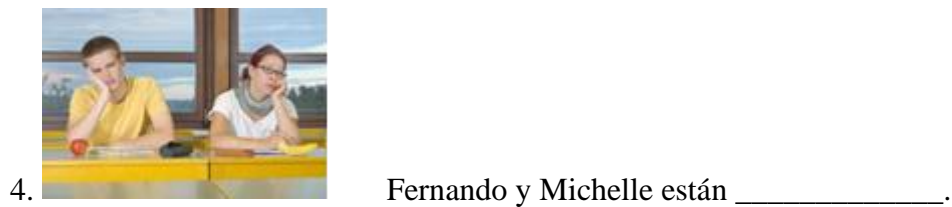
1.

Juan es \_\_\_\_\_.



2.

Ellos son \_\_\_\_\_.



### Post-quiz #2

**Gramática I. ¡A clasificar!** Classify each statement according to the correct uses of **ser** and **estar**.

**Características**

**Estado**

**Lugar**

**Origen**

Son de América Central.

Están en Wisconsin.

Estamos ocupados con la tarea de matemáticas.

Somos tímidas.

Están relajados en la lección de biología.

Somos de Nueva York.

**Gramática I. Las amigas.** Complete the conversation between two friends with the correct forms of **ser** and **estar**.

**Rania:** Hola, Maribel. ¿Cómo (1) \_\_\_\_\_ tú y Carina?

**Maribel:** Muy bien. Aunque (2) \_\_\_\_\_ un poco cansadas. Tenemos (*We have to*) que estudiar mucho. ¿Y tú?

**Rania:** Yo también. Ahora mis padres (3) \_\_\_\_\_ de visita en la universidad.

**Maribel:** ¿Y dónde (4) \_\_\_\_\_ ustedes?

**Rania:** Nosotros (5) \_\_\_\_\_ en mi apartamento (*my apartment*).

**Maribel:** ¡Qué bien! ¿Cómo (6) \_\_\_\_\_ sus amigos de la universidad?

**Rania:** Ellos (7) \_\_\_\_\_ muy buenos. (8) \_\_\_\_\_ muy generosos y trabajadores. ¡Me encantan! (*I love them!*)

**Maribel:** ¿Y cuáles (9) \_\_\_\_\_ tus clases favoritas?

**Rania:** Mis clases favoritas (10) \_\_\_\_\_ matemáticas y administración de empresas.

**Maribel:** Fantástico. ¡Mucha suerte este semestre!

**Rania:** A ti también, querida Maribel. ¡Hasta pronto!

### Post-quiz #3

**Síntesis. Mi horario.** Write a short paragraph describing what you *have to do* (obligations) and what you *are going to do* (planned activities) during the week by yourself and with your family or friends. Be sure to include at least six different infinitives, two days of the week and two specific times and as much active vocabulary as you can.

### Post-quiz #4

**Gramática I. La universidad.** Rob is working on creating an informational brochure about his university. Complete his draft with the verbs **ser**, **estar** and **haber (hay)**.

Nuestra universidad (1) \_\_\_\_\_ muy vieja pero bonita. (2) \_\_\_\_\_ una biblioteca grande cerca de la administración. Los departamentos de inglés y de ciencias (3) \_\_\_\_\_ lejos de las residencias estudiantiles. Las residencias de los estudiantes de primer año (4) \_\_\_\_\_ más nuevas y modernas. En los salones de clase, (5) \_\_\_\_\_ escritorios, y tabletas y bolígrafos extra. Los cursos virtuales (6) \_\_\_\_\_ muy pocos por el momento (*at the moment*) pero (7) \_\_\_\_\_ planes para agregar (*there are plans to add*) más cursos en el futuro.

### Post-quiz #5

**Gramática II. El email.** Prof. Luna is writing Isabela an email to thank her for nominating him. Complete it with the correct forms of **saber** or **conocer** based on the context.

Tú (1) \_\_\_\_\_ que siempre he soñado con (*dreamed about*) colaborar con el Museo de Arte Moderno en Nueva York, ¿verdad? Pues, gracias a ti voy a tener la oportunidad: acabo de recibir el premio de Mejor Profesor, y el dinero extra me va a permitir

estar fuera un semestre. Yo no (2) Nueva York y (3)  
que no va a ser fácil buscar un apartamento, pero ¡tengo muchas  
gananas de vivir en NYC!

El comité dice que cree que me (4) bien por las cartas de apoyo  
que recibió (*it received*), pero ellos no (5) que yo (6)  
a los estudiantes más bondadosos y generosos de la  
universidad. De verdad, recibir el premio es estupendo, pero me gusta más (7)  
que tú y muchos de mis estudiantes aprecian mis clases.

### Post-quiz #6

**Gramática II. Dos perspectivas.** Two couples you read about in *Exploración cultural* had more to say about marriage rights. Complete their narrations with the correct forms of the most appropriate verbs in parentheses based on the context.

#### CARLOS Y ANTONIO

Por ahora, Carlos y yo (1) (preferir / poder) vivir en Florida  
donde la sociedad reconoce nuestro matrimonio, donde nuestros amigos heterosexuales  
(2) (pensar / sonreír) que tenemos el derecho de casarnos  
como cualquier pareja. Carlos (3) (servir/ soñar) con vivir en  
Guatemala, pero no sé. Hemos hablado (*We've talked*) de esto mucho, y yo siempre (4)  
(repetir / entender) que no (5)  
(contar / querer) vivir en un país donde nuestro matrimonio es ilegal, sobre todo porque  
nosotros (6) (pensar / perder) adoptar a un niño en el futuro.

#### ANA Y ARGELIA

Nuestros amigos nos (7) (contar / jugar) que nuestros  
espectáculos de transformismo son esenciales porque (8)  
(servir / sonreír) para educar al público. Nosotras (9)  
(querer / repetir) mostrar que el género es fluido, o sea que una persona  
(10) (perder / poder) identificarse como hombre si es  
biológicamente mujer o viceversa. Si al final, más cubanos (11)  
(empezar / entender) esto, pues, tenemos éxito.

## APPENDIX B: WRITTEN QUESTIONNAIRE

1. Thinking of the last eight weeks (unit 4-6), indicate how many hours **per day** you spend completing the grammar-related Aplicar and Comprobar activities in Contraseña
  - a) 0-1
  - b) 2-4
  - c) 5 or more
  
2. Thinking of the last eight weeks (unit 4-6), indicate on this scale how difficult you find completing this grammar-related Aplicar and Comprobar activities in Contraseña  
0 (not difficult at all)    1 (a little bit)                      2 (difficult)                      3 (very difficult)
  
3. Thinking of the last eight weeks (unit 4-6), indicate on this scale how useful you find the practice language task that we do in class to help you learn Spanish.  
0 (not useful at all)    1 (a little bit)                      2 (useful)                      3 (very useful)
  
4. Do you think we do enough practice language tasks in class time?  
  
Yes                      No
  
5. How useful do you find Contraseña's video posts of grammar concepts?  
  
0 (not useful at all)    1 (a little bit)                      2 (useful)                      3 (very useful)
  
6. What do you think that helps you learn and remember more Spanish?
  - a) Contraseña's video posts of grammar concepts
  - b) Doing practice activities (Aplicar and Comprobar) in Contraseña before class
  - c) Doing language practice in the classroom
  - d) Having access to resources in Contraseña (video posts of grammar/vocabulary; additional practice; readings, etc.)
  - e) Other
  
7. The first three units in the semester your teacher explained grammar in class and completed practice exercises in *Contraseña* after in class sections. The remaining three units you watched video podcasts in *Contraseña* and completed practice exercises in



*Contraseña* prior to coming to class. In class, you completed several communication-based tasks. Which of the two approaches you prefer?

a) Unit 1-3 (teacher explaining grammar in class; practice exercises in class)

b) Unit 4-6 (video podcasts in *Contraseña* and practice exercises in *Contraseña* prior to coming to class).

8. Explain your choices in question 7. What advantages and disadvantages do you see in both approaches?