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A Qualitative Investigation of the Implementation of the Flipped Classroom
in Secondary World Language Classes in the State of Utah

Sarah Victoria Hoppes

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Arts

Gregory L. Thompson, Chair
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ABSTRACT

A Qualitative Investigation of the Implementation of the Flipped Classroom in Secondary World Language Classes in the State of Utah

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Master of Arts

The flipped classroom is a teaching method where students access instructional materials outside of class through teacher-made videos or readings so that time spent in-class with the instructor can focus on collaboration and student-driven practice. This instructional practice has gained popularity worldwide at the secondary and post-secondary level because of its perceived benefits for students. Such benefits include higher test scores and proficiency, more frequent interactions between teachers and students, increased content knowledge and application, and improved motivation and attitude towards a course. Although worthwhile, much of the research lacks details of teacher perspectives on the method and its use in secondary, world-language classes, specifically in the state of Utah. This study analyzed the responses of 33 world-language teachers in the state of Utah to questions about their training on the flipped method, their use of it in the classroom, and their views on the advantages and disadvantages of the technique. The purpose of this study was to understand how world-language teachers in the state of Utah are using the flipped method and to identify the advantages and disadvantages of the method from a world-language teacher's perspective. The key data source for this qualitative study was a 22-question electronic survey. The results of this study indicate that although there is a moderately high rate of training for teachers on the flipped method, there is a low rate of implementation among the world-language teachers. In addition, teachers responded that their top three advantages of the flipped method include allowing more one-on-one time between teacher and student, allowing for self-paced learning of students, and providing a more in-depth study of course material. Participants also acknowledged the top challenges to the flipped method to be an increased workload outside of class for both teachers and students, students being less-able to complete in-class activities without proper preparation and a lack of student motivation. Possible areas of future research are recommended.

Keywords: flipped classroom, inverted classroom, hybrid teaching, online teaching, world language teaching, secondary education, Utah

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Table of Contents

ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iii
Table of Contents.....	iv
Chapter 1: Introduction.....	1
Statement of the Problem.....	2
Purpose of the Study.....	3
Chapter 2: Review of Literature.....	4
Key Principles of Flipped Classroom Design.....	4
Student Grades and Content Knowledge Outcomes.....	6
Improving Cognitive Thinking Processes.....	7
Student Attitudes Towards and Engagement in the Flipped Classroom.....	9
The Flipped Classroom in a Hybrid, High School Setting.....	11
Teachers’ Perspectives on the Flipped Method.....	12
Summary.....	15
Research Questions.....	16
Chapter 3: Methodology.....	17
Participants and Procedures.....	17
Figure 3.1.....	19
Figure 3.2.....	20
Figure 3.3.....	21
Figure 3.4.....	22
Figure 3.5.....	23
Figure 3.6.....	24
Instruments.....	24
Chapter 4: Findings.....	26
Research Question #1: What percentage of Utah’s world language teachers are using the flipped classroom model, in part or in full?.....	26
Figure 4.1.....	27
Figure 4.2.....	28

Research Question #2: What methods do the teachers in the study use to flip their classrooms?	32
Research Question #3: What preparation or training did the teachers have for setting up a flipped classroom?.....	34
Figure 4.3	35
Research Question #4: What do the teachers feel are the advantages and disadvantages of the flipped classroom?.....	35
Figure 4.4	37
Figure 4.5	39
Figure 4.6	42
Chapter 5: Discussion and Conclusions.....	45
Impact of the Current Study	45
Strengths of the Current Study	49
Limitations	50
Implications for Future Research	51
References.....	55
Appendix A: Survey Questions	57
Section 1: Background Information and Teacher Experience	57
Section 2: Flipped Classroom: Background Knowledge	57
Section 3: If YES to Section 2, Question 2 ONLY.....	58
Section 4: Perceived Benefits and Challenges	59
Section 5: Flipped Classroom: Personal Experience.....	60

Chapter 1: Introduction

In recent years, the flipped classroom model, also known as the inverted classroom, has gained attention and popularity among teachers from elementary to postsecondary-level classrooms. Albert and Beatty (2014) describe the flipped classroom as a change from a lecture-centered to learning-centered environment. In this methodology, students access new knowledge at home through pre-class assignments such as watching video lectures, interpreting reading materials, or analyzing any provided resources, and then use class time to improve understanding through student and teacher negotiation of meaning and intensive student driven practice (Albert & Beatty, 2014; Bergmann & Sams, 2012; Ralph & Schmidt, 2016). Among the benefits that researchers have attributed to flipped classroom instruction are higher test scores and proficiency, more frequent interactions between teachers and students, increased content knowledge and application, and improved motivation and attitude towards a course (Bergmann & Sams, 2012; Chen, Wu, & Yang, 2017; Doman & Webb, 2016; Kim & Moranski, 2016; Kim & Park, 2017). These claims will be examined more closely in the following chapter.

The flipped classroom is a modern approach to language instruction because the lower-level thinking skills such as memorization and comprehension are reserved for application in the home, thus allowing time in the classroom to be spent on activities that engage learners in higher level thinking skills, inevitably enhancing students' learning (Doman & Webb, 2016). More time in the classroom allows for more integration of advanced texts and mediums for student learning and thinking. Teachers are also more aware of their students' needs and abilities because the teacher is present during activities for extension and application of classroom content (Webb & Doman, 2016). This contrasts to the traditional route where teachers present content in class and then assign the application in homework. In this scenario, the teacher is not present with the

student to help with the more high-level thinking skills required for application and evaluation. When teachers are more aware of students' needs, they can address them and lift the barriers that keep students from engaging in higher-level thinking.

The flipped classroom methodology is of importance to the world language classroom because it allows for more class time to be spent by students in meaningful language exchanges. When lessons are completed by students at home, prior to class, there is more time in class for students to practice their interpretive, interpersonal, and presentational skills in meaningful, authentic contexts. The teacher will spend less time lecturing and thus attention will be focused on student production, growth, and achievement. Students are likely to experience a lowered affective filter because of their familiarity with topics before class which may lead to increased motivation to produce with the language and reduced anxiety at making mistakes. All of these potential benefits of flipped classroom instruction may lead to the ultimate goal of world language programs: increased proficiency.

Statement of the Problem

Although the previous research is valuable for those interested in studying the flipped classroom, there is a surprising lack of research available about the flipped method used specifically in world-language classrooms, and even fewer studies for world-language classrooms at the secondary level. Some of the relevant literature includes research on world-language courses at the post-secondary level (Bergmann & Sams, 2012; Kim & Moranski, 2016; Kim & Park, 2017) as well as English as another language courses at the post-secondary level (Chen, Wu, & Yang, 2017; Doman & Webb, 2016). There is some literature about the flipped classroom in the high school setting but in a non-world-language classroom (Bell, 2015), and also literature that studies the flipped classroom but at the post-secondary level and in non-

world-language classrooms (Albert & Beatty, 2014; Hernández Nanclares & Pérez Rodríguez, 2016).

In addition to the gap in the literature of world-language classrooms using the flipped method at the secondary level, an additional gap in the research is a lack of focus on the teacher's perspectives and attitudes on the method, and not just that of the students. Some relevant literature on the topic describes teacher perspectives on the flipped classroom but does so in non-world-language classrooms (Collins 2015; Ha et al., 2018; Hava & Sen, 2020).

Purpose of the Study

These gaps in the literature led the researcher to study Utah's secondary world-language teachers and their training, implementation, and perceptions of the flipped method in their classroom. Current teachers reported on their familiarity with the flipped method, their use of it in their own classrooms, and their opinions on the advantages and disadvantages of the method through an online survey. This study hopes to add to the literature on the flipped classroom specifically in its use in secondary world-language classrooms and its benefit to not only students but to teachers as well.

Chapter 2: Review of Literature

Key Principles of Flipped Classroom Design

The flipped classroom methodology follows a general model as it is implemented throughout the world in different educational settings, course levels, and course subjects. A common practice for implementation is the use of daily, pre-recorded videos of the teacher's lectures, ideally ranging from only 10-15 minutes (Schmidt & Ralph, 2016). Each video explains that lesson's content and are meant for students to view before class; however, "taking boring lectures and recording them and making students watch them on their own time is not the purpose of the flipped classroom" (Schmidt & Ralph, 2016, p. 2). Schmidt and Ralph stated that the videos can be taken from a variety of sources other than the teacher of the course and can include, but are not limited to, videos, tutorials, and online interfaces of the material. They also found that those classes with a variety of sources had overall higher student engagement and interest. It is important to note that access to technology is not a barrier to implementing the flipped classroom because textbook readings, with accompanying tasks, can be assigned as pre-class learning as well.

When the teacher-led, explicit instruction of material is completed by students at home, the classroom instruction time turns into experiences for student output (Bergmann & Sams, 2012; Webb & Doman, 2016). Essentially, the traditional idea of teacher output during class and student output in the home is reversed and the teacher output occurs at home through the educational video lectures (among other methods) and student output is created in the classroom with teacher support. Albert and Beatty (2014) propose that classroom time should be focused on "applying, analyzing, and evaluating rather than on basic understanding" (p. 420). Through

comparing two sections of a university Introduction to Management course (one taught traditional and one taught flipped), Albert and Beatty (2014) found that,

The most significant factor for a flipped classroom to have a positive impact on student performance is for the instructor to redesign the curriculum so that the videos watched prior to class are integrated into each class with active learning pedagogies. (p. 422)

Because students build background knowledge at home in the flipped classroom, they are able to engage with one another in class through active learning techniques which engage their thinking, are learner-center (not instructor-centered), and push them to form, test and evaluate their own opinions. The findings of Albert and Beatty suggest that the success of students, and an increase in performance, are a result of teacher implementation, and not merely the presence of the model itself. When teachers are trained in the technique and implementing it correctly, students are more likely to find success with the flipped model and engage in the active learning techniques with their classmates.

Not only will teacher familiarity have a positive impact on implementation, but also student familiarity with the flipped classroom design may lead to greater success of the students. Henery and Moranski (2017) suggest an instructional video for students at the beginning of the course that explains expectations and procedures for the flipped model in the classroom. Similar to how the flipped classroom creates opportunity for students' agency, the use of an instructional video also increases student agency as they choose how often to reference the video throughout the semester and how to apply its principles to their coursework. It was found that the learners who accessed the instructional video more often had sustainable, adjusted expectations for their flipped course compared to the differing expectations of a traditional course.

Student Grades and Content Knowledge Outcomes

In order to support the use of the flipped methodology in the modern classroom, a number of studies have analyzed grade comparisons between the flipped and traditional classrooms. Some of this research has proved higher scores for students in a flipped classroom environment compared to the control, a traditional classroom with instructor-centered and instructor-led lectures. The findings of Moranski and Kim (2016) show that out of 213 third semester Spanish students at the university level, those in the flipped sections scored higher on every tested item compared to those in the traditional sections. The study supports that students in the flipped classroom develop language abilities that “may lead to deeper (cognitive) processing and facilitate the development of [second language (L2)] knowledge” (para 85).

Other studies found similar results that by participating in a flipped classroom, students earned higher scores on language assessments. Webb and Doman (2016) also found that the flipped classroom helped students reach their learning outcomes in L2 grammar structures and feel more comfortable with their language skills as compared to their traditional classroom peers. The study involved 64 high-intermediate English language learners attending higher education programs in both the United States and China. The study determined that both the results of student self-reported grammar proficiency and the scores of a post-test revealed higher grammar scores for students in the flipped classroom as compared to the traditional classroom. The grammar structures assessed were sentence variety and boundaries; structure of simple, compound, and complex sentences; verb tense and form; and comma usage. Although these results are not from secondary world language classrooms, it is of note that both students’ perceptions of their grammar skills and their actual performance of those skills were higher for those in the flipped classroom.

Students in online flipped courses can also find success in mastering course materials. One study provided students with the use of an online learning community which is a platform used to connect students through interactive posts online. This study used the flipped classroom in conjunction with an online learning community for 50 English-major sophomores at a four-year university in Taiwan (Wu, Chen, & Yang, 2017). They found that the students who participated in the online learning community, as part of their flipped classroom, experienced significantly increased oral proficiency. The study concluded that:

the online learning community in the flipped instruction not only led to meaningful learning while facilitating positive interaction and collaboration, but also significantly enhanced the participants' oral proficiency, making them more competent in learning activities, such as storytelling, dialogue interaction, class discussion, and group presentations. (p. 151)

Although much data shows improved scores and content knowledge for students in a flipped classroom, some data on grade comparisons do not reveal a significant difference in scores of students in the flipped classroom versus traditional classroom. In a study by Bell (2015), about 210 high school students enrolled in the same physics course were divided into either traditional or flipped sections. The end of unit testing for the students showed no significant differences in scores between those students in a traditional setting or those in the flipped setting.

Improving Cognitive Thinking Processes

Various studies have investigated different ways in which the flipped classroom methodology has developed higher cognitive thinking skills of students. Through comparing 25 students in one traditional and 26 students in one flipped second language classroom, Kim and

Park (2017) found that the flipped second language classroom appears to “promote L2 learners’ deeper cognitive processing, higher-order thinking skills, cohesive discussion, and higher-level knowledge elaboration” (p. 281), which supports better application and construction of knowledge to classroom discussions. Kim and Park studied each students’ participation rate, content of their comments, their reasoning skills, and their interactional patterns to draw these conclusions. It is of great significance to know that world language students in the flipped classroom can develop greater critical thinking skills in the L2 they are learning, and not just in their primary language.

Even students studying in beginner language courses have seen improvement in their critical thinking skills. Bergmann and Sams (2012) reported on their observations of students in a level-one Spanish class that used the flipped method and found that they were already showing increased gains in cognitive abilities even during their first year of language study. This was contributed to the flipped classroom design which allowed for in-class activities to be devoted to those higher cognitive activities such as conversations in the target language with their peers and an ability to ask and answer questions in the target language.

Some studies observe a group of students and compare their cognitive abilities in a course taught in part with the traditional method and in part with the flipped method. Fifty English majors enrolled in English Oral Training classes at a university in Taiwan participated in the Wu, Chen and Yang (2017) study. During the course, students received eight weeks of traditional, lecture instruction, followed by eight weeks of flipped instruction so that their experiences with both instructional styles could be compared. As a result of the flipped classroom, students were taught “to become more metacognitively aware of their capabilities and to locate appropriate responding strategies” (p. 148). This was due to the instructor’s timely online feedback, the face-

to-face comments given to students from their teacher, and their overall more positive perception of the flipped classroom. Students were also better able to think critically in multiple academic contexts because of their experiences in the flipped classroom.

Student Attitudes Towards and Engagement in the Flipped Classroom

Many studies also analyze the student experience in a flipped classroom by exploring their opinions, experiences and perspectives while taking the flipped course. In 2015, Bell conducted a study with approximately 210 high-school, physics students to compare exam scores and student attitudes towards their course in traditional sections compared to flipped ones. Bell found that “the students in the flipped classroom responded with a... slightly positive association towards learning in the flipped classroom. The students in the traditional class responded with a... slightly negative association towards learning in the flipped classroom” (p. 36). When students participated in the flipped classroom personally, their attitudes towards it improved. This was the only statistically significant data from the study’s survey; however, other data in the survey showed that students who participated in the flipped classroom saw their knowledge improving, enjoyed going to their physics class, and saw their physics class as less difficult.

Other researchers who studied student attitudes towards a flipped method course found similar results. Like Bell, Moranski and Kim (2016) discovered that students in the flipped classroom had “more favorable attitudes toward the homework assignment structure of their instructional model than did learners in the [traditional model]” (para 52). In addition, they concluded that students are likely to adopt a positive attitude toward explicit grammar instruction as homework and the accompanying processing of the material. Similarly, Webb and Doman (2016) found that “students in the flipped classes. . . experienced positive changes in attitudes toward their grammar skills through time” (p. 54). Although these results were significant, they

also found similar results for students in the traditional classroom; therefore, all students, regardless of classroom type, experienced increased positive attitudes about their grammar skills. In 2017, Wu, Chen and Yang reported positive student perceptions towards their flipped classroom instruction “because such instruction made significant differences in the teaching, social, and cognitive presence” (p. 151) as compared to traditional classroom instruction. These results are valuable for teachers considering implementing the flipped classroom because they show that the flipped model was received positively by students.

Not only have students shown a positive attitude towards their flipped classrooms, but also report higher engagement through the process. Hernández Nanclares and Pérez Rodríguez (2016) conducted a study with 63 students in a World Economy course (taught in English) at the University of Oviedo. The course was taught using the flipped method and a two-part questionnaire with 12 Likert-scale questions measured four aspects of students’ overall experiences. In regards to student engagement, the findings showed that 41 students (65%) found the flipped classroom was more engaging than the traditional classroom and that they were more motivated to learn the material. The study also found that a great majority of students watched the videos regularly and agreed that they liked watching the lessons on video. Students also valued the classroom activities integrated into the course and stated that they enhanced their participation in class.

Another report supports the findings of Hernández Nanclares and Pérez Rodríguez but at the elementary and secondary level. Schmidt and Ralph (2016) surveyed 58 classroom teachers, from elementary and secondary schools and across a range of subjects, regarding the flipped classroom. Three of the 58 respondents reported that they utilize the flipped method in their classroom. Although those three teachers described different strategies and techniques to flip

their classrooms, all three reported increased student engagement which can correlate with increased student involvement in their learning. They also reported that students will be more involved with the learning-at-home aspect of the flipped classroom, if the content, activities, and videos are engaging and interesting to them. In addition, Webb and Doman (2016) found similar results and reported that, “students took charge and were more vested in their own learning” in a flipped classroom, compared to peers in a traditional classroom (p. 58). The flipped classroom showed increased student buy-in and involvement in their learning.

The Flipped Classroom in a Hybrid, High School Setting

A small number of studies have investigated the use of a flipped classroom through a hybrid (online and in-person) learning environment. Al-Abdullatif (2020) compared two sections of a seventh-grade junior high mathematics class, one section taught through the flipped method and one taught in a more traditional way. The flipped section was described as a hybrid course where one half of the course is spent online at home (watching videos about their lessons, taking notes, and taking quizzes online) and the other half is face-to-face at school (participating in small group activities, asking questions, and solving advanced problems). By comparing the two sections, Al-Abdullatif found that the students who participated in the flipped activities may have experienced improved metacognitive skills; however, both students in the traditional, face-to-face track and those in the flipped, hybrid track revealed good-to-high self-regulated learning skills.

Although Al-Abdullatif found that in some ways the flipped activities improved the students’ experiences and, in some ways, it did not matter if activities were flipped or traditional, other studies report that a flipped model will only improve student outcomes, and in multiple ways. Ramadhani et al. (2019) compared the results of 62 second-year high school students in

Indonesia taking a statistics course. Around half the students were in a hybrid, flipped section that used Google Classroom as a learning platform, and around half were in a traditional section. They concluded, through the use of pre and post testing, that through the use of the hybrid model, the students in the flipped section experienced a significantly positive impact in their mathematics learning outcomes. Those students not only had better post-scores, but more significant improvements in their learning outcomes, compared to their peers in the traditional section.

Similarly, other studies have found that using both flipped methods and online components in a course can yield positive results. Yuliyatno et al. (2019) studied the effects of the flipped model on a hybrid civics course for twelfth graders in Indonesia. Forty-two students were taught in a flipped classroom model; students used a weblog at home for quizzes and checks for understanding while face-to-face meetings were spent solving advanced problems. Results were collected through qualitative and quantitative means. Most of the respondents reported a positive reaction towards the weblog-based flipped classroom because it was motivating, easy, and interesting. Data showed that it was an effective method for teaching the course, the use of technology had a great influence on student achievement, and that it was recommended more courses consider the model.

Teachers' Perspectives on the Flipped Method

Little research to date has provided an evaluation of the flipped classroom based on teachers' experiences and perspectives (especially that of a high school, world-language teacher); however, the research that has been conducted provides some insights into the method from the perspective of the teachers. Şen and Hava (2020) investigated the flipped classroom from the point of view of 41 prospective middle school math teachers in their third year at a university in

Turkey. Participants had no experience with the flipped classroom before the study; they participated in an 11-week Statistics and Probability course taught through the flipped method. After the course, the prospective teachers were interviewed about the experience including the positives and negatives of the flipped format. It is of note that in this study, “the flipped classroom had positive contributions to classroom participation, active learning process, teamwork skills, and self-regulation skills” (p. 3472). The most positive response was 52% of participants who reported that through the flipped design they changed their study habits and they studied more often throughout the course to be prepared for each class, rather than only studying prior to exams.

In the same study, the prospective teachers reported negative opinions towards the flipped classroom as well; 58% reported dissatisfaction that there was no teaching or explanation of lessons by the teacher during class but instead there were only activities. Participants also reported on the negative impact of technical problems on the course including video quality, length, and content; relevance of videos to course content and activities; and Internet connection issues. Of the prospective teachers who participated in this study, 38% stated that they would not use the flipped method in a mathematics classroom because it is better suited to a traditional method, teachers could lose credibility if not teaching students face-to-face, and their younger students do not have the self-regulatory skills necessary to be successful. However, 44% of the prospective teachers reported that they would use the flipped classroom for either some topics or all mathematics topics because of the advantages associated with it, such as student motivation and preparation, self-regulatory learning skills and self-advocacy, and student support.

In addition to the experiences of pre-service teachers, the information gathered from current teachers using the flipped method gives more insight into how to find the most success

while using flipped methods. Collins (2015) conducted a study to analyze the perspectives of middle school teachers who have used the flipped method in their classrooms. Ten teachers from the New York City Public School system were interviewed, seven in-person and three on the phone. Two main themes emerged from the interviews: access to resources for students and support at home. All ten of the teachers “viewed access to technology and resources both within and outside of the classroom as critical for the flipped method to occur” (p. 61). Another frequent response by participants was needing time for planning and preparation, which for most includes working after hours. The teachers also identified the need for professional development from school leaders to support the implementation of the flipped classroom. Finally, seven out of ten teachers described non-technological supports they felt are necessary to have a successful experience; these included support from school leaders (trust) and freedom to experiment (autonomy).

Another study reiterates the preparation and planning necessary before implementing the flipped method. In 2018, Ha et al. evaluated the perspectives of both teachers and students on the flipped classroom approach in higher education. Five faculty instructors and 13 university students participated in the study; students reported their experience by participating in one of three focus-group interviews while the instructors reported through one-on-one interviews. This study found that flipped courses must have strategies in place to help students understand the potential benefits of the method. An example of a strategy was to link specific flipped exercises to assessment. One instructor explained, “It’s our job as teachers to explain to them that, yes it is some workload before class, but the benefit would be, it is a more efficient way for them to learn,” (p. 6) a more interesting way to learn, and an easier way to score well on assessments. Instructors also identified the challenge that junior students may be more open-minded to

participating in a non-traditional learning method while senior students were more interested in getting higher grades. To address this concern, the participants recommended providing well defined course objectives, providing incentives for completion of flipped tasks, and continuously monitoring student performance and then modifying course material accordingly.

Summary

Research showed that in order to be effective, the flipped classroom model must be introduced properly, and at-home materials must be engaging and diverse in presentation. Some studies yielded significant results in grammar improvement through participation in a flipped classroom; however, other studies found no significant difference in test scores between the traditional and flipped classrooms. In addition, it was found that the flipped classroom methodology will increase positive student attitudes towards the course as well as promote higher order thinking and interactions among students. Student satisfaction with the flipped model classroom is high and students become more involved in the learning process as a result of the methodology. Research also showed that the flipped model may work well with hybrid courses, compared to traditional, face-to-face courses, because of the nature of the flipped classroom and it being partially online already. Finally, teacher perspectives of both current and prospective teachers demonstrated not only positive, but also negative attitudes towards the flipped model due to the perceived advantages and disadvantages.

Limited research has been performed on the flipped classroom but even less research has been performed with an emphasis on the flipped model in the secondary, world language classroom, the world language classroom being different from the English Language Development (ELD) classroom. Research to date has primarily focused on student outcomes and

attitudes in the flipped classroom and has not yet focused as much on the teachers' perspective and experiences when implementing the flipped classroom method.

More research needs to be done on how many world language teachers are flipping their classrooms, what methods are used to flip the classroom, what preparation or training is required before flipping the classroom, and what teachers feel are the advantages and disadvantages of the flipped classroom. The present study seeks to provide answers to these questions for the prospective or current teacher, with an emphasis on the world language classroom in secondary education.

Research Questions

As summarized in the review of literature, much of the research to date focuses on student outcomes, therefore providing insufficient data examining the teachers' experiences and feedback on the flipped classroom methodology. The present study will address this gap by answering the following research questions:

1. What percentage of Utah's world language teachers are using the flipped classroom model, in part or in full?
2. What methods do the teachers in the study use to flip their classrooms?
3. What preparation or training did the teachers have for setting up a flipped classroom?
4. What do the teachers feel are the advantages and disadvantages of the flipped classroom?

Chapter 3: Methodology

Participants and Procedures

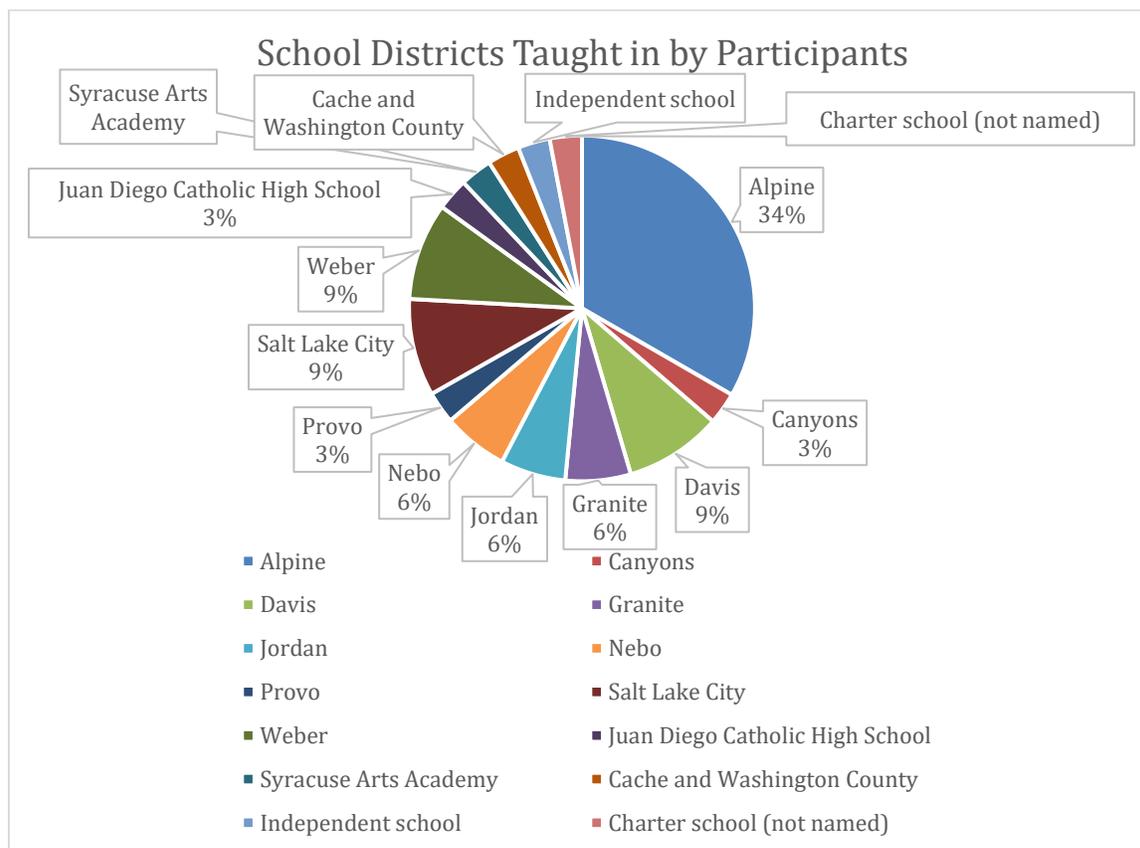
The participants for this study were chosen through purposive sampling due to the specific qualifications needed for the study. To be selected, participants had to be a junior high or high school world-language teacher in the state of Utah during the 2020-2021 school year. By the researcher's request, the Utah Foreign Language Association (UFLA) secretary emailed all active members of the group with the information for the study and the link to the survey. It is estimated that around 650 individuals received the email; however, not all members of UFLA would qualify for the study. In addition, the researcher contacted the world-language specialists for Davis, Salt Lake, Granite, and Alpine school districts directly to distribute the explanatory email and link to the survey. These districts were chosen because of their large teacher population. Participants were initially contacted on Tuesday, January 19, 2021 and asked to complete the survey by the February 5, 2021 deadline. All participants received one email reminder on February 3, 2021 to complete the survey if they had not already done so. Those who met the qualifications could participate in the study by completing a 15-minute, 20-question Google Forms survey. Consent to participate was provided by each participant before continuing with the survey questions. Participation in the survey was anonymous.

I would like to note that my study was conducted during an academic school year highly affected by the global COVID-19 pandemic. The pandemic moved many of Utah's school districts online in March 2020 which required teachers and students to adapt to using more technology in the classroom as well as equipping all students with laptop devices to complete schoolwork and attend virtual classes from their homes. For the 2020-2021 academic school year, many districts implemented hybrid models where students attended classes both in person

and online throughout the week, some experienced two-week closures with online only teaching due to high infection rates, and the Salt Lake City School District remained online only until February 2021 when they offered students a choice of attending in person. These details are important to my study because participants likely experienced more use of technology in their teaching, fewer class days with students in person, or a number of other new experiences that could have impacted their responses to my study either in favor of or against the flipped model.

The target number of participants for this study was 100 in order to create a margin of error in reporting of 10% as well as to have a large enough sample size to make some assumptions about the flipped classroom in Utah's world language classes. Over 300 qualified individuals were asked to participate in the study. After contacting all eligible participants, I received 33 responses to my survey.

Those 33 participants represented ten public school districts, two charter schools, one private school and one independent instructor. Eleven (33%) of the teachers worked in Alpine School district which was the highest percentage of teachers from a single district. The remaining public-school districts who had teachers participate, including what percentage of the overall responses came from their teachers, were Davis three (9%), Salt Lake City three (9%), Weber three (9%), Granite two (6%), Jordan two (6%), Nebo two (6%), Cache and Washington counties one (3%), Canyons one (3%), and Provo one (3%). The distribution of participants and school districts can be seen in Figure 3.1.

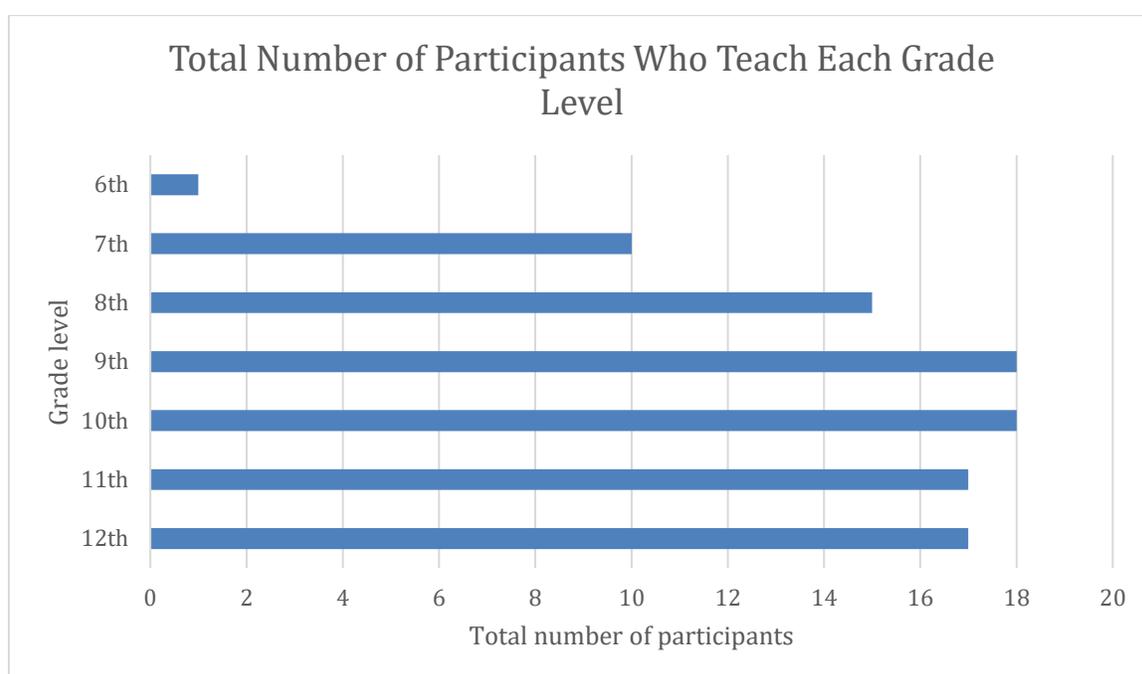
Figure 3.1

Sixteen of the participants became licensed to teach through a university undergraduate program. An additional 14 participants became licensed to teach through the state's Alternate Route to Licensure (ARL) program. Three participants received a university postbaccalaureate degree to become licensed to teach. Of those who participated in this survey, ten (30%) have a bachelor's degree, 14 (43%) have a master's degree, and three (9%) have a doctoral degree. In addition, six (18%) of participants are currently pursuing a master's degree. It is unclear whether or not these statistics represent the world-language teachers population for the state as a whole.

Of those who participated in the survey, 14 teach only at the high school level, eleven teach only at the junior high level, and four teach at both the high school and junior high level. Multiple teachers teach more than one grade level within the high school or junior high setting

which explains why the following percentages exceed 100%. Five participants did not indicate at which level they teach. In total, 18 participants (62%) teach ninth grade and 18 (62%) teach tenth grade; 17 of the participants (59%) teach eleventh grade and 17 (59%) teach twelfth grade. At the junior high level, only one teacher (3%) teaches sixth grade, ten (35%) teach seventh grade, and 15 (52%) teach eighth grade. The distribution of participants by grade levels taught can be seen in Figure 3.2.

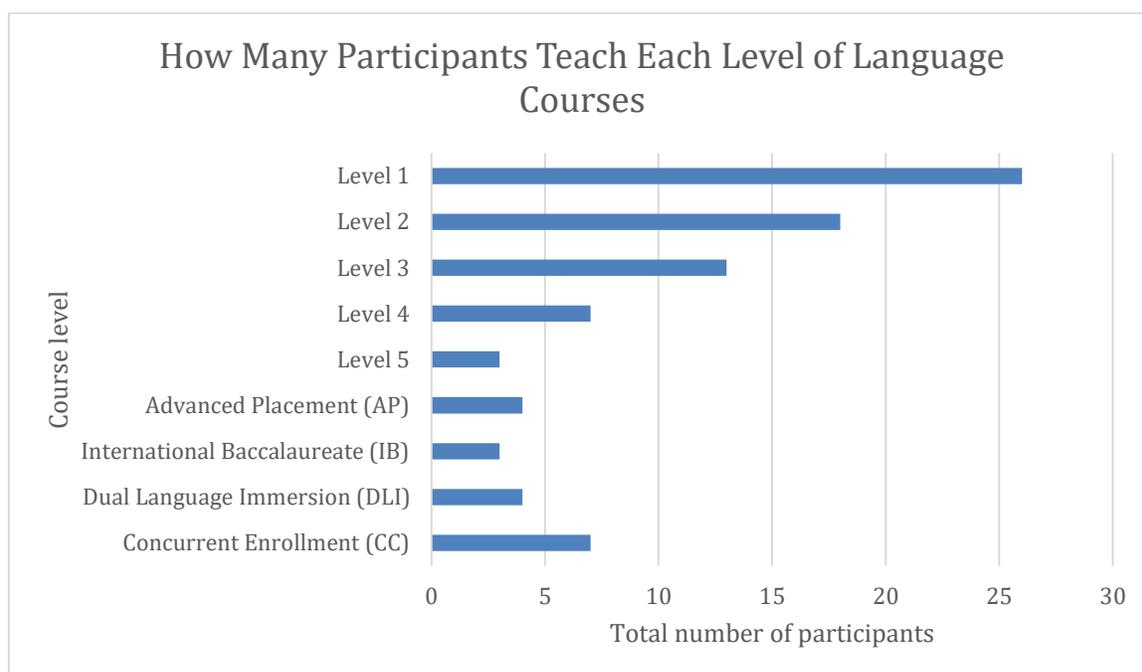
Figure 3.2



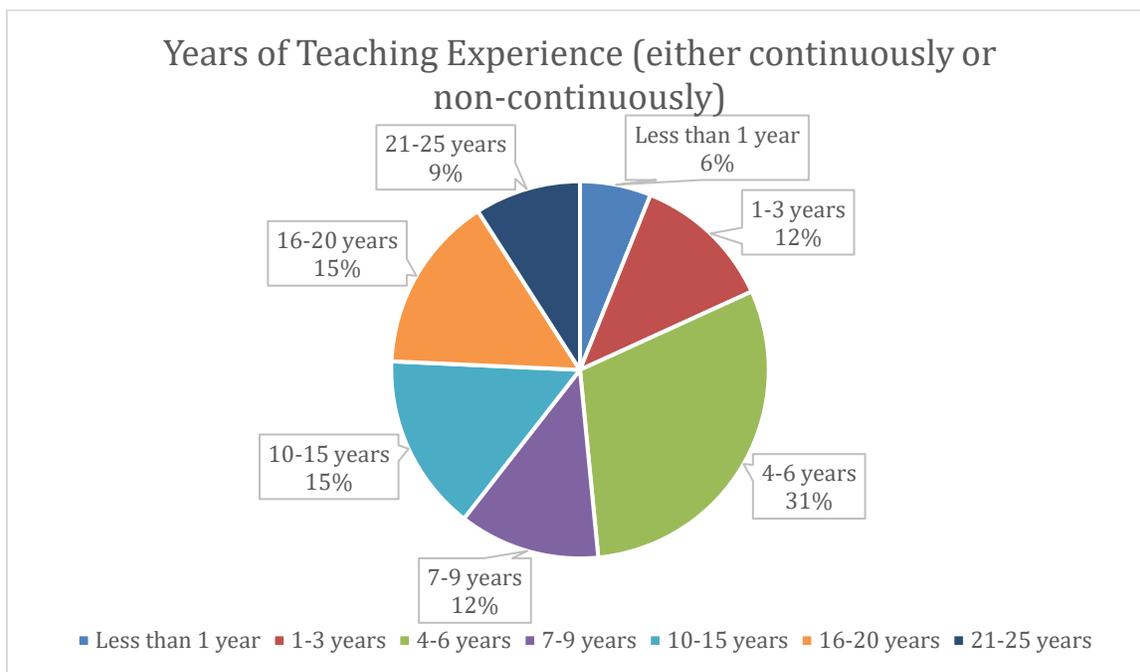
All participants were asked what language(s) they currently teach as well as what levels. Some participants teach courses in more than one language and some more than one level so the totals exceed 100%. Nineteen participants (58%) currently teach Spanish while six (18%) teach American Sign Language, five (15%) teach German, two (6%) teach Mandarin, one (3%) teaches French, one (3%) teaches Spanish DLI, and one (3%) teaches a world language methods course (no course title was provided). Of the participants, 26 (79%) teach a Level 1 course, 18 (55%) teach a Level 2 course and 13 (39%) teach a Level 3 course. In addition, there were seven

participants (21%) who teach a Level 4 course and three (9%) who teach Level 5. Four of the teachers (12%) teach an Advanced Placement (AP) course in their language, three (9%) teach an International Baccalaureate (IB) course, four (12%) teach an advanced DLI course, and seven (21%) teach a Concurrent Enrollment (CC) course. The distribution of participants and language levels taught can be seen in Figure 3.3.

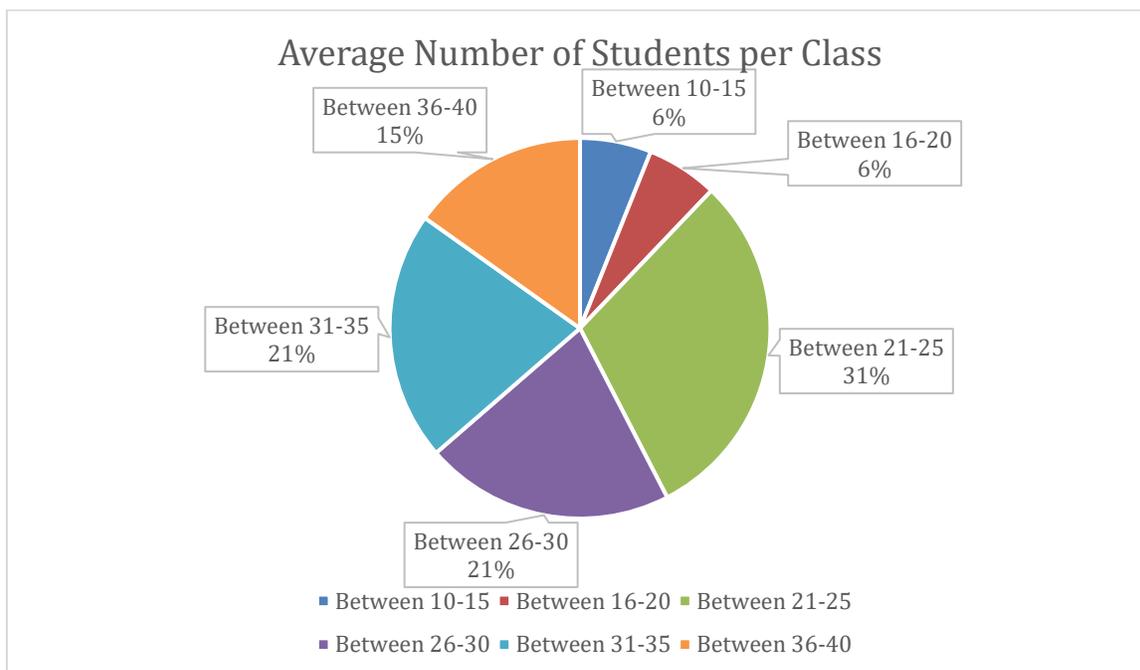
Figure 3.3



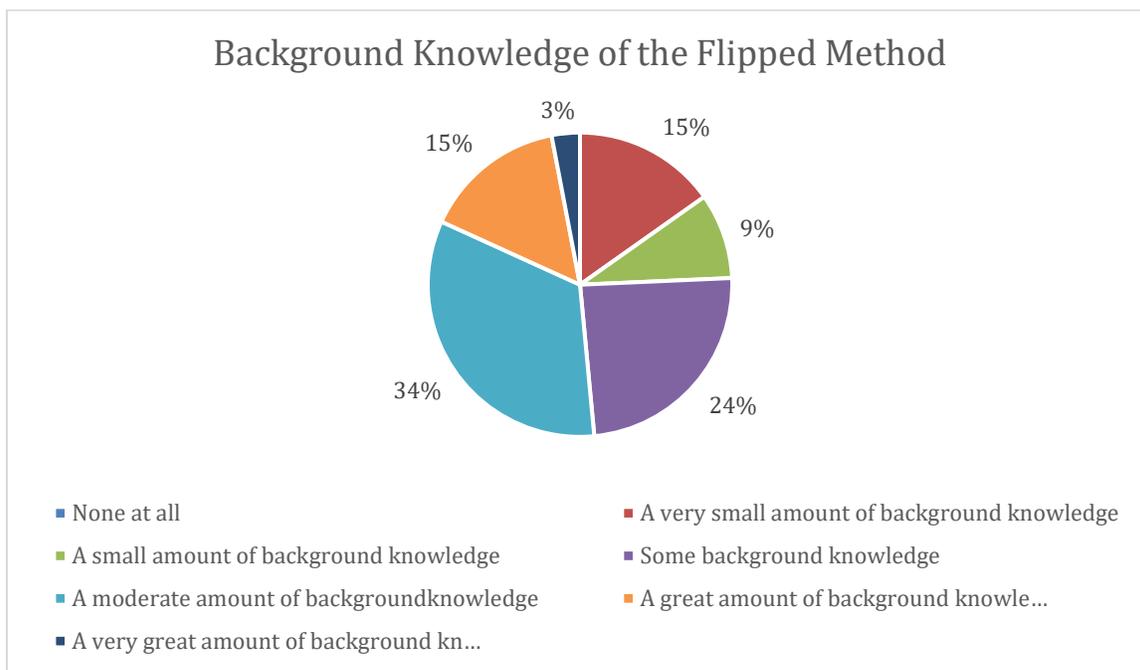
Of those who participated in the survey, ten participants (31%) have 4-6 years of teaching experience. Additionally, five of the participants (15%) have 10-15 years of experience and another five (15%) have 16-20 years of teaching experience. Both 7-9 years and 1-3 years of teaching experience were reported by four participants (12%) each. Three of the teachers (9%) have 21-25 years of teaching experience. Finally, two participants (6%) have less than one year of experience. The distribution of years of experience of each participant can be viewed in Figure 3.4.

Figure 3.4

In an average class for our participants, ten teachers (31%) reported their average class size to be between 21-25 students. Seven teachers (21%) reported their average number of students to be both from 26-30 and from 31-35 students. Five participants (15%) reported having between 36-40 students in an average class. Two teachers (6%) reported having between 10-15 students and two teachers (6%) reported having between 16-20 students per class. The distribution of the average number of students per classroom can be found in Figure 3.5.

Figure 3.5

Quoting from Mehring and Leis (2018), participants were informed that, “A flipped classroom is defined as ‘...the common instructional approach where teacher-created materials featuring instruction of new concepts are viewed outside of scheduled class time, in turn freeing teacher–student time for more collaborative efforts in class’ (p. 1).” They were then asked to categorize how much background knowledge they have on the flipped classroom. Eleven participants (34%) stated they have “a moderate amount of background knowledge”. Eight of the teachers (24%) stated they have “some background knowledge”. Five (15%) indicated they have “a great amount of background knowledge” and another five (15%) indicated they have “a very small amount of background knowledge”. There were three participants (9%) who reported that they have “a small amount of background knowledge”. Finally, one participant (3%) indicated “a very great amount of background knowledge”. The distribution of the background knowledge on the flipped classroom can be found in Figure 3.6.

Figure 3.6

Instruments

The primary source of data collection was the 20-question survey. All information gathered through the survey was analyzed through an inductive content analysis because of the qualitative nature of the results. This allowed me to answer the study's research questions as well as discover any other relevant information that may clarify the research questions. A survey was used for data collection for this study because of its convenience as well as its low cost. Also, a survey gave the possibility of a high response rate while possibly providing statistically significant data. Participation in the survey was anonymous and the researcher did not have a relationship with the participants.

It is important to note that I used the sources of literature referenced in Chapter 2 to compile a list of the potential advantages of the flipped classroom as well as a list of the perceived challenges (Ralph & Schmidt, 2016; Bergmann & Sams, 2012; Doman & Webb, 2016;

Albert & Beatty, 2014; Kim & Moranski, 2016; Chen, Wu, & Yang, 2017; Kim & Park, 2017; Hernández Nanclares & Pérez Rodríguez, 2016; Hava & Şen, 2020; Collins, 2015). These two lists were used to gather data from my participants and answer Research Question #4. Based on my review of the literature, I found ten key advantages to the flipped method and seven key challenges. Participants were also able to describe other advantages or challenges not listed that they have seen or experienced.

Data Analysis

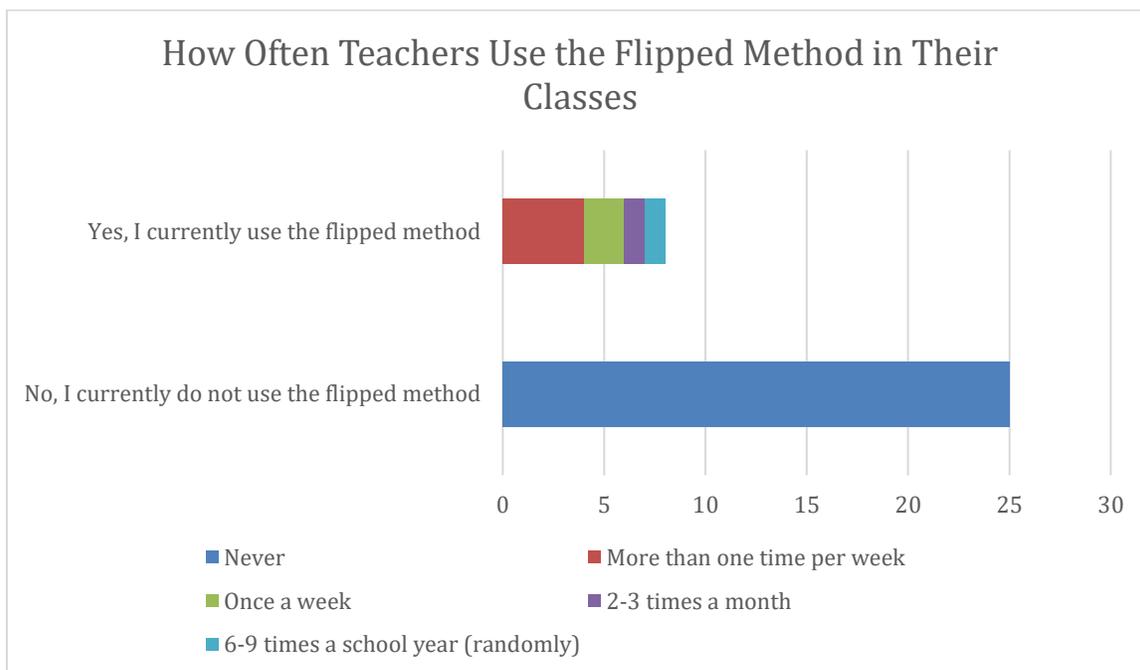
The data were analyzed through a content analysis process by the researcher. A content analysis was the best approach because it allowed the qualitative information to be quantified through sorting and comparing the participant's answers in order to summarize them. First, I developed a sampling plan to determine what content from the surveys would be used in the analysis. Next, I prepared the categories into which I classified the data; these categories were developed from the research questions and included the teachers' methods and current use of the flipped classroom, their preparation and training received for it, and their views on the advantages and disadvantages of the flipped classroom. Next, I read through all of the data and identified key words to sort my data within each category. Finally, a detailed report of my findings was written.

Chapter 4: Findings

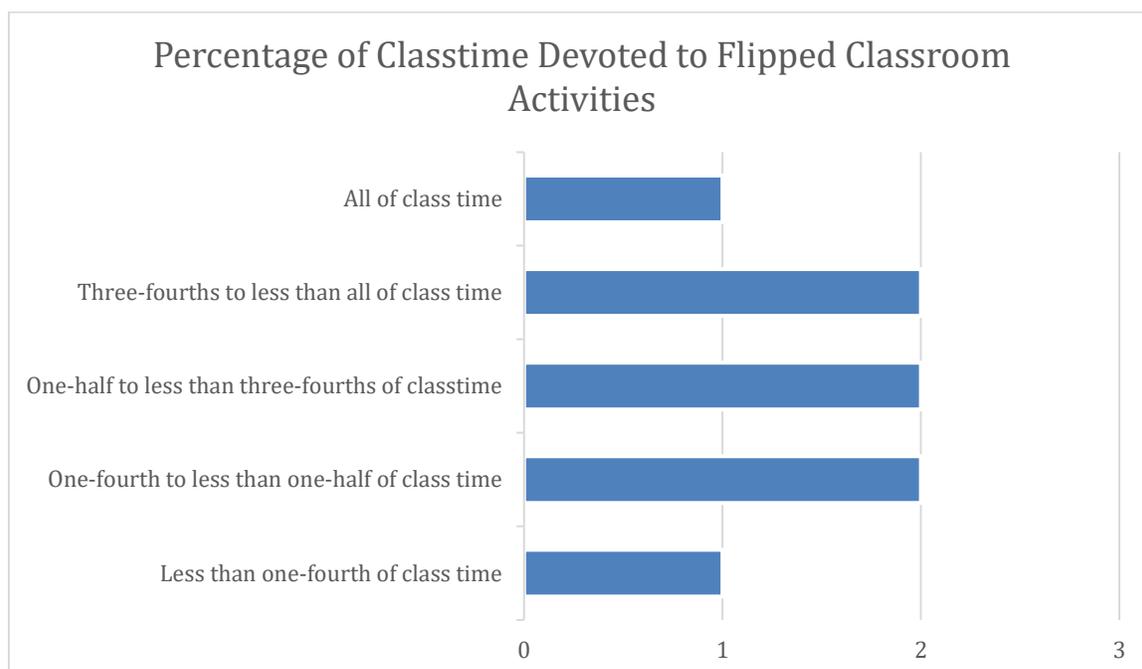
In the following sections, I will present the findings from my sample of Utah world language teachers' implementation of the flipped classroom as they relate to each research question.

Research Question #1: What percentage of Utah's world language teachers are using the flipped classroom model, in part or in full?

Out of the 33 respondents, 25 teachers (75%) reported that they are not currently using the flipped classroom methodology to any degree in their classrooms. The remaining eight teachers (25%) indicated that they do use methods of the flipped classroom in their teaching. Of those eight teachers who use the flipped method, four (50%) indicated using flipped methods more than one time per week. Two of them (25%) stated they use the flipped method an average of once a week. One of the participants (13%) responded that they use the method two to three times a month and one participant (13%) incorporates the flipped method six to nine times a school year in a random fashion. The distribution of participants using the flipped classroom in part or in full can be found in Figure 4.1.

Figure 4.1

The same eight teachers who reported using the flipped method to some degree were asked what percentage of class time is devoted to activities considered to follow the flipped classroom methodology. Two teachers indicated that they use flipped classroom activities from 75% to less than 100% of class time. Two different teachers indicated they use flipped activities from 50% to less than 75% of class time and two teachers indicated their use from 25% to less than 50% of class time. One teacher stated using flipped methods for 100% of class time, and one teacher indicated using flipped methods for less than 25% of class time. The distribution of class time devoted to flipped style activities can be found in Figure 4.2.

Figure 4.2

An analysis was performed to compare the eight teachers using flipped methods and see if any correlations could be discovered between them. One similarity between these participants is that they all work in one of the top ten largest school districts in the state, including Alpine, Charter Schools, Jordan, Salt Lake City, and Weber. Working in a large district may affect these teacher's ability to practice flipped methods because their world-language programs are bigger and more self-sustaining from year to year. More evidence is needed to support the claim that teachers in larger school districts are more likely to use flipped methods in their classrooms. The other commonality amongst this group was their familiarity with flipped methods which ranged from some background knowledge by one teacher and a moderate amount of background knowledge by three teachers to a great amount of background knowledge by four teachers. This could suggest that those who know more about the method are more likely to implement it in their classrooms.

Among the similarities mentioned, there are several differences among those using flipped methods. These teachers teach four different languages including Spanish, Mandarin, ASL, and German from Level 1-5 as well as AP, IB, CC, and DLI. They work in all grades from seventh through twelfth and have experience ranging anywhere from less than one year to 25 years. Additionally, class sizes range from 10 students to 40 students per class. Four of the teachers earned their teaching license through an undergraduate program and four earned it through the ARL program. Finally, four teachers have a bachelor's degree, two a master's, and two a PhD. All of these differences among the teachers using flipped methods demonstrates that the setup is compatible and successful across a wide range of languages, L2 abilities, and teacher backgrounds.

When asked if they would consider incorporating the flipped model into their own classroom and why, ten participants (30%) said no while 20 (61%) said yes. In addition, three teachers (9%) indicated that they were not sure. Of those who said they would not consider incorporating the flipped model, five responded that they would not consider it because students will not come to class prepared. Participant 1 described that, "at [her] school it is very difficult to have students complete work outside of class. It is not an issue solely with [her] and [her] students; rather it is a general problem overall throughout the school." An additional comment was made by Participant 20 who was afraid that using the flipped model could "destroy [their] program when students find out they have to do a lot of [work] outside of school." In reference to students coming to class prepared, Participant 17 predicted that homework will not be completed therefore the system will not work, "unless the mentality of the students changes." Two participants responded no, they would not consider using the flipped classroom, because some students have limited access to technology outside of school. One responded they would

not consider it because of the time-consuming process to create materials. Two responded no but did not elaborate on why.

Among those who reported no interest in incorporating the flipped model into their classroom, there were a few key commonalities among the teachers but also some key differences. Firstly, nine out of ten of the teachers work in one of Utah's top ten largest school districts, the tenth working in an undisclosed independent school. Even though the previously mentioned eight teachers in this sample who use flipped methods come from big school districts, these ten teachers also come from the bigger school districts but are not interested in flipping their classrooms. Another similarity was that eight out of ten either are working on or have completed their master's degree. This could possibly suggest that their MA programs are not educating students on the flipped method (assuming they are in education MA programs which is unknown at this time) or that those with a master's are less likely to use the flipped methods. There was a lot of variation among these ten participants in grade levels taught, languages taught, and language levels taught. In addition, the teachers had anywhere from 1-25 years of teaching experience, with six teachers having under ten years of experience. No correlations could be made between those indicators and the likelihood of the teacher to use flipped methods.

Of those who said they would consider incorporating the flipped model into their own classroom, ten said yes with no reservations while ten indicated yes but with reservations. Overall, for those who responded yes without reservations, five indicated they would consider it because class time can be used to explore more in-depth topics. Participant 3 reported that s/he would like to use at-home videos to explain the required grammar topics "so that class could be dedicated entirely to language 'functions'" such as speaking, listening, reading, and writing. Agreeing with that statement, Participant 8 explained that "the most valuable thing [they] could

give students at the high school level is the ability to communicate orally in Spanish, but there is always so much fundamental material... to get through” and they run out of time in the classroom for those communicative exchanges.

Two indicated yes because they have experienced positive student growth because of the method. Participant 32 described her experience using the flipped method in her CE courses as positive, stating that “students who took one course from me previously with the [traditional] method and are now taking a course with the flipped method... are excelling much more and benefitting much more from this model.” Another comment, made by Participant 2, described that students do well in a flipped classroom because “students can learn and repeat lessons as needed, away from class.” One participant stated yes because of positive student feedback they have received while using the flipped method. Participant 32 said that “students tell me how much they prefer this model to learning it all in class. One comment they've made is that they can watch the videos at their own pace, stop as they need, and write down notes or think about what was taught.” Two participants affirmed they would definitely use the flipped model but did not provide more information.

For those who responded they would consider incorporating the flipped model, but with reservations, all ten indicated they feared that students would not come to class prepared. As additional concerns, three responded that they are interested but need more information before they can make an informed decision, two stated they would consider it but are hesitant because of the required time or additional work, and one replied they want to try the flipped classroom but feel overwhelmed by the task. One participant also explained that they are nervous about not being able to collaborate with colleagues who do not use the flipped method. One also indicated

they would consider it but are concerned about students with limited access to technology outside of school.

Research Question #2: What methods do the teachers in the study use to flip their classrooms?

Several different methods of flipping the classroom were reported by the eight participants who flip part of or all of their courses. Of the participants who are using the flipped classroom method to some degree, three out of eight described using an online platform to organize course materials so that students could work offline and at their own pace. Participant 32 uses Canvas to post videos in which they explain grammar topics and also through Canvas, “students are asked to watch the videos on their own time as homework before the class” and submit handwritten notes to their Canvas page. Two teachers, who referred to their online course as being self-sustaining, also mentioned the benefit of the flipped method for online or asynchronous learning as related to the COVID-19 pandemic. Participant 30 felt that using the flipped model “has been easier this year because we made sure at the beginning of the year that students *did* have access to computers and Wi-Fi [and] since we were all digital for some time, anything could be flipped.” This participant described how their district had one day of asynchronous learning each week which they used to assign a pre-class activity for students to complete before their next synchronous class period. Participant 4 described teaching in a hybrid setting with both face-to-face and online instruction with a Canvas course that is self-sustaining with all course materials available to students. It is of note that while answering to the best of their knowledge, there could be some human error in reporting by participants. It appears that teachers might be interchanging the terms “flipped classroom” and “hybrid classroom” but the researcher affirms that the two are not mutually exclusive.

Using an online platform for pre-class assignments is not the only method employed by the teachers. One of the eight teachers uses the flipped method to assign the acquisition of new vocabulary as homework before class so it can be used effectively and more in-depth during class. Participant 6 said that their students use online platforms such as Quizlet or Gimkit to acquire new lists of vocabulary before class, in addition to occasional vocabulary videos, to prepare them for in-class activities that will use the new words. Two teachers create videos to explain grammar concepts that students view as homework so that class time can be more learner-centered and less lecture-centered. Participant 32 commented that while students are watching their pre-made videos, “[they] take handwritten notes in order to help with retention” of the new material. Students must submit these notes to the online platform, Canvas, before class each day it is assigned.

Finally, two teachers see their role during class as a facilitator while students spend time working together on real-life tasks. According to Participant 26, “Students aren’t memorizing vocabulary or sentences... they perform real-life, topic-related tasks while using the key words” and collaborating in groups of their peers. This teacher spends time facilitating, monitoring, and supporting students rather than lecturing during class. Other examples of how to use class time effectively when lectures happen at home were detailed by Participant 32 who stated that their students are able to practice together as a class, in pairs or groups and individually on “various activities [that] usually include some form of speaking, listening, reading, and writing.” These examples given by the participants on how they are flipping their classrooms align with the available literature on the topic.

Research Question #3: What preparation or training did the teachers have for setting up a flipped classroom?

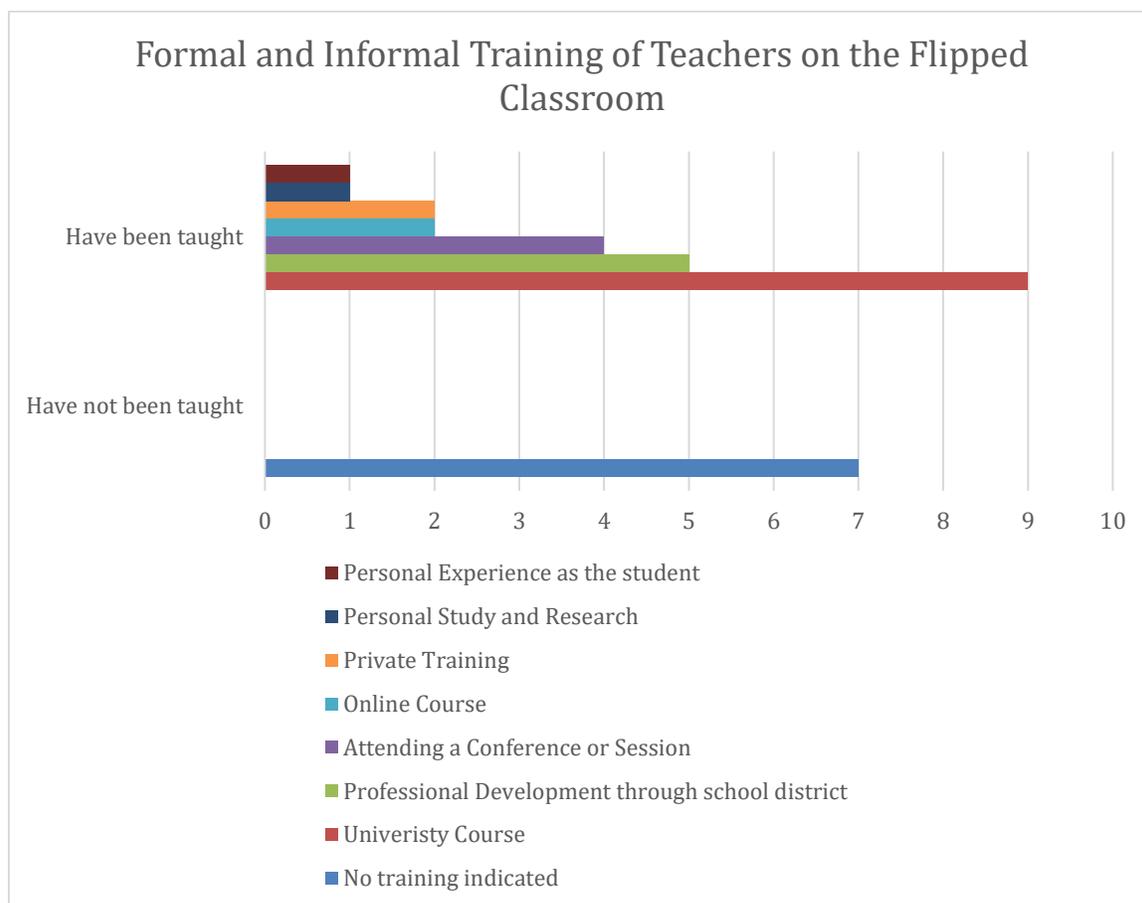
Participants were asked if they, as educators, had been taught (formally or informally) about the flipped classroom methodology. Twenty-seven participants responded to this question. Of those responses, seven participants (26%) indicated that they have not been taught about flipped classroom methodology, while 20 participants (74%) stated that they have been.

Further investigation of the seven participants who have never received training revealed some potential commonalities. Six of the seven teachers (86%) are Spanish teachers; however, I do not find that to be a contributing factor. Six of the teachers instruct a Level 1 course; this indicates that there may be a relationship between language level taught and training on the flipped method, but further research is needed to validate this claim. Another commonality was that four out of seven of these participants (57%) have from 4-6 years of teaching experience and out of those four, three earned their license through the ARL program. This suggests that those teachers who were part of the ARL program in the last 4-6 years were not taught about the flipped method of teaching during their program. Helpful studies in the future would include research on how educators earned their teaching license and where, what years they studied in their respective programs, and the extent of their flipped training, if applicable.

Of those who have been taught previously on the flipped method, nine indicated learning through a university course, five participated in a professional development (PD) hosted by their school district, and four attended a conference or conference session about the flipped classroom. Two participants learned about flipped classroom methodology through an online course, two through private training, one through personal study/research and one through personal

experience as a student in a flipped classroom. The distribution of formal and informal training of teachers on the flipped method can be seen in Figure 4.3.

Figure 4.3



Research Question #4: What do the teachers feel are the advantages and disadvantages of the flipped classroom?

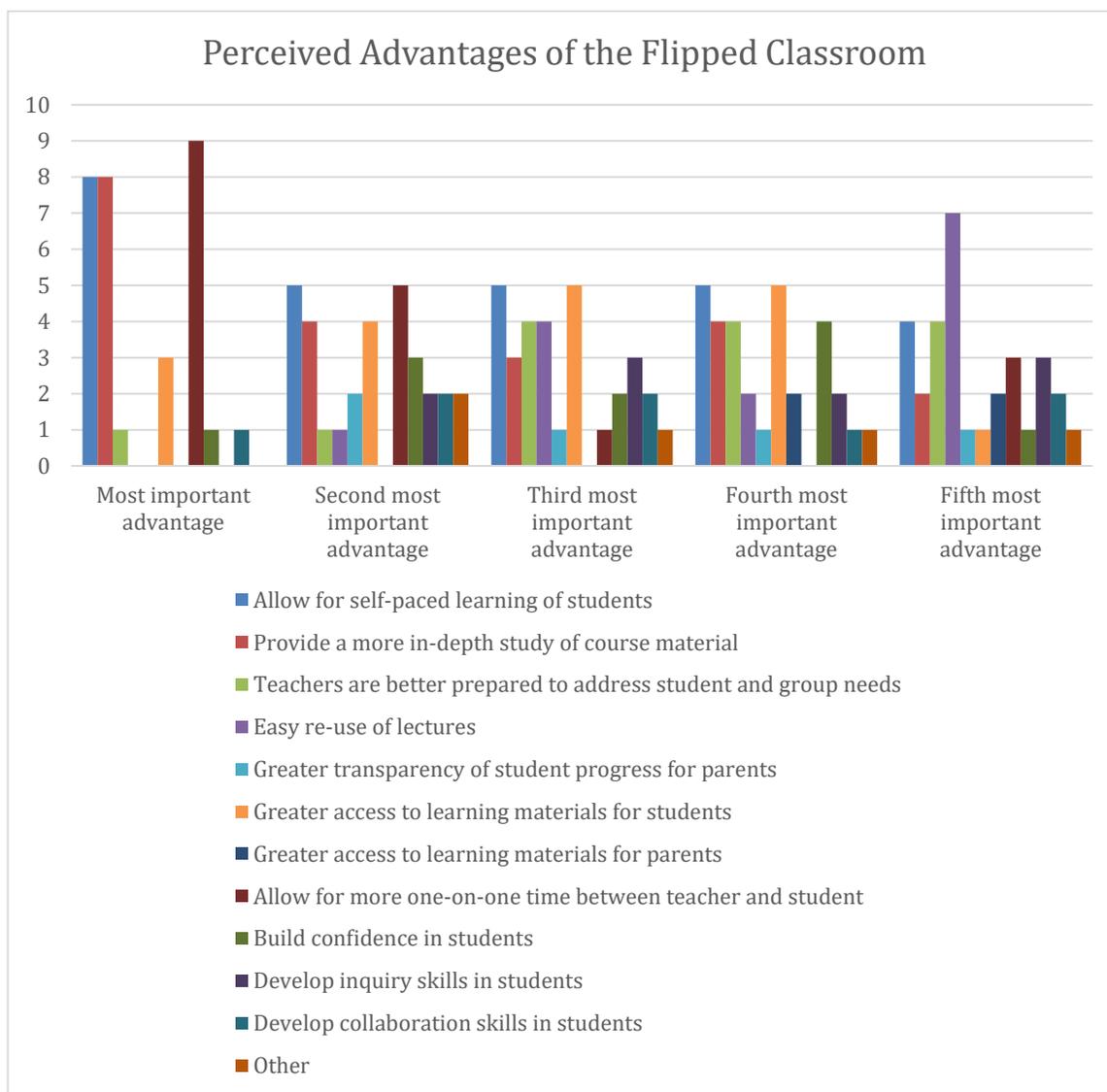
As described in the literature review, some educators and researchers have found certain benefits to the flipped classroom. Participants were asked to select, in their opinion, the top five advantages of the flipped classroom from the list of advantages provided (see Appendix A). The list of advantages was assembled by the researcher, based on the literature discussed in Chapter 2 which found many positive yields of flipped classroom methods. As the most important benefit

of the flipped classroom, nine teachers out of 33 (27%) indicated that it was to “allow for more one-on-one time between teacher and student”. Of those eight teachers, two reported an average class size of 31 or more students, but only one is utilizing flipped methods to access this advantage. Participant 5 has an average of 31-35 students per class and believes that the number one advantage of the flipped classroom is to provide more one-on-one time between students and the teacher, yet they indicated that they are not using flipped methods in any way. They did however report that they would consider using it but fear a lack of student participation at home which is necessary for it to be successful. On the other hand, Participant 30 reported an average of 36-40 students per class, elected more one-on-one time as the top advantage, and is currently using flipped methods in the classroom to access that benefit. Although they are only using flipped methods 2-3 times a month for less than one fourth of the class period, Participant 30 seems to recognize the value for their students and is utilizing it to some degree.

Eight teachers (24%) indicated that the top benefit was to “provide a more in-depth study of course materials and eight teachers (24%) indicated that it was to “allow for self-paced learning of students”. Three teachers (10%) believe the most important benefit is “greater access to learning materials for students” while two teachers (6%) believe it is to “develop collaboration skills in students”. One teacher (3%) each indicated the number one benefit of the flipped classroom is that “teachers are better prepared to address student and group needs” and that the flipped classroom can “build confidence in students”. One teacher (3%) answered “Other”; they then explained that the most important benefit to them was the “use of class time for partner/group speaking activities and games”. The least frequent response overall was having “greater access to learning materials for parents”. Thirty-one teachers responded to what the

second through fifth most important advantage of the flipped classroom is, in their opinion. The distribution of perceived advantages can be found in Figure 4.4.

Figure 4.4



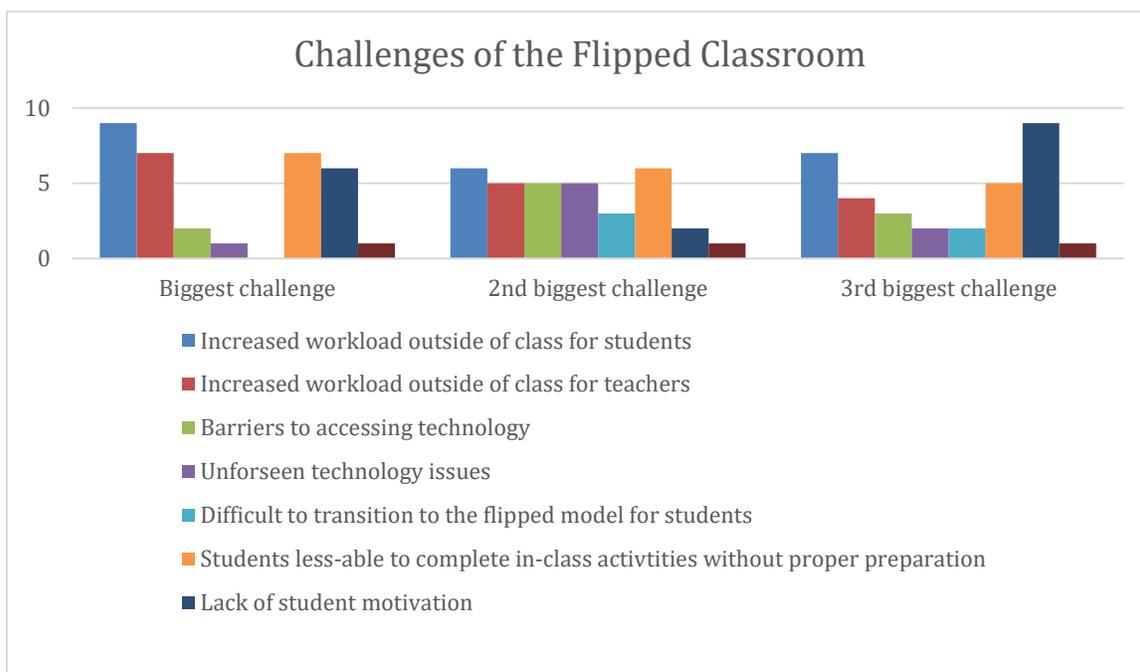
Participants were also informed that a flipped classroom can present challenges and asked to select the top three challenges to implementing the flipped classroom (see Appendix A). In the review of the literature, the researcher found fewer challenges than advantages which accounts for the shorter list of perceived challenges, compared to perceived advantages, provided to

participants. As the biggest challenge presented by the flipped classroom model, nine of the 33 teachers (28%) selected an “increased workload outside of class for students”. There were a couple of correlations worth noting among these nine participants. All nine of these teachers work in one of the top ten largest districts in the state of Utah. It is surprising that teachers in the biggest school districts, four of whom teach in Alpine School District which has high student access to technology and home support for students, doubt that their students will be able to handle the at-home rigors of the flipped method. Additionally, each of the nine teachers reported average class sizes from 21-40 with five teachers reported 31 or more students per class. This makes sense as to why these teachers chose this as the biggest challenge because it would be possible that a student could be overwhelmed by the amount of at-home work and underperform in class but go unnoticed by the teacher in a class of up to 40 other students. Finally, an interesting similarity was that six of the nine teachers reported that they would not consider using the flipped method in their classroom at all; this could be explained that this challenge is a barrier to these teachers that is not overcome through focusing on the advantages of the flipped method.

Seven teachers (21%) selected the biggest challenge as “increased workload outside of class for teachers”. Seven teachers (21%) indicated “students less-able to complete in-class activities without proper preparation” and six (18%) indicated “lack of student motivation” as the biggest challenges. Two teachers (6%) indicated “barriers to technology” as the number one challenge to the flipped classroom and one teacher (3%) selected “unforeseen technology issues”. One teacher (3%) indicated “Other”; this person described that “the challenge lies in creating communicative events... that contain the necessary data for language acquisition, i.e.,

language intake that can be processed and linked to meaning.” The distribution of perceived challenges can be found in Figure 4.5.

Figure 4.5



Twenty-five participants also shared additional information they found relevant to the survey that had not previously been commented on. Five comments (20%) mentioned again the teachers’ hesitation with the flipped classroom because too many students would arrive unprepared for class. Participant 3 shared, “I observed a teacher who had her students study vocabulary entirely at home, it was difficult for students who hadn't bothered to do it and came to class unprepared.” Another response, by Participant 14, indicated, “I would love to use it, attempted it at the beginning of this school year, but there was only one or two students prepared. I left it in the dust.”

Four teachers (16%) commented that they feel the flipped model works well in a hybrid classroom because all students, both those in person and online only, have access to the same lectures and notes. Participant 33 described that their colleague “is attempting to use the Flipped

Classroom model because so many of [their] students are ‘online’ and [they have] to teach them the same thing [they teach] the ‘in class’ students.” In addition, Participant 1 mentioned that “at the beginning of this school year my district was on a hybrid schedule where students learned remotely for half of the week. I attempted some flipped learning activities [during that time].”

Three teachers (12%) noted again the benefit that students work on assignments while the teacher is present to assist; three teachers (12%) also praised the fact that students can work at their own pace. Participant 7 described a personal experience of being a student in a flipped classroom; they said, “It was nice to be instructed at my own pace... I also liked working on my [work] in class, so that if I was stuck, my teacher could help me figure out the problem.” Participant 18 commented, “It is hard for Secondary DLI students to do their assignments at home because their parents often do not speak [the] target language; therefore, [they] can't help [with] homework. So, if I do Flipped in class, students can get more assistance and support.” Another response by Participant 24 stated that they “would be interested in having more activities that are student paced in the classroom.”

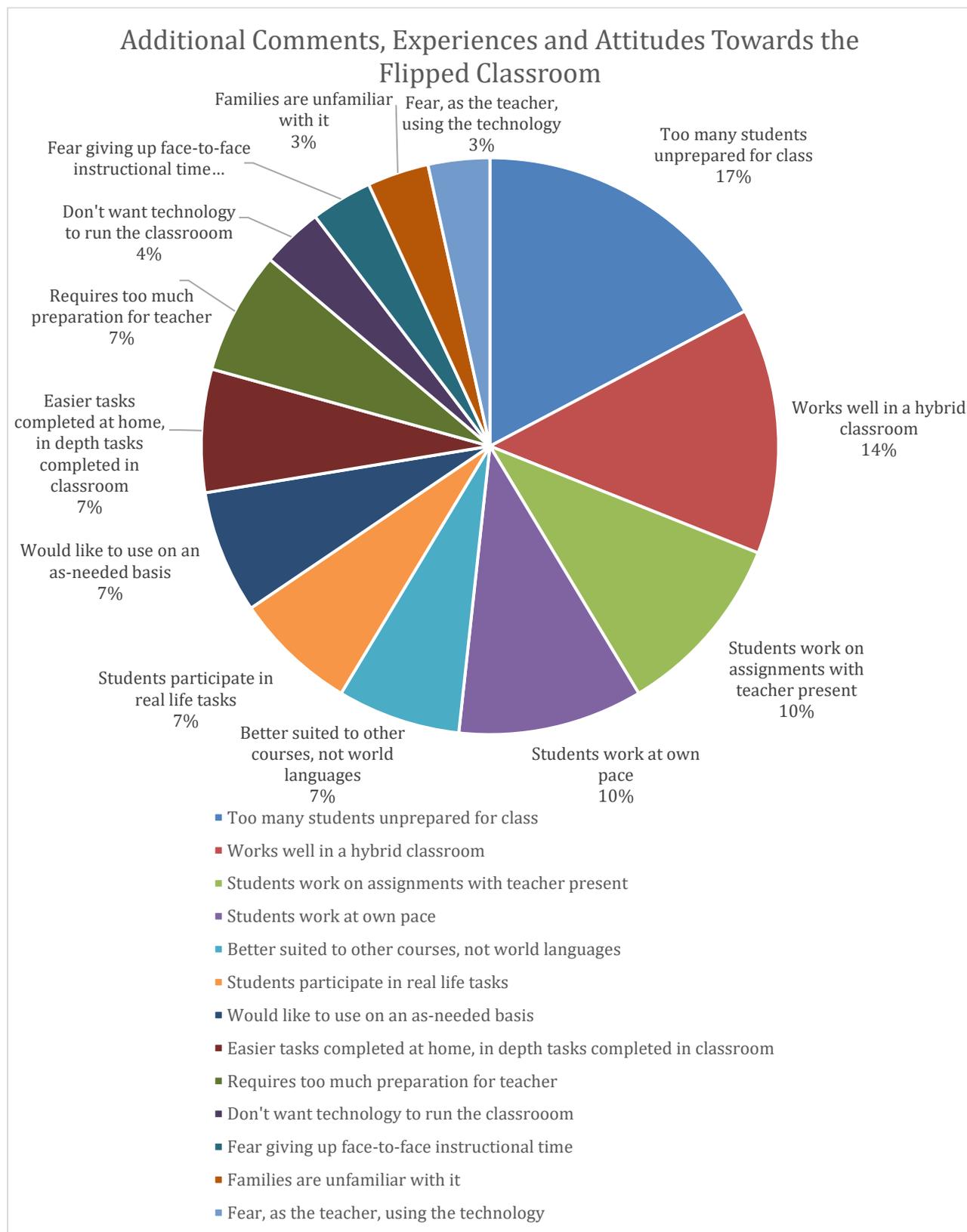
Two of the teachers (8%) acknowledged their support for the flipped classroom because students use class time to participate in real-life tasks. Participant 26 stated that, “Students need to see the practical side and purpose of their own learning,” and explained a recruiting activity their students did in the target language. Another two participants (8%) stated that they would like to use flipped classroom activities, but only on an as-needed basis. Participant 30 described the flipped model as, “A tool in my toolbox, but not the only tool.” Two participants (8%) commended the flipped classroom setup which allows for simpler tasks to be completed at home and more in-depth tasks to be completed together during class. Participant 6 wrote, “I hate having to introduce vocabulary for the first time; I would much rather have students study the

lists on their own and then come prepared to use the words in context. I think that a flipped model provides for a lot more content and in-depth use when used in this way.”

Two teachers (8%) commented that they support the flipped classroom and think it works; however, they are not convinced to incorporate it because it requires too much work for the teacher. Participant 8 is hesitant because “it’s a lot of front loading for teachers [to create] the instructional videos.” Another two teachers (8%) voiced their disapproval of the flipped classroom for the world language classroom, stating that it does not help with language acquisition and is better suited to other courses. Participant 13 explained, “I have seen some teachers (non-world language) use this model successfully. I feel like it is difficult to utilize in a world language course.”

One response (4%) from Participant 12 explained that “right now, in this time, when mental health is such an issue, I barely use technology in my classroom at all, as I want [the students] to build a relationship with ME and each other instead of getting plugged into a computer every day.” One participant (4%) commented that they fear giving up the face-to-face instructional time of the traditional classroom. Also, one response (4%) from Participant 2 added that families are unfamiliar with this teaching method; therefore, it is going to take a community paradigm shift towards this new way of learning for it to be successful. One participant (4%) stated that they personally fear using the technology it takes to be successful. All additional comments made by participants regarding the flipped classroom can be viewed in Figure 4.6.

Figure 4.6



Finally, participants were asked if they were interested in learning more about the flipped classroom at this time. Of the 33 participants, 15 (46%) responded that yes, they are interested in learning more about the flipped classroom, 11 (33%) responded no, and seven (21%) responded that they are unsure at this time. Of those participants who were interested in learning more, 12 (36%) indicated that they would consider incorporating flipped methods into their classes (some with hesitations) and had on average a very small amount of background knowledge to a moderate amount of background knowledge. These teachers seem open to learning new techniques to the benefit of their students and acknowledge that while they don't know much about the method now, they are willing to be taught and try it out for themselves. An interesting comparison to the group who responded yes to learning more about the flipped model and the group that responded no is that on average, the group that responded no had a greater amount of background knowledge than the group that responded yes. Of the 11 (33%) who are not interested in learning more, six had from a moderate amount to a very great amount of background knowledge. Also, six of those participants would not consider using flipped methods at this time, while three would but with reservations. There is a connection between how much participants knew about the flipped method before taking the survey and their interest in learning about and willingness to use the flipped method.

From my sampling of data, I found that only a small number of world language teachers are using the flipped method at this time. Many teachers would consider using it, and even acknowledge its benefits, but see too many barriers to make it an effective teaching method for their classrooms. The effects of COVID-19 on teaching and learning remotely have brought greater awareness to and consideration of the flipped method. As teachers, students, and families learn more about this method and how it can positively affect learning, the advantages may begin

to outweigh the disadvantages and more use of the flipped classroom in Utah world language classes may be seen.

Chapter 5: Discussion and Conclusions

In this chapter, I will discuss how my findings fit into previous research on the flipped classroom in secondary, world language classrooms. I will also discuss the strengths of this study, present the pedagogical implications of the research, describe the limitations, and finally make recommendations for future research.

Impact of the Current Study

The first question in this study investigated how many out of a sampling of Utah's world language teachers are already using the flipped method in their classrooms. Although previous research exists on the flipped classroom's methods and effectiveness, this specific question has never been asked before. From my small sample, I can presume that a low percentage (25% in this study) of world language classes in Utah are taught using the flipped method. Although a low percentage of language teachers in Utah reported using the flipped classroom, 20 of the survey participants (74%) reported that they have been taught in some way on flipped classroom methods. There is a disconnect between how many teachers know about the method, and how many choose to use it. Future research could investigate further how many of Utah's language teachers flip their classrooms to some degree, and more details about how they were taught the methodology. This research is relevant to future classrooms because the current lack of education reveals a gap in knowledge; I would like to see more teachers familiar with the method and the literature surrounding and then reassess how many are using it and why.

The methods used to flip the classroom varied among participants, as can be expected based on the various ways the flipped classroom was implemented in the sources from my literature review. My research supports the data gathered by Schmidt and Ralph who described

the common practice of a pre-recorded video for students to view as their at-home lecture; three participants mentioned their use of an online platform for students to access materials and one specifically described their video lectures. However, unlike most literature on the topic (Al-Abdullatif, 2020; Ramadhani et al., 2019; Yuliyatno, 2019), two of my participants described how their course is set up through an online platform to be self-sustaining and achievable, specifically for students experiencing online or hybrid learning, due to the COVID-19 pandemic. Based on this response, I suggest more research will be required to distinguish between flipped teaching and hybrid teaching. Because of all the teachers' experiences with online teaching during the pandemic, it will be noteworthy to assess a possible increase of flipped methods used in the classroom in the coming school years. In addition, teaching online during the pandemic required many teachers and students alike to learn how to use various programs and develop online skills in an academic setting. The benefits of these adaptations may have a positive impact on teacher's perceived advantages and disadvantages of the flipped classroom, especially as they relate to access to and abilities with technology. Future research could look at the impact of COVID-19 on online and hybrid learning and the implementation of more flipped methods because of it.

Nineteen participants (58%) in this study estimated their average class size to be 26 or more students, with five teachers (15%) reporting 36 or more students per class. Given that over half of the participants experience larger class sizes, I was not surprised that the number one reported benefit of the flipped classroom model is more one-on-one time between students and their teacher. It's possible that more teachers would use the flipped method if they knew it could help them connect more with their students individually, within the large group. This result is in alignment with Mehring and Leis's definition of the flipped classroom that describes teacher to

student collaboration during class time. However, the literature also discusses the impact of student-to-student interactions more often than teacher-to-student interactions, indicating that developing collaboration skills might be a more evident advantage of flipped activities (Chen, Wu, & Yang; Bergmann & Sams).

An additional highly reported perceived advantage of the flipped classroom was allowing for more self-paced learning of students. Especially in a class with 26 or more students, flipped methods will support teachers achieve more self-paced learning by posting their accessible video lectures and course material online, as well as providing high-level activities in class. This aligns with the findings of Al-Abdullatif who found that students in a flipped course will show above-average self-regulatory learning skills. Al-Abdullatif found that students in their study in a traditional classroom achieved self-regulation at a similar rate to those in the flipped classroom; future research could compare the perceived advantages of the flipped classroom between a flipped and traditional classroom and report on the effectiveness with each teaching method.

The final top-three advantage reported in this study was providing a more in-depth study of course material. Albert and Beatty (2014) also reported this as an advantage when they concluded that class time would transition beyond a focus on basic understanding to applying, analyzing, and evaluating course content. Additionally, this supports the findings of Kim and Park (2017) who found that the content of student responses and knowledge elaboration were improved through the flipped method.

Many of Utah's language teachers are not implementing the flipped classroom methods into their classrooms, even though they know about the advantages of doing so. Within my study, 76% of participants reported having from "some background knowledge" to "a great deal of background knowledge" and 74% mentioned they were trained in some way on the flipped

method. Although this study was only a small sampling of world language teachers in Utah, I found that three out of four teachers know about the flipped classroom and have been formally or informally trained in its methodology, yet only one out of four are using any flipped methods in their classroom. Is their training incomplete? Do the perceived disadvantages outweigh the known advantages of the method? Are school systems set up to accommodate the technological demands of flipped learning? More research is needed to clarify the answers to these questions and gain a better understanding of Utah world language teachers' perceptions of the flipped methods and what its use in classrooms could look like in the future.

The perceived disadvantages of the flipped classroom, reported in this study, were spread among four top disadvantages. Both an increased workload outside of class for the teachers and for the students were selected as a top disadvantage as well as the fear that students will be less-able to complete in-class activities without proper preparation and the lack of student motivation. The reported challenges by my participants in this study are similar and different to the reported challenges by teachers in the study by Collins (2015). Those New York City teachers all reported needing time for planning and preparation to successfully implement the flipped method, so they share a mutual acknowledgement that the flipped method brings an increased workload outside of class for teachers. However, the teachers in Collins's study all viewed access to technology and home support as obstacles to overcome for the success of the program while my participants did not select technology or address home support as top challenges.

Another contradictory finding in my review of the literature is my participants' reported lack of student motivation being a challenge. In my review of the literature, Bell (2015) found that students in a flipped classroom had improved positive associations with the course. Moranski and Kim (2016) as well as Webb and Doman (2016) discovered flipped classroom

students had more favorable attitudes towards homework, even when it was grammar based. Previous studies have even found that students find the flipped classroom more engaging and motivating than a traditional classroom (Hernández Nanclares & Pérez Rodríguez, 2016). Because my participants viewed student motivation as a challenge, it seems that we can educate teachers more on the literature available and the correct processes to achieve improved, and not diminished, student motivation in the flipped classroom.

Knowing teachers' perceived challenges of the flipped classroom shows me why only 25% of those surveyed are using the flipped techniques. At this point, it seems that the challenges are outweighing the benefits of a flipped classroom from the perspective of a sampling of Utah teachers which could be contributing to a low percentage of utilization. Very few studies to date have explored the perceived disadvantages of the flipped classroom, and although my study asked participants to name them, it did not explore them further. Future research could focus on what factors are holding teachers back from implementing flipped methods and what can be done to minimize those perceived disadvantages so that the benefits of the flipped classroom can become the driving force for its implementation.

Strengths of the Current Study

This survey has several strengths. This study is unique in its attempt to draw comparisons between teachers' background knowledge of the flipped method, their desire to learn more about it, and their willingness to use it in the future. This study also attempted to make connections between Utah teachers' use of the flipped classroom and their teaching history (including current school district, courses taught, years of experience, average class sizes, route to licensure, and educational background). I am hopeful that this will lead the way for more studies to perform

cross-comparisons between those using the flipped method and those not using it compared to their teaching history and background knowledge.

Specifically, within our participant pool, one strength is the variety of school districts represented among the respondents; in total, 14 school districts, charter schools, and independent schools participated in this survey. Another strength was the wide variety of teachers who teach from sixth through twelfth grade. In addition, participants from the survey teach a total of nine different course levels, represent a wide variety of years of teaching experience, and have a wide range of number of students per class.

The timing of this study is also one of its strengths; due to the impacts of the COVID-19 pandemic, at the time of this study teachers and students faced increased academic experiences through technology, teaching and learning asynchronously, or flipped learning disguised as hybrid learning. These changes in education forced classrooms to adapt, to attempt flipped-style activities, and to experience first-hand the possible advantages of inverted education. Without the pandemic, many classrooms would never had made those changes.

Limitations

Given the total number of secondary, world language classrooms that exist in Utah, the small number of total participants in this study is a limiting factor. The goal was to have 100 participants in order to improve reliability, create a margin of error in reporting of 10% and have large enough sample size to make some assumptions based on the data collected; the study came up short with 33 out of 100 responses. Given the low rate of participation, this study is limited in its ability to generalize the findings for all world language teachers in the state. Had I had a larger number of teacher responses, it would have given more valuable and accurate data about

the use of flipped methods in our language courses. As it is, the reader is left to decide which findings are meaningful to them and how it will impact their future teaching.

In addition, over half of respondents reported teaching Spanish courses at their schools, and in total, only five different world languages were taught by participants. A wider variety of language courses taught among participants may have given me deeper insights into the use of and potential success of the flipped classroom in Utah's secondary world language classrooms. Again, the reader must decide how these results are relevant to their situation and if the information provided may also apply to their classroom.

Next, data gathered in this survey was self-reported by each participant, to the best of their ability, which leaves room for human error in reporting. My results could have been different if I had performed observations of each teachers' classroom for the presence of flipped methods. Additionally, interviews with participants would lead to greater discussion on the topic which might provide information that the survey did not cover.

Finally, the presence of the COVID-19 pandemic is also a limitation for this study. I believe that the resulting use of technology in many classrooms and the implementation of hybrid teaching has caused confusion for participants in differentiating between true flipped practices and traditional practices within a hybrid setting. This limits some of my findings because there was no follow-up with participants to clarify their responses and reassure their responses aligned with my purposes.

Implications for Future Research

An opportunity for this research is to better educate Utah's secondary world language teachers on the flipped classroom; this survey reported that just under half of participants had only a very small amount to some background knowledge on the flipped classroom

methodology. The flipped method is still a relatively new method compared to the traditional method, so there are many opportunities for education, and for future research, in this topic, especially in world language classrooms at the secondary level where the method has not been studied or used as frequently. Future research for Utah's secondary world-language teachers, as well as teachers nationwide and even worldwide, can focus on how to educate and train teachers on new teaching methods, what methods work well in a world language classroom, what the common advantages are, and how to overcome the challenges.

There is also a low interest level among our world language teachers about the flipped classroom ideology with only 15 participants (45%) expressing an interest in learning more about the method. Future research can help determine why our world-language teachers are not interested in learning more about the method, as well as what methods they are using and the success they have seen using them.

Additionally, future research on the use of the flipped classroom in secondary, world-language classrooms will be extremely valuable because there is still a gap in the literature for this topic. More studies need to be done to provide insight into student outcomes, student perceived advantages and disadvantages, teacher perceived advantages and disadvantages, and overall usage among the secondary, world-language teachers. More research can help raise awareness on the topic and allow more teachers to be exposed to it.

Finally, there needs to be more research on the teacher's perspectives, experiences, and opinions on using the flipped classroom. Most of the literature available focused on student satisfaction without developing an argument for the teacher's satisfaction with the model. Future research could include interviews to learn more about what teachers have experienced with the flipped method.

Conclusions

The focus of the present study was to gather detailed information about what Utah's secondary world language teachers know about the flipped methodology, their perceptions on it, and how they implement it in their classrooms. The data gathered showed a low implementation rate among world language teachers, but a moderately high rate of training received and background knowledge on the method. All participants acknowledge the advantages of the flipped classroom, including allowing more one-on-one time between teacher and student, allowing for self-paced learning of students, and providing a more in-depth study of course material. Participants also acknowledge the challenges to the flipped method such as an increased workload outside of class for both teachers and students, students being less-able to complete in-class activities without proper preparation and a lack of student motivation.

Given the data gathered in this study, I conclude that the disconnect between how many Utah world-language teachers know how to use the flipped method compared to how many are actually incorporating it is a result of the perceived challenges outweighing the proposed benefits for these teachers. Another contributing factor is a lack of proper training on the flipped classroom as well as a lack of teachers using it, across all disciplines, which causes unfamiliarity with the method as a community. Not only is a lack of proper training on the methods necessary, but also educating teachers on the existing literature. I found some perceived advantages and challenges from the point of view of my participants that contradicts the available data on the topic. Additionally, if teachers have found success in their world-language classrooms using the traditional approach, they lack any incentive or motivation to try a new approach and risk hurting their program. If the results of this sampling of teachers is indicative of all world-language teachers in Utah's secondary schools, I conclude that few teachers are incorporating flipped

methods into their classroom and therefore most students might be missing out on the benefits of doing so.

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Appendix A: Survey Questions

Section 1: Background Information and Teacher Experience

1. In what school district do you currently teach?
2. What grade level(s) do you currently teach?
3. What world language(s) do you teach?
4. What level(s) of world language do you currently teach?
5. How many years of teaching experience do you have? (Either continuously or non-continuously)
6. In a typical class, how many students do you have?
7. How did you become licensed to teach?
8. Did you study and receive a Postbaccalaureate degree?

Section 2: Flipped Classroom: Background Knowledge

1. A flipped classroom is defined as “...the common instructional approach where teacher-created materials featuring instruction of new concepts are viewed outside of scheduled class time, in turn freeing teacher–student time for more collaborative efforts in class” (Mehring & Leis). According to this definition, please categorize how much background knowledge you have on the flipped classroom.
 - a. None at all
 - b. A very small amount of background knowledge
 - c. A small amount of background knowledge
 - d. Some background knowledge
 - e. A moderate amount of background knowledge
 - f. A great amount of background knowledge

- g. A very great amount of background knowledge
2. Are you currently using the flipped classroom to any degree?
 - a. Yes (If respond yes, continue to Section 3)
 - b. No (If respond no, continue to Section 4)

Section 3: If YES to Section 2, Question 2 ONLY.

1. If YES to Section 2, Question 2, how often do you use the flipped method in your class?
 - a. Once a school year
 - b. 2-5 times a school year (randomly)
 - c. 6-9 times a school year (randomly)
 - d. Once a month
 - e. 2-3 times a month
 - f. Once a week
 - g. More than one time per week
 - h. Other
2. If YES to Section 2, Question 2, when you use the flipped model in your classroom, what percentage of class time do you devote to activities considered to be in compliance with a flipped classroom, as described in the definition provided in Question 4?
 - a. Less than one-fourth of class time
 - b. One-fourth to less than one-half of class time
 - c. One-half to less than three-fourths of class time
 - d. Three-fourths to less than all of the class time
 - e. All of the class time

3. If YES to Section 2, Question 2, please describe with as many details as possible your personal methods and routines in the flipped classroom. (This can include details related to the two previous questions or other information pertaining to methods and routines you find relevant).

Section 4: Perceived Benefits and Challenges

1. Some educators and researchers have found certain benefits to the flipped classroom. Please select, in your opinion, the top five advantages of the flipped classroom based on different research, with 1 being the most important advantage and 5 being the 5th most important advantage.

- Allow for self-paced learning of students
- Provide a more in-depth study of course material
- Teachers are better prepared to address student and group needs
- Easy re-use of lectures
- Greater transparency of student progress for parents
- Greater access to learning materials for students
- Greater access to learning materials for parents
- Allow for more one-on-one time between teacher and student
- Build confidence in students
- Develop inquiry skills in students
- Develop collaboration skills in students
- Other

2. If you answered "other" on the previous question, please explain.

3. A flipped classroom can present many challenges. Please select, in your opinion, the top three challenges to implementing the flipped classroom, with 1 being the biggest challenge and 3 being the third biggest challenge.
 - Increased workload outside of class for students
 - Increased workload outside of class for teachers
 - Barriers to accessing technology
 - Unforeseen technology issues
 - Difficult to transition to the flipped model for students
 - Students less-able to complete in-class activities without proper preparation
 - Lack of student motivation
 - Other
4. If you answered "other" on the previous question, please explain.

Section 5: Flipped Classroom: Personal Experience

1. Have you ever been taught (formally or informally) about the flipped classroom methodology? If so, please explain the setting (who sponsored the event/course, was it required and if so by whom), what was taught, how it was received by you or the group, etc.
2. Would you consider incorporating the flipped model into your own classroom? Why or why not? Please give as many details as possible.
3. Please describe in your own words, any additional experiences with and/or attitudes toward the flipped classroom. Possible responses may include additional information about the model, why you use it or why you do not, examples of how you use it,

observations of other teachers using it, examples of successes and failures while using it, etc.

4. Are you interested in learning more about the flipped classroom at this point in time?
5. If you are currently teaching in a flipped classroom, to any degree, would you be willing to be contacted for further information and/or to participate in an interview? If yes, please provide your name and contact information below.